

Audio 2.5

Martin, a grade 6 teacher, taught his Grade 6 learners about keeping money safe. His lesson lasted 40 minutes and he planned 4 activities.

For the first activity Martin used a full class brainstorm to find out what learners already knew. He followed this with an explanation of different methods of keeping money safe reinforcing those learners had mentioned and adding some additional methods. During this activity he asked a range of different types of questions to elicit some of the advantages of each method. He made a table on the chalkboard with three columns: method, advantages and disadvantages. He filled in the 'method' column.

After this full class activity, Martin put learners in pairs. He asked them to copy the table and to work together to fill it in, based on the whole class discussion. To ensure all the methods were discussed he asked the pairs in the front half of the class to start working from the top of the list, and the pairs in the back to start from the bottom of the list. As the learners were working, he moved around the pairs and talked to them, asked some individual questions, noticed who was doing well or struggling. There was a little bit of noise, but this was good as Martin could see learners were really interested in the topic. To finish this activity, he returned to the list on the chalkboard and asked some pairs the advantages and disadvantages they had identified for each method, writing these in the table on the chalkboard. He asked learners to listen carefully as they could not repeat anything someone had already said.

For the third activity, Martin worked again with the full class and he told a short story about two people who borrow some money to buy something. One uses a bank and one uses a local unofficial person. In the bank the interest rate is fixed, whereas the local person keeps putting up the interest rate. Martin wrote on the board 5 questions related to interest rates. He divided the class in 5 groups and asked each group to discuss the questions for a few minutes.

To finish the lesson, Martin returned to the table on the board showing methods of saving money/keeping it safe followed by the 5 questions on interest rates. He asked the learners to add any advantages or disadvantages they had not thought of, to their own table and to work in pairs to answer the questions.

As the learners were working in pairs, Martin noticed that although learners had been confident identifying advantages and disadvantages of the different methods, they found it more difficult to answer the interest rates questions. After the lesson Martin decided to talk to the numeracy teacher and ask them to revise percentages in the next numeracy lesson, using real examples involving money.

Audio 3.1

Elisa is a teacher in grade 5 and she is exploring the local community and environment around their school in a village in Zambia. As part of the social studies syllabus, grade 5 learners need to study aspects relating to transport and communication in the district. Elisa hopes to develop her pupils' abilities in observing and respecting the environment surrounding their village. She hopes this will help them to understand their roles and responsibilities with respect to local resources and their community.

At the end of one day, Elisa explains to the learners what they will be doing the next day and what she hopes they will learn. As homework she asks them to note down all the modes of transport they see on their way home that day, and to bring their list to school the following day.

The next day, she writes on the centre of a large piece of paper:

What modes of transport do we have in our own environment?

Elisa asks for volunteers to come and add the names of the modes of transport learners have noted in their homework, for example: bicycle, car, minibus. As they add the modes of transport, Elisa asks them what is good and not so good about different modes of transport for the local environment, and for those living in it.

Elisa then draws a circle around all these modes of transport and asks learners to add any other modes of transport they know about but are not present in their own community. She also asks them about the benefits and issues of each transport. During this activity Elisa has to explain a number of modes of transport that some learners are not familiar with. To do this, she first asks her learners if any of them knows what it is, and then she adds some information herself.

For the next activity, Elisa draws a table on the chalkboard with 3 columns: mode of transport, benefits and issues. She puts learners into groups of 6 and gives each group a mode of transport from their community, and one that is not present within their community. She asks them to copy the table on the paper she has given them and write what is good and not so good about both modes of transport.

As she walks around the different groups, Elisa finds that all learners are very engaged with this activity and are contributing very good suggestions.

For her next lesson, Elisa plans to ask each group to explain the benefits and the issues of each mode of transport, asking learners to make notes of all these in their notebooks. Elisa has also thought about how she can assess each learner's understanding and knowledge in a few weeks' time.