Story of a Site Exchange   *—or—*

Getting Things Done: A How to Guide   *—or—*

My Time in the Peace Corps: Things I Did   *—by—*

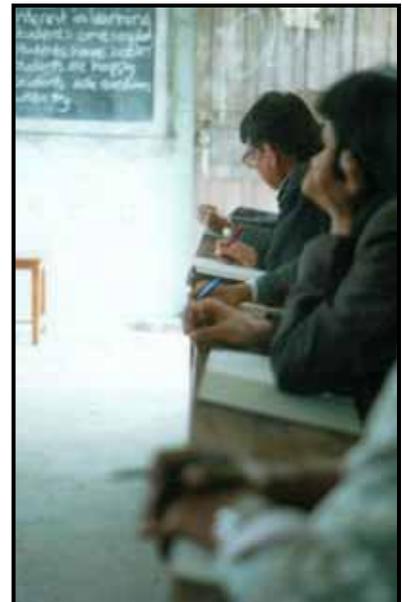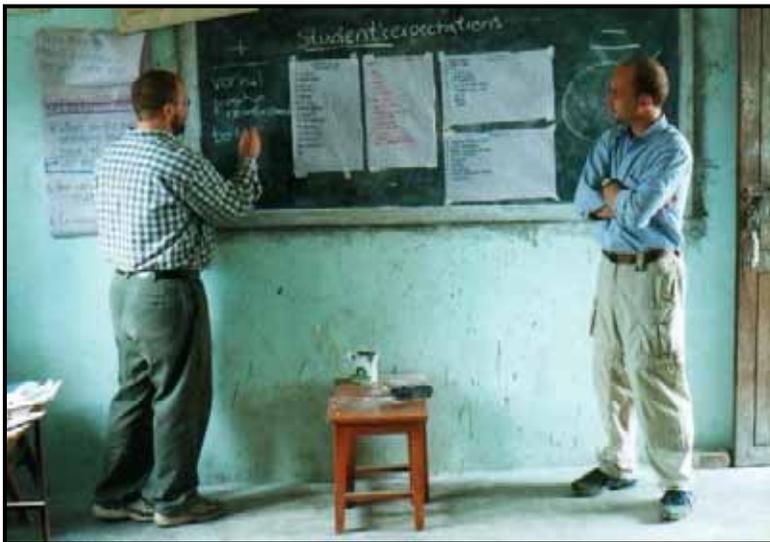*N/194s' Anthony "T-Bone" Zak, Scott "Scarface" Wallick & Jen "Tata truck" Will*

Intro

Jen has asked Tony and I if we could come to the school where she was teaching English thrice a week to a) help her teachers and b) help her. And I think she also wanted us to c) help her help the teachers. So Tony and I agreed, wrote up a curriculum and headed over to Dharan in December; however, the ANNISU-R differed and called in strikes like Bush looking at a map of Iraq.

We rescheduled the training for after All-Vol, two days of general training for the teachers of Shree Panchayat and then two days of English training. The headsir wanted to invite teachers from around Dharan (one each from fifteen area schools) to come to the training. We also got the resource person involved and thought that this would be a good time to introduce the program to the teachers who Jen M. would be working with come April.

The training schedule was

Jan 25, 27	Six total hours of general training/team building
Jan 28, 29	Six total hours of English training to 4/5 grade teachers

Tony and I wrote the curriculum for the training and then changed it, changed it again, and again, and again, until finally the page was completely black. We knew this would work well. Anyhow, after going to Dharan's famous Bamboo S*** restaurant and consuming a not-unhealthy amount of beer, we awoke on the floor of Jen's kitchen to find that the curriculum had been completed. And there was much rejoicing.

Tony and I changing the world. Photos by Jen Will.

Hour	General training Day 01	General training Day 02	English training Day 03	English training Day 04

1	1. Arrivals (:15)
	2. Warm-up (:15)
	3. Introductions (:15)
	4. Pre-training Q&A (:15)
	  a. Sharing our objectives and expectations
		1. Warm-up (:15)
		2. Review of objectives and expectations (:15)
		3. Ts sharing group rules (:30)
		  a. Discussion
			1. Arrivals (:15)
			2. Warm-up (:10)
			3. Introductions (:20)
			  a. Jen M's ELTT program
			4.Setting objectives (:15)
				1. Warm-up (:15)
				  a. Error correction
				2. Review of objectives and expectations (:15)
				3. Teach. reading (:30)
				  a. P/A/R/A
				  b. Paired reading
				    i. Newspaper activity

2	5. Working w/ Ss (:30)
	  a. Ts' obstacles
	  b. Error correction
	  c. Body language
	  d. Positive reinforcement
	***Break (:20)**
	6. Setting limits (:10)
	  a. Ts in groups writing Ts' expectations of Ss
		4. Ts revising rules (:30)
		  a. Working as a team to create logical consequences
		  b. "What if a Ss...?"
		*** Break (:20)**
		5. Action plan (:10)
		  a. Ts create timeline to implement rules and "how"
			4. Objectives (:15)
			  a. Obser/measurable
			  b. Good/bad ex.'s
			5. Eng. in class (:15)
			  a. Sample lesson
			  b. % of Eng. usage
			***Break (:20)**
			6. Teaching vocab (:30)
			  a. Steps in teaching
			  b. Materials/mime
				3. Teach. reading (:20)
				  a. Pocket charts
				  b. Flashcards
				  c. Things on the wall
				***Break (:20)**
				4. Desert island (:10)
				5. Using games (:10)
				  a. When/why to use games

3	7. Setting limits (:30)
	  a. Ts' vs. Ss' expect
	  b. Why rules?
	  c. Making rules and consequences
	8. Setting limits (:25)
	  a. Ts in groups making school rules
	9. Day 1 eval. (:05)
		6. Learning styles (:20)
		  a. Tactile, aural, verbal, visual
		  b. HT use them
		7. Library (:30)
		  a. Reading for a purpose
		  b. Creating schedule for classes to use it
		8. Wrap-up and final evaluation (:10)
			7. Teaching reading and writing (:30)
			  a. Paragraph sandwich
			  b. Scanning/skimming
			  c. Personal dictionary
			8. Day 3 eval (:10)
				5. Using games (:30)
				  b. Bingo, hangman, Simon says
				  c. Tic-tac-toe using the pocket chart
				6. Teaching chants (:15)
				  a. Hand-out/process
				  b. Modeling
				7. Final eval (:15)
				8. Closing ceremony (way, way over time...)

Addendum

Making the **rules** was very gratifying mostly because it was so difficult. Many of the teachers had a hard time understanding why the rules needed *logical* and *positive* consequences; however, with the assistance of brighter folks present at the training (I'm speaking of a few teachers) the rules were made. And there was much rejoicing.

Jen was also able to utilize Tony's experience with libraries in Rajbiraj (Yes, Tony's experience...) to help the teachers get excited about the one that was being created in the school. Tony's session on reading for a purpose was especially beneficial since the teachers began the session with little actual understanding of what use a school library has. He gave them that.

The most gratifying moment of the four days was when two teachers approached me before the final day of the training and told me about how they had tried the paragraph sandwich activity (thanks Trey, Andrew, Tony) in class. Oddly, they found it worked for them. The most inspiring thing about it was that the two teachers had co-taught the class together, Krishna and Hari Sir, who were once upon a time student-teacher, respectively. Ah. So it was a good job done.