USING DIGITAL CONTENT FOR LEARNING

FACILITATOR'S GUIDE

WORLD POSSIBLE

About World Possible

World Possible is a non-profit organization that aims to connect offline learners to the world's knowledge. We are the creators of OER2Go, a digital library of the best global learning resources such as: Wikipedia, Khan Academy, Health and Medicine, Project Guttenberg, and over 100 other educational websites that we have modified to be downloaded and distributed in rural areas.

OER2Go works through a local or wireless network, and can also run on a Raspberry Pi or on a local server, so an internet connection is not necessary. Many users access OER2Go by purchasing RACHEL (Remote Area Community Hotspot for Education & Learning), a small plug-and-play server developed by World Possible to store and share OER2Go content.

End users can access OER2Go content via a web browser on any computer, tablet or smartphone. It feels similar to accessing the Internet.

OER2Go content is free to download and is available in English, Spanish, French and other languages via its website at www.oer2go.org.

To get to know OER2Go content, please go to www.oer2go.org. To learn more about purchasing RACHEL, visit www.worldpossible.org.

This guide was developed by Mundo Posible, World Possible's Guatemala chapter. Mundo Posible aims to improve student learning and reduce poverty by bringing offline resources to remote areas across Guatemala.

Acronyms:

RACHEL: Remote Area Community Hotspot for Education & Learning

SOLE: Self-Organized Learning Environment

PBL: Problem-Based Learning

KA-Lite: An offline version of Khan Academy

ICT: Information & Communication Technology

Contents

Introduction

This guide is for facilitators of the course "Using Digital Content for Learning," designed to help classroom teachers gain the skills they need to incorporate digital content from RACHEL into their classroom teaching. Throughout this guide, we will refer to teachers and anyone else participating in this course as "participants."

The course is taught in 4 modules, each of which are 3 hours long. Each module consists of one goal that should be achieved by the end of the module. It also contains a methodological guide and a suggested schedule.

Module 1 begins with a series of lessons which explain how to install and access RACHEL. Then we explore content and complete an exercise using RACHEL.

Then, in **Module 2** we explore the methodologies of SOLE (Self-Organized Learning Environment) and PBL (Problem-Based Learning). We provide tools for participants to use these methodologies in various practical and active learning activities.

In **Module 3** we give participants techniques for generating mind maps, conceptual maps, comparative tables, and learning through edutainment.

Module 4 provides tools that strengthen mathematics learning through exercises and videos from Khan Academy using the KA-Lite platform. Then we teach a weekly lesson plan using RACHEL in the classroom.

Each module includes discussions and sessions to enrich group presentations.

Assessments take place at various times and there will be space for critical thinking and group activities.

In the **Annex**, you will find section worksheets, as well as worksheets for assessment and weekly planning.

Module 1: Introduction to RACHEL

Competence
This module teaches different methodologies for classroom activities that integrate technology in order to strengthen student learning.

Module Learning Objectives
Become familiar with RACHEL's digital library and integrate RACHEL content into learning activities.

Methodological Guide

Content	Activities	Resources
What is RACHEL?	Install RACHEL	RACHEL-Plus or RACHEL-Pi
	What is RACHEL?	
	Navigation in RACHEL	
How to use RACHEL in the classroom	Exercise using RACHEL for a class	Local grade-appropriate content

Activity timeline

Time	Activities	Resources
10 minutes	1. Welcome and fill in the attendance sheet 2. Set up an icebreaker game	Attendance sheets
10 minutes	3. 21st Century Skills: The Four C's	Video
10 minutes	4. Install RACHEL	
20 minutes	5. What is RACHEL?	RACHEL, RACHEL Guide
40 minutes	6. Navigation with RACHEL	RACHEL, computers (desktop, laptop, tablet or smartphone)
40 minutes	7. Activity using RACHEL in a lesson	
15 minutes	8. Session to share experiences on how can we implement RACHEL in the classroom	
15 minutes	9. Evaluate the module by using the "Improving through learning" assessment	"Improving through learning" sheet in the "Forms" section of this document
TOTAL: 2 hours and 40 mins		

Module Plan

A. Welcome and fill in the attendance sheet: Welcome teacher participants as they arrive. You should indicate their arrival times in the registration sheet. When everyone is present, you can introduce yourself and talk about the positive things you have observed in the school.

B. Set up an icebreaker game: Lead a group activity to create a relaxed, friendly environment. If you want ideas, you can choose an activity from the Group Dynamics section (see attachments).

C. Video discussion: " 21st Century Skills: The Four C's": Present the video, observe, and lead a discussion or analysis. Which ideas here are most relevant for the schools your participants work in?

D. Install RACHEL-Plus or RACHEL-Pi: Show and explain its parts.

E. What is RACHEL? It is a digital library of information and content useful for education and learning in rural areas. How did RACHEL come about? Explain World Possible's history (See https://worldpossible.org/story/)

F. Navigation with RACHEL: Ask the participants to connect to RACHEL from their devices. Explain the RACHEL webpage, and show some modules that are in RACHEL. Leave some spare time so that they can explore the modules. Let participants identify books and information that might be useful for them during lessons.

    Exercise:
  - ➢ Select materials that will be provided to them the following week
  - ➢ How to use this resource to create the lesson
  - ➢ Save a chosen resource to an easily identifiable folder on the desktop.
  - ➢ Open a folder on the desktop to save the work. If the teacher requires assistance, see the step by step guide located in the annex section.

G. Activity using RACHEL in a lesson: Provide guidelines for the following exercise:
  - ➢ With a partner, read the example of a lesson. Some examples can be found in the Using Digital Content for Learning: Teacher's Guide (on RACHEL), section 8, with the video "Meet the Lungs."
  - ➢ Allow a few minutes for analysis and group discussion.

H. Session to share ideas – how can we implement RACHEL in the classroom? Give them time to share ideas about how RACHEL can be implemented in the classroom. The facilitator takes notes from the main ideas to highlight the importance of using RACHEL in the classroom.

I. Evaluate the module by using the "Improving through learning" self-assessment (located in the "Forms" section of this document). They are given the assessment sheet and some time to fill it in.

Important: Remind participants of the date of the next in-person module.

Module 2: Use of Technology in Learning Methodologies

Competence
Different ICT methodologies along with activities are included in order to reinforce student learning.

Module Learning Objectives
Explain and implement SOLE and the Project-Based Learning (PBL) methodologies.

Methodological Guide

Contents	Activities	Resources
SOLE Methodology	Exercise for SOLE Methodology application	RACHEL, video, and materials to create presentations
	Steps to carry out the SOLE Methodology	Paper, markers, tape, etc.
PBL Methodology	Exercise for PBL Methodology application	RACHEL, videos, and presentation materials.
	Steps to carry out the PBL Methodology	

Timeline of activities

Time	Activities	Resources
15 minutes	1. Welcome, e-mail icebreaker activity, take attendance	Attendance list
20 minutes	2. Watch "Intro to SOLE" or "The Future of Learning" videos	Videos
60 minutes	3. Group SOLE Methodology exercise	Presentation
15 minutes	4. Steps to carry out SOLE Methodology	Methodology guide
5 minutes	5. Watch the video "Project-Based Learning"	Video
60 minutes	6. Group PBL Methodology exercise	Methodology guide
15 minutes	7. Steps to carry out PBL Methodology	Presentation
10 minutes	8. Module assessment with questions	Questions
3 hours		

Module Plan

1. Welcome, Email activity, and attendance list
   Welcome the participants and perform the Email activity that can be found in the annex section, as a group icebreaker. The message should contain a question related to the previous module. Put all messages into a container, and then scramble it and distribute them among the participants so that they will answer the Email on the back side of their sheets. Then the facilitator should collect the Emails and give them back to their original owners. Let three participants tell from whom they received the email, and what the question and answers were.

SOLE Methodology

2. Start out watching the "Intro to SOLE" or Sugata Mitra's "The Future of Learning" videos: you can check other ones on the Internet and choose whichever fits your expectations best.

3. Group SOLE Methodology activity: The facilitator should look up the resource on RACHEL, "Using Digital Content for Learning: Teacher's Guide" and delve into Self-Organized Learning Environments (SOLE).

In the following activity, the facilitator's goal is to give participants the tools and skills they need to help fifth year primary school students achieve the following competence in social sciences.

Competence	Indicator	Content
Describes the relationship between seizing natural resources and the extent of development in South American countries.	Identifies the natural traits of each South American country.	Identification of different types of natural resources.

4. Steps to carry out a SOLE session

   ➢ Start out by creating an atmosphere to stimulate curiosity, and then pose the starting question: Why are leaves green? Or: Why do leaves have different colors?
   ➢ Organize groups of 3, 4, or 5 participants that will cooperate, share, and build knowledge.
   ➢ Choose one coordinator for the whole group among all participants who will check that participants are fully involved in this exercise.

➢ Each group will investigate through RACHEL the answer to the starting question. Tell them they can freely change groups, talk to each other and between groups, and also check on other group's work. Different information media can be used too. (20 minutes)

➢ The participants will then come up with responses based on research. They can convey their responses through drawings, diagrams, mind maps, etc. They can also practice their presentations, and even do a round table to share their findings with other groups. (10 minutes)

➢ Groups will explain to everyone their findings in a creative way – through poems, drama, mind maps, songs, etc. The facilitator must allocate 5 minutes to each presentation.

➢ The facilitator's role will be to provide guidance during the process if needed. She/ he will monitor progress and praise participants for their achievements.

NOTES

The facilitator must ask how many people would like to use this methodology next week in their classes, and request feedback in the next session.

It is the facilitator's choice to either move on to the second part of the workshop or to reschedule for the next session, depending on time.

Project-Based Learning (PBL) Methodology

5. Watch the video "Project-Based Learning." Once finished, ask the participants to share their ideas. Pose the question: Is it possible to set up a project in the classroom?

6. PBL Methodology exercise in groups: Now the groups should carry out the PBL exercise.

7. Steps to apply the PBL Methodology:

➢ Subject choosing and organization: it should be done in a class meeting, where the participants will brainstorm and share their interests and needs. Choose the final subject, then ask participants to organize some activities. Groups or committees can be created.

- ➢ Planning. Create a plan as follows:
    - ○ Purpose
    - ○ What we don't know
    - ○ What we do know (materials to investigate)
    - ○ Activities to be performed--make a timeline
    - ○ Possible solutions we want to find
- ➢ It is recommended that all notes remain on a chalkboard or displayed in the classroom.
- ➢ Investigation: this is when participants will start researching information using RACHEL, books, interviews, and other resources that could provide an answer for what we do not know. The participants will hand in notes, diagrams, comments, drawings, scaled models, etc. Now the facilitator can help by providing feedback.
- ➢ Execution: they gather all the information they have learned and work together to reach a possible solution. This step is more time-consuming and requires both resources and the cooperation of all participants.
- ➢ Present the problem to the community: the participants should present their findings. Participants can present to each other; talk about how students can present their findings to the school, families, and other guests.
- ➢ Following PBL methodology steps, continue the process by posing another starting question: What does our community need? As well as other queries that would allow groups to prioritize needs.

8. Module assessment through questions: As an assessment, the participants should be asked to share their opinions with a partner regarding the two methodologies used in the module. Then ask three of those two-person groups to share their comments.

9. The facilitator must close the module by pointing out the importance of integrating these methodologies in classroom activities, and then ask how many participants want to implement this methodology next week, and request that they report on their activities and give feedback at the next session.

Module 3: Classroom Learning Activities

Competence

Design resources and learning environments using ICT (Information and Communications Technology) to support the development of students' critical thinking skills.

Module Learning Objectives

Implement classroom learning activities using RACHEL.

Methodology Guide

Content	Activities	Resources
Mind maps, concept maps, comparative tables	How to integrate analytical techniques into learning activities.	Videos, RACHEL,
Multiple Intelligence	Teach mind mapping using the Multiple Intelligence topic.	RACHEL
	Teach concept mapping using the Multiple Intelligence topic.	RACHEL

Timeline of activities

Time	Activities	Resources
15 minutes	1. Introductory exercise	
25 minutes	2. Review of SOLE and PBL methodologies	Teacher Experiences
60 minutes	3. Videos "Mind Mapping: Teaching Strategies #3" and "Concept Map Teaching Technique" and exercise developing mind maps, concept maps, and comparative tables	Videos
30 minutes	4. Exercise to apply mind maps, organizing groups using the multiple intelligence topic	RACHEL
	5. Exercise to apply concept maps, organizing groups using the multiple intelligence topic	Presentations and group-generated material
20 minutes	6. Session to share the results of mind maps and concept maps	RACHEL
20 minutes	7. Create a comparative table between mind maps and conceptual maps	

10 minutes	8. Module assessment development	Paper and markers
3 hours		

Module Plan

1. Introductory exercise

Before starting the video, the facilitator leads the following activity:

➢ Tell the participants that they are going to use their bodies to mimic the technological movements in the following story.

➢ The facilitator should write the following on a whiteboard:
- Click is applauding
- Double click is double applause
- Right click is tapping the right foot
- Close is hands crossed
- Maximize is hands up
- Minimize is hands down
- Exit is arms crossed

➢ Say the following: In this training we will CLICK on the section of RACHEL, DOUBLE CLICK to open a file. What else can I do here by RIGHT CLICKING? After investigating I can MINIMIZE the window by CLICKING on the minus sign at the top right side. I can also CLICK on the image that is next to the minus sign and we succeed in MAXIMIZING the screen. Then in the X that appears in that same place we CLICK and close the document. Before doing so, it asks me if I want to save the document, I CLICK if I want to save it or CLICK no and we EXIT the document.

2. Feedback on SOLE and PBL methodologies

The facilitator asks participants who have used SOLE or PBL the previous week to share their experiences. Ask if there are any questions or concerns about the application of these methodologies.

NOTE: As in the previous module, it is recommended to consult the relevant sections of "Using Digital Content for Learning: Teacher's Guide" in RACHEL.

3. Exercise creating mind maps, concept maps, and comparative tables

Watch the videos "Mind Mapping: Teaching Strategies #3 and "Concept Map Teaching Technique."

The facilitator outlines the main ideas of mind maps and concept maps. He/She will provide participants with printed copies of mind maps, concept maps and comparative

tables. Participants are given 15 minutes to read the material--this is essential to move on to the next exercise.

4. Exercise to apply mind maps and concept maps, organizing groups using the Multiple Intelligence topic

Split participants into two groups:

Group 1: Do the mind mapping exercise with the Multiple Intelligence topic.
Group 2: Do the concept mapping exercise with the Multiple Intelligence topic.

5. Share the results of mind maps and concept maps.

Each group presents their work in class.

**6. Draw up a comparative table between mind maps and concept maps.**

Together they build a comparative table with the help of the facilitator.

7. Assess the module

While they are working on the their learning activity, the facilitator should write questions on flip chart paper and display them around the room.

a) What do you think of the three techniques presented today?
b) How can they be applied in the classroom?
c) What was the most innovative aspect of this module?
d) Other contributions

Participants are invited to walk around the room and answer the questions written on the flipcharts, adding answer directly on the flipcharts on using sticky notes to attach answers. The facilitator then leads a discussion based on the answers from the flipcharts.
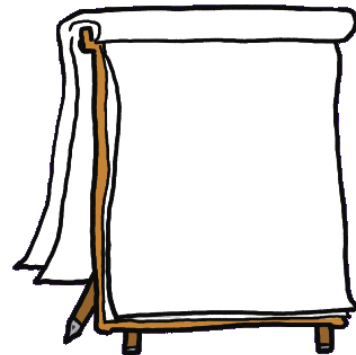
The facilitator provides tasks for the following module:
➢ Must be carrying a list of the participants' names in digital or print format.
➢ The principal must create teacher accounts and grade levels for the next module. Please see also the Khan-Academy Lite Administrator's Guide.

The facilitator collects the material at the end of the module.

Don't forget:
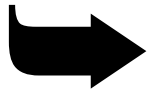
➡ Once the module is finished, the facilitator should work with the school principal and use the Administrator's section of KA-LITE to create an account for the school, enter teachers, and create classes according to existing sections, so that in the next module teachers can create their students' access to the platform.

Module 4: Learning with KA-Lite (Khan Academy)

Competence

Designs resources and learning environments using ICT to support the development of students' critical thinking skills.

Module Learning Objectives

Implement learning activities using RACHEL in the classroom.

Methodology Guide

Content	Activities	Resources
KA-Lite	How to use KA-Lite videos and exercises in the classroom. Importance of mathematics.	RACHEL
RACHEL implementation plan in classroom activities	Outline an implementation plan for RACHEL	Planning format
	Schedule visits	

Timeline of activities

Content	Activities	Resources
10 minutes	1. Video discussion on "Why is maths important?"	Video
10 minutes	2. Login to KA-Lite from RACHEL	RACHEL
20 minutes	3. Explore content through KA-Lite videos and exercises. How to learn with videos.	
20 minutes	4. Importance of learning mathematics through KA-Lite videos and exercises. 5. Exercise using examples of methodological guidance No. 7	
60 minutes	6. How to create a group, assign students, and set username and password	
	7. KA-Lite suggested use in the classroom	
60 minutes	8. Explain RACHEL Implementation Plan in the classroom	Planning format
	9. Assessment	
3 hours		

Module Plan

PART ONE

1. **Video Discussion on "[Why is maths important?]"**
Before starting the module, the facilitator must ensure that participants' usernames and passwords have been created. If we skip this step, it will not be possible to create access for students.

Begin by watching the video "Why is maths important?" and having participants discuss the importance of mathematics. Emphasize that there are videos in Khan Academy that make it easy to acquire math skills in a simple way.

2. **Log in to KA-Lite from RACHEL.**
Connect to RACHEL and log in to KA-Lite. Explain the components of the menu bar and allow participants to move on to the following section.

3. **Explore content through video or KA-lite exercises**
The facilitator explains how to log in and display content, leaving some time for participants to explore.
   ➢ The facilitator asks: how do we learn mathematics? Highlight how to learn mathematics through videos and exercises from Khan Academy.

4. **Importance of learning mathematics through KA-Lite videos and exercises**

5. **Exercise using examples of methodological guidance No. 7.**
Provide every participant with a copy of the Methodological Guide No. 7 (From Using Digital Content for Learning: Teacher's Guide) so that they can read it, emphasizing its importance during lessons.

Split the class in two groups and have them complete the exercise from the Teacher's Guide. (Substitute addition and subtraction with prime numbers and fractions). Share your experiences.

6. **How to create a group, assign students, and set username and password**
Help participants through each of the steps of the KA-Lite guide for teachers: logging in with their usernames and passwords (which should have been previously assigned by the principal), then adding their students to the system. For this purpose, all students'

names must be properly listed. Please see the KA-Lite guide in the Student Login section.

The facilitator is there to monitor and provide support.

Explain to participants that KA-Lite can be integrated in the classroom as they can assign exercises to reinforce content, monitor student progress, conduct assessments of specific topics, and much more..

Monitoring and assessment can easily be carried out by integrating KA-Lite into their plan as student progress is constantly reviewed. Every section includes progress analysis, effort against achievement, and mastery over time.

Explain to participants that they can continue setting up exercises at the end of each module or at any other time to continue practicing and learning more about KA-Lite, so that they will be able to support their students.

The facilitator should pose the following question: How do you plan to use this resource in the classroom for learning purposes? Ask participants to come up with answers in a brainstorming session, perhaps using mind maps.

7. **KA-Lite suggested use in the classroom**
   ➢ KA-Lite can be used in all subjects, not just math.
   ➢ Create the students' accounts on KA-Lite and assign homework to promote self-learning over a period of time through videos and exercises on a specific assigned topic. The teacher will monitor the class. This activity may take place by adding extra hours after class or during vacation periods from school.
   ➢ We are all tutors: The student must welcome or adopt another classmate to teach him/her a skill using KA-Lite, promoting a helping culture while also reinforcing his or her own knowledge by helping another person.
   ➢ Choose a KA-Lite video from RACHEL and show it in the classroom using a projector and speakers. At the end of the video, ask the participants to work in pairs to discuss the video and answer questions about it (write some questions on a board, or create worksheets). Then, ask the participants to share their findings with the whole group and discuss them together.

PART TWO

RACHEL Planning Sheets

8. **Explain and show the Weekly Planning Sheet for RACHEL in the Classroom**
   - ➢ The facilitator should explain that the weekly and monthly planning sheets for RACHEL in the classroom will be useful for planning activities.You will find these sheets in the Annex of this document.
   - ➢ Together, brainstorm a list of activities that can be used in the classroom with RACHEL.
   - ➢ From the list of activities, have each participant choose an activity to write out in on the planning sheet, then draw up their plan and present it to everyone.
   - ➢ Explain that it is essential that they write down their observations when working with RACHEL, so that when the facilitator comes again to visit their school, they can request clarification or explain their concerns.
   - ➢ Let participants know that there are examples available for weekly planning.
   - ➢ Weekly schedules must be submitted to the principal for review and approval.

9. **Assessment**

Participants are asked to make a list of activities from KA-Lite that they would like their students to complete. Take into account the degree, content, and competences requested by the ministry of education.

The facilitator should encourage participants to share their experiences on how they use RACHEL in the classroom by emailing info@worldpossible.org or posting on http://community.rachelfriends.org/.

Participants can also join a Facebook group for World Possible in their country to share ideas, photos, stories, etc.
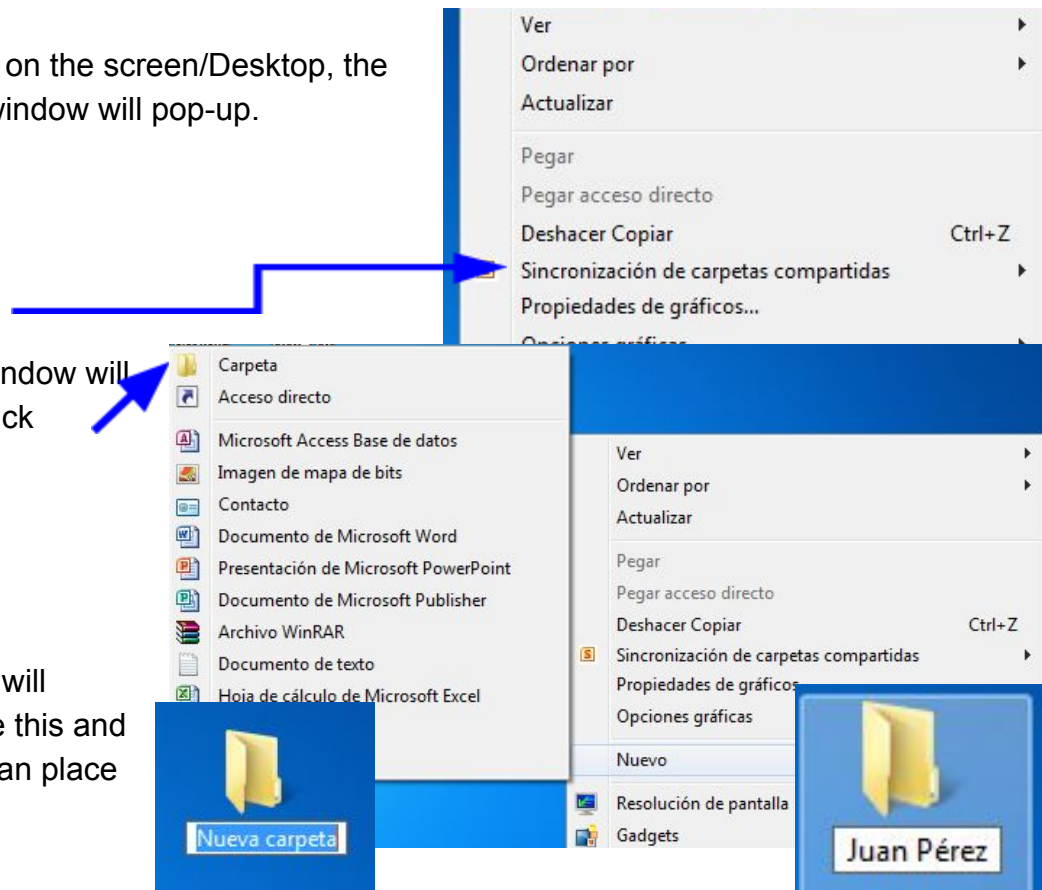
Annexes

Module 1, Annex 1: How to save files into folders

Right-click on the screen/Desktop, the following window will pop-up.

Click on

Another window will pop up. Click

The folder will appear like this and then you can place the name

Here you should save all the exercises developed in the in-class modules.

Module 1, Annex 2: Group Icebreaker Activities

Presentation in pairs
The group members are asked to choose another person to work with (preferably someone unfamiliar to the candidate). They must sit with their partner for a couple of minutes (5) telling each other their names and a few details about themselves. Once finished, they sit in a circle and each one should summarize for the rest of the group what their partner told them.

Welcome
Each participant will have 7 of the same letters and during the activity they will have to exchange the rest of the letters with the rest of the group members, in order to form the word "welcome." The first person to achieve this will be the winner.

E-mail
Each participant must add the '@' symbol right after their name and then add the name of their favorite animal and the initials of the organization's name for which they work. They must show and present this to the rest of participants. E.g.: marya@eagle.fun.

Once all addresses are collected, they will be distributed randomly so that everyone can send congrats messages to each other by writing a note on the back of the paper. E-mails are then "sent" to the appropriate recipients.

Working together in pairs the messages received will be shared and read aloud.

If I were
Each participant is asked to complete sentences like the examples given below:
If I were a tree, I would be........... because ....
If I were a geographical element (river, mountain, forest, etc.), I would be .... because ....
If I were a machine, I would be .... because............
If I were a climate (rainy, cloudy, sunny, windy), I would be........... because ....
If I were an animal, I would be........... because ....
If I were a car, I would be........... because..........
If I were a scent, I would be........... because..........
If I were a piece of fruit, I would be........... because..........
If I were a color, I would be........... because..........

I have a question

Write on cards questions as follows:

Who can play an instrument?

Who has no sisters?

Who has no brothers?

Who is left handed?

Who has the biggest shoes?

Who has a phone?

Who has the largest family?

Each person should be given one question, and this should encourage participants to interact with each other.

Module 3, Annex 3: Example of a Math Tech Project

- An introduction will take place in order to teach the children how to use the computer, including:
  - ❖ Mouse handling
  - ❖ Keyboard
  - ❖ Equipment care

- Once students have basic knowledge on the use of the equipment, they will be introduced to learning processes, working on mathematics exercises using the computer.

- The approach will enhance the teacher's lessons by sharing mathematics-related videos and exercises with the students via Khan Academy.

- The Khan Academy site is accessed using RACHEL. Groups are scheduled to use the laboratory at least twice per week.

- The teacher plans which lessons will be given via Khan Academy in the laboratory. In a two-month period, the teacher can help the students develop their knowledge of mathematics.

- The teacher has to prepare assignments for the students so that they investigate in the digital library through the use of the videos and exercises in Khan Academy.

- The teacher should be familiar with the Khan Academy process and be willing to use it in and out of the classroom..

Module 3, Annex 4: Example of a Problem-Based Learning plan

Name: Hygiene
Description: Hygiene for kids at school
On-site class, in the classroom. Kids are expected to develop this habit.
Personal hygiene. They explore the process of washing their hands, using activities for meaningful learning.
Team members:

Training Sessions

Training	Ways to achieve
Kids develop personal hygiene habits	Meaningful learning activities
Kids develop hygiene habits in the classroom	Keeping the classroom and the house clean
Children practice good hygiene in their everyday life.	Diseases are minimized

Operational Plan

What to do?	When?	Who will do it?	What do we need?	Products
Brainstorming	2nd week of July	Teacher and students	Question list	Students' ideas
Prepare the plan				
Organize the groups of students that will		Teacher and students	Student list	Group formation

participate in the project				
Build up a plan to learn IT: Mouse handling, Keyboard handling, Switching the computer on and off		Librarian, teacher, students	Plan, schedule, computers, Internet	Students learn to access the computer
Research: look for hygiene information on the internet	2nd to 6th September	Teacher, librarians, students	Computers, students, information	Students get information about hygiene
Information for choosing classroom activities				
Hand washing (practice hygiene) ● Choose songs ● Group activities ● Hand washing steps ● Videos ● Hand washing contest ● Honor Roll (clean hands) ● Hairstyle contest ● Washing fruit, vegetables, containers ● Body parts hygiene ● Nail clipper use	17th to 27th September		Containers, water, towel, soap, toothpaste, toothbrush, mirror, gel, nail clipper	Develop a habit
Share hygiene with other groups	First week of October	Teacher, kids	Containers, water, towel, soap, toothpaste, toothbrush,	Share with others

			comb, mirror, gel	
Show hygiene results in a play	30th September	Kids, teacher	Whatever the play requires	Other kids at school learn about hygiene

Phases of the project method: pre-design, planning, research, execution, assessment, presentation

Module 3, Annex 5: Problem-Based Learning – Phases
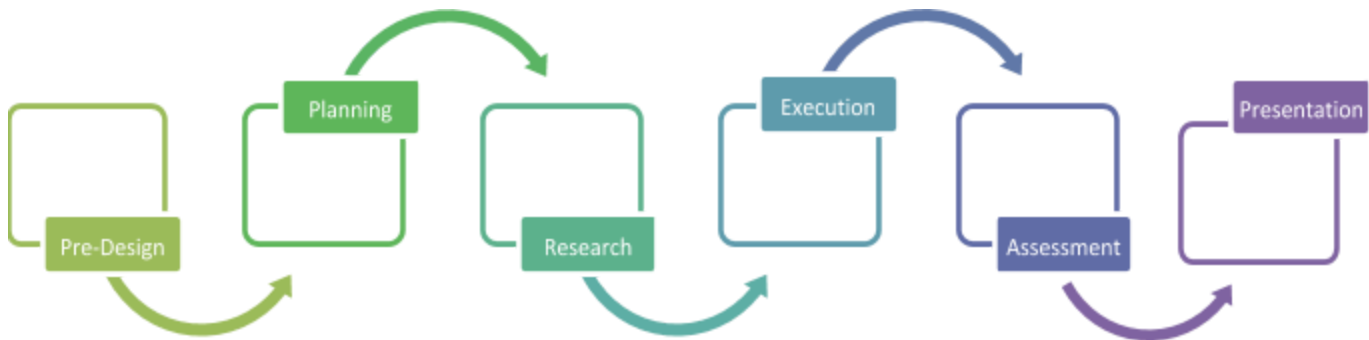
Forms

Assessment Sheet--Improving through learning

What I liked	What I did not know	What I can include in my activities

Problem-Based Learning Plan

Name: _____

Description: _____

_____

Team members: _____

Training Sessions

Training	How to achieve

Operational Plan

What to do?	When?	Who will do it?	What do we need?	Materials

Project method's stages: pre-design, planning, research, execution, assessment, presentation

School visit track sheet

Name of visitor:

School visited: _____ Date: _____

Goals of this visit

Names of teachers interviewed

How RACHEL was used in the classroom

Using RACHEL

Strengths	Challenges

Support provided during the visit

Additional support required to facilitate the use of RACHEL

Other suggestions

_____
Name and Signature
of the Principal   Stamp

Weekly planning sheet for RACHEL activity

Dates: From ___ to ___	Subject:	Grade:
❏ Maths	❏ Communication and language Level 1	❏ Civics
❏ Natural Sciences and technology	❏ Communication and language Level 2	❏ Productivity and development
❏ Social Sciences	❏ Communication and language Level 3	❏ Artistic expression

Skills gained:

_____

_____

_____

	Monday	Tuesday	Wednesday	Thursday	Friday
Where to find					
Activities					
Resources					
What to improve					

Signed   _____   _____

              Teacher   Principal

Monthly planning sheet for RACHEL activity

Dates: From ___ to ___	Subject:	Grade:
❏ Maths	❏ Communication and language Level 1	❏ Civics
❏ Natural Sciences and technology	❏ Communication and language Level 2	❏ Productivity and development
❏ Social Sciences	❏ Communication and language Level 3	❏ Artistic expression

Skills gained:

_____

_____

_____

	Week 1	Week 2	Week 3	Week 4
Where to find				
Activities				
Resources				
What to improve				

Signed.

_____   Approval.   _____

Teacher   Director

What I Know, What I Want to Know, and What I Learned (K-W-L) Chart

Activity: _____

Year: _____ Subject: _____

Teacher: _____

Video title: _____

Topics: _____

What I Know	What I Want to Know	What I Learned

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