BANJUL AMERICAN INTERNATIONAL SCHOOL

Embassy of the
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BANJUL

TEACHER RESOURCES

GAMBIA TEACHERS INSTITUTE

by the facilitators of the
BAIS 2018 Gambia Teachers Institute

NOVEMBER 17, 2018

Welcome to the 2018 Gambia Teachers Institute!

The Banjul American International School is honored to present our third professional development conference for educators from all parts of The Gambia. Through this conference we seek to support, acknowledge, and celebrate your work as teachers, which we believe is the most important job in the world. Teachers do more than impart knowledge: they nurture, protect, inspire, and empower children. Teachers shape the values of our communities and offer hope and opportunity for a better world in the future.

Teachers generously share their knowledge and gifts with others. In that spirit, the BAIS teaching staff and other GTI facilitators have prepared workshops to share ideas, approaches, strategies, and techniques that we hope will be put to good use in Gambian classrooms. The presenters have also prepared the resources in this book. All resources are intended to be useful to teachers regardless of whether they attended the workshops at the conference.

This book contains *lots* of information. Please take time to look through it all, and continue looking back to it to see what you can learn and put to use. Most importantly, please discuss and share these ideas and resources with other educators in your schools and communities.

We are grateful to the US Embassy for providing the funding to make this event possible. I want to personally thank those from the US Embassy who have worked closely with BAIS in preparing the conference: Caitlin Tumulty, Yassin B. Gai, Youliana Sadowski, Amelia Broderick, Kathryn Edwards, and Hatab Fadera. I also want to thank the Peace Corps office, especially Greg Kennedy and Muhammed Touray, for their guidance and support. We are honored and grateful to have Shelly Seaver, Chargé d'Affaires of the US Embassy, joining us to provide opening remarks for the event.

Most of all, I want to express enormous thanks to BAIS's extraordinary teachers and staff, and to the four additional presenters, for the incredible work they have put into this book and the workshops they will share today at the Gambia Teachers Institute. Finally, thanks to all of you for participating with us today, and for your important work educating the children of The Gambia.

Caleb Steindam
Director, Banjul American International School

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INTERACTIVE MODELING:
TOOLS FOR MANAGING A STUDENT-CENTERED CLASSROOM

Presented by **Kelly McAllester**

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Session Overview

In this workshop, participants will learn interactive modeling, a student-centered method to teach routines and social and emotional skills, such as how to respond to an attention signal, how to enter a classroom in an orderly fashion, how to greet someone respectfully, or how to apologize after a disagreement. After a discussion about skills and routines participants have struggled to teach in their own classrooms, there will be a demonstration. To close, participants will have the opportunity to plan how they could use interactive modeling in their own classroom.

About the Facilitator

Kelly McAllester grew up in the United States, where she attended Georgetown University in Washington, DC. After graduating with a degree in International Relations with a focus on Education Policy and a certificate in African Studies, Kelly earned her teaching credentials with the Capital Teaching Residency. As a certified teacher, Kelly taught third and fourth grade in private and public schools in Washington, DC for four years. She is currently enjoying her first year teaching third and fourth grade at BAIS and exploring The Gambia with her husband, Blaine.

Interactive Modeling

Interactive Modeling is a simple, seven-step strategy that can be used to teach routines (e.g., how to line up at the classroom doorway), social and emotional skills (e.g., how to greet a classmate in a friendly and respectful way), and academic skills (e.g., how to write a complete sentence or how to use the partial-product multiplication algorithm).

Following are the seven steps of Interactive Modeling:

1. Say what you will model and why.

2. Model the behavior.

3. Ask students what they noticed.

4. Invite one or more students to model.

5. Again, ask students what they noticed.

6. Have all students practice.

7. Provide feedback.

Interactive Modeling: Skills to Model

In the spaces below, jot down ideas about routines and procedures, academic skills, and social and emotional skills that you might want to model with students.

ROUTINES & PROCEDURES
Consider: Arrival time, lunch and recess, end of the day, academic procedures **Examples**: Hanging up coats, turning in homework
ACADEMIC SKILLS
Consider: Math, literacy, science, social studies, music, art, PE **Examples**: Making text-to-self connections, serving a volleyball
SOCIAL AND EMOTIONAL SKILLS
Consider: Cooperation, assertiveness, responsibility, empathy, self-control **Examples**: Saying "Good morning" in greeting, taking deep breaths when upset

Using Signals to Gain Student Attention

Children in Ms. Gibbs's classroom are moving to table groups after sitting in the whole-group meeting area for the introduction to a math lesson. As children make their way to tables, they are slow to settle into their seats. Some chatter loudly while others rummage through their belongings or lean across desks to get in on some action across the table. Calmly, Ms. Gibbs rings a chime, a well-rehearsed signal for the children to be quiet and attend to her words. She waits a few moments until the last child is settled, quiet, and looking at her. Then she says, "I see that everyone is ready to continue the math lesson. Let's get back to work."

Early in the year, Ms. Gibbs had carefully taught the children what the chime meant—stop whatever you're doing and pay attention to the teacher—and had given the children opportunities to practice responding to it. With that grounding, the use of the chime now allows her to get children's attention without needing to raise her voice. She can then give instructions in a calm, conversational way.

Signals for attention may be visual or auditory. A common visual signal that *Responsive Classroom* teachers use when they are working with a class is a raised hand. When excited children begin to speak out of turn during a discussion, or turn around and chat with each other in line though it's time to face forward quietly, teachers can simply raise a hand and wait silently. Children learn that when they see the raised hand they are to be quiet and look at the teacher for further instruction. They may also raise their hands to help "spread the word" that quiet attention is required.

When a class is busily working independently or in small groups, an auditory signal such as a bell, chime, or rattle usually works better than a raised hand to gain attention. The children might not notice a hand signal when absorbed in their own work or play.

These signals for quiet are only effective if the teacher first takes the time to model how students are to respond to the signal. Modeling needs to be followed by opportunities to practice the new behavior until children show that they know the expectation and are able to consistently follow it. Even after children have learned what to do when the signal is given, teachers will need to reteach the expectations from time to time (with more modeling and practice) to ensure that students remain consistent in responding to the signal.

Signal to Gain Student Attention ✳ Grades 2–4

STEPS	WHAT IT MIGHT SOUND/LOOK LIKE
1. Say what you will model and why.	"When we're working together, there will be times when I need to get the attention of the whole group. When I need you to stop, look, and listen, I'll raise my hand (or ring the chime, etc.) like this. I'm going to show you what to do when the hand signal is given. Watch and see what you notice."
2. Model the behavior.	Have a student volunteer take the role of teacher. Pretend to be working on something and have the student raise his hand. When the student gives the signal, show how to respond (quickly finish work, turn body, bring eyes to the signal-giver, and raise hand).
3. Ask students what they noticed.	"When Leo gave the signal, what did I do?" (Make sure students mention all important attributes. If needed, ask, "What did you notice about . . . ?")
4. Invite one or more students to model.	"Who else can show how it looks to follow the hand signal?" Give the signal and have others observe the volunteer(s).
5. Again, ask students what they noticed.	"What did you notice about the way that Elena and Todd followed the signal? What did they do well?"
6. Have all students practice.	"Now we're all going to practice. When I give the signal, respond just the way we've been discussing. Go ahead and talk with a neighbor." Give the hand signal and observe how everyone does.
7. Provide feedback.	"That's it, everyone! I saw people finish speaking quickly, turn their bodies toward me, and put their hands up to help others see the signal. This is just the way the signal should work. If we follow the signal this way, we'll be able to be really efficient all year and be able to transition well!"

Interactive Modeling Planning Guide

STEPS	WHAT IT MIGHT SOUND/LOOK LIKE
1. Say what you will model and why.	
2. Model the behavior.	
3. Ask students what they noticed.	
4. Invite one or more students to model.	

STEPS	WHAT IT MIGHT SOUND/LOOK LIKE
5. Again, ask students what they noticed.	
6. Have all students practice.	
7. Provide feedback.	

IMPROV FOR THE CLASSROOM:

USING THEATER GAMES TO TEACH LITERACY SKILLS AND BOOST STUDENT LEARNING

Presented by **Leah Woldman & Mariama Njie**

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Session Overview

Improvisation and theater games are powerful teaching tools. They get students moving, playing, and laughing, support development in a variety of content areas, and promote skills that are essential for student success: listening, collaboration, public speaking, vocabulary, and more. This workshop will introduce you to the basics of improv for the classroom and give you a toolbox of engaging exercises that you can take back to your students.

About the Facilitators

Leah Woldman is in her third year teaching visual art and library for all grade levels here at BAIS. She pursued undergraduate studies in studio arts and received her Masters of Education from the University of Illinois at Chicago in 2012. Leah has over thirteen years of experience in creative arts and literacy education and has worked with youth and educators in schools, public agencies, and non-profit organizations in the United States and South Korea. She (naturally) loves reading and making art, but also enjoys cooking, hiking, and playing with dogs.

Mariama Njie is a teaching assistant in the art room and with PreK 1 & 2. She grew up in the Gambia and has worked at BAIS for fifteen years. Mariama is married with five children. She loves working with the students at BAIS and enjoys making people laugh.

WHAT IS IMPROVISATION?

Improvisation is a spontaneous style of theatre that uses unrehearsed and unscripted acting scenes. It requires *thinking, doing, and saying* on your feet.

IMPROV "DOs"

1. Commit 100%.
2. Listen to others and make them look good.
3. SAY YES, AND…

IMPROV "DON'Ts"

1. Never say NO.
2. Don't worry about making mistakes.
3. Don't force funniness.

10 REASONS FOR TEACHERS TO USE IMPROV IN THE CLASSROOM

by The Second City, February 2014.

10. Change the Vocabulary, Change the Behavior

"Yes, and…" is the mantra of improvisation. In improv, we agree and add. Many classrooms, particularly when it comes to managing behavior, are run by a system of "no." By making improvisation an important piece of the classroom culture, the *vocabulary* of behavioral expectations change.

9. Free the Mind Now; Judge Later

As teachers, we encourage students to say "no" to themselves. It's necessary. Saying no is a part of the discriminating processes of editing, self-correcting and coming up with the best answer. The problem is, creativity requires a complete state of "yes, and." Following ideas without judging them can be a difficult skill, and improv is the best tool to teach it.

8. Build Public Speaking Skills

For students who are nervous about getting up in front of the class to present, playing improv games and following directions with their friends can be a great way to prepare. They have the safety of the group and can join in the fun as they feel comfortable. This can make the front of the class seem like a less scary place.

For those students who already have confidence presenting– but need to work on volume and clarity– improv provides an opportunity both for them to practice and you to coach them.

7. Foster Collaboration in Groups

There is a place for assigning roles among group members, but sometimes what you want is a true collaboration where everyone pitches in as an ensemble.

6. Create Something That's Truly Shared

Creating is a high-level critical thinking skill, and when you have created something as a class or group for which no individual can take credit, you have created something very special, indeed.

Perhaps it's a story your students wrote the beginning of one word at a time. Or a new invention that can be examined later individually or in small groups. Or if you are teaching an important new science concept, your class can develop a theory about it together at the beginning of the unit, which can be refined and changed as the unit progresses.

5. Use Multiple Intelligences
Improv physicalizes learning, meaning that spatial learners, kinesthetic learners and interpersonal learners benefit when it is used.

Physicalizing learning through improv improves student success with material. Depending on your particular students, this can also be an effective way to differentiate for special education students.

4. Teach the Nitty-Gritty
There are particular improv games that build physical, ensemble-based expressions of concepts we teach. Anything that has components (like a motor), is a process (like photosynthesis), or has a sequence (like a story from fiction or history) can be taught through games.

3. Present Multiple Points of View
Nothing is better than improv for seeing things from a different point of view. Through assuming the worldview of a character, students can change their perspective. This helps students to understand the motives of characters both real and fictional. As Eleanor Roosevelt, a student can improvise an answer to what she thinks of Herbert Hoover, what she would think of Michelle Obama, what she wants on her pizza.

2. Discover New Stars
You will find there is a group of students who excel at this kind of work and receive positive feedback from you and their peers. For many of these students, being a star in an academic setting will be a new feeling. That's a one of a kind motivator and can make a big difference in a child's life.

1. Practice What You Preach
Improv will make you a more positive, creative teacher. "Yes, and…" is a refreshing answer for students to hear from you, too. Improv will make you a better listener in the classroom, and more open to new directions your class might take.

IMPROV EXERCISES FOR THE CLASSROOM
Below are instructions for all of the activities we practiced in the workshop!

HELLO (Warm up/Icebreaker)

- All students start milling about the room.
- You then ask them to greet each other, perhaps just by shaking hands. Players just shake hands, move on, and greet the next player they meet.
- Then ask the players to greet each other in a more specific way. Possibilities are:
    - greet each other like you greet a long lost friend
    - greet someone you don`t really trust
    - greet someone you really hate
    - someone you have a secret crush on
    - someone with bad breath
    - someone you are afraid of
    - greet someone like you are a cowboy, a soldier, their grandmother…

STOP/WALK/SAY YOUR NAME (Warm Up/Icebreaker or Energizer)

- Invite students to walk silently around the room. Explain that they will be following simple commands: when you say “Walk” they will start walking around the space. When you say “stop,” they will stop where they are.
- Call out “Walk.” Then “Stop.” And repeat as desired.
- Next, tell everyone you are going to switch those two commands. Now when you say “Stop” they should start walking and when you say “Walk” they should stop walking.
- Call out “Stop.” Then “Walk.” And repeat as desired.
- Next, let them know you’re adding two more commands. When you say “Name” they say their name out loud, when you say “Clap” they clap once. The other two commands stay the same, so “Walk” means stop, “Stop” means walk, “Name” means say your name, and “Clap” means clap.
- Call out a combination of “Walk,” “Stop,” “Name,” and “Clap.” Repeat as desired.
- Finally, let them know you’re switching the last two commands. So “Walk” means stop, “Stop” means walk, “Name” means clap, and “Clap” means say your name. Repeat as desired.

Notes:

- You can also add other combinations. My favorite is “Jump” which means jump one time in the air and “Dance” which means dance for a moment in place.

Reflection Questions:

- *What different skills did you have to use to successfully participate in the activity?*
- *What was challenging about this activity? What was easy? Why?*
- *What skills did you use in this activity that you want to use in class today?*

DR. KNOW-IT-ALL (Listening & Communication)

- Explain that Dr. Know-it-all is a three headed genius that can answer any question in the world.
- Invite three students to the stage. Students should sit beside each other and are only allowed to speak one word at a time. This is Dr. Know-it-all.
- Ask for a question from the audience. These can be wonderfully absurd questions, or they can be related to the specific content you are teaching.
- The three students on stage can answer the question by saying only one word at a time. They should speak in order: student 1-2-3-1 and so on.
- When the question has been sufficiently answered, say thank you and ask for the next question.

FORTUNATELY, UNFORTUNATELY (Listening, Storytelling)

- Ask students to sit in a circle (large classes can be split into several smaller groups).
- The goal of the group is to tell a coherent story going around the circle, each student contributing one line at a time.
- A leader will begin the story with one establishing sentence.
- Then every line must alternate between “Fortunately…” and “Unfortunately…” before a new sentence is added.

EXAMPLE:
LEADER: *Once there was a monkey who wanted to be a football star.*

STUDENT 1: Unfortunately, he was not very good at football.

STUDENT 2: Fortunately, he had an uncle who promised to teach him how to play.

STUDENT 3: Unfortunately, his uncle owned a shop in Bakau and was always busy.

And so on.

This game can also be adapted to practice sequencing and to retell stories read in class.

ZIP ZAP ZOP (Adaptation for Vocabulary Building or Content Review)

- Stand in a circle. Ask students to practice saying "Zip, Zap, Zop."
- One person starts the game by clapping and pointing to someone as they say "zip." The person they pointed to claps and points to someone else saying "zap." That person then claps and points to someone else saying "zop."
- Then it starts all over again with the next player clapping and pointing to someone saying "zip!"
- If a player says a word out of order, they're out. If a player hesitates too long, they're out. When players are out, they can stay in the game, but turn into "walls" by crossing their arms over their chest. If a player still in the game points to one of the "walls" they are out too.

ADAPTATION

Zip Zap Zop is a popular warm-up activity that can be adapted in a variety of ways to fit the needs of your classroom.

- To build vocabulary, have students use new words in place of "zip zap zop."
- Students can also "pass" specific content that you are reviewing in class. For example names of countries, animals, etc.
- Get creative! How could this game be used in your classroom?

PANEL OF EXPERTS (Adaptation for Reading/Comprehension)

- Invite a group of students to act as "experts" that will sit in front of the class and answer audience questions on a specific topic.
- In the original version of the game, topics are generally silly (like how to make the best benechin or goats who do karate).
- This simple game can easily be adapted to fit specific content needs. Students can be experts in any areas you are studying, and the game can quickly become *Panel of Historical Figures, Literary Characters, Scientists,* etc.

Notes:

- This can work especially well for a novel study. Students can be assigned characters and are asked to answer questions as that character. Student comprehension can be gauged by the quality of questions they ask and how they react to questions.

ONLINE RESOURCES:

Improv Games for Collaboration:
https://www.theatrefolk.com/blog/improv-games-for-collaboration/

Improv Games for Content Areas:
https://www.weareteachers.com/improv-games-for-any-content-area/

Many More Improv Exercises: http://www.bbbpress.com/dramagames/
http://improvencyclopedia.org/

MUSIC THEORY MADE EASY

Presented by **Daniel Twum**

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Session Overview

This session is designed to give nursery and primary teachers with no formal music training simple tools to help students develop an understanding and appreciation of music theory. The lessons and games provide content for young students to learn about the basic elements of music (Pitch, rhythm, dynamics, texture and form) that will show them how to perform, analyze, improvise, and read music. As students move through these lessons they will understand the basic terms of music and apply their knowledge independently and in cooperation with others. In conclusion, participants will learn about the creative process to help students acquire and apply knowledge and skills in the arts.

About the Facilitator

Daniel Twum has taught music at the Banjul American International School for three years. He has been also a keyboardist and organist at the Trinity Methodist Church for many years. He had a great passion for music in middle school and upon completion attended the One Fold School of Music where he learned to play the piano. Daniel spent many years teaching regular and special musical classes in schools and homes. Over the years he has played at various musical concerts around the country.

RHYTHM

All music has rhythm. ***Rhythm*** is the long and short sounds in a musical phrase. Ask your class to take one minute to listen to the rhythm around them. Is a bird singing? a clock ticking? students marching in a parade? Have them listen to the rhythm of their own breathing , or the sound of their heartbeat. We are surrounded by rhythm every day.

Count and Clap

Begin this activity by establishing a steady beat. Ask the students if they have ever heard the ticking of an old fashioned clock- Tick-tock, tick tock, tick, tock. Together with the class, at an even and moderate speed, repeat the spoken pattern:

"Tick, tock, tick, tock, tick, tock, tick, tock, tick, tock, tick tock, tick, tock…."

Now take that same even and steady tempo, and together with the class say and repeat:

"1-2-3-4; 1-2-3-4; 1-2-3-4; 1-2-3-4…"

Music is organized by counts. This keeps the music steady and helps musicians feel the beat. Count the 4-beat pattern again with the class. This time, have them clap with every beat:

Count: 1-2-3-4; 1-2-3-4; etc
Clap: x-x-x-x; x-x-x-x; etc

Divide the class into four groups. Assign the first group to clap only on beat 1, the second group clap only on beat 2, the third group to clap only on beat 3, and the fourth group to clap only on beat 4. As you repeat and count the steady 4-beat pattern out loud, rehearse each group. Then have the entire class repeat out loud the 4-beat pattern as they clap on their assigned beat.

Play a rhythm game with your students by clapping and counting simple patterns for them to repeat. For example, count and clap:

Count: 1 - 2 - 3 - 4
Clap: x x x (Clapping only on beat 1, 3, and 4).

Have your students repeat the pattern. Create several more simple clapped patterns for the class to echo.

The Name Game

In this exercise, students will create interesting rhythmic patterns by using their own names. Say your name out loud for the class, clapping each syllable. For example:

Say; Mr. Sa - ba – lly
Clap(x) xx x x x

Have your students say and clap your name back to you. Have the class echo each student by clapping and saying that students name in exactly the same way. After each student has "performed" their name, discuss the following:

- Who had the longest name with the most claps?
- Who had the shortest name with the least number of claps?
- Pick your favorite sports figure and say and clap his or her name.

TEMPO

The "beat" or ***tempo*** in music is different than rhythm. The "beat" of a song remains steady and constant. As we've just seen, the rhythm of a song can be short or long. The Tempo can be slow or fast.

Activity

- Have the class sing the song "*London Bridge is Falling Down*" and march around the classroom with your students.
- Now sing the song again, but this time, clap the rhythm of the words instead of the beat:

  Sing: London Bridge is falling down, falling down falling down

  Clap: XX X X XX X XX X XX X
- March to the tempo (beat) of "London Bridge" while you sing the song.
- Sing the song "Twinkle Twinkle Little Star" in a slower tempo.
- Repeat the song in a fast rhythm.

DYNAMICS

Music can be loud or soft, or somewhere in between. Sometimes music has both a loud and soft section. The "louds and softs" (or ***dynamics***) of music can help create many different musical moods – excitement , mystery, a sudden surprise. Dynamics in music tell the musicians whether to sing loud or soft.

Activity

Have the class sing "*Mary Had a Little Lamb"* very quietly (words are below). Discuss how the softness of their singing really helps tell the musical story about the gentle lamb.
Now have the class sing the same song very loudly. Discuss how this performance doesn't work at all. In fact, at this volume, they really should change the lyrics to "*Mary Had a Great Big Dog"* Point out how performing a song loudly or softly can change the mood of the music.

Often the titles of songs can give musicians a clue how they might perform them. Read the following song titles below to the class and ask them to tell you if they think the music would be loud or soft.

Thunder on the Mountain (loud)
Dance of the Butterflies (soft)
Ben's Big Brass (loud)
Morning Star (soft)
Beep! Beep! Honk!Honk! (loud)
Light as a Feather (soft)

Loud or Soft?

Below are examples of loud or soft songs and instruments, have your students circle on a piece of paper whether they will hear a loud or soft sound.

1. Siren _____
2. Air horn _____
3. Cat's meow _____
4. Baby's cry _____
5. Drum _____
6. Guitar _____

Have students draw a picture of something that makes a **LOUD** sound. Then draw a picture of something that makes a **SOFT** sound.

LOUD	**SOFT**

LOUD	**SOFT**

LOUD	**SOFT**

Songs

Mary Had a Little Lamb

Mary had a little lamb
Little lamb, little lamb
Mary had a little lamb
Its fleece was white as snow
And everywhere that Mary went
Mary went, Mary went
Everywhere that Mary went
The lamb was sure to go

He followed her to school one day
School one day, school one day
He followed her to school one day
Which was against the rule
It made the children laugh and play
Laugh and play, laugh and play
It made the children laugh and play
To see a lamb at school

Twinkle Twinkle Little Star

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are

When the blazing sun is gone
When he nothing shines upon
Then you show your little light
Twinkle, twinkle, all the night
Twinkle, twinkle, little star
How I wonder what you are

Head Shoulders Knees and Toes

Head and shoulders knees and toes
Knees and toes
Head and shoulders knees and toes
Knees and toes
And eyes and ears
And mouth and nose
Head and shoulders knees and toes
Knees and toes.

USING MUSIC TO ENHANCE LEARNING WITH YOUNG CHILDREN

Presented by **Cassie Banna & Awa Camara**

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Session Overview

What is one of the easiest and most fun ways to learn? …with music! Come and learn how to incorporate learning in your classroom with music. Teachers will learn how to use songs to teach: the alphabet, numbers, the calendar, shapes, rhyming and themes. Songs and rhymes also can be used in classroom management. Learn different songs to get your students' attention or to even clean up your classroom. In addition, teachers will learn about different musical games that can be used to incorporate learning in the classroom.

About the Facilitators

Cassie Banna is from Minnesota, USA and came to Gambia 13 years ago to teach at BAIS. She has taught middle school, kindergarten, grade 1 and 2 and now preschool. Cassie is married with three children ages 3, 5, and 8. Her favorite thing about Pre-K is playing with paint and in the drama area with her students. In her spare time, Cassie enjoys playing tennis, reading and traveling.

Awa Camara has worked with children in the Pre-K room at BAIS for 21 years. Awa was born in Bakau and now lives in Bundung Serrekunda. She is married and mother of five children ages 29, 27, 22, 19 and 9. Awa loves singing, dancing and reading with the children in Pre-K. In her spare time, Awa enjoys reading and chatting with her friends.

Calendar Time

Days of the Week

Sung to the tune of The Adams Family

There's Sunday and there's Monday
There's Tuesday and there's Wednesday
There's Thursday and there's Friday
And then there's Saturday
Days of the week (clap, clap)
Days of the week (clap, clap)
Days of the week
Days of the week
Days of the week
(clap, clap)

The Days of the Week Song- Cocomelon

https://www.youtube.com/watch?v=wGycgpYHav8

I look at my calendar, and what do I see?
Seven days in a row for me!
Morning, afternoon and night,
Seven days in a week that's right!

These are the seven days of the week
It's so fun to learn the days of the week
These are the seven days of the week,
I love the days of the week!

Sunday, Monday, Tuesday too
Wednesday, Thursday next it's true!
Friday and Saturday come and then,
Sunday comes around again!

Months of the Year

Actions and tunes to the Macarena Song

January
February
March
And April
May
June
July and August
September
October
November
December
These are the months of the year

Weather Song

What's the weather? X2
(turn over palms of hands as if you're confused)

What's the weather like today?
(turn over palms of hands as if you're confused)

Is it sunny?
(put arms over your head in a circle making a sun)

Is it cloudy?
(Put your arms above your head and create a cloud with your hands)

Is it raining out today?
(Slowly drop arms down while moving your fingers to make a rain action)

Morning Circle Songs

Roll Call

Students tap their laps and clap as you sing this song

Roll call, check the beat
check, check, check the beat
(Students tap their laps 3x on the word check)
Roll call, check the beat
check, check, check the beat

Teacher and students say: Good Morning _____(student's name)
Student says: "Good morning class"
Repeat with 3-4 students
Then repeat chorus….

Roll call, check the beat
check, check, check the beat
(Students tap their laps 3x on the word check)
Roll call, check the beat
check, check, check the beat

Good Morning Colors Song

Students stand up if they are wearing the color sung
Sung to the tune, "If you're happy and you know it"

If you're wearing red today, shout "Hooray!"
If you're wearing red today, shout "Hooray!"
If you're wearing red today,
stand up and should "Hooray!"
If you're wearing red today, shout "Hooray!"

Good Morning

Students clap as they sing

Good Morning (_____student's name)
Good Morning (_____student's name)
Good Morning (_____student's name)
We're glad that you are here

Cookie Jar Song

Have all the students sit in a circle and close their eyes. Then give out 2-4 cookies to students that they must then hide under their legs. All students can open their eyes. The teacher then leads the group by tapping and clapping. Then begin this chant:

Class: Who stole the cookie from the cookie jar?
(*Name of a child in the circle*) stole the cookie from the cookie jar.
Accused: Who, me?
Class: Yes, you!
Accused: Couldn't be!
Class: Then who?

Continue the chant until all the cookies have been found. If someone guesses the student who has a cookie s/he shows the class the cookie and pretends to eat it.

Up the Ladder, Down the Ladder

Students sit in a circle and teacher sits in the circle with a drum. S/he drums as students clap up and down with the song.

We go up the ladder (two claps above your head)
Down the ladder (two claps below your head)
One by one (show one finger on each hand and point)
(repeat this three times)

Student then says:
My name is _____
Class repeats:
Your name is _____

Continue with 4 students and repeat chorus

Number Sense

Once I Caught a Fish Alive

Students move their fingers to show each number as they sing

One, Two, Three, Four, Five
Once I caught a fish alive
Six, Seven, Eight, Nine, Ten
Then I let it go again

Why did you let it go?
Because it bit my finger so
Which finger did he bite?
This little finger on my right

The Ants Go Marching One By One

Arrange students to march in a line for the first portion of the song. Then arrange students 2 by 2, 3 by 3, etc until they reach the number 10. Have students walk/march in order as they sing the song.

The ants go marching one by one hurrah.. hurrah (2x)
The ants go marching one by one
the little one stops to suck his/her thumb
and they all go marching down, to the ground, to get out of the rain

The ants go marching two by two hurrah.. hurrah (2x)
The ants go marching two by two
the little one stops to tie his shoe
and they all go marching down to the ground to get out of the rain

The ants go marching three by three hurrah.. hurrah. (2x)
The ants go marching three by three
the little one stops to climb a tree
and they all go marching down to the ground to get out of the rain

the ants go marching four by four hurrah.. hurrah (2x)
the ants go marching four by four
the little one stops to shut the door
and they all go marching down to the ground to get out of the rain

the ants go marching five by five hurrah.. hurrah (2x)
the ants go marching five by five
the little one stops to take a dive
and they all go marching down to the ground to get out of the rain

the ants go marching six by six hurrah.. hurrah (2x)
the ants go marching six by six
the little one stops to pick up sticks
and they all go marching down to the ground to get out of the rain

the ants go marching seven by seven hurrah.. hurrah (2x)
the ants go marching seven by seven
the little one stops to pray to heaven
and they all go marching down to the ground to get out of the rain

the ants go marching eight by eight hurrah.. hurrah (2x)
the ants go marching eight by eight
the little one stops to roller-skate
and they all go marching down to the ground to get out of the rain

the ants go marching nine by nine hurrah.. hurrah (2x)
the ants go marching nine by nine
the little one stops to check the time
and they all go marching down to the ground to get out of the rain

the ants go marching ten by ten hurrah.. hurrah (2x)
the ants go marching ten by ten
the little one stops to shout THE END
and they all go marching down to the ground to get out of the rain

Alphabet

Sing the Alphabet

Once your children can sing the ABCs, challenge them by having them sing it phonetically. Point to the letters as you sing and sing the song slower than normal so students have time to think about the letter sounds as they sing.

Vowels

Sung to the tune of BINGO

A, E, I, O, U
A, E, I, O, U
A, E, I, O, U
And sometimes Y

Learning Letter Sounds

A says 'Ahhh"
A says 'Ahhh"
Every letter makes a sound
A says 'Ahhh"

Or

A says 'Ahhh'
A says 'Ahhh'
Big A
Little A
Ahhh, Ahhh, Ahhh

Letters of the Alphabet

There are MANY different phonics programs that use music to teach the letter sounds. Here are a few:

Land of the Letter People (US based)

https://www.youtube.com/watch?v=oikgYG1lEPI

Jolly Phonics (UK based)

https://www.youtube.com/watch?v=ei0iFs5uF6w

LetterLand (UK based)

https://www.letterland.com/parent-guide

Classroom Management

Cleaning Up Your Classroom

Some teachers just put on a 'magic' song. When students hear this song, they know its time to clean up the classroom. This could be something upbeat like *"I Like To Move It" or 'Happy'*

Clean Up

Clean up, Clean up
Everybody everywhere
Clean up, clean up
Everybody do your share

Tidy Up

Tidy up time
Put the toys away
Tidy up time
Put the toys away
We'll keep our room tidy
So we can work and play
Tidy up time
Put the toys away

Getting Student Attention

Before beginning a lesson, the teacher says:

(Teacher says) "Hocus Pocus"
(students repond) "It's time to focus"
and put pretend binoculars with their hands

1, 2, 3

Teacher says, "One, Two, Three
Students repond, "Eyes on me"
Teacher says, "One, Two"
Students respond "Eyes on you"

Open, Shut Them

Open, shut them (2x) (students open and close their hands)
Give a little clap, (students clap 3 times)
Creep them, creep them (students move their fingers as pretend spiders)
Put them in your lap, lap, lap (students clap time times)

READING ALOUD TO CHILDREN TO DEVELOP READING

Presented by **Linda Murgatroyd**

GAMBIA
TEACHERS
INSTITUTE

Session Overview

When you read aloud to children, they learn to enjoy books, but that is not all. In this session we will explore some of the ways that reading aloud can help children to become real readers, and teachers will have a chance to practise this great skill. Come and listen to some wonderful stories, and try using them yourselves to improve children's reading!

About the Facilitator

Linda Murgatroyd has lived in The Gambia for eleven years, working in education with Peace Corps and the Ministry of Basic and Secondary Education. Her Masters' degree from London University is in School Effectiveness and School Improvement. She has taught at all levels in urban and rural settings in England and travelled widely to schools in The Gambia. She has always been a great reader, and loves sharing this passion with teachers and children.

Reading Aloud to Children to Develop Reading

Being read to is the number one predictor of children's future reading success.

What can children learn from being read to?

They hear good, grammatical English.
They hear fluency and expression.
They have access to stories they cannot read for themselves.
They learn that books are interesting and fun!

Different books can be used to develop a range of strategies, skills and knowledge about the world.

Content Knowledge

- ✓ Learning new vocabulary
- ✓ Practicing phonics
- ✓ Counting and trying other maths skills
- ✓ Recognizing animals and their habitats
- ✓ Recognizing colours
- ✓ Learning concepts and exploring ideas about various subjects and cultures
- ✓ Thinking about characters and settings

Reading Strategies

- ✓ Reading and talking about the pictures
- ✓ Repetition of words and phrases
- ✓ Predicting what comes next or what might happen
- ✓ Activating prior knowledge and making connections
- ✓ Noticing first letter, last letter
- ✓ Finding patterns
- ✓ Summarizing
- ✓ Using context clues
- ✓ Asking "does that make sense?"
- ✓ Practicing phonics
- ✓ Retelling the story

Concepts of Print

- ✓ Text carries the meaning
- ✓ Direction - left to right, top to bottom, front to back (in English)
- ✓ Title – the name of the book
- ✓ Author – the person who wrote the words
- ✓ Illustrator – the person who drew the pictures
- ✓ Front and back covers
- ✓ Spine
- ✓ Title page

Teachers reading aloud

- ✓ If possible, bring the children together close to you – on a mat or all in the front desks
- ✓ Hold the book so that children can see the words and pictures
- ✓ Model reading behaviour:
    - Show how to hold the book
    - Show the parts – front cover, back cover, spine, pages…
    - Show how to turn pages carefully
    - Show how to put the book away
- ✓ Point out the "conventions of print"
    - We read from top to bottom, left to right, front to back…
- ✓ Talk with the children about the pictures or illustrations, colours, shapes, numbers (count objects), expressions
- ✓ With very young children, point to the words as you read them
- ✓ Stop and ask if they can guess what might happen next, if it is predictable
- ✓ Point out vocabulary words, phrases and pictures in local language (if possible)
- ✓ Once children are familiar with the text, ask them to pick out a common word on one page and find it on others
- ✓ Draw children's attention to initial sounds, either in words on the same page or in the pictures. Eg "Can you find a word beginning with the sound 'b'?" or "Can you see anything in the picture that starts with the sound 'b'?"
- ✓ Establish a routine and read to and with your class every day
- ✓ Let the children choose the books that you read together
- ✓ Change your voice and the pace in which you read the story
- ✓ After reading, discuss the story – pictures, main events
- ✓ Let children see you reading
- ✓ Look for words/letters in the environment

Planning a Read-aloud

1. Find a book that you like, and that will demonstrate the ideas or skills that you want to teach.
    - which *content areas* can it help teach?
    - which *reading strategies* can it help teach?
    - which *concepts of print* can it help teach?

2. Read the book so that you are confident with reading it fluently and with expression. You could do this with a colleague or friend.

3. Choose <u>one</u> content area, reading strategy, or concept of print as your objective. If the book can help teach multiple things, you may choose to read it multiple times, with a new objective each time.

4. Write down questions you will ask your students while you read.

5. Make sure your children enjoy the book. Have fun!

6. Leave the book around the class so that children can read it for themselves. (You may need to make a rota.)

WHAT IS PHONICS?

Presented by **Natalie Touray**

GAMBIA
TEACHERS
INSTITUTE

Session Overview

English is a difficult language to learn and has many contradictions! Learning to read and spell can be a minefield. Whilst there are many ways to teach young children to read, 85% of the English language uses 44 different sounds. So, if we teach young children those sounds at the beginning of their learning journey, then they have a good foundation to work from.

About the Facilitator

Natalie is the Kindergarten and Grade 1 teacher at B.A.I.S. She is from England and qualified as a teacher in 2004, having previously worked in the legal profession. She spent 2007 - 2009 in The Gambia working for V.S.O as a trainer of teacher trainers in the North Bank Region and lived in Kerewan. She married a Gambian and on returning to the U.K worked with adults in education before returning to primary education at the beginning of 2015. During this time, she studied part-time for a Masters in Education and had two children who are now 5 and 7 years old. She is passionate about learning and in her spare time enjoys reading.

A Guide to Learning to Read, Phonetically...

Phonics is not the only way to teach reading. However, it is a good foundation for young children to begin from. 85% of the English language can be de-coded (sounded out) using letter sounds which are called phonemes. Words are made up of sounds and there are 44 common sounds which children are taught to read and then to spell regular words.

Facts about Phonics

Some phonemes contain 1 letter for example; c-a-t has 3 phonemes.

Other phonemes have 2 letters like ch, sh, and th. So ch-i-p has 4 letters but only 3 phonemes.

Some phonemes have 3 letters but make only 1 sound: air and igh for example.

In contrast 2 different sounds can be spelt the same way, 'ow' can sound like cow or snow.

The same sound can be spelt in different ways. The long 'a' vowel sound can be spelt in the following common ways: play, space, April, sail.

Some phonemes are split up by another letter (a split-digraph) what you may know as a magic 'e. For example, the letters a+e make the long a sound in cake but they are split up by the k.

The children begin by learning the most common sounds used in words. The order depends on the scheme followed (eg. Jolly Phonics) but usually begins with the sounds: s, a, t, p, i, n because the children can begin to read and write words with only these 6 sounds.

Different schemes have different teaching methods. This guide takes a selection from the different schemes available, which are felt to be the most beneficial.

- Actions to go with the sounds can help the children to remember.
- Read Write Inc uses phrases to help children learn the different sounds containing more than 1 letter. For example: 'ay' – "may I play", 'ai' – "snail in the rain" and 'a-e' – "make a cake."
- This scheme also uses helpful phrases accompanied by actions and to help children to remember the correct letter formation.
- Jolly Phonics has songs which can help younger children.

It does not really matter which actions or phrases you use so long as you and your school use the same ones.

A list of the actions used in Jolly Phonics for teaching letter sounds and phrases from Read Write Inc are attached. However, schools are encouraged to make up their own, culturally appropriate, versions.

What are: Sight Vocabulary/Words, Key Words, Tricky Words, Red Words?

Some words do not contain common sounds but have irregular sounds; these the children need to learn by sight. Other common words might have regular phonemes but they are not ones that the children have been taught yet.

There are many common words, such as 'the,' which have irregular spellings and so cannot be 'sounded out' and have to be remembered. These can be called 'red words' and a list of red words to learn to read (and then spell) is in the appendix. It is best to learn a few of these per week alongside letter sounds.

Ideally the children can begin phonics tuition in Nursery and can learn up to one sound per day so that by day 6 they can begin to read whole words made up of the first 6 sounds. Handwriting and letter formation should be taught at the same time and revisited regularly not just during phonics lessons. Handwriting does not have to involve a pencil to begin with or always; getting the correct letter formation can be practised in the air, in the sand, with a crayon or with a paint brush.

Pronunciation
Before you start to teach, practice saying the sounds below. It is important to use pure sounds ('m' not' muh', 's' not 'suh', etc.) so that the children will be able to blend the sounds into words more easily. Some sounds are stretchy, others are bouncy. Although children can learn the alphabet at the same time, letter names should not be confused with letter sounds.

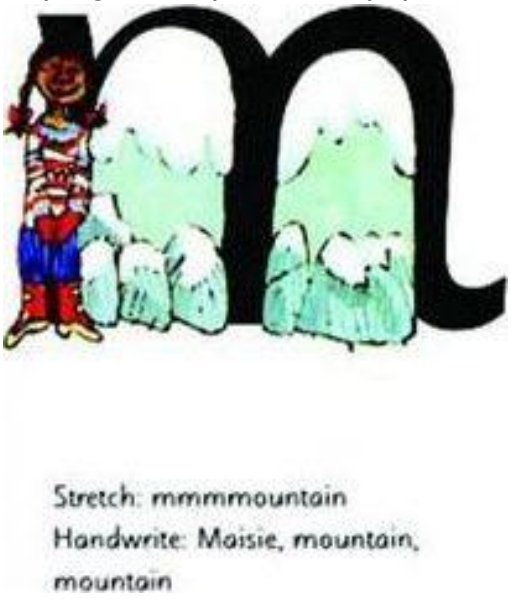
These first sounds should all be stretched slightly.
(Try to avoid saying uh after each one: e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh)
m – mmmmmmountain (keep lips pressed together hard)
s – sssssnake (keep teeth together and hiss – unvoiced)
n – nnnnnnet (keep tongue behind teeth)
f – fffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)
l – llllleg (keep pointed curled tongue behind teeth).
r – rrrrrrobot (say rrr as if you are growling)
v – vvvvvvulture (keep teeth on bottom lip and force air out gently)
z – zzzzzzigzzzzzag (keep teeth together and make a buzzing sound)
th – thhhhank you (stick out tongue and breathe out sharply)
sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)
ng – thinnnnngg on a strinnnngg (curl your tongue at the back of your throat)
nk – I think I stink (make a piggy oink noise without the oi! nknknk)

These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:
t – (tick tongue behind the teeth – unvoiced)
p - (make distinctive p with lips – unvoiced)
k – (make sharp click at back of throat)
c - as above
h – (say h as you breathe sharply out – unvoiced)
ch - (make a short sneezing sound)
x – (say a sharp c and add s – unvoiced)

You will find it harder to avoid saying uh at the end of these sounds.
d – (tap tongue behind the teeth).
g – (make soft sound in throat).
b –(make a short, strong b with lips).
j – (push lips forward).
y – (keep edges of tongue against teeth).
w – (keep lips tightly pursed).
qu – (keep lips pursed as you say cw – unvoiced).

The short vowels should be kept short and sharp:
a: a-a-a (open mouth wide as if to take a bite of an apple).
e: e-e-e (release mouth slightly from a position).
i: i-i-i (make a sharp sound at the back of the throat – smile).
o: o–o-o (push out lips, make the mouth into o shape).
u: u-u-u (make a sound in the throat).

Handwriting
Each letter has a saying to help the children form/write the letters correctly. They can begin by writing the letters in the air, whilst saying the phrase, then progress to pencil and paper. The list of sayings is in the appendices. For example:



The **long vowel sounds** are all stretchy sounds & have sayings associated with them to help remember them...

ay: may I play
ee: what do you see?
igh: fly high
ow: blow the snow
oo: poo at the zoo
oo: look at a book
ar: start the car
or: shut the door
air: that's not fair
ir: whirl and twirl
ou: shout it out
oy: toy for a boy

Teaching Activities

Step 1 - In Read, Write Inc the children are taught the first 31 sounds in the following order (and not a – z):

m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk.

Please remember that children learn more rapidly if they are constantly praised.

- Spread out the same 5-10 cards, letter side up. Say a sound, either stretching or bouncing it. See how quickly the children can point to the corresponding card.
- Spread out the same 5-10 cards, letter side up. Say a sound – no bouncing or stretching. See how quickly the children can point to the card. Now point to the card and ask the children to say the sound.
- Encourage the children to read each sound at speed once they have been introduced to it.
- Spread out the same 5-10 cards. Say, for example, 'monster, mirror, mouth.' (Emphasise the first sound.) See how quickly the children can say the first sound and then find the card.

Step 2 - help the children learn to read words by sound-blending. Children learn to read words by blending the letter-sounds. They then blend the sounds together to say the whole word for example: l-e-g, b-a-ck, h-ea-d, p-e-n, c-u-p, g-r-ee-n.

Make sure that children can read the sounds speedily before attempting to blend sounds together. Choose 3 cards from the sounds they can read at speed, to make up a 3-sound word. Muddle the cards and point to these sounds in and out of order to check these can be read at speed. Put the cards in order and practice reading the sounds quickly until the children can work out the word. This is difficult for many children so be lavish in your praise!

Step 3 - learn the next set of sounds. Most vowel sounds have more than one spelling.

ay: may I play	a-e: make a cake	ai: snail in the rain
ee: what can you see	ea: cup of tea	e: he me we she be
igh: fly high	i-e: nice smile	
ow: blow the snow	o-e: phone home	oa: goat in a boat
oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo: look at a book		
ar: start the car		
or: shut the door	aw: yawn at dawn	
air: that's not fair	are: share and care	
ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou: shout it out	w: brown cow	
oy: toy for a boy	oi: spoil the boy	
ire: fire fire!		
ear: hear with your ear		
ure: sure it's pure?		

Jolly Phonics order of teaching

Set 1 (week 1) s a t i p n
2 c/k e h r
3 m d g o u
4 l f b ai j
5 oa ie ee or z w
6 ng v y x oo oo
7 ch sh th th qu ou
8 oi ue er ar

Actions

- **s** Weave hand in an s shape, like a snake, and say ssssss.
- **a** Wiggle fingers above elbow as if ants crawling on you, saying a, a, a.
- **t** Turn head from side to side as if watching tennis and say t, t, t, t.
- **i** Pretend to be a mouse by wriggling fingers at end of noise and squeak i, i, i, i.
- **p** Pretend to puff out candles and say p, p, p.
- **n** Hold arms out at side, as if a plane, and say nnnnnnnnn.
- **c k** Raise hands and snap fingers as if playing castanets and say ck, ck, ck.
- **e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh. h Hold hand in front of mouth panting h, h, h as if you are out of breath.
- **r** Pretend to be a puppy holding a rag, shaking head from side to side and say rrrrrrrrrr.
- **m** Rub tummy as if seeing tasty food and say mmmmmm.
- **d** Beat hands up and down as if playing a drum and say d, d, d, d.
- **g** Spiral hand down, as if water going down the drain, and say g, g, g.
- Pretend to turn light switch on and off and say o, o, o, o.
- **u** Pretend to be putting up an umbrella and say u, u, u, u.
- **l** Pretend to lick a lollipop and say l, l, l, l.
- **f** Let hands gently come together as if toy fish deflating, and say ffffff.
- **b** Pretend to hit a ball with a bat and say b, b, b, b.
- **ay, ai, a-i** Cup hand over ear and say ai, ai, ai.
- **j** Pretend to wobble on a plate and say j, j, j.
- **oa, ow, o-e** Bring hand over mouth as if something terrible has happened and say oh!
- **ie, i-e, i** Stand to attention and salute, saying ie, ie.
- **ee ea, e-e** Put hands on head as if ears on a donkey. Move them up as you say the ee in eeyore, eeyore. or Put hands on head as if ears on a donkey. Move them up down as you say the or in eeyore, eeyore.
- **z** Put arms out at sides and pretend to be a bee, saying zzzzzzzzzz.
- **W, wh** Blow on to open hand, as if you are the wind, and say wh, wh, wh.
- **ng** Imagine you are a weightlifter and pretend to lift a heavy weight above your head saying ng...
- **v** Pretend to be holding the steering wheel of a van and say vvvvvvvv.
- **oo,u** - OO, u-e Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u oo, u oo (short and long oo).
- **y** Pretend to be eating a yoghurt and say y, y, y.
- **x** Pretend to take an x-ray with an x-ray camera, saying ks, ks, ks.
- **ch** Move arms at sides as if you are a train, saying ch, ch, ch.
- **sh** Place index finger over lips and say sh sh sh.
- **th** Pretend to be naughty clowns and stick out tongue.
- **qu** Make a duck´s beak with your hands and say qu, qu, qu.
- **ou, ow** Pretend your finger is a needle and prick thumb saying ou, ou, ou.
- **oi, oy** Cup hands around mouth and shout to another boat saying oi!, ship ahoy!
- **ue** Point to people around you and say you, you, you.
- **er** Roll hands over each other like a mixer and say erererer.
- **ar** Open mouth wide and say ah, as if at the doctors

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom, up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither sown the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arem and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig - zag- zig (zip)

Bouncy vowels	Bouncy consonants	Stretchy consonants

THE MYSTERIOUS EGG:
AN INSPIRATIONAL WAY TO TEACH WRITING

Presented by **Elin Jacobson**

GAMBIA
TEACHERS
INSTITUTE

Session Overview

This session will explore how teachers can inspire students to write by creating excitement and curiosity. An important assignment for teachers is to create a stimulating learning environment for the students each day. Joyful learning makes it easy for students to learn as they are engaged in what they are doing. When the students find something unexpected in the classroom, their imagination starts working and that leads to good prerequisite for learning. Playing is children's natural way of dealing with reality. Through playing they process daily events and create not yet experienced events. Through playing, reading and writing can be introduced in a fun and exciting way.

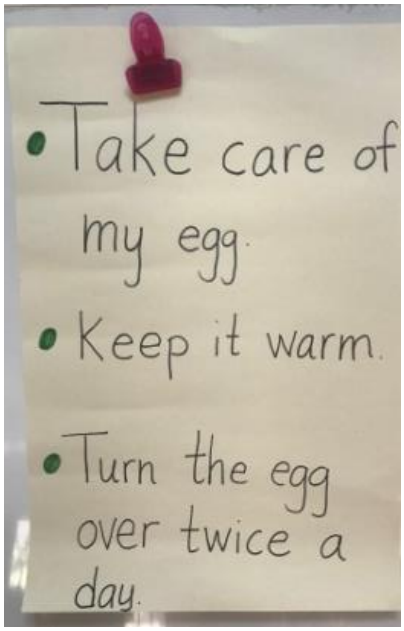
About the Facilitator

Elin Jacobson is a Swedish citizen who has been living in The Gambia for 8 years. She graduated from Örebro University with a Master of Education. She has 11 years of teaching experience and has worked in various schools in Sweden and in The Gambia. This is Elin's third year at BAIS and she is currently teaching Grade 2. Elin enjoys reading a good book or spending time with her family and friends.

Main Idea:

A mysterious egg is delivered to, or found in, the classroom.

There is a note with the egg asking the students to take care of the egg.



From the students' curiosity and their questions, the teacher can form and plan the following lessons. *Who gave us this egg? Why did the egg come to our class? What are we going to do with the egg? What is inside the egg?* The students might want to write an answer to the one who left the egg and the letter. They can do this as a whole class or individually. They might want to write some rules about how the egg should be treated. As long as writing is included it does not matter what activity that takes place. Depending on what kind of creature that is inside the egg, many various areas can be taught.

Here are some examples of areas that can be covered in the various subjects during the unit about the mysterious egg:

<u>Science:</u>

- Animals that lay eggs
- Various sizes of animal eggs
- Animals' needs to live and their various habitats

<u>Math:</u>

- Measurements like weight and height
- Understanding of the meaning and how to use the expressions "Double" and "half", "less of" and "more of"
- Addition and subtraction

Social Studies:

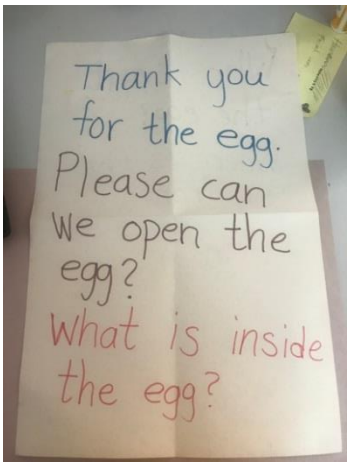
- Identity and families (connect this to the creature in the egg)
- Differences and similarities among ourselves and others
- The environment we live in

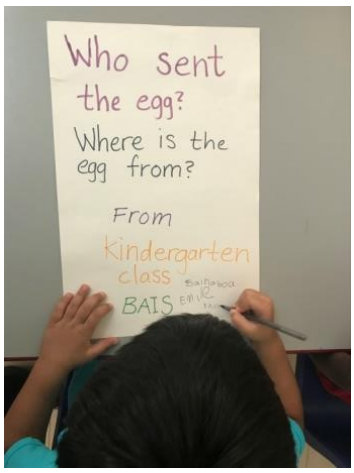
Art:

- Drawings or creations of what might be inside the egg
- Make eggs

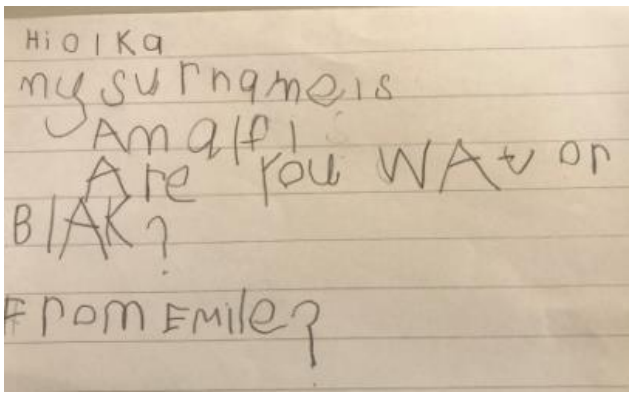
Letter Writing

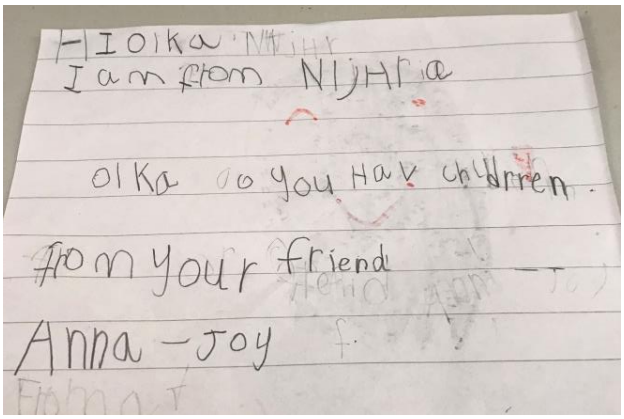
In my class the focus became writing letters to the person who left the egg with us. The first letter was written together as a group.

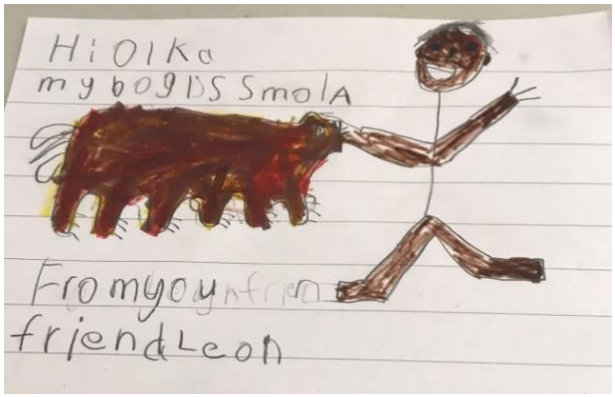




Later on the students decided to write individual letters to the person who left the egg. This turned into a long term correspondence between the students and the person named Olka.







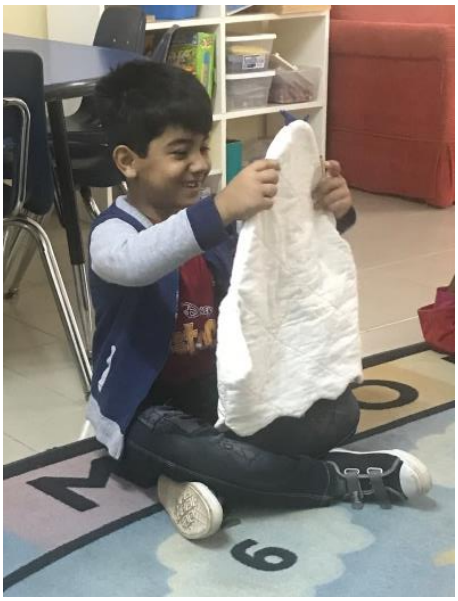
The students guessed what could be in the egg and we measured the mysterious egg and compared it with other eggs.

The egg hatches

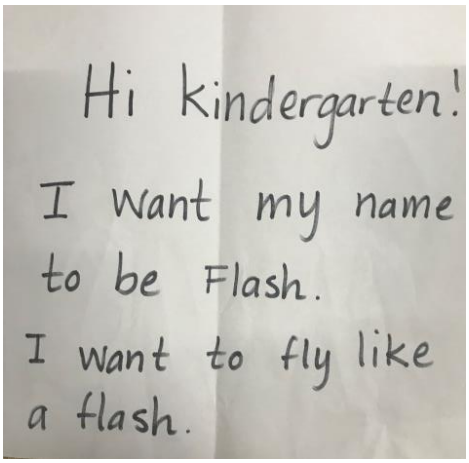
One morning the egg has finally hatched. It can be anything inside the egg e.g. a doll, an animal, a toy. In our egg was a ghost!

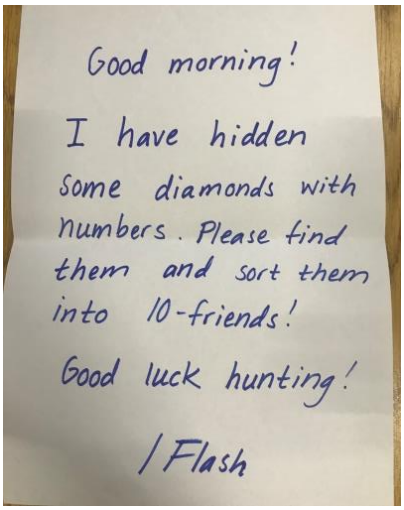
About the creature

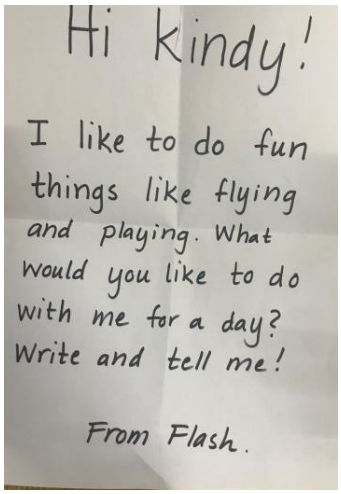
When the egg hatches it is time for the students to get to know the creature that has been hiding for so long.



Let the students choose a name by writing suggestions that the creature can chose between during the night. A good idea is to tell the students that the creature can't talk, only write. In that way the students have to read and write to communicate with him/her. The creature can write messages (on the white/black board or on paper) that the students find in the classroom in the morning. This can be a good way to introduce different subjects.







The students can create a copy of the creature by drawing or using other material. These can be used for role plays.

Ending the unit

Eventually it is time to end the unit with the mysterious egg and the creature inside. This can be done in various ways and in our class the ghost Flash decided that he had to travel the world and learn how to be a ghost!

Instructions on how to make an egg of papier mache

1. Blow up a balloon in desired size
2. Mix flour and water to make a glue
3. Tear a newspaper or paper into pieces
4. Use the glue to attach the paper on the balloon
5. Add many layers of paper on the balloon
6. Let it dry
7. Wrap the balloon with duct tape to make it stable

GROWING INTO GRAPHS: BRINGING FARMING INTO THE CLASSROOM

Presented by **Stephanie Budd**

GAMBIA
TEACHERS
INSTITUTE

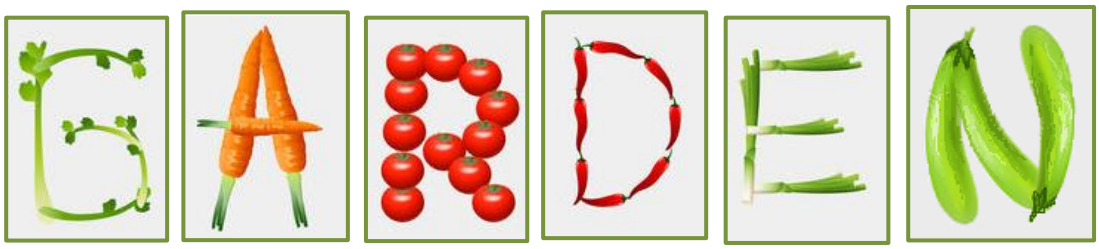
Session Overview

Gardening is a way of life for many cultures throughout the world, including Gambian culture. Yet incorporating a garden into your curriculum can also create a new and effective way of learning for students - one that enhances the lessons that you would already teach and provides students with long-lasting understanding in the sciences, mathematics, writing, and social-emotional learning. In this workshop, you will learn a variety of ways to connect classroom lessons with a school or local garden and maximize student learning.

About the Facilitator

Ms. Stephanie Budd received her Master of Education, in Youth Development, from the University of Illinois at Chicago and her Bachelor of Science, in Biological Sciences, from the University of Kentucky. A passionate and creative science educator, Stephanie is in her third year of designing and leading hands-on science lessons for middle school students of BAIS. Prior to her arrival in The Gambia, Stephanie worked on a farm in Chicago, teaching students how to tend to a garden, grow a compost pile, and understand the lessons of health and wellness that the garden had to offer. Additionally, Stephanie is an experienced yoga instructor and offers regular yoga classes for the community.

MAKING



CONNECTIONS IN THE CLASSROOM

These activities are best suited to support or add to the lessons you are already teaching in science, math, and reading/writing. They are not intended to be the entire lesson.

SCIENCE

Activity	Description
Keep a garden journal	Have students record daily observations from sitting quietly in or near the garden. Have them focus on recording their observations or what they actually see in front of them – students should avoid writing their feelings about the garden, the thoughts going through their minds, or evaluations of whether something is good or bad. The students should stick to facts, as this will improve their communication and science skills by encouraging them to be more descriptive and focused. Reflecting on these entries can help with planning future gardens and improving the productivity of the garden.
Observe plant life cycles and structure	There is no better way to learn about the life cycle of a plant than through watching a garden grow! Each week, students will write down observations and draw one plant as it grows. This should be done each week for at least 6 to 8 weeks; all drawings and written descriptions should be kept and compared from one week to the next. Compare students' observations with the scientific names of the stages of the plant life cycle. (see attached handout)
Soil structure and function	Soil is more than dirt! It contains bugs, rocks, animal poop, organic material, and helpful bacteria. Students will gather small amounts of soil from different places – 1 handful from the middle of a field in full sun, 1 handful from underneath a tree in the shade, 1 handful from underneath a fallen, rotting tree trunk or other space where natural items are decaying or regularly damp (might be difficult near the end of dry season). Students will observe what differences they find between the three handfuls of soil. Have students predict which type of soil would be best for plant growth.

Scientific Experiments	There are endless options for learning about the scientific process in a garden: Two examples are: WHICH SOIL IS BEST FOR PLANT GROWTH? Test which would be best for plant growth – grow three of the same type of seeds in three different containers, one with soil from the field, one with soil from under a tree, one with soil from under a fallen, rotting tree. HOW DOES THE AMOUNT OF WATER AFFECT PLANT GROWTH? Test what happens to a plant's life cycle if you change the amount of water the plant receives – grow three of the same seeds in similar containers with soil from the same space, but give one plant only a small amount of water, one plant a medium amount of water, and the third plant a lot of water. Do this every time that you water the plants and observe what happens over at least three weeks.

SCIENCE & MATH

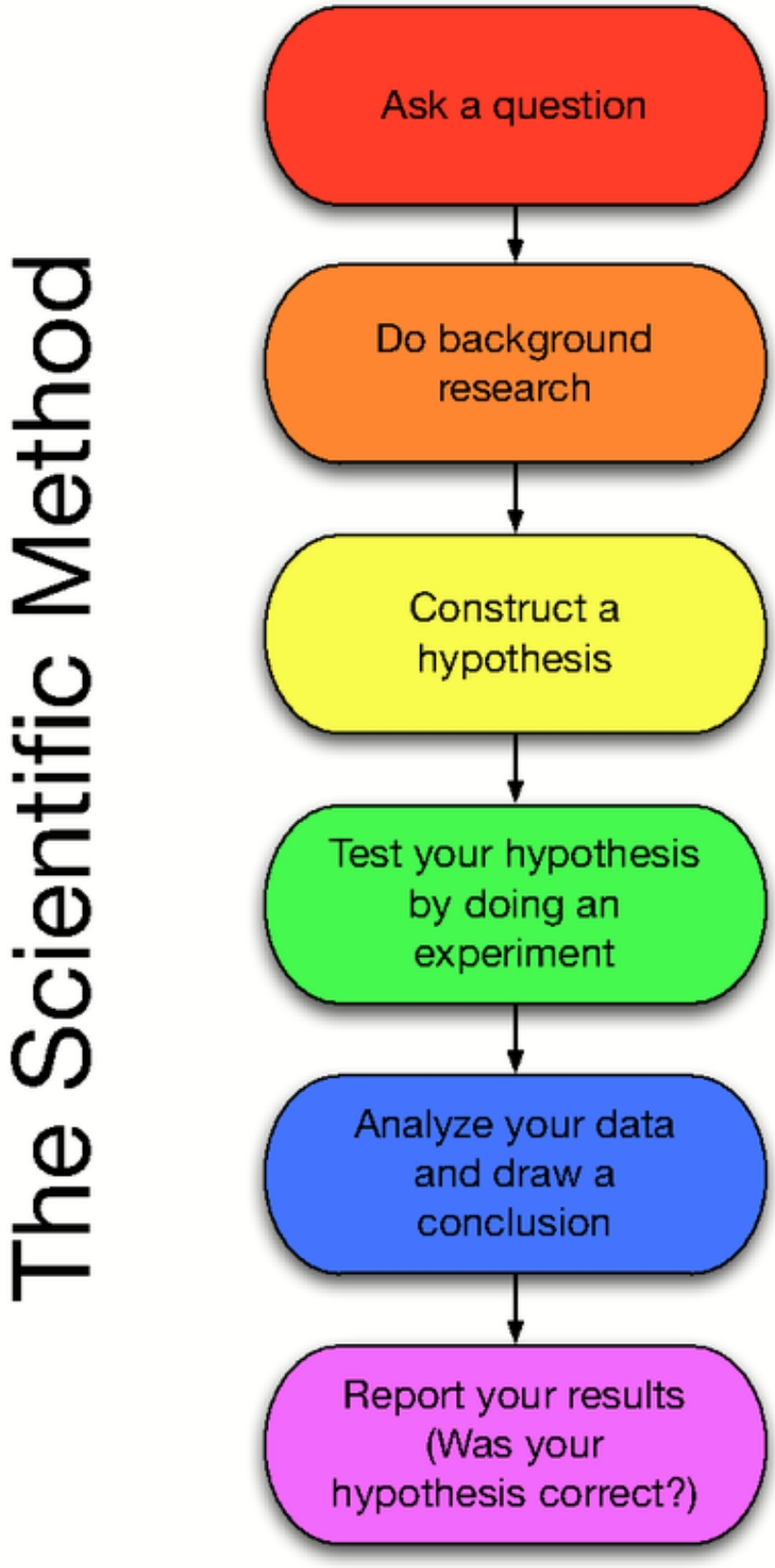
Activity	Description
Plant Pollination and Counting	Cucumber and squash plants produce separate male and female flowers. As the flowers open, have students determine if the flower is male or female; the female flowers will have what looks like a miniature cucumber or squash at their base, which isn't present on male flowers. Students should count the number of male flowers and the number of female flowers on each plant – perhaps use a small piece of paper or tape to mark the flowers that have already been counted. Have students record the results in a notebook and save for later. When the fruits are almost ready to harvest, count the number of fruits that are present on each plant. Compare the number of actual fruits produced to the number of female flowers originally recorded. Figure out what percentage of the flowers were female $\frac{\text{\# Female flowers}}{\text{\# Female + \# Male flowers}}$ Figure out what percentage of female flowers produced fruit $\frac{\text{\# Fruits produced}}{\text{\# Female flowers counted}}$
Looking for Shapes	Have students look in the garden to find multiple examples of shapes from math class. Look for objects representing different geometric shapes such as circles, squares, and triangles.

Host a bean race!	Plant a number of the same seed in a row or in individual containers. Use the same soil and provide the same conditions for the plants. Each week, have students measure the growth of the plants and track this in a line or bar graph. (See handouts) Determine the rate of growth by dividing the height grown between measurements by the amount of time between measurements. If you measure the growth on Mondays only, then $\frac{\text{Height week 2} - \text{Height week 1}}{\text{1 week or 7 days}}$
Math Measurements	Measure the height of a group of plants and determine the mean, median, and mode.

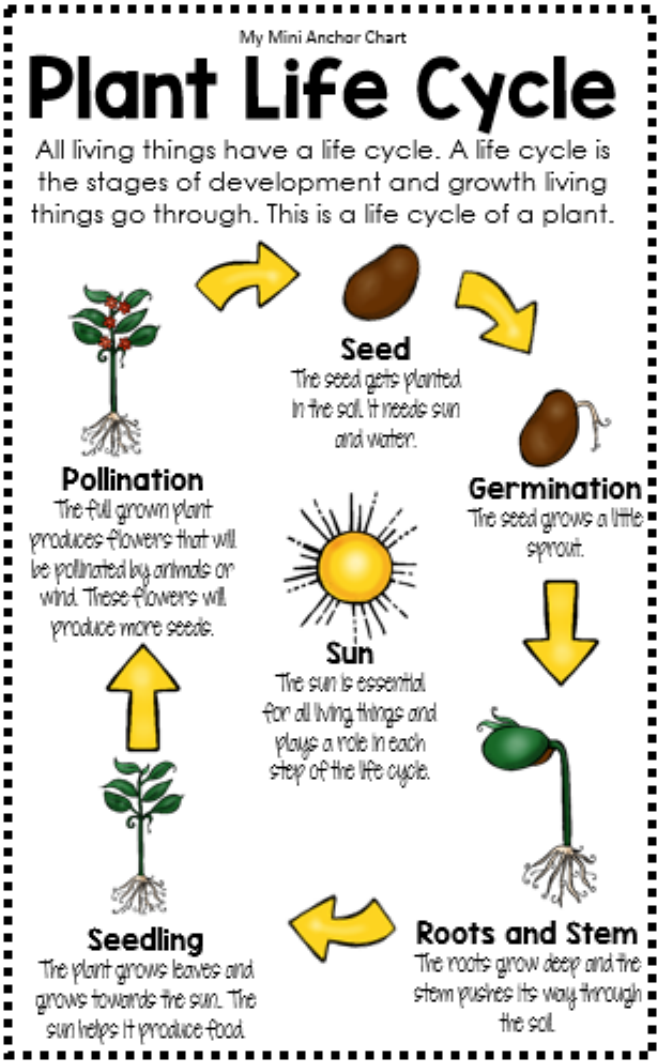
READING, WRITING, AND CREATIVITY

Activity	Description
Learn about a culture	Gardens have been utilized throughout all cultures of the world, especially Gambian culture. Have students deepen their own understanding of their culture through hearing about farming practices of the past, traditional uses of the fruits, vegetables, and herbs, as well as the folktales or fables surrounding the various plants.
Create an insect	As students observe the various insects that the garden attracts, have them try to catch or observe the body type, number of legs, way of attaining food, and colors on the insect. Using found materials, have the students create a bug that would survive well in their garden. Found materials can be anything that is outside or in the classroom, such as leaves, sticks, flowers, straws, empty plastic bottles, and so on. This will inspire creativity in the students and help them see old materials in new ways. Students could also design their insects using paper and pencil. This insect could be the main character or a character in the students' storybooks about the garden…
Write a garden story	Ask students to write an article about the garden to share with their families or the school community. The story should include what the students have learned from the garden, but will also inspire creativity as they can choose the subject.

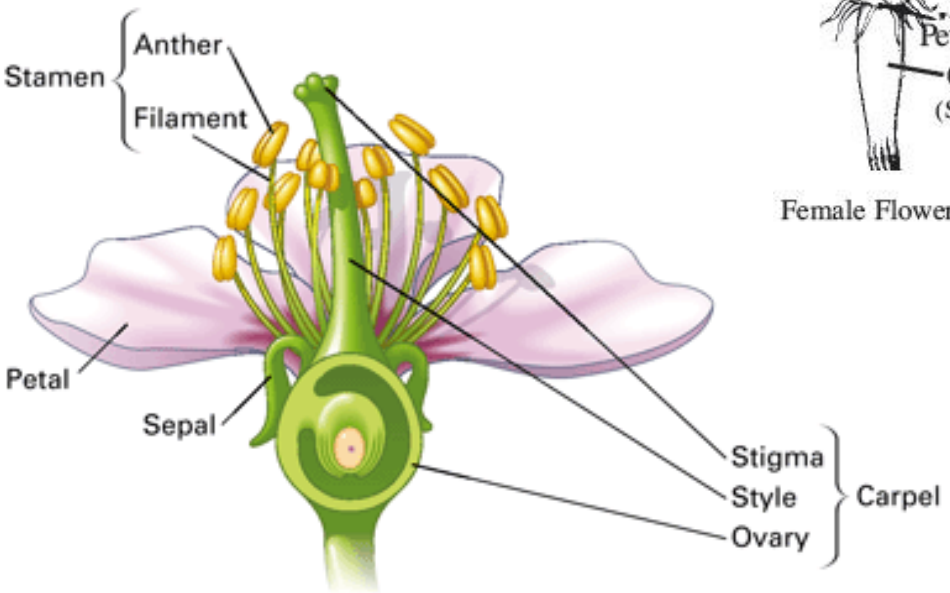
Encourage students to ask questions and then follow the scientific process to investigate the answers!

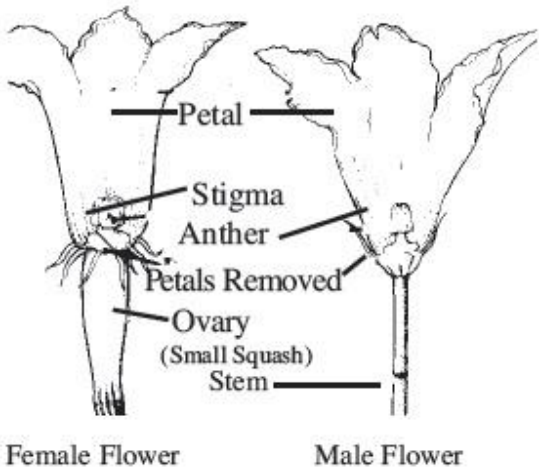


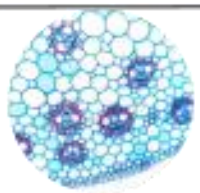
Your students can create a plant life cycle as a class or in small groups and compare that to the anchor chart provided.



Students can carefully dissect the base of a flower, including the male and female flowers of a cucumber or squash to see the different parts that are inside.

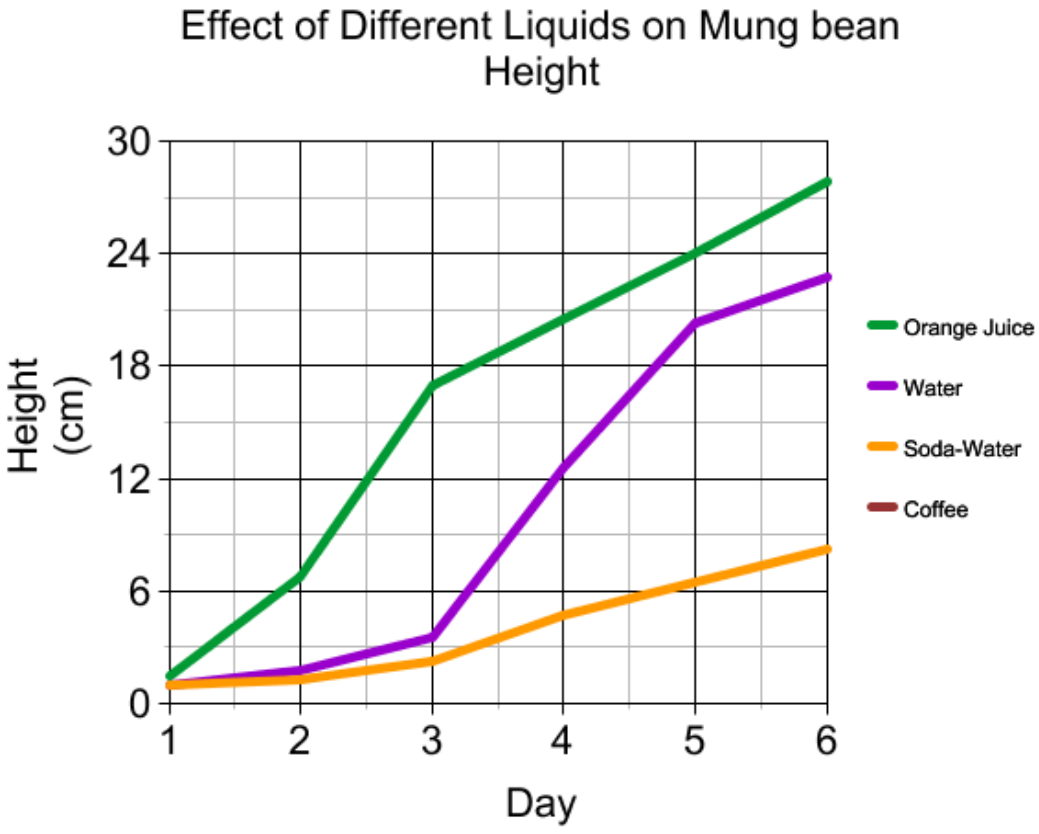




MONOCOT	DICOT
Single Cotyledon 	Two Cotyledon 
Long Narrow Leaf Parallel Veins 	Broad Leaf Network of Veins 
Vascular Bundles Scattered 	Vascular Bundles in a Ring 
Floral Parts in Multiples of 3 	Floral Parts in Multiples of 4 or 5 

An example of a found object insect—depending on what they are made from, these could become decorations for inside the garden.

An example of a growth graph comparing the growth of two different kinds of seed:



LAB SCIENCE BASICS: TURN YOUR CLASSROOM INTO A LAB

Presented by **Cindy Tillman**

GAMBIA
TEACHERS
INSTITUTE

Session Overview

The goal of this workshop is to introduce science as an interactive subject, encourage Gambian teachers to plan "hands-on" lessons, and to provide them with ideas to easily transform their classrooms into an engaging environment for science discovery. In this session, we will go over the importance of lab skills and how they tie into critical thinking and observation. Of the four labs in this book, we will complete the paper airplane lab together.

About the Facilitator

Ms. Cindy Tillman holds a Bachelor's degree in Biology and a Masters degree in Education from the University of Massachusetts. She taught middle school science for the past 10 years in the US, Russia, and Brazil. She has lived in The Gambia for two and a half years and enjoys hiking and camping.

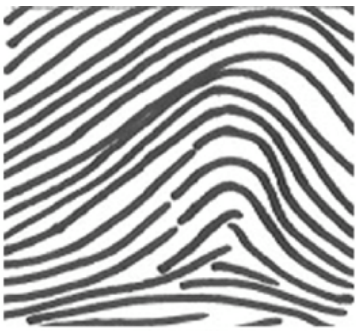
Name _____ Date _____

My Fingerprint Study

Right Thumb

Left Thumb

LOOP



ARCH

WHORL

My right thumb print is consistent with a _____ type of print.

My left thumb print is consistent with a _____ type of print.

How does your thumbprint compare to others in your class?

How many loops in your class? _____

How many arches in your class? _____

How many whorls in your class? _____

Which type of fingerprint is the most common? _____

My Finger Print Study- Teacher Resource

Skills used
Observation
Following a procedure
Attention to detail
Compare and contrast

Purpose
Students will practice their observation skills and learn to follow a procedure. They will need to compare and contrast pictures of fingerprints to their own and make a decision on which type they have.

Resources needed
Pencil or chalk or ink used for stamps
Tape
Index card
Student worksheet

Procedure
1. Give each student (or group) a pencil and an index card.
2. Students should rub the pencil on the index card creating an area big enough for their thumb.
3. Students will press their thumb onto the pencil mark and press their thumb on the worksheet. If tape is available students should press their thumb to the tape and then place the tape on the worksheet. Be careful not to wipe the thumb on the paper or tape as it will smudge.
4. Students should compare their prints to the pictures and determine which type of fingerprint they have.

NAME _____ DATE _____

Paper Airplane Lab

QUESTION – Which type of paper will make a paper airplane fly the furthest?

I think…….because:

_____

_____

_____

_____

MATERIALS:
3 different types of paper
(notebook, computer, construction, newspaper, cardstock, etc.)
Measuring tape or ruler
Scissors

PROCEDURES:
1.Cut the different types of paper so they are the same size.
2. Fold the papers into airplanes. Make sure they are all folded the same way.
3. Launch each airplane three different times each. The same person should launch the airplane each time to ensure the same force is used for all trials.
4. Using the data chart, record the distance the airplane traveled to the nearest centimeter.

DATA CHART:

Type of Paper	Trial 1	Trial 2	Trial 3

GRAPH

Create a bar graph using the longest distance or average below.

CONCLUSION

Which paper worked the best? How do you know?

Paper Airplane Lab- Teacher Resource

Skills used
Observation
Following a procedure
Attention to detail
Collecting data
Critical thinking

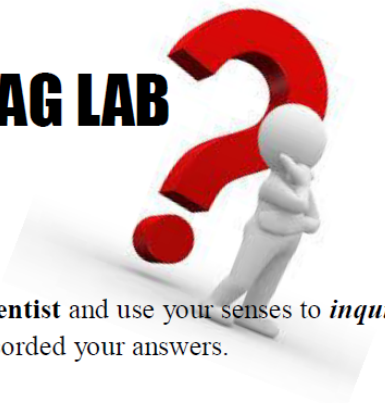
Purpose
Students will practice their observation skills and learn to follow a procedure. Students will also practice recording accurate data and using that data to make a graph.

Resources needed
3 different types of paper
Measuring tape or ruler
Student worksheet

Procedure

1. Cut the different types of paper so they are the same size.
2. Fold the papers into airplanes. Make sure they are all folded the same way.
3. Launch each airplane three different times each. The same person should launch the airplane each time to ensure the same force is used for all trials.
4. Using the data chart, record the distance the airplane traveled to the nearest centimeter.

MYSTERY BAG LAB



Name:_____

Date:_____

Directions: **Become a scientist** and use your senses to ***inquire*** about what is in your mystery bag! Do not open the bag until you have recorded your answers.

1. What can you **SMELL**?	2. What can you **HEAR**?
3. What can you **FEEL**?	4. How many items do you think are in the bag? 5. Now open the Mystery bag. What did you find?

Mystery Bag Lab- Teacher Resource

Skills used
Observation
Making predictions
Collecting data

Purpose
Students will practice their observation skills using their senses. Students will also practice making predictions.

Resources Needed
- Objects - Here are some suggestions: Piece of onion or garlic, jumbo cube, coins, pencil, crayon, scrap of fabric, small rock, etc…
- Bags that are not see through

Procedure
- Gather 4 or more items and place them in a small bag that is dark and, cannot be seen through. Secure the bag so the items do not fall out.
- Create 2-4 "mystery bags" if you want to break the class into groups. Each group gets one bag.
- Instruct students to "become scientists" and use their sense to guess what is in the bag.
- Students should write their answers on their data sheet.
- After the students have recorded their answers, tell them to open the bag and see if their predictions were right.

Name:_____

Date:_____

SINK OR FLOAT LAB

Directions: Make a prediction. Will the item sink or float? Test your guess and then classify each item.

Object	Predict: Sink or Float	Where you right?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

CLASSIFY	
Items That Sank	**Items That Floated**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Sink or Float Lab – Teacher Resource

Skills used
Making predictions
Observation
Recording data

Purpose
To make and test predictions and to classify objects. This lab can also be used to teach higher-level lessons on density and buoyancy.

Resources needed

- Water
- Bowl or other large container
- Lab items- Use whatever you can find, here are suggestions:
  Small stick, mango, metal spoon, bottle cap, small rocks, leaves

Procedure

1. Discuss and teach the terms sink and float. Ensure each student understands.
2. Instruct students to write down the items then make a prediction about whether the item will sink or float.
3. When the students have made their predictions they can test to find out if they were correct.
4. Classify the items. Which items sink and which float?
5. Students should record predictions and answers on their worksheet.

This lab can be done in groups or as a demo by the teacher if the class is very large. Simply hold up the items and ask students to predict if it will sink or float, then test.

NUMBER TALK AND MENTAL MATH SECRETS

Presented by **Amal A. Alfa**

GAMBIA
TEACHERS
INSTITUTE

Session Overview

During this workshop we will work together and share different strategies to help our students become better mental math solvers and have a better number sense. At the end of the workshop attendees will appreciate simple methods and strategies used to teach number sense and mental math tricks to students; the importance of students to communicating about mathematics and overcoming the fear of presenting their solutions to others. Each attendee will share their own take on what has been covered during the session or come up with some ways they can implement what was covered with their students.

About the Facilitator

My name is Amal A. Alfa. I have been teaching Information Technology in grades K-8 and Mathematics in grades 5-HS for over 28 years. I have a BSc. in Computer Science and Mathematics from the University of Evansville, Indiana (USA) and MA in Education, University of Bath (UK). I am married with two children and enjoy reading, watching movies, traveling and have a passion for teaching mathematics especially algebra and applications of algebra.

The Steps of a Number Talk

1. **The teacher presents a problem** – Can be shown with dot cards, unifix cubes, ten frames, as a word problem, or as an equation.
2. **Students silently find the answer** – When they have the answer, they signal with a "thumbs up" in their lap. This lets the teacher know they are ready without distracting other students who are still thinking.
3. **Students share answers** – The teacher calls on 3 to 5 students to share just their answer and record the answers on the board. Even if an incorrect answer is given, record it.
4. **Students share their thinking** – If you have time, have students share their strategy with a neighbor first so everyone gets a chance to share their thinking. Then have 3-4 students share their thinking with the class and record their thinking with pictures, symbols, and words.
5. **The class agrees on the real answer** – The answers given in step 3 are seen as conjectures. If incorrect answers were given, help students see where they went wrong or what step was left out. This step is about confirmation and clarity rather than about testing who is right or wrong. This is a great opportunity to build a classroom culture where mistakes are seen as learning opportunities rather than something to ridicule.
6. **The steps are repeated for other problems** – This routine should only take 5 – 15 minutes so keep that in mind when you are deciding whether or not to go on to other problems.

Number Talk Examples

First and second graders learn about strategies for solving single digit math facts. Here's a number talk that could facilitate the process. Present the students with a doubles fact that they already know. They should quickly get the answer. Then prompt them by saying, "Use what you know about 4+4 to help you solve this next problem." Present them with the problem 4+5. Hopefully they will see that 4+5 is just one more than 4+4 so the answer has to be just one more as well. Name the strategy, "You just used a double you knew and added one more, that's called doubles plus 1." Then see if they can use the strategy again with a new problem. Put up 6+7. Prompt them. "See if the doubles +1 strategy can help you with this problem. Students may need to do similar number talks several times to get comfortable with using the strategy.

Here's a number talk for students who are beginning to build fluency with adding and subtracting 2-digit numbers. The first problem is designed to be easy for students. Now, prompt them to compare the first problem to the second, "See if the first problem can help you solve this second problem." Students will probably see that 29 is just one less than 30. So their answer should be one less than the first problem. Allow students to share their thinking but also summarize the strategy for them: "So if we have a number that's really close to a friendly number, we could solve the problem with the friendly number and then add or subtract a little to get the actual answer." Give them the third problem and say, "See if using a friendly number can help you solve this problem."

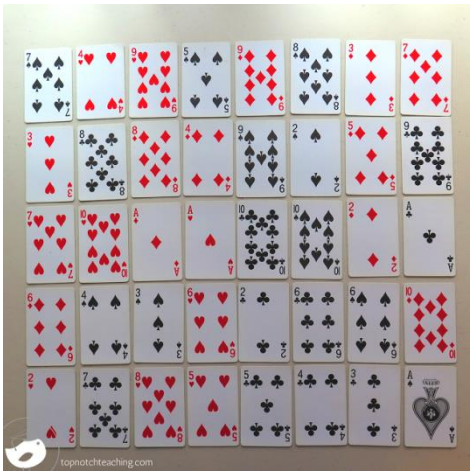
Number sense involves understanding that number can be taken apart. In this example, students are being led to the idea of decomposing numbers to help with multiplication. The first two problems serve as a scaffold and should be easy. Prompt your students to see if the first two problems can help them with the next problem. Hopefully someone will see that 13 can be broken apart into 10 and 3. Then it's easier to solve 10×7 and 3×7, and add the two parts together to get a final answer. The last problem challenges them to apply this decomposition strategy again. It is easier to break apart the 15 into 10 and 5. Then they can solve 10×5 and 5×5, and put the two answers together.

Number Talks are short (~5 -15 minutes), daily exercises aimed at building number sense. Number sense is the ability to play with numbers meaning students can visualize problem solving, perform calculations quickly, and are flexible in their mathematical strategy.

Card games to improve numeracy skills

I spy with my little eye

This card game is for two players. You will need one deck of cards with the picture cards removed (40 cards remaining).



Instructions

1. The cards are dealt face up in an array, either a 10 x 4 or 8 x 5 array.
2. The first player challenges the other one to find two cards next to each other that add to make a particular number. The first player says, “I spy with my little eye two cards that add to make _____.”
3. The second player then looks for 2 cards that add to make the number. The two cards to be added need to be next to each other either horizontally or vertically. The player then picks the cards up to add them to their pile. They do this with any other pairs that add to make the number as well.
4. If the second player misses any pairs that add to the number, then player one may claim them.
5. The players alternate taking turns and continue until all the cards are gone.
6. The winner is the player with the most cards at the end of the game.
7. As large gaps appear in the array, move the cards closer together to fill those gaps.

Variations

- You could change the operation that students use, for example, multiplication or subtraction.
- Allow your students to add three numbers together.
- You could also allow students to add pairs of cards diagonally.

First to add it up

This card game is suitable for 2 – 4 players. You will need one deck of cards and pencil and paper to keep track of each player’s scores. In this game, picture cards = 10 and ace = 1.

Instructions

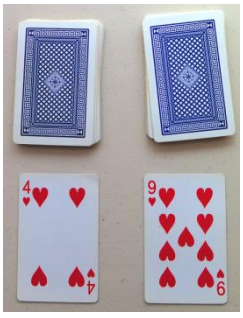
1. Shuffle the cards and have them in the center facing down.
2. One player draws 3 cards from the deck and lays them face up in the middle.
3. Players must add the 3 cards to find the total. The first player to call the total of the 3 cards is awarded that number of points.
4. No points are awarded for an incorrect answer.
5. Play continues with each player having a turn at revealing the 3 cards.
6. The winner is the player with the highest number of points when all cards have been turned over.

Variations

- You could draw any number of cards, for example 2, 4 or even 5.
- Use multiplication instead of addition.

Fast facts

This card game is suitable for 2 players. You will need one deck of cards with the picture cards removed. In this game aces = 1.



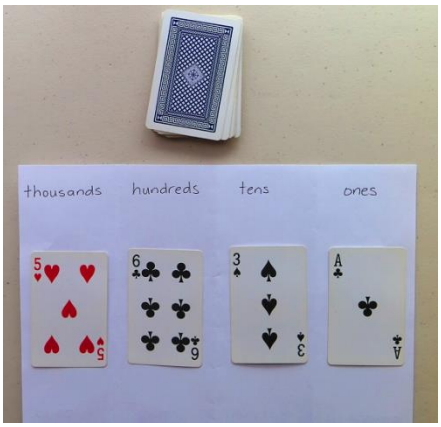
Instructions

1. Deal out half the cards to each player with the cards facing down in a pile.
2. Both players take the card on the top of their pile and lay it face up in the middle.
3. The first player to call out the product of the two cards wins both cards.
4. If it is a draw the cards are left on the table. Turn 2 more cards over and whichever player wins, picks up all the cards in the middle.
5. The winner is the player with the most cards once all the card have been used.

Variations

- You could also use addition or subtraction.
- If you are just introducing multiplication to your students you could remove the cards that are beyond their ability at the moment, such as 7, 8 or 9.

Place value cards

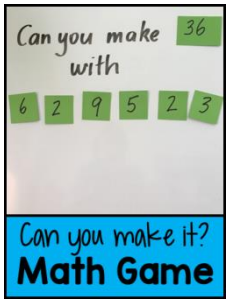


This is a card game for 2 players or a small group. You will need a deck of cards with the 10s and picture cards removed. The ace can be used as a 1 in this game. You will also need a sheet of paper split into 4 columns labeled thousands, hundreds, tens and ones.

Instructions

1. One student shuffles the deck of cards and places it in the middle face down.
2. Players take turns to pick a card from the top of the deck and turn it over.
3. The player must decide where to place the card, either in the ones, tens, hundreds or thousands place. They add the card to the column on their sheet of paper. The card is to be placed before another card is drawn from the deck.
4. Players keep adding cards to their sheet of paper until all columns are filled in. The winner is the player who produces the largest number.
5. In the example below 5 631 was produced using the cards, 5, 6, 3 and Ace. The best number that could have been formed was 6 5 31.

Can You Make It? Math Game

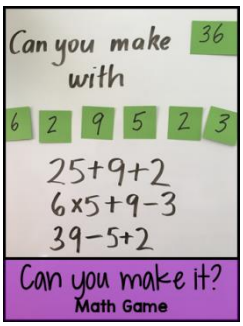


You can use this game with students of different abilities. It is quick and easy to prepare and it can be played with 1 person, a small group or even a whole class.

Materials: You will require 3 sets of small number cards with the digits from 0 – 9 and 20 cards with 2 digit or 3 digit numbers (Choose 2 digit numbers or 3 digit numbers according to the ability of the players.)

Object of the Game: Each player attempts to create an equation that equals the chosen 2 or 3 digit number. Players can only use the digits on the selected small number cards.

Getting Ready: Place the small number cards face down on a table or in a bag or bowl for children to select them from. The large number cards are also placed face down or in a separate bag or bowl.



To Play: One person chooses 6 of the small number cards if creating equations to equal 2 digit numbers or 7 of the small number cards if creating equations to equal 3 digit numbers and displays them for the others to see. Next, one of the large number cards is chosen and displayed.

Players are now given a set amount of time – between 2 minutes and 5 minutes – to create an equation that equals the number on the large number card. Players can only use the digits on the small number cards and can only use each of these digits once unless 2 or more of the same digit have been chosen.

Scoring: After the set amount of time – those who have created a correct equation score 1 point for each addition in their equation, 2 points for each subtraction, 3 points for each multiplication and 4 points for each division. Encourage players to create equations that use different operations – addition, subtraction, multiplication, division. Each equation must contain at least one operation.

Number Puzzles/Algorithms:

1	**Think of a number**	**7**
2	**Double it**	**7x2=14**
3	**Add 10**	**14+10=24**
4	**Divide answer by 2**	**24/2=12**
5	**Subtract original number**	**12-7 = 5**

No matter what number you start with, you will always end up with 5 if you follow the steps in this algorithm.

ASSESSING PHYSICAL EDUCATION: WRIGHT FROM THE START

Presented by **Stephen Wright**

GAMBIA
TEACHERS
INSTITUTE

Session Overview

In most schools physical education is a time for children to stretch a little, run around or play games. Little is done to build a physical education curriculum or better still assessing the children. There are three ways we can assess kids in physical education, namely:

- Observational
- Performance rubric
- Self check or pair coaching

A more detailed assessment of PE gives a holistic view of what a child can and cannot do other than the vague; very good, excellent, very poor and poor that is used in most schools to assess a child in PE.

About the Facilitator

I have worked at BAIS for the past 5 years now as a Physical Education teacher from Pre –K right up to middle and high school. This role has been happy and eventful for me, and at the same time demands caution and patience. My goal is to give children activities to keep them fit and healthy while building motor, cognitive and social skills in readiness for what lies ahead in the world of sports! Prior to BAIS I have worked in several other schools teaching subjects like English, Math, Physics and Computer graphic arts. My love for children and the drive to alter our view of sport in African countries drove me into the world of teaching. What better way to address that than be a teacher?

An example of a PE unit is GAMES. Games can be taught throughout the trimester and the kids assessed on the above-mentioned rubrics. In a unit like Games there is more focus on social and personal development than on cognitive and motor development.

Below is a sample lesson plan and assessment sheet for children ages 4 to 8:

Trimester

Games

Unit Plan

Grade I

Mondays, Tuesdays and Wednesdays

Week 1	Week 2	Week 3	Week 4
• *ASAP*	• *ASAP*	• *ASAP*	• *ASAP*
• *Cookie Monster Tag*	• *Crazy Cones*	• *Color Tag*	• *Squirrels in the Trees*
Week 5	**Week 6**	**Week 7**	**Week 8**
• *ASAP*	• *ASAP*	• *ASAP*	• *ASAP*
• *Stuck in the Mud*	• *Catch and Chase*	• *Sugar and Fat Tag*	*Houdini Hoops*
Week9	**Week 10**	**Week 11**	**Week 12**
• *ASAP*	• *ASAP*	• *ASAP*	• *ASAP*
• *Catch a Tail*	*Frog Crossing*	*The Dog Catcher*	• *The Good Ship SPARK*

Example of games that can be played with limited equipment and a large class are:

- Crazy Cones
- Catch a Tail
- Oxygen Boogie
- Houdini Hoops
- Six Cups
- Stuck in the Mud

PERFORMANCE RUBRIC	MOTOR DEVELOPMENT	COGNITIVE DEVELOPMENT	AFFECTIVE DEVELOPMENT	
			SOCIAL DEVELOPMENT	PERSONAL DEVELOPMENT
	• Demonstrates non-locomotor and locomotor skills with beanbag balanced on various body parts. • Demonstrates ability to self toss and catch beanbags(seated and standing). • Demonstrates ability to underhand throw to target and for distance.	• Demonstrates movement concepts (levels) with self -toss and catch beanbags (seated and standing). • Demonstrates ability to self toss and catch while reciting days of the week and months of the year. • Demonstrates understanding of simple games by responding appropriately to a variety of cues.	• Demonstrates cooperation with others during partner activities. • Demonstrates respect for others and equipment during activity. • Demonstrates positive listening skills and follows directions during group activities.	Applies safety and behavioral expectations with teacher reinforcement. Actively engages in safe play and expresses creatively during exploration time. Demonstrates sense of accomplishment after trying new skills.
STUDENTS				

Scale: 3 Competent in 3
2 Competent in 2
1 Competent in 1
0 Does not attempt

Before Each Lesson

Think/Plan
Think carefully about the lesson you are about to teach. Try to include activity variations, strategies to cope with limited space and techniques to developmental differences in children.

Ready
Collect all the equipment and materials needed to teach the lesson. You can assign children helpers to bring the equipment to the activity area.

Set
In order to maximize time and decrease inappropriate behavior prepare activity area before class.

Teaching each lesson

A typical 20-35 minute PE Early Childhood lesson includes:

Opening Musical ASAP 3-5 minutes
Musical ASAPs are done as warm-up and review of previously learned skills.

The Lesson 15-20 minutes

Closing Musical ASAP **/Cooling down activity/Free play** 3-5 minutes
Wrap it up (Exit slips)
Review key learning point

Following each Lesson

In every lesson there three main learning points to consider:
- Skill
- Knowledge (Understanding) and
- Appreciation

In every PE lesson the three main learning points to consider are motor development (skill), cognitive development (Knowledge/ Understanding) and Affective Development (Appreciation). Affective Development is divided into two: Social Development and Personal Development.

Assessment at this level can take these forms:
- Observational
- Peer coaching
- Performance rubric

Sample ASAPs

Work your body

Reach your arms and stretch them out
Bend your knees and squat on down
Take your hand and climb on up
From the waist we bend on down
Take your hands and push them up
Lift your legs and kick them out
Take your body and turn it around

Run and walk

Run in place
Walk in place
Run in place

Motion Memory Goodbye Game

Now is the time to say farewell
With the motion memory goodbye game
Show us a motion you remember

The Bean Bag

Throw the bean bag and catch

Turn around, turn around…
Stamp, stamp, stamp
Put it on your head…
Put it on your shoulder
Put it on your elbow
Put it on your knee
Put it on your back now
Put it on your stomach
Put it on your finger
Put it on your foot
Put it on your arm now
Put it on your head and walk

Curriculum and Community: How Service Learning Can Help Your Students Be Agents of Change

Presented by **Scott Hemsey**

GAMBIA
TEACHERS
INSTITUTE

Session Overview

How can you match powerful student learning with community building while raising environmental awareness? In this session participants will investigate curriculum designed with this in mind for a local village school and brainstorm ways to adapt it to their own schools. After a brief introduction to core service learning principles, we will review the curriculum itself, which consists of a series of skills-based lesson plans targeting reading, writing, and art. Participants will come away with specific pre-made curriculum, as well as ideas for their own lessons and projects that can impact student learning, community building, and environmental awareness.

About the Facilitator

Hi everyone. I'm the middle school humanities teacher at BAIS. Using theme-based units, my class covers history, social studies, and language arts. Combining these content areas to help students make important connections and see how intricately linked their learning can be is exciting. I began teaching in Korea, where I taught English for over three years. After moving back to Chicago, where I'm originally from, I got my master's degree in teaching (MAT), and taught in Chicago Public Schools for two years. I joined the BAIS staff in 2016.

Curriculum and Community:

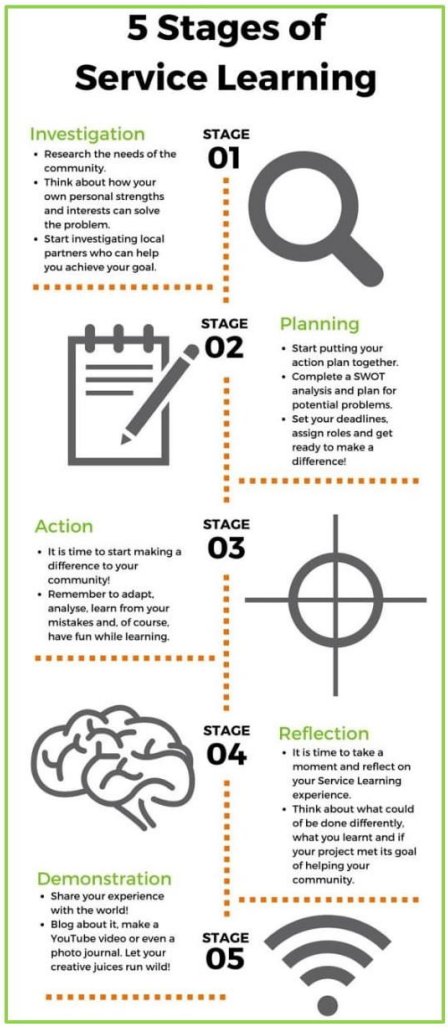
How service learning can help your students be agents of change

WHAT IS SERVICE LEARNING?

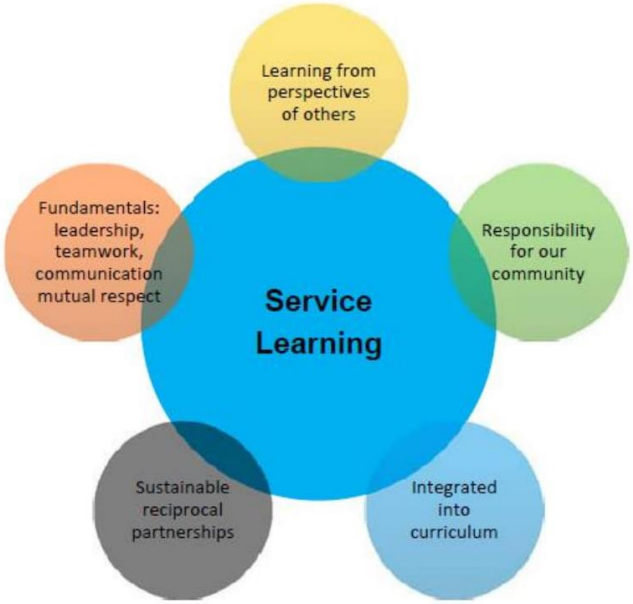
Service learning is a process for applying what we learn, our skills and knowledge with meaning and purpose to better our world.

The overall goal for service learning is to provide students with an opportunity to develop skills and demonstrate values in partnership with local community members both in the real world and in the classroom, by taking action addressing critical issues impacting those around us.

It is NOT community service.



SERVICE LEARNING PRINCIPLES AND CORE VALUES



- Students learn from, and are enriched by, the **perspectives of others**
- We have a **responsibility** to the **community** in which we live
- Meaningful service is best achieved through **sustained reciprocal partnerships**
- Service has deeper meaning and consequences when **integrated into curriculum**
- Meaningful service is achieved through the **five stages/standards of service learning:** 1.Investigation, 2. Preparation, 3. Action, 4. Reflection, and 5. Demonstration.
- Leadership, teamwork, communication, and mutual respect are fundamental for successful service experiences

Curriculum and Community:

How service learning can help your students be agents of change

Curriculum and Community:

How service learning can help your students be agents of change

SERVICE LEARNING STORY – 2017/18

After learning about the critical issue of deforestation throughout the Gambia from community leaders and others, the school decided to make it the focus of our service learning program for the 2017/18 school year. Using the UN's Sustainable Development Goals (SDGs) to identify potential issues to work on is a great way to start! This was the investigation stage.

Investigation stage: Meeting with Keneba village elders

We began planning by identifying partners to work with; a local artist and activist, as well as a lower basic school near the airport.

After establishing partnerships, and with deforestation as a focus, we began to plan activities that would lead to the final project; making biomass briquettes to promote as an alternative to charcoal and firewood, and then planning a mural that would help to inform the community of the issue of deforestation and the alternative fuel source as part of the solution.

Action stage: Learning how to make biomass briquettes

The final project was to travel to the local school and, together with their students who had been learning about deforestation, paint the mural that we planned.

Middle school students were the leaders for both school-wide activities; making the biomass briquettes and planning the mural. First, they needed to learn all about deforestation, specifically in The Gambia, and decide whether or not the biomass briquettes could actually be part of the solution. They presented their findings to the whole school, and then taught students how to make the biomass briquettes. It was a busy day!

Action stage: Presenting about deforestation and biomass briquettes.

The next activity was to help design a mural that would be painted outside the school. Using storyboard layout, students created images that captured what the earth looked like before humans, a sick earth being impacted by humans, and the solution, biomass briquettes. Both schools participated in the design that was painted outside of the local school.

Everyone can be proud of what they learned and how they helped the community!

Action stage: The final mural sharing the story of the forest and introducing the biomass briquettes.

MAKING CHILDREN'S RIGHTS REAL

Presented by **Andrea Broggi**

GAMBIA
TEACHERS
INSTITUTE

Session Overview

Every society expects that its children will grow up to be capable and responsible citizens who contribute to the well-being of their communities. Yet around the world, many children are denied the rights that would enable them to survive and develop to their potential. Children cope daily with violence and abuse. Some work long hours at jobs that are damaging to their health and education. Too many are denied access to school, and suffer preventable diseases and malnutrition. Environmental damage takes the largest toll on children; discrimination denies many their basic rights. The denial of basic rights is not only the cause of personal suffering; it also sows the seeds of political and social unrest. Rights issues touch everyone, everywhere.

All human beings, no matter their age, where they live, their culture or socioeconomic status, have similar basic needs: nutritious food, health care, shelter, education, protection from harm. Every person has the right to have these needs fulfilled. The 1989 UN Convention on the Rights of the Child affirms these rights for children. This session aims to illustrate the importance of the Convention on the Rights of the Child and provide practical activities to explain it.

About the Facilitator

Andrea Broggi is an Attorney with more than 15 years of professional experience in human rights & international development in Benin, Morocco, Algeria, Bosnia, Sierra Leone, Cambodia, Italy, Belgium, among other countries. He has a solid education with a multidisciplinary focus covering Human Rights & International law, Economics and sociology. During his career he has led and managed NGOs, projects and programs in several fields seeking to improve the lives and rights of vulnerable people, such as children, women and the disabled.

CONVENTION ON THE RIGHTS OF THE CHILD (CRC)

The CRC was adopted by the UN General Assembly in 1989 and entered into force as international law in 1990. The CRC has 54 articles that define the rights of children and how these rights are to be protected and promoted by governments. Almost every country in the world has ratified this Convention, promising to recognize all the rights it contains.

The Government of The Gambia has demonstrated its dedication to protecting and promoting the rights of children in the country and is evident in the enactment of the **Children's Act of 2005**. The Children's Act domesticates the UN Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC).

The Implementation of the CRC must be guided by four general principles, in the light of which all articles are to be read:

- Non-discrimination: child rights apply to all children irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- The best interests of the child shall be a primary consideration in all actions concerning children.
- The right to life, survival and development: every child has the inherent right to life, and to survival and development to the maximum extent possible.
- The right to be heard: Every child has the right to express his or her views freely in all matters affecting him or her and these views have to be given due weight in accordance with the age and maturity of the child

Here you have a CHILD-FRIENDLY VERSION of the CRC:

Article 1, Definition of a child: Until you are eighteen, you are considered a child and have all the rights in this convention.	**Article 22, Refugee children:** If you have come to a new country because your home country was unsafe, you have a right to protection and support. You have the same rights as children born in that country.
Article 2, Freedom from discrimination: You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, religion, origin, social or economic status, disability, birth, or any other quality of your or your parents or guardian.	**Article 23, Disabled children:** If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.
Article 3, The child's best interest: All actions and decisions that affect children should be based on what is best for you or any child.	**Article 24, Healthcare and health services:** You have the right to good quality health-care (e.g. medicine, hospitals, health professionals). You also have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 4, Enjoying the rights in the Convention: Governments should make these rights available to you and all children.	**Article 25, Periodic review of treatment:** If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.
Article 5, Parental guidance and the child's growing abillities: Your family has the main responsibility for guiding you, so that as you grow, you learn to use your rights properly. Governments should respect this right.	**Article 26, Benefit from social security:** The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (e.g. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.
Article 6, Right to life and development: You have the right to live and grow well. Governments should ensure that you survive and develop healthily.	**Article 27, Adequate standard of living:** You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.
Article 7, Birth registration, name, nationality and parental care: You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.	**Article 28, Right to education:** You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free and required. Rich countries should help poorer countries achieve this.
Article 8, Preservation of identity: Governments should respect your right to a name, a nationality and family ties.	**Article 29, The aims of education:** Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and your own and other nations and cultures. You have a right to learn about your rights.
Article 9, Separation from parents: You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.	**Article 30, Children of minorities and native origin:** You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

Article 10, Family reunification: If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.	**Article 31, Leisure, play and culture:** You have a right to relax and play and to join in a wide range of recreational and cultural activities.
Article 11, Protection from illegal transfer to another country: Governments must take steps to stop you being taken out of their own country illegally.	**Article 32, Child labor:** The government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.
Article 12, Respect for the child's opinion: When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinions taken into account.	**Article 33, Children and drug abuse:** The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.
Article 13, Freedom of expression and information: You have the right to seek, get and share information in all forms (e.g. through writing, art, television, radio and the Internet) as long as the information is not damaging to you or to others.	**Article 34, Protection from sexual exploitation:** The government should protect you from sexual abuse.
Article 14, Freedom of thought, conscience and religion: You have the right to think and believe what you want and to practice your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.	**Article 35, Protection from trafficking, sale, and abduction:** The government should make sure that you are not kidnapped, sold or taken to other countries to be exploited.
Article 15, Freedom of association and peaceful assembly: You have the right to meet and to join groups and organisations with other children as long as this does not stop other people from enjoying their rights.	**Article 36, Protection from other forms of exploitation:** You should be protected from any activities that could harm your development and well-being.

Article 16, Privacy, honor and reputation: You have a right to privacy. No-one should harm your good name, enter your house, open your letters and emails or bother you or your family without a good reason.	**Article 37, Protection from torture, degrading treatment and loss of liberty:** If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family.
Article 17, Access to information and media: You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and the Internet. Information should be beneficial and understandable to you.	**Article 38, Protection of children affected by armed conflict:** If you are under fifteen (under eighteen in most European countries), governments should not allow you to join the army or take any direct part in warfare. Children in war zones should receive special protection.
Article 18, Parents' joint responsibilities: Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.	**Article 39, Rehabilitation of child victims:** If you were neglected, tortured or abused, were a victim of exploitation and warfare, or were put in prison, you should receive special help to regain your physical and mental health and rejoin society.
Article 19, Protection from all forms of violence, abuse and neglect: Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.	**Article 40, Juvenile justice:** If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentences for the most serious crimes.
Article 20, Alternative care: If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.	**Article 41, Respect for higher human rights standards:** If the laws of your country are better for children than the articles of the Convention, then those laws should be followed.
Article 21, Adoption: If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.	**Article 42, Making the Convention widely known:** The Government should make the Convention known to all parents, institutions and children.
Articles 43-54, Duties of Governments: These articles explain how adults and governments should work together to make sure all children get all their rights	

Matching Rights & Responsibility

(Cards provide by TES.com)

Children have the right...

to be protected from conflict, cruelty, exploitation and neglect...

www.instantdisplay.co.uk

and the responsibility...

not to bully or harm each other.

www.instantdisplay.co.uk

Children have the right...

to a clean environment, at home, at school or wherever they are...

www.instantdisplay.co.uk

and the responsibility...

to do what they can to look after their environment.

www.instantdisplay.co.uk

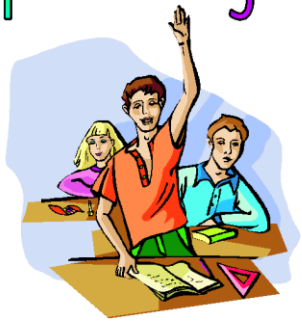
Children have the right...

to be educated...

www.instantdisplay.co.uk

and the responsibility...

to learn as much as they can and help others to learn.



www.instantdisplay.co.uk

Children have the right...

to freedom of thought and religion...

www.instantdisplay.co.uk

and the responsibility...

to respect other people's thoughts and religions.

www.instantdisplay.co.uk

Children have the right...

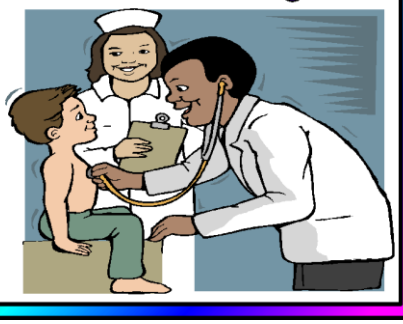
to be heard...

and the responsibility...

to listen to other people.

Children have the right...

to proper medical care...



and the responsibility...

to take care of themselves.

Children have the right...

to be loved and respected...

and the responsibility...

to show love and respect to others.

Children have the right...

to special care for special needs...

and the responsibility...

to be the best they can be.

Children have the right...

to make mistakes...

and the responsibility...

to learn from their mistakes.

Children have the right...

to be adequately fed...

and the responsibility...

not to waste food.

Children have the right...

to relax, play and join in a wide range of activities...

and the responsibility...

to include everyone in their games and activities.

HIV PREVENTION AND SEXUAL EDUCATION

Presented by **Mam Kumba**

GAMBIA
TEACHERS
INSTITUTE

Session Overview

This session will discuss HIV in Africa then particularly in The Gambia, followed by how HIV (and STIs) are transmitted and what to expect for treatment, and ending with how to discuss safe sex with secondary children.

About the Facilitator

Mam Kumba Ndow Sise was born and raised in The Gambia, where she now lives with her husband and two wonderful boys 9 and 7 years old. She worked for the Ministry of Health and Social Welfare for four years after completion of her RN Nursing Program before going on to The University of The Gambia where she did MSC in Community Health Nursing. Before serving Peace Corps, she worked at the Medical Research Council The Gambia as the Nursing Officer for the Genito-Urinary Medicine Clinic which was the main HIV and AIDS Specialty Clinic in the country for five years. She was then recruited at the Catholic Relief Services as Project Officer HIV and AIDS in the beginning and later to Program Manager for Behavior Change Communication and HIV and AIDS. Part of her work as a Program Manager included identifying positive defiant individuals at community levels in the rural areas and training them on HIV and AIDS prevention using participatory methods. She goes by the slogan, “My boys are my life and everything for them!” She likes to spend most of her free time with them and cooking for her family.

HIV Transmission

Modes of Transmission

Sexual contact most important mode of transmission/acquisition of HIV worldwide

- In Africa mainly heterosexual (male - female)
- Includes homosexual (men having sex with men) as well
- Non-consensual sexual exposure (assault)

Parenteral

- Transfusion of infected blood or blood products
- Exposure to infected blood or body fluids through contaminated sharps- IDU through needle-sharing or needle stick accidents
- Donated organs
- Traditional procedures

Perinatal

- Transplacental, during labor/delivery and breastfeeding

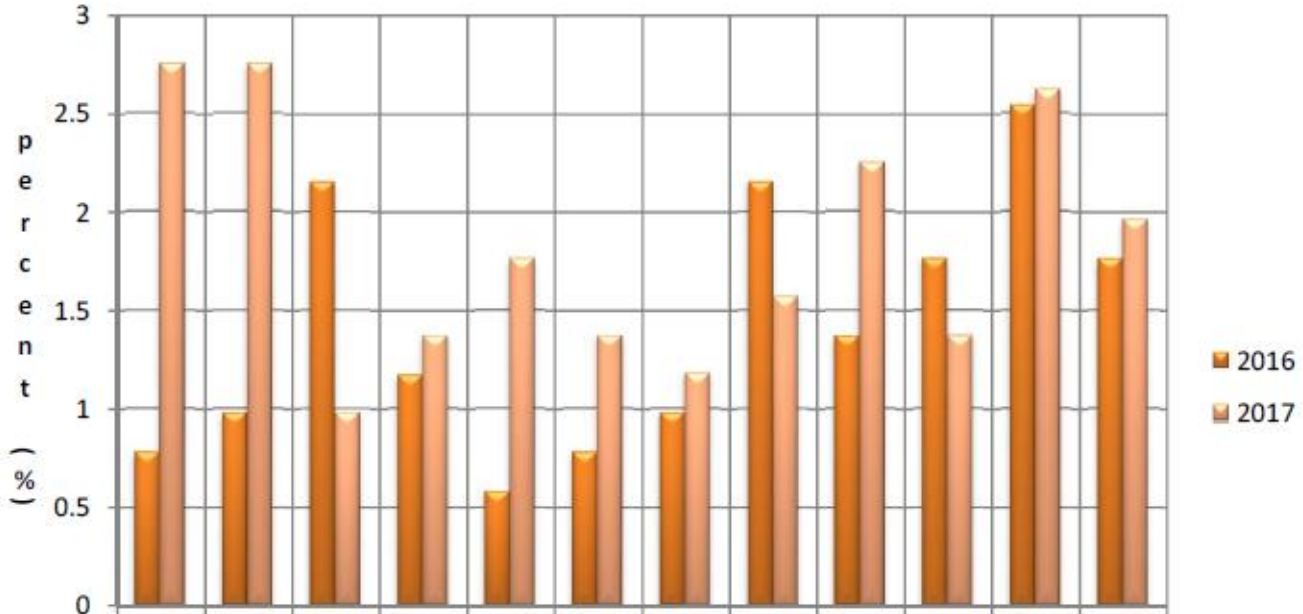
HIV is not transmitted by casual contact, surface contact, or from insect bites

Transmission by transmission route....*

Transmission route	%
Sexual intercourse	70-80
Mother-to-child-transmission	5-10
Blood transfusion	3-5
Injecting drug use	5-10
Health care – eg: needle stick injury	<0.01

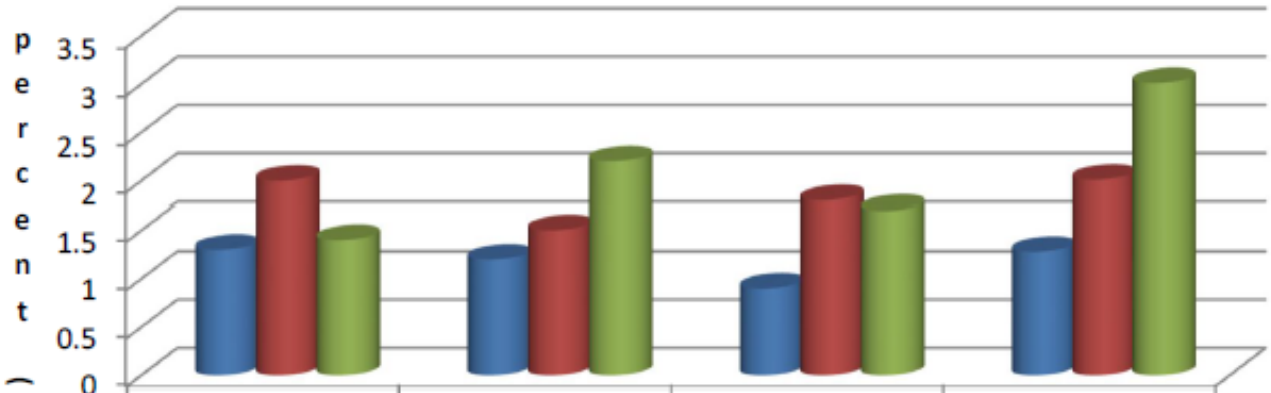
*Data from 2017

HIV prevalence by sites and year



	Basse	Bansang	Brikama	Essau	Fajikunda	Farafenni	Gunjur	Kuntaur	Banjul	Serekunda	Sibanor	Soma
2016	0.78	0.98	2.15	1.17	0.58	0.78	0.98	2.15	1.37	1.76	2.54	1.76
2017	2.75	2.75	0.98	1.37	1.76	1.37	1.18	1.57	2.25	1.37	2.62	1.96

Trends of HIV by age group and year



	2012	2014	2016	2017
15-24	1.3	1.2	0.9	1.28
25-34	2	1.5	1.8	2.01
35+	1.4	2.2	1.7	3.01

Year

Factors *not* associated with risk of transmission

- Insect bites including mosquito bite
- Saliva (kissing)
- Sneezing or coughing
- Skin contact (e.g. hugging)
- Shared use of facilities (e.g. toilets)

Basic message

A – Abstinence

B - Be faithful

C – Use a condom

K –Know the status

Abstinence

- Best suited for the young
- Delay sexual debut

  Should be kept in mind that the young may not be able to associate current acts with future consequences (part of the development process).

Being faithful

- For married couples mostly

  Many unmarried people who try to be faithful, only end up practicing serial monogamy

Condom use

- Condoms are a practical means to stop the spread of HIV infection

  Information that condoms reduce chances of infection rather than eliminate completely the chances of infection should be passed across

- Promotion of a simple non-embarrassing name for the condoms would help
- Condom distribution through the health provision network
- Hostels, brothels, motels, night clubs etc are prime territory for condom distribution however controversial as this has been.

HIV Testing

- If you are sexually active or planning on becoming sexually active
- Know your status
- Voluntary counselling and testing is available for all

BASIC EMERGENCY FIRST AID

Presented by **D. Edward Badjie & Debbie Sesay**

GAMBIA TEACHERS INSTITUTE

Session Overview

We don't think about it very often, but it is in those moments when we (or someone around us) sustain an injury, a burn …, that we wish that we had had some knowledge in First Aid. What should you do and should not do in these situations? This session seeks to make teachers aware that the first 3 minutes are vital to any medical emergency. It will also highlight some of the harmful practices / misconceptions in emergency situations in general, and burns and bleeding in particular.

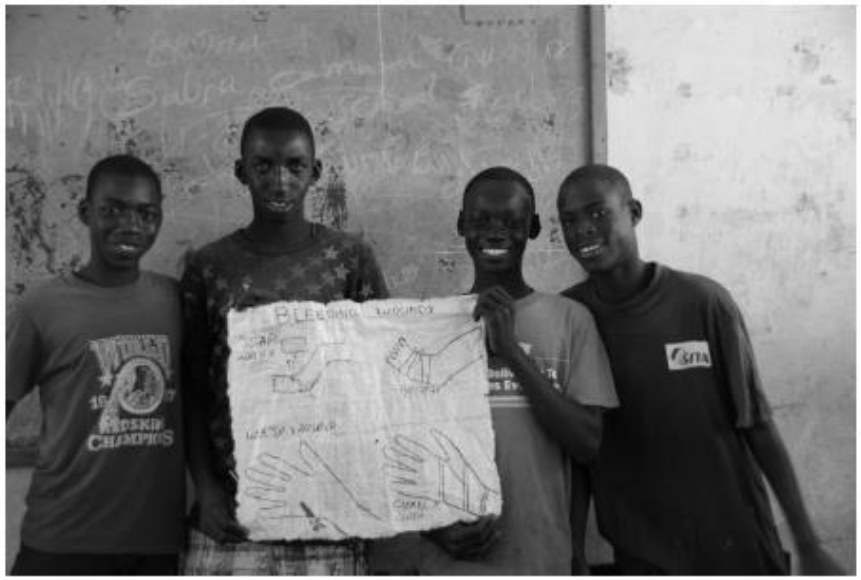
About the Facilitator

My name is Diantrec Edward Badjie and I am Gambian. I did my teacher training at Gambia College. I also hold a BA (Hons) from UTG and an MA in French Studies from Limoges University (France). I have two decades of teaching experience and I have taught in various institutions in the Gambia, including Alliance Française and the University of The Gambia. My hobbies include camping and playing volleyball.

My name is Debbie Sesay and I am British. I decided to leave the UK this year to make The Gambia my permanent home as my husband is working at the MRC. I am a qualified Level 3 Teaching Assistant. I have worked in all year groups from 3 to 11 years old. I have also been a fully qualified First Aider for the past 25 years. My passions are food, walking and my family. I also enjoy reading and watching movies.

FIRST AID

a manual
for first aid
emergencies
in village



PEACE CORPS | the gambia

INTRODUCTION

This manual was written in order to help ***teachers****—especially those posted to rural areas—know what to do in a medical emergency. .*

This manual is not meant to replace a *Village Health Worker*. Rather, it is meant to help him or her with their job. In real emergencies, the first and most important thing to do is to *contact a trained health worker in the area.*

The supplies and measurements are based on what can be *easily found and re-stocked* in any Gambian village. This approach was chosen so that this manual would be useful and relevant for *all schools and people* using it.

SUPPLIES

*These **supplies** should be kept together in a first-aid box and re-stocked as needed.*

1. **Clean Cloth**

   The fabric can be new or old cloth that has been washed well with soap and water and left to dry out in the sun. At least 5 pieces of cloth are needed. The cloth should be about the same size as a head-wrap.

2. **Soap**

   One cake of laundry soap, kept in a plastic bag.

3. **Water Bottles**

   Two different bottles—one empty and one filled with clean water. This water can be used to wash hands and cuts. The empty bottle can be used to make Sugar-Salt Drink.

4. **Attaya Glass**

   This should be used as a measuring cap for emergencies. Clean after every use.

MATERIALS NEEDED

CLEAN CLOTH
SOAP
WATER BOTTLES
ATTAYA CLASS

1. HAND WASHING

*The **first thing** you must do in any First Aid emergency is wash your hands with **soap and water**!*

1. **Wet** your hands with clean running water.
2. **Rub** your hands together with soap.
3. **Count** up to 30 seconds while you rub your hands together.
4. **Rinse** the soap off your hands with clean running water.

   Ask another person to pour water over your hands using a kettle or a cup.

5. **Dry** your hands with a clean cloth.

MATERIALS NEEDED

KETTLE OR CUP
CLEAN WATER
SOAP
CLEAN CLOTH

2. DIARRHEA

Diarrhea is when a person has ***three or more*** *loose or watery stools.*

1. **Wash** your hands.
2. **Prepare** sugar-salt drink.
   Fill 1 liter cup with clean water.
   Add 1 teaspoon of salt.
   Add 8 teaspoons of sugar.
   Mix together.
3. **Drink** slowly.

A person should prepare Sugar-Salt Drink every day they have Diarrhea to replace the water they lost. Juice packets can be added to make it taste better.

MATERIALS NEEDED

1 LITER CUP
CLEAN WATER
1 TEASPOON SALT
8 TEASPOONS SUGAR

1 Teaspoon = 1 Bottlecap
1 Teaspoon = 1 Pinch
8 Teaspoons = 8 Bottlecap

3. HEAT CRAMPS

Heat cramps happen when part of the body is ***in pain*** *after running or working hard in the hot sun.*

1. **Wash** your hands.
2. **Sit or lie down** in the shade.
3. **Rub** the area in pain gently.
4. **Prepare** salt water.
   Fill 1/2 attaya cup with salt.
   Pour the salt into 1 liter of clean water.
   Mix together.
5. **Drink** every hour until the cramps and pain are gone.

MATERIALS NEEDED

SALT
ATTAYA CUP
1 LITER CUP
CLEAN WATER

4. **HEAT** EXHAUSTION

*Heat exhaustion happens when a person feels **weak, dizzy and sick** to their stomach after being in the sun.*

1. **Lie** down in a cool, shady place.
2. **Lift** feet higher than the head.
3. **Prepare** salt water.
   Fill 1/2 attaya cup with salt.
   Pour the salt into 1 liter of clean water.
   Mix together.
5. **Drink** every hour.
6. **Fan** and rest.

5. **HEAT** STROKE

*Heat stroke happens when it is very hot and a person **has lost all their water** and they do not sweat.*

1. **Lie** down in a cool, shady place.
2. **Place** a cool wet cloth over the head.
3. **Fan** until the fever goes down.
4. **Contact** the nearest Health Worker.

MATERIALS NEEDED

SALT
ATTAYA CUP
1 LITER CUP
CLEAN WATER

WARNING SIGNS

SEVERE HEAD PAIN
HIGH FEVER
FAST BREATHING

6. FAINTING

Fainting happens when a person ***falls down*** *and cannot hear you right away. It is almost like they are asleep.*

1. **Lie** down in a cool, shady place.
2. **Contact** the nearest Health Worker.

WARNING SIGNS

NOT BREATHING
CHOKING
BLEEDING
IN SHOCK
HEAT STROKE

This first aid guide (p. 86-88) is a condensed version of Peace Corps Gambia's first aid manual. Thanks to Linda Murgatroyd and to the Peace Corps Gambia team for providing access to this critical information.

THANK YOU FOR JOINING US!!!