

Audio 1.4

Pair work is about involving everyone and can be done successfully with a large class. But pairs need to be managed so that everyone knows what they have to do, what they are learning and what your expectations as the teacher are. To establish pair work routines in your classroom, you should do the following:

- Manage the pairs that the learners work in. So sometimes they can work in friendship pairs; sometimes they will not. Make sure they understand that it is you who will decide the pairs in order to help them maximise their learning.
- Sometimes you could pair learners of mixed ability together so that they can help each other; and at other times pair learners working at the same level.
- Keep records so that you know your learners' abilities and can pair them together accordingly.
- At the start, explain the benefits of pair work to your class, using examples from family and community contexts where people collaborate.
- Model the task at the front with 2 learners, or with you and a learner, so that everyone is clear on what they have to do.
- Keep initial tasks brief and clear; and monitor the learner pairs to make sure that they are working as you want.
- Make sure that learners can also turn or move easily to sit and face each other.

During pair work, tell learners how much time they have for each task and give regular time checks. Praise pairs who help each other and stay on task. Most learners enjoy the atmosphere of everyone talking and working. As you move around the class observing and listening, make notes of who is working well together, be alert to anyone who is not involved and note any common errors, good ideas or summary points for you to share with the class.

Audio 2.4

Betty is a Grade 5 teacher in Kabwe. There are 48 learners in her class, and she does not find it easy to know them all.

Charles is a learner in her class. He is noisy and volunteers frequently. Because of this behaviour Betty had assumed that he was one of the brighter children. However, during some group work, she noticed that Charles was not contributing very much. As she was walking around the class observing her learners working in their groups, she asked him some questions and realised that he could not read the sentence written out on a card as part of the task. Betty was careful not to draw attention to him as she realised he did not feel good about this.

Over the next few weeks, Betty made more effort to talk to Charles and find out a bit more about him. She realised that he was struggling with the work but did not want his friends to know. He put his hand up a lot to answer short closed questions but avoided the harder questions. He was very anxious to please, but too scared to ask for help.

Betty then decided to pair Charles with one of the good readers in the class and purposefully organised pair work activities in the next few weeks where the better reader could help him. Charles soon began to grow in confidence, his reading improved, and he started to participate better in all activities.

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 2.6

Rose collected a range of empty grocery packets, boxes and tins. She divided the class into groups of four or five and gave each group one or two items. She wrote the questions on the chalkboard but also read them out for the children who could not read very well. As she read them, each child wrote their own answers. Then she asked them to discuss them in their group and decide on a group answer for each question.

Questions about grocery items

1. What is in this tin/packet/box?

2. How do you know this?
3. Which word or words are in the biggest letters?
4. Why do you think this word or these words are the biggest letters?
5. How many words begin with capital letters?
6. Which words are written more than once in the package?
7. Which word is used the most?
8. What is the weight of this product (in grammes/kilogrammes)?
9. What do all the words and pictures tell you about this product?

While the learners were working in their groups, Rose walked around and helped the children who struggled with reading. After 10-15 minutes, she went around the groups and asked each group for one answer until she covered all the questions.

Then she asked them to discuss two more questions:

- Do you agree or disagree with what these words and pictures tell you?
- If you had the money, would you like to buy this product? Why, or why not?

In the next lesson, they worked in the same groups to design the print and visual information for the packaging of a real or imaginary grocery item.

Audio 5.2

Rita teaches Social studies in Grade 6. She was teaching '6.5.1: Elements of weather and climate' and noticed that learners had difficulties with weather words they were not very familiar with. She selected some words they were familiar with and others which were causing problems for learners.

She wrote the words and their definitions on separate pieces of paper. She asked the learners to form pairs with the person next to them. This meant that they worked with a friend and often high attainers were together and lower attainers were together. She gave each pair 10 words and 10 definitions and asked them to match the words and definitions. When they had done their words and she had checked them, they swapped their words and definitions with another pair.

Some pairs completed it very quickly, but some found it very difficult and needed a great deal of help, so it was difficult to organise. She discussed the experience with her friend who taught grade 4.

She decided to keep the pairs how they were but gave them different sets of words. The high attainers had longer more complex words, including some they had never met before and had to guess the meaning of, and the low attainers had shorter, common words.

She found it worked well. The low-attainers gained confidence and learned some common words which would help them in the future, and the high-attainers were challenged to try and read and understand new words.

Audio 5.3

Teacher Samuel was teaching his Grade 3 class about animals and where they live. He teaches them in Chitonga. Only about 25 are confident readers out of the class of 76. He found pictures of six animals and stuck them up on the classroom wall. He then drew pictures of where they live and stuck those up on the other side of the room. He made some cards out of old food packets and wrote the name of an animal on half of them and the name of where they live on the other half (all in Chitonga). He gave half of the class the name of an animal, and the other half the places where they live. To begin with each learner had to stand next to the picture corresponding to their animal or place. This was to check that all the children could understand the words they (were) given. They then had to walk around the room to find a partner who had the name of where their animal lived. For example, 'gorilla' was matched with 'rainforest'; 'worm' with 'mud' and so on. When everyone was paired up, Samuel collected in the cards and gave them out again so everyone had a different word. He did this a few times until he was confident that all the children could recognise the words, and they knew where each animals might live.

At the next TGM, he explained his idea to the other teachers.

Teacher Paxina was also doing science with Grade 6. She adapted the activity but wrote the words in English. Also, when the pairs had found each other, they had to discuss how their animal was adapted to where it lived. At the end, they had to write a sentence about each animal and why it lived in a certain place.

Audio 6.1

Fridah was teaching science to Grade 7. They were learning the ways to separate mixtures. Fridah had ready a large jar of muddy water, paper cups, squares of two types of material (cotton and muslin), a saucepan full of cabbage and water, and a colander.

Fridah gathered her equipment at the front. She held it up as she talked so everyone could see. She asked if anyone would like a drink. 'Yes please', came a shout. She poured some of the dirty water into a paper cup and offered it to George. 'Would you like this?' 'No thank you', said George, and everyone laughed. Then she held up the saucepan of cabbage and asked them how they would separate it from the water. Someone had spotted the colander and said, 'use that'. Fridah poured the water and cabbage into the colander. She asked the students to explain how it worked to the other person next to them. She asked Martha and Phyllis to explain their answer to the class. They did not give quite enough detail, so she asked a few other pairs.

Once they had established that the holes were too small to let the cabbage through, she asked them how they could separate the mud from the water. After a few contributions, a plan emerged: pour the muddy water through something with holes in – but the holes needed to be very small.

She asked three pairs to join together and form a group. Each group sent one person to collect a cup of muddy water, two empty cups and two pieces of material. She told them that the aim was to find out which material worked best for cleaning water. As a group they worked out what to do and one person drew a diagram. Fridah went around and questioned them about how they would make sure it was a fair comparison, hoping they would realise that they needed to stir the dirty water. Then they tried it.

Fridah drew a table on the chalkboard with two columns – one for the cotton and one for the muslin. When they finished, each group had to put a tick in the column which had the cleanest

water. At the end there were eight ticks in the 'cotton' and two ticks in the 'muslin'. She wrote three questions on the board for students to discuss in their groups.

1. Which material was more effective?
2. Explain why this was the case?
3. What question would you like to ask the groups who ticked the 'muslin' column?

When everyone had finished, she asked a group to answer questions 1 and 2. Then she asked another group if they agreed and if they wanted to add anything to the answer. Finally, she asked a third group to answer question 3. There followed a lively discussion and eventually one of the groups who ticked the 'muslin' column admitted that they had not stirred the water, so in the muslin experiment all the mud was at the bottom. This meant they could not do a fair comparison.

Fridah showed the class a column that she had made from an old pipe. She had filled it with sand and put a piece of muslin at the bottom to hold the sand in. She poured some muddy water in the top. While they waited, she asked the class to draw a diagram of the apparatus they used in their