**Getting ready for Module 2a**

*(Facilitator Notes)*

This session is in preparation for educators to get ready for teaching Module 2a and undertaking the two Module 2a assessments.

| **Timings** | **Suggested sessions** | | **Notes for facilitators** | **Summary of key points – to be summarised and added to WhatsApp at end of each point** |
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| 5 mins | Warm up activity to see who is engaged. | | Lead facilitators, please use an activity you feel comfortable with.  Make sure that everyone has read a copy of Module 2a Session Guides and the 2a Learner Workbook in front of them. |  |
| 10 mins | 1.  **ASK**  What is this module about?  *Wait for responses* | | **Prompt:**  Why is it important for the learners to know how to use their skills? | * This module is about how the learners can use their skills in their everyday lives. * It is important for learners to transfer their SAGE learning skills to their everyday lives. * It will help them with employment, caring for their families, returning to school. |
| 10 mins | 2. **ASK** What have you read that is new in this module? | | **Ask:** What is the title (*How can I use my new skills?)*  **Prompt:** Look at p.2 (assessing girls with disabilities)  Look at p.2 (extending higher attaining girls)  Look at p.3 (learning the meanings of new words) | * How to assess learners with disabilities * Ideas and information about how to challenge higher attaining learners * Strategies to support learning new vocabulary in English |
| 10 mins | 3.  **Module quiz**  On what page are the icebreakers/ energisers? | | Icebreakers start on p.144 Session Guides | * It is important to be prepared. * Read the Session Guides and the LWB carefully. |
| How many progress assessments are there for Module 2a? | | There are two progress assessments for Module 2a *(Do not confuse the module assessments with Learning Progress assessments. Every module has ongoing assessments + a progress assessment in the two subjects. The IPA, MPA and EPA are connected with Module 1a, 1c and 2c.)* |  |
| In the Session Guides, on what pages will you find information assessment? | | P.7 and 8. Extra point if they mention p.100 in the LWB.  + appendices at the back |  |
| Which unit contains information about the literacy/ Learning English assessment? | | Literacy/Learning English 10.2 |  |
| Which unit contains information about the numeracy assessment? | | Numeracy 10.3 |  |
| What is the purpose of planning more icebreakers and energisers? | | To help the learners gain confidence in returning to learning. |  |
| 20 mins | 4.  **Case Study**  Check everyone has read the case study.  **ASK:** Why did the learner give that answer?  **ASK:** Do you think other learners will agree?    Turn to p.57 of the Session Guides  **ASK:**  How might moving digits across the columns help the learners to understand? | | **Prompt questions (if needed)** Do you think everybody will agree that 1.2 x10= 1.20?  Why might they agree or disagree?  What other misconceptions might the learners come up with? (Moving the decimal point.)  **Information for facilitators only:** *When looking at numbers on a page, the digits move to the* ***left****. It is only learners are sitting in the chairs that will move to their right!* | When multiplying whole numbers by 10 the trick of adding a zero works, but not for decimals. We want learners to have a way of working that is mathematically correct in all cases and not a trick.  Zero is used as a ‘place holder’ This means it is only used when there is a space that needs to be filled.  Estimation also helps:  1 x 10=10.   So 1.2 x 10 must be  more than 10!  It is better to talk about digits moving across the columns rather than moving left or right. |
| 10 mins | 5. **Support & challenge**  **CHECK**  Everyone has read p.15 of the Learner Workbook.  All turn to p.15.  **ASK**  Which true/false questions are going to be easiest and which are going to be more challenging? | | **Prompt questions**  What will do you to help the learners understand?  Is it the big numbers that are hardest? Or is it the fractions? | Encourage the learners to draw their own pictures.  Page folded in ¼s or halves. Then give the learners counters to ‘share’ between the sections.  All learners look for the ones that have ½ or ¼ . Then look for all with 1 in the numerator. Some learners can try the other fractions.  Higher achievers should complete them all. Some learners will need more support. |
| 2 mins | ENERGISER  Choose an energizer to lift the spirits of the team. | | |  |
| 15 mins | 6.  **Support & challenge**  **CHECK**  Everyone has read p.33 of the Learner Workbook.  All turn to p.33.  **ASK**  Who can explain what the word ‘differentiate’ means?  **ASK** How would a drama activity be helpful?  How can you differentiate this activity for higher/lower attaining learners? | | What is important about this activity?  [Learners are learning about Plan International; they are reading for information; they are practising sentences in English or home language).  The activity can be differentiated by: learners thinking of their own questions, they could interview project staff, writing questions together. | Differentiation means adapting the learning to the level of the learners.  Drama helps all learners engage with the task.  The activity can be based on speaking and listening only.  Higher attaining learners can write their answers independently.  Lower attaining learners can say their answers and the CE can write the answers.  Learners can be supported with word spellings before they write.  All literacy/Learning English activities can be extended to challenge higher attaining learners. |
| 10 mins | 7.  Do you anticipate any challenges for the Literacy/Learning English and numeracy progress assessment for Module 2a? | | Remind volunteers: There are two progress assessments for Module 2a.  *(Do not confuse the module assessments with Progress assessments. Every module has ongoing assessments + a progress assessment in the two subjects. The IPA, MPA and EPA are connected with Module 1a, 1c and 2c.* | Numeracy in home language  Speaking and listening task that requires preparation. |
| 5 mins | Final messages and clarification:   * Read the module materials carefully * Welcome the learners back to learning * Prepare your sessions carefully * Take account of different learners’ learning levels * Continue to monitor learning in your Progress Books | | | |
| Any other comments | |  | | |