



Scholars
Program



Transformative Leadership Program

A Publication of LEAP Africa as part of a
Community of Practice for Teacher Mentors
in the Transformative Leadership Program



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About LEAP Africa

Leadership Effectiveness Accountability Professionalism (LEAP) Africa is a youth-focused leadership development non-profit organization established in 2002 with its headquarters in Lagos, Nigeria and offices in Akwa Ibom and Abuja. Currently with footprints in over 26 states in Nigeria and recent active programming in six (6) African countries, LEAP is raising leaders to transform Africa through interventions for youth, that bridge the gap in leadership, education, employability, entrepreneurship. LEAP is also enhancing youth agency to demand good governance and demonstrate active citizenship.

MISSION



To inspire, empower and equip a new cadre of African leaders by providing the skills and tools for personal, organizational, and community transformation.

VISION



To be recognized as the premier resource centre for developing dynamic, innovative and principled leaders, who will drive Africa's realization of its full potential.

FOCUS AREAS

Programmes: LEAP develops and implements cutting-edge leadership training programmes for Africans on Leadership and Life Skills, Employability skills, Entrepreneurship, and Civic Participation. These are human capital development programmes targeted at enabling transitions across all levels, increasing youth social mobility and bringing about positive transformation.

Research: LEAP is a thought leader on youth engagement and development issues. It is a resource centre that creates publications, toolkits, curricula and resources in preparing youth and their agency to become innovative and ethical leaders.

Convenings: LEAP is renowned for its flagship programmes and events which attracts impact actors, and key stakeholders from the public, private and social sectors for progressive outcomes. LEAP also convenes learning and dissemination meetings to advocate improved opportunities for Africans. Some of its convenings include SIPA, Educational Engagement Forum, and Youth Focus Groups.

OUR VALUES



R – Respect: We respect the diversity of our society, remain committed to creating inclusive opportunities and working at the highest level of professionalism in all our interactions with different stakeholders.



S – Synergy: We build communities and ecosystems for our beneficiaries through strategic partnerships.



I – Integrity: We consistently demonstrate transparency and truthfulness in all our dealings.



E – Excellence: We are result-oriented, innovative and go the extra mile to deliver the highest standards in our programmes and activities.

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Contributors



Name: Karen Meyer

Designation: Program Partner, Refugees, Displaced Populations and People Living with Disabilities at the Mastercard Foundation.

Bio: Karen Meyer is the Program Partner, Refugees, Displaced Populations and People Living with Disabilities at the Mastercard Foundation. Karen has worked at the Foundation for over five years, primarily working on education programs within the Scholars Program, Innovations in Secondary Education Initiative and most recently with the Kenya program team with a particular focus on refugees and displaced populations in each area of work.

Prior to joining the Foundation, Karen worked for the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) supporting grant management for the South Sudan and Central African Republic offices. Karen is passionate about peace, inclusion, and human rights. She completed a Masters in International Peace and Conflict Studies at United Nations-mandated University for Peace and a Bachelor of Geography and Political Science at University of Victoria.



Name: Mrs Joy Issa

Designation: Headteacher - Head of Junior School at Children's International School, Lagos

Bio: Mrs. Isa is an experienced educator, a management consultant, and a sought-after youth counsellor and speaker who passionately supports children and young people through varied challenges ranging from inclusion needs in mainstream school, to educational and vocational issues, emotional issues, relational issues, family issues, sexual issues, and dealing with abuse. She partners with NGOs working in impoverished areas across Nigeria to provide support (counselling and training) for young people, teachers and school management. She facilitates professional development and supports school improvement initiatives in private schools across Nigeria.



Name: Oluwatosin Olaseinde

Designation: CEO/Founder of Money Africa

Bio: Oluwatosin is a professional accountant with over 10 years of experience spanning across accounting, audit, financial management and taxation. She is the Founder/CEO of Money Africa, an edtech platform that enhances financial literacy and investments leveraging on technology

Oluwatosin is a Washington Mandela Fellow, she was a finalist for The Future Awards In 2019, she was selected as one the top 100 women by The Leading Ladies Africa, she was one of the top 8 traders by CNBC Africa in 2012, a member of the Golden Key International Honour Society. Oluwatosin has spoken at TedX, Featured on BBC UK, Al Jazeera, Guardian and several others.

The Transformative Leadership Program

As teachers, you have the potential to lead great change in your schools and communities because you are teaching Africa's next generation of parents, workers, community, national and global leaders, innovators, philanthropists...

The Transformative Leadership Program (TLP) was designed to provide you with training and resources for your leadership development, and to equip you with tools to mentor your Scholars as they discover, develop and deploy their leadership skills.

Your Transformative Leadership Journey

Transformative Leadership Training

Training to develop your self- and transformative leadership skills. This began with a 3-day physical training in each of the five countries and continues with online learning through an online platform where you can take courses and earn certificates after successfully completing the courses.

Exchange Program

If selected to participate in the exchange program you will spend three days in another country hosted by a partner organization. You will learn about education, teaching and the Scholars program in your host country and be able to share lessons from your own experiences, and be immersed in another culture.
Subject to change due to the COVID-19 Pandemic

Give Back Project

Identify a social need or problem in your community that you would like to solve. Design, plan and implement a project to address that problem in 3 months. You can rally your Scholars and other members of your community to support you in addressing the problem.
There is a guide to planning and implementing give-back projects in your Teacher Mentor manual that gives you a step-by-step process to identify and implement a solution.

Dinner & Awards

We want to celebrate you and your efforts in raising leaders; at the end of the TLP in your country we will host you and other teachers to a fun dinner and awards ceremony. All Teacher Mentors will be celebrated, and special awards will be given to Teacher Mentors who distinguish themselves on the Scholars and Transformative Leadership Program.
The physical dinner is subject to change due to the COVID-19 Pandemic

*Participation in the exchange program and special recognition at the dinner and awards depend on fulfillment of certain criteria that will be used to select outstanding Teacher Mentors. These criteria are listed in a subsequent page in this newsletter.

Partners Supporting the Transformative Leadership Development of Teachers

The Transformative Leadership Program is a family of seven partner organizations who are committed to supporting your personal, professional and leadership development. The organizations include: BRAC Uganda, Camfed Ghana, Camfed Malawi, Equity Group Foundation, FAWE Ethiopia, LEAP Africa, Mastercard Foundation.

Virtual Community of Practice

You can interact (share your success and challenges, learning materials and ask questions) with Teacher Mentors from other countries through WhatsApp, periodic newsletters and discussion groups on the online learning platform.

If you are not in any WhatsApp group names (MCF TLP VCOP Grp) or have not received any email inviting you to sign up on the online platform, email yapatira@leapafrika.org.

Curriculum Delivery

Train your Scholars for 3 months during regular club meetings on the following modules: self-identity and self-confidence; values and moral ethics; vision, mission and goal setting; the art and act of leadership, and entrepreneurship or social innovation.

A toolkit containing manuals for you and your Scholars, stationary, training materials and wall charts have been provided by LEAP Africa.

Buddy Systems

Pair students to hold each other accountable to living values-centred lives and demonstrating transformative leadership. More information on the Buddy System can be found in your Teacher Mentor Manual.

Mentoring

are using to support Scholars. This does not mean you stop mentoring other Scholars, we only ask that you write about at least one of the Scholars.

A mentoring log is provided for you in your Teacher Mentor Manual.


How We Know Transformative Leaders

Transformation is a change, an alteration or a metamorphosis. The word transformation conjures images of something or someone changing noticeably, completely, entirely, such that you can almost not tell its previous form from its current form.

A transformative leader is someone who initiates the changes described above. A transformative leader challenges and addresses the status quo, seeing what can be and taking steps to bring about the desired change. Transformative leadership requires an ability to envision, to see possibilities (even in the face of stark challenges), to be creative and come up with solutions that can transform the current situation into something better.


According to the Mastercard Foundation "Transformative leadership is the act of engaging others in an ethical manner to generate positive and lasting change." In this definition three key markers of transformative leadership are highlighted "engaging others," "ethical manner," "generate positive and lasting change." The Mastercard Transformative Leadership Framework lays out this definition as well as core skills and mindsets of a transformative leader such as adaptability, critical thinking, self-awareness, courage, empathy and vision. This framework can serve as good guide for anyone wanting to grow as transformative leaders.

Mastercard Foundation Transformative Leadership Framework describes a transformative leader as anyone who can;




Engage others...

"One of the most difficult things is not to change the society but to change yourself"



...in an Ethical manner...

"Young people in Africa need models of ethical and values-based leadership. They also need to be nurtured in environments where integrity is a culture"



...to Generate positive and lasting change.

"Transformative leadership is not about developing "touch-and-go" remedies but about generating solutions that are positive (for the good and wellbeing of others) and enduring"

The overall goal of the Transformative Leadership Program is to equip Teacher Mentors (TMs) in the Mastercard Foundation Scholars Program with the knowledge, and skills to model leadership and effectively support the leadership development of the Scholars.

A Message to Teacher Mentors

By Karen Meyer,
Program Partner, Refugees, Displaced
Populations and People Living with
Disabilities at the Mastercard Foundation.



Dear Teacher Mentors,

As a teacher and as a mentor, you know firsthand the importance of leadership, resilience, and understanding. This year, those strengths and attributes have been called upon to face the unprecedented learning challenges of 2020.

It has been a trying time for Mastercard Foundation Scholars as school closures have required them to find ways to continue their education through unfamiliar mechanisms such as radio programming or eLearning. You have gone above and beyond with continued encouragement and support while also caring for your own families and adjusting to difficult circumstances.

Thank you, teacher mentors, for your continued dedication to ensuring Scholars are supported, engaged, and learning.

The aim of the Mastercard Foundation partnership with LEAP Africa is to foster the development of transformative leadership skills and mindsets in Scholars and other students. It is evident that the Scholars Program cadre of 800 teacher mentors are role models and committed leaders. You have demonstrated the skills and modeled the mindsets of transformative leadership.

As this year continues to bring many unknowns, we encourage you to utilize the training resources available on the LEAP Africa virtual platform and to engage, learn, and lean on each other through the WhatsApp networks.

Years from now, not only will 2020 will be remembered as the year we learned to live life at a distance from each other, it will be known as the year we gained a new appreciation for the important role that teachers play. With teachers at the forefront, new pathways for education have been created that have allowed learning to expand its reach.

Elizabeth Atieno Odhiambo, a teacher mentor in the Program with Equity Group Foundation spoke about why she is passionate about the role. "Teacher mentorship is close to my heart because I have always believed in each one, teach one. Somebody trained me and took their time to make me what I am. I aim to do the same with an even bigger zeal."

The leadership mindsets that you are fostering matter for the Scholars and students today, and for future cohorts to come.

Thank you.



picture credit: UNICEF GHANA. <https://www.unicef.org/ghana/reports/iron-and-folic-acid-supplementation-adolescent-girls-and-women>

Adolescence and Education

By Lizza Nkirete Kaaria -Teacher Mentor

If there is a time in the life of a child that the future is truly shaped, it is adolescence. This is especially true for the African child whose choices, irrespective of gender, will either mean a smooth adulthood or a turbulent one. Adolescence is a phase when many adolescents, if not well guided, get body image issues and poor self esteem. The social class of their parents and background become a glaring reality that institutes limitations in perception, aspirations, and dreams. All these limiting factors during adolescence greatly affect their education and general development into becoming accomplished adults.

Among several issues that affect young people, one pertinent issue during adolescence is sex and how it affects the education of young people. An adolescent girl that becomes sexually active and gets pregnant suddenly becomes a mother and her focus shifts from herself to the pregnancy and, subsequently, the child born. Her education suffers the biggest blow, whether this happens in high school or college. Similarly, a boy who gets sexually active in adolescence, risks contraction of diseases and his mental focus shifts from academics to relationships.

Adolescence is a crucial phase a person's life and it is a phase of life where Africa must pay attention and direct all efforts to ensure that her adolescents are enlightened, empowered and positively guided to view life in a futuristic lens. This approach is what would enable education serve as a tool for achieving stability in adulthood, socioeconomic prosperity, and continental development.

“ Among several issues that affect young people, one pertinent issue during adolescence is sex and how it affects the education of young people

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Why You Should Pay Attention to Your Mental Health Now (And how to do so)

By Yewande Apatira

I do not think I am the only one who has felt a range of emotions since the pandemic started. I have felt anxious and calm, sad and happy, tired and energetic... Some days I am on top of the world, enjoying the elimination of traffic and erratic Lagos drivers from my daily routine; other days I am distressed, thinking about the significant impact of this pandemic on individuals, families, businesses, sectors of the economy and nations. At these times, it all seems too much as I worry about family, friends, beneficiaries who have lost means of livelihood and are struggling to make ends meet.

Stop reading and reflect for a few seconds:

How are you feeling, really?

What emotions have you felt since this pandemic started?

The swinging pendulum of emotions has led me to pay more attention to how I am doing internally, focus on building mental resilience and offer support to people in my circle of influence who are struggling as well. I am taking more time to put my thoughts on paper, speak to trusted persons and pray.

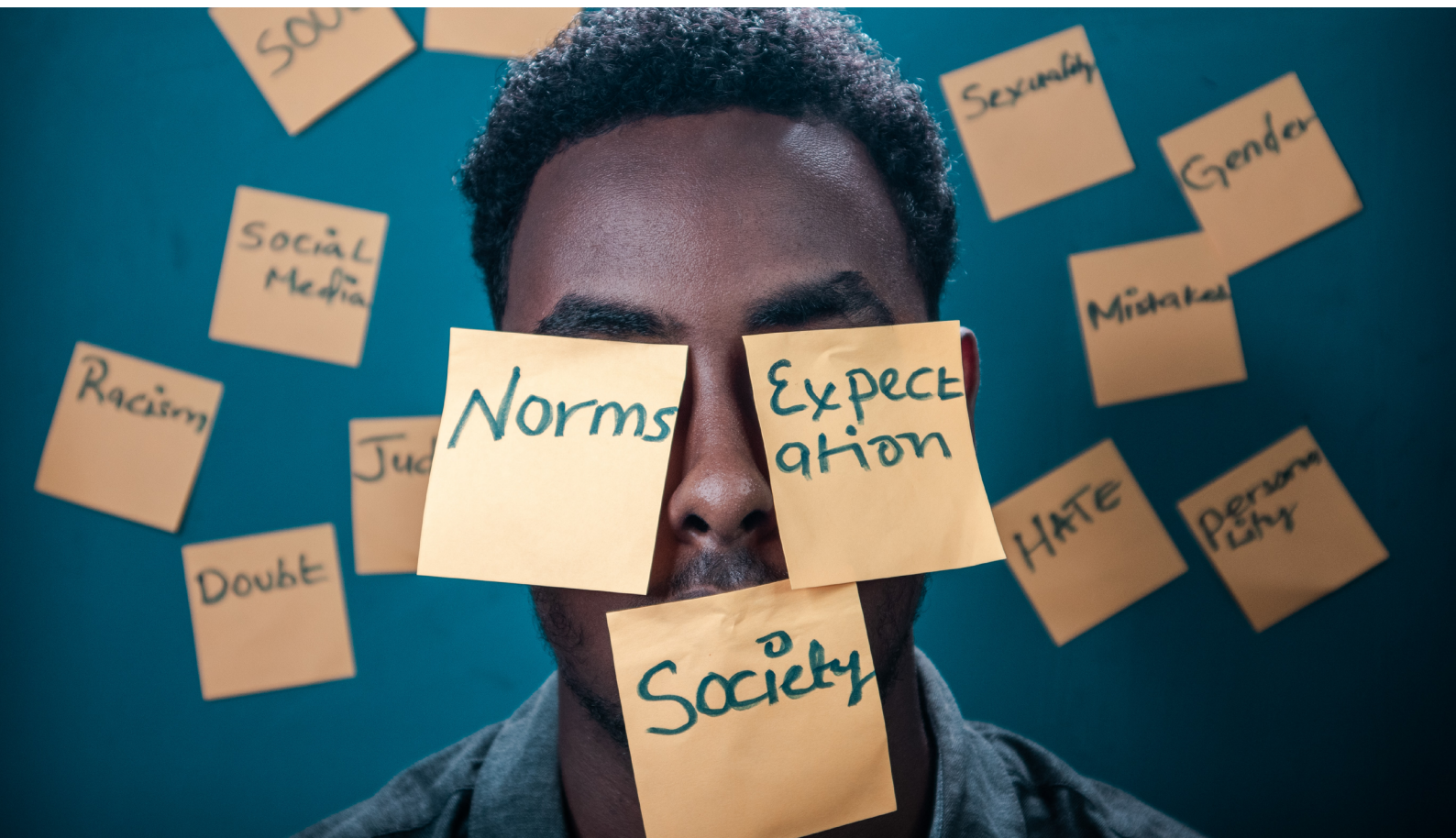
According to the world health organization:

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities.

Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living, and enjoy life. On this basis, the promotion, protection, and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world."

Generally, we tend to focus more on our physical health or well-being than our mental health. Could this be because we can see



the body or because of some myths about mental health or mental health challenges such as:

- People who believe in God should not experience any mental health challenges
- Mental health challenge = madness
- People who have mental health challenges are weak
- Africans do not have mental health challenges

However, as discussed in the excerpt by the WHO above, our mental health is fundamental to our personal development as leaders. If we are to have the emotional fortitude, resilience and internal motivation we need to lead ourselves and others towards achieving our goals and creating the change we want to see in our communities, then we must pay attention to our mental health. I have listed some tips that I and other people have found useful in caring for our mental health, using the letters from "MENTAL HEALTH."

Manage your energy and maximize your time

There are two key resources for us as leaders- our energy and our time. Energy is our capacity to do work, and while it can be exhausted daily, it is renewable. Find what helps you renew your energy such as a healthy diet, exercise, water, prayer, sound sleep and so on.

Time on the other hand is not renewable, when it is gone, it is gone. Are you spending your time on the things that matter the most?

This article (<http://bit.ly/Manageenergy>) has more information on this point.

Engage with others

Humans are wired for

connection. The demands of life can tend to isolate us, but we need to be deliberate in connecting with other people. Connect with old and new friends. Find and participate in groups. Great conversations and solid connections are to the mind like water is to a plant.

No judgement

Learn to objectively assess your weaknesses and failures. Do not wallow in self-pity or failure but rather learn lessons and move forward.

Talk to someone

While it may seem safe to bottle your feelings and deal with them yourself; it could be harmful. Find a trusted individual to share what and how you are feeling, this helps you put things in perspective. You may need to go further and engage the services of a trained mental health professional such as a therapist, counsellor or psychiatrist. Remember, this is just the same as seeing a medical doctor for a physical ailment.

Acknowledge challenges, pay attention to signs and symptoms

Mental health challenges have symptoms that ranges from

common to rare, and mild to severe. Some common mental health conditions include chronic stress, depression, and anxiety. Be aware of and look out for the signs and symptoms mental health challenges such as constant fatigue, loss of interest in activities that were previously enjoyed, difficulty concentrating, a general feeling of unease (this is not an exhaustive list).

Live!

Find time to enjoy things that fill you with joy. Leaders can get so focused on work, caring for the family or trying to create change in the community that we forget our other interests, other things that make us happy.

Heal

Emotional pain can contribute to mental health challenges. If you are dealing with past hurts, this is one of the areas a trained mental health professional may be able to provide some support.

Emotional intelligence

All leaders need to increase in emotional intelligence, which is the ability to identify, manage and express your own emotions and be aware and empathetic of the emotions of others. The five skills of emotional intelligence; self-awareness, self-regulation, empathy, motivation and interpersonal skills, are useful in managing mental health.

Appreciation and gratitude

It is very easy to focus on what is not going well or what we do not have. Choosing to be appreciative for what we have can fuel our mental health.

"Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos to order, confusion to clarity. It can turn a meal into a feast, a house into a home, a stranger into a friend."- Melody Beattie

Laugh

Laughter is said to be great therapy and can provide benefits that helps to combat stress (see this article by the mayo clinic bit.ly/laugharticle). Find good reasons to laugh every day.

Take breaks

Chronic stress is a very common mental health challenge. Learn to take breaks to refresh your brain and mind.

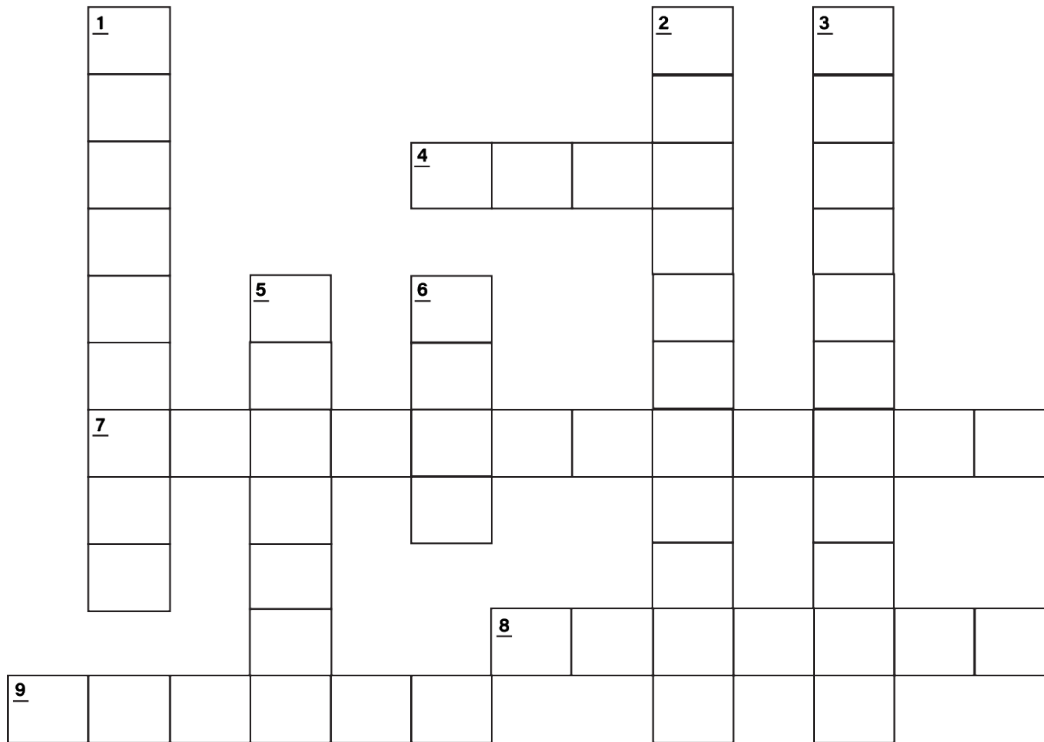
Help others

Serving other people especially those who are disadvantaged and cannot repay you can instill a deep sense of worth and gratitude, which can in turn lead to a deep sense of wellbeing. Identify your interests, strengths and skills and use them to serve other people.

Please note I am not a mental health practitioner and highly encourage you to seek the services of someone as needed

Crossword Puzzle

The Part of Speech



ACROSS

- 4 Names a person, place, or thing.
(boy, town, ball)
A short exclamation.
- 7 A short exclamation. (Hi!, Uh, Ah!)
- 8 Substitutes a now or a noun phrase
to show another name for a person,
place or thing. (he, whom)
- 9 The part of speech that changes a
verb, adjective, or adverb. (very,
rapidly)

DOWN

- 1 Describes a noun. (cold, wet)
- 2 A word the joins two parts a
sentence. (but, and, or)
- 3 A word that connects a noun or
pronoun to another word in the
sentence. (before, into)
- 5 A word that is put next to a noun.
(the, a, an)
- 6 An action word. (run, clap)

WORD BANK: Adjective, adverb, article, conjunction, interjection, noun, preposition, pronoun, verb.

Teacher Mentor Profile

“

Be Strong... Don't Be Tired to Help More

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YEMISRACH ADUGNA, ETHIOPIA

Yemisrach is an English language teacher at Millennium secondary and preparatory school where she also serves as a Teacher Mentor. In this interview, she encourages teachers to be strong and never be tired to do more.

How was life during the COVID 19 period?

Life during the COVID 19 period was a bit challenging. We all were panicking about this disease and were deprived of our freedom to go to work freely, commune with people, hang out at different public places, go to church, go to school and so on. We also put on a lot of weight and that also had a negative impact. Above all we were not able to meet with our students and that had great negative effect.

What inspired you to become a TM?

I have always loved to be of some help to my students whenever they come up with personal issues. This very close relationship I had with my students is what drove me to be a TM.

What other activities do you engage in besides teaching?

Besides teaching I volunteer at nursing homes and Rehab centres.

Have you had any low moments ever since you started teaching?

I can't say I had a low moment in my teaching life. There are some moments I feel discouraged when my students are not performing as I expect them to.

What keeps you going? How do you stay motivated when you feel down?

What keeps me going when I feel discouraged is the great love that I have for the profession. I discuss with my colleagues, participate in workshops, talk to my mentor, take professional development online courses to stay motivated when I feel down.

Who is your role model and why do you admire this person?

My role model is my English teacher back from high school. The reason why I admire him is because he was the most hardworking person, very successful in his career. He was also a great listener, excellent teacher, very helpful in times of need. He also had great character.

Do you have any quote you live by?

"Do not pray for an easy life, instead pray for the strength to endure



a difficult one." - Bruce Lee

How do you develop yourself personally and as a Teacher Mentor?

I take courses, I share experiences from different people including teachers, participate in workshops, read different reading materials and do the job itself ceaselessly.

What advice do you have for other TMs?

Being a Teacher Mentor is a great privilege. It helps us widen our perspective toward life. It helps us put a smile on others' faces. Nothing is more satisfactory than helping others. So my advice to all TMs is for them to keep going, be strong, and never be tired to help more and learn more. Do not be weary in doing well for you shall reap the fruit of your labour in due season. Peace!

Personal Finance in Uncertain Times

By Tosin Olaseinde



As a child, outside of family, some of my fondest recollections were experiences in school. Many individuals spent the larger part of their first 18 to 20 years in school, me included. I made many of my lifelong friends in school. I also learned a great deal from my teachers. Some I have fond memories of. For others, I still get to see them from time to time. One thing that has struck me amongst these memories is how teachers are poorly paid. For many teachers, the COVID-19 pandemic has led to either salary cuts, or no salaries being paid at all. Amidst this, many still have to continue to impart knowledge. At times like this, what can one do? How does one manage personal finances in a pandemic? More so as a teacher. Here are a few tips which I think you may find worthwhile.

Where Am I Now?

As teachers, putting your students first comes naturally. Sometimes teachers buy their students pencils, notebooks, even uniforms. We all know of teachers that have had to stay back because a parent is running late, or even had to drop off kids at home.

For many teachers, working hours go beyond 9 to 5. In school and outside of it. The work is literally round the clock. Teachers must, however, carve out the time to assess their personal finances.

Answers to the following questions will serve as a guide to access your personal finances.

- What are the key bills to be paid every month?
- Does my salary cover them?
- Do I have enough left after paying them to invest? Does my school contribute towards my pension?
- Do I have a pension plan in the first place?
- How many years do I have before retirement?
- How much have I contributed so far to my pension fund?
- Do you have kids/wards you are responsible for? How much will it cost to train them up to the tertiary level?

Where Am I Going?

Once you have figured your current state financially, the next step is to paint a picture of your destination.

For many teachers and indeed many under the contributory pension scheme, their pension contributions are what they bank on for retirement income. In reality, you will need an additional income stream of some sort.

Aside from that, many developing countries have double-digit inflation, which means the purchasing power of your pension would have lost some value at the point you receive it.

Sometimes, pensions and gratuity can be delayed, due to bureaucracy or a backlog of poor funding.

You would also need to plan for post-retirement income that is

significantly higher than what you currently earn. It is great to put this in hard numbers. You can reach out to a personal finance adviser or even your pension fund administrator (PFA) for help on this if you have one.

Monetize Your Skills

One of the best ways you can monetize your skills is by embracing social media. There is a large audience out there that is eager to tap into the knowledge you have. It goes beyond Mathematics, English, and popular subjects. Do you teach one of the local languages? Are you a food and nutrition tutor? Are you a history teacher? You have a large audience out there.

Knowledge in your subject area can easily be monetized. There are a variety of social media channels you can adopt.

Teachers have a variety of skills that they can monetize. Writing and communication skills can be put to use outside the classroom.

If you have qualifications in guidance and counselling, and psychology. There are non-governmental organizations that you can work with, which may pay a small stipend.

Financial Education Is Key

Regardless of your discipline, financial education is key. Not just to be prudent with one's income but learning about the various investment options available. Don't shy away from this. Where workshops are available, make out time to attend.

Don't also feel this applies to young teachers alone. Even the old can learn new tricks. Financial literacy is essential. As essential as the education you impart on the next generation.

One quality you must emulate is consistency. It can be so easy to forget the challenging times when they pass. Just like you would encourage your students to do their take-home assignments and read their notes often, you also must do the same. The walk towards financial security is lifelong, and consistency is key.

Teacher Mentor Profile

“ I Love Helping and Working with Young People ”

SSEMANDA DEUDESIT, UGANDA

Ssemanda, teaches mathematics and chemistry and serves as a Teacher Mentor at London College of St. Lawrence Maya. In this interview with our team, he shares his greatest inspiration as a teacher and more.

How was life during the COVID 19 period?

Life during covid was generally fair at the beginning but somehow became normal towards the end of the lockdown in June for the case of Uganda. As you're aware our sector was super hit and schools closed, so the change in the trend of daily schedules called for a changed mindset which supported my attitude towards the new normal.

What inspired you to become a TM?

I love helping and working with young people. I find peace in handling their challenges, finding solutions together and supporting/nurturing their dreams.

What other activities do you engage in besides teaching?

In addition to teaching, I do engage in agriculture, business (financial solutions -mobile money, together with a boutique for men's clothes 'SSENA FASHIONS LTD') and a member of an investment club.

What would you describe as your best moment in the teaching profession?

My best moment(s) is when my class completed the four years with all students attaining great results. In addition, one of my scholars had a mental challenge with parents at a distance and I was fully in charge, for close to 2months when everyone had given up, his recovery brought joy and made my best memories.

Have you had any low moments ever since you started teaching?

Working in an environment where I can exercise my judgement on some issues that come along with work. Some level of dependency affects my effectiveness at work.

What keeps you going? How do you stay motivated when you feel down?

What keeps me going is my focus on the bigger picture in everything I try, so even the challenges encountered rarely take me off, working with a motivated team also gives me the energy. I also respect God's timing so I compete to beat my own records (in



competition with myself) but I admire others better than me and copy selectively what works for me. Ecc: 3 :1-8

Who is your role model and why do you admire this person?

My parents are my role models in all aspects. Outside family, my super role model is Prof. Lawrence Mukiibi (RIP) - proprietor of St. Lawrence Academy Schools and Colleges. Reason: self-made entrepreneur, creativity in business, simplicity despite his status and above all his belief in younger people (mentor).

Do you have any quote you live by?

My quote, It's a bible verse: Ecc: 3 :1-8. "For everything there's its appropriate time and season."

How do you develop yourself personally and as a Teacher Mentor?

I develop myself through continuous learning and always yearning to adjust and change with change. Also, Continuous learning and research. Working with friends through investment clubs for development issues. As well as managing available resources emphasizing the aspects of income-savings-investment. As a teacher mentor, continuous engagement with all stakeholders including my mentees, experience shared.

What advice do you have for other TMs?

They should look at mentoring as a lifelong voluntary process and as an avenue for them to contribute to nation building. It is as well an investment because scholars mentored are the future leaders of the globe, so to effect that change desired in communities, we have to mentor them carefully. Our profession being a mother of all professions, we should do the mentoring whole heartedly for the best pay comes from God.

Teachers: Support Students Dealing With Suicidal Thoughts

By Joy Issa

*'My friends think I'm weird!
'I don't like my face.'
'My hair is so short.'
'Why am I so dark?'
'Why can't we afford nice things?'
'Nobody loves me.'
'I'll be better off dead than alive.'
'I can't take this anymore!'*

These are some of the thoughts that could overwhelm a young person, hitting hard on their self-esteem, self-image, and their sense of self-worth. These and similar thoughts can lead to withdrawal from social contexts; substance abuse in order to build up courage or to belong to an elect group, to numb pain from emotional or physical illness; depression due to lack of self-love, and unfortunately, suicidal thoughts.

The World Health Organisation (WHO) has published several reports on suicide prevention, stating that while suicide is preventable, it is the third leading cause of death in 15-19-year-olds. A clear link has been established between suicide and mental disorders making it important that parents, teachers, and care givers pay close attention to the mental wellbeing of the children and young people around them.

The WHO also reports that 79% of global suicides occur in low- and

middle-income countries (2016 report). A considerable number of African countries fall within this bracket, so we have a lot of work to do! In Africa, Nigeria has the highest number of annual suicides, followed by Ethiopia and South Africa.

Suicides are said to happen in moments of crisis and in response to life stresses such as financial problems, relationship problems (break ups), abuse, loss, isolation, violence, chronic illness, and chronic pain. Vulnerable people, including ethnic, racial, or sexual minorities, migrants, and prisoners, who experience discrimination have very high suicide rates. The focus of parents, teachers and caregivers should be to safeguard the wellbeing of children and young people in their care and to establish procedures and protocols for early detection and prevention.

Close to 800,000 people die from suicide attempts each year! This is an alarming number, considering the fact that specific measures can be established to prevent suicide attempts, especially among children and young people. Educators need to be aware of these measures and to embed them into their daily practices in schools. Some suggestions include:

- **Safeguarding learning environments** – eliminate access to harmful medications, pesticides, and firearms.
- **Awareness** – train all staff on early identification and intervention. A simple intervention procedure for all staff is to avoid negative stereotyping, negative or harsh language when engaging students in and out of the classroom; you



never know who is sensitive and who can be tipped over the edge by one comment.

- **School-based interventions** – include awareness campaigns in your annual calendar of events (anti-bullying campaigns, mental health awareness campaigns/talks); provide counselling services for students and staff, and even for parents if necessary; conduct school-wide checks for sharp objects, alcohol or other harmful substances.
- **Proactivity** - provide clear structures for care for those who have attempted suicide (for example, discretely check arms for fresh cuts, discretely check bags for medication or sharp objects, schedule counselling sessions with professionals, etc).
- **Collaboration** - regularly collaborate with professionals such as professional counsellors, psychologists, psychiatrists, and other medical practitioners. They can support the campaigns run in schools and support individuals and their families; community-wide support is highly recommended.

The issue of suicide attempts is complex and often comes with stigma for those who have attempted suicide. Therefore, we need to be aware of different cultural nuances within our communities and build up proficiency regarding safeguarding and child protection. In certain cultural contexts, it is inappropriate to speak about suicidal thoughts and this could foster secrecy and facilitate execution of said thoughts. In other cultures, suicide is an appropriate response when people feel they have not met with societal expectations in certain areas. Our job as educators is not to contravene culture but to provide support in non-threatening manners, to safeguard our children and young people. Extending our awareness campaigns beyond the school community becomes pivotal in this regard.

We must neither underestimate nor take for granted the multiple opportunities we have, as educators, to influence change in the lives of children and young people. We must collaborate to save them! This is part of our calling!



CROSSWORD PUZZLE

CLASSROOM

ACROSS

2. I draw with a

4. I write in the workbook with a

7. I erase with a

8. I throw my sandwich paper in the

10. I write with a chalk on the

DOWN

1. I write in the copybook with a

3. I underline with a

5. I draw with a

6. On the wall I see a

9. I read a

Teacher Mentor Profile

“ Worrying about What Next was a Big Burden to Carry. ”

LIZZA NKIROTE KAARIA, KENYA

Lizza is a Teacher Mentor at St. Angela Nguviu Girls High School where she also currently teaches History and Christian Religious Education. In this interview with us, she shares how the pandemic has affected her life and more.

How was life during the COVID 19 period?

Life for me during the Covid 19 period was one of great uncertainty that I have never experienced in my life. The constant worry about what next on everything was the biggest burden to carry. I lost the power of planning even for the next day and learned to take each day as it came.

What inspired you to become a TM?

What inspired me to become a Teacher mentor is the burning desire to fill a gap that was and is very wide, that of being a catalyst in the success of young people through mentorship.

What other activities do you engage in besides teaching?

When I am not teaching I am really busy taking care of my sons, gardening or cooking. I also do engagements in the community that take up the rest of my time.

What would you describe as your best moment in the teaching profession?

My best moment in the teaching profession is when I see a student's smile and bright face when they understand the concept I teach them, and perform excellently in their exam.

Have you had any low moments ever since you started teaching?

Low moments are there, especially when a student is going through issues I cannot give a solution to, and she chooses me to confide in. I carry the student's burden for months on end.

What keeps you going? How do you stay motivated when you feel down?

The one thing that keeps me going is the constant reminder that what I do, where I do it, how I do it, does not affect just me, but hundreds of students who look up to me as a mentor.

Who is your role model and why do you admire this person?

My role model is Janet W. Kariuki. She is a lady who practically has her life together and knows how to balance life as delicate as every



piece is, and still has it all tightly held together. She is a person with so much on her plate, and manages it all so well.

Do you have any quote you live by?

“Every woman should wear heels, to constantly remind her that life is a delicate balance, one misstep and down you go so be careful and conscious of every step.”

How do you develop yourself personally and as a Teacher Mentor?

As a human being I organize my finances and make them grow, and read a lot to broaden my perspective on life issues. As a mentor, I listen to a lot of speakers on YouTube, TED talks and I recently opened up a YouTube channel, Lizza Nkirote to mentor more youths in the globe.

What advice do you have for other TMs?

A piece of advice for my fellow TMs... Do mentorship as much as you can to as many as you possibly can, because it could be your word that will open doors for a student and therefore to all generations that will come from that individual.

Teacher Mentor Profile

“

See All, Hear All but
Never Try to Say All...

”

ZAKARIA HABIB, GHANA

Habib is an Integrated Science Teacher in Tamale Islamic Science SHS, Ghana. He is also a Teacher Mentor, and in this interview, he opens up on his life's secret.

How was life during the COVID 19 period?

Life during Covid-19 was a challenging one since I had to do my work with a fear of contracting the disease as well as protecting my students against the disease.

What inspired you to become a TM?

What inspired me as a teacher Mentor is the passion I have to support the vulnerable ones in society.

What other activities do you engage in besides teaching?

Besides teaching, I do farming, that is cultivation of crops like maize and soybeans as well as animal rearing.

What would you describe as your best moment in the teaching profession?

The period in my teaching career that I will describe as the best moment was when I was selected by my school to travel to the USA with some of my students to interact with our friends in Kentucky Country Day School (KCD) in Louisville.

It was a moment for learning and sharing ideas about our cultural activities. My students enjoyed the journey so much and that is what particularly made me happy.

Have you had any low moments ever since you started teaching?

The period I will describe to have had a low moment was when one of my students who came to school late one day. And for fear of being punished, he climbed and hid on top of a Mango tree. Unfortunately, he fell from the tree. He woke-up the following day and could not walk properly. When the mother asked him about his condition, he told the mother that his form Master "caned" him. And I was the Form master. I was sad because it took the boy a longer period to accept that he fell from a tree.

What keeps you going? How do you stay motivated when you feel down?

What motivates me to move on is the passion I have to support the young ones to become responsible citizens in future.

Who is your role model and why do you admire this person?

My role model is my basic School teacher called Mr S.N. Tetteh. He is my role model because he believes that everything is possible with perseverance.



Do you have any quote you live by?

The quote I live by is "See all, Hear all but never try to say all for the little meat in one's mouth can lead you to a disastrous end".

How do you develop yourself personally and as a Teacher Mentor?

- I develop myself personally by engaging in the following:
- a) reading widely about what I want to improve in myself.
 - b) finding a mentor who knows something about what i want to improve.
 - c) reflecting at the end of each day to constantly remind myself about what I want to learn.
 - d) I create a strong practice regimen.
 - e) I also find and spend time with people who are working on similar things as I'm working on.
 - f) I also look for role models who will inspire and motivate me or remind me on how I can continue moving forward.
 - g) finally, I try to find some way to measure my progress.

What advice do you have for other TMs?

- My advice to other TMs is that:
- a) be prepared.
 - b) meticulously plan for every single minute of your time.
 - c) be honest and genuine with your mentees: they won't share with you if you don't share with them.



The Loud Silenced Voice of the Boy Child

By Rachel Wairimu Njuguna

Though it is a known phenomenon of girls are prone to more risks than the boys, the plight of the boy child has largely been ignored. As far as education is concerned, research has shown that in modern day society, there is a high likelihood that boys are likely to drop out of school than girls. Could the boys' plight be an unfinished agenda in African countries? We can all attest to the persistent campaigns to have the girls retained in school, and this bid always deserves a congratulatory message. However, it would be important to question if, in retrospect, the wider society has widened the plight of the boys in education. Notably, it would be crucial to question why many of the boys are dropping out of school, despite a good number of them enrolling in various educational institutions. With the Sustainable Development Goal number 4 (SDG 4) advocating for education for all, regardless of one's background, it is critical that the education fraternity addresses the question of many boys dropping out of school and possible actions that would mitigate the situation.

The 21st century boy child faces major challenges ranging from social to cultural demands. We need to remember that the younger generation forms the leaders of tomorrow, and it is

the responsibility of the society at large to ensure that they are physically, psychologically, and mentally developed. For the boy-child, who is the father and leader of tomorrow, education comes in handy to develop him. For many African countries, access to education is the basis of development. If boys increasingly lack access to education opportunities, there is a possibility of lack of growth and potential developmental challenges.

As Teacher Mentors (TM), it is our role to un-silence the unheard voices of the boy child through offering guidance and counselling to them. Furthermore, if boy-education can be advocated among our immediate communities and relevant stakeholders, there is a great likelihood that boys will be encouraged to complete education despite the existing challenges. We, as Teacher Mentors, can also serve as a shield to harmful practices such as deviant behaviours, drug and alcohol abuse among boys.

With these practices in place, the boys will not only feel celebrated, but also reclaim their seemingly lost position in the classroom through enjoying the benefits of education.

Teacher Mentor Profile

“
Teaching is a Way
Of Giving Back

”

FAITH LIDAH FWETA, MALAWI

Faith is a Teacher Mentor from Malawi at Kaseye Girl's secondary school where she teaches Agriculture. In this interview she tells us what motivates her as a teacher

How was life during the COVID 19 period?

Life during Covid 19 period has been very difficult... in terms of my business has been affected and also missing my learners

What inspired you to become a TM?

My own life story, I was helped by a certain teacher... so it's a way of giving back.



What other activities do you engage in besides teaching?

I do farming as well as a business.

What would you describe as your best moment in the teaching profession?

When I became TOT in my subject... where I was asked to facilitate on how to handle difficult topics in Agriculture... given the platform to meet fellow teachers was exciting..

Have you had any low moments ever since you started teaching?

Yes... When my headteacher thought I was involved in instigating learners to start demonstration which was not true... I was really disturbed

What keeps you going? How do you stay motivated when you feel down?

The love for my teaching work.

Who is your role model and why do you admire this person?

My former headteacher whose name is Mr Island Mtambo.

Do you have any quote you live by?

Yes... My quote is from Philippians 4 verse 13, "I can do all things through Christ who strengthens me." Each time I am faced with a challenging situation I remember my slogan...it energises me...

How do you develop yourself personally and as a Teacher Mentor?

I like reading and taking small computer courses.

What advice do you have for other TMs?

Let's keep on the good work we are doing, my fellow TMs

A Teacher's Guide to Virtual Teaching and Learning

By Aderonke Folorunsho



Finding a Balance

There is no doubt that the sudden switch from classroom to virtual teaching and learning can be an overwhelming task for any teacher. Teachers are finding themselves being pulled in many directions, scrambling to find ways to support students through virtual or blended learning. However, since technology is integrated in nearly everything we do and nearly every job our students will encounter, teachers need to find the best ways to achieve effective virtual teaching and learning or infuse digital skills in their lessons. Virtual teaching can expand one's ability to support students learn how to learn and collaborate virtually- fundamental 21st Century Skills.

The key to achieving an effective virtual learning opportunity for a students is to find a healthy balance between the digital tools you choose to use and how you incorporate them into your teaching. Effective virtual learning is about providing your students with the best access and opportunities to digital learning resources that are applicable in their context and finding digital resources that promote and strengthen a variety of skills set in your students. There are hundreds of digital education tools that have been created with the purpose of giving autonomy to the student, encouraging collaboration among students, and facilitating communication between teachers and students. Ultimately, intentionality would be required in the choice of your virtual learning tools and deployment methods.

When designing virtual learning experiences for your students, simplicity is key. It is critical to provide resources that students can navigate with minimal or no support. It is also important to consider how accessible these tools are to the students. Furthermore, tools with clear instructions, easy installation, intuitive interface, and requiring less add-ons are usually best fit. Understanding that virtual learning experiences involves the student and teacher being in different rooms at a time would mean that the need to ensure lessons are clear, concise, and complete is sensible.

Furthermore, it is vital to have a digital Homebase. This is where your students can visit for updates on class activities, assignments, and other assessments. Your digital Homebase or classroom can be a learning management system (LMS) like Google Classroom, Socrates, or Class Dojo. This LMS will make virtual teaching

simple as your students can always get automated updates on class activities, feedback on assignment, and grade reports on assessments. It allows them to take control of their learning and allows you, as a teacher, track your students' learning. Examples of amazing and simple virtual learning platforms are Telegram channels or groups (<https://bit.ly/3dhkrUw>), WhatsApp groups (<https://bit.ly/2GS3cwA>) and/or Google Drive (<https://bit.ly/30H5MN1>) which can be used to share and store learning resources.

There is certainly no shortage of technology-based tools to use for virtual teaching and learning. In this article we will examine some of the best teaching and assessment tools, focusing specifically on those that are designed to encourage, enhance, and manage learning.

Finally, the physical interactions you have with your students are irreplaceable. As you make efforts to integrate virtual teaching into your work, remember that your students will miss the human connection that is cultivated in the classroom. Therefore, it is critical to create structures for personalised touchpoints with your students - For instance, video conferencing tools such as Zoom, Google Meet, Facebook Groups, etc are resources that can be leveraged to significantly mitigate this concern. As a teacher, you can also send pre-recorded audiovisuals to you students and/or have them submit their assignment as audiovisuals as against conventional text They will see that you are invested in their learning and that you care about them. This can be achieved through mediums such as emails, phone calls, video messages and text messages

Tools for the Virtual Classroom

A. Teaching Tools

Learning Management Systems (LMS)



An LMS is a software application that manages all types of content, including videos, courses, and documents. It has features such as rubrics, teacher and instructor facilitated learning, a discussion board, and often the use of a syllabus. It provides transparency in the learning process, encouraging active learning, enabling

easy access to course materials and reports, and providing opportunities for students to interact with their peers in and out of the classroom. The LMS help students take ownership of their learning – an important element to great learning experiences at any grade level. Successful implementation of an LMS bridges the gaps between the classroom and the home, creating a shared learning experience among students throughout their academic career.

Examples of good LMS platforms are Edmodo and Schoology.

- **Edmodo** is a digital classroom environment of teachers, students and parents which gives access to many resources. It gives the teacher opportunities to create a digital classroom where you can assign digital assignments to your students.
- **Schoology** is also a learning management system that allows teachers to create and distribute materials, give assessments, and track their students' progress. You can organise your subject content easily, add videos and pictures in your assignments and have a gradebook of your students.

Video Platforms



As many schools all over the world are abruptly shifting to virtual classrooms and struggling to maintain continuity of learning, video has become a necessity for many teachers. Video platforms like Zoom, Skype and Google Meet allow teachers to connect with their students to provide an engaging and effective virtual learning environment. One of the benefits of video platforms is that it is a multimodal learning platform for visual, auditory, and kinesthetics learners. Videos combine both visual and auditory modalities and give teachers the opportunity to meet all their learners' needs at once. Combining visuals and audio can be an incredibly engaging format for a virtual learning experience.

To get started, establish a meeting time – potentially the same time as you would normally have met your students face-to-face. Make them aware of how to connect to the virtual classroom beforehand. Before the lesson, you need to plan for the session and gather all the resources you will need. If you want students to read something before the lesson or to watch a video, share it before the class as preparatory homework. This will give enough time for discussion and practice during the session.

A caveat to using these platforms would be your awareness of the best practices for cyber safety and security by establishing usernames and strong passwords.

Google Classroom



Google classroom is a powerful virtual tool for learning. Simply put, it's a platform that ties together Google tools for teachers and students to enhance teaching and learning experiences. It is flexible and seamless which is why it is one of the most widely used digital tools today.

On google classroom, you can digitally organise, distribute and collate assignments. This provides you the opportunity to communicate with your students about classwork and assignment through fora and notification. Furthermore, it allows you to interact with your students privately, answering their questions and offering them personalized support in real time. With this platform, teachers can give timely feedback on students' assignments and assessments and then use google forms to quiz and grade your students on subjects taught. You will spend less time grading and your students also get instant feedback on their work. You can even give assignments based on the individual learning style of your students. To make virtual learning more dynamic for your students, you can mix up the resources you share with them such as images, links to websites and videos. You can use the Google Stream to set up a discussion board where your students can interact online by asking questions or commenting on each other's posts. These discussion boards can help increase class participation and offer students more equity in having their voices heard (or read) by the class.

Microsoft Teams



This is a collaborative platform that helps teachers manage multiple groups and projects. It works with Office 365 Suite where you and your students connect through shared notebooks, chat sessions, virtual meetings, and resource sharing. Your students can share resources, work on their projects, and communicate their progress through their Class Notebook, and can create assignments and share files via SharePoint. It is a flexible platform and provides many opportunities to facilitate learning. Teachers can provide learning experiences to their students, allowing them to take ownership and develop organizational skills as they communicate and collaborate with others.



Padlet



Padlet is a website and software application that allows students to curate information onto virtual a bulletin board using a simple drag-and-drop system. Students can add videos, text, links, documents, images on the platform and organize it. They can also upload documents they've created, such as class notes or completed assignments. More than one person can contribute to a Padlet wall.

Padlet is a great platform as a tool for group projects and collaboration. You can do this by dividing your class into small groups and have them work together at home to research a particular subject. For example, you can ask them to solve maths equations and discuss the different ways they approached the problem. This platform provides you the chance to see your students' learning immediately and ultimately provide feedback.

Explain Everything



This is an app that allows you to integrate content from many sources, enabling you and your students create lessons, tutorials, and more for class or personal use. For example, you could give a math assessment where students solve a problem and narrate their thinking. Explain Everything also has a collaboration feature, which allows students and teachers to work on a presentation at the same time. This makes it possible for students to collaborate with peers from their homes.

TED-Ed



TED-Ed is a website featuring a curated series of educational video lessons on a wide variety of subjects. You can use TED-Ed's videos and lessons to supplement almost any subject with video learning, basic knowledge checks, and discussion questions. You can do so by browsing a topic or searching by keyword.

Khan Academy



Khan Academy is a free website that promotes self-paced learning. The site offers courses on a variety of subjects like science, economics, history, arts, and computing. They are organised by course and grade level, so it is easy to target students' instruction for a particular level and skill. It can be used with Google Classroom.

B. Low-Tech and No-Tech Tools

Smartphones and internet connections are not readily available in many homes in Africa and the few students who have access to such resources may find themselves sharing with their siblings or parents who are studying or working from home respectively. Furthermore, internet speed and cost of data can determine whether your students can access critical educational opportunities. If you find yourself in such situations, low tech and no-tech approaches can help you provide instruction in an equitable manner.

Using virtual platforms such as text messaging, phone calls, WhatsApp and Telegram and materials that are accessible on many types of devices can help your students track their schoolwork. In addition, having instructional packets available at your schools or posted to your students can be helpful. You can provide physical drop boxes where they can submit their assignments.

When creating materials and resources for low tech delivery,

ensure that your instructions are clear and concise. Provide your students with various choices of activities that they can do and a weekly checklist they will use to track their own progress. If they have access to smartphones, they can take pictures of their work and email it to you or send via WhatsApp. You can also give them a call or send a message to give direct feedback on their work. You can send subject class notes and assignments via email, text messages, WhatsApp, or Telegram to your students directly. If they need to print documents that you send, and if they do not have a printer, you can suggest that they print at local cyber cafes.

In addition, you can add notes or audio to your PowerPoint presentations. Using short video clips to explain certain topics can be helpful and necessary to manage data. You can implement inquiry-based methods whereby your students can combine study with some research and exploration so they can build a better understanding of what they are learning. Finally, if you can partner with local TV or radio stations, weekday educational programming can be made available on television and radio stations.

C. Assessment Tools

Kahoot



Kahoot is an educational platform that helps you ask questions in a game format. With this tool, teachers can create questions, discussions or surveys that complement the subject matter being taught. This resource can be accessed using a pin code by the students and the questions answered while playing and learning at the same time. It also promotes game-based learning, which increases student engagement, collaboration and creates a social and fun educational environment for the students.

Quizlet



This is a great app for encouraging students to learn a subject and assess themselves using flashcards, games, and other fun activities. Your students can study on-the-go and test their knowledge.

Socrative



This is a cloud-based student response system that allows teachers to test their students' understanding through mini-quizzes assigned to them through their mobile phones and laptops. The quizzes can be multiple choice, open ended responses or true-false. It also provides teachers and students with valuable and timely feedback.

Tips

Be aware of the devices your students use or have access to. Two crucial questions to ask before you start are: what kinds of resources my students have? and what kind of access will they have to the technology I am choosing to use for remote learning?. If your students share devices with parents, siblings, or other school-age household members, try to ensure that class times are communicated in advance so that your students can have access to the devices when required.

Help students track their learning

There are ways to use technology strategically to guide your students in tracking their learning as a teacher. For example, creating digital portfolios through Google classroom not only reduces the burden of collecting your students work; it also allows them to play a role in documenting and reflecting on their own learning, maximizing their potential as independent learners who reflect on their own work as part of the learning process.

Create opportunities for social interaction

Social interaction is a critical component of teaching and learning and to fully maximise the benefits of virtual teaching and learning, you have to create opportunities for dialogue and discourse, in an effort to keep your students thinking critically. Learning does not happen only on a worksheet or through assessments. Exceptional learning requires human connection and interactions. As earlier discussed, audio or video conferencing tools such as Google Meet and Zoom that grants you the ability to have real-time meetings with your students. This can preserve some semblance of normalcy and maintain the dialogue and discourse that you and your students' value.

Teach internet safety to your students

The safety of your students online should be your primary concern. In the virtual world, the danger is in the student's home and this can be hard to escape if they do not have the skills necessary to handle such situations. They should be aware that there are predators, identity thieves, and others online who may try to harm them. For example, they may find inappropriate content on the Internet, such as pornography or obscene language. There is also

a possibility of cyberbullying or cyber-harassment from others online. To be safe online, it's important your students are aware of the dangers. They will also need to know about the different types of online dangers that exist. knowing about the dangers can help them make smart decisions online. For more information on online safety see <https://elearningindustry.com/the-5-best-internet-safety-resources-for-teachers>

Finally, prolonged usage of digital devices can have physical effects on the body such as eye strain, wrist strain, and back pain. You should let your students know they can prevent this by limiting the amount of time they spend on computers and mobile devices.

Choosing digital tools:

As you try out various digital tools with your students, don't try too many at the same time. Pick one or two and use them for a month, and then reflect on how they helped you to stay organised. You can also ask your students for feedback on how they found the digital tools useful for their learning. As you continue to experiment, you and your students can find the tools that work for you or you can try something totally new.

Conclusion

Incorporating digital tools in your teaching is not just important for the pandemic period. It is also essential if your students will develop the digital skills. This is an opportunity that you should not take for granted. Remember that digital teaching and learning does not have to be cold and impersonal; by humanizing digital teaching and learning—using it as an opportunity to connect with your students—you are realising one of the most important purpose of schooling. You're providing not just meaningful and structured learning opportunities but a social connection that is necessary and will be much appreciated by your students.



List of Teacher Mentors

Second Batch of Teacher Mentors Trained in the Transformative Leadership Program in Kenya (February 2020).

Teacher name	School Name	Region
Alfred Kipyegon Rotich	Kaplong Girls Secondary	Nyanza
Carol Wambua	Ngala Memorial Girls Sec Sch	Coast
Caroline Amolo Owino	Enoomatasiani Girls Sec Sch	Nairobi
Francis Wanjala Mukachi	Musingu High Sch	Western
George Mike Oloo	St. Cecilia Aluor Girls Secondary	Western
Gladness Mueni Kisengese	Bura Girls High School	Coast
Harrison Miano Gichuhi	St. Mary'S Boys Secondary School - Nyeri	Central
Jacklyne Chebet Soy	Tenwek Chebonei Girls Sec Sch	Nyanza
Jackson Kuria Mbugua	Bahati Pcea Secondary	Nakuru
James Kangethe Mwangi	King David High School- Kamama	Northern
James Mwasi	St. charles Lwanga Girls Secondary	Coast
Janet Murothi Kibili	Maua Girls Sec Sch	Northern
Jared Odhiambo Otieno	Ofafa Jericho High School	Nairobi
Jeniffer Atieno Mahianda	Onjiko secondary	Nyanza
Joseph Otieno Omiena	Mary Mount Sec Sch	Nakuru
Joy Anyango	Rae Girls Secondary	Nyanza
Joyce Ongoche Mwandih	Sinyolo Girls' Sec	Nyanza
Judith Mwendwa Mbaabu	Ruburi Sec School	Kiambu
Judy Wanja Gachigi	Kangemi High Sch	Nairobi
Julliet Mogoi Onchoke	Senior Chief Musa Nyandusi Sec	Nyanza
Kenneth Allan Egowwa Adembesa	Tigoi Girls Sec Sch	Western
Kipngeno Peter Too	Chebilat Secondary	Rift Valley
Lawrence Mutegi Mbijiwe	Ikuu Boys High	Northern
Lilian Kadogo Wetende	Kwale Girls Secondary School	Coast
Lydia Amboga	Longisa Boys High Sch	Nyanza
Lydia Nyabisi.Okeyo	Komothai Boys High Sch	Kiambu
Martin Gacheru	Kerugoya Boys	Central
Mary Wamuyu Maina	St. Teresa'S Girls Secondary School	Nairobi
Maurice Otieno Obong'O	Maralal Sec	Nakuru
Michael Cheruiyot Sang	Kemeloi Boys High School	Rift Valley
Moffart Ondari Nyakwama	Our Lady Of Mercy Girls High School Magundu	Northern
Moses Otieno Owino	Ramba Sec School	Western
Nancy Wairimu Kinuthia	St. Clare Girls Secondary School -Elburgon	Nakuru
Sailas Monene Ombuna	Jomo Kenyatta Girls High School	Nakuru
Samuel John Wandera	St Josephs High School - Githunguri	Kiambu
Scolastica Biego	Pemwai Girls Secondary	Rift Valley
Victoria Manyeso	Bahari Girls Secondary School	Coast
Zackary Sikweya	Itierio Girls Secondary School	Nyanza
Cornelius Nyaboga Sakawa	Cardinal Otunga High School- Mosocho	Nyanza
Henry Wakofula Nabibia	St. Anthony Boys High School - Kitale	Rift Valley
Jackson Kariuki Njagi	St. Catherine Nthagaiya Girls Sec Sch	Northern
Jackson Okinyi Owino	St. Joseph'S School Rapogi	Nyanza
James Kangethe Mwangi	Mbooni Boys Sec	Coast
Janet Mwendu Nguu	Kalawa Sec Sch	Coast
John Mwangi Wandeto	Magumu Sec	Nakuru
Joseph Muturi Gitari	Kianyaga High School	Central
Josephine Nangila Masika	Moi Girls Sch - Nairobi	Nairobi

Joyce Muthoka	Tala Boys High School	Nairobi
Judith Shakala	Ribe Boys Sec	Coast
Juliah Wanjiru Kihui	Gatero Girls Sec Sch	Nakuru
Juma Kobia Muturia	Kangeta Girls Sec Sch	Northern
Kassim Oduor	Agoro Sare High School	Nyanza
Kenneth Kipkorir Kirui	Tenwek High Sch	Nyanza
Laban Parseron Chebon	Eldama Ravine Girls Sec Sch	Rift Valley
Leah Murugi Ndarwa	Ngararia Girls Sec Sch	Central
Lichuma Wamalwa	Bokoli Boys Sec	Western
Lydia Nasike Wakhungu	Chwele Girls High School	Western
Lydia Ondiala	Mukaa Girls Sec	Coast
Madrin Muthoni Kangi	Ikuu Girls Sec	Northern
Mary Wamboi Kabogo	Wiyeta Girls Sec Sch	Rift Valley
Mathew Kiprotich Kirui	Tabagon Girls Secondary School	Rift Valley
Mercy Wangari Njuguna	Muthiga Girls Sec School	Kiambu
Michael Gichire Mwangi	Starehe Girls Centre	Kiambu
Monicah Wambui Kanyiri	Mangu High Sch	Kiambu
Nabayi Nancy Wekesa	Bungoma High Sch	Western
Njuguna Rachel Wairimu	Tala Girls Secondary	Nairobi
Opili John Collins	Nambale Boys Secondary	Western
Pascaline Mwikali Ng'Ang'A	Good Shepherd Minor Seminary Sec	Nakuru
Paul Mbatia Kamau	Mary Mother Of Grace Sec Sch	Nakuru
Peter Mwangangi Muvengei	Kaela Sec	Coast
Peter Njoroge Kinyanjui	Gikumene Girls Sec Sch	Northern
Ruth Njeri Kuria	A.I.C. Moi Girls' Secondary School, Samburu	Nakuru
Salad Abdullahi Dera	Wajir Sec Sch	Northern
Samwel Wanjohi Kimu	Karima Sec Sch	Central
Zacharia Kiprono	Tambach High School	Rift Valley
Zephania Gitonga Njeru	Siakago Girls Sec. Sch.	Northern
Abel Onyango Kuya	Chulaimbo Sec	Nyanza
Alice Nderu	Endarasha Boys Sec	Central
Allison Nthenya Kithyoma	Karen C Sec Sch	Nairobi
Anderson Namu Nthimba	St. Annes Girls High Sch- Kiriari	Northern
Beatrice Adongo	Nyabisawa Girls High Sch	Nyanza
Benjamin Wafula Silali	Mahiga Girls Secondary	Central
Caroline Mueni Kioko	Upper Hill School	Nairobi
Concepter Rabera	Kereri Girls Sec	Nyanza
Cosmas Wafula Masinde	Moi Girls High School - Eldoret	Rift Valley
Elkana Otweche Amakobe	Kisima Sec	Nakuru
Esau Richard Okemwa	Kapkenda Girls Sec	Rift Valley
Fannie Nyawino Okola	Nyang'Ori High School	Western
Harrison Sebastian Mwangi	St Johns Girls Sec Sch - Kaloleni	Coast
Leonard Nganga Ngururi	J. G Kiereini Secondary Sch	Kiambu
Macbeth Arthur	Kabianga High Sch	Rift Valley
Mutai S. Juliana	Moi Siongiroi Girls Sec Sch	Nyanza
Nicholus Murithi Gitonga	Matinyani Boys Secondary	Coast
Patrick Muturi Muiru	Oloitokitok Secondary School	Nairobi
Sophie Syengo Kanini	St. Angela'S Girls Secondary School - Kitui	Coast
Vincent Nyang'Aya Maisiba	Gituru Sec Sch	Central
Abdallah Koskey	County High School	Northern
Abdullahi Mohammed	Garissa High School	Northern
Afrah Nyamoita Mouko	Jomo Kenyatta Boys High School	Nakuru
Allan Ouma Obonyo	Wang'Apala High Sch	Nyanza
Amos Kibichii Tallam	Tenges Sec Sch	Rift Valley
Anthony Musyoka Ndambuki	Masii Sec Sch	Nairobi

Antonate Nafula Wanyonyi	St. Barnabas Girls Secondary School	Nyanza
Ashah Mulanya Kweyu	Sega Girls High School	Western
Beatrice Wanjiru Wang'Ondu	Ngara Girls High Sch	Nairobi
Bernard Wamai Nabisswa	Butula Boys High Sch	Western
Boaz Onyango Odero	Moi Nyabohanse Girls High Sch	Nyanza
Bonface Malenya Muhangi	St Clares Maragoli	Western
Catherine Kasembeli	Lenana Sch	Nairobi
Cecilia Wanjiru Kagiri	Kangema High School	Central
Chepkorir Jane Mosonik	Ndaraweta Girls Sec	Nyanza
Christopher Wanjala Simiyu	St Marys Kibabii Sec	Western
Dan Owino	Asumbi Girls High School	Nyanza
Elphas Muniya	Mwaani Girls Sec Sch	Coast
Martin Muriuki Muriithi	Kanjuri High	Central
Onyango Alphonse Nyangala	Maasai Girls Sec	Nyanza
Samuel Muriuki Wachira	Njabini Secondary	Nakuru
Stephen Wanjala Mudogo	Loise Nanyuki Girls High School	Nakuru
Vincent Siriba Ondieki	Nyakach Girls High Sch	Nyanza
Vivian Kabibi Nzai	Rombo Girl'S Secondary School	Nairobi
Agapitus Lusimba Makotsi	Leshau Secondary	Nakuru
Benson Onyango Ochieng	Agoro Sare High School	Nyanza
Brian Maweu Mutinda	Moi High School Kasigau	Coast
Christine Naanyu Saaya	Ololulung'A Sec Sch	Nyanza
Cyrus Gichohi Macharia	Ndaragwa Secondary	Nakuru
Dadamuke Jonathan	Kapenguria Boys High Sch	Rift Valley
Daniel Kipkoech Bore	Kapsabet Girls High School	Rift Valley
Deborah Kanini Muteti	Machakos Girls High Sch	Nairobi
Denis Butali Wakhungu	Kabarnet High	Rift Valley
Dennis Song'Oro Ayieko	Kabianga High Sch	Rift Valley
Dorcas Rotich	St Marys Girls Tach Asis Sec	Rift Valley
Doreen Nkirote Mboroki	Isiolo Girls Sec Sch	Northern
Edward Senei Loontubu	Arnesens High School	Rift Valley
Emily Lukano	Moi Forces Academy - Lanet	Nakuru
Eunice Nafuna Wamalwa	Taranganya High Sch	Nyanza
Fredrick Mwit Marangu	Kanyakine Sec Sch	Northern
Geoffrey Momanyi	St. Pauls Kevote Sec.	Northern
Gilbert Mwangi	Gitugi Girls High Sch	Central
Grace Nyakio Owino	Kambala Sec Sch	Nakuru
Isaac Wangila Khaemba	Kisumu Girls Sec Sch	Nyanza
Istarlin Hish Mohamed	Saka Girl'S Secondary School	Northern
Mercy Akinyi Oketch	Kombeni Girls Sec	Coast
Samuel Kioi	Starehe Boys Centre	Nairobi
Victor Kiplangat Mutai	Sosiot Girls Sec Sch	Rift Valley
Vincent Kipkirui	Chebwan Secondary	Rift Valley
Bett Geoffrey	Koiwa Secondary School	Nyanza
Emmanuel Chiriswa	Canon Kituri High-Taita	Coast
Esther Mwinzi	Kimangao Girls Sec School	Coast
Festus Gakuu Mwangi	Kirimara Sec School	Central
Judith Getanda	Tala Girls Secondary	Nairobi
Mary Wanjiru Njuguna	Magomano Girls Secondary School	Nakuru
Peter Mutua Kivuva	Kangundo Sec Sch	Nairobi
Peter Njoroge Wanjohi	St. Annes Seconday School-Lioki	Kiambu
Rebecca Lenaseyan	St Theresa'S Girls Secondary School-Wamba	Nakuru
Robert Mwandoe Shaki	Our Lady Of Perpectual Saccour Secondary	Coast
Rosemary Wanjiru Mwaura	Kambui Girls High School	Kiambu

Samuel Masha Chengo	Ribe Girls Sec	Coast
Shadrack Bundi M'Rwito	Nguviu Boys High Sch	Northern
Shadrack Makau Kasimu	Mukaa Boys High	Coast
Shallom Mwendwa	Chogoria Girls High	Northern
Shisia John Wesonga	St.Benedict'S High School -Budalangi	Western
Simon Odhiambo Owuor	St Stephens Menara Sec Sch	Nyanza
Simon Waweru Waititu	Pcea Rungiri Secondary School	Kiambu
Stella Gisoni	Kirobon Girls Secondary School	Rift Valley
Susan Ayiera Olimba	Mudavadi Girls Secondary	Western





Pause for Some Inspiration...

Teaching kids to count is fine, but teaching them what counts is best.

Bob Talbert

Technology is just a tool. In terms of getting the kids to work together and motivating them, the teacher is the most important.

Bill Gates

Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.

Sidney Hook

The art of teaching is the art of assisting discovery.

Mark Van Doren

Teaching kids to count is fine, but teaching them what counts is best.

Bob Talbert

Teachers have three loves: love of learning, love of learners, and the love of bringing the first two loves together.

Scott Hayden

Nine-tenths of education is encouragement.

Anatole France

I like a teacher who gives you something to take home to think about besides homework.

Lily Tomlin

I am not a teacher, but an awakener

Robert Frost

Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin

Education is our passport to the future, for tomorrow belongs to the people who prepare for it today

Malcolm X

To teach is to learn twice over.

Joseph Joubert

It's the teacher that makes the difference, not the classroom.

Michael Morpurgo

I like a teacher who gives you something to take home to think about besides homework.

Lily Tomlin

They may forget what you said but they will not forget how you made them feel.

Carl Buechner

All students can learn and succeed, but not in the same way and not on the same day.

William G. Spady

A teacher affects eternity; he can never tell where his influence stops.

Henry B. Adams

All students can learn and succeed, but not in the same way and not in the same day.

William G. Spady

Education is not the filling of a pail, but the lighting of a fire

William Butler Yeats

They may forget what you said but they will not forget how you made them feel.

Carl Buechner

CONVERSATIONS FROM THE ONLINE PLATFORM

Re: Integrity and teaching

by Elizabeth Atieno Odhiambo Monday, November 25, 2019, 6:41 PM



Is it a fact that integrity plays a key role in the teaching profession? Is it a hindrance or requirement for a good teacher, a good mentor and a good role model?

by Chibuikem Nwani Tuesday, November 26, 2019, 3:51 PM

A very interesting question Elizabeth, I am inclined to think that you have an answer for this. What do you think is the answer?



Re: Integrity and teaching

by Elizabeth Atieno Odhiambo Tuesday, November 26, 2019, 5:56 PM



Integrity is the foundation of mentorship. You cannot require others to be what you aren't as a mentor. A teacher guided by principals of wrong and right, and who stands by what is right no matter his/her circumstances stands a better chance of raising a world of not just lead ers, but transformative leaders.

by KINYANJUI MBUGUA SAMUEL Tuesday, December 3, 2019, 11:00 AM

A good question, ELIZABETH. In the teaching profession, Integrity in key and a developer of true success. It blocks any thought of unethical act that may cross the mind.



by Chibuikem Nwani Thursday, December 5, 2019, 11:13 AM

The former President of America Jimmy Carter once said, "We must adjust to changing times and still hold to unchanging principles". With this said, as a teacher in this fast-paced, ever-changing time that we live in we can't change style and methods of teaching or change the way in delivering curriculum, but we should not change the ethos that guides the profession of "Knowledge Transfer" also known as Teaching



by Elizabeth Atieno Odhiambo Tuesday, December 10, 2019, 8:37 AM



Well said. It is a reality of life that we must lead by example, else, where are we leading people to. In exemplifying your journey and destination, you are likely to win over followers, in our case, mentees

Very true. The current cry in my country Kenya is that this generation of students are difficult and not motivated to study. It is also said that this generation of teachers are nothing like the ones that modelled us. Well, true or not, the teaching profession has had to adopt to changing times in the last couple of years. This is acceptable as long as 'the teacher remains a teacher', with no compromises.

by KINYANJUI MBUGUA SAMUEL Tuesday, December 3, 2019, 11:00 AM

Simply put: Teaching others and acting contrary is in itself lack of integrity



by Lawrence Mwanza Kimeu Saturday, September 5, 2020, 10:24 AM

As a teacher integrity is very important. In terms of grading students and many other aspects...



Thursday, December 19, 2019, 4:53 PM

Re: Thin line situations

by Macharia Barnabas Maina - Thursday, December 19, 2019, 4:53 PM



You are a senior employee with a responsibility of hiring personnel in your company. Two people pass through the suitability test and one is your friend. Who would you pick?(Give reasons).

by Beatrice K. Maina Friday, January 10, 2020, 5:24 PM

The most qualified one of the two.



RE: Thin line situations

by Macharia Barnabas Maina Wednesday, January 15, 2020, 12:50 PM



Is there any situation where knowing an interviewee can be a basis of picking him /her. Lets say when all meets the necessary qualifications and are at per

by KINYANJUI MBUGUA SAMUEL Tuesday, March 17, 2020

Hello Macharia....

As for me where the best has to be taken, I would find a way of breaking the tie and give the best without fear or favour. Matters of jobs are very serious matters and friendship could be the best enemy of progress here.



True, at some point we have to break ties. Who did more, who did better, who looks more able!

CONVERSATIONS FROM THE ONLINE PLATFORM

by NASSIWA OLIVIA BRENDAH Tuesday, May 12, 2020

I would choose the best. Integrity is key in such situations because if as an individual in a place of authority abuse the trust vested in you, you lose the moral authority to command or reprimand your subordinates.



by Lawrence Mwanza Kimeu Saturday, September 5, 2020

I would pick my friend. It is a chance to help a friend as long as he or she qualifies for the position and has same qualifications with the other.



Thursday, March 26, 2020, 9:23 AM

Integrity

by John Muthomi Thursday, March 26, 2020,



Is it possible to live a value-based life in this day and age when most people do not consider integrity an important virtue?

by MARTIN WAFULA NYONGESA Wednesday, April 1, 2020

It is very possible. I believe value based life like any kind of life is a matter of choice. you can choose to be complacent and carefree and some one else can choose to live a purposeful, well articulated, planned and a life based on quality moral principles and ethics.



by Lawrence Mwanza Kimeu Saturday, September 5, 2020

It is possible but it requires self discipline.



by Benjamin Silali Saturday, September 5, 2020

It's possible, one need to have a stand and know what to do what and what not to.



by Chikumbutso Mpalika Thursday, October 22, 2020

Very possible..just stand by your choice



by Vincent Kipkirui Saturday, April 18, 2020



You were sent by your institution to buy a number of laptops and their accessories from the capital. You successfully negotiated for prices lower than the amount you were given by the institution. This happens at a time when you are in dire need of money to settle some urgent financial obligations. Will you submit the excess cash to your institution or use it to settle your urgent obligations?. Give a reason for your decision.

by KINYANJUI MBUGUA SAMUEL Saturday, April 18, 2020

The excess obviously would be my bonus. I can't return it since I worked (burgained) for it.



by MARTIN WAFULA NYONGESA Saturday, April 25, 2020

Due to my moral and ethical standing I will return the excess amount to my company.



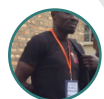
by NASSIWA OLIVIA BRENDAH Thursday, May 14, 2020

It would be prudent of me to return the bonus, however, it calls for one's integrity at this point. If one lacks such integrity that bars them from compromising on their matters of principle, chances are high that the bonus will end up in their pockets



by KOMAKECH SIMON LABEJA Saturday, May 16, 2020

The money belongs to the company and not to me. The ethical option is for me to declare the balance of the money to the supervisor(s) since honesty will require that I bring genuine receipts for the purchases bearing the true amounts spent.
On the aspect of pressing financial needs, I think the action to take is to either declare the financial woes to the bosses and opt out of being the purchasing officer or request for a salary advance.



by Benjamin Silali Monday, June 15, 2020

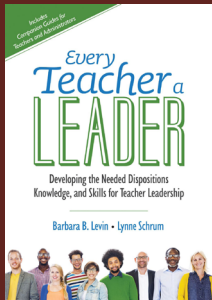
I will take the balance back to the institution.
My conscience will keep reminding me that I took what isn't mine.



Book Recommendations

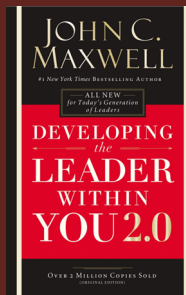
...because leaders are readers

LEADERSHIP



Every Teacher A Leader by Barbara B. Levin and Lynne Schrum

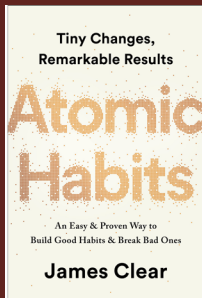
Description: Every teacher is a leader in their own right. When teachers embrace certain dispositions, knowledge, and skills for leadership, the whole school culture is changed for the better. Whether you're a teacher who's ready to take on new roles or an administrator looking to develop strong leaders, this book is for you. This book prepares teachers for leadership roles with specific how-tos for the essential skills such as: running meetings, teaching colleagues, providing feedback, delivering effective professional development, resolving conflicts, employing technology, and more.



Developing the Leader Within You by John C. Maxwell

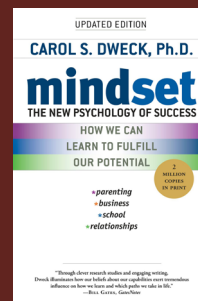
Description: This book is Dr Maxwell's first and most enduring leadership book, having sold more than one million copies. Developing the Leader Within You will equip you to improve your leadership and inspire others. You will discover the biblical foundation of leadership, the true definition of a leader, the traits of leadership, and the difference between management and leadership.

PERSONAL GROWTH



Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones by James Clear

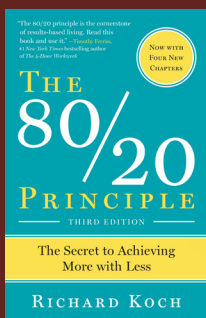
Description: Bad habits repeat themselves not because you don't want to change but because you have the wrong system for change. This is one of the core philosophies of Atomic Habits: You do not rise to the level of your goals. You fall to the level of your systems. In this book, you'll get a proven plan that can take you to new heights on how to create good habits, break bad ones.



Mindset: The New Psychology of Success by Carol S. Dweck

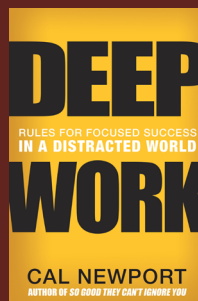
Description: Bad habits repeat themselves not because you don't want to change but because you have the wrong system for change. This is one of the core philosophies of Atomic Habits: You do not rise to the level of your goals. You fall to the level of your systems. In this book, you'll get a proven plan that can take you to new heights on how to create good habits, break bad ones.

Work-life Balance



The 80/20 Principle by Richard Koch

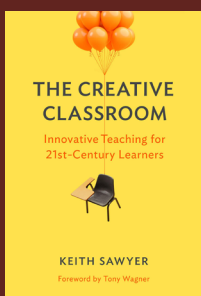
Description: This isn't a new book by any means, but its value still holds true today, and it is highly recommended for TMs struggling with work-life balance. What if 20 percent of your input resulted in 80 percent of your output? That is, what if you could achieve more and do more with less. In this book, Koch's central theory goes back to the Pareto principle, which is that most distributions in life follow an 80/20 rule. The natural state of systems and the Earth is one of imbalance. By trying to understand this inequality, as opposed to bemoaning its existence, one can profit more in the workplace and in private life.



Deep Work by Cal Newport

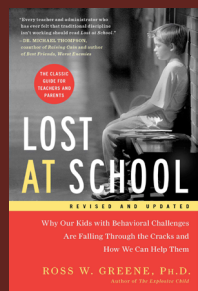
Description: In Deep Work, author and professor Cal Newport flips the narrative on impact in a connected age. Instead of arguing distraction is bad, he instead celebrates the power of its opposite. Dividing this book into two parts, he first makes the case that in almost any profession, cultivating a deep work ethic will produce massive benefits. He then presents a rigorous training regimen, presented as a series of four "rules," for transforming your mind and habits to support this skill. This book is an indispensable guide to anyone seeking focused success in a distracted world.

Classroom Management



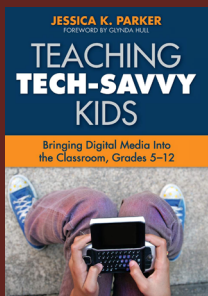
The Creative Classroom: Innovative Teaching for 21st-Century Learners by Keith Sawyer

Description: The Creative Classroom presents a compelling vision of schools where teaching and learning are centred on creativity. Drawing on the latest research as well as his studies of jazz and improvised theatre, Sawyer describes curricula and classroom practices that will help educators get started with a new style of teaching, guided improvisation, where students are given the freedom to explore within structures provided by the teacher. This book shows how teachers and school leaders can work together to overcome all-too-common barriers to creative teaching, leadership, structure, and culture and collaborate to transform schools into creative organizations.



Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them by Dr Ross W. Greene

Description: From the renowned authority on education and parenting, "an in-depth approach to aid parents and teachers to work together with behaviorally challenging students" Dr Ross W. Greene's book includes a Collaborative & Proactive Solutions (CPS) approach that helps teachers focus on the true factors contributing to challenging classroom behaviours, empowering educators to address these factors, and creating helpful relationships with their most at-risk students.



Teaching Tech-Savvy Kids: Bringing Digital Media Into the Classroom, Grades 5-12 by Jessica K. Parker

Description: Students are plugged in, powered up, and connected. Are you? The author gives teachers a deeper understanding of the dynamic potential for increasing student learning through digital media. Based on a three-year study of youth and their use of new media, this teacher-friendly resource includes descriptions of digital tools, navigating digital media for both novice and expert teachers, sidebars debunking common myths about technology, and more.

Riddles

answers at the bottom of the page

1. Why does the teacher wear sunglasses when she comes to the class?

2. A structure with two occupants, sometimes one, rarely three. Break the walls, eat the borders, then throw me away. What am I?

3. You use a knife to slice my head and weep beside me when I am dead. What am I?

4. How do you spell candy in 2 letters?

5. What always was, yet I can never be?

1. Because the students are bright 2. A peanut
3. An onion 4. C and Y c(and)y 5. Yesterday

Got Questions?

Ask any question in your WhatsApp Groups, The LEAP Staff are available to support you.

or

Send a WhatsApp message to Yewande Apatira @ +2348163104207
yapatira@leapafrika.org



Scholars
Program



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Website: www.leapafrika.org

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