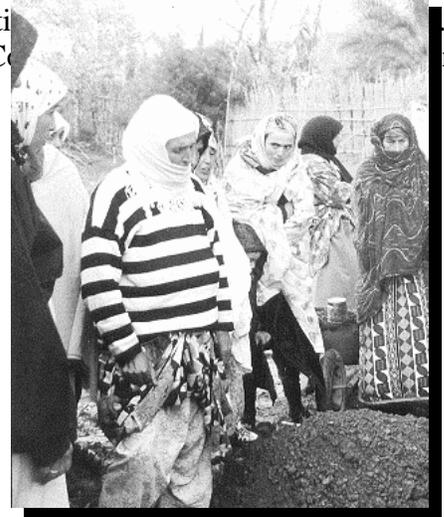


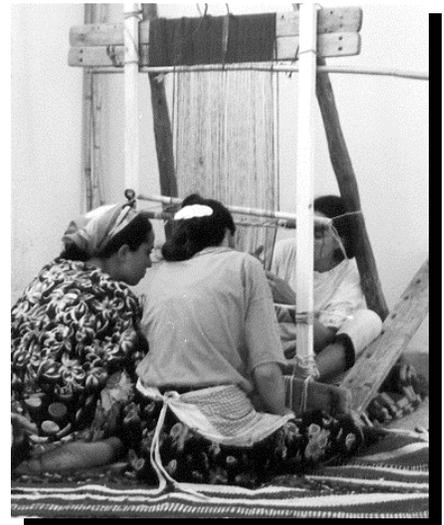
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# Working With CCBI

**Workbook and  
Companion Material**

**Peace Corps**



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# Working with CCBI Workbook and Companion Material

**Peace Corps  
2000**

**Information Collection and Exchange  
Publication No. M00063**



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# Introduction

Welcome to your personal experience with Community Content Based Instruction – CCBI. This workbook will be your companion as you begin using CCBI.

## *Objectives*

When you finish this section, you will be able to:

- ❖ Explain how to use this workbook
- ❖ Describe the goals of CCBI

## *About this Workbook*



This workbook is a compliment to the training you receive as part of your Pre-Service Training (PST) and In-Service Training (IST). Although we usually think of CCBI in the context of the classroom, this workbook can help you incorporate CCBI in your activities in any sector. It will help you:

Become integrated into your community;

Incorporate what you learn about your community into your regular class and community activities.

*Working with CCBI* is not your conventional training workbook. First of all, there might not be a Peace Corps “trainer” within miles. It’s up to you to learn as much as you can. This workbook will help guide you through the learning process.

Learning with this workbook requires that you:

- Take an active part in the learning
- Work independently or with little supervision
- Take responsibility for learning
- Keep track of you results
- Be prepared to share your experiences with others
- Learn what you need to learn

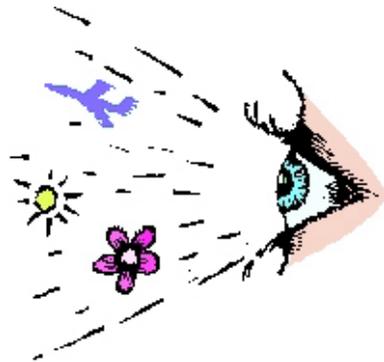
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*Working with CCBI* is packed with useful information and practical activities. It starts off at a basic level, assuming that you are new to your community and the local language. As you continue to use the workbook the information and activities become more challenging.

### *How to Use This Workbook*

This workbook is yours to keep. You can work your way through it cover to cover. You can refer to it when you're looking for inspiration or direction. It will reinforce some of what you learned in training and it will lead you in new directions. You should use this book to record your thoughts, feelings, and questions. You will have a chance to share your experiences with other Volunteers when you get together again for an IST or other event.



The workbook is full of activities that will bring you into contact with your new community. Many activities involve observing people and recording what you see. Be careful! In many cultures being watched and recorded can be very threatening. Always remember that you are an outsider (at least for a while) and only visiting. When an

activity requires observing people try to be invisible. At the end of the day take some time to reflect on what you've seen, heard, felt, smelled, and then write it down. After a while, and depending on other circumstances, you may be able to make notes in public and take pictures.

This workbook is organized around a typical lesson plan design. Given where you are and that you are reading this workbook, you are probably pretty motivated to get started. Each section of the workbook presents you with some fundamental information and the opportunity to practice what you've just learned. The goal is for you to be able to apply what you learn to your activities in the classroom and in the community.

In essence, this workbook is one big lesson that you take at your own pace. Each section contains:

***Motivation*** – some thoughts that spark your interest

***Information*** – content specific to the subject of the section

***Practice*** – activities that help you learn

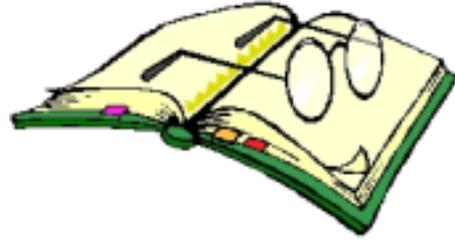
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*Application* – incorporating what you’ve learned

### *CCBI Companion Material*

In addition to this workbook there is a collection of reference and sample documents, which includes the lesson plan we are using to model a good CCBI approach, additional good sample lesson plans, a blank lesson plan that you can use as a template, and lots of useful information.



### *Culture Matters*

CCBI creates an intimate relationship between you and the local community. To be successful, there needs to be a lot of trust. As you use CCBI activities to gather information, be careful to respect social norms. Consult with your community partners, other experienced PCVs, and your APCD if you have any questions about what is and is not acceptable to your community.

### *A Word about CCBI*

Content-Based Instruction (CBI) is a term commonly used by educators in the United States to connote a theme-based approach to teaching subject matter such as English as a Second Language (ESL), science, or math. Instead of practicing the past tense by conjugating a verb in standardized phrases such as "I threw the ball," students might work on a communicative series of phrases such as: "The children washed their hands every day before eating" or "I picked up the litter in the street and threw it into a trash bin."



In developing the framework for *Community* Content-Based Instruction (CCBI), "Community" has been added to emphasize the need for the content and process of lessons to originate from the issues and needs found in your local community. CCBI is a natural outgrowth of Peace Corps' approach to community development and the Volunteer's role in that process.

CCBI goes beyond making local references in the classrooms. It can inspire and inform community action. In

## Working with CCBI

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the context of Peace Corps' projects, CCBI is a fully participatory approach to assisting communities by:

Using participatory techniques, such as Participatory Analysis for Community Action (PACA), to explore community assets and needs, and identify community issues;

Incorporating content themes, such as health or environment, into lessons based on needs assessments;

Implementing actions, projects, or activities around the identified content that link schools with their communities; and

Acting as a catalyst to implement community-based action, such as making and placing posters that communicate the importance of proper hand washing, or making and installing public trash bins.

### *Suggested Activities*

- Review **Applications of CCBI** in the CCBI Companion Material.
- Start to think about how you can incorporate content-based instruction in your project areas.
- If you are an Education Volunteer, you may be required to follow a mandated curriculum or you may have total freedom to create your lesson plans. In any case, become familiar with your curriculum guides, lesson plans, and anything else that is already developed.

# 1. The Subjects

The subject you teach will influence how you incorporate community content. In some instances you have full control over what you teach. In other instances you have to follow strict guidelines mandated by a government ministry. In either case, think of creative ways to incorporate CCBI into your lesson plans.

### *Objectives*

- ❖ Review the sample lesson plans in the *CCBI Companion Material*.
- ❖ Create some ideas for incorporating CCBI into your lesson planning.

### *Education Examples*

The following CCBI lessons are examples of some of the ways volunteers have used CCBI in their community. The complete lessons are available in *CCBI Companion Material*.

<b>Lesson Title</b>	<b>Community Topic</b>	<b>Academic Subject</b>
1. Deforestation	Environmental Resources - deforestation and loss of habitat	TEFL (combined with environment issues)
2. The cost of AIDS	Health - HIV	Mathematics and/or Business (and health)
3. Gender Differences in Daily Life	Girls' Education	Math (and social/cultural community issues)
4. Fuels in The Community	Utilization of environmental resources	Chemistry (and cultural community issues)
<b>5. Effective Resume Writing</b>	(Un) Employment	Business or English (and social/cultural community issues)
6. Rivers, Lakes, and Clean Water	Utilization of environmental resources and water supply	Geography (and local environment issues)
7. Preventative Health	Health and Hygiene	English or Biology (and local health issues)

## Working with CCBI

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<b>Lesson Title</b>	<b>Community Topic</b>	<b>Academic Subject</b>
8. Hand Washing Hygiene	Water/Sanitation – Hygiene	English (and health issues)
9. Taking Chances with HIV	Health – HIV	Mathematics (and health issues)
10. Myths About Thunder & Lightening	Mythology about Weather	TEFL (with science)

### *Other Examples*

Volunteers are using CCBI in projects that are not involved in classroom learning. Some examples are:

A community development Volunteer is working with a group of out-of-school youth on developing business skills for self-employment. In addition to setting up tree nurseries to generate income, the youth are also educated about the effects of deforestation. While selling the seedlings from the nursery, the youths also work on a community tree planting campaign.

A group of women are concerned about the distance they have to travel to collect firewood. Start a project that teaches women how to build fuel-efficient stoves and then how to teach other women how to build the stoves.





## 2. Information Gathering

Very often volunteers arrive in communities and set about to fix problems. While their intentions are good, unless the community is involved in determining what is, and what is not a problem and helps develop the appropriate solution, the fix will likely leave with the Volunteer. Remember, “community” is the first C in CCBI.

### *Objectives*

When you finish this section you will be able to:

- ❖ Describe three techniques for gathering information about your community.
- ❖ Describe which techniques you find most useful.
- ❖ Use one or more of the techniques.
- ❖ Analyze the results of your information gathering technique and list the topics you will incorporate into your classes or other activities.

### *Getting Started*

This section will help you get to know your community and help the community get to know you. The process of community entry can take a while. Use these activities with other resources like *Culture Matters* and *A Few Minor Adjustments*. It probably won't be difficult to realize that you are in a culture different from the one you're used to. However, you might have to make more of an effort to **appreciate** the differences.

### *Suggested Activities*

Here are some things you can start doing right away to get to know your community and for them to get to know you. These activities require very little language skills but do require an awareness and respect for the local culture.

### **Community Walks**

- You can learn a lot about your community and new neighbors simply by walking around and observing where different people congregate at different times during the day. Use the following pages to record what you see, hear, smell, and feel in your community's activity centers.

## Working with CCBI

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Some things to keep in mind as you adventure out:

Start out walking in a small area close to where you live and gradually expand the distance.

Respect social norms concerning where you go, who you talk to, writing notes, and taking pictures.

Consult with your APCD, community partners, host family, and other Volunteers for suggestions and advice.

Be alert and careful.

Have fun!







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### Neighborhood Sketch

- After a week or so of walking around your neighborhood you'll have a good idea of where things are. Use the space on this page to draw your neighborhood in relation to where you live. Include the homes of other people you've met, popular gathering places, things you find interesting or beautiful, and other assets of the community like local services and institutions.

Date: \_\_\_\_\_



My Home

### Reflective Questions

- Take a few minutes to think about these questions.

What kinds of things did you draw?

If you reflect on your map and what is 'out there', what did you not put on your map? Why?

Our culture and narrow life experience influence what we think is important. See if you can learn a bit more about your community by asking some others to map the same area. For example, does a group of boys or girls see the community in the same way? In what ways are their views similar to or different from yours?

### Shadowing

- This is also something you can do while you're developing your language skills. Work with your community partner to identify some people you can tag along with as they perform their daily activities. Make sure your community partner explains what you are doing. Try to shadow several different people of different ages; men, women, boys, and girls as culturally appropriate. At the end of a shadowing experience, or at the end of a day, use the following pages to record your observations and experiences.

Some thing to keep in mind as you shadow:

- You might want to shadow a neighbor or host family member first.
- Be sensitive to time constraints and workloads.
- If appropriate, participate.
- Ask simple questions.
- Make mental notes of what is important to different elements of the community.

At the end of the day, or when you get back home, write down where you went, what tasks you observed people doing, where people tend to congregate, the textures and aromas around you, and how people spend their time at work and relaxing.



***Observations of a Shadow***



Date:

Describe the person being shadowed

Observations

***Observations of a Shadow***



Date:

Describe the person being shadowed

Observations

### Host Family Interviews

- If you are living with a host family you can use that as an opportunity to learn more about the entire community. Arrange for a time to meet with individual family members or the entire family (as socially acceptable) and ask them a series of open-ended questions. You do not need to write down their responses. If you want, make mental notes on how the different family members respond and record them later. Encourage them to elaborate.

### Sample questions

Where in the community do you (the men, the women, the boys, the girls) spend most of the day?

What is the most important place in the community (neighborhood, town, village)?

What is your favorite holiday? Why?

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Who is the most famous person in the community? Why?

What is the most famous historic event that people still talk about?

What is the community most proud of?

Other questions of interest to you:



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### Treasure Hunt

- Try to locate these things in your community and write a note about each of them.

The most common flowering plant

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The places to buy the freshest food

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Where to store fresh food

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The place with the best view

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## Working with CCBI

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- List other things that you might need: personal items (needle and thread, sharp knife, shampoo), services (shoe repair, hair cut, laundry), and sources of information (a radio, newspaper, an informed member of the community). Explore your community to find them. Note other things you learn while exploring.

### Personal Items

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Notes:

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Notes:

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Notes:

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### Services

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Notes:

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## Working with CCBI

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Notes:

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Notes:

### Information

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Notes:

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Notes:

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Notes:



### 3. Subject Objectives

Learning is a journey — hopefully a very pleasant journey that lasts a lifetime. Like any journey, learning has destinations and milestones. In the world of learning, a road map would be a syllabus or curriculum. The destinations and milestones are the objectives. As a teacher you are a lot like a tour guide. Your job is to help your students get to their destinations.

## *Begin with the end in mind*

No matter what you are teaching — academic subjects like Math or English, or vocational skills like managing a budget or building latrines — you, and your students, need to know where they are going.

### *Objectives*

Upon completing this section you will be able to:

- ❖ Describe the role of objectives in teaching and learning.
- ❖ Write instructionally sound objectives.
- ❖ Write objectives for your subject area.

### *The Role of Objectives*

Which is better?

*Today I am going to teach you how to do subtraction.*

*By the end of this lesson you will be able to figure out how much change you should get back by using subtraction.*

Hopefully you chose B. But, it wouldn't be surprising if you had a hard time choosing. Many of us are a product of the A-type of learning. Remember, objectives are the destinations that the learners are going to. You are the guide.

## Working with CCBI

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### Instructional Design

Good instructional design does the same thing as PACA — it looks at what is and compares that to what could be. The differences between the way things are and the way we want things to be is what's needed. Once we know what's needed we can make a plan to get it. That's where objectives come in.

Good objectives tell you three things:

**Learning:** the skill, knowledge, attitude or behavior the students will learn.

**Observable Student Behavior:** The observable (and perhaps measurable) thing that the students will do to show they have learned the skill, knowledge, attitude or behavior.

**Conditions:** the circumstances under which the student will demonstrate the skill, knowledge, attitude or behavior.

#### For example:

Given a 10 question multiple-choice test, students will answer correctly at least 8 of the questions.

You can use the following sentences as guides for writing objectives:

Given (Conditions) , the students will demonstrate the ability to (Learning) by (Observable Student Behavior)

Compare these two statements:

Appreciate the significance of traffic signals and road signs.

Given a list of the 10 most common traffic signals and road signs, correctly describe each one.

Who's car would you rather be in? Why? The difference between these two statements is that with B everyone knows when they're successful.

Good objectives help teachers teach and learners learn. They do not describe how to go about achieving the desired results. They simply state what the results will be.

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### *SMART Objectives*

Objectives should also be SMART. This is a handy acronym you can use to check your objectives.

**S**pecific: What is the exact result you are looking for?

**M**easurable: How the learner demonstrates successful?

**A**ppropriate: Does the objective directly relate to the identified need?

**R**ealistic: Can the outcomes really be achieved?

**T**imely and time oriented: Is there enough time to be successful?

### *Action verbs*

One way to make your objectives SMART is to use action verbs. Action verbs describe results that are observable and measurable, like write, draw, list or name. Other verbs like understand, know, appreciate, and believe can't really be observed or measured. Below is a list of common "Action Verbs" to use when writing objectives.

define	compare	simplify	estimate
describe	contrast	assemble	measure
differentiate	deduce	construct	prove
identify	explain	draw	reduce
list	paraphrase	apply	solve
name	present	make	verify
order	discuss	demonstrate	calibrate
state	design	articulate	convert
classify	expand	outline	dissect
formulate	predict	read	manipulate
locate	reorder	summarize	report
reproduce	restate	calculate	specify

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Here are a few examples of well-written objectives:

Given two angles and one side of a triangle, students will calculate the lengths of the other sides of the triangle by applying trigonometric equations.

When presented with a velocity-time graph, students will calculate distance traveled by the moving object represented by the graph.

Given a political map of the Southern Zone of Tanzania, the students will label all political districts and identify at least one major crop for each district.

Given a list of types of human interactions, students will describe which can and which cannot transmit HIV.

When allowed to reflect on a story, students will summarize the plot, describe the setting, and list all the main characters.

## Working with CCBI

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### *Suggested Activities*

- Review the Levels of Learning section in the CCBI Companion Material.
- Rewrite the following statements to turn them into good objectives. Make sure each one involves learning, has an observable or measurable behavior, has conditions, and that each one is SMART.

Develop an understanding of when to use "to", "too", and "two".

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Learn to add fractions.

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Appreciate clean water.

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Build a simple table.

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Become familiar with the local geography.

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## Working with CCBI

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### Sample Objectives

Here are some suggestions for rewriting the objective in the previous activity.

Develop an understanding of when to use "to", "too", and "two".

Given 10 sentences, indicate which 5 sentences use "to", "too", and "two" correctly.

Given 6 sentences with blank spaces, correctly complete each sentence by using the correct "to", "too", or "two".

Learn to add fractions.

Given 2 fractions, correctly describe the process to add them.

Given 5 sets of fractions, correctly add each set.

Appreciate clean water.

Given a list of illnesses, choose the three that are caused by drinking contaminated water.

Describe an easily available process to purify water

Build a simple table.

Given four wooden legs, a tabletop, and directions, follow the directions to correctly assemble the table.

Become familiar with the local geography.

Given a map of the local area divided into zones, correctly label each zone.

On a blank piece of paper draw a map of the local area indicating all of the sources of clean water.

### 4. Community Content Objectives

This is where you combine what you know about writing objectives with what you've learned about your community. The community entry activities you completed earlier are a good starting point. But, using PACA-type tools is the best way to understand the community's real needs.

#### *Objectives*

- ❖ Use what you know about writing good objectives and what you know about your community to write educational objectives that incorporate community issues.
- ❖ Revise educational objectives to incorporate community issues.

#### *Content and Context*

Classroom learning is usually a matter of memorization. The teacher or a textbook presents a topic and students are supposed to learn it. This is the way most of us were taught in school. And, especially in the lower grades, it is a valid approach. However, CCBI adds value to conventional classroom teaching by putting learning in context.

By using community content to teach, we take abstract topics and ground them in everyday life. Instead of learning how to multiple percentages with numbers only, we use percentages to analyze how the cost of AIDS impacts the family budget. Instead of being able to use if/when clauses in random sentences, we use if/when clauses to describe the consequences of deforestation.

Topics presented in context greatly improve learning.

## Working with CCBI

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### *Suggested Activities*

- Review the model lessons in the *Companion Material* for ideas.
- Re-write these objectives to incorporate community issues.

Develop an understanding of when to use "to", "too", and "two".

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Learn to add fractions.

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Appreciate clean water.

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Build a simple table.

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Become familiar with the local geography.

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### 5. Learning Styles

Imagine you've just been given a new personal computer, complete with monitor, printer, modem, and a scanner. You have all the parts you need and they are still in their original boxes, stacked on the floor in front of you. You're very excited and want to get it working right away. How would you proceed?

#### *Objectives*

- ❖ Define "learning style".
- ❖ Describe how you learn best.
- ❖ List some ways others might learn best.

So, how would you proceed? Would you

- Calmly open the main PC box, find the instructions and read them cover to cover before touching anything?
- Find the instructions and follow them as you assemble the components?
- Rip open the boxes, start plugging things in and maybe check the instructions if you have a problem.
- Ask a friend who knows about computers to come over and help?

Clearly, there are different ways to accomplish the task – different styles.

## Working with CCBI

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### *Suggested Activity*

- Now, consider your task is to learn something. Think of a thing you are expected to learn in the near future -- new vocabulary, how to cook local food, how to negotiate a ride into town, how to teach math to fifth graders.

Pick one thing and think about how you would prefer to learn it.  
Would you rather:

	Yes	Maybe	No
Listen to lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to lectures and then practice on your own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work one-on-one with an expert instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch a video?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch a video and practice with an expert?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a book on the subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a book on the subject with an opportunity to ask an expert questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Just do it and see how it works?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put it off until some time in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your responses have a lot to do with what you're expected to learn. Your responses also reflect how you prefer to learn. The next time you get together with colleagues or at an IST, compare notes and discuss why you each choose what you did.

### **Reflective Question**

Take a moment to think about why it might be important to know about learning styles. Why is it useful to understand that people learn differently?

### *Introduction to 4MAT®*

The typical lesson plan used by most Peace Corps teachers is based on the 4MAT model developed by Bernice McCarthy. Most PSTs for educators use her book *The 4MAT System, Teaching to Learning Styles with Right/Left Mode Techniques*.

The 4MAT model divides a lesson plan into 4 quadrants. Each quadrant appeals to a different learning style. By the time the lesson is complete all learners will have been engaged.



The following sections describe each quadrant in detail.



### 6. Motivation

The first part of the 4MAT model is motivation – motivation to learn. But just what does motivate a child or young person to learn?

- Getting a passing grade so he can stay on the football team?
- Passing a test so she can go out with her friends Friday night?
- Pride, self-esteem, discipline?
- A desire to continue on to the next level in school and get into a university?
- To become a doctor and care for the people in his village?
- To become a doctor and be able to leave his village?

Like everyone else, children and young people are motivated on many different levels. If you try to appeal to what is important to each child in a classroom at any given moment you'll likely not be successful, feel very frustrated, and waste a lot of time.

This section will offer some ideas on how to motivate a **class of learners**.

#### *Objectives*

Upon completing this section you will be able to:

- ❖ Define motivation.
- ❖ Explain the role of focus in the classroom.
- ❖ Describe several techniques you can use in the classroom to motivate your students.
- ❖ Describe some ways to handle resistance.

## Working with CCBI

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### *So, what is motivation?*

Take a minute and write a few lines about:

What does it mean to have a motive?

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We usually equate motivation with having a reason to do something. Therefore, in our case, motivation is finding a reason to want to learn.

Now, take a few minutes and think about what has motivated you to learn how to:

Tie your own shoe laces

Recite the alphabet

Ride a bicycle

Drive a car

Memorize multiplication tables

Contribute your share towards the bill for a group meal

Speak another language

Protect yourself from danger

### *Focus of Learning*

Generally students do not learn (or at least learn well) for the sake of the teacher. Students, like everyone else, learn well when they see how learning will improve their lives. That can be a real challenge when they have to learn really mundane things in order to satisfy strict curriculum requirements. CCBI can help.

The ultimate goal of CCBI is community action – using the classroom as a vehicle of change. By incorporating themes and attributes of the community into the lesson plan you are helping students relate the academic subject to their lives.

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In the traditional classroom, the teacher stands in the front and delivers information to the students quietly seated in neat rows. In effect, the teacher is the focus of the learning process. CCBI helps shift the focus to the students.

### Suggested Activity

- Take a few minutes to think about your favorite learning experiences. They might have taken place in school or as part of another activity. Think about what makes them memorable as good learning experiences and how you might incorporate similar activities into your class.

A favorite learning experience	
Why	
How I can use it	

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### *Classroom Motivation Activities*

Every class is unique. Things that work with younger children may not work with older students. Some cultures might prohibit certain activities. Use this list as a guide to help create ideas for your class. Remember, the most important thing is to get the students involved in the learning.

Story Telling All ages	Create your own stories around the subject Incorporate local myths or folk lore Have students write stories Create characters that represent content themes
Open-ended Questions Middle and high school	Ask thought-provoking questions Ask increasingly difficult questions Have students ask you questions Create Jeopardy-type games (Keep in mind that they may not have seen the American TV show.) Divide the class into teams and have them ask each other questions
Team work Middle and high school	Divide the class into teams and assign each a problem to solve or scenarios to discuss Have each team present their outcome to the entire class Have teams draw maps of their community and incorporate subject content (label structures with their English names, map the progress of deforestation, etc.) throughout the year Use a debate format to analyze a community concern

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<p>Competitions</p> <p>All ages (Not all cultures value competition. In those cultures, consider using teams instead of individuals.)</p>	<p>Essay contests</p> <p>Art contests</p> <p>Music contests</p> <p>Theatrical contests</p> <p>Debris collection</p> <p>Flower, insect, fruit collections</p> <p>Debates</p> <p>Math contests</p> <p>Science fairs</p> <p>Food fairs</p>
<p>Student Interviews</p> <p>Either in the class room or extracurricular</p> <p>Middle and high school</p>	<p>The mayor, police officer, government representative</p> <p>Local health, legal, and other professionals</p> <p>Upper-class, graduated or model students</p> <p>Parents, clergy, teachers, other family members</p>

### Suggested Activity

- Take a few minutes and think about what other activities you can use to motivate a class in your subject area, grade level, and host culture? What activities have you used successfully in the past? What activities have not been so useful?
- Observe your community in action. How do parents motivate children? How do community leaders motivate people to attend meetings?
- Review the section on motivation in the *Companion Materials* under Developing a Lesson or Community Action Plan.

### *Resistance*

No matter how hard you work on it, how much you consult with experts and plan; no matter how nice you are or how good your intentions, there is always the possibility that some students will not cooperate. An older student might view some activities as below him. A younger student may not have the experience to role-play and might feel intimidated. Be careful to consider culture,

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maturity, social, and gender issues when using activities to motivate.

Never force a student to participate. Try to design your activities so that student will want to join in. Use your creativity and knowledge of the students, their cultural norms, and individual personalities to motivate the class.

- See the *Q & A about CCBI* in the *Companion Materials* for some thoughts on how to incorporate CCBI into your class and for insights into how other volunteers have been successful.

### 7. Information

The specific information that students must learn is usually established before you arrive. There may be an official, government curriculum and series of tests. That frees you from having to figure what has to be taught and lets you work on how to teach it.

#### *Objectives*

- ❖ Identify common sources of information.
- ❖ Locate new sources of information.
- ❖ Describe how to use CCBI to deliver information in a way that reinforces learning.

#### *Defining Information*

It helps to know what you're supposed to teach.

You may have stacks of tried and true lesson plans, a comprehensive syllabus from the Ministry of Education, and colleagues that have been teaching for years. Or, you may be lucky to have chalk for the single blackboard in what serves as your classroom. Whatever your situation, information is what the students must learn and what you must teach. But, perhaps, the way the information is presented is as important as the information itself.

#### **Suggested Activity**

- Locate and make a list of all of the resources (textbooks, lesson plans, magazines, posters, videos, etc.) you can find that contain information on the subject you are teaching.

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Make another list of resources that you would like to have.

Now, be creative! Think about all of the non-conventional resources that you can take advantage of in your community. Are there local musicians who will play songs written by you class? Is there a festival where your class can perform a play? Is there a radio handy? Are there other groups -- farmers, market women, children in other grades -- your class can interact with to reinforce a topic?

### *Presenting Information*

In the classic approach to classroom instruction the teacher stands in front of the class and delivers information. However, as Americans, we have decided that good teachers are able to engage students and make them part of the instruction. Engaging students improves retention and makes learning a lot more fun for both them and the teacher.

CCBI makes it easy to bring an academic subject into the reality of daily life. You can use the sights, smells, sounds, tastes, textures, daily activities, and the history of your community to engage your students.

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### Suggested Activity

- Think of a way you can incorporate each of the following into a lesson:

- A national holiday

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- Local produce

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- The full moon

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- The national flag

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- A community activity center

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- A popular game

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- Local insects

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- Rain or snow

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- A popular song

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### *Formal and Informal*

As teachers we tend to focus on the learning that goes on inside the classroom. As a Volunteer working with CCBI you can extend the power of information to other aspects of the student's lives.

### *Suggested Activity*

A lot of learning happens outside of a classroom. We learn chores at home, we learn appropriate behavior through social interactions, we might have religious training. We even learn by making mistakes.

- As you carry out your daily activities, try to be aware of the subtle ways in which informal learning takes place. Be especially aware of how young people interact with elders, community leaders, and people in authority.
- In many cultures gender influences learning. What are some of the differences between how, where, and when boys and girls are involved in informal learning and what they learn?

### 8. Practice

Think of a professional athlete, ballet dancer, actor, writer or musician. How did they become great at what they do? Think of something you do very well. How did you get good at it?

#### *Objectives*

- ❖ Describe the difference between work and practice.
- ❖ Describe different ways students can practice what they've learned in the classroom.
- ❖ Develop ways students can practice when outside of the classroom.

#### *Work or Practice*

True, some people are born with incredible skills. Most of us have to work hard to become very good at something. But if we enjoy what we're doing it's not really work. We call it practice. If we are told to practice something we dread, that's work.

#### **Suggested Activity**

Which is practice and which is work?

<b>Practice</b>	<b>Work</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Write the entire alphabet, from A to Z, 15 times.
<input type="checkbox"/>	<input type="checkbox"/>	Have the class arrange themselves in alphabetical order.
<input type="checkbox"/>	<input type="checkbox"/>	Quietly read the first act of a play.
<input type="checkbox"/>	<input type="checkbox"/>	Read the first act of a play by taking turns at playing characters.
<input type="checkbox"/>	<input type="checkbox"/>	Work in small groups to create posters that show the affects of cutting down too many trees.

#### *Team Work*

Think again about an athlete, dancer, musician. How do they practice? They usually spend some time working on their own to refine their individual skills. But, when they prepare for the game or performance, they practice as a team, troupe, or orchestra. Think about creating opportunities for student to practice in teams -- it can even be fun.

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Games	<p>Divide the class into teams at the beginning of a unit or semester. Keep score based on accomplishments.</p> <p>Give teams practice tests and award point for the most correct answers.</p> <p>Begin each morning by asking questions about what was covered the day before.</p>
Peer learning	<p>Couple students with complimentary skills and have them solve problems or analyze situations.</p> <p>Enlist talented or older students to partner with students that need extra help.</p>
Drills	<p>Use flash cards for building vocabulary, learning multiplication, and other skills requiring memorization.</p>
List some other ideas	

### *Home Work*

Homework is probably the most dreaded type of practice! But it doesn't have to be all that bad. Remember, the goal of CCBI is community action and the foundation of community is the home. Students can become the emissaries of community action when they practice and share what they learn with their families.

Here are some ideas on how homework can work:

Make it fun

Make it no longer than it needs to be

Incorporate routine chores

Involve other family members

Incorporate extracurricular activities like sports, church, and entertainment

Assign tasks that build on a community action





## 9. Application

How do you know when you've learned something? In most schools it's by passing a test. When you take a test you apply what you know to answer questions. How do you know when you've learned something that can't be applied to a written test?

### *Objectives*

- ❖ List different kinds of learning.
- ❖ Describe different ways to apply learning.
- ❖ Integrate different ways to apply learning into your classroom.
- ❖ Describe some ways to apply what has been learned in the classroom to activities in the community.

### *What is Learned?*

The primary goal of what you teach may be math or English, but if you're using CCBI you are also teaching other things.

What are some of the other things you hope your students learn? You can get some ideas by looking at the sample lesson plans in the Companion Materials.

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You know when students have learned a math or English topic because you can test them. What about the other things you are teaching? The non-cognitive things? How can you tell when a student has learned a new skill, behavior, or attitude?

Think about what you know about writing objectives. You know that good objectives describe three things:

**Learning:** the skill, knowledge, attitude or behavior the students will learn.

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**Observable Student Behavior:** The observable (and perhaps measurable) thing that the students will do to show they have learned the skill, knowledge, attitude or behavior.

**Conditions:** the circumstances under which the student will demonstrate the skill, knowledge, attitude or behavior.

OK, look at it this way. You're a professional athlete, dancer, or musician and you've been practicing and practicing. Now what? Time to do something?

Here are some activities that allow students to demonstrate new skills, behaviors, and attitudes.

Role Plays	Debates Soap Operas News Broadcasts Plays written by the class Court room (Lawyer, Judge, litigants, and jury) Holiday themes
Games	Jeopardy Contests
Class Discussions	Use pointed, open-ended questions to stimulate discussion. Have group give presentations and then allow the class to discuss. Invite a guest speaker who can lead a discussion. Watch a video and discuss.
Journals	Students make daily notes and reflect on them at the end of the term or semester.

### *Community Action*

Using activities in the classroom is very effective at reinforcing learning, whether it's knowledge, a behavior, a skill, or an attitude. But, CCBI does not stop with students in a classroom. At the core of CCBI is applying lessons learned in the classroom to community issues.





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### Neighborhood Sketch

- Use the space on this page to redraw your neighborhood.

Date: \_\_\_\_\_



### Reflective Questions

- Turn back to page 24 and examine the additional things you though you would need: personal items, services, and sources of information. What would you change?
- Think about a CCBI lesson you are teaching or are about to teach. How will the students translate the content into action?
- Imagine that you return to your community in five years with your best friend. What would you like to be able to point to and say, “look, my kids started that”?