



2016 TRAINING WORKSHOP NO.5  
**ISIZULU HL & EFAL**



**FOUNDATION PHASE**



education

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Department:

Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase  
Just-in-Time Training Workshop 5  
Jan/Feb 2016**

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**Facilitator's Guide**

**isiZulu Home Language  
and  
EFAL**

Endorsed by:



**Jika iMfundo**  
what I do matters



## Programme

Number	Session Name	Time Guide	Real Time / Notes
1	Session 1: Introduction	5 min	
2	Session 2: Developing a timetable	2 h 30 min	
3	TEA	30 min	
4	Session 3: Using the African Storybook stories	2 h 30 min	
5	Session 4: Closure	5 min	
<b>Total Working Time:</b>		<b>5 h 10 min</b>	

### THINGS YOU NEED FOR THIS WORKSHOP: CHECKLIST

NO.	HANDOUTS IN ORDER OF USE:	TOTAL NUMBER	CHECK
1	Participants' handout		
2	Facilitator's Guide		
<b>OTHER ITEMS</b>			
1	CAPS		
2	Teacher's Book of 4 stories; newsprint; kokis; cardboard cards.		
3	Flash drive		
4	Term 1 Grade 1, 2, 3 HL lesson plans; trackers		
5	Term 1 Grade 1, 2, 3 EFAL lesson plans; trackers		
6	Term 1 Grade 1, 2 and 3 Maths lesson plans, trackers		

### **SESSION 1: Introduction**

TIME GUIDE	5 minutes
<ul style="list-style-type: none"> <li>• Give each HoD a Participants' handout at registration.</li> <li>• Welcome the HoDs.</li> <li>• Explain the following:               <ul style="list-style-type: none"> <li>○ The first session focusses on developing timetables for each grade so that the CAPS times are covered and all the components of the lesson plans are taught each week.</li> <li>○ The second session is an introduction to the African Storybook project. It focusses on what the materials are, how they can be accessed, where they fit into the lesson plans and how they can be used.</li> </ul> </li> </ul>	

## SESSION 2: Timetables

### Step 1: Introduction to the purpose and key activities of the session (5 minutes)

The purpose of this session is to design a timetable that helps teachers cover the work set out in the lesson plans in the time allocated to it. It is one response to concerns about the pace of the work. Good timetabling can greatly assist teachers achieve the pace required by helping them be well prepared, well organised and able to move quickly from one lesson/activity to the next.

In this session, participants will revise:

- The CAPS time allocation for different subjects
- The CAPS times for each component in HL and EFAL
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They will then:

- Review a few examples of timetables from KZN schools to see if they comply
- Critique a sample timetable based on the lesson plans
- Develop a weekly timetable

### Step 2: CAPS time allocation for different subjects (25 minutes) (Activity 1, Page 2 in Participants' handout)

- Ask the participants to turn to the table showing the CAPS time allocations for different subjects in their Participants' guide (Table 1, p. 2) This table is shown below for your reference.
- Go through each grade and subject pointing out the time for each subject and the total time that should be taught in each grade
- Answer any questions; note the additional 2 hours a week for Grade 3.

**Table 1: CAPS TIME ALLOCATION FOR ALL FOUNDATION PHASE SUBJECTS**

GRADE	SUBJECT	HOURS
Grade 1	HOME LANGUAGE	7
Grade 1	EFAL	3
Grade 1	MATHS	7
Grade 1	LS	6
<b>Total for Grade 1</b>		<b>TOTAL: 23 HOURS</b>
Grade 2	HOME LANGUAGE	7
Grade 2	EFAL	3
Grade 2	MATHS	7
Grade 2	LS	6
<b>Total for Grade 2</b>		<b>TOTAL: 23 HOURS</b>

<b>Grade 3</b>	HOME LANGUAGE	7
<b>Grade 3</b>	EFAL	4
<b>Grade 3</b>	MATHS	7
<b>Grade 3</b>	LS	7
<b>Total for Grade 3</b>		<b>TOTAL: 25 HOURS</b>

- Ask the participants to turn to the table showing the CAPS time allocations for the two languages in their Participants' guide (Tables 2 and 3, pp. 3-4). It is shown below for your reference. Go through this with them.
- Answer any questions

**Table 2: Table 2: Time allocations for the components of HL in Grades 1, 2 and 3**

<b>GRADE 1 HL</b>		
<b>Components</b>	<b>Number of hours per day</b>	<b>Total per week</b>
Listening and Speaking	15 min x 3 days	45 minutes
Phonics	15 min x 5 days	1 hour 15 minutes
Group Guided Reading	30 x 5 days (15 min each group)	2 hours 30 minutes
Shared Reading	15 min x 3 days	45 minutes
Handwriting	15 min x 4 days	1 hour
Writing	15 min x 3 days	45 hour
<b>TOTAL for Grade 1 HL</b>		<b>7 HOURS</b>

<b>GRADE 2 HL</b>		
<b>Components</b>	<b>Number of hours per day</b>	<b>Total per week</b>
Listening and Speaking	15 min x 3 days	45 minutes
Phonics	15 min x 5 days	1 hour 15 minutes
Group Guided Reading	30 x 5 days (15 min each group)	2 hours 30 minutes
Shared Reading	15 min x 3 days	45 minutes
Handwriting	15 min x 3 days	45 minutes
Writing	15 min x 4 days	1 hour
<b>TOTAL for Grade 2 HL</b>		<b>7 HOURS</b>

<b>GRADE 3 HL</b>		
<b>Components</b>	<b>Number of hours per day</b>	<b>Total per week</b>
Listening and Speaking	15 min x 3 days	45 minutes
Phonics	15 min x 4 days	1 hour
Group Guided Reading	30 x 5 days (15 min each group)	2 hours 30 minutes
Shared Reading	20 min x 3 days	1 hour
Handwriting	15 min x 3 days	45 minutes
Writing	20 min x 3 days	1 hour
<b>TOTAL for Grade 3 HL</b>		<b>7 HOURS</b>

**Table 3: Time allocations for the components of EFAL in Grades 1, 2 and 3**

<b>GRADE 1 EFAL</b>		
<b>Components</b>	<b>Number of hours per day</b>	<b>Total per week</b>
Listening and Speaking		1 hour 30 minutes
Reading and Phonics		1 hour 15 minutes
Writing		15 min
<b>TOTAL for Grade 1 EFAL</b>		<b>3 HOURS</b>

<b>GRADE 2 EFAL</b>		
<b>Components</b>	<b>Number of hours per day</b>	<b>Total per week</b>
Listening and Speaking	30 minutes	1 hour
Shared Reading	30 minutes	
Phonics		15 minutes
Group Guided Reading		1 hour 15 minutes
Writing		30 minutes
<b>TOTAL for Grade 2 EFAL</b>		<b>3 HOURS</b>

<b>GRADE 3 EFAL</b>		
<b>Components</b>	<b>Number of hours per day</b>	<b>Total per week</b>
Listening and Speaking	30 minutes	1 hour
Shared Reading	30 minutes	
Phonics		15 min
Group Guided Reading		1 hour 15 minutes
Language Use		30 minutes
Writing		1 hour
<b>TOTAL For Grade 3 EFAL</b>		<b>4 HOURS</b>

**Step 3: School Timetables A and B** (35 minutes) (Activity 2, Page 5 in Participants' handout)

- Ask the participants to turn to the schools' timetables toward the back of their handout. (pp.22,23 in Participants' handout, pp 13,14 here) Ask half of the groups to examine Timetable A and the half to examine Timetable B. They will now in groups determine whether or not these timetables comply with the CAPS times for each subject and, if they have components written in, with the component times. To do this they should answer the following questions:
  1. Is the total time specified for teaching and learning in the week correct?
  2. Are the CAPS times for each subject correct? If not, what is incorrect?
  3. Are all the CAPS components as specified in the lesson plans covered? If not, what is incorrect?
  4. Would you find this timetable easy to use in your school? Why? Why not?
  5. Do the times suit your school? If not, how would they need to be changed?
- Ask a few groups to report back on their discussion. Facilitate a general discussion on the timetables.
- In the discussion make sure that the participants have noted that:
  - **With Timetable A:**
    - The Maths, EFAL and LS times are correct i.e. 7 hours, 3 hours and 6 hours respectively.
    - However the HL time is 7 hours 30 minutes instead of 7 hours.
    - The components have been inserted but the HL and EFAL the components do not correlate with the lesson plan components for that day. This could make it difficult to cover all the content and skills that the CAPS expects because the lessons might not all be done.
  - **With Timetable B:**
    - The Maths, HL and EFAL times are correct (7 hours, 7 hours, 3 hours).
    - However, Life Skills (LS) is only 5 hours and it should be 6 hours.
    - No components have been indicated in this timetable. This could mean that the teachers are following the lesson plan components or that they are doing whatever they decide to do on that day. Again, as with Timetable A this may mean that all the content and skills will not be covered.

**Step 4: Sample Timetable** (35 minutes) (Activity 3, Page 5 in Participants' handout)

- Ask the participants to turn to the sample timetable toward the back of their handout.(p24; p 15 here) They will now critique this timetable.
- In groups the participants must answer the following questions:
  1. Is the total time specified for teaching and learning in the week correct?
  2. Are the CAPS times for each subject correct? If not, which are incorrect?
  3. Are all the CAPS components as specified in the lesson plans covered? If not, which are incorrect?
  4. Would you find this timetable easy to implement? Why? Why not?
  5. Do the times suit your school? If not, how would they need to be changed?
- Ask a few groups to report back on their discussion. Facilitate a general discussion on the timetables.
- **In the discussion** make sure that the participants have noticed that the times for HL, Maths, EFAL and LS are correct and that the components from the lesson plans have been included as they appear in the lesson plans. This should help teachers to know what they teach each day and to keep up with the pace of the lesson plans. All content and skills from the CAPS should, therefore be covered. Decide when the extra half an hour for LS should be taught in order to get the correct number of 6 hours. Is the school day longer on some days than others?

**Step 5: Draw up own timetable** (35 minutes) (Activity 4, Page 5 in Participants' handout)

- Ask the participants to turn to the blank timetable provided in the Participants' handout (p.25 in Participants' handout, p.16 here).
- Tell them that they can sit with another teacher from the same school. They must choose a grade and develop a timetable for that grade. Try to ensure that all grades are covered by at least some pairs. They must look at week 4 in the HL, EFAL and Maths lesson plans and draw up a timetable that takes into account the lessons that the lesson plans cover for that day and their school day. They can use the summary from the lesson plans for each Grade that can be found at the end of their Participants' handout (pp. 26- 28 there, pp.17 – 19 here). This shows all the components for languages that must be done each day – they do not have to appear in the timetable in this order – but must all be covered.

Once the timetables have been written ask all teachers of Grade 1 to sit together and share their timetables and the same with Grade 2 and Grade 3 teachers. You might need more than 1 group for some grades. If there is anything that they would like to change on their timetable from this discussion they should change it.

**NB:** If anyone asks about the *drop everything and read* campaign, tell them that time for this must be additional to the time specified in the CAPS. Note that the minimum reading time required by the province for reading (2.5 hours daily) is already in the times in the lesson plans for reading (GGR, paired and independent reading that happens with this, and shared reading).

**Step 6: Reflection on departmental meetings** (15 minutes) (Activity 5, Page 5 in Participants' handout)

Remind participants that it is really important that teachers reflect on their work, and that Heads of Department monitor and support them in covering the curriculum. A departmental meeting is a place where colleagues can discuss issues that arose in the week, seek advice and give each other help.

This short session is a time for them to share their experiences of these processes with a colleague from another school.

**Ask the participants to discuss the following questions with a partner from a different school:**

1. When do you hold meetings the teachers when you reflect on curriculum coverage and help them with any difficulties that they may be having?
2. What were some of the difficulties that the teachers experienced in 2015?
3. How did you help them to overcome them?
4. What help do you need to do this reflection work better?

There will probably not be time to take feedback from each group. You should listen to the discussion in the groups, and, if possible, note some of the key points that are common, and include them in your training report.

### **SESSION 3: Using stories from the African Storybook project**

<b>TIME GUIDE</b>	2 hours
<b>RESOURCES</b>	Teacher's book; memory stick/flash drive; newsprint; cardboard cards; koki pens;
	<ul style="list-style-type: none"> <li>• Participants' handout and Facilitator's Guide</li> </ul>

## How to use this part of the Facilitator's Guide

### Structure

This Facilitator's Guide accompanies the Participants' Handout. You will see that it follows exactly the same structure as the Participants' Handout. Instead of having activities, the guide provides you with guidance and suggestions for how to manage and facilitate those same activities. The headings and numbering is the same so that you can follow along as you are training.

### Planning

Altogether the activities take about 2 hours. Each activity has a suggested time. When you plan your training you can use those times to decide how much time you need. You will notice that activities 4.3, 4.4 and 4.5 run at the same time. During the feedback on these activities groups will learn from each other.

There are some activities that you need to think about, prepare for and even practice before your workshop begins.

### Support

There are different kinds of support in the Participants' Handout and in the Facilitator's Guide. The icon 'Think about this' provides you and the participants with information after each activity. The purpose of this information is to help you to guide the conversations that happen around the activities. But it is also for the participants to read and think about during or after the workshop. They can take the Participants' Handout home and read it again if they choose to.

The Facilitator's Guide also helps you to think about what resources you need to facilitate the activities. Sometimes you will use the stories in the Teacher's Book, the printed stories or the stories on the stick. But for some activities you will need resources such as a powerpoint (or a print out of it), or newsprint and koki's or other resources. Where necessary there is a list of the resources that you will need for the activities.

### Methodology

The methodology used in the Participants' Handout is an activity-based methodology. This means that the focus during the workshop is on participants doing things and practising what they are learning. But doing things without thinking and talking about what we do does not necessarily lead to us learning something new. It is important to give participants time to do and to think and talk about what they have done and what they have learned. The Facilitator's Guide also provides guidance on how to facilitate using this methodology.

### Workshop management

In the same way that classroom management can support children's learning so workshop management can support participants' learning and participation in a training workshop. The Facilitator's Guide provides you with some tips for managing groups, managing feedback and managing resources.

## 1. Introduction

**Facilitator:**

- *Include the introductory notes as part of your normal introduction to participants.*

## 2. The African Storybook website

**Facilitator:**

[this should take about 15 minutes]

- *Use the powerpoint presentation on your stick if you have a computer and a projector, to describe how to find, read, download, project and print stories from the website.*
- *If you do not have a computer you can use the printed version of the powerpoint in the Participants' Handout and the participants can follow in their own copies.*

## 3. Linking stories with the curriculum

**Facilitator:**

- *Participants need to have copies of CAPS.*
- *Participants should also bring copies of their lesson plans with them so that they can use them in this activity.*



### **Activity 3.1: Stories in the curriculum**

[Spend about 20 minutes on this activity]

**Resources:**

- Teachers' Handouts per grade
- Existing lesson Plans
- CAPS documents

**Facilitator:**

- *If you are running a workshops with mixed Grade teachers, it would be best if these small groups consist of teachers teaching the same grade.*

## 4. Stories for young children who are learning to read



### **Activity 4.1: My favourite story**

[Spend about 20 minutes on this activity]

**Resources:**

- Cards for key words
- Kokis

**Facilitator:**

- *You can reduce the time on this activity by asking people only to share their ideas about what makes a favourite story. It will take too long to listen to everybody's stories.*
- *Don't let people repeat what someone has already said.*



- *As people report back you can write key words on cards to make it more interesting.*
- *Use these notes to guide your key words, and the conversation when the activity is finished.*
- *Participants can also read these notes. You will see that there are some questions in these notes. Ask the participants to read the box about 'A good children's story', and think about whether they agree with what they have read.*

**Activity 4.2: Preparing to use stories**

[Spend about 20 minutes on this activity]

**Facilitator:**

- *It is probably a good idea to have Grade groups for this activity.*
- *You don't want to keep changing groups too often so think about how you want to manage the groups before the workshop starts.*



- *Use these notes to guide the conversation when the activity is finished.*

**Activity 4.3: Language in stories - vocabulary**

[Spend about 45 minutes on this activity]

**Facilitator:**

- *This activity will run at the same time as activities 4.4 and 4.5.*
- *Divide participants into 3 groups. One group will do Activity 4.3, another group will do Activity 4.4 and the last group will do Activity 4.5.*
- *Give participants 20 minutes to work in their groups.*
- *Try and make sure the groups don't all choose the same story to work with.*
- *When all activities are finished give each group 5 minutes to share what they did.*
- *Ask someone in the group to record the language they identify in the story.*



- *In the feedback you can ask participants from other groups to add ideas about what language children can learn from stories.*
- *The example we have given of UNkukhu noShongololo is just one example. The participants will choose other stories.*



#### **Activity 4.4: Children making new endings**

[Spend about 45 minutes on this activity]

##### **Resources:**

- Cards or newsprint to write down the new endings;
- Pens

##### **Facilitator:**

- *This activity will run at the same time as activities 4.3 and 4.5.*
- *Divide participants into 3 groups. One group will do Activity 4.3, another group will do Activity 4.4 and the last group will do Activity 4.5.*
- *Give participants 20 minutes to work in their groups.*
- *Try and make sure the groups don't all choose the same story to work with.*
- *When all activities are finished give each group 5 minutes to share what they did.*
- *Give participants paper or cards to write their new endings on.*



- *Use these notes to guide the conversation when the activity is finished.*



#### **Activity 4.5: Children illustrating stories**

[Spend about 45 minutes on this activity]

##### **Resources for this Activity:**

- Two sheets of newsprint per group;
- Kokis;
- Prestik;
- Pens, crayons, pencils.

##### **Facilitator:**

- *This activity will run at the same time as activities 4.3 and 4.4.*
- *Divide participants into 3 groups. One group will do Activity 4.3, another group will do Activity 4.4 and the last group will do Activity 4.5.*
- *Give participants 20 minutes to work in their groups.*
- *Try and make sure the groups don't all choose the same story to work with.*
- *When all activities are finished give each group 5 minutes to share what they did.*
- *Be careful that participants don't spend a lot of time writing the story onto newsprint. Encourage them to choose only one page, or prepare a story yourself on newsprint beforehand for them to use.*
- *Some participants can illustrate on newsprint, others can draw on separate A4 sheets.*
- *You will need paper and crayons.*


**Think about this**

- *Use these notes to guide the conversation when the activity is finished.*
- *Remind participants that they do not have to draw perfectly. This is simply an example of an activity that we can do with children. Anyway, children do not draw perfectly and they don't worry about that!*
- *In the feedback you can ask participants from other groups to add ideas about ways of children illustrating stories.*
- *End the activity and the workshop by returning to Activity 3.1 to reflect on how they can use these ideas in their lesson plans.*

#### ACTIVITY 4: CLOSURE

<b>TIME GUIDE</b>	5 minutes
<b>RESOURCES</b>	
<ul style="list-style-type: none"> <li>• Ask the HoDs if there are any questions.</li> <li>• Remind them that they must take what they have learnt back to their teachers. Give them a copy of the facilitators' guide to help them do this.</li> <li>• Thank them for attending.</li> </ul>	