

A Facilitator Guide for Conducting Whole School-Based Continuous Professional Development

Module 3: Making Lessons Interactive and Participatory



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About this Facilitator Guide

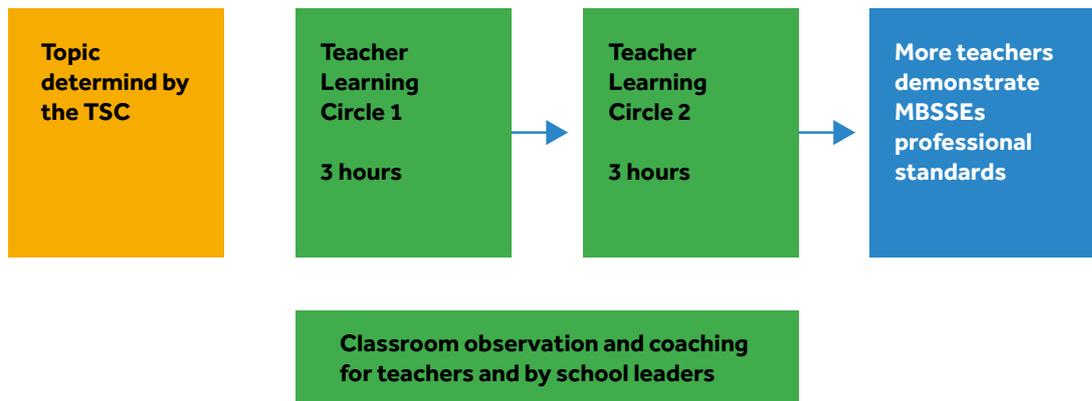
This guide is designed to help facilitators lead school-based continuing professional development in junior and senior secondary schools. The focus for this guide is on making lessons interactive and participatory.

The guide includes instructions and information for facilitating two Teacher Learning Circles (TLCs). The duration of each TLC is expected to be approximately three hours. All teachers in a school are expected to attend and participate, regardless of the subject they teach.

The first TLC should take place at the start of term. The second TLC should take place two to three weeks later.

The diagram below summarises the TSC’s approach to school-based teacher professional development.

School-based teacher professional development Overview of activities over one term



How to use the Facilitator guide

This guide is to support school leaders such as Principals, Head of Departments or other senior teachers that will lead and facilitate the TLC. The date and time for the TLC should be agreed well in advance of the meeting and communicated by the Senior Leadership Team in the school.

Before each TLC, the facilitator should:

- Read and familiarise themselves with the session notes and instructions for facilitating the TLC.
- Check their understanding of the activities to be undertaken during the TLC and their purpose.
- Prepare and collect resources needed for the TLC.
- Prepare the space including arranging seating, blackboards, whiteboards etc.

During each meeting:

- Take a register of attendance. Ensure that it is signed by all participants and given to the school Principal.
- Start and end on time.
- Encourage everyone to participate.
- Ensure the meeting is a safe space for everyone to share ideas and opinions. Listen carefully to what people say and encourage others to do the same.
- If participants want to discuss something that is not related to the topic, record the item on a flip chart and agree to discuss it after the meeting.
- Use energizers whenever participants are lacking in energy. Energizers can be rhymes, songs or a quick physical activity.
- Leave sufficient time for evaluation at the end of the TLC.
- Collect the evaluations.

After each meeting:

- Review the evaluations and speak with a few colleagues to get their feedback.
- Offer support to colleagues to complete TLC follow up tasks.

Remember! A good facilitator...

- Is gender responsive and does not use any form of discrimination
- Is well prepared to conduct the session
- Starts and ends the session on time
- Follows the guide and the proposed activities and discussions
- Communicates information and instructions clearly
- Encourages everyone to participate
- Is enthusiastic about CPD and the content covered in the TLC
- Recognises and respects participants' contributions
- Encourages participants to work together.

How the Facilitator Guide is organised

The facilitator guide is organised by activity. Aim to follow the activities in the sequence given.

You will see that some types of activities have a symbol or sign to help you.

The symbols used are shown in the table below.

Symbol	Meaning
	Learning outcomes: These are brief descriptions of knowledge and skills teachers are expected to learn by the end of the learning circle. They also support both the facilitator and teachers to know the purpose of the learning circle thus allowing everyone to self-assess their learning progress.
	Reflective activities: Use reflection time to allow individuals and groups to think more deeply about an issue, or about what they've learnt.
	Facilitator notes: In these sections you will find the topic background and information needed to complete the task. If you can, print it and share with teachers or send it via WhatsApp to read before or after the TLC.
	Discussion: These are tasks where teachers get to talk and share ideas or experiences about specific topics.
	Video: These are visual and audio learning aids that introduce a topic/theme, provide a summary of the content taught or showcase different perspectives.
	Audio clip: These are audio recordings that introduce a topic/theme, provide a summary of the content taught or showcase different perspectives.
	Case study: These are real-life experiences collected from different school settings that provide opportunities to teachers to reflect and assess their ability to handle scenarios presented based on content learnt during the learning cycles.
	Tasks for after the meeting: These are tasks that teachers are required to do after the TLC. They may be individual or group tasks.

Facilitator Guide for Teacher Learning Circle 1:

Making Lessons Interactive and Participatory



Teacher Learning Circle 1

Data from the learning assessment shows that overall learning levels continue to remain far below grade-level expectations, and learners struggle with conceptual understanding and application of critical thinking skills such as analysis and interpretation. To boost these skills, teachers need to create additional opportunities in classrooms to practice these skills. Interactive and participatory learning methods can support teachers in creating interesting and enjoyable learning opportunities that help them develop critical thinking, analytical and interpretation skills, especially understanding fractions, decimals, percentages, interpreting texts and applying reasoning to passages.¹

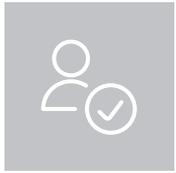
Agenda

Time/duration	Activity	Materials needed	Tip for the facilitator
10 minutes	Opening		
5 minutes	Introduction		
40 minutes	Identification of interactive teaching and learning methods		
10 minutes	Meaning of the word "Interactive"		
30 minutes	Creating a bank of interactive methods		
30 minutes	Making our lessons more interactive		
15 minutes	Taking interactive methods to our classroom		
30 minutes	Closing		

¹ [Leh Wi Lan \(2022\) Learning and School Safety \(LASS\) Study. Available at https://mbsseknowledgeplatform.gov.sl/material/lass-2022-school-safety-briefing-note/](https://mbsseknowledgeplatform.gov.sl/material/lass-2022-school-safety-briefing-note/)

Learning outcomes

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



- Explain why using interactive methods is important
- Explain that interactive methods can help learners to develop critical thinking and analytical skills
- List at least 5 interactive methods that can be easily used in any classroom

Training materials

- Flip chart paper
- Handout 1: Lesson activities
- Handout 2: Poster illustrating the meaning of the word “Interactive”
- Flipchart paper titled “Rules guiding the session”
- Flipchart paper titled “Learning outcomes of the session”, with objectives listed on the flipchart
- Flipchart paper titled “Agenda”, with agenda items listed on the flipchart

Preparation

- Prepare training aids, especially the flipcharts and handouts. Handout 1 can be copied to small cards, which will be distributed to the groups.
- Read the script
- Try out planned activities
- Set up a CPD WhatsApp group with teachers in your school. Don't worry if some teachers do not use WhatsApp. Just add as many teachers as you can.

TLC Activities

Opening



10 minutes

Instructions



1. **Arrange seating.** Preferably arrange the chairs in a circle. Tables will not be necessary, but if teachers feel more comfortable with tables, you can use them. It is important that the teachers move around the room, form pairs and groups easily and quickly during the session.

2. **Greet the participants.**

3. **Agree the rules** for the session and write them on a flipchart

a. Say: To ensure that distractions are kept to a minimum during this session, let's agree some basic rules. What rules should guide our session today?

i. Participants may say:

1. Phones on silence
2. Reduce movement
3. Participate actively
4. Use encouraging and inclusive language
5. Listen when someone else is speaking
6. Accept that we are all learning, feel free to ask questions

4. **Display the rules** on the wall.

5. **Write the learning outcomes** of today's session on a flipchart, read out the objectives of today's session and hang the flip chart with today's objective on a wall where all can see it.

6. **Present today's agenda** and hang the agenda on a wall near the learning outcomes, where all can see the flipchart easily.

Introduction



5 minutes

Form of work: Whole group

Instructions



During the last TLC, we looked at how to create safe and inclusive learning environment and how to assess learning. In today's TLC we will look at how to make our lessons interactive and participatory. Teaching large group of learners can be challenging, teaching large group of learners, all with various needs, learning styles and learning gaps can be overwhelming, but with some strategies and interactive and participatory teaching and learning techniques learning and teaching can become enjoyable and effective.

Which methods are interactive and why we like them?

Interactive teaching methods help learners become active and creative during lessons. They encourage learners to think, discuss, exchange ideas and often engage them in 'hands-on' activities. They also help to develop social skills such as teamwork. Interactive methods are a great motivating tool as they make a lesson dynamic and attractive. They turn learners' natural energy into discovering and learning through active participation. Learners who do not interact, who only sit and copy notes from blackboard or textbook do not learn as well as active learners, who engage with each other and apply knowledge and skills in practical tasks. This is why the effectiveness of a classroom activity largely depends on how involved learners are in the given context. Today's learning circle will help teachers understand what makes a lesson interactive and how to make simple adjustments in our lessons to make them more interactive.

Activity 1: Identification of interactive teaching and learning methods



40 minutes

Form of work: Pair work, group work and whole group

Instructions



Ask the participants to pair up with a person sitting next to them. Give them 10 minutes to talk with each other about the following topics.

In pairs, the participants discuss:

- Recall the best or most interesting lesson you have participated in and explain your reasons for choosing the lesson.
- Recall the worst, boring or least interesting lesson you have participated in and explain your reasons for choosing the lesson.

After 10 minutes, **ask** the pairs to share with the whole group what they have heard from their partners by asking the following questions.

- What characteristics of the most interesting lesson did your partner mention?
- What characteristics of the least interesting lesson did your partner mention?

Summarise findings from the pairs; say that the lessons most of the participants enjoyed were participatory and active lessons, and the least interesting lessons were those where not so much participation was happening.

Next **ask** the participants to count to four. Group the participants into four groups (all ones together, all twos together, all threes together, all fours together).

Give each group a set of the following statements describing lesson activities.

Ask the groups to read examples of class activities listed in handout 1 and decide which of these activities involve learners most. (10 minutes)

Handout 1: Class activities

The teacher reads a text, learners listen and then do a class work task.

Learners repeat definitions after the teacher.

Learners ask each other questions in pairs.

Learners read a text from a textbook alone.

Teacher asks questions about a text which learners have read. Individual learners answer or.

The teacher writes a note or a text on the board, learners copy.

Teacher gives learners a simple, real-life scenario related to the topic they are learning and asks learners to come up with solutions in pairs or in groups.

The teacher explains a topic and learners listen.

Learners go for a study tour.

Learners are paired up to prepare a class-display in small groups.

Learners play a quiz in groups.

Teacher organises a class debate.

Learners list questions they have about the topic and in groups use library sources to find answers.

Teacher divides learners into pairs or small teams and learners engage in peer learning.

Ask representatives of the groups to share the group conclusions in plenary. Ask participants to discuss the following questions:

- Why did you choose these activities?
- Do you think these are good lesson activities?
- Why is it important to use this kind of activities in the classroom?
- How interactive methods help learners?
- How interactive methods help teachers?

Summarise the discussion referring to teachers' experience and emphasise that active learners learn better, active lessons:

- Are more interesting
- Encourage learners to be more engaged as they are more "hands-on"
- Can sharpen learners' critical-thinking skills
- Can support learners in developing analytical reasoning and decision-making
- They involve more collaboration and teamwork than non-participative methods and thus include element of peer-teaching, peer support, and they also can boost learner's self-esteem, can help learners form positive relationships with peers, can boost motivation and confidence to learn
- Can boost imagination, creativity and logical thinking Interactive methods can also help teachers to:
 - Create more conducive learning environment
 - Set different tasks for different learners, differentiate difficulty level
 - Break large groups into smaller, more manageable teams
 - Engage all learners in learning
 - Observe classroom dynamics better

Activity 2: Meaning of the word “interactive”



10 minutes

Form of work: Group work and whole group

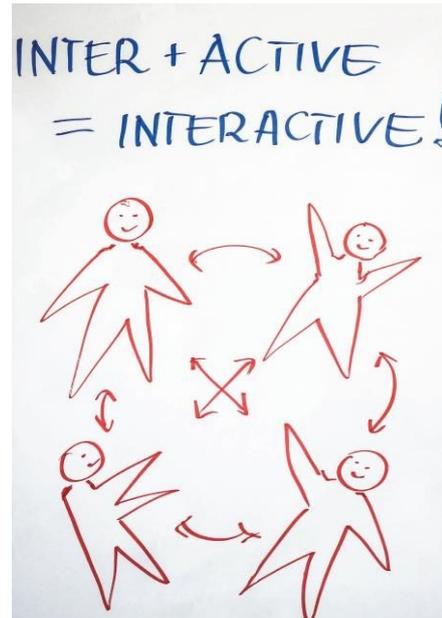
Instructions



Hang a poster (Handout 2) illustrating the meaning of the word “interactive” (prepare the poster before the session).

Request the participants to interpret the picture by asking the following question – **What does the word “Interactive” mean to you?**

If necessary, add to the interpretation of the participating teachers and explain that **interactive** means involving the actions of more than one person, in our example, actions of 2 or more learners.



Handout 2: Interactive poster

Activity 3: Creating a bank of interactive methods



30 minutes

Form of work: Group work and whole group



Instructions

Ask teachers to form 3 groups and to bring to the group teachers who they have not worked with closely today yet.

Give each group a flipchart.

Ask the groups to identify a group secretary.

Ask the secretaries of the group to title the flipchart “Bank of Interactive Methods” and to write letters of alphabet on the flipchart in the way demonstrated below:

Bank of Interactive Methods

A

B

C

D

E

F

G

H

Ask the group members to come with at least one interactive method for each letter of alphabet. For example: D for Debate.

Ask teachers to list as many methods as they can.

Give the teachers 15 minutes to work on their list.

Give each group 5 minutes to present their list, preferably adding to the list the methods that were not mentioned by the previous groups.

After the meeting, **hang the Bank of Interactive Methods** in the staff room, for teachers’ future reference.

Activity 4: Making our lessons more interactive



30 minutes

Form of work: Whole group and pairs

Instructions



Note: You will need to collect lesson plans from teachers for upcoming lessons. If they are not available, use lesson plans in English and mathematics Teacher Guides and have all teachers (regardless of the subject they teach) teach them.

Explain to teachers that in this activity we will use our Term 2 lesson plans and make the planned lessons even more interactive. The reason to make lessons more interactive is to help learners develop critical thinking and analytical skills through “hands-on” learning.

Through this activity, we will identify opportunities in our existing lesson plans, where small lesson adjustments can boost critical and analytical skills in learners and further boost learning outcomes across curriculum, particularly in literacy and numeracy.

Ask teachers to create subject pairs. Teachers teaching mathematics should get together, teachers teaching English should work together. Teachers teaching other subjects, for example history can come together with teachers of other subjects if they cannot find a pair partner teaching the same subject as they do.

Distribute Term 2 lesson plans to each pair – for the subject and levels that the pair members teach.

Ask the pairs to identify a lesson that they have not yet taught, and one that they will teach soon.

Ask teachers to review the chosen lesson plan and identify activities in that lesson plan that could be conducted in more interactive/engaging and thought-provoking manner.

Caution teachers to ensure that the activity must remain feasible to implement within the real classroom setting, and that it should roughly take the same amount of time as originally planned.

Ask teachers to stay mindful of the class-size, learners’ current abilities, available classroom resources, etc.

The task is to make the lesson more interactive and thought provoking, but realistic and suitable for the context teachers are dealing with.

Advise the teachers not to change the activities completely, and instead identify simple, realistic adjustments that can work in every classroom.

Give example: instead of writing a definition or other information on a blackboard and asking learners to copy that information to their notebooks, a teacher can prepare a quiz, ask learners to pair-up and in pairs answer the quiz questions. In such example, teacher would engage more learners, would create more opportunities to identify learners who may have learning gaps and would enable peer learning and peer support. Teacher would not spend more time on the task, but individual learners would get additional prompt to get involved (it is hard not to get involved when learners work in pairs).

Example from Integrated Science:

Instead of noting on the blackboard sources of energy, ask learners to pair-up, discuss and list as many sources of energy as they can think of.

In this example – all pairs would engage in writing information the teacher intended learners to write, but instead of supplying information to learners, the teacher asks learners to come up with the information based on their prior knowledge. Learners discuss in pairs, some of them overhear other pairs, they engage their memory and their cognitive skills to come-up with the answers. There is some level of peer learning happening, and while this is happening, learners form new relations with their classmates, they are learning how to communicate, they support each other and quite possibly enjoy a gentle competition against other pairs working on similar task. The teacher can even ask the pair who listed the most sources of energy to display that list on a wall, so that others can copy and use as reference in future lessons. That way teacher creates “talking classroom” and creates additional teaching aids that can support learning, while actually not putting any extra work to achieve that.

Encourage teachers to come up with such simple adjustments. Give teachers 20 minutes to identify and modify the chosen activity within the lesson plan. After pairs are ready, ask two or three pairs to share in the plenary their modified activities.

In plenary, **ask** teachers to react and reflect on modifications and if necessary, to suggest further adjustments, or point out strengths or possible challenges with implementation of the activity.

Activity 5: Taking interactive methods to our classrooms



15 minutes

Form of work: Whole group and pairs

Instructions



Task teachers to use the modified activity they prepared today when they teach the lesson and to share their reflections and observations/feedback with other teachers via the school's CPD WhatsApp Group. (Make sure you have set this up before the session.)

If teachers prepared an activity for a lesson that will not be taught soon, ask the teachers to adjust another activity from the lesson plan to make it more thought provoking and engaging for learners.

Challenge teachers to try at least one modified interactive activity in each lesson they teach and to share their experiences, challenges and successes via CPD WhatsApp Group and to note key reflections in their CPD notebook.

If your teachers still did not set up the CPD WhatsApp Group encourage them to do so, if that is feasible. If this is not feasible, encourage teachers to share informally, during their tea breaks.

Ask teachers to also agree among each other peer observations. Ask teachers to pair up with a teacher who they did not exchange observations with yet, or if that is easier with a teacher teaching the same subject. Ask the teachers to agree date of at least one observation each.

Remind teachers to take notes during the peer observations and to arrange for a friendly feedback session in which both teachers share reflections on how the interactive activity go and how the lesson go.

Activity 6: Closing



30 minutes

Form of work: Whole group



Use the same seating arrangement as at the start of the session (for example ask the participants to sit in a circle).

Thank all participants for their time and participation in today's session.

Take attendance notes.

Ask the participants to describe today's session in up to three words.

Make quick notes of the descriptions the participants use. Did they find the session informative, enjoyable, fun? What did the teachers think about the session? Share these reflections in your **CPD notebook**.

Agree with the participants the date of the next session and ask the participants to remember to share their experiences from using interactive methods in the classroom via CPD WhatsApp Group and to try at least one interaction in every lesson they teach.

During the next session, we will learn how to use the interactive methods to differentiate tasks for learners with various abilities and difficulties.

Facilitator Guide for Teacher Learning Circle 2:

Making Lessons Interactive and Participatory



Teacher Learning Circle 2

Learners have different interests and aptitudes and varied abilities. They come with different levels of support at home and different life experiences. According to data from learning assessment, many students in Junior Secondary School learners still struggle with foundational skills such as reading with comprehension and analytical skills.

This means that teachers have to find a way to make lessons interesting for all learners, to adapt content to the ability of all learners and to provide extra support where needed. This is challenging in all circumstances, but especially in overcrowded, under-resourced schools. With some techniques, we can achieve that.

Agenda

Time/duration	Activity	Materials needed	Tip for the facilitator
10 minutes	Opening		
5 minutes	Introduction		
60 minutes	Which interactive methods do we use in our lessons, how did it go and what did we learn?		
60 minutes	Tailoring lessons to the diverse needs of learners		
40 minutes	How can we use interactive methods to tailor lessons to the needs of learners who need extra support?		
20 minutes	Closing		

Learning outcomes

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



- Explain that interactive methods can be used to tailor lessons to the diverse needs of learners
- Explain how interactive methods can be used to tailor lessons to the diverse needs of learners
- Demonstrate a lesson activity tailored to the diverse needs and abilities of learners

Training materials

- Flip chart paper and markers
- Handout 2: Poster illustrating the meaning of the word “interactive” (The same poster as used in Module 3 - TLC1)
- Flipchart paper titled “Rules guiding the session” (Can be the same poster as prepared and used during previous TLCs)
- Masking tape or a string in a vibrant colour
- Cardboard or copy paper
- Flipchart paper titled “Learning outcomes of the session”, with objectives listed on the flipchart
- Flipchart paper titled “Agenda”, with agenda items listed on the flipchart

Preparation

- Prepare training aids, especially the flipcharts and handouts. Handout 1 can be copied to small cards, which will be distributed to the groups.
- Read the script
- Try out planned activities

Opening



10 minutes

Instructions



1. **Arrange seating.** Preferably arrange the chairs in a circle. Tables will not be necessary, but if teachers feel more comfortable with tables, you can use them. It is important that the teachers move around the room, form pairs and groups easily and quickly during the session.

2. Greet the participants

3. **Agree the rules** for the session and write them on a flipchart. If you saved the flipchart with the session rules from previous TLC, reuse it. There is no need to agree new rules each time TLC takes place. The rules can stay the same, if the participants are happy with the earlier agreed rules and you still have the flipchart from the last session, reuse it. You are saving paper and effort. But! Remind the rules you all agreed so that they still guide the session.

a. **Say:** To ensure that distractions are kept to a minimum during this session, let's agree some basic rules. What rules should guide our session today?

i. Participants may say:

1. Phones on silence
2. Reduce movement
3. Participate actively
4. Use encouraging and inclusive language
5. Listen when someone else is speaking
6. Accept that we are all learning, feel free to ask questions

4. **Display the rules** on the wall.

5. **Write the learning outcomes** of today's session on a flipchart, read out the objectives of today's session and hang the flip chart with today's objective on a wall where all can see it.

6. **Present today's agenda** and hang the agenda on a wall near the learning outcomes, where all can see the flipchart easily.

Introduction



5 minutes

Form of work: Whole group

Instructions



Share with the whole group: During the last learning circle, we looked at interactive teaching and learning methods. In pairs we picked a lesson activity and made it interactive. We had a couple of pairs present their activity during the last session. We also took all these activities to our classrooms. We already had some testimonies given in the **CPD WhatsApp Group** on how these interactive activities went. Let's reflect on these activities today and let's jointly think how these activities could be further modified to support learners various learning styles and different ability levels. Let's also remember that many of our learners still struggle with basic comprehension and analytical skills. It is through our work and through active teaching methods that we are aiming to strengthen these skills in learners. Let's also remember that all teachers, even the teacher of Physical Education, can and should help learners strengthen literacy and numeracy skills.

In today's TLC we will share our experience of organising interactive activities in our recent lessons and we will work focus on tailoring these activities to the needs of learners with diverse needs. We will also build on lessons learned from using these activities in our overcrowded classrooms and we will jointly amend them to better suit situation in our classrooms.

TLC Activities

Activity 1: Which interactive methods did we use in our lessons, how did it go and what did we learn?



60 minutes

Form of work: Whole group

Instructions



Say: We learned during the last TLC that interactive teaching methods can help learners become active and creative during lessons. Interactive methods can encourage learners to think, discuss, exchange ideas and engage them in 'hands-on' activities. These methods can also help learners to develop social skills such as teamwork.

We also learned that interactive methods can be a great motivating tool as they can make a lesson dynamic and attractive. They can turn learners' natural energy into discovering and learning through active participation. But how did it go in practice? Let's find out!

Prepare two pieces of A4 paper. On one piece write 'Agree' in large writing. On the other piece write 'Disagree'. Put one sign on one wall and the other sign on the OPPOSITE wall.

Explain to the participants that you will read out some statements and you will ask the participants to agree or disagree with these statements. If they agree, they will walk towards the end of the line with the cardboard "agree", if they disagree, they will walk towards the end of the line with the cardboard "disagree". If they neither agree nor disagree, if they are undecided, they can stand in the middle.

If there is any teacher who did not try the interactive method in his/her recent lesson, encourage them to try these methods in their next lesson and ask them to participate in the reflection activity, but base their reflection from their prior experience or using interactive methods.

Read out the statement and ask the participants to take their positions and agree or disagree:

1. The interactive method I used in my lesson went well.

Ask a couple of participants who agreed with the statement to briefly describe the activity and tell the group what went well and what in their opinion made the activity successful.

After some participants shared their reflections, turn to the participants who stand at the other side of the line and who think their activity did not go so well. **Ask** the participants who disagreed to briefly describe the activity they organised and share their experience. Ask two-three participants.

If there are any participants who stand in the middle, **ask** them to share their experience and let the group know why they think it neither went well nor not so well.

Ask another question:

2. Learners enjoyed interactions and working jointly with their peers on a task.

Ask a couple of participants who agreed with the statement to share their reflections and their observations. How do they know that the learners enjoyed the activity?

After some participants shared their reflections, turn to the participants who stand at the other side of the line and who disagreed with the statement. **Ask** the participants who disagreed to share their experience. **Ask** two-three participants.

If there are any participants who stand in the middle, **ask** them to share their experience and let the group know why they decided to stand in the middle. What did they observe?

Ask another question:

3. Learners learned during the activity more than they would have learned if I dictated the material or let them copy from textbook or blackboard.

Ask a couple of participants who agreed with the statement to tell the group what they observed about their learners' learning. How do they know that the learners learned more during the activity?

After some participants shared their reflections, turn to the participants who stand at the other side of the line and who disagreed with the statement. **Ask** the participants who disagreed to share their experience. **Ask** two-three participants.

If there are any participants who stand in the middle, **ask** them to share their experience and let the group know why they decided to stand in the middle. What did they observe?

4. The activity took approximately the same time as dictating or copying material from blackboard/textbook.

Ask a couple of participants who agreed with the statement to share about their activity, how they managed time and what they observed about the use of time during the activity.

After some participants shared their reflections, turn to the participants who stand at the other side of the line and who disagreed with the statement. Ask the participants who disagreed to share their experience. **Ask** two-three participants.

If there are any participants who stand in the middle, **ask** them to share their experience and let the group know why they decided to stand in the middle. What did they observe?

Ask another question:

5. It was easy to plan and prepare the activity.

Ask a couple of participants who agreed with the statement to share with the group why they agree with the statement and about their experiences from preparing the activity.

After some participants shared their reflections, turn to the participants who stand at the other side of the line and who disagreed with the statement. Ask the participants who disagreed to share their experience. **Ask** two-three participants.

If there are any participants who stand in the middle, **ask** them to share their experience and let the group know why they decided to stand in the middle. What is their experience?

Ask another question:

6. I will plan, prepare and use interactive methods and activities in more of my lessons.

Ask a couple of participants who agreed with the statement to tell the group why they agreed with the statement and what is their plan for using interactive methods during lessons.

After some participants shared their reflections, turn to the participants who stand at the other side of the line and who disagreed with the statement. **Ask** the participants who disagreed to share why they disagreed and about the reasons that they think they will not use interactive methods during lessons. Ask two-three participants.

If there are any participants who stand in the middle, ask them to share their experience and let the group know why they decided to stand in the middle.

Wrap-up the activity and **invite** the participants to another activity. Say: Thank you for your participation. We've learned a lot from our classroom experience, and we collectively have lots of reflections about interactive methods.

In the next activity we will look more closely into using interactive methods to tailor lessons to the diverse needs of learners, and make it work in a large classroom.

Activity 2: Tailoring lessons to the diverse needs of learners



60 minutes

Form of work: Whole group, pairs

Instructions



Say: learners have diverse learning needs. They have various abilities and interests, some of learners have learning gaps, some have learning difficulties. Interactive methods can be used to tailor lessons to the diverse needs of learners.

Ask the participants to form the same pairs in which they worked during the last TLC, when the pairs worked together on planning and preparing classroom interactive activity.

After the pairs are formed, ask the pairs to discuss the following question:

1. How could this activity be modified to stay interactive, but suit the following learning styles:
 - a. Visual - learners learn by seeing
 - b. Auditory - learners prefer to learn by listening and speaking
 - c. Kinaesthetic - learners prefer to move and learn by doing
 - d. Reading and Writing learners like to read and take notes

Give the participants 10 minutes to discuss. After the 10 minutes, **ask** a couple of pairs to share the ideas they had. Do not ask all pairs to feedback – give chance to 2-3 pairs. Ask other participants whether they have any additions or suggestions and if they do, let them share these suggestions in the whole group.

After the pairs shared their ideas, ask the pairs to work together to modify their interactive activities to the needs of:

- a. Visual learners
- b. Auditory learners
- c. Kinaesthetic learners
- d. Read/write learners.

Give the pairs 20 minutes to work-out the modifications for each of the learning styles.

After the 20 minutes, **invite** 2 pairs to present their interactive activities, with modifications for learners of different learning styles. Make sure that the pairs that present are different from the pairs that presented before.

After the presentations, **ask** the whole group to share their observations and suggestions. Agree further modifications, if necessary.

Explain to the participants that in our next activity, we will modify these activities even further.

Activity 3: How can we use interactive methods to tailor lessons to the needs of learners who need extra support?



40 minutes

Form of work: Whole group and pairs

Instructions



Say: We already know that learners have diverse learning needs and that sometimes, learners need extra support. In this session, we are going to think about how to provide that extra support.

Say: Stay in the same pairs. As a pair, think of a learner or group of learners who have often need extra help. Discuss what needs they have and how these needs could be supported in a context of a large class.

Ask some prompting questions:

- If learners who need extra help are sitting at the back of the classroom, is it easy to support them? Why?
- Should learners who need extra help be sitting together? Or would it be easier for them to sit next to learners who don't need extra support? Why?
- Do learners who need extra help need completely different activities? Or are there things you can do to help them do more or less the same activities as everyone else?

After 10 minutes, **invite pairs to report back.**

After they have reported back share the following points about learners who need extra help:

- They may benefit from sitting closer to the teacher so that she can provide extra help.
- They may benefit from sitting next to another learner who can help and encourage them.
- The teacher might find it easier to give extra support if all students who need it are sitting together.
- Some learners do not do well under pressure. They benefit from having an opportunity to discuss a question with a peer before sharing an answer.
- Activities can be modified to make them slightly easier (or shorter) for learners who need extra

Say: In the same pairs, choose one of the following lessons:

[Microsoft Word - ENGLISH JSS 2 TERM 2_Final 15.7-bw-amends.docx](#)
(Page 46, lesson 75 of the JSS2 Term 2 Language Arts Pupil Handbook)

Or

[Microsoft Word - JSS1 Math Term 1 Compiled GM_CJ_FINAL_14.7.docx](#)
(Page 95, lesson 36, JSS1 Term 1 Mathematics Pupil Handbook)

Think about how you would set up the activity so it is interactive and so that all learners remain engaged and involved – even those who struggle with reading and writing in English.

Give the participants 20 minutes to come up with their suggestions.

After 20 minutes, **invite one pair to present their ideas for modifying the activity** and explain:

- What the activity is
- How this activity could be modified for learners who need extra support

Thank the pair for their presentation. **Invite another pair** to present on the other lesson. Try to have one presentation on each lesson – mathematics and English.

Share the following ideas to conclude this activity:

For the Language arts activity, teachers could for example:

- Pair weak readers with strong readers to read the text in activity 1.
- List new or difficult words on the blackboard and go through them in advance before learners read the text.
- Sit with learners who need extra help to answer the questions verbally first, and then help them write a short answer.
- Provide a list of 10 words (including 5 synonyms) for activity 3 and ask learners to identify the 5 synonyms for each word listed.

For the mathematics activity, teachers could:

- Sit with learners who need extra support and do the examples with them.
- Check that learners have read and understood the word problem. (Many learners can do the mathematics, but they cannot read the problem.)
- Invite learners who have completed the practice problems to help their peers.
- Require learners who need extra support to complete three of the five practice questions.
- Ask the participants to regroup and prepare for a closing activity.

Invite participants to modify their lessons using some of these strategies and to share what happened on the school CPD WhatsApp group.

Closing



20 minutes

Form of work: Whole group



Use the same seating arrangement as at the start of the session (for example ask the participants to sit in a circle).

Thank all participants for their time and participation in today's session.

Take attendance register.

Ask the participants to describe today's session in a short sentence.

Make quick notes of the descriptions the participants use. Did they find the session informative, enjoyable, fun? What did the teachers think about the session? Share these reflections with your colleagues, including your Deputy Director, School Principal and DPO.

Remind participants to remember to share their experiences from using modified and adapted interactive methods in the classroom via **CPD WhatsApp Group**.



Facilitator notes

1. Learning outcomes of the session “Making our lessons interactive and participatory”

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

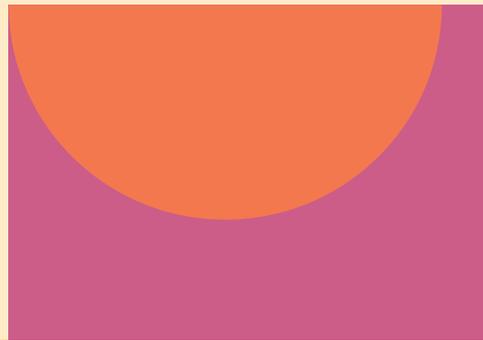
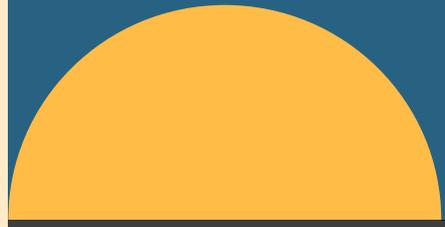
- Explain why an interactive lesson is interesting and effective
- List interactive methods

2: Rules for the session

Participants, guided by the session lead, propose and agree their own rules that will guide these sessions. Some of the basic rules can include:

1. Phones on silence
2. Reduce movement
3. Participate actively
4. Use encouraging and inclusive language
5. Listen when someone else is speaking

Accept that we are all learning, feel free to ask questions



**A Facilitator Guide for Conducting
Whole School-Based Continuous
Professional Development**

**Module 3: Making Lessons Interactive
and Participatory**

