Techniques for Effective Teaching
Teacher’s Guide

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Welcome Letter to Teachers
Dear Teacher,

Welcome to Techniques for Effective Teaching! This programme was designed just for you. It was created to give you the knowledge you will need to become an outstanding teacher of young children.

You’ll come away from this programme with a broad base of information that will enable you to make informed decisions about how you teach and how to best connect with your pupils.

In the videos, we’ll explore:

• Ways to set up a learning space that is child-friendly and focused on the pupils.
• Suggestions for incorporating pupils’ own interests, experiences, and learning styles into your daily lessons.
• Ways to manage your pupils and encourage good behaviour through positive discipline and teamwork.
• Ways to organise your learning space and your time, so your lessons run smoothly.
• How to teach with low-cost everyday materials, including ways to involve your pupils in the collection and creation of classroom resources.
• Ideas for making your lessons even more creative and engaging, including new and exciting ways to teach maths and literacy.
• How to develop daily lessons and weekly plans, including using those plans to arrange your learning space and materials in a way that supports your teaching.
• Ideas for addressing the individual learning styles, skill levels, and interests of the different pupils in your class.
• Methods to assess how well your pupils are learning and how well you are teaching, so you will know when your teaching has been effective.

This is all presented to you with the help of the furry, funny Sesame friends Kami and Zobi, and a teacher, Ms. Efia. They’ll serve as your hosts for each of the ten module segments, providing context and a little humour on the side.

We hope you enjoy this programme!
Teacher Guide
This book is meant to be your companion for the entire programme. For each of the ten modules, you’ll find three different sections:

• A summary section that reviews the important information seen in the video segment.
• A journal section that helps you reflect upon the ideas presented in the video segment.
• A “How To” section full of ideas you can take right into your classroom.

DVD
The DVD is the centre of the programme; everything in this book is based on the video modules. There are 10 videos on the DVD and each is approximately 10 minutes long. Your facilitator will present them to you to watch as a group.

Poster
The colourful poster shows a busy market and school yard scene. It will get your pupils busy learning! Along the bottom of the scene, you will find text that describes various learning activities to do with pupils. Post this poster at your pupils’ eye level (or put on the floor and gather around in a circle) to:

• Build counting skills
• Develop sorting and classification skills
• Help pupils engage in dramatic play
• Build critical thinking skills

Target Audience
The DVD and teacher guide are designed especially for teachers of pupils between the ages of 6 and 9 years. Even so, many of the techniques can be adapted for effective use with younger and older pupils! As you participate in this programme, please think about how to implement new techniques with pupils of all ages.
Making Your Own Instructional Materials

You can easily make your own teaching tools in a short amount of time before school starts.

Letter and Number Flashcards
1. Create reusable number and letter cards using small squares of white paper.
2. Use a thick marker to write letters and numerals on cards, one per card.
3. To make each card sturdy, mount it on a piece of cardboard.
4. Cover it in strips of clear tape to protect it. You can use this set of cards the entire year.

Use large sheets of paper and old calendars to create:
• timetables
• daily schedules
• duty rosters
• word charts
• number charts
• and more!

Tip: To save paper when you make flashcards, consider writing one number or letter on both sides of every card. Each card will have two letters or numbers, one on the front and one on the back!
Low-Cost and No-Cost Materials

Equipping a classroom with effective learning materials doesn’t have to cost a lot. In fact, you can set up an amazing learning environment with exclusively free or low-cost items. Before school starts, take time to gather some or all of the items listed below. Ask friends, family, and neighbors to help you.

- pebbles
- sticks
- calabashes
- blank calendars
- sand in a tray or cardboard box
- bottle caps
- paper in various sizes
- tape
- boxes
- bags
- clean, empty cartons and containers
- coloured palm kernels
- buttons
- string
- blank notebook
- old accessories like hats, shawls, or belts
- scraps of cloth

_________________
_________________
_________________
_________________
Activities for Anytime

**Circle Games**
Have children sit in a circle for these games.
- Story circle: The teacher or a pupil chooses a topic for a story. One pupil begins a story with one sentence. The pupil next to him continues the story with one more sentence. Continue until someone says “the end.”
- Say a word from a spelling lesson and say the first letter of the word. Toss a ball to any pupil, who must then say the second letter. She tosses the ball to another pupil who must then say the third letter. Continue until the pupils finish spelling the word.

**Transition Activities**
Turn transition times such as lining up and moving from one subject area to another into learning moments.
- Have children line up in alphabetical order according to their first or last names.
- Give children a maths or spelling task to complete as soon as they arrive, while waiting for the whole group to arrive and be seated.
- Have children line up according to their birthdays (“Line up if you have a January birthday. Now February!”) or things they like (“If your favorite food is yams, line up.”) Integrate what pupils are learning about (“If you have ever planted a seed, line up.”)

**Quiet Activities**
There’s plenty of learning that happens in silence.
- At the end of the day, have pupils draw something they learned today at their desks.
- Have pupils correct each other’s papers.
- Have children sit quietly for a moment of inner-reflection.

**Alphabet Games**
Letter learning can happen anytime.
- Sing the alphabet song fast, slow, loudly, and quietly.
- Write letters and words on the ground with sticks.
- Have pupils lie on a mat and form letters with their bodies. What letters can be formed standing up? What letters need to be formed sitting down? How many pupils are needed to make a letter?

**Number Games**
- Play hopscotch (see pages 30-31).
- Have pupils line up in partners and count themselves by twos (“two, four, six, eight”, and so on).
## Time Management Tools

Managing your classroom time is easier when you plan your weekly schedule and lesson plans in advance. Pages 8-9 provide sample formats to help you organise your lessons and weekly schedules. Time management will help you and your pupils get more out of every school day.

### Weekly Schedule

A weekly schedule will allow you to organise your lesson plans each week, by assigning time to each subject area. For example, you might begin every day with an English literacy lesson. You might teach a science lesson on Mondays, Wednesdays, and Fridays after your pupils take their break.

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

Lesson Plan

Daily Schedule

Date: 

Topic: 

Objective: 

Materials needed: 

Relevant previous knowledge: 

Introduction: 

Middle: 

Summary: 

Evaluation/Assessment: 

Remarks: 

Module 1: Teaching Fundamentals & Project Introduction

Main Ideas
Here are the three main points from the video:

Teachers and teaching are valuable.
- The teaching profession is very important. The moment you step into a classroom or learning space, you have the amazing opportunity to change and enrich a child’s life.
- School is the place where children learn to read, add, and subtract. It is also a place where they can learn to think, to cooperate, to be creative, and to be good citizens.
- Nobody knows more about your teaching objectives and your pupils’ needs than you!
- Teachers are responsible for what their pupils learn, and that is an incredibly important job. While we cannot control what happens before and after school, we can provide a safe and supportive environment for our pupils when they come to school.

You will cover nine additional teaching topics in addition to this one.
- Each video will cover a different teaching topic, and you’ll see what these topics look like in action in a classroom. Each video ends with a list of key points that will support you as you think about how to use new techniques when you teach.

This course is not intended to be a one-size-fits-all approach.
- You will be able to customise the information to your own needs.
- You will learn how to bring what you see in the videos into your own classroom.
- These videos offer ideas that might make your job even more engaging and fun. The aim is to help you develop your teaching potential and the potential of your pupils.
- Every teacher, learning space, and school is unique. You know your pupils and your classroom best, and these videos are not meant to replace anything you are already doing. Instead, they’re meant to inspire new ideas and encourage you to try new things.
- Think of what you see in these videos as examples. You can adapt these teaching suggestions and learning materials in whatever way works best for you.

Tip: You are the expert!
Journal
Use a pencil to record your responses to the video below. You can also write on a chalkboard or a separate sheet of paper.

1. What are two things you hope to learn from this course?
   a. 
   b. 

2. Turn to a colleague and share what you wrote, and then share with the whole group.

   Why did you want to become a teacher?

3. In what ways do you hope and plan to improve your teaching as a result of this course?

4. List three qualities of a good teacher.
   a. 
   b. 
   c. 
How To
Here are some suggestions for getting the most out of this course.

Before Watching the Video
• Once you know the topic of the day, ask yourself: what does this topic mean to me?
• What do I want to get out of this session?
• How does the topic relate to your classroom?
• What success have you had with this topic?
• What challenges have you faced with this topic?
• What advice do you have to offer your colleagues about this topic?

During the Video
• Relax and watch! For each video, this guide includes a summary page with all the key points on it, so you do not need to write down everything you see. You can make notes on the page, but rest assured the most important information in the video is already included.
• The classroom in the video might not look exactly like your teaching space. That’s okay. This course is flexibly designed to apply to a variety of teaching spaces, and you can customise it to your own needs.

After the Video
• You’ll complete a “Journal” page like the one you just completed. This is a place for you to reflect on what you’ve seen and apply it to your own teaching.
• Think about whether your thoughts about the video topic have changed.
• Be honest in your reflections. Sometimes recognizing a problem, describing it, and then facing it head on is the best way to begin solving the problem.
• You’ll get a “How To” sheet like this one. These pages are full of ready-to-go tips, ideas, helpful hints, and activities that you can bring into your classroom right away.

Talk to Your Colleagues!
• Before, during, and after these sessions, your colleagues will be a valuable source of information.
• You can share your experiences in the classroom with them.
• Ask questions or start discussions based on the topic of the day.
• You will see many examples of good teaching practices in the videos, but they are by no means an exclusive list. Share your best teaching strategies with your colleagues!
Main Ideas

Here are the four main points from the video:

**Set up your classroom in a child-friendly way.**

- In a child-friendly classroom, you help your pupils feel welcome. Your pupils must feel safe and comfortable. You can help your pupils feel comfortable through the way you set up your classroom.
- Arrange your chairs or mats in a way that allows everyone to make eye contact with each other and feel included.
- By putting up a daily timetable, you let everyone know what the routine will be. Your pupils will feel at ease and in control because they know what is coming next.
- Have an area where pupils can display their own creations.
- All of this will help pupils feel at home and ready to contribute.

**Encourage pupils to learn in different ways.**

- You will have many different types of pupils who learn best in different ways. Create many different learning spaces so that each child has the opportunity to work according to his or her preferred learning style.
- When your pupils are comfortable, they will share their interests, ideas, and questions.
- Working as a whole group, in groups of four or five, in pairs, or as individuals are all ways pupils can learn.

**Give pupils a chance to explore.**

- Ask lots of questions and give your pupils the opportunity to explore ideas at their own pace.
- Rather than only worrying about right and wrong answers, let each child develop new ideas, come up with questions, and express himself or herself.
- When learning is an act of discovery, pupils get excited about the lesson. Without allowing it to disrupt a lesson, encourage your pupils to wonder, explore, and try out their ideas.
You can use questions to encourage every pupil to participate.

- Every pupil has something unique to contribute. Be sure that each pupil has a chance to have his or her voice heard.
- Take time to answer questions. It helps you address the needs of each pupil, and it shows every child that you care about his or her thoughts and ideas.
- Wait a few moments when looking for someone to answer a question. This way, a child with less confidence will have a chance to answer.
- The more you ask questions, the more you will learn about what your pupils know and want to know.
- Every day you can make discoveries about your pupils, and each discovery will make your job easier, more exciting, and more enjoyable.

Tip: Count to seven between the time you ask a question and the time you call on a pupil for an answer.
Journal
Use a pencil to record your responses to the video below. You can also write on a chalkboard or a separate sheet of paper.

1. Write two new ideas you took from the video.
   a.
   b.

2. a. What is one question you have about what you saw in the video?

   b. Turn to a colleague and ask each other your questions, and then try to answer them together. Share your questions with the whole group and discuss them.

3. Draw a new map of your classroom based on the ideas presented in the video. Think about:
   • How will you arrange your chairs or mats in a way that allows everyone to make eye contact with each other and feel included?
   • Where will you place your daily timetable?
   • Where can your pupils display their own creations?
How To

Here are some questioning strategies. Remember to provide wait time before calling on a pupil to answer. This gives the more reluctant pupils a chance to raise their hands. Try asking these questions to get started. As you get used to asking questions during your lessons, you will come up with many other questions that will keep your pupils involved and interested.

Before a Lesson
- What do we already know about _____ (the lesson topic)?
- How do we know these things?
- What more would you like to know about ______ (the lesson topic or a related topic)?
- Does anyone have a question or idea about what we will be doing today?

During a Lesson
- That’s an interesting answer. Does anyone have a different answer?
- How did you arrive at that answer? (best for maths, science, and verbal reasoning)
- Is there another way you could have gotten to that answer? (best for maths, science, and verbal reasoning)
- Who agrees or disagrees with this answer? Why?
- Who would like to test their idea?
- How do we try out/test this idea?
- Do you think this is easy or difficult? Why?
- Who can explain this in his or her own words?
- Who can help me explain this in a different way?
- What do you think about this? Who else thinks the same thing?
- Who has not answered a question today? Would you like to try this one? (Ask one of the earlier questions, or try asking another question that is relevant to the lesson.)

After a Lesson
- Are there any more questions?
- What was one new thing you learned in this lesson?
- What do you think we might learn about tomorrow?
- What would you like to learn about tomorrow?

Tip: Be respectful of all answers, right and wrong. Also, encourage pupils to treat each others’ responses respectfully.
Main Ideas

Here are the four points from the video:

**Remember that you are a role model for your pupils.**
- A calm, positive classroom starts with you. By remaining calm and positive, and by working through conflicts, you demonstrate the behaviour you expect from your pupils.
- Throughout the day, you can model how you would like your pupils to behave. Remain calm, speak gently, and use logic when explaining your decisions.

**Work with your pupils to create the classroom rules.**
- Explain that rules are the ways we expect each other to behave so we all feel safe and can learn together.
- Work together to develop a list of class rules. Pupils feel a sense of ownership for how the class is managed. This helps motivate them to behave well.
- Pupils are also more likely to encourage each other to follow the rules when the rules belong to them.

**Encourage positive behaviour by recognizing it as it happens, and by noting which pupils work best together.**
- When a pupil is following the class rules, note out loud how it contributes to a great classroom or lesson. This will reinforce the rationale of the rules and will encourage others to join in the good behaviour.
- By explaining how their positive behaviour will help everyone, the pupils begin to understand the effects of their behaviour. For example, say things like, “Thank you for sitting quietly, [pupil’s name]. When we start our lessons on time, everyone will have an opportunity to practice what we learn.”
- Also pay attention to which pupils can help each other learn without having conflict. These behaviours create a supportive environment where pupils feel safe and ready to learn, minimizing the need for discipline. This also allows you to identify pupils who may work well together in pairs or groups of four or five.
- As pupils work, check in with each group. Ask questions and make sure everyone feels heard and respected.

**Tip:** You and your pupils can develop the rules on the chalkboard, and you can copy them onto a sheet of manila card or cardboard after the school day ends.
Help your pupils work through conflict rather than solving problems for them.

- When conflict does arise, stay very calm and act the way you hope your pupils will act. By remaining calm, you remind your pupils to be calm.
- Encourage each child to express himself or herself, and clearly explain the situation that started the conflict.
- After an issue has been resolved, have each pupil write down what happened so they can talk about it later at a weekly meeting.
- Have weekly meetings with your pupils to talk about problems and come up with solutions. The whole class can talk about conflicts and other problems that have come up, so they can work through them together.
- At your meetings, use the rules that the class created together so pupils can understand why the conflict happened. Instead of talking about punishment, talk about problem solving. When pupils understand the conflict and the solution, they will know how to work through similar problems in the future.

Tip: Give class meetings a chance! They really work!

An appropriate method for disciplining a pupil who repeatedly misbehaves is asking him or her to stand behind the class. The pupil should also read aloud the rule that he or she has broken, as well as any other corresponding punishment.

Use a discussion or suggestion box so pupils can remember what they want to discuss. This supports pupils who wish to express their thoughts in writing rather than speaking about them. It also encourages freedom of expression of conscience.

You can vary the pairs and groups for each lesson. Encourage different groups of children to learn to work well together!
journal
use a pencil to record your responses to the video below. you can also write on a chalkboard or a separate sheet of paper.

1. write two new ideas you took from the video.
   a. 

   b. 

2. a. what is one question you have about what you saw in the video?

   b. turn to a colleague and ask each other your questions, and then try to answer them together. share your questions with the whole group and discuss them.

3. you can guide your pupils while working together on classroom rules. write three rules that would be helpful in your class.
   a. 

   b. 

   c. 

4. write two things you might say when first approaching two pupils having a conflict.
   a. 

   b. 

5. where and when might you have your class meetings?
How To
Here are some examples of things to say to maintain positive discipline and minimise conflict.

When There Is a Conflict
• Can someone tell me what is happening here?
• [child’s name], can you speak first, please?
• What happened?
• Is there anything else you want to say?
• What might be the solution?
• Let’s talk about why you are having trouble with ____.
• Show me which rule on our list you are not following.

When Pupils Are Following Rules
• Great listening, pupils.
• Thank you for helping/being respectful of each other.
• I like how [child’s name] is ________.
• Following the rules really helps things go smoothly.
• If pupils keep up the great work, we might even have some extra time for break.
• Who else will join [child’s name] in following the rules?

When Pupils Are Not Following Rules
• Clap twice if you can hear me.
• What rule are we not following?
• Use time outs when you think a pupil needs a chance to calm down and reflect on his or her behaviour.

At Class Meetings
• What were some problems this week?
• Who will read the notes from the discussion/suggestion box aloud?
• What class rule may have helped out with this problem?

POSSIBLE CLASS RULES
• RESPECT ONE ANOTHER
• ALWAYS LISTEN
• COOPERATE
• BE KIND
• BE HELPFUL
• ONLY RUNNING OUTDOORS
• NEVER HIT, PINCH, OR POKE EACH OTHER
• TAKEturns IN LINE
• NEVER PUSH EACH OTHER
• CLEAN UP AFTER YOURSELF
• __________________
• __________________
• __________________
• __________________
Main Ideas
Here are the four main points from the video:

Create sturdy, reusable learning materials to use all year long.
• There are so many ways that these resources can inspire and teach your pupils.
• With each resource you find or create, think about all of the different ways you might use it with your pupils.

Use recycled objects in your lessons.
• All around, you’ll find objects that can be reused as teaching tools!

Involve your pupils in collecting learning materials.
• Nature is full of free resources that make great teaching and learning materials, and your pupils can help you collect materials for your lessons.
• When your pupils help you find and gather resources, the learning means even more to them.

Community members and families are a great resource for making lessons interesting and special.
• You have an amazing free resource right at your fingertips: members of your community. Farmers, nurses, artists, and mechanics are all great examples of people who can offer valuable learning opportunities to the pupils in your class.
• When you invite people into your classroom, your pupils see how their lessons are useful in the real world. They’ll better understand how school will help them later in life.
Journal
Use a pencil to record your responses to the video below. You can also write on a chalkboard or a separate sheet of paper.

1. Write two new ideas you saw in the video that you think might work in your classroom.
   a.
   b.

2. What is one thing that would not work in your classroom?

How might you adapt that idea to make it work in your classroom?

3. List three ways you might use pebbles in your classroom (the ideas can be from the video or your own)
   a.
   b.
   c.

4. List three ways you might use pieces of cloth in your classroom.
   a.
   b.
   c.

5. Think of one guest you might invite to your classroom. What learning opportunities might this guest offer (for instance, a nurse might talk about ways to stay healthy, an artist might share her creative process and invite children to do the same)?
How To
Here are more ideas for using low-cost materials to maximize learning, especially for different learning styles. You can adapt these ideas for different ages.

Let’s Get Measuring!
You can teach measurement with just about anything!
- A piece of string can become a measuring tool.
- Pupils can use their hands or feet for practice with non-standard measurement (For instance, how many hands long is the table?).
- A rock can be used to compare weights. (Pupils hold a rock in one hand and another item in another: Which is heavier? Which is lighter?).
- Use piles of pebbles to practice estimating and counting by groups (Make two piles of pebbles: one of 10, the other up to 100. Count the 10 in the small pile. Can pupils estimate how many pebbles are in the larger pile? Show pupils how to count by tens to check their answers).

Create a Dramatic Play Corner
Drama, or pretend play, can encourage creativity and learning.
- Fill a corner with boxes of low-cost dress-up materials such as old clothes and accessories (hats, caps, shoes, and belts, etc.).
- You can also fill it with containers and pretend money (cut from paper or cardboard) so pupils can play “market”.
- Depending on the age of the pupils, play can be more or less structured. You can give pupils scenarios to act out, (based on the content of your lessons) or you can let them freely improvise.
- Write up scenes on separate cards so that pupils can pick a card and act out the different situations.

Lots of Uses for Letter Cards
Create reusable alphabet cards using white paper. To make each card sturdy, mount it on a piece of cardboard, then cover it in strips of clear tape. You can use this set of cards for the entire year. Try these activities:
- Hold up a card and have pupils call out the letter (and/or practice writing it).
- Challenge pupils to spell words using the letter cards (either give them the letters in a particular word, or have them make up their own words).
- Shuffle the cards and challenge pupils to put them in alphabetical order.
- Challenge pupils to sort the cards into two piles: vowels and consonants.
- Invite pupils to spell out their names with the cards.
- For a fun letter identification game, scatter all cards face up and gather pupils around them in a circle. Say, for instance, “I’m looking for a letter that is round and is used to begin the word orange.”

Collect Containers
Containers of any kind can be a versatile and valuable addition to any area of your classroom.
- Fill recycled trays and cartons with sand. Pupils can use sticks to practice writing letters, words, numbers, and maths equations.
- These same cardboard boxes may later be used as building blocks or instruments.
- You can also use them for storage or as props in the dramatic play centre.
Module 5: Pupil-Centred Learning for English Literacy

Main Ideas
Here are the three main points from the video:

Importance of literacy in the real world
- Reading happens everywhere, and the world is full of opportunities for reading and writing. Help your pupils realize how important literacy is beyond the classroom!
- In a pupil-centred approach to teaching literacy, you draw on children’s real-life, everyday experiences with reading, writing, speaking, and listening.
- Help pupils realize that literacy is important in everything they do. It’s a part of maths, science, music, cooking, and more.
- Involve pupils by teaching literacy through things that are familiar to them and things you know they are interested in.
- Help pupils begin to recognize letters and words, and to understand their meaning. Stress the importance of literacy skills by highlighting the ways that reading and writing are a part of their experiences, both inside and outside your classroom.

Building well-rounded language skills
- Focus on all language skills: reading, writing, and phonics, speaking and listening. Listening and speaking are just as important to literacy as phonics and spelling.
- Talking and listening contribute to reading and writing skills by improving vocabulary, critical thinking strategies, and communication skills.

Good techniques for reading a storybook
- When you teach literacy, you should communicate a love of reading.
- A storybook offers opportunities to explore phonics, build vocabulary skills, and teach new concepts.
- Involve pupils when you read to them, so story time becomes exciting and dynamic.
- Choose storybooks pupils can relate to, and make the reading experience as rich and enjoyable as possible.
- Read with great vocal and facial expression, and make sure all pupils can see the pictures.
- Build reading comprehension and communication skills by asking pupils to think about what might happen next in the story. This helps you assess pupils’ understanding along the way.
- Have pupils act out the book and make up more stories of their own as an extension of the story (What happens after the story ends?).
- Use the story as a springboard for exercises for phonics (recognizing sounds) and grammar (identifying verbs and nouns).
- There are so many ways to use a good story! When pupils have fun with literacy, they’ll want to become the best readers and writers they can be.
Journal
Use a pencil to record your responses to the video below. You can also write on a chalkboard or a separate sheet of paper.

1. Write two new ideas you took from the video.
   a. 
   b. 

2. a. What is one question you have about what you saw in the video?
   b. Turn to a colleague and ask each other your question, and then try to answer it together. Share your questions with the whole group and discuss them.

3. a. Think of a specific book or story you might share with pupils.
   b. List two things you might say to pupils when showing them the cover, before you even begin reading. (See below.)

4. List two things you might do after reading that book or telling the story with pupils to extend the learning (the ideas can be from the video or your own).
   a. 
   b. If you are reading a book, list two things you might say to pupils when showing them the cover, before you even begin to read. If you are telling a story, list two things you might say to pupils when you tell them the name of the story, before you even begin the story.
How To
Here are more ideas for sharing storybooks with your pupils: before, during, and after reading.

Before Reading
Literacy learning happens before you even begin reading! Show pupils the cover of the book. Ask:
- What do you see on the cover?
- What do you think this book will be about?
- Can you read the title?
- What do you already know about this topic?
- What more would you like to know about this topic?
- What are some words you think might be in this book?

During Reading
Each page of a storybook is full of opportunities for literacy learning. Make sure pupils can see the pictures and the text. Read with expression and use different voices for different characters to bring the story to life. Pause from time to time to ask:
- What do you see on this page? I see a ______. Can anyone find it?
- What do you think will happen next?
- Why did this character say/do that?
- What would you do if you were this character?

After Reading
Even after you finish a book, the literacy learning continues.
- Teach a phonics lesson based on a word in the book. Write a letter (for instance, “m” as in mat) or spelling pattern (for instance, “at” as in hat) on the board. Have pupils think of other words which begin with that letter or have the same spelling pattern. List them on the board.
- Have pupils act out the story in the book. Assign different roles to different pupils.
- Invite pupils to write their own alternate endings to the story.
- Invite pupils to draw pictures of their favorite part of the story. Depending on their age and ability level, they can write their own captions or tell them to you to write on their drawings.
- List all new words encountered in the book on the board and use them for a vocabulary, spelling, or handwriting lesson.

Training Activity
With three or more colleagues, practice reading a storybook to one another. Take turns reading aloud, and offer each other advice about how to involve the listeners in the story.
Main Ideas
Here are the four main points from the video:

**Give your pupils opportunities to explore maths in different ways.**
- By using pupils’ own games (such as when they are keeping score during sports) as the root of a maths lesson, you show them how they are using maths already. Not only does the lesson become more fun, the pupils see how maths is relevant to their lives.
- By using hands-on learning and a variety of materials, you can find ways to teach maths for all kinds of learners. Different pupils may understand maths in different ways, so you can provide opportunities for your class to explore the same concepts in a variety of ways.
- Find many ways for your pupils to explore maths. When you build your lessons around pupil games and activities, you help them connect maths to the real world.

**Encourage your pupils to explore and experiment with maths concepts.**
- For instance, you can use a few pieces of string to teach pupils about measurement and comparisons.
- Give groups of pupils a real-world problem to solve, such as calculating how much change they will have after being given a sum of money to make some purchases, measuring different objects around the classroom or school, or any other problem that is relevant to your maths lesson. Because each group will have a different answer, they have to do their own work. They will learn to have patience and persevere.
- When pupils use their own ideas for solving a maths question, the lesson will be interesting and fun, and in the end, the pupils will have a better understanding of the maths concept you are teaching.
Use group work to increase understanding.

- When pupils work in groups of four or five, they learn that you can solve the same maths problem in different ways.
- By letting pupils create their own plan for solving a maths problem, you are encouraging cooperation. Each group of pupils can decide how they work best.
- The pupils can work according to their own learning styles, and they will learn that there are many different ways to find the correct answer.

There are many fun, creative ways to teach maths.

- From a distance, a good maths lesson might not even look like maths.
- Teaching maths isn’t just about numbers and equations. It is also about problem solving, experimentation, and fun.
- You can use games, music, art, storytelling, and many other pupil-centred methods to help your class practice and master maths concepts.
- The more your pupils enjoy the lessons, the more they will remember.

Tip: A maths lesson that doesn’t look like maths is fun for your pupils, and for you!
Journal

Use a pencil to record your responses to the video below. You can also write on a chalkboard or a separate sheet of paper.

1. Write two new ideas you took from the video.
   a. 
   b. 

2. a. What is one question you have about what you saw in the video?
   b. Turn to a colleague and ask each other your questions, and then try to answer them together. Share your questions with the whole group and discuss them.

3. a. How did you learn maths as a child? Did you enjoy it?
   b. How was it the same as and/or different from what you saw in the video?

4. List three ways you might teach maths using a pile of pebbles or bottle caps (the ideas can be from the video or your own).
   a. 
   b. 
   c. 
How To
Hopscotch is a great game for teaching maths! Here’s how to play along with same ideas for integrating maths for younger and older pupils.

**Hopscotch steps:**
1. Draw the hopscotch board from page 31 on the floor with chalk, or trace it in dirt with a stick. You can even use tape to create a permanent one on any hard surface. Pupils line up for turns.
2. The first pupil in line takes a pebble and throws it into the square labeled 1. (If it does not land completely within the square, that pupil is out and the next pupil has a turn.)
3. The pupil jumps on the squares in order, skipping the square with the stone on it. (Single squares are hopped on one foot. Side-by-side squares are straddled, with one foot in each square.)
4. The pupil tries to get to the end without stepping on a line, falling, or missing any squares. (If he or she does, the turn ends. Players begin their turns where they last left off.)
5. At 10, the pupil turns around and jumps back until he or she reaches the square with the marker. The pupil then retrieves the marker and continues to the beginning without touching a line.
6. Upon successfully completing the sequence, the pupil goes to the back of the line, and when it is her turn again, she continues by tossing the marker into square labeled 2 and repeating the pattern.
7. The first pupil to complete one course for every numbered square on the board wins.

**Tip:** Pupils can skip step 5 when they first try hopscotch. As they become more advanced, they can work on returning from square 10 to 1 and retrieving their pebble along the way.

**Tip:** Pupils can also count and add by clapping the numbers.
For Younger Pupils

- Have pupils read all the numerals aloud before they begin.
- Have pupils trace the numerals with their fingers.
- Have a pupil point to two squares on which there are markers, and add those numerals together.
- They can also use those two numbers in a subtraction equation.

For Older Pupils

- Have pupils say the name of each numeral as they step on it.
- When finished playing, add all the numerals on the board together. (The total is 55.)
- Do the above activity and then challenge pupils to divide the total by five. (55 divided by 5 is 11.) Encourage them to count by fives.
- Have pupils identify all the odd or even numbers on the board, and then add them together for a multi-step problem.
- Or, have a pupil point to two squares on which there are markers and multiply them together.
Module 7: Time Management

Main Ideas
Here are the four main points from the video about techniques that will help you organise the school day:

Make weekly plans in advance (see page 8).
• At the end of every week, you should plan your lessons for the following week.
• The more details you can plan in advance, the better.
• In addition to daily lesson plans, create a weekly plan. When you have a plan for the entire week, you can be flexible when one of your lessons doesn’t happen as you had planned.
• Based on your weekly plan, divide your learning space into clearly marked, well-organised areas. You can choose a maximum number of pupils per area. You can tell your pupils what kind of work they should be doing in each area at the beginning of the day or week. Over time and with practice, they will learn to work more independently.

Use pupils as classroom helpers.
• Your pupils can be helpers for keeping your classroom space organised.
• When your pupils have classroom duties, they will feel proud that they are helping you run the class. Pupils will know that they are a big part of making everything go smoothly.
• By giving each child a duty, your pupils learn about responsibility.
• Use a duty chart to keep track of the various jobs.

Help pupils know what to expect each day.
• Signal the start of every school day with a bell, hand clap, or signal of your choice. Pupils will become familiar with this routine if it happens every morning. As they move to their seats, they can recite an alphabet exercise or sing a song.
• By structuring learning moments into transitions such as sitting down or lining up, you help to keep pupils focused and ready to learn.
• Before pupils begin their lessons, review the timetable for the day. Fill it with small pictures so pre-readers know what comes next.
• Follow a similar structure every day so you do not need to spend time going over the rules and repeating instructions. With practice, a simple time check will help pupils stay on track.
• Predictable routines will help your pupils begin to manage their own time. Pupils will be able to learn a lot during lessons and during transitions.
Practice patience, flexibility, and practice.
- Being patient and flexible will allow you to manage your time.
- Setting up a routine takes time, flexibility, and patience. It can take several weeks for pupils to learn the routine, and you’ll be able to make adjustments when something doesn’t work well for the pupils. Once the pupils are more independent, you will have more time to speak with each individual or group of four or five about each lesson.
- With planning and practice, you’ll get the most out of every day!

Tip: Remind pupils there will be time for play and games after their lessons. This will motivate them to focus on learning.
Journal

Use a pencil to record your responses to the video below. You can also write on a chalkboard or a separate sheet of paper.

1. Write two new ideas you took from the video.
   a. 
   b. 

2. a. What is one question you have about what you saw in the video?
   
   b. Turn to a colleague and ask each other your questions, and then try to answer them. Share your questions with the whole group and discuss them.

3. Think of five different classroom tasks that might go on your duty chart (for example, pass out pencils, clean chalkboard).
   a. 
   b. 
   c. 
   d. 
   e. 

4. What signal can you use to start the school day? (The signal indicates the start of every school day. Pupils will become familiar with this routine if it happens every morning.)

5. What are three songs or learning exercises you might sing or say as part of the morning routine as pupils move to their seats to begin the day?
   a. 
   b. 
   c. 

Journal
How To
Use this sample task chart to assign various jobs and responsibilities so pupils may share in the management of the classroom. You can post a larger version of this chart in your learning space. You can add and remove jobs so the chart fits the needs of your classroom. Rotate the names from time to time so different pupils have a chance to try different jobs (In very large groups, it won’t be possible for all pupils to try all jobs.)

CLASSROOM DUTY ROSTER

<table>
<thead>
<tr>
<th>Job</th>
<th>Pupils’ Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stack mats</td>
<td></td>
</tr>
<tr>
<td>Clean tables</td>
<td></td>
</tr>
<tr>
<td>Ring bell</td>
<td></td>
</tr>
<tr>
<td>Line leader</td>
<td></td>
</tr>
<tr>
<td>Clean up play area</td>
<td></td>
</tr>
<tr>
<td>Page turner (for shared read-alouds)</td>
<td></td>
</tr>
<tr>
<td>Wash chalkboard</td>
<td></td>
</tr>
<tr>
<td>Give out notebooks</td>
<td></td>
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<tr>
<td>Collect and submit exercises to the teacher</td>
<td></td>
</tr>
<tr>
<td>Collect and return all study materials to the cupboard</td>
<td></td>
</tr>
<tr>
<td>Crayon monitor</td>
<td></td>
</tr>
<tr>
<td>Pencil sharpener and distributor</td>
<td></td>
</tr>
</tbody>
</table>
Module 8: Practical Ways to Make the Classroom Creative and Fun

Main Ideas
Here are the three main points from the video:

Encourage hands-on learning.
- Encourage interactive learning in your classroom.
- Hands-on learning means you are teaching lessons that involve your pupils’ bodies, voices, eyes, and ears, in addition to their minds.
- When you make your lessons exciting, the learning will be deep and lasting.
- Plan lessons that encourage pupils to use their whole bodies and all of their senses. When pupils are really involved during your lessons, they will remember what they learn.

Plan lessons that accommodate your pupils’ interests.
- Involve your pupils’ favorite topics and activities in your lessons as much as possible, without compromising your lesson plan and learning objectives.
- Observing how pupils play and spend their break time is a great way to find out what they like to do. Some pupils might like sports. Others might enjoy art, music, or dramatic play. When your lessons incorporate these activities, learning becomes fun for each pupil, and you reach many different types of learners.
- The bird nest activity in the video is a great example of a lesson that is based on pupils’ interests.

Teach the national curriculum in creative ways.
- Experiment with new ways to teach the standard curriculum.
- As you plan your week, think about how you can teach standard subjects in new ways. Draw or paint patterns for a creative maths lesson. Use dramatic play to help your pupils develop their language skills. Have pupils write original sentences or stories to engage them in a lesson on phonics.
- When you are creative, your pupils will learn and have fun at the same time.
Journal
Use a pencil to record your responses to the video below. You can also write on a chalkboard or a separate sheet of paper.

1. Write two new ideas you took from the video.
   a. 
   b. 

2. a. What is one question you have about what you saw in the video?
   b. Turn to a colleague and ask each other your questions, and then try to answer them together. Share your questions with the whole group and discuss them.

3. a. What is hands-on learning?
   b. Think about your lessons from this week. How could you have included hands-on learning in some of those lessons?

4. What are three of your pupils’ interests outside of school?
   a. 
   b. 
   c. 

5. Choose one interest you listed above. Write how you might create learning opportunities using this topic in different subject areas. Refer to the example of the birds on the summary page.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Science</td>
<td></td>
</tr>
<tr>
<td>b. Literacy</td>
<td></td>
</tr>
<tr>
<td>c. Maths</td>
<td></td>
</tr>
</tbody>
</table>
How To
Here’s an example of how to turn a pupil interest into many different lessons across the curriculum. Let’s say your curriculum includes a learning objective about local animals, and pupils happen to be interested in the birds outside your classroom. Study those birds! Throughout this lesson about local birds, you will be using creative ways to teach important science, language, and thinking skills. The pupils and you are having fun, and you are accomplishing the learning objective! Try brainstorming a list like this for any area of pupil interest.

Maths
• Pupils can count the birds they see outside. If there are many, you can teach counting by twos, fives, or tens.
• How many wings on a bird? How many feet? How many eyes? How many beaks? How does this compare to a person?
• Pupils can observe real nests and use memory and estimation skills to decide what size the nests are.

Science
• Pupils can work together to think about the items that birds use for building nests.
• Pupils can go outside and collect twigs, grass, string, stones, and other materials they might use to make a nest. (This way they have the opportunity to move around even though the lesson hasn’t stopped!)
• Discuss bird eggs. What shape are they? (oval or round). Have pupils practice drawing ovals. Where else do they see ovals in nature?

Reading and Writing
• You can read a story about birds, using some of the key points from the Child-Centred Literacy video module.
• Give pupils a list of bird-related words to practice spelling and handwriting: bird, fly, flight, sky, branch, feather, tail, nest, egg, tree, wing, beak, and so on. They can practice writing and spelling, and learn to take turns at the chalkboard.
• Finally, the pupils imagine they are birds, and they write stories about building their nests. What do they like about flying? What do they like and not like about being a bird? What kind of bird would they like to be?
• Older pupils can use the bird-related words in sentences or as picture captions.
• Younger pupils can imagine what kind of birds they would like to be, draw a colourful picture, and use the picture to tell a story about birds.

Training Activity
With two colleagues, select a common pupil interest. Develop four lessons, using the pupil interest in a maths, science, literacy, and creative arts lesson. Present your lessons to your other colleagues. You will have lots of new ideas after the activity!
Drama
• Pupils can act out the stories they wrote for their peers. They improve their creative thinking and writing skills, and they build confidence by performing in front of the class.
• A group of pupils can pretend to be a family of birds: babies in the nest, and a mother bird out looking for food.

Creative Art
• Pupils can observe birds and draw pictures of them, labeling the drawings with the birds’ names.
• Pupils can work together with beads and bottle caps to create large mosaics of birds and bird-related images on the floor or ground.
• Collect feathers and have pupils use them as paintbrushes, or use them to draw or write in the sand.

Tip: Integrate pupils’ areas of interest such as football, snacks, and their families.
Take the time to get to know each pupil.

- Even if you have a large class, you can take time throughout the week to talk with individual pupils.
- This helps you to learn about their interests and experiences.
- This also helps you to address their strengths and weaknesses.

Vary your approaches to teaching within a lesson so pupils with different abilities and learning styles benefit.

- Each pupil is unique. Your class is full of children with their own abilities, learning styles, and interests.
- To be effective, vary your teaching so you can reach each pupil.
- When you are teaching a large group of children, you can support everyone’s learning by presenting the same topic in many different ways. This will help pupils with different learning styles achieve each lesson’s objective and will reinforce the learning for all.
- While, some pupils learn best by spelling aloud, some learn best by writing on paper, and some learn most when their whole bodies are involved. During spelling lessons, use a routine where pupils learn in all three ways: through speaking, writing, and moving their bodies.
- As children write during the above exercise, check in with pupils who are struggling and with pupils who are very good at spelling. Depending on the pupil, you might focus on handwriting or on spelling rules. Your teaching should vary based on the needs of each child.
Group pupils according to their abilities.
- Having children work in small groups based on ability is another great way to organise your teaching.
- Have your pupils work in small groups with peers who are at the same level in a given subject. This will give you the chance to work on a different set of skills with each group.

Group pupils according to their interests.
- Organise groups of children based on what they like to do.
- Children at different levels can learn from one another. When you group pupils by their interests, they can work together while teaching one another. This will give you more time to observe pupils, which makes it easier to address the needs of each child.
- Pupils who are struggling can learn from those who have a better understanding of a skill. Advanced pupils will benefit greatly from the opportunity to teach their peers.
- For instance, in a maths lesson on patterns, pupils can be grouped together based on their interests. If one group loves sports, they make up patterns with a ball. If a group loves music, they make rhythm patterns. If a group loves art, they paint patterns or create patterns with beads. Although each group has its own approach to making patterns, everyone is engaged and actively learning.
- As pupils work together, you are free to visit each group and assist when necessary. As they master their pattern, you can challenge them to vary it or make it a bit more difficult.
Journal
Use a pencil to record your responses to the video below. You can also write on a chalkboard or a separate sheet of paper.

1. Write two new ideas you took from the video.
   a.

   b.

2. a. What is one question you have about what you saw in the video?

   b. Turn to a colleague and ask each other your questions, and then try to answer them. Share your questions with the whole group and discuss them.

3. How do you feel about having pupils of varying ages and levels in your class?

4. List two things you might try in your class next week based on the ideas in the video (the ideas can be from the video or your own).
   a.

   b.
How To
Here’s a sample of a differentiated spelling lesson for three different levels. Divide your group by ability. The lesson here is on “ch-” words.

First, write the following words on the board:
chair, chip, chimpanzee, chicken, chocolate, chop, champion, chalk, charcoal, chilly.

Beginners
• In this space, put the pupils who are just beginning to read and write.
• Ask pupils to draw pictures of several of the “ch” words.
• Work with pupils to sound out the words and write them under their pictures. They can copy the words right from the board.
• Check their work and make corrections as necessary.

Intermediate
• In this space, put the pupils who can read and write simple words and sentences.
• They can write a short sentence for each word.
• They can then read their sentences out loud to each other.
• Check their work and make corrections as necessary.

Advanced
• Put the pupils who are more experienced writers in this space.
• They can write long sentences, paragraphs, or stories using the target “ch” words. They might write about a magic chair, to make a delicious chocolate biscuit, or an imaginary chimpanzee friend.
• Using what they’ve written, you can teach a short lesson on punctuation (periods, question marks, comma, and exclamation points).
• Check their work, and make corrections as necessary.
• After polishing their stories, they can read them out loud to the group.
Module 10: Evaluation and Assessment

Main Ideas
Here are the four main points from the video:

Set clear learning objectives each day.
• Begin each day by setting objectives for your lesson plans.
• In order to evaluate how well your pupils are doing, you’ll need to clearly define what you want them to learn.
• When your daily objectives are visible to the entire class, there is no confusion about what is expected. It also allows your pupils to assess their own understanding throughout the day, and it helps to ensure that every lesson moves your pupils closer to achieving grade level learning goals.

Use varied assessment methods in your classroom.
• Assessment doesn’t just happen at the end of the day, but throughout the day in many different ways.
• One of the simplest ways to assess your pupils is to ask a lot of questions. When you ask questions, you discover what the pupils understand and what is unclear. You will find out who needs extra support at certain times.
• You can also assess your pupils by listening to their conversations. During the school day, you need to be attentive and observant.
• There are many other ways you can assess your pupils. Notes, checklists, quizzes, presentations, and conversations are all methods for checking your pupils’ understanding of a topic.
• By assessing in different ways, pupils with different learning styles will have the opportunity to show you what they know.

Tip: Write the daily objectives on the chalkboard so your pupils are informed too.
Keep parents up to date about how their child is progressing.

- It is important to keep parents informed about how their children are progressing at school.
- You can send notes home with pupils, organise school events for whole families, and schedule one-on-one meetings to keep parents aware of what their children are learning.
- When meeting with a parent, always mention positive things about their child’s work. It is important that parents hear about what their child accomplishes at school. Then, inform parents about challenges the child might be having.
- In addition to telling parents about what their children are learning, you can keep them informed about some of the ways you teach and evaluate in your classroom.

Improve your teaching through self-assessment.

- Self-assessment is important for successful teaching. When you review your notes and pupils’ work, you can identify topics that were difficult for many pupils or a learning objective that was not achieved. This information allows you to address challenges and to improve your lesson plans.
- By assessing your pupils’ understanding, you can see how effective your lessons are. Look for places where you can grow, improve, and learn as a teacher!
- Don’t be afraid to try new topics and new activities. It is part of your growth as a teacher. Even when the new activities don’t work well, you and your pupils will learn from the experience of trying something new.
Journal

Use a pencil to record your responses to the video below. You can also write on a chalkboard or a separate sheet of paper.

1. Write two new ideas you took from the video.
   a. 
   b. 

2. a. What is one question you have about what you saw in the video?
   b. Turn to a colleague and ask each other your questions, and then try to answer them together. (Or, share your questions with the whole group and discuss them.)

3. a. Name four different methods of assessment you saw in the video, and think about which methods you already use with your pupils. Circle the new methods that you could try.
   a. 
   b. 
   c. 
   d. 

4. Work in small groups to select one of the assessment methods from the video, and develop a lesson plan (with objectives) that incorporates method you selected. Look at pages 47-48 for ideas.
How To
There are many ways to assess pupils’ learning. Here are some tips for different methods. Each week, you can try using one or two methods with your pupils.

Questions
Here are questions you can ask to measure pupils’ understanding of a lesson:
• Tell me how you got the answer.
• Can you show me another way to get to the answer?
• How do you know?
• What does ______ mean?
• What do you think about ______?
• What did you learn today?
• How do you spell ______?
• Can you write the word ______ for me? Can you write a sentence using the word ____?
• Here is a maths problem like the one we learned about today. Can you solve it?

Notes
• Keep a notebook with several pages dedicated to each child.
• Each week, select several children whom you will closely observe and monitor with your notes.
• Share your notes with parents.

Tip: Remember to tell parents about each child’s achievements in addition to discussing areas where he or she may experience challenges!
Checklists
For lessons about a new topic, create a checklist for each pupil with the following statements.

- The pupil demonstrated excellent understanding of the topic.
- The pupil demonstrated adequate understanding of the topic.
- The pupil did not demonstrate understanding of the topic.

Quizzes
- Have pupils sit with pencils and paper as you write maths problems and questions on the chalkboard. Pupils copy the maths problems on their paper and solve them.
- Use flashcards to evaluate maths understanding. Write a maths problem on one side of each flashcard. On the other side, write possible answers. The pupil must decide which answer is correct.
- For spelling or vocabulary, read a list of words aloud for your pupils to spell or define.
- Remind pupils to write their names at the top of their papers.
- Collect papers and check pupils’ work, making corrections where necessary.

Tip: Make sure all pupils have a chance to perform at the front of the class. Wait several seconds before selecting a pupil, to give less confident pupils the chance to volunteer.

Presentations
- Have pupils work in groups of four or five to plan presentations for their classmates about what they have learned.
- Or, have a pupil demonstrate his or her understanding of a maths concept by solving a problem on the chalkboard in front of the class. In a large class, pupils can be divided into groups, and each week, a different group can be called upon to present.
<table>
<thead>
<tr>
<th><strong>Glossary</strong></th>
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<tbody>
<tr>
<td><strong>Child-Friendly Space</strong></td>
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<tr>
<td><strong>Class Meeting</strong></td>
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<tr>
<td><strong>Critical Thinking</strong></td>
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<td><strong>Differentiated Instruction</strong></td>
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<td><strong>Individual Learning Style</strong></td>
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<td><strong>Language Skills</strong></td>
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<td><strong>Objectives</strong></td>
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<td><strong>Learning Space</strong></td>
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<td><strong>Positive Discipline</strong></td>
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<td><strong>Problem Solving</strong></td>
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<td><strong>Pupil-Centred</strong></td>
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<td><strong>Reading Comprehension</strong></td>
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<td><strong>Real-World Problem</strong></td>
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<td><strong>Self-Assessment</strong></td>
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<tr>
<td><strong>Supportive Environment</strong></td>
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<tr>
<td><strong>Time Management</strong></td>
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