

Case Study 3.2: Salome's new class

Salome has just finished her diploma training, where she specialised in early childhood education, and she has been posted to a school in northern Ghana. She thinks that there will not be many resources in the classroom, so she takes with her a set of laminated picture cards she made at her college. These pictures can be arranged in different ways to tell stories, especially stories she has learnt from her own grandparents, which she notes down in her notebook.

Salome speaks some Dagbani, one of the 11 official languages in Ghana, though it is not her own first language, so she knows that she will have to translate the stories and games. On her first day in her new school she has a large class of children, and she uses just three or four of the laminated picture cards to teach the children in Dagbani. Her teaching focuses on the vocabulary of local animals and the noises they make. The children really enjoy hearing the noises and Salome encourages them to make the noises along with her.

She goes through the names of the animals again, and the second time, when it gets to the animal noises she waits for the children to see if they can remember the noise and join in. This time she tells the story *Look at the Animals* and the children join in with the noises. The children have enjoyed the story and they have participated by making the sounds. As she told the story the first time, Salome said the name of each animal. The next time she reads it, she points at the picture of the animal and the children say the animal's name and make its noise.

Salome also decides on a new activity. She divides the class into small groups of three or four, and each group moves to a different part of the room. She then whispers to each group the name of a (new) animal and gives them a prepared card with the animal name and picture. She gives each group a couple of minutes to decide what noise their animal makes. She has chosen some familiar animals, such as a snake, elephant, cat, monkey, hippo, dog, lion, goat or chicken, and the group makes their noise.

Salome uses the animal words and pictures to retell the story *Look at the Animals*. She gives groups of children three pictures each so that they can begin to make their own short spoken stories.

She will make time to tell the story again later in the week and hopes the children will be able to remember some of the noises. The following week, when they go through it again, she will ask the children what the noise is for each animal. After that she will put the word for each animal on the board in Dagbani and ask the children to make the noise when she points to the word.