

ENGLISH

First Additional Language

PSRIP

Grade 7

Teacher Training Guide

Terms 1 & 2

Edition 5, 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Workshop Objectives

The objectives of this training are to:

1. Explain the purpose, structure and implementation of the Grade 7 PSRIP structured learning programme (SLP)
2. Ensure that teachers understand the content, structure and implementation of the SLP and the support material
3. Ensure that teachers are confident to teach the SLP
4. Motivate and inspire teachers to use the PSRIP effectively and efficiently in their classrooms

Before the Training

1. Be fully prepared, have all of your materials organised in an orderly fashion.
2. Display the objectives of the workshop and go through these with participants.
3. Have the slide show loaded and ready.
4. Check the technology – ensure that videos play and that they can be heard.
5. Be prepared to use energizers and motivational videos appropriately.

Agenda

This agenda is written for a 12-hour workshop. Breaks should be inserted at the trainer's discretion.

DAY ONE	
Duration	Activity
30 minutes	1.1. Pre-test
20 minutes	1.2. Welcome, introductions and agenda
1 hour	1.3. Overview of PSRIP Grade 7
90 minutes	1.4. Treasure Hunt
1 hour	1.5. Experience a cycle
90 minutes	1.6. Lesson videos and discussions
10 minutes	1.7. Allocation of lesson demonstrations and closure

DAY TWO	
Duration	Activity
20 minutes	2.1. Welcome and agenda
50 minutes	2.2. Preparation for lesson demonstrations
4 hours	2.3. Lesson demonstrations and feedback
20 minutes	2.4. Closure
30 minutes	2.5. Post-test

What you will need for this training

Items for trainer	Check
Laptop, data-projector and speakers	
Trainer's guide	
Attendance register	
Flipchart paper	
Marker pens	
Slideshow with videos	
Items for participants	Check
Pre-test	
Post-test	
Training handout	
Term 1&2 lesson plans	
Term 1&2 learner books	
Term 1&2 resource packs	
Term 1&2 management documents	

Reminder

1. Model excellence!
2. Prepare some energizers and use those when the group needs an energy boost.
3. Take note of your time management and make plans to catch up if you are running behind schedule.
4. Be prepared to answer questions to the best of your ability. If you aren't sure of an answer to a question asked, please be honest with participants – and do your best to find them an answer before the end of the training.
5. Think about the atmosphere and mood of the training – share stories and successes, motivate each other, give praise and encouragement.
6. Have fun!

'The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.'

John Maxwell

Day One

30 minutes	1.1. Pre-Test
	<ol style="list-style-type: none">1. Settle participants in their seats.2. Hand out a copy of the pre-test to each participant.3. Ask participants to write their details on the test.4. Give participants 30 minutes to complete the test under regular test conditions.5. Once time is up, collect all test papers.6. Ensure that tests are clearly and correctly named and labelled.

20 minutes	1.2. Welcome, introductions and agenda
	<p>SLIDE 1</p> <ol style="list-style-type: none">1. Welcome participants to the training and introduce yourself.2. Start with a prayer/song or message – whatever is appropriate.3. Ask everyone to briefly introduce themselves and ask participants to share:<ul style="list-style-type: none">• Your name• What was most challenging for you in the classroom in 2022?• Your hopes for your learners for 2023 <p>SLIDES 2 and 3</p> <ol style="list-style-type: none">1. Next, go through the agenda for Day One and Day Two and explain how the times and breaks will work.

1 hour	1.3. Overview of PSRIP Grade 7
	<p>SLIDE 4</p> <p>ROUTINES</p> <ol style="list-style-type: none">1. Ask participants to take a minute to think about a routine that they follow in their own personal lives.2. Ask them to think about the following questions:<ul style="list-style-type: none">• Why do you follow that routine?

- How does it help you in your life?
3. Give participants a few minutes to think about this and then ask them to share their routine and reasons for following that routine.
 4. As participants reflect, write down key words for the group to see.
 5. Once you are done, read through all the points that have been written.
 6. Next, tell participants that this programme is based on routine and repetition, for the same reasons that participants use routines in their own lives.

SLIDE 5

1. Explain the reasons for the use of routine and repetition as follows:
 - Routines help us to use our time effectively.
 - Routines make us feel safe and secure.
 - When we do things over and over, we get better at them, and eventually become experts.
 - Once we know the routine of a lesson, we don't have to think about the form or the flow of the lesson, we can focus on the content and skills.
 - There is a logical order to a well-thought-out routine.
2. Add any other pertinent points that emerged from the discussion.

SLIDE 6

1. Next, ask participants to turn to the section in the Training Handout called **Grade 7 EFAL Routines**.
 - a. Point out that the routine follows a two-week cycle.
 - b. Explain that another critical feature of the routine is that for TWO WEEKS, learners will focus on language related to a **theme**.
 - c. This gives learners the opportunity to hear, read and speak the same vocabulary over and over.
 - d. This gives learners the opportunity to internalise this vocabulary, so that they **gain confidence** to try to use new words in their speaking and writing tasks.
 - e. The 2-week cycle follows the CAPS **time allocations** for each component.
 - f. The CAPS **skills and content** requirements are met.
 - g. There is a logical progression from **receptive language to expressive language** in every theme.
 - h. Learners are supported through **repetition and scaffolding**.

SLIDE 7

CORE METHODOLOGIES

1. Now ask the participants to think of something that they do **really well**. This can be something they do in any part of their lives.
2. Ask them to think about the following questions:
 - What is the thing you do really well?
 - How do you do it?
 - Do you do it differently every time, or do you generally do it the same, why?
3. Ask participants to share their responses.
4. Ask participants to look at the Core Methodologies at the front of the lesson plan.

SLIDE 8

1. **Explain that core methodologies give detailed plans for the Listening & Speaking, Reading & Viewing, Writing & Presenting and LSC lessons:**
 - These methodologies allow teachers to master and perfect a way of doing something.
 - These detailed methodologies are not in the Lesson Plan, so it's important for teachers to familiarize themselves with the Core Methodologies and know them well!
 - In time, both teachers and learners will internalise the routine and methodologies.
 - This allows them to focus on the content of the theme.
2. At first, the EFAL SLP may seem overwhelming, but it is important to remember the following:
 - The same routine is followed every two weeks.
 - The same methodologies are used every two weeks.
 - Once you know the routine and core methodologies, you can focus on the content.

SLIDE 9

1. **Next, explain the AIMS of the Gr 7 SLP as follows:**
 - Improving EFAL skills
 - Reading with meaning
 - Critical thinking
 - Academic Language Proficiency (linked to other subjects)

SLIDE 10

1. Tell participants that the following approaches are used to achieve these aims:

- Using **authentic texts** as the basis of reading and writing and LSCs
- **Integrating all the skills**
- Lots of **real communication** in the class (listening, speaking reading and writing)
- **Repetition** (of the cycles, the structure of the lessons, vocabulary, listening, reading)
- **Process approach** (writing, reading and listening)
- **Scaffolding** (modelling tasks; I do, we do, you do; lots of low stakes opportunities to participate and use language; learners working together; clear expectations with checklists and rubrics; lessons going from known to unknown)

90 minutes

1.4. Treasure Hunt

Tell participants that we are now going to go into the materials to see how the lessons are structured and understand how the aims are achieved.

SLIDE 11

TREASURE HUNT

1. Ask participants to turn to the **TREASURE HUNT** in their Handouts.
2. Ensure that participants know how to access the materials for Term 1.
3. They will need to look at the core methodologies and lesson plan.
4. Orientate participants to the treasure hunt.
5. Then, ask them to please work through it and to answer the questions in order to get a good overview of the programme.
6. They may work in pairs if they choose.
7. After 45 mins, call the group back together and go over the answers using the memo that follows.
8. Ensure all participants are happy with the answers and have a good sense of the structure and content of the SLP.

GRADE 7 TREASURE HUNT MEMO

NO	QUESTION	ANSWER
1	Go to the CONTENTS page. List the 5 themes covered this term. Which subjects do they link to?	<ul style="list-style-type: none"> • The politics of maps - Geography • Poetic personalities - Language • The golden ruler - History • The caretakers of the Earth – Natural Sciences • Thirteen – Life Orientation
2	Look at the Gr 7 EFAL Routine. How many Reading and Viewing lessons are there and what does each lesson cover?	5 R&V lessons <ul style="list-style-type: none"> • -Pre-read • -First Read • -Second Read • -Independent Reading and Comprehension • -Post-read
3	In the Core Methodology, look at LANGUAGE STRUCTRES and CONVENTIONS. What Graphic Organiser is used in the first term?	K-W-L chart
4	In the Core Methodology, look at LANGUAGE STRUCTRES and CONVENTIONS. When teaching vocabulary, we use the PATS method. What do P, A, T and S stand for?	P – point A – act T – tell S - say
5	In the Core Methodology, look at LANGUAGE STRUCTRES and CONVENTIONS. When teaching Question of the Day, there are 6 points listed under Purpose. Which do you think are the 3 most important reasons to do Question of the Day?	Own response, e.g. <ul style="list-style-type: none"> • Repeated use of vocab • Models correct grammar • Lots of opportunities to speak and hear the language • No incorrect answer – low stakes • Extended questions encourage critical thinking
6	In the Core Methodology, look at LISTENING & SPEAKING. How many times do you read the text? What do you do with each reading?	3 times. <ol style="list-style-type: none"> 1. Read and explain. 2. Read and model ‘thinking aloud’. 3. Read and ask basic recall questions.
7	In the Core Methodology, look at LISTENING & SPEAKING. In the Speaking lesson, are the learners divided into mixed ability or same ability groups?	Mixed ability
8	In the Core Methodology, look at READING & VIEWING. In the Shared Reading, Pre-read, what can you ask learners to look at in the text? How can this help the learners?	The text features, the title, words they think are important or words they do not know. Prepares them and allows them to access what they already know about the content and text type as they start to read the text.
9	In the Core Methodology, look at READING & VIEWING. In the Shared Reading, First Read, why are there 2 columns when reading the text?	The first column is the text. The second has the ‘read alouds’. This is when the teacher models thinking about the text and shows the learners how a good reader engages with what they’re reading.
10	In the Core Methodology, look at READING & VIEWING. In the Shared Reading, Second Read, what is the Purpose of getting learners to formulate their own questions about the text?	By giving learners the opportunity to formulate their own questions about a text, it encourages them to think about the text in a critical way. Thinking of and posing their own questions also helps to build learners’ confidence.

11	<i>In the Core Methodology, look at READING & VIEWING. In the Teach the Comprehension Strategy, what are the 8 comprehension strategies that learners will cover?</i>	<i>Predict, visualize, search the text, summarise, think about the text (I wonder), make connections, make inferences, make evaluations</i>
12	<i>In the Core Methodology, look at WRITING & PRESENTING. In the Process Writing: Planning stage, what are the possible tools to use when learners are planning their writing?</i>	<ul style="list-style-type: none"> • A writing frame • A blank template • A planning table • A mind map • A list
13	<i>In the Core Methodology, look at WRITING & PRESENTING. In the Process Writing: Drafting. True or false: When drafting it is okay to make mistakes. Why or why not?</i>	<p><i>True</i></p> <p><i>Writing is a process. Important that learners aren't scared or limited by getting it all right at the start. We start with ideas and only in subsequent drafts do we correct errors of grammar and structure, etc</i></p>
14	<i>In the Core Methodology, look at WRITING & PRESENTING. In the Process Writing: Publishing & Presenting, what are the ways learners can publish (make public) their writing?</i>	<p><i>They can swap books and read each other's work and say 2 things they liked about their partner's writing.</i></p> <p><i>A learner (or the teacher on the learner's behalf) can read their writing to the class.</i></p> <p><i>Display learners' writing in the class.</i></p>
15	<i>Why is Presenting so important?</i>	<p><i>Learners must see that writing has an audience and a purpose.</i></p> <p><i>Authentic and positive feedback will lead to improvements in learners' writing. Therefore, it is important to ensure that some kind of feedback process always takes place, whether it is just the feedback from a writing partner, feedback from other learners in the class, feedback from yourself, or feedback from a wider audience.</i></p>
16	<i>In the first cycle, The Politics of Maps, what are the sight words to be covered?</i>	<i>new, soon, many, where, find, map, explore, countries, sailor, can't</i>
17	<i>Go to Week 1, Monday, what prompting questions can you ask to activate background knowledge?</i>	<ul style="list-style-type: none"> • <i>Have you or your family members ever used a map?</i> • <i>What kind of map was it – a paper one, or an app on a phone?</i> • <i>Why did you need to read a map?</i> • <i>What are some things you connect with reading a map?</i> • <i>What do different maps show us?</i> • <i>What do all maps show us?</i>
18	<i>Go to Week 1, Tues, Pre-Read, what are the predictive questions listed? Can you think of any others?</i>	<ul style="list-style-type: none"> • <i>What do you think this text will be about?</i> • <i>Why do you think that?</i> • <i>What does the picture at the top of the page help you understand?</i> • <i>What else gives you some ideas and clues about what the text is about?</i>

		<i>Own response and suggestions</i>
19	<i>Go to Week 1 Wednesday and find the First Read lesson. What comprehension strategy does the teacher model in the 'think alouds' in the First Read?</i>	<i>I wonder (think about the text) Infer</i>
20	<i>What happens at the end of the First Read?</i>	<i>Introduce the LSC in context, show learners examples in the text</i>
21	<i>Complete these statements: a. The first lesson on a Wednesday is: b. The second lesson is: c. These lessons covered the skills of...</i>	<i>a. Oral b. Shared reading – first read c. Listening & Speaking and Shared Reading / Reading & Comprehension (possible LSC)</i>
22	<i>Go to Week 1 Thursday. Note that the first lesson is about the LSC. a. Which LSC/s must you teach this week?</i>	<i>Simple sentences Simple past tense</i>
23	<i>Continue looking at Week 1 Thursday. The second lesson forms part of the Shared-Reading cycle: Second read. What happens at the end of the second read? Why do you think this has been included in the lesson plan?</i>	<i>Learners formulate their own questions about the text. To encourage critical thinking. To show learners they can engage with the text themselves and that they should be thinking about what they're reading. To give learners a sense of ownership over the text.</i>
24	<i>Complete these statements: a. The first lesson on a Thursday is: b. The second lesson is: c. These lessons covered the skills of...</i>	<i>a. LSC b. Shared reading – second read c. LSC and Shared Reading / Reading & Comprehension</i>
25	<i>GO to Week 1 Friday. This is a one-hour lesson. Reread the two core methodologies: • Gr 7 EFAL Independent Reading • Gr 7 EFAL Working with individual learners As you read, have a copy of the GR 7 LEARNER BOOK next to you, to see how this integrates and works with the lesson. Answer these questions from the Learner Book: a. What are the phonic sounds for review in Week 1? b. What is the title of the first decodable text in Week 1? c. Can you see the phonic words and sight words within the decodable texts?</i>	<i>a. Sounds that are the same in English and African languages b. The hen is wet c. Own answer d. Own answer with reasons e. No – teacher's judgement – learners who are proficient readers can focus on other independent reading texts, or their own books</i>

	<p>d. Do you think this decodable programme will help improve your learners oral reading fluency? Why or why not?</p> <p>e. DO all learners have to focus on the decodable texts?</p>	
26	<p>Complete these statements:</p> <p>a. Friday's lesson is:</p> <p>b. This lesson focusses on...</p> <p>c. What material is used in this lesson?</p>	<p>a. Independent or paired reading</p> <p>b. The development of technical reading skills and comprehension</p> <p>c. The Learner Book</p>
27	<p>Go to Week 2 Monday, lesson 1. What is the lesson?</p>	<p>Teach the comprehension strategy</p>
28	<p>Read through the 'teach the comprehension strategy' lesson.</p> <ul style="list-style-type: none"> • Do you see the pattern of teaching through gradual release: I do, we do, you do? • Do you see that at the end of the lesson, learners write notes about the strategy? <p>Go to Week 4 Monday, and Week 6 Monday. Look at the teach the genre lessons.</p> <p>a. Do you see the same pattern?</p> <p>b. What strategy is taught in Week 6?</p>	<p>a. Yes</p> <p>b. Making connections</p>
29	<p>Go to Week 2 Monday, lesson 2 What is the lesson? Why is this an important aspect of the reading process?</p>	<p>Post-Reading It's important for readers to think about and consolidate what they've read. It deepens understanding and helps make links with other ideas/texts/ et.c</p>
30	<p>Post-Reading is the last lesson in the Shared Reading cycle. What skill do you teach in the Post-Read for Week 2?</p>	<p>Summary (with a frame)</p>
31	<p>Complete these statements:</p> <p>In Weeks 2, 4, 6, 8 and 10,</p> <p>a. Monday's first lesson is:</p> <p>b. Monday's second lesson is...</p> <p>c. These lessons focus on...</p>	<p>a. Teach the comprehension strategy</p> <p>b. Post reading</p> <p>c. Reading comprehension</p>
32	<p>Look back at the statements you have completed in question 30.</p>	<p>a. Focus on taking new language in – receptive</p>

	<p>The first part of the cycle ends after the lessons on Week 2, Monday.</p> <p>a. What do these lessons tell you about the first part of a cycle / theme?</p> <p>b. Which skills do you focus on developing in this first week?</p> <p>c. Does this make sense to you? Why or why not?</p>	<p>b. Listening & Speaking, Shared Reading, and LSC</p> <p>c. Own answer</p>															
33	<p>Go to Week 2 Tuesday.</p> <p>Skim through all the lessons for the week from Tuesday to Friday.</p> <p>What is the pattern of activities for the week?</p> <p>Why is it important that the LSC taught is linked to the writing task?</p> <table border="1" data-bbox="264 714 1367 1059"> <thead> <tr> <th>Day</th> <th>Lesson 1</th> <th>Lesson 2</th> </tr> </thead> <tbody> <tr> <td>Tuesday</td> <td>W&P: Teach the genre</td> <td>W&P: Planning</td> </tr> <tr> <td>Wednesday</td> <td colspan="2">W&P: Drafting</td> </tr> <tr> <td>Thursday</td> <td>W&P: Editing</td> <td>W&P: Publishing and Presenting</td> </tr> <tr> <td>Friday</td> <td colspan="2">L&S: Oral Presentations</td> </tr> </tbody> </table> <p>LSCs must be seen, taught and used in context. It's important to teach something that the learners will be able to practice in their writing.</p>	Day	Lesson 1	Lesson 2	Tuesday	W&P: Teach the genre	W&P: Planning	Wednesday	W&P: Drafting		Thursday	W&P: Editing	W&P: Publishing and Presenting	Friday	L&S: Oral Presentations		
Day	Lesson 1	Lesson 2															
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Wednesday	W&P: Drafting																
Thursday	W&P: Editing	W&P: Publishing and Presenting															
Friday	L&S: Oral Presentations																
34	<p>How has focus (skills) shifted from the first part of the cycle to the second?</p> <p>Why are the vocabulary lessons in the first week of the cycle?</p>	<p>Shift from listening and reading to writing.</p> <p>Vocab is taught at the start of the cycle so the learners can hear and read the new words and practise speaking them before they use them in their writing.</p>															
35	<p>Read through the writing lessons for the week:</p> <p>Teach the Genre (Tuesday)</p> <p>Planning (Tuesday)</p> <p>Drafting (Wednesday)</p> <p>Editing (Thursday)</p> <p>Publishing & Presenting (Thursday)</p> <p>a. What planning strategy is used?</p> <p>b. Do the examples clearly show the progression of the writing lesson? Why or why not?</p>	<p>a. Lists</p> <p>b. Own answer</p>															
36	<p>Go to Week 2 Friday.</p> <p>This is a one-hour lesson.</p> <p>a. What type of oral presentation must be done?</p> <p>Go and look at the Friday lessons for Weeks 4, 6, 8 and 10.</p>	<p>a. Panel discussion</p> <p>b. Yes</p> <p>c. Own answer</p>															

	<p><i>b. Do you see that the panel discussion is held in exactly the same way at the end of each cycle?</i></p> <p><i>c. Does this make the lesson feel more manageable to you?</i></p>	
37	<p><i>Go to Week 2 Friday.</i></p> <p><i>a. What is the last thing you must do at the end of a theme?</i></p> <p><i>b. Which column must learners complete on their K-W-L charts?</i></p> <p><i>c. Why do you think learners are encouraged to share what they have learnt with their families?</i></p> <p><i>d. Do you think this is a good idea or not?</i></p>	<p><i>a. Conclusion and reflection</i></p> <p><i>b. Answer questions in the W column, fill in the L column</i></p> <p><i>c. To involve them in learning – own answers</i></p> <p><i>d. Own answer</i></p>
38	<p><i>Choose any theme in terms 1 (start on an odd week: 1, 3, 5, 7, 9)</i></p> <p><i>Read through the whole theme, all two-week's worth of lessons.</i></p> <p><i>a. Do you see the pattern and rhythm of the lessons?</i></p> <p><i>b. Have you started to memorise the routine?</i></p> <p><i>c. Is there anything you don't like about the routine? If so what?</i></p>	<i>Own answers</i>

1 hour	1.5. Experiencing a cycle
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SLIDE 12

1. Ask participants to turn to the following theme in the Term 1 lesson plan: *Cycle 2 Poetic Personalities*.
2. Ask participants to read through the whole cycle to get a sense of what a theme 'feels' like, and to see how the lessons work.
3. As they read, they should try to take note of the following:
 - a. What is the **skill** being taught (listening, reading, speaking, drafting the writing, and so on)
 - b. What **methods** are being used (e.g. turn and talk; I do, we do, you do; pair work)
 - c. How it **follows from the previous lesson** and is **built on in the next lesson**
 - d. How the learners are given the **vocabulary and** concepts so they can do the speaking and writing tasks
 - e. How all the tasks are **scaffolded**, using the gradual release and other methods
 - f. The **process** of the listening, reading and writing lessons
 - g. How the **differentiated** reading lesson works

SLIDE 13

4. After 45 minutes, call participants to attention, and hold a discussion based on the following questions:
 - a. What is your initial reactions to the theme? Did you like it? Do you find it interesting?
 - b. Do you like the way that a topic, i.e.: Poetry, is covered in the texts?
 - c. What did you think of the scaffolding and structure of the lessons? Do you think there is a logic to them? DO you think they offer support to learners?
 - d. Is there anything that you need clarity on?
 - e. Is there anything you particularly like about the lessons?

SLIDE 14

1. Tell participants that we are now going to watch videos of some of the Gr 7 EFAL lessons.
2. As they watch, participants should open their **Training Handout** and take notes.
3. Remind participants that they will be demonstrating lessons, so they must take careful note of how the teacher follows the lesson.
4. Ask participants to look for the following:
 - **How does the lesson give the learners opportunities to use language?**
 - **Where are learners expected to use critical thinking?**
 - **How are these lessons linked to the learners' other subjects? (e.g. History, Natural Sciences, Life Orientation, etc.)**
 - **How does the teacher scaffold the tasks?**
 - **How are the learners taught to read with meaning?**
 - **Are there any other aspects of the lesson you find interesting or don't understand?**
5. After each video, call on different participants for their responses and make sure everyone is following the lessons, understands how the routines work and can see how the different methods and approaches help the learners.

SLIDE 15

1. Watch the Video '**Week 1 Monday Intro and Oral**' and answer the questions.
2. Go over the answers to the questions with the group.

SLIDE 16

1. Watch the video '**Week 1 Tuesday Pre-Read**' and answer the questions.
2. Go over the answers to the questions with the group.

SLIDE 17

1. Watch the video '**Week 1 Wednesday First Read**' and answer the questions.
2. Go over the answers to the questions with the group.

SLIDE 18

1. Watch the video '**Week 1 Thursday Second Read**' and answer the questions.
2. Go over the answers to the questions with the group.

SLIDE 19

1. Watch the video '**Week 2 Monday Post-Read**' and answer the questions.
2. Go over the answers to the questions with the group.

SLIDE 20

1. Call the participants back together.
2. Ask how they feel about the lessons:
 - Do they think they will help their learners learn EFAL?
 - Do they feel they could teach these lessons?
 - Do they have any questions or need any further clarification on anything?

10 minutes	1.7. Allocation of lesson demonstrations and closure
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SLIDE 21

Allocation of Lesson Demonstrations

1. Explain that the next part of the training will be the participants familiarizing themselves with the SLP by demonstrating the lessons.
2. There are 8 lessons to be demonstrated, so divide the participants into 16 groups. (If you have fewer than 16 participants, then divide them into 8 groups)
3. Allocate a task to each group. Either they will present a lesson, or they will give feedback on a lesson.
4. Both the 'teachers' and those giving feedback need to be completely familiar and confident with the Core Methodology and the implementation of the lesson.

Note: You may choose to tell both groups to prepare the lesson, and then just before presentation allocate one group to prepare and one group to give feedback.

SLIDE 22

Closure

1. Once everyone knows their role (teacher or feedback) call the group together.
2. Ask each person to say one thing they learnt today.
3. Remind participants to prepare for tomorrow by knowing their lesson (the Core Methodology and the Lesson Plan) very well so that they can give the lesson confidently and with meaning.
4. Thank the group for their hard work and participation and give the details for the next day's training.

Day Two

20 minutes	2.1. Welcome and agenda
<p>SLIDE 1</p> <ol style="list-style-type: none">1. Welcome everyone back to the training.2. Start the morning with a reading, song or prayer – whatever is appropriate.3. Go through the agenda for the day.4. Ask if participants have questions from the day before and do your best to answer.5. Ask the participants for lots of energy and participation today as they do their demonstrations!	

50 minutes	2.2. Preparation for lesson demonstration
<p>SLIDE 2</p> <ol style="list-style-type: none">1. Give participants time to continue planning their lessons.2. Remind them that they need to check both the core methodologies and the lesson plan.3. The main aim is to stick very closely to the lesson plan and core methodology – not to improvise. (Later, when participants really know the programme well, they may make adaptations, but not yet.)4. Help participants with resources if they need. <p>SLIDE 3</p> <ol style="list-style-type: none">1. Make the following points about the demonstrations:<ol style="list-style-type: none">a. Participants who are not presenting must play the role of learners.b. Do not start every lesson with a greeting – it wastes time.c. Be aware of how much you speak – give clear, concise input and instructions – do not over-explain. This is one of the biggest ‘time-wasters’ that teachers are guilty of.d. Plan to present for 20 minutes – this is not a real Grade 7 class, your colleagues will respond much quicker.e. Bring energy and enthusiasm to the lessons.f. Make it fun!2. As participants prepare, walk around and ensure they are on track.	

4 hours	2.3. Lesson demonstrations and feedback
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<p>SLIDE 4</p> <ol style="list-style-type: none"> 1. Call participants to order, and get them settled with their resources, ready to 'teach'. 2. Remind participants of the procedure: the lesson will be taught and thereafter feedback will be given. 3. Tell groups which group will present and which group will give feedback. 4. Work through each demonstration and feedback session – hold groups to the time limit in order to ensure that all groups present. 5. Points for feedback: <ol style="list-style-type: none"> a. Did the lesson follow the correct format as in the Lesson Plan? Was anything left out or added? b. Did the teacher explain concisely and not talk too much? c. Did the demonstration correctly implement the lesson using the specific approaches, scaffolding and so on? d. Was the lesson well-prepared and convincing or is more preparation needed? e. What could have been done better? f. What was done well? 6. If required, ensure you intervene to address misconceptions – participants must leave with a clear sense of the lessons. 7. Also make sure that every presentation group receive some positive feedback! 8. Thank everyone for their input and effort. 9. Ensure that this is a safe space, and that it is a fun and enjoyable experience for all participants. 	
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20 minutes	2.4. Closure
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<p>SLIDE 5</p> <ol style="list-style-type: none"> 1. Settle participants with their resources. 2. Make the following points to participants: <ul style="list-style-type: none"> • We did not have time to cover all lessons in detail in this training. • This does not mean that they must only focus on the lessons they are familiar with – all lessons in a cycle must be done. • In the next training, the remaining lessons will be covered. 	
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- Guidance and support are given in the core methodologies and the lesson plans – participants must read the documents carefully, and do adequate preparation for each lesson.
 - Tell participants that even if they make errors and get things wrong, they must still do their best to implement all lessons. They must also work with their colleagues to gain a better understanding of the programme.
3. Reassure the participants if they still feel hesitant and uncertain – they must please give the programme a sustained, concerted try!
 4. Remind participants that:
 - This programme is based on evidence
 - Good results have been seen in the PSRIP Grades 1-3 and 4-6
 - It will take some time to see effects, but they will come
 - You will be there to offer support and guidance as needed

SLIDE 6

1. Ask the group to complete the Reflections in the Handout.
2. Go around room and ask for some of their Reflections – how is each person feeling? What have they learnt? What was useful for them? What positives are they taking away?
3. Thank the group for all their effort and great attitude!
4. Wish everyone well for their training and for the term ahead.
5. Close the training.

30 minutes	2.5. Post-Test
<ol style="list-style-type: none"> 1. Settle participants in their seats. 2. Hand out a copy of the post-test to each participant. 3. Ask participants to write their details on the test. 4. Give participants 30 minutes to complete the test under regular test conditions. 5. Once time is up, collect all test papers. 6. Ensure that tests are clearly and correctly named and labelled. 	