



2020 TRAINING WORKSHOP NO.1

EFAL



GRADES 10-12



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

FET
Just-in-Time Training Workshop
2020: No. 1

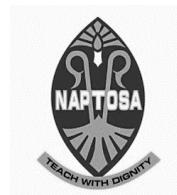
Participants' Handout

EFAL



Jika iMfundo
what I do matters

Endorsed by:



Participant's Handout

Aim of the workshop

The aim of this workshop is to provide support for five aspects of the Grades 10 and 11 Term 1 EFAL curriculum for 2020: (i) analysing and teaching two poems; (ii) analysing and teaching a short story; (iii) teaching direct and indirect speech; (iv) teaching the features of a narrative essay; using a poem or a short story as source material for writing a narrative essay that includes direct speech. The content and activities are also relevant to Grade 12, although the poems are taken from the Term 1, 2020 ATPS for Grades 10 and 11.

| Session | Topic | Time |
|------------|--|--|
| 1. | Opening Session <ul style="list-style-type: none">• Welcome and introductions• How to introduce a workshop | 10 mins |
| 2. | Discussion of changes to Planners and Trackers | 25 mins |
| 3. | Pre-workshop activity | 10 mins |
| 4. | Literature study <ul style="list-style-type: none">4.1 Analysing and teaching <i>The Clothes</i>4.2 Analysing and teaching <i>Memory</i>TEA BREAK4.3 Analysing and teaching <i>The Gift of the Magi</i> | 40 mins 40 mins 15 mins 40 mins |
| 5. | Content and activities for teaching direct speech and indirect speech | 30 mins |
| 6. | Guiding learners' writing of a narrative essay | 15 mins |
| 7. | Using a poem or a short story as a stimulus or starting point for writing a narrative essay that includes direct speech | 45 mins |
| 8. | Discussion of pre-workshop activity Reflection on the workshop and planning for future workshops | 30 mins |
| Total time | | 5 hours |

1. Opening session (10 mins)

After listening to the facilitator's introduction to the workshop, find someone whom you don't know and introduce yourselves to each other in the following way: My name is X. I teach at Y. During the end of year break I'm planning to ...

When you have had an opportunity to talk to someone new, be prepared to introduce this person to the whole group and to report on what you have learned about their plans for the summer break.

2. Discussion of changes to the Planners and Trackers (25 mins)

In this session, you will have an opportunity to look at the new planners and to consider how they differ from the previous version. You will also discuss how the resources provided in this document support improved curriculum coverage. The facilitator will review the following changes with you:

- All the tracking columns have been removed
- Two terms' planners are now in one document; two books of planners will thus be distributed in the year
- Teachers must keep these documents – they will not get a new version each year

- Tracking will be done on a separate sheet – a copy is included for photocopying
- The changes have been made to save costs, to simplify distribution and also to provide a tracker for teachers to use with any planning tool they choose – the ATP or their own work schedules.
- The document has been shortened for this workshop. Most of the planning tables and assessment exemplars have been left. The contents list makes clear everything that is included
- Everything that was in the previous planners and trackers has been included – but some resources, that were repeated each term, are now only given once., with some changes to give term details in one resource rather than two.

The revised introduction gives a lot of useful information. You should read it, and discuss the questions below – as a whole group or in smaller groups, depending on the time available.

1. What is meant by 'covering the curriculum'?
2. Why is improving curriculum coverage in our schools so important?
3. How do the following teacher activities support improved curriculum coverage?
 - a. Planning what to teach each day of the term
 - b. Reflecting on the day's teaching
 - c. Tracking curriculum actually covered against what was planned
 - d. Reporting on curriculum coverage to the departmental head
4. Sharing curriculum coverage challenges with peers; the DH and advisors What is the role of the DH in supporting improved curriculum coverage - what must he/she do?
5. What sort of attitudes and ways of interacting must exist among members of a department if curriculum coverage is to be improved?
6. How do the resources in the planner support improved curriculum coverage – think about:
 - a. The planners themselves
 - b. The assessment plans/programme
 - c. Exemplar assessment tasks with memo and analyses of cognitive levels
7. Resources related to content and pedagogy Look at the exemplar tracker sheet.
 - a. What are the main changes from the one that exists in the planners and trackers already in the schools?
 - b. Are these changes improvements? Explain why you think they are/are not.

3. Pre-workshop activity to revise your knowledge of the conventions of writing direct and indirect speech (5-10 mins)

Write your answers on the pre-workshop activity sheet. These will be discussed at the end of the workshop.

4. Literature study

4.1 Analysing and teaching the poem *The Clothes* (Grade 10)

Read the brief biography of Mongane Wally Serote and the poem *The Clothes* in the Resources pack.

In a small group, answer this question:

What can people's clothes tell us about them?

After reporting your answer in a plenary session and listening to other groups' answers, discuss whether you think it would be a good idea to use this question as a pre-reading question with a class before they read *The Clothes*.

Next, answer these questions with a partner:

1. What is the mood of this poem?
2. Suggest why the poet wrote it.
3. Several examples of **personification** and of **repetition** contribute to the emotions aroused by the poet. Identify three of these.
4. Explain why 'death-live lives' is an example of an oxymoron and what the poet is likely to be referring to when he uses these words.
5. What could have caused the man's death? (This question is an introduction to the narrative essay for section 7 of the workshop.)

Contribute your answers to a short plenary discussion and then suggest how you would teach this poem to a class.

4.2 Analysing and teaching the poem *Memory* (Grade 11)

Read the brief biography of Chris van Wyk and the poem *Memory* in the Resources pack.

In a small group answer this question:

What is your most important /powerful memory of an incident from your early childhood?

After reporting your answer in a plenary session and listening to other groups' answers, discuss whether you think it would be a good idea to use this question as a pre-reading question with a class before they read *Memory*.

Next, answer these questions with a partner:

1. In the first two stanzas the narrator offers two important contrasts between himself and his younger brother. What are they?
2. In the third stanza the narrator is excited about the vetkoek and exclaims 'we're rich'. What evidence is there in this stanza and in the previous ones that the family is not rich?
3. Suggest a possible answer to the narrator's question at the beginning of stanza four.
4. The mood of the poem changes in stanza four. In your own words, describe what happens to bring about this change of mood.

5. 'To cauterise' means to burn skin or flesh, usually to stop bleeding or prevent infection. Suggest what the narrator means when he says that his mother's scream 'cauterises his childhood'.

Contribute your answers to a short plenary discussion and then suggest how you would teach this poem to a class. For example, you may wish to discuss the effect of the poem being written in the present tense.

4.3 Analysing and teaching the short story *The Gift of the Magi* (Grade 11)

This story has been included in short story collections for schools for several generations. Some of the language is quite challenging, but the story line and theme are not likely to be difficult for most learners to understand.

Read the brief biography of O Henry and the story *The Gift of the Magi* in the Resources pack.

Note: If everyone is familiar with the story, then go straight to the discussion.

As there is limited time available at the workshop, discuss only the following in small groups:

- (i) the **theme**;
- (ii) the main events in the story as an example **of irony**;
- (iii) the **title** of the story (e.g. the reason why the author chose this title; the suitability of the title...).

Contribute your answers to a short plenary discussion and, if there is time, suggest how you would teach the story to a class.

5. Content and activities for teaching direct and indirect speech

Work in groups of three (A, B and C).

A must tell B what s/he has enjoyed most about his / her teaching this year. *This year I've really enjoyed ...*

B must report to C what A has just told him/her. *A told me that she/he...*

C must report to A what B has just told him/her. *B told me that this year you ...*

Next, discuss what differences in wording you noticed between A's direct speech to B and B's and C's reports of what A had said.

In plenary, discuss whether this activity could be useful to do with learners.

Also in plenary, describe activities that you find useful for teaching learners how to write direct and indirect speech. You may also choose to discuss any difficulties that learners have and how you address these difficulties.

Conclude this section of the workshop by reading through and, if you wish to do so, commenting on the information on writing direct and indirect speech that has been included in the Resources handout.

6. Guiding learners' writing of a narrative essay that includes direct speech

Read the section of the Resources handout with information on narrative essay writing. After you have done so, in a short plenary session, comment on it and add suggestions of your own for guiding learners' writing.

7. Using a poem or short story as the stimulus or starting point for writing a narrative essay that includes direct speech

Work in small groups to brainstorm ideas for stories which have some connection to *The Clothes* or *Memory* or *The Gift of the Magi*.

Next, suggest how you would assist learners to write a narrative that includes direct speech and that is based on one of your ideas.

Report your ideas for both topics and for supporting learners with their writing in a plenary session.

**A suggestion: how to help learners to plan the structure of their essays:
Using flow charts and key words for preparing the steps of a narrative.**

Advantages:

The learners clarify the structure of the narrative before writing out the story.

They can check the logic of the steps.

Example: A memory from early childhood

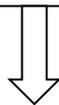
Bigger brother comes to the river; wants mother's attention



Mother concerned for safety of smaller child; does not respond



Big brother Fit of jealousy



8. Discussion of pre-workshop activity, reflections on the workshop, planning for the next workshop

Compare your answers to the short activity on direct and indirect speech with those in the memorandum and raise any queries that you might have.

Next, reflect on the workshop (e.g. what have you found useful or not useful).

Finally, suggest what you would like to be the focus of the next workshop.