

CREATE



The Open  
University

# Tutor's Guide



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# 1 CREATE overview and general teaching principles

Welcome to the Tutor Guide for CREATE: Child Rights Education in East Africa

## 1.1 What is CREATE?

CREATE is designed to deliver high-quality child rights education for professionals, initially focusing on health in East Africa.

CREATE is a collaborative, cross-border multi-sector initiative responding to two important developments: (1) a growing recognition internationally of the need for child rights education for professionals, led by the United Nations Committee on the Rights of the Child; and (2) the recognition of the potential support and opportunities for the development of such training in the East Africa region.

Three partners have come together to achieve this initiative:

- The Open University (UK), which has experience, expertise and learning in developing sustainable models of professional training in health and education sectors in developing regions
- CRED-PRO, an initiative of the International Institute for Child Rights and Development (IICRD), which has extensive child rights expertise
- MS Training Centre for Development Cooperation (MS-TCDC) in Tanzania, which has training expertise in the region.

Working with the The Open University and CRED-PRO, childhood experts from Tanzania, Uganda, Kenya and Ethiopia have been instrumental in developing this generic set of open education learning resources for health professionals. As open education resources, these materials are made available for free and are designed for anyone to use, whether they are teachers, students or practitioners. Additionally, the materials resulting from the CREATE initiative have been designed to be adaptable to the context of a specific country and can be tailored to meet the needs of online learning or traditional face-to-face classroom teaching.

## 1.2 The importance of child rights

The United Nations Convention on the Rights of the Child describes the rights of children and places the responsibility to promote and uphold these rights on governments and other adults involved in providing and caring for children. It is a comprehensive human rights treaty addressing children's social, economic, cultural, civil and political rights. Every country in Africa, except South Sudan, has signed up to the Convention and undertaken commitments to ensure its implementation for every child. In Africa, these rights have been reinforced in the African Charter on the Rights and Welfare of the Child, which has also been signed up to by all the countries in East

Africa. If implemented, these rights would lead to respect for the dignity, well-being, optimal development and emerging autonomy of children. They are founded in a commitment to peace, dignity, tolerance, freedom and equality.

The Convention and the Charter recognise that children are entitled to respect and the same human rights held by adults. They also introduce a number of additional rights that acknowledge the entitlement of children to enhanced protection in view of their greater vulnerabilities. Overall, these rights have significant implications for health professionals working with children. However, it is not possible to respect children's rights without an awareness of the existence of those rights and their implications for relationships with children and the services being provided for them.

The Committee on the Rights of the Child, the international body responsible for monitoring whether governments are making progress in implementing children's rights, has recommended to all the countries in East Africa that they must provide training for professionals to enable them to apply a child-rights-based approach to their work. However, to date, little progress has been made. This curriculum has been developed to contribute to that process. It has been designed to build health professionals' knowledge and capacities in children's rights and to understand what those rights mean for their day-to-day work.

## 1.3 An overview of the course

The CREATE materials are arranged in five content areas called modules. Each module uses study sessions to explore each area in depth.

The table below provides an overview of the modules and sessions covered by the CREATE materials.

Module	Study Session
1 Childhood and children's rights	1 Understanding childhood 2 Child development 3 Children's needs and rights
2 Children's rights and the law	1 International and regional laws 2 National laws and policies 3 The right to health
3 Children's rights and health practice	1 The child as an active participant 2 Best interests of the child and non-discrimination 3 Addressing violence against children 4 Child-friendly health facilities and standards
4 Children's rights in the wider environment: the role of the health worker	1 Understanding the social determinants of health in the context of children's rights 2 Advocating for children's rights 3 Community mobilisation: practical strategies
5 Children's rights: planning monitoring and evaluation	1 Action planning and implementation 2 Monitoring and evaluation in your practice

### Tips and ideas

When thinking about how to work with modules and sessions you should consider the following:

- Use the order in which modules and study sessions have been organised to plan your teaching across the course. They have been designed to build on one another so we suggest you teach the study sessions in the order in which they are presented.
- Some topics might be more challenging for students than others – consider what might be the most challenging study sessions for your students and how to build in more time for students to successfully achieve the learning outcomes of those sessions.

## 2 Teaching with the CREATE materials

One of the CREATE team had this to say about their vision for how the course materials are intended to be used:

We're not asking teachers to stand at the front of the class and take every word we have written and repeat it to their students. The materials have not been designed in that way. We are asking teachers to guide students in their learning; to get students actively thinking about why these ideas and concepts matter for the communities that live 2, 10, 20 or 100 miles away from the classroom.

The materials are written in a way that anyone can study them even if they are on their own and not in a classroom. Where students are in a classroom with a tutor then the materials can be used more flexibly. When thinking about what to include in this guide, we asked experienced teachers to share the advice they would offer to teachers using these materials for the first time.

Experienced tutors consistently said the same thing:

- Students will get the most out of the materials by being guided to the most important principles, ideas and concepts in the materials.
- A mini-lecture of 10–15 minutes is enough to cover one section in the study sessions.
- Reading text to students or getting the students to read the text in class is likely to be the **least** effective teaching or learning strategy.
- This is **not** material where students are just learning facts and truths. The materials are designed to challenge student views. Building in time for students to share and discuss their thoughts during lessons is just as, if not more, important as setting aside time to go over the written materials.
- It is important to get students to do the activities either individually or in a group to promote challenge and discussion
- Students benefit from a dedicated notebook to capture notes, reflections and work on activities. Students are likely to need support and encouragement in using their notebooks.

Below we address four initial questions we believe teachers will be asking when they first encounter the materials. Our experienced teachers also thought we needed to make it clear that the teaching role serves to do more than just guide students through ideas and concepts. They highlighted that teachers need to be aware of **student thinking and reflection time** as an important feature of the course.

### 2.1 How should I use this content?

There are two main considerations when thinking about how to use the content provided in the CREATE materials:

- 1 Will students access the course materials in print or online?

## 2 What teaching strategies will benefit your students the most?

The study sessions have been designed as open learning material. They are not exclusively designed for students or teachers; instead, anyone interested in the topics can access them.

As a teacher we recommend that you have a print version of each study session that you personally can work from and reference. The decision to supply printed or online access to the materials for your students is likely to be based on a range of factors. Ideally, students should have access to all the materials. However, the information in this guide explores ways in which you as a teacher can take the materials and transform them into lessons without the students needing to have access to the course content.

Questions that might guide your thinking about how to use the materials:

- Will my students be able to manage and be motivated to study the materials independently outside the classroom?
- What is the best way of getting my students to share their experiences and thoughts with other students?
- Will my students be more motivated to share experiences and work together if they work in small groups?

## 2.2 What is my role as a teacher working with this content?

Student success with the course materials relies on the following teaching practices:

- Ensuring that students successfully achieve the learning outcomes of the study session by guiding them to relevant concepts and ideas
- Challenging existing practices and values by motivating learners to think in different ways about their practice and environment
- Encouraging students to share and reflect upon their practice
- Encouraging students to think about how they can apply what they learn and use it to enhance their practice.

## 2.3 How do I create a lesson from the course materials?

There is no set approach for delivering the content in a lesson. The structure of your lesson – what you teach, the materials that you use – is likely to depend on a range of factors in your institution.

However, we believe you will have the most success in using the materials if you do the following:

- Read the tutor guide.
- Read the study session beforehand and have an understanding of how it fits into the module it comes from.
- Turn each study session into a lesson. There is up to approximately two hours of material in the study sessions, allowing time for the activities.

- Consider using some sections of the core content in a study session for a mini-lecture lasting 10–15 minutes. For example, you could produce slides you can put up on a screen for students, give students handouts or make a list of ideas and concepts you can write on a board and talk through in the class.
- Use the activities during the lesson to enable and support student reflection on what they have learned/will learn. Consider what you want students to focus on during the teaching session and what you may want students to work on outside the lesson (either before or after the teaching session).
- Encourage students to keep a dedicated notebook to capture notes, reflections and work on activities.

## 2.4 How do I get students to reflect?

Reflection is a process whereby students think about and draw on personal beliefs and experiences to develop and enhance their understanding of new concepts and ideas. Being able to relate new information to personal beliefs and experiences is incredibly powerful in increasing students' understanding and their ability to translate information into behavioural change.

The purpose of reflection is twofold: first, reflection encourages a re-evaluation of experiences, beliefs and knowledge. Second, getting students to regularly reflect is crucial in developing a skill essential to practicing health professionals.

Reflection is challenging for many students and they will not begin to change their belief systems the instant they start reflecting. Instead, reflection – the skill of questioning personal beliefs and assumptions – develops over time.

In many instances, the CREATE course materials have a number of activities that help students to reflect. However, we encourage you to come up with your own ways of promoting reflection on practice that relates specifically to your local context and to challenge students to move beyond what might be limiting beliefs and practices.

### Tips and ideas

When thinking about how to teach with the CREATE content, consider the following ideas:

- Focus each lesson on a study session – we recommend that each lesson is no longer than two hours.
- Each section of the core content could be turned into a mini-lecture lasting 10–15 minutes. Encourage interruptions if students do not understand something.
- Use learning outcomes to plan the lesson, and self-assessment questions at the end of each study session to evaluate students' learning.

- Explore opportunities for students to carry out reading outside the classroom, e.g. by providing printed copies of the study material with or without the embedded activities, either before or after the associated lesson.
- Get students to reflect on their practice and share their experiences. This can be difficult (for both students and teachers), so encourage students to share by promoting the classroom as a safe place where there are no right or wrong answers when it comes to reflection.
- Participation in group work can also be hard for students. Encourage participation and contribution to group work by promoting the way it enables students to develop skills crucial to their role as a health worker, e.g. listening, communication and interpersonal skills.
- There is some space to write notes on the printed out versions of the study sessions but encourage students to keep a dedicated notebook to capture notes, reflections and work on activities. Students are likely to need support and encouragement in using their notebooks and during lessons you may need to remind them to use their notebooks.

### 3 Common components you will find in each study session

Each study session in the course incorporates common components and a standard structure. For example, all the study sessions begin by presenting a focus question, which is intended to focus both students and teachers on an important question that is addressed by the material in the study session. The following components are in each study session:

- Focus question
- Key words
- Learning outcomes
- Core content
- ActivitiesSummary
- Self-assessment questions
- Further reading (in some sessions)

This section explores each of these components in more detail and highlights their purpose or the reasons why they have been included in each of the study sessions. We would encourage you to take some time to read this section carefully, as understanding the components that appear in the materials and their intended purpose will be crucial to your success in using the materials.

Component	Description	Purpose
<b>Focus question</b>	Key question covered by the material in that study session.	<p>We believe the focus question should be central to how students assess their own learning. Specifically, students should be encouraged to measure their learning in terms of how confident they feel in being able to answer the focus question at the end of a session.</p> <p>To make students mindful of this question as they work through the lesson, it is the first piece of information they encounter in each study session. Students should be encouraged to reflect on their answer to this question, not just at the end of each lesson but throughout their study of the session materials.</p> <p>As a teacher, the focus question is an important tool in your own teaching practice. As you support the students through each study session you should continually be asking yourself – does it seem like my students are moving towards an answer to this question?</p>
<b>Key words</b>	A short list of important terms, principles or phrases relevant to the topic that students should be familiar with by the time they complete the study session.	Students can often feel overwhelmed by the number of ideas, concepts and principles they encounter in a lesson. By using key words in the study session the authors have attempted to highlight to students the terms and concepts they really need to focus on and understand by the end of the session.

<p><b>Learning outcomes</b></p>	<p>Statements that highlight what students should have achieved by the time they have completed a particular study session.</p>	<p>Learning outcomes can be thought of as learning goals and are incredibly important tools for both students and teachers.</p> <p>For teachers, learning outcomes provide a way of clearly stating to students what we expect them to have accomplished by the end of a learning experience (for example, a lesson or set of lessons). Broadly, learning outcomes often indicate a knowledge outcome (what we want students to know) or a skill outcome (what we want students to be able do).</p> <p>For students, learning outcomes are crucial in highlighting what is expected of them as learners. Outcomes should also be promoted to students as ways of assessing their learning throughout a study session. For example, encourage students to turn learning outcomes into questions and see if they can answer them. We will say a little more about this when later in this section we look at the self-assessment questions.</p>
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<p><b>Core content</b></p>	<p>Materials authored by experts, which form the basis of lectures or which students can study independently to become familiar with a topic.</p>	<p>The main text in each of the study sessions has been designed to be used by both teachers and students.</p> <p>When designing these texts for teachers, the authors intended that their writing be integrated into a lesson. The idea is that teachers don't just read out to a class what the CREATE team has written. Instead, teachers are considered to be 'learning guides', tasked with creating lessons comprising mini-lectures and activities based on the course materials.</p> <p>At the same time, the texts have been designed for learners to study independently. In this way the course materials can reinforce or complement existing teaching and curriculum.</p> <p>To get the most out these materials, and enable student success, we believe teachers must think creatively about how to use the materials in their teaching. A key consideration in this creative task is determining the right balance for your students between lectures based on the materials and students' independent study of the materials.</p>
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<p><b>Activities</b></p>	<p>Learning exercises embedded within the core content that learners are expected to complete as they read through the core materials.</p>	<p>Having encountered ideas and concepts through the core content, activities are designed to get students thinking about these ideas and concepts as applied in their local community or in a given scenario.</p> <p>The questions set in the activities do not always have a right or a wrong answer. Instead, they are designed to encourage reflection and discussion. These are important outcomes of the activities because they will encourage many students to challenge and alter their position on some crucial issues that are relevant to their work with diverse populations of children and adults.</p> <p>We strongly encourage activities in the classroom that are organised around students collaborating with one another in group work or in pairs. This enables students to not only discuss issues and challenge each other but also enables them to develop interpersonal and communication skills crucial to their work in communities.</p> <p>We encourage you to promote the classroom as a safe space for discussion and conversation.</p> <p>Each of the activities is followed by a feedback section of text. As a teacher, use these feedback texts as a guide to the responses you should expect from students working on the activity.</p> <p>Occasionally, where there are more clear-cut answers to an activity, these answers can be found at the end of the study session.</p>
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<b>Summary</b>	A brief overview of the main concepts covered in the study session.	The summary brings together the key ideas and concepts encountered throughout the different parts of the study session. For teachers, the summary (and any subsequent discussion) can be used to develop a recap of important ideas and concepts at the end of the lesson.
<b>Self-assessment questions</b>	Another set of tools learners and teachers can use to evaluate learning achievements in the session.	When talking about learning outcomes earlier in this section, we outlined how students should be encouraged to transform learning outcomes into questions that can help them assess their learning. That task is essentially completed for students in the self-assessment questions that appear at the end of each section. They can be used to test the student's knowledge of the material.
<b>Further reading</b>	Additional materials and information students are expected to engage with outside of the CREATE materials.	When designing each study session, our experts have attempted to present the key ideas, concepts and principles students need to learn and consider in their professional roles. However, in some cases, our experts believe that students need to engage with additional materials to enhance or support their learning. In such cases, the end of a study session will offer references to further relevant reading that has been specially chosen as a concise and up-to-date resource. Some of these are available online if you have access to the internet.
<b>Resources</b>	An essential additional document	Occasionally there are activities that require students to look at the United Nations Convention or the African Charter. Both these documents are provided as resources that can be printed off or viewed on a computer.

## 4 From CREATE content to lesson design

In the previous section, we explained how each study session includes a number of common elements:

- Focus question: Key question covered by the material in that study session.
- Key words: A short list of important terms, principles or phrases relevant to the topic that students should be familiar with by the time they complete the study session.
- Learning outcomes: Statements that highlight what students should have achieved by the time they have completed a particular study session.
- Core content: Materials authored by experts, which form the basis of lectures or which students can study independently to become familiar with a topic.
- Activities: Learning exercises embedded within the core content that learners are expected to complete as they read through the core materials.
- Summary: A brief overview of the main concepts covered in the study session.
- Self-assessment questions: Another set of tools learners and teachers can use to evaluate learning achievements in the session.
- Further reading (in some sessions): Additional materials and information students are expected to engage with outside of the course materials.

In this part of the teaching guide we explore how these elements can be used to structure a standard lesson that includes a mini-lecture and students working on activities on their own or in groups.

### 4.1 How to structure a lesson?

There are lots of different factors that will determine how you decide to structure a lesson and incorporate course content into your teaching. This is what one of the course team had to say:

Taking CREATE content and turning part of a study session into a ten to fifteen minute lecture is an opportunity to be creative as a teacher. Whether you produce slides, a handout or maybe a list of terms you can write on the board to discuss with students, the idea is to experiment with different approaches early on until you find one that works equally well for you and your students.

In this part of the teaching guide we provide details of a basic lesson plan that has been designed to engage students and to maximise their learning from a complete CREATE study session

	<b>PART 1</b>	<b>PART 2</b>	<b>PART 3</b>
	<b>Introducing the session</b>	<b>Teaching and learning exercises</b>	<b>Summary and learning reflection</b>
<b>Purpose of this part of the lesson</b>	<p>Set out the main objective of the lesson.</p> <p>Highlight the terms that students should come to understand by the end of the lesson.</p> <p>Outline what students should have achieved in terms of their learning by the end of the lesson.</p>	<p>Present information, concepts and principles to students.</p> <p>Engage students in exercises and discussions designed to assess their application of the information they have encountered.</p>	<p>Present an overview of the information that has been covered in the lesson.</p> <p>Provide an opportunity for students to reflect on their learning in relation to the learning outcomes of the study session.</p>
<b>What study session components will be used in this part of the lesson</b>	<p>Focus question</p> <p>Key words</p> <p>Learning outcomes</p>	<p>Core content</p> <p>Activities</p>	<p>Summary</p> <p>Self-assessment questions</p>
<b>Suggested timings</b>	10 minutes	90 minutes	20 minutes

## 4.2 Introducing the session

This section presents some of the ways in which the focus question, key words and learning outcomes associated with each CREATE study session can be integrated into the introduction to the session. The introduction serves two important functions:

- 1 It tells students the purpose of the lesson.
- 2 It highlights to students some of the key concepts and principles they will be exploring.

The introductory part of the session is important because it provides students with an understanding of the journey they will take in the lesson, the purpose of that journey and the stops they will make along the way.

The information below is taken from Module 1, Study Session 1 ‘Understanding childhood’.

<b>Focus question</b>	What do you understand by childhood?
<b>Key words</b>	Child, childhood, dependency, evolving capacities, resilience, risk, vulnerability
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Define and use correctly the key words</li> <li>• Define who is a child</li> <li>• Describe the key characteristics of childhood</li> <li>• Understand how different cultures influence childhood</li> <li>• Reflect on and re-evaluate your own understanding of childhood</li> </ul>

There are different ways in which you can use the focus question, key words and learning outcomes to start students thinking about the concepts that will be covered in the lesson. For example, in teaching Study Session 1 you could ask students why the focus question is important. It can also be useful for students to have the focus question, key words and/or learning outcomes visible throughout the lesson at the front of the class on a board or flip chart. In this way you can keep coming back to the terms and learning outcomes as the lesson progresses, and you can clearly point students to the term or learning outcome you are teaching at that point in the lesson.

## Tips and ideas

When thinking about how to integrate the focus question, key words and learning outcomes into a lesson, consider the following ideas:

- Spend 5–10 minutes on introducing the session.
- Write the focus question for all the class to see. Ask the group why they think this question is important. Getting students to read the introduction section of the study session before they answer might help them to start thinking about why the question is important.
- Write the key words and/or learning outcomes on the board for all the class to see and keep them up throughout the lesson. Cross out the words as the lesson progresses and the terms are covered in the materials.
- Highlight relevant learning outcomes to students at the start of each section in the study session materials.

## 4.3 Teaching and learning exercises

### Teaching the core content

In this section we use Module 1, Study Session 3 ‘Children’s needs and rights’ to explore ways in which to develop the largest portion of the lesson – the teaching and learning exercises. In this section of the lesson you should think creatively about the ways in which you can combine teaching, independent study by the students and the activities. We asked Makena, an experienced teacher, to construct a two-hour lesson from the materials and tell us the steps that he took to create a lesson plan (this lesson plan appears later in this guide).

To produce his lesson plan Makena carried out each of the steps listed in the box below.

### Steps for producing major component of lesson plan

**1 Read through and analysis:** Read the material, looking out for sections that might need more work than others, also thinking about how much time students might need for activities, noting the guidance in the material.

**2 Plan the lesson:** Use the headings and subheadings in the study session, as well as the activities, to map out an outline of the study session.

#### **3 Determine and plan each mini-lecture**

**4 Determine how additional content will be covered,** choosing any combination from the following teaching or learning strategies:

- Students reading independently in class
- Students working in groups
- Students doing homework before the lesson
- Students doing homework after the lesson.

#### **5 Determine how activities will be completed**

- Students working independently
- Students working as a large group
- Students working in small groups
- Students working in pairs.

#### **6 Plan timings**

From these steps Makena was able to formulate the lesson plan that appears later in this guide.

Reflections from Makena after he created the lesson plan:

I think it is important that the students are doing something different roughly every 20 minutes – this keeps their attention focused on the topic and they don't feel bored by a long lecture or lost in a group activity that takes a long time to complete. I know this session might challenge students to think differently about some of the concepts they will be encountering so I might need to re-think the timings of some of the activities.

Also, I think letting the students do some reading in the class is a really important way of supporting their development as learners – in my experience students tend to concentrate better if they are asked to read something in a classroom with other students.

## Tips and ideas

When constructing your lesson plan consider the following tips:

- Try to have students doing something different every 15–20 minutes.
- You don't have to fit everything into the suggested two-hour lesson. Students can be instructed to complete homework to bring to the lesson or do after the session.
- A plan is a proposed course of action – in the classroom you may need to change and alter your lesson plan according to what your students need. Remember to capture these changes in a revised plan so that next time you or colleagues know what will work best for students.

## Lesson plan for Module 1, Study Session 3 ‘Children’s needs and rights’

Study session component	Teaching/learning strategy	How will the activity be completed?	Time in minutes
Introduction	Present focus question, key words and learning outcomes		10
Understanding children’s needs <ul style="list-style-type: none"> <li>• ACTIVITY</li> <li>• What is a need?</li> <li>• Interdependence of children’s needs</li> <li>• ACTIVITY</li> </ul>	Connect to previous activity by indicating we’re going to move from looking at hopes and aspirations to looking at needs. Ask whole group ‘What is a need?’ Ask students to read text up until the next activity in the class.	Students work in small groups (4–5 students) and come up with list of 5 things. Bring groups back, and then try to use all their lists to produce one with the 5 most significant hopes and aspirations.  Get students to work on activity in pairs. Just do first part of activity. Ask for feedback on two or three of the needs – i.e. what did you tick for ‘access to information’? What kind of need is that? Ask group – can needs fit into more than one category?	15  15  10
Responding to children’s needs as they grow older <ul style="list-style-type: none"> <li>• IN TEXT QUESTION</li> </ul>	Ask students what they remember about ‘evolving capacities’ from Session 2. Short lecture based on text in the section before and after the in-text question covering the change in needs as children grow older.	Ask whole group – in-text question. [MISS OUT IF NOT ENOUGH TIME]	15  5
Understanding children’s rights <ul style="list-style-type: none"> <li>• The relationship between needs and rights</li> <li>• Adults’ and children’s rights</li> <li>• ACTIVITY</li> </ul>	Introduce next section about rights – explain how it will explore rights for children and adults. Short lecture on adults’ and children’s rights, using the materials in this section of the study session. IF NOT ENOUGH TIME students should read this section outside the class as homework.	In small groups work through each item in the list of human rights as per the instructions. During feedback take one item at a time and ask the groups what they came up with. After each item ask the students if they agree with the consensus.	15  15
The relationship between rights and responsibilities <ul style="list-style-type: none"> <li>• ACTIVITY</li> </ul>		Set activity as homework students must complete on their own.	0
Summary and self-assessment questions	Go over points made in the summary. Try out one or two of the self-assessment questions.	These questions can also be used after the session.	20

## Working with activities

We asked Makena, our experienced tutor, to talk us through how he transformed an activity from the course materials to use in one of his lessons.

Below are the details of the activity Makena carried out with his group of students.

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### Activity: Recognising important children's rights

Below is a list of human rights. Do you think each right is more significant for children, more significant for adults, or equally significant for both children and adults?

- The right to life
- The right to health
- The right to have a nationality
- The right to vote
- The right to be protected from harmful social or cultural practices
- The right to express opinions freely
- The right to privacy

Are any of these rights the same or similar to human needs?

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The activity followed a very short lecture based on the materials in the study session about understanding the rights of children and adults. Listed below are the steps that Makena took to transform this activity into an activity that students completed in small groups. Makena used the planning phase to think about whether students would work on this activity independently, as a large group or in small groups. He decided that small-group work would be best for his particular group of students.

- 1 Instruct students that they are going to work in small groups of five (there were fifteen students in total in the group, so three groups). Instruct them that in each group they have to decide/agree if each of the human rights in this activity is more significant for children, more significant for adults or equally significant for both children and adults. Indicate they have ten minutes to discuss the items and provide their group's responses. Also instruct students to only do the second part of activity – where they had to consider if the rights were similar to needs – if they had time.
- 2 Arrange students into three groups of five – mix students into different groups from past activities.
- 3 Students go off into groups – I keep a watch on the time. After about five minutes indicate that they should be thinking about the fourth item on the list and finally give a one minute warning when appropriate.
- 4 Use the time the students are working in groups to read the Discussion text associated with the activity to pick out points that may need to be raised for students during feedback.

- 5 Students come back. I ask someone from each group to feedback the outcomes of the discussion in their group.

Originally, Makena planned to go through each group's responses to each of the items in the activity but things didn't go according to plan. This is what he said about what actually happened during the lesson:

After the students had worked in groups for 10 minutes on the activity, I had planned to spend another 10 minutes going through it together. The first item on the list is 'the right to life'. I asked someone from each of the groups to tell me what they had decided for this item and all the groups said that the right to life is equally important to children and adults.

We moved on to the second item – the right to health. The first group reported that they thought the right to health was equally important to everyone; the second group said that they thought it was more important to children; and the third group said that they had put it was equally important for both adults and children but initially they had argued about whether it was more important for children.

So I asked the whole group if they could explain 'why should this right be more important for children?' I had a range of responses to the questions but I could see some students were not convinced.

At this point I read out to the students the relevant section of the discussion in the material and it helped highlight the point that aspects related to rights are sometimes more complicated than they initially appear. This was a really useful part of the feedback but it only left a couple of minutes for this part of the lesson so I decided to ask the groups to end by feeding back on just one other item rather than the whole list.

## Tips and ideas

When thinking about student activities consider the following tips:

- Think about how students can get the most out of this activity – by completing it independently, debating the issues as a large group or participating in small group discussions.
- Group work is a great way in which students can engage in peer learning and learn important conversational skills. Think about ways in which you can positively promote group work to students.
- Some students may dominate the discussion during both group discussions and feedback – try and encourage **all** students to share their thoughts (again promote your classroom as a space where there are no wrong answers).
- During feedback don't feel you have to address everything your students work on in the activities – you can choose to tackle only the more problematic parts of an activity.

## 4.4 Summary and learning reflection

The final section of your lesson will focus on the summary section and self-assessment questions but in fact we think it would be most effective if you split it into three parts:

- 1 Recap of the learning outcomes covered by the session – try turning these into questions and asking students to raise their hands if they think they can answer them. This is a really good way of easily evaluating how students have responded to the lesson and its concepts and ideas.
- 2 Go over each of the main points made in the summary – you could try modifying some of these points to include the word ‘not’ and asking students if the statements you make are true or false. Again, this is a way of evaluating how students have engaged with the concepts and ideas presented in the lesson.
- 3 Go through the self-assessment questions with the students. Alternatively, ask students to work on their own or in groups to answer these questions. You don’t need to go through all the self-assessment questions but they are excellent tools for evaluating students’ engagement with the lesson content.

## 5 Assessment

Up until this point much of this guide has been dedicated to ways in which the course materials can be incorporated into specific lessons. At various points we have talked about how components in the course materials can be used by both teachers and students to informally assess learning.

In this section we examine some ideas for how you might design and develop more formal assessment. Your choice of assessment methods should be aligned with the overall aims and level of the course and the overall assessment strategy of the programme or department in which the course is being taught.

Often assessment is viewed as a measure of ‘what students know’ but in many instances both students and teachers can become focused on simply assessing a particular type of knowledge, for example how many facts and figures a student can recall. Furthermore, students can often feel that they are being trained to write essays or to pass exams. Therefore it is important to consider two important questions when thinking about assessment:

- 1 What is that we want to assess?
- 2 How do we assess it?

### 5.1 What is it that we want to assess?

The course materials have a wealth of ideas and concepts that students will engage with but throughout this guide we have also emphasised the importance of student reflection and the skills they need to develop for professional practice (e.g. problem solving, group working, communication skills and interpersonal skills).

It is therefore more appropriate to think of assessments that take into account not just students’ engagement with ideas and concepts but also the professional skills they have developed.

## 5.2 How do we assess it?

It is important to consider a variety of methods that learners can use to apply and demonstrate their learning. Some examples are offered below:

- Problem scenario
- Group work
- Work-based problem
- Prepare a committee of enquiry report
- Analyse a case study
- Role play
- Produce a poster
- Prepare an illustrated manual on using equipment or following processes
- Observation of simulated professional practice
- Journal
- Portfolio
- Project
- Discussion/debate
- Written exam
- Oral exam
- Essay
- Report
- Write an answer to a client's question
- Short answer questions: True/False or Multiple choice questions
- Workplace performance
- Presentation
- Hypothetical scenario
- Written presentation (essay, report, reflective paper, etc.)
- Oral presentation

### 5.3 Two examples of creative assessment methods

<b>What do you want the students to do?</b>	<b>How do you present this to the students?</b>	<b>Grading the assessment</b>
<p>In groups of five the students have to create a play, lasting no longer than 10 minutes, where they role play a scenario in which a family is educated by a health worker against the use of corporal punishment.</p>	<p>For this assessment students should work in groups of five to create a play that features a small family being educated by a health worker against using corporal punishment.</p> <p>The play must last no longer than 10 minutes. Each student in the group must have a speaking part in the play and the group must collaborate on producing the script for the play.</p> <p>This assessment is not concerned with any student's ability to act.</p> <p>Students will only be graded on how they draw on concepts and ideas from the course in creating a dialogue between the actors.</p>	<p>In this scenario grading individual students will be difficult. Instead, you could offer a group grade that every student shares.</p>
<p>Students must design a leaflet that promotes birth registration in rural communities, drawing on concepts studied in Module 4.</p>	<p>For this assessment students must each design a leaflet for a campaign designed to promote birth registration in rural communities.</p> <p>The leaflet can be targeted at individuals encouraging them to register or it can be a leaflet designed to mobilise members of the community to promote registration.</p> <p>In either case the leaflet should present information on why registration is important to both children and their communities.</p>	<p>Students are each submitting their own leaflet. But here you could begin to think about how you might assign marks to the different elements of the leaflet, for example the design of the leaflet, the content and the use of course concepts and ideas.</p>

## 6 Summary: ten tips for teaching success

- 1 Read the whole of the tutor guide.
- 2 Teach modules and study sessions in the suggested order.
- 3 Plan your lessons to last no longer than two hours.
- 4 Lessons should comprise an introduction, between one or two mini-lectures (lasting no more than 10–15 minutes) followed by related activities and should end with a summary of what students have learned.
- 5 Encourage thinking and reflection – the skill of questioning personal beliefs and assumptions. The issue of children's rights is not just one of gaining knowledge but of changing behaviour and professional practice.
- 6 Promote your classroom as a safe space where there are no right or wrong answers.
- 7 The lesson doesn't have to start when students come into the classroom and end when they leave. Explore ways of giving students homework that supports your teaching.
- 8 You don't have to teach everything in a study session.
- 9 Be creative with formal assessment.
- 10 Experiment with teaching strategies and activities that work best for your students and your setting.