



LAO PDR SABER SERVICE DELIVERY

2017

Modules 6 – Teacher’s Booklet – Part B



MINISTRY OF EDUCATION AND SPORTS
Lao PDR



THE WORLD BANK
IBRD • IDA

Part B: (35 minutes)

School Name	
School Survey Code	_ _ _ _ _ _ _
Teacher ID (<i>From Module 2A</i>)	_ _ _ _
Teacher name (<i>Official first and last names</i>)	

Please read and follow the instructions below carefully:

- **DO NOT** turn over this page before you are told. The enumerator will tell you when to turn this page to begin the questions.
- **You have 35 minutes to complete all the questions:**
- **Answer** all the questions. For each question, put your answer in this booklet in the space provided.
- **DO NOT** use a calculator or any electronic object during the period of the assessment.
- **Please ask** if you have any questions.

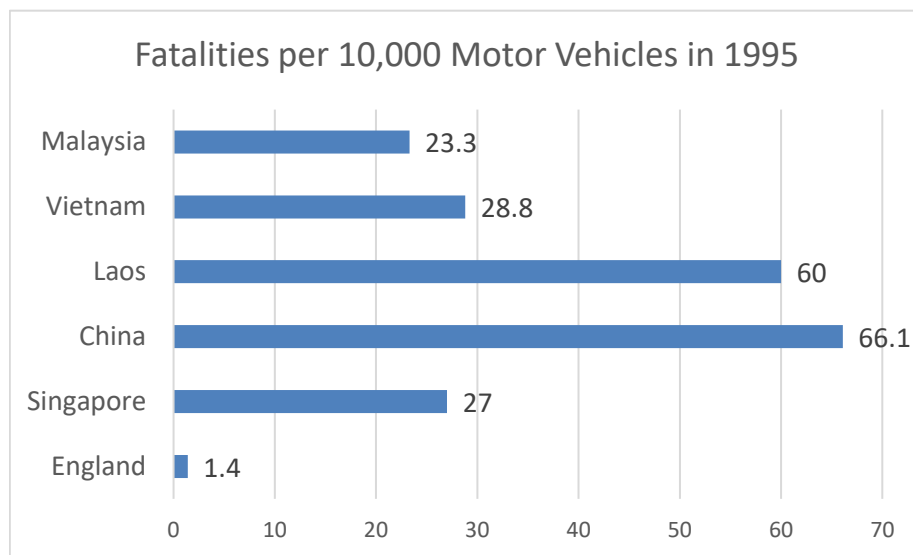
Part B: (35 minutes)**Task 3: Preparing to teach**

Imagine that you come to school one morning and are called to the principal's office. There, you and other teachers are told that there has been an increase in road accidents near the school. The principal gives you a recent newspaper report and tells all the teachers that they must prepare a lesson to make students aware of the reasons road accidents happen, and how to make roads safer.

Read the sample of newspaper article below, and use it as your main source of reference to prepare this lesson for your students:

Why road accidents happen

Another week, another horrific road accident - this time in China.



A look through any of the newspapers across neighboring countries will reveal that road accidents happen with depressing regularity. Despite a call for safer roads and safety procedures to be implemented right after an accident, little seems to change in the long run. The Governments try to improve the situation during this time, but it can be hard to find funds to improve the situation.

In China, in 1995, there were over 66 deaths for every 10,000 vehicles on the road. The figure for the England for the same year was 1.4. The biggest group of victims is pedestrians, followed by passengers in public service vehicles.

Who can be held responsible?

It is easy to hold the individual reckless drivers of the vehicles responsible. In November, many newspapers reported that a pickup truck ran the red light with high speed and crashed into a taxi which came out from a side road. This caused the taxi to flip over and death to the driver and two passengers. Eyewitnesses of the crash are saying that the pick-up truck driver came with high speed and ran the red light.

The cause of the accident involves a driver who was drunk, impatient and did not respect traffic rules.

How to improve the situation

According to road safety experts in Asia, all responsible entities must take on more action to prevent and reduce traffic accidents. They could do this not only by overseeing a well maintained and clearly sign-posted road network, but also in ensuring that all drivers and vehicles have proper licenses for being on the road.

This would reduce the high rate of cars without proper license on the road and less unprepared, or reckless drivers.

Finance, of course, is one of the biggest problems. Traffic rules are in place but the police often do not have enough manpower, and lack vehicles and equipment to enforce them.

Many governments will strive to build a decent road network, but there is often little money left over to fund road safety projects, which are expensive and require more money for roads signs, and more police officers on the roads enforcing the rules.

Answer the following questions based on the article above:

3.1 Tell the students what the aims of the lesson are. (List 2 aims)

1.

2.

3.2 What specific learning outcomes do you want the students to achieve? (List 2 learning outcomes)

1.

2.

3.3 Write out two questions that you will ask to students to show that they have understood the lesson.

1.

2.

3.4 Write out a question that you will ask students to show that they can apply what they have learned to another situation.

Group Activities: You will be asking the students to debate what responsible entities should do about road accidents (one group) and why this is difficult (another group).

Make a list of points for each group:

3.5 What can or should the responsible entities do about road accidents? (List 3 points)
1.
2.
3.
3.6 Why is it difficult? (List 3 points)
1.
2.
3.

Task 4 – Assessing differences in children’s abilities as learners

In this task, you are asked to make a judgment about the quality of student writing by looking at the student’s ability to write simple letters, use sentence structures correctly including past and present tenses, use a range of vocabulary, and use both within and between sentence punctuation. Below are two letters written by primary students. Students were told to write a letter to a friend about their school. Please look at the writing and answer the questions.

Manivone’s letter:

Dear Keo

It has been many months since I moved from home to live with my grandmother at Paksan. How are you? Are you doing well as usual? I am fine here in Paksan. I miss you so I thought of writing you a letter.

Keo, I want to tell you that since I have come here, it has been very convenient for me because I am able to live with my parents, grandmother, grandfather, and my own family. During free time, my grandfather takes me to the zoo. I joined a new school which is located near my house. This school was built last year. There are two buildings. One is for classrooms and there are five grades, grade 1 to 5. Another building is for teacher rooms. There is a flower garden, a flag pole and a soccer field in front of the school. My teacher is very kind. He explains math questions to me in details when I cannot solve them. My friends also help me.

Lastly I promise that I will be a good student. I want to wish you good health. If you receive this letter please send me a reply.

Miss you always

From: Manivone

Sila's letter:

Dear Pany,

My name is Pany. I want to write about my school. My school is Phonetha elementary school. My school has many classrooms. My school has many teachers, Each teacher teaches many classrooms. I am in grade 4. My school has flower garden and trees. My school has a fan. My school is clean and has a soccer field.

Good luck Pany, and I will write to you again

From Sila

Questions:

4.1 Write a short assessment of Manivone's letter. (List 3 strengths and 3 weaknesses)

Strengths:

1.

2.

3.

Weaknesses:

1.

2.

3.

4.2 Write a short assessment of Sila's letter (List 3 strengths and 3 weaknesses)

Strengths:

1.

2.

3.

Weaknesses:

1.

2.

3.

Task 5 – Evaluating the learning achievements and progress of students

The table below shows the test results in Lao, Mathematics, and World Around Us for students in a Grade 4 class. Each test is out of 10 marks.

	NAME	SEX	SUBJECT TEST		
			Lao	Math	World Around Us
1	Noy	F	7	5	7
2	Sone	F	5	7	9
3	Siphone	F	7	3	8
4	La	F	10	7	10
5	Mee	F	6	3	6
6	Laah	M	8	9	7
7	Lone	M	4	5	4
8	Xai	M	9	4	8
9	Seng	M	3	7	7
10	Kah	M	7	10	5

5.1 What is the class average for Lao?

5.2 Draw a bar graph that shows the average test results in mathematics for girls and the average test results in mathematics for boys. You do not need to use a ruler or measure precisely. Just a rough hand drawing will do.

5.3 Mee and Lone have similar learning profiles. La has a different learning profile but has something in common with them. Comment on these three learners.

