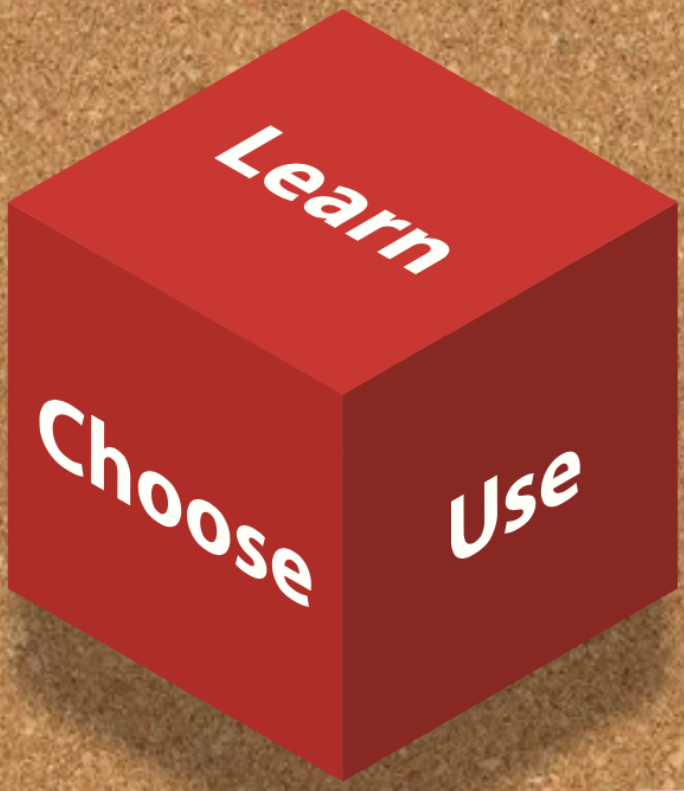
LEARN - CHOOSE - USE

An approach to teacher professional development that empowers teachers with options



With over 129 teaching strategies, class activities and educational approaches for teachers - all aligned to the Myanmar Teacher Competency Standards Framework

Teacher FOCUS

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Acknowledgements

There is not one mold for a perfect teacher.

One of the wonderful things about a school-based education is that over the years students are taught by a diverse team of teachers, each with their own style, personality, interests and preferred methodologies. We believe that professional development for teachers should foster diversity, not force all teachers into the same mold.

We have witnessed excellent teaching firsthand in Migrant Learning Centers located along the Thai-Myanmar border. We have witnessed dedicated teachers able to do so much despite having so little teaching and learning materials available. Using the Learn-Choose-Use materials included in this resource, our team observed migrant teachers from Myanmar going above and beyond in their classrooms: often deciding to use more approaches than expected. Teachers excelled when they had **a choice and a voice** in how they wanted to improve. The Learn-Choose-Use approach empowers teachers to be in the driver's seat and choose what works for them and their classrooms.

Thank you to all the teachers in our in-service capacity building program for your remarkable resilience and dedication to providing quality education to migrant children from Myanmar. You make a Myanmar-recognized education possible for migrant children.

Thank you to **Child's Dream Foundation** for supporting our work in Migrant Learning Centers and the development of this manual.

Thanks also to **Mote Oo Education**, as some of the materials have been derived from resources originally developed with them. For more information about Mote Oo and their great educational resources visit: https://www.moteoo.org/en

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Because this LCU resource was developed for teachers from Myanmar, all sections are aligned to the **Myanmar Teacher Competency Standards Framework**. Look for the links under each heading.

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THE LEARN-CHOOSE-USE APPROACH

Teaching is an incredibly demanding profession. This is especially true for new teachers and teachers working in development contexts. With so many students to manage, resources to prepare, and additional duties to complete, there is hardly enough time in a day for reflection and professional development. The LEARN-CHOOSE-USE (LCU) approach was developed for teachers, with teachers in the everyday trenches of the classroom. The LCU Approach is designed to efficiently introduce teachers to a wealth of teaching strategies, techniques and routines, empowering them to choose what is right for them and their classroom. The process is simple:

1. LEARN

We believe there is not one best way to teach. Just as each student learns in a slightly different way, each teacher brings their own flavor to how they teach. During training, teachers **LEARN** a variety of methods they can use to improve a specific teacher competency. The goal is to expand each teacher's toolbox of classroom activities, routines and methods through modelling how each method is used.

2. CHOOSE

After watching and learning the different ways a teacher can effectively demonstrate a specific competency, (e.g. managing a class or introducing critical thinking activities) each teacher is asked to **CHOOSE** a new method to try in their class. In a training setting, teachers are given time to develop resources needed for their upcoming lesson.

3. USE

In a training setting, teachers are given time to practice **USING** their new techniques alongside their peers. After the training is completed, teachers are assessed during a follow-up observation and receive individualized feedback on how they are progressing. Our experience has been that teachers who get to choose the methods they want to use are much more likely to include these techniques in their daily teaching routines.

TEACHERS CAN ALSO LEARN-CHOOSE-USE AT THEIR SCHOOL

We always recommend that teachers engage in professional development in a group whenever possible, because too many teachers work in isolated classrooms. Teachers can learn so much from each other. It is best to use the LCU approach with your colleagues to expand your teacher toolbox. We're sure some of you have used these techniques before, and one of the best ways to learn is from someone who has already tried some of these strategies and methods.

A trainer modeling how to bring stories to life in the classroom

A teacher explaining how she developed her lesson plan

A trainer demonstrating how to use a model of the solar system to engage students

OUR GUIDING BELIEFS OF TEACHER TRAINING

TeacherFOCUS was founded on strong partnerships and a team approach. We believe that real capacity building and improvement is a process. Learning is an integral part of being a teacher and we challenge all educators to stretch themselves to constantly learn and grow. Below are some of our guiding beliefs:

THE BEST TEACHER TRAINING HAPPENS IN CLASSROOMS. As much as possible all our training is conducted in the classrooms and workspaces of the teachers we support. The same resources. The same textbooks. The same space. Teachers are most likely to use new methods when they learn and practice where they perform.

THERE IS NOT ONE BEST WAY TO TEACH. Teachers need to choose what works best for them and their students. Each teacher has unique strengths and talents. We want to empower each teacher to be the best version of themselves.

LEARNING NEVER STOPS. Every teacher, no matter how experienced, has things they can improve on. We believe all teachers can be motivated to learn and grow with the right approaches.

TEACHERS LEARN BEST FROM OTHER TEACHERS. We try to encourage teachers to support each other as much as possible. Adults learn best by teaching others, so we do our best to empower teachers to model and assess each other.

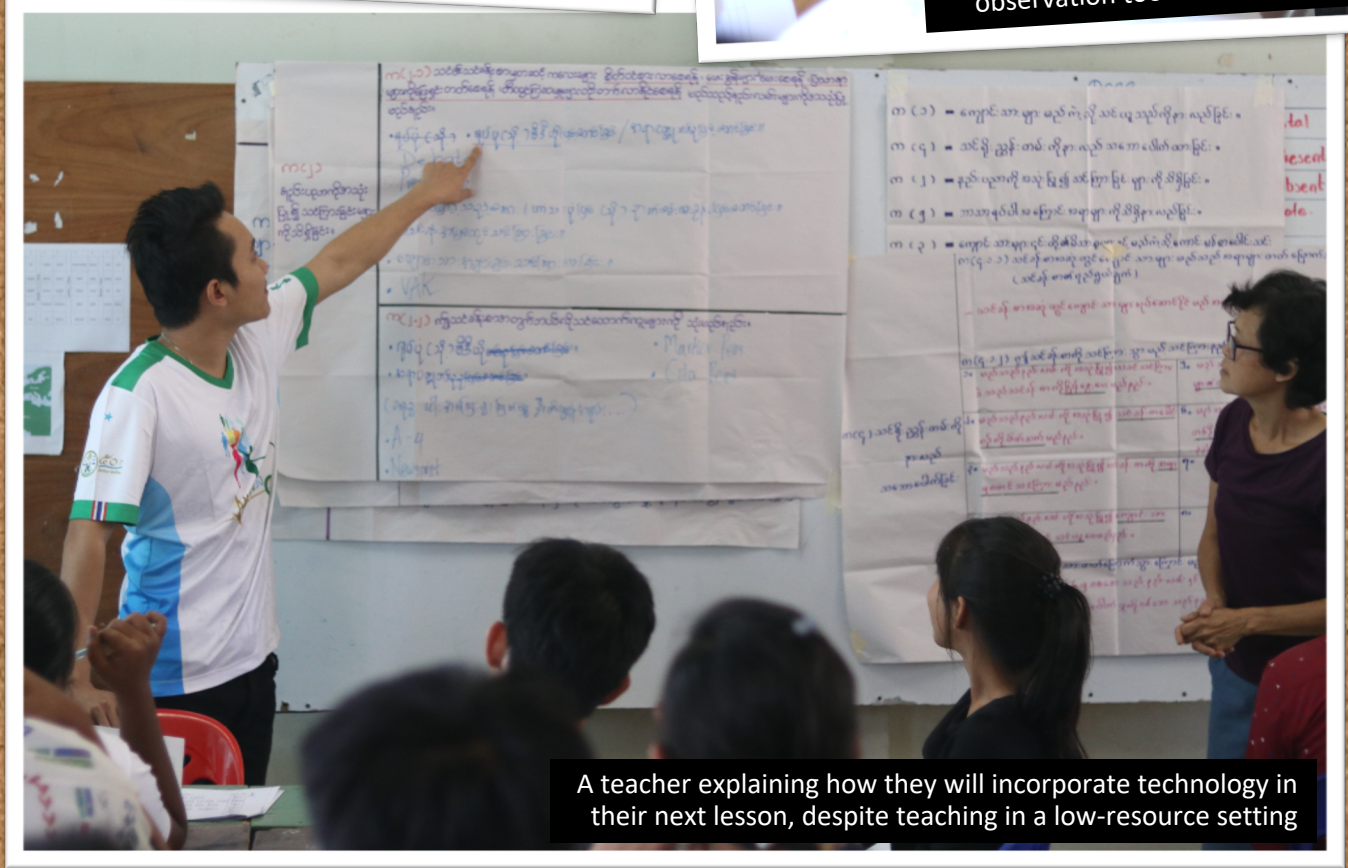
REAL GROWTH TAKES TIME AND ACCOUNTABILITY. One-time training doesn't work. We strive to build strong systems where follow-up and monitoring occurs. Teachers do better if they know someone cares enough to follow up.

CELEBRATING TEACHERS' SUCCESS IS CRITICAL. Positive reinforcement cements improvement and builds confidence. We want to intentionally make time to celebrate the great things teachers do.

THE MOST EFFECTIVE AND CONTEXTUALLY RELEVANT TEACHING STRATEGIES COME FROM THE TEACHERS THEMSELVES. Teachers are the tireless professionals who have developed their own solutions to the challenging multilingual, multi-grade and low-resource classrooms they lead day after day. One of the best things we can do is identify and recognize the incredible strategies teachers employ to ensure all children receive a quality education.

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."
— **Albert Einstein**

A teacher using the classroom observation tool to self-assess



A teacher explaining how they will incorporate technology in their next lesson, despite teaching in a low-resource setting

CLASS ROUTINES

Myanmar Teacher Competency:
B(3) Create a supportive and safe learning environment for students

Effective teachers use different routines to manage their class. Below are some examples of effective routines you can use in your classroom. You do not need to use them all; choose the routines that will be helpful in your class.

ENTRY ROUTINES

- Greet your students at the door; this will help you set the tone of your class and check how each student is doing.
- You can make attendance fun by having students respond to an interesting question.

For example:

- What is your favorite animal, color, food, music, book, sport or hobby?
- Do you prefer coconut or pineapple?
- Name a city in Myanmar
- Tell me how you helped someone this week.
- Have a warm-up question (or questions) written on the board for students to work on when they enter the class

GETTING STUDENTS' ATTENTION

Use an attention grabber:

- When the teacher puts their hands on their head or puts a finger on their nose, the students mimic and are silent.
- When the teacher rings a bell or chime, the students will return to doing their own work.
- When the teacher puts their hand in the air and counts down "5, 4, 3, 2, 1" the students become silent.
- When the teacher claps a pattern, the students need to repeat it.
- When the class is noisy, the teacher can stop teaching and stay silent until the students refocus and pay attention.

HANDING OUT AND COLLECTING PAPERS

Its good to have thought out routines for all the regular parts of your class, even handing out and collecting papers. Having a routine will make the transitions so much smoother.

THE HANDOUT

- Give one student all the handouts, then time students to see how fast they can pass papers out.
- Wait at the door and pass out papers as students enter the class.
- Have a Row Race or Table Race; the first group finished receives a reward.
- Choose a student leader to hand out the papers.

COLLECTORS

- Have a collection box or location where students submit completed work.
- Have a routine where homework is collected with daily attendance.
- Have a different student leader responsible to collect homework from the students each day/week.

KEEPING STUDENTS' FOCUS

Refocusing techniques:

- When a student misbehaves or is distracted, look at them and say their name. Let the student know that you see them, then continue with the lesson.
- Give students 30 seconds to stand up stretch and move around a little bit.
- Move students' seats to interact with new groups
- Work with a partner: If you have been teaching for a long time, give the students some time to review the material with a friend or answer some questions together.

STUDENT RESPONSE ROUTINES

To ask a question or answer a question:

Students are expected to raise their hands quietly. Rather than answering the question, the teacher should always choose a student to answer.

LATE ASSIGNMENTS

Have clear expectations and consequences:

- Each day late is -5%.
- Each day late is one letter grade lower (A to B)
- After 3 days, the teacher will not accept a late assignment.
- If an assignment is late, the student receives additional work.
- If the student didn't complete homework, s/he must work on it during lunch or break time.
- Students get a bonus if all work for the week is submitted on time.

QUICK CLASS-WIDE ASSESSMENT

Assess without tests:

- Five Fingers: Ask the class how they feel about their level of understanding. Students raise their hands with fingers representing their confidence. 1 = Low, 5 = Very high
- Thumbs Up, Middle, Thumbs Down: Ask the class a yes/no question. Students answer using their thumbs.
- Quick Nod: Ask a yes/no question; students answer by shaking their head.
- If a review point is correct, students stand up; and if incorrect, students sit down.
- Point to the Answer: Place the answers at different places in the room, and let students point at the correct answer.

STUDENTS ABSENT FOR A TEST

Test policy if a student is absent:

- Take test after school
- Take test before school
- Take test during lunch
- During the next class, the student sits at the back of the room to take the test

EXIT ROUTINES

Exit expectations:

- Clean Space: Students can't leave until their desk is clean.
- Completed Work: Students can leave when they show their work is done.
- Hardest Working: The teacher chooses the hardest working students to leave first.
- Quiet & Ready: Students who are sitting quietly are chosen to leave first.

STRATEGIES FOR MANAGING BEHAVIORS

A(3) Know how to communicate well with students and their families
B(3) Create a supportive and safe learning environment for students

Even students in the most experienced teachers' classroom misbehave. Teachers need to be prepared with solutions to guide students on how they should behave and participate in class. An effective teacher has thought about how to best respond to negative behaviors in a consistent way and will never threaten a student or use intimidation. There are other effective solutions to correct student misbehavior.

PREVENTING MISBEHAVIOR

Below is a list of strategies and routines to prevent misbehavior before it happens

CLASSROOM RULES

- On your first day of school have a class discussion about what should be the rules of the class. Make sure the rules are specific.
- Write them down and keep them visible. Refer to them often.

For example:
- No speaking while someone else is talking
- Raise your hand if you wish to answer a question
- No phones in class unless instructed

MOVE AROUND THE ROOM

- Don't just stand at the front of the room. Move around the room frequently and look at student's work.
- Try teaching from the back of the class. If a student is misbehaving, stand close to them to let them know you are aware of their behavior.
- Be aware of where you move around the room. It is a good practice to check every students' work during class to monitor individual progress.

READ THE ROOM

Have different responses for when one student is misbehaving versus when half the class is not focused. It might be a good time to:
- take a short break
- stretch
- give students time to draw a picture
- tell a joke
- play a short icebreaker game if many students need to refocus.

BE FIRM AND FAIR

Be as consistent and strict as possible, while at the same time demonstrating that you care about your students and want the best for them. Share the reasons why you are being strict and have high expectations.

For example: Maung Zaw is using his phone while the teacher is teaching. Previously the class made a rule that phones are not to be during the lesson. The rule is that if a student is caught with their phone, the teacher will put it into their desk until the end of class. After taking the phone ask the class, "So why do we not allow cell phones in class?"

PRAISE IN PUBLIC

Congratulate students when they demonstrate good behavior. Make sure the whole class knows when a student does something great. This will help create a positive classroom culture.

For example: While students are working on a set of questions, the teacher notices that Moe Moe is explaining something to a friend about one of the questions. The teacher shares, "Moe Moe is explaining to her friend about question 3, which is very challenging. Thank you for helping your friend Moe Moe; it shows great teamwork."

OWN THE CLASSROOM

- Ensure that the class is organized and ready for learning before class begins.
- Move desks, clean up the classroom, and prepare all materials in advance to create a professional environment for learning.

ASSIGN STUDENTS' DESKS

- Organize where each student will sit in your classroom. You can think about students' needs as you plan the seats.
- Don't be afraid to change where students are sitting if there is a problem.

For example: If two students constantly talk to each other ask one of them to move to a different desk. It is important to keep students who frequently misbehave close to the front of the room to keep them focused.

CLEAR DIRECTIONS

- When giving students directions, make sure they are specific, clear and easy to follow.
- You may need to demonstrate or show an example to help the students understand.
- Ask a student to repeat your instructions to check their understanding.

For example: "Ok, everyone, I just explained what you will be doing for this activity. Mi Han, can you please explain the steps in your own words to the class?"

CHOOSE WHO ANSWERS

- Encourage students to raise their hands to answer.
- Choose who will answer each question.
- Students should know they can be called anytime to answer questions and that they always need to be ready.

MAKE GROUPS INTENTIONALLY

Once you know your students well, make specific groups based on abilities and who you think will work well together:

- You can mix abilities to allow academically strong students support weaker students.
- You can stream students into leveled groups in order to better support their learning needs.
- You can make groups intentionally diverse, mixing ethnic groups, genders, etc. to help students develop empathy.

MAKE MINOR CORRECTIONS

If you see even a minor misbehavior, it is a good idea to correct it right away. Stop a small problem before it gets bigger.

For example: When Aye Aye is drawing during the lecture, the teacher can tell her, "Aye Aye, this is not a drawing time yet; you need to listen to me while I am teaching. After this we will get a chance to draw."

SIGNAL IMPORTANCE

Have a signal or routine to tell students when something important is about to happen. Share the value of the topic with students to keep them interested and engaged.

For example: Say something like, "*This* will be very useful for the test." Or, "Put a star beside this picture," to signal to students that they need to remember a topic.

THE GOLDEN RULE

Ask students to, "Treat me with the same respect that I treat you."
When students make mistakes, let them reflect on what they did that was wrong.

For example: When you hear a student being disrespectful to others in the class, ask the student to reflect, "How would you feel if someone treated you that same way?"

HANDLING MISBEHAVIOR

Below is a list of strategies and routines to address misbehavior when happens

SPEAK PRIVATELY

- Don't embarrass students in front of the class when they misbehave.
- Ask them to speak with you after class or speak with them alone when the rest of the class is working.
- Don't be afraid to ask them to wait behind after the other students have left class to discuss their behavior.

DON'T SAY "DON'T"

- When a student misbehaves, try and correct them by giving them an example of what they should be doing.
- Do not repeat what they shouldn't be doing.

For example:

- DO: "Naing Win, please sit in your chair and work on question 5."
- DON'T: "Naing Win, don't stand near the window."

SANDWICH FEEDBACK

When giving students feedback:

1. Start with something the student does well
2. Share how that student can improve. Keep feedback positive and constructive.
3. End with another thing that they did well.

For example: After reading an essay of a student, you can give sandwich feedback, such as:

- "I can tell you have put a lot of thought into this answer."
- "If you want to use sayings and quotes in your essay, it would be better if they are related to your essay topic and storyline."
- "The supporting facts for your points in the essay are very good."

REFER TO THE RULES OFTEN

Refer to your classroom rules often when a student misbehaves and share **why** these rules are important.

For example: "You should not disturb friends beside you, because we cannot continue to our next topic if they don't understand this part."

DISTRIBUTE

If you have an overactive student or a student who often tries to answer all questions, make sure you intentionally share opportunities to answer with other students.

For example: "Thank you for your willingness to share, Tin Aye. Let's give an opportunity for another student to answer this time."

CORRECT THE BEHAVIOR

It is important to separate negative behavior from the children themselves. Only focus on the misbehavior, not the person.

For example:
DO: "Yan Aung, I like when you are active in class, but today running in class is not appropriate as some students might get hurt."

DON'T: "Yan Aung, you are always distracting other students."

THROWBACK QUESTIONS

If a student asks a challenging question, put it back to the class for a discussion.

A teacher doesn't need to have all the answers all the time.

For example: When a student asks, "Is the mixture of salt and water a solvent or a solution?", the teacher can turn to the other students and say "Ok, what do other students think?"

WAIT AND NOTICE

If a student is misbehaving during class, stop speaking and look at them. Let that student know without words that they are not behaving appropriately. Once they have realized you are waiting for them, the student should stop what s/he is doing and refocus.

MANAGING YOUR OWN BEHAVIOR

Teachers have an incredibly difficult and stressful job. Each day a teacher makes hundreds of decisions on how to motivate and manage their students. Below are some important points to remember in challenging situations.

DON'T TAKE IT PERSONALLY

Each day make the decision to begin again and don't take student behavior personally. Often student misbehavior is the result of other situations in their life.

Effective teachers don't hold grudges.

BE CONSISTENT

Treat all students the same when they are misbehaving. Give the same consequence for the same misbehavior.

For example: You need to correct both students who are fighting or arguing. You should not punish only one student or give a lesser punishment to one of them.

DON'T ASSUME UNDERSTANDING

Sometimes students misbehave because they don't understand what to do, especially if the teacher has only explained the activity one time.

When this happens, you need to rephrase or re-explain directions to help students complete a task.

CONTROL YOUR REACTION

You can always control how you respond, even when students are misbehaving. Make it your goal to avoid yelling or showing negative emotions in front of the students.

MATCH THE CONSEQUENCE

Some misbehaviors just need a simple correction, for example: talking during the class; others, like students throwing objects at each other, require the teacher to stop the class to correct the behavior before someone gets hurt.

For example: If students are fighting during the class, stop the lesson and take proper action to make sure the argument has ended, and everyone is safe.

ASSUME THE BEST

All students can learn and be successful in your class.

Avoid labeling students and try every day to bring out the best in them and help them to succeed.

A teacher working collaboratively to answer questions regarding teacher competencies

A trainer helping teachers link theory to practice

A trainer modeling for nursery and kindergarten teachers how they use everyday resources to engage young learners

STRATEGIES TO MOTIVATE STUDENTS

A(1) Know how students learn
B(2) Assess, monitor, and report students learning

Keeping students motivated to learn day after day is a challenge all teachers face. Try using the hooks and engagement strategies below to motivate students to look forward to coming and participating in your class.

LESSON HOOKS

Just like a fishing hook is used to pull in a fish, teachers can begin their lesson with a hook to grab students' attention. By having a hook each lesson, you establish a culture where students know they start learning as soon as they walk into your class. Below is a list of techniques you can use to begin your lesson with this energy.

START WITH A QUESTION

Ask a question about the new information the students are about to learn in the lesson. The advantage of this is that it will tell you what students already know so you can focus more of the lesson on what information they still need to learn. You might need to encourage students not to be afraid to make a mistake.

For example: Grade 4, Science (Water cycle)
Before you begin your lesson, start a lesson by asking students the question, "Where does rainwater go after it rains?" Give a few minutes for students to think about their answer.

START WITH A MISTAKE

Write down a false statement or incorrect sentence and ask students to identify the error and explain why it's wrong.

For example: After explaining to students that adding the 3 interior angles of a triangle equals 190 degrees, ask the students to explain why the statement is incorrect.

START WITH 3 REVIEW QUESTIONS:

- 1 question from the previous week's material
- 2 from the previous lesson's material

This will help students remember previous information and get them ready for new learning. This is proven method to build memory and will help your students prepare for future tests.

Children and young people, just like adults, can get tired or distracted when learning. This is normal. If you notice that many students in your class are unengaged or not paying attention, it might be time to change something. Below is a list of strategies you can use to keep students engaged and on track.

START WITH AN OBJECT

Use an object that is related to the topic to start the lesson. Use it to start a class discussion and build curiosity.

For example:

- Teaching about sound: Use a bell or instrument
- Teaching about plants: Use vegetables, plants, fruits
- Teaching geometry shapes: Use a ball, cardboard box, and/or children's toys

For example: Grade 6, Math (Geometry)
Put three dimensional objects like a ball, a soda can or a roll of tape at the front. Ask students to measure area, volume and perimeter of the objects.

START WITH A PICTURE OR VIDEO

Show a picture related to a topic in your lesson and use it to start a discussion.

For example: Grade 4, Science (Gravity)
When teaching about gravity, show a short video clip or show a picture of astronauts floating in outer space. Use these images to start a conversation about gravity. Why do people float in outer space but not on earth?

START WITH A BRAIN TEASER

Write down or say a quote, a joke, a story or a riddle related to what the students will learn in your lesson.

For example:
"A nation that destroys its soils destroys itself. Forests are the lungs of our land, purifying our air and giving fresh strength to our people."

-Franklin D. Roosevelt

CONNECT TO FUTURE CAREERS

If possible, share with the students how this lesson is going to help them in one specific area of their life. This will help students understand the value and usefulness of the topic.

For example: Before a lesson on measurement, share with the students how adults measure things all the time in their professional lives. Mechanics measure the air in our tires, chefs measure ingredients in our food, and builders measure dimensions when constructing a house.

PASS THE BALL

Use a soft ball to have students answer questions. Ask a question first then toss the ball to a student.

After the student who receives the ball answers the question, have them pass it to a friend for the next question.

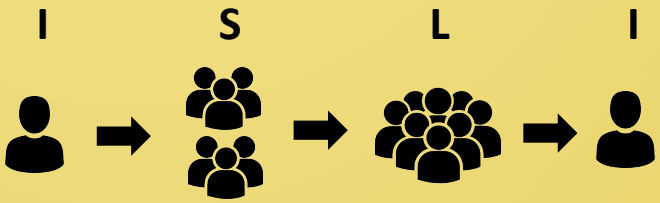
GUEST SPEAKER

Invite an interesting guest to the classroom to share their experiences. This could be a community member, another teacher, or a friend.

ISLI GROUPING

Differently sized groups allow students to take different roles and responsibilities.

- Begin your lesson by having students review **I**ndependently
- Then work in **S**mall groups to discuss about the lesson
- Then in **L**arge groups to solve a problem.
- Finally, check for understanding **I**ndividually again at the end of the lesson to find out what needs re-teaching



DISCOVERY

Tape questions or pieces of information around the room and have students move around to find all the answers. (This gets students up out of their desks while still focusing on learning.)

For example: Instead of teaching about the steps of the water cycle, tape the steps on pieces of paper around the room and get students to put them in the correct order.

1/3 TTT

In your lesson plan make sure that Teacher Talking Time is not more than 1/3rd of the lesson. The other 2/3rds should allow the students to participate in learning.

THE 10:2 RULE

For every 10 minutes of instruction allow 2 minutes for students to process and respond. Ask them specific questions to check for understanding and ask for their thoughts and opinions.

A trainer showing teachers how to incorporate a Venn Diagram in their lessons

Teachers watching a video about environmental conservation during a workshop

PRACTICAL QUESTIONING AND ASSESSMENT

A(4) Know the curriculum
B(2) Assess, monitor, and report on students' learning

It can be challenging to get students critically thinking using only the curriculum. Questioning and assessment will help the students deeply understand and engage with the lesson while at the same time provide you with valuable information on students' strengths and weaknesses for future lesson planning. Asking students questions of increasing difficulty will help them develop skills such as critical thinking, logical reasoning, problem solving and decision making – all important for their future studies and careers.

AT THE BEGINNING OF THE LESSON

It is critical to start your lesson with a strong plan. How you start the class will set the tone of the rest of the lesson. Below are some activities to prepare ahead of time and have ready as soon as your students enter the room. If they see these activities set up, they will be excited for the lesson to begin.

FLASHCARDS

- Make flashcards to help students learn new vocabulary
- On one side write the word, on the other draw a picture
- Use flashcards for activities or to assess if students can remember new words or phrases

For example: Grade 1, English
When you are teaching letters of the alphabet use flashcards to draw pictures of objects that begin with each letter on each side.

VENN DIAGRAM

- Use a Venn Diagram to show the similarities and differences between 2 viewpoints or topics
- The outside areas of the circles represent the unique of different qualities of each topic
- The middle area represents the similarities

For example: Compare…
- Similarities and differences of living and non-living things
- Similarities and differences of natural growing plants and farmed plants
- Similarities and differences of a rectangle and square

T-CHART

Use a T-chart to list the positive and negative impacts from a decision or process.

For example: Ask students to write the advantages and disadvantages of Industrialization or building a dam

TREE DIAGRAM

Using a picture of a tree, have students show a progression or cause-process-effect.

Have students stick papers on:
- The Roots: representing the first step or CAUSE
- The Trunk: the second step or the PROCESS
- The Branches: the third step or the EFFECT

HIGHER ORDER THINKING SKILLS

Use different kinds of questions throughout your lesson to challenge students in different ways.

KNOWLEDGE: A question asking for a specific answer.
For example: "How many planets are there in the solar system?"

COMPREHENSION: A question asking for understanding.
For example: "Kyaw Kyaw, can you explain to the class how earth rotates around the sun?"

APPLICATION: A question about the real world.
For example: "We have different seasons because of the earth's rotation. We have learned that there are time differences as well. Let's say you travel from Thailand to the U.S., what do you think would be different about the weather? What would you need to prepare or plan for your travel?"

ANALYSIS: A question to see if the students can use what they have learned.
For example: "What would change if the world was not tilted at 23½ degrees?"

GROUP QUESTIONS

- Put your students in groups and ask them to write some questions about your lesson topic. Remind them to use "WH" questions (Who, What, When, Where, Why).
- One or two questions can be topics that they want to know more or are not clear about.
- Once groups are finished, switch the questions among groups and give some time for them to think about the questions.
- Then let students answer the questions.

For example: Grade 8, Social Studies
"Why do you think the United Nations was formed? When did it start? Where did it start? How many countries were involved in the UN when it started?"

THE GUIDING PRINCIPLE OF USING QUESTIONS TO ASSESS

Asking "Do you understand?" to students is not an effective method for teachers to assess students' understanding. Teachers should ask specific questions directly to students to see exactly what they understand.

DO YOU UNDERSTAND? → **SPECIFIC QUESTION**

COLD CALLING

Randomly pick a student by name and ask them a specific content question. This tells all students that they need to pay attention and think about the answer since the teacher can call their name any time.

For example: Teacher asks: "What are the main causes of erosion? Mee Mee, can you please name one of the causes for me?"

AT THE END OF THE LESSON

Make sure to save a few minutes at the end of your lesson to check how much of the lesson your students remember. This will tell you what concepts will need to be reviewed next lesson. Below are some methods to assess once your lesson is finished.

TRAFFIC LIGHT

- Use a picture of a traffic light to have your students self-assess their understanding.
- Each student then sticks a paper on the light based on their level of understanding.

GREEN = Confident! Students understand and have no questions. They write something they learned from the lesson.

YELLOW = Normal. Students write questions t hey have to clarified.

RED = Need support. Students write topics they need reviewed.

EXIT TICKETS

- During the last 5 minutes of class have students answer 1 question on a scrap piece of paper and hand it in to the teacher.
- Use this as an opportunity to ask your students a challenging question or review a key concepts
- This will help you know what to review next class.

For example: Answer the question on the board about today's lesson. You may leave the class once you have finished answering the question and given me your paper.

5 FINGERS

- Ask the class how they feel about their level of understanding or confidence.
- Students raise their hands with fingers representing their confidence.

1 = not confident at all
2 = a little confident
3 = somewhat confident
4 = fairly confident
5 = completely confident

- It is more effective if the teacher asks students to close their eyes while raising their fingers.

I don't understand — I completely understand

THUMBS UP - MIDDLE - THUMBS DOWN

- Ask the class a yes/no question.
- Students answer by using their thumbs:

For example: The teacher says a statement and asks students to answer using their thumbs.
"Adding three sides of a triangle is 180 degrees."

I confidently understand

I still have some questions

I need some help

Social science teachers using a map to design geography lessons

Myanmar language teachers learning outside the classroom

ACTIVE LEARNING STRATEGIES

A(2.1) Demonstrate understanding of a variety of teaching and learning strategies and resources
B(1) Teach curriculum content using various teaching strategies

One of the best ways to learn is through doing. Confident teachers give opportunities for students to actively learn both individually and in groups. Students can also learn from each other. Activities engage students and help learning. Some students might be shy to answer questions in class but will participate when involved in an activity. It is important to pick the group sizes intentionally based on how you want the students to learn.

WHICH GROUP SIZE SHOULD I USE?

Different sizes of groups have different purposes. When planning your lesson, do you want students to work:

INDIVIDUAL

Learning individually is great to assess if students have mastered content and can work independently.

Some activities recommended for students to work on individually are assessments (like quizzes, completing homework and silent reading), 3 facts - 2 questions - 1 opinion, four corners, filling the board and voting.

SMALL GROUPS (3-5)

Small groups are great at allowing students to work on their teamwork and gives them opportunity to divide a large task into smaller parts.

Students get an opportunity to lead and make decisions. Some recommended activities for small groups are making posters, science experiments, role playing, group presentations, debates, gallery walks and scavenger hunts.

PAIRS

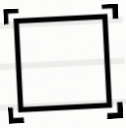
Learning in pairs can be used to group a confident student with a shy student, an academically strong student with a struggling student, or pair students that normally don't get a chance to work together. Some activities recommended for pairs are think-pair-share, peer tutoring, student presentations and a scavenger hunt.

ACTIVITIES FOR STUDENTS TO DO INDIVIDUALLY

FOUR CORNERS

- Write each of the responses (strongly agree, agree, disagree and strongly disagree) on four papers and post them in the four corners of the room Share a controversial statement with the students and ask them to stand in the corner that represents their opinion
- Have students explain their opinions from their respective corners

For example: Grade 5, Geography and History (Myanmar and British Colonialism)
"The conflict with the Bombay Burma trading corporation was the main reason why the British government colonized upper Myanmar." After reading this sentence, ask students to choose a corner and encourage them to explain why they choose to agree or disagree.



3 FACTS, 2 QUESTIONS, 1 OPINION

After students have finished learning a new topic, ask them to write down the following individually:

- 3 new facts they have learned
- 2 questions they still have about the topic not discussed in class
- 1 opinion they have about the topic

For example: Grade 5, Myanmar ("The Oblivious Rabbit")

Ask students to write down three things they know from the story. Then ask them to produce two questions they have about the story. (This can be pair work.) Lastly ask students to write their opinion about the moral of the story.

3-2-1

FACEBOOK ACCOUNT

Have students write down information about a person they have learned about as if it were their Facebook account: name, about, interests, hobbies, friends, check-Ins, likes, groups and quotes.

For example: Grade 5, Myanmar (Sein Bay Dar)
Ask students to write down the information about Sein Bay Dar: What is his birth name? What is his favorite song? What titles did he have? Where has he lived?

VOTING

Write down questions related to your lesson on newsprint or pieces of paper with multiple choice or yes/no answers. Have students answer individually by passing out the papers. Once they have finished,

- Have students put their papers in a box or basket anonymously.
- Announce the right answer and share how many students got the right answer and celebrate success with a big round of applause.
- At the end of the lesson, the teacher can ask the questions again and see if the students improved.

For example: Grade 4, Math (Radius and Diameter)
Before teaching a lesson on diameter and radius, give students a few questions about finding the diameter and radius of a circle. Let them vote by putting their answers in a box. (Put a big box at the front of the class). Announce the answers. Now you have an idea of the students' prior knowledge. Now start your lesson on calculating diameter and radius of a circle. At the end of the lesson, do the voting exercise again to see if the students improved.

ACTIVITIES FOR STUDENTS IN PAIRS

SCAVENGER HUNT

Hide questions all around the room (also outside if possible). Students need to find all the questions in pairs (or small groups) and answer each together. The first pair with all questions answered correctly wins.

For example: Grade 8 Geography (Myanmar Population & Ethnicity)

Divide the students into small groups, discuss and answer questions like:

- What is the population of Myanmar? (Find the next question posted on the coconut tree)
- What are some traditional occupations of Karenni people? (Find the next question near the kitchen)

Write down such questions and directions for the next questions on the pieces of paper and hide them. The group who finds and answers all questions first wins.

FILL THE BOARD

This is a great activity to identify what students already know about a new topic or to use as a review activity once a chapter is completed.

Have students work in pairs to write everything they know about a topic on the board. Once the board is full, ask students to explain their ideas to the class.

For example: Before teaching about the water cycle, have students draw on the board all the different types of precipitation they already know about.

PAIR QUIZ

In groups of two, have students quiz each other about what they learned during the lesson. Each student takes a turn asking and answering a question.

THINK-PAIR-SHARE

- Ask a higher-order question to the class.
- Give students 1-2 minutes to **THINK** of the answer individually.
- Next have them find another student to **PAIR** with and discuss.
- Last have each group **SHARE** their answers with the whole class.

For example: Grade 5 Myanmar (Myit Ayar)

When teaching poetry, give a stanza to students and ask them their opinion on the meaning. Use the above steps to have them progressively share their ideas about the poem.

ACTIVITIES FOR STUDENTS IN SMALL GROUPS (3-5 STUDENTS)

STUDENT DEBATE

- Divide students into small groups.
- Write a controversial statement on the board.
- Student teams are selected to support or oppose the statement.
- Give students time to prepare their arguments, then let them debate each other.

For example: Grade 5 Myanmar ("Three Friends")

Divide students into two groups and have them debate the statement: "Friends are essential in life." Students need to use evidence from the story as part of their defense of the argument.

For example: Grade 6 Science (Humans and the Environment)

Give a controversial statement to the students such as "Industrialization is the main reason for the declining amount of freshwater available on Earth". This could be a great way to begin your lesson to identify what students already know.

STUDENT PRESENTATIONS

- Give students sections of the textbook and make them responsible for teaching a 5 to 10-minute lesson about a topic.
- When presenting, the students are treated as if they are teachers.
- Their friends are responsible for taking notes and asking questions.

For example:

Grade 5 Geography (Learning about Weather)

Assign small groups of students to different topics from the curriculum: Wind, temperature, clouds and rain. Ask them to prepare a presentation. While different student groups are presenting, the other students to take notes and prepare questions to ask the presenters.

GALLERY WALK

- Have small groups of students' research or read about topics from the curriculum.
- Ask each group to make a creative summary page about their topic on a sheet of chart paper and tape it to a wall of the classroom.
- When everyone is finished have students go around the room and take notes from each other's summaries.

For example: Grade 7, Math (Geometrical Shapes and Area)

On a piece of chart paper have the students draw different geometrical shapes in groups (for example: cube, cylinder and cone) and write down the formulas to calculate the area and volume of each. Once completed, have students go around the room and take notes from the posters.

For example: Grade 7, History (Egyptian Pyramids and the Sphinx)

After teaching about some of the significant places from around the world, let your students make posters about a place that they learned about in small groups. Hold a gallery walk and where students can give feedback to their friends about their posters.

LEARNING FROM MISTAKES

B(3) Create a supportive and safe learning environment for students
C(1) Service to profession

Mistakes are a normal part of the learning process. Mistakes are an opportunity for both the teacher and students to learn and grow. Don't avoid mistakes by only asking easy questions with a single answer. To create a classroom culture where students are comfortable making mistakes takes careful thinking and planning.

"When my students make mistakes, it's their fault for not paying attention."

"When a student makes a mistake, I try to build their confidence and use it as an opportunity for everyone to learn."

REVIEW ALL ANSWERS

When reviewing a multiple-choice question or when your students share a variety of nearly correct answers, purposefully review all the different answers, not just the correct one.

For example: "Sarah Paw was able to factor the equation using a different method. Sarah, can you share with us how you did that?"

SNAPS, CLAPS, HIGH 5's and THUMBS UP

Start a classroom tradition where everyone claps their hands, snaps their fingers, gives high fives or thumbs up after a student tries to answer a difficult question, even if that student doesn't get the right answer. This will build student confidence.

For example: "Zaw Zaw made a great effort and was able to get the first half of the question correct. Let's all clap for Zaw Zaw!"

SAVE THE ANSWER

Before you talk, ask what students think and then ask them to share. Try not to share the answer until the students have had a chance to try for themselves. This will tell you how much they have learned.

For example: "I want everyone to try on their own first before we discuss as a group. I will be coming around to check your books and give you suggestions."

SAY WHAT YOU SEE

Verbalize the good behaviors you see in class. This reinforces your expectations.

For example: "I see that Moe Khine is working on a difficult question and asking her friends for help. Great job, Moe Khine!"

MODEL THE CULTURE

You model the culture of your class. If other students laugh or look down on a student when they try and fail, stop the lesson to reinforce why mistakes are important.

For example:
"We all make mistakes, so let's not laugh at Sam San for trying. He made a great effort. What can we learn from him? Who can help him?"

YOU TELL ME

- Give students a reading passage and have them share what they think the main idea is.
- The right answer doesn't always need to come from the teacher. Emphasize that there is no right or wrong answer to an opinion question as long as the students can provide evidence for *why* they think a certain way.

For example:
"Ok, has everyone finished reading the story? Let's start to understand it. Who can tell me what they think the main message of the story is? How did you come to that conclusion?"

CONTROL YOUR REACTION

Do you respond differently when a student answers correctly versus incorrectly? If you want students to feel comfortable making mistakes, keep a level tone whether students are right or wrong.

For example:
When a student shares the correct answer, you can respond, "Great effort, Mi Ni Ni. Thanks for your answer."

When a student shares an incorrect answer, you can respond, "Great effort, Mi Ni Ni. Now how can make your answer even better?"

QUESTIONING STRATEGY

- Choose who answers your questions.
- Students need to trust that you won't try and embarrass them or make them look foolish.
- If a student is struggling don't make it obvious; instead, cooperate with others to help her/him.

For example:
"Aung Zaw, I know that this question might be a bit challenging for you. Can Thin Thin and Thi Ha help? If you guys need my help, let me know."

NORMALIZE MISTAKES

Students will be more comfortable with taking risks is if you encourage it.

- Encourage students to ask new questions and try to answer challenging questions.
- Encourage students to answer even if they are not 100% sure they are right.

For example:
"I know this question is new and will be difficult, but I want us to try. Don't worry if you get it wrong. This is how we learn."

TEACHERS MAKE MISTAKES

What do you do when **<u>you</u>** make a mistake in front of the students? Do you ignore it, pretend like it didn't happen or try and minimize it? Students will imitate your actions. Next time you make a mistake, use it as an opportunity for both you and students to learn.

For example:
"I have made a mistake on the board. Can anyone find it and help me out?"

or

"Naing Oo has found an error in my answer. I didn't think about it that way before. Thanks for seeing that, Naing Oo. Does anyone else have another solution that they found?"

STRATEGIES FOR MIXED-ABILITY CLASSES

A(1) Know how students learn
C(3) Promote quality and equity in education for all students

Mixed level or mixed ability classes are a common challenge for many teachers. With the right techniques all students can be challenged and can find success in your class.

STUDENTS IN MIXED-ABILITY CLASSES CAN VARY BASED ON THEIR:

- Age or maturity
- Previous experience with the subject content
- Language level and mother tongue
- Confidence and independence
- Motivation or attitude towards the subject
- Cultural background

It takes time and assessment to understand students' individual learning styles, language needs, motivations and abilities. Once you begin to understand students' different abilities, you can intentionally plan lessons to incorporate all student needs.

Below are some activities and strategies to keep all students engaged and participating while being mindful of their different abilities.

LIST OF GROUPING STRATEGIES

Switch up how you group your students. This will ensure all students get an opportunity to work with each other. Here are some different ways to group your students:

INTEREST GROUPING

Let students choose their groups based on their interests. Interest grouping can be a way to motivate students and engage them in learning. Use this for project work to encourage more interaction.

SIMILAR ABILITY GROUPING

Divide the class into groups based on ability. Have stronger students in one group and weaker students into another. This type of grouping is used to allow students to work at their own pace. This will allow you to give extra challenges to the stronger group and more support to the weaker group.

GENDER GROUPING

Student grouping should be intentional. Sometimes grouping the students based on gender might make some students feel more comfortable, and therefore it may be easier for them to express their ideas.

MIXED ABILITY PAIRS

Intentionally pair a strong student with a student who is struggling in an activity or review exercise. Circulate to check that the strong students don't always dominate the discussion. Give each person a role or responsibility and have them switch during the activity.

STRATEGIES TO CHALLENGE ALL STUDENTS

Each class is composed of a diverse range of learners. Knowing that, it's import to mindfully plan your lessons in a way that will challenge all your students. Here are activities you can use to involve and challenge both the academically strong and those needing extra support.

SET CLASSWIDE GOALS

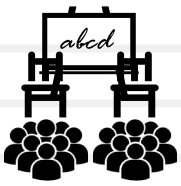
Share a goal for the class that includes **all** students.

For example: "I will consider this activity completed when all students have answered all 3 questions to the best of their ability." This way, advanced students will know that if they finish, they need to support other students for the class to reach its goal.

THE HOT SEAT

This activity is especially useful when teaching new vocabulary. Divide the class into two groups. Each group places one chair, the "hot seat," facing away from the board. Have one volunteer from each group come and sit in the hot seat facing their group.

Write a new vocabulary word or phrase on the board. Have the members of each group ask questions or explain to their teammate about the word or phrase. The first to say it wins! The only rule is that no one can use the vocabulary words written on the board.



RAMP UP

Begin your lesson with easier review questions to build students' confidence. If you have students with lower ability, this is a great chance to allow them to answer and boost confidence.

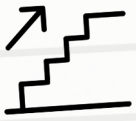
As the lesson continues, begin to ask more challenging questions and choose specific students to answer. If someone makes a mistake use it as a learning opportunity.

For example: Grade 5, Math

First question $\frac{1}{2}+\frac{1}{2}=?$

Second question $\frac{1}{2}+\frac{1}{4}=?$

Third question $1\frac{1}{2}+2\frac{1}{2}=?$



VARY THE TASK

After teaching the new content of a lesson, vary the practice activity based on students' individual levels.

For example: If you have a student finish their work before the others:

- Give them an extra task that challenges them
- Give different types (or amounts) of homework
- Ask them to assist a struggling student to keep them challenged

DONUT METHOD

Make two groups. Have each group stand in a circle: one inside and one outside. Have students from each group face each other. Ask a question for each pair to discuss and answer. For the next question, have one circle rotate so students work with different partners for each question.

KWL (KNOW, WANT, LEARNED)

This is a strategy to use continuously throughout your lesson.

Write the new topic on the board and begin by asking students what they already **Know** about the topic. This will give you valuable information about students' prior learning.

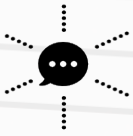
Next, ask students what they **Want** to know about the topic. What questions do they have?

At the end of the lesson, ask students to write down what they have **Learned**. This will tell you what they remember, and what you will need to reteach next lesson.

K	W	L

MIND MAP

Have students work on a team to create a mind map. Make a rule that everyone needs to contribute at least one idea. This way all students get to participate and share without having to take a risk in front of the whole class.



STATIONS

Put students in small groups. In each corner of the room make a station with a specific question or task. Have groups move around to the different stations to answer all the questions. As they are working, use this time to move around to check if struggling students understand or are having difficulty.

GUIDE ON THE SIDE

Teachers can have a huge impact on student learning when they are not just the "sage on the stage." If you know that some of your students are going to have a difficult time with a seatwork assignment, circulate around the class and spend time beside them, shoulder-to-shoulder. This is a way to support struggling students while not drawing a lot of attention. Use a low voice and help by breaking down the questions into smaller parts. If they are confident getting the answer, call on them when reviewing questions with the class. This will give them an opportunity to shine!

PREPARING FOR POSSIBLE CHALLENGES

Think about potential challenges students may struggle with while you are developing your lesson plans. Once you have brainstormed a list of challenges, think of ways your lesson can overcome those challenges (thinking about the specific needs of your students)

For example:
Think about the questions students might ask or topics that may need more explanation or an activity to illustrate.

Think about how you can involve all students every activity. Especially think about students who may have a disability – what considerations are needed for them to actively participate?

Think about creating emotionally-safe activities for children lacking confidence.

TEACHER TALK

It's important to reflect on both how you speak when giving feedback to students. Below are a few key points related to the choice of language you use in the classroom. Small changes in your choice of language make a big difference.

CLARITY

Always give simple, clear and easy-to-follow instructions so that all students can be successful. Use hand gestures as well as words to explain the task. To make sure students understand the task, call on stronger students to give examples or explain using their own words.

ERROR CORRECTION

Academically stronger students often want more detailed correction that challenges them. However, over correcting weak students can affect their confidence. Allow students to correct one another with the aim of a higher accuracy level.

CULTURE OF ERROR

It is essential to create supportive environment in the classroom to increase students' confidence and performance. Use a friendly, encouraging and respectful attitude towards students and exercise more patience with students who are struggling.

MLE (MULTILINGUAL EDUCATION)

In a mixed language class, if you can speak or write the different languages students use, check if students understand using their mother tongue language. Use different languages to repeat or clarify instructions.

STUDENT SELECTION

Students take a risk each time they publicly answer a question in front of their peers. Think carefully about who you choose to answer each question as you don't want to embarrass or shame anyone.

COACH INDIVIDUALLY

It's important to give extra time to support struggling students. When students are working on questions individually, make sure to circulate to students you know will need extra help. This is critical to help them succeed.

COMMUNICATE OUTSIDE THE CLASS

If you have a student who is particularly shy or a student who you suspect is struggling with issues outside of school, invite them to briefly talk with you after the class is finished. This way you can check if they need extra help and provide them with a safe, quiet time to talk.

TEACH WHY

Teach the students to know WHY instead of just WHAT.

When students understand the bigger picture, they will actually understand the new concept, not just memorize it.

For example: Grade 7, Geography

To help students fully understand weather patterns, intentionally ask students "What causes the seasons to change?"

ASSESSMENT FOR A MIXED ABILITY CLASS

Assessment can be stressful if your students have diverse abilities. How can a teacher accurately assess each of their students' abilities? Below are two assessments that involve students working together. Group-based assessments can be a good strategy to intentionally have students work towards a common goal while helping each other.

SUPPORT GROUPS

Have students work on questions individually, then come together in small support groups to discuss their answers. Once the groups have checked their answers together, have a class discussion.

PAIR QUIZ

Give students a quiz to complete in pairs to assess your lesson. You will have to circulate to make sure one student isn't doing all the work.

CONTEXTUALIZING TEACHING AND LEARNING

A(5) Know the subject content
C(1.3) Demonstrate understanding of the possible effect of local culture and context on student participation in school

Many people learn quicker and can remember information for a longer time if what they are learning connects with their daily life. This is called *learning in context.* Some of the benefits of teaching and learning in context are that it:

- Makes learning more relevant
- Engages and motivates hard-to-reach students
- Increases students' confidence and enthusiasm
- Enhances interest in long-term goals and education

Adapted from: Center for Student Success, Research & Planning Group. Basic Skills as a Foundation for Student Success in CA Community Colleges, p. 58.

LIST OF ACTIVITIES

Help connect the curriculum to student daily life with the following strategies and activities

STUDENTS MAKE CONNECTIONS

After teaching a topic, ask students to work individually or in groups to think of ways it connects to other topics they have learned. Ask them:

- How does _____ relate to what we learned earlier this week?
- Where did we see something like _____ before in the curriculum?
- What do we need to understand before we learn about _____?

For example: Grade 4, Science (Animals With and Without Backbones)

- Link the lesson with previous lessons about living and non-living things. Do non-living things have backbones? Why?
- Ask students if there are any animals in their environment that do not have backbones.
- Ask students to compare and contrast animals with and without backbones. What if humans didn't have backbones? What would life be like?

BIG PICTURE FIRST

To help students see how your lesson fits into the larger curriculum, start your lesson with a big idea or goal. This will help motivate students by sharing with them how this lesson connects to a larger topic.

For example:
Example 1: Grade 4, Burmese (Family and Home)
You could say, "After this lesson, you will be able to learn why different houses are built in different regions based on climate. What is your house like?"

Example 2: Grade 5, Burmese (Three Friends)
"Today we will learn a story about the friendship between three people. We will learn why we need to help each other, and what happens if we do not help each other. Who has helped you in your life?"

PROBLEM-BASED LEARNING

Give students "real-life" problems or situations to discuss together in small groups. When finished, each group shares their proposed solutions.

For example: In a science class discussing the Myitsone Dam, sample questions could include:

- What do you know about this situation? Who is involved?
- What does each group want? What strategy could be used to resolve this problem?
- What additional information would you need?
- Where/how could you find needed information?
- How will your group evaluate your solution?

TEACHABLE MOMENTS

When an error is made by a student ask the class to help, share, expand on, or explore that viewpoint. What can everyone learn from it?

For example: "Hsan Bwa has raised a good point. What happens when water is added to an acid? Does anyone have a guess?"

"Good question, Aye Aye. Does anyone know how water changes into a gas?"

V-A-K

Students learn in a variety of ways. Promote Visual, Auditory and Kinesthetic learning to better meet the needs of all students.

Visual: Draw a picture to explain or let the students draw

Auditory: Use a song or memory tool for students to learn easily

Kinesthetic: Let students learn by using their hands or bodies

For example: While teaching about dates and months, a teacher could use VAK in the ways below:

- Visual: Have students use a calendar to find important dates.

- Auditory: Read the poem:
  "Thirty days hath September,
  April, June, and November,
  all the rest have thirty-one.
  February has twenty-eight,
  but leap year coming one in four
  February then has one day more."

- Kinesthetic: Have students sort cut-outs of the months of the year into the seasons or group the months by their length.

CULTURALLY-BASED LEARNING

Create an activity that relates to students' cultures, backgrounds, or daily lives.

For example: In Grade 5, Social Studies, before teaching the lesson about Myanmar's ethnic groups, give students the following questions as homework. For your ethnic group what are the:

- Traditional foods
- Customs and cultural dress
- Songs and poetry
- Indigenous knowledge

Then have students bring items about their heritage to class to show to other students.

TEACH OUTSIDE THE CLASSROOM

Take students outside of the classroom to learn. A change of scenery will help students refresh and refocus.

For example: While teaching the Science lesson from Grade 3 curriculum about the natural environment, bring students outside to experience it for themselves. Ask students, "What about the natural environment makes you feel happy? What about the outside environment makes you sad? Why?"

USE THE NEWS

Use recent news or information about what is happening around the world to connect the lesson content to the real world.

You can bring in a picture, show a news video or cut out a news article to share with your class.

For example: When teaching the Grade 4 curriculum on types of materials used for clothing, show some pictures with examples of recent fashion.

USE A SIMILE

To help students understand a challenging topic, use a simile to compare a new idea to something students already know.

For example:

Example 1: "Air pollution makes it difficult to see and breathe, just like when you start a fire using charcoal."

Example 2: "Thermal expansion of solids
(Grade 5, Science)
The thermal expansion of solids is like frying a crispy fish cake. It gets bigger when you fry it!"

APPLICATION QUESTIONS

Get students thinking about how what they are learning is related to their daily life. For example, ask your students questions like:

- Where have you seen _____ before?
- What is another example of _____ you can think of?
- What would happen if we didn't have _____?
- What part of _____ is the most important? Why?
- When do you use _____? Why?
- How does _____ improve your life?

For example: Adding 2 numbers (Grade 2, Math)

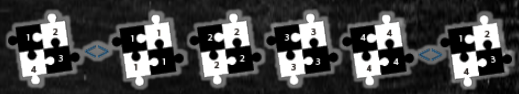
- Create different stations around the class.
- Divide the class into small groups. Ask students to visit each table and solve practical problems. (For example, at a grocery store table, place fruits or vegetables with price tags and ask students to find the total price.)
- At another table, have students measure their weight and their height.
- Have students order food on a menu and calculate the total price.

PEER-TEACHING JIGSAW

- Divide the class into small, equally-sized groups.
- Give each student a number.
- Call all the "1's" to come together, "2's" together, "3's" together and so on.
- Give each group a different paragraph, part of a paragraph, or concept to discuss in their numbered groups.
- Once they have had time to read and discuss, let students to go back to their original groups and take turns explaining about their different pieces.
- Lastly, the teacher can choose one student from each group to report to class.

For example: Some **t**exts that would work well with the jigsaw:

- Penicillin (Grade 10, English)
- Farmer Revolution (Grade 5, History)



OPINION QUESTIONS

Help students develop and share their opinions about what they are learning. Ask them questions and give them time to think about and share their ideas. Some example questions include:

- Which is better: _____ or _____? Why?
- Who is your role model? Why?
- What is your favorite place? Why?
- What is the best food to eat?
- What job do you want to have when you grow up?
- Are there risks associated with becoming friends with someone?

For example: For a lesson about Bayint Naung (Grade 4, History), ask students to describe Bayint Naung, including his personality and reason for his actions.

STRATEGIES TO PROMOTE MULTILINGUAL LEARNING

A(3.2) Demonstrate understanding of the social, linguistic, and cultural diversity of the students and their communities

A teacher's knowledge of methodologies that promote Multilingual Education (MLE) is vital for quality learning in a linguistically diverse classroom. By using and intentionally incorporating students' mother-tongue language for learning, students grow more confident when learning new concepts in additional languages. Mother Tongue-Based (MTB) education fosters a classroom culture that values not only students' languages, but also their cultural backgrounds, heritages and traditions. Students who learn in a classroom that promotes MTB-MLE are more likely to be confident expressing their ideas and transitioning to multilingual fluency. Teachers can use these multilingual education techniques to make their teaching more inclusive.

LIST OF STRATEGIES

Following techniques can be used during any subject with students learning in their 2nd or 3rd language. Some of these strategies have been adapted from activities developed by Susan Malone (2010).

DISCUSS IN L1 FIRST

Before beginning a new topic, ask students to share their background knowledge on the content using their first language. This will allow you to identify what they already know and can explain. Often, students already understand a topic, they may just need to learn new vocabulary in the language of instruction. If the topic is new, explain the concept in students' first language first to give them a better understanding.

RETELL A STORY

Read or tell a story about a topic that is familiar and interesting to your students in their home language. When you are finished, ask the students to retell the story in their own words using the language of instruction (L2). If they hesitate or struggle ask questions to help them such as "Why did that happen?", "What happened before that?", "What happened next?". If they are really stuck, give them the option to explain in their home language. This will help your students build their confidence in L2 using a story they are already familiar with.

WRITING WITH INTENTIONAL ERRORS

- Ask students to prepare a sentence or short paragraph related to the topic being taught. The twist is the students must intentionally make mistakes in their writing.
- Remind them that errors are normal part of how we learn.
- Students then read or write their sentences on the board in front of the class. Ask the audience to listen carefully, writing down the mistakes and the corrections.
- For a large class, this activity can be done in groups of 3 to 4 students.

For example: Find the errors in the sentences below:

I went with my mother to visit a children at the school. He said to them that they should eat at least 4 vegetables each day.

LISTEN AND NOTE IT DOWN

- Read a passage slowly 2-3 times in the language of instruction, pausing after each paragraph to allow students time to note important points from the reading.
- Encourage students to write in their mother tongue language and their own words when writing the main points.
- As you read walk around the classroom to check students' notes. After reading, ask different students to share 1 or 2 of the main points they've written.
- When students are finished their notes, review the passage and ask what vocabulary or concepts were difficult to understand and review them.
- To ensure students understand the passage, do a final review to explain the main points it in students' mother tongue.

INTERVIEWING EXERCISE (NOUNS)

- Prepare flashcards with pictures or new vocabulary students learned during your lesson.
- Give each student a card.
- Ask students to walk around and interview each other about the word or picture on their card.
- Once a pair has correctly guessed the object on each others' cards, have them switch cards.
- Students then move to a new person and repeat the activity.

For example: Grade 5, English
Vocabulary on cards: bottle, ruler, pen
Example questions for students to ask each other:

- What is the picture on your card used for?
- Do you have this object in your kitchen at home?

QUICK WRITING

- Give a topic to the class. Tell students they will have 5 minutes to write as much as they can about the given topic.
- Students must use Burmese or their second language to write.
- Remind them to try and use full sentences (if they can) with correct grammar and spelling. They will make mistakes, but this is part of learning.
- Once the time is up, students exchange their papers with a partner. Ask each student to edit and correct what their partner wrote.
- After editing, ask students to share their partner's good work, highlighting what their partner did well.

DEVELOP THE QUESTION

After reading a paragraph, share an answer statement based on the reading. Ask students to write a question to match the answer you read.

1. When developing the questions, allow students to discuss in their first language.
2. Depending on your answer statement, ask students to write both open and closed questions.
3. Explain that students need to write their questions in their second language. Assist the students who need help.
4. Afterwards allow students to share their creative questions with the group.

Example answer statement: The owl knew the deer was trying to trick him.
Example question: Why did the owl stay up in the tree instead of landing on the ground?

IF AND THEN

This activity can be used when students are learning about cause and effect.

- Using their mother tongue, student A can begin by saying a causation sentence (begins with "If").
- Student B attempts to say an effect in the language of instruction.
- Then ask student to switch languages and try again, making more sentences.

For example: Grade 7, Burmese (Conjunctions)
Student A says in Mon language: If Mg Mg is sick
Student B responds in Burmese: Then he can't come to school.

COMPLETE THE STORY

- Have students get into small groups of 3-4 students
- Give a body paragraph from a story to each group and ask students to create an introduction and conclusion for their their paragraph.
- While working allow students to discuss in their mother tongue language.
- Once finished, students exchange their work with another group. Ask each group to check each others' work and feedback.
- Once competed, ask each group to read their completed writing in front of the class.

WORDS AROUND THE ROOM / ON THE WALL

The following can be done in small groups:

- Print 3-5 paragraphs from the topic in the second language and 2-4 questions that correspond to each of the paragraphs.
- Post the paragraphs around the classroom walls.
- Mix the prepared questions and distribute them as cut out papers for each group.
- To answer the questions, students will walk around the room, reading the paragraphs. Students need to answer the questions in the second language but can discuss in their first language.
- Students need to note where, specifically from which paragraph, they found the answer to each question.
- Afterwards the students can discuss their answers with other groups, checking if they found their answers from the same paragraphs.
- To conclude, the teacher then asks a few students to share their answers using their first language.

VERBAL ART

- Prepare pictures of scenes related to the lesson. (E.g., a map, picture of a street, a picture of kitchen. If you don't want to draw, you might be able to find relevant pictures in a newspaper or online)
- Give each student a picture and have students find a partner.
- Have each student describe their scene to the other, being careful not to show them the picture. Students must try to use the language of instruction as much as they can.
- Each student must draw the scene described by their partner to the best of their ability.
- Once both are finished, ask them to compare the original picture to what they drew.
- Next have students switch partners and try again.

Teaching is an incredibly demanding profession.

This is especially true for new teachers and teachers working in development contexts. With so many students to serve, resources to prepare, and additional duties to complete, there is hardly enough time in a day for reflection and professional development. The LEARN-CHOOSE-USE (LCU) approach was developed for teachers, with teachers in the everyday trenches of the classroom. The LCU Approach is designed to efficiently introduce teachers to a wealth of teaching strategies, techniques and routines, empowering them to choose what is right for them and their classroom. Topics in this book include:

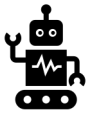
Class Routines

Practical Questioning and Assessment

Active Learning Strategies

Strategies for Mixed-Ability Classes

Strategies for Multilingual Education


Strategies to Motivate Students

Strategies for Managing Behaviors

Learning from Mistakes

Contextualizing Teaching and Learning

TeacherFOCUS aims to promote a flexible pathway for the recognition of marginalized teachers from Myanmar working in parallel education systems. Through contextual capacity building, media-based solutions, educational research and data-driven advocacy, we work to promote the accreditation of all educators.

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