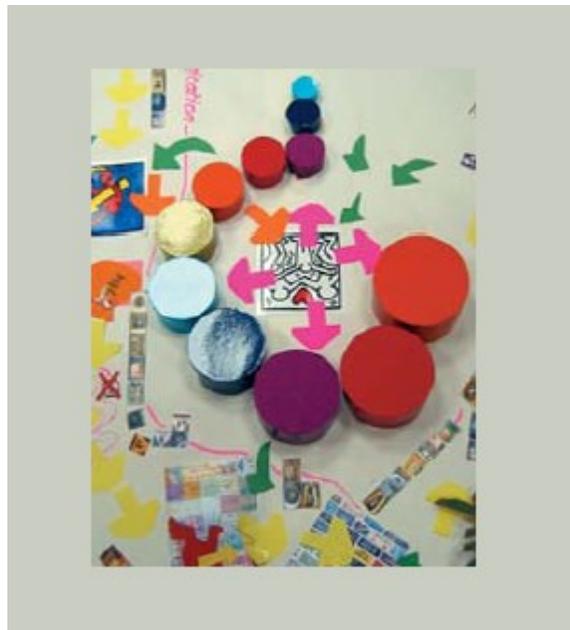


---

---

**ARMY Burn Hall COLLEGE For Girls**  
**ABHCG**



**Life Skills Approach to Teaching**

**Training Module for Primary School Teachers**

**National Commission for Human Development**

## CONTENTS

1. Introduction
2. Training Session Plans
3. Quality Education – Definition and components
4. Life Skills- Communication skills
5. Life Skills- Information Gathering Skills
6. Life Skills- Critical Thinking
7. Life Skills- Creativity
8. Life Skills- Empathy
9. Teaching Techniques- Multiple Intelligences
10. Other Teaching Techniques
11. Student Assessment- Blooms Taxonomy
12. Learning Disabilities
13. Principles/Steps for Lesson Planning
14. Preparing Lesson Plans
15. Social Studies lesson planning
16. Children’s Assessment using blooms Taxonomy
17. Learning Disabilities
18. Preparation for next phase of training

## INTRODUCTION

Everywhere, education is seen as the main way of enabling individuals and nations alike to meet the ever increasing economic, technological, social and personal challenges. We expect education to prepare young people for the world of work and for economic independence; to enable them to live constructively in responsible communities; and to enable them to live in a tolerant, culturally diverse and rapidly changing society. Perhaps above all, we expect education to help young people to build lives that have meaning and purpose in a future we can scarcely predict.

This has led to re-organizing of the education systems all over the world so that they provide not only high standards of academic qualifications, including literacy and innumeracy but also inculcate skills such as creativity, communication, empathy, adaptability, and social skills, all of which are being increasingly emphasized by employers and others in the global society. More so, in this age of information explosion education systems face the ever increasing challenge of providing skills to acquire and process information as it is neither possible to provide children with all the information available, nor is it possible to predict what knowledge would be required 20 years from now, hence the focus on skills.

The system of education in Pakistan is largely confined to the coverage of the prescribed syllabi the contents of which are mostly knowledge based, and thus provide only the basic level of education, advocating rote learning. This type of learning may at best result in acquiring knowledge of facts and concepts, but is not directly related to the immediate life of the learners or to their future needs. Therefore, there is a concern that the precious years of schooling should be optimally used for developing skills, attitudes and values essential for effective living and working.

It is envisaged that in the changed educational process in terms of the concerns mentioned above, the learning, while continuing around the traditional school subjects, namely, language(s), mathematics, science, social sciences, art and aesthetics, work experience, health and physical education, should move beyond mere acquisition of knowledge of concepts and facts of these subjects. Though the textbooks may continue to remain the principal source of teaching-learning, the activities the methodology incorporated in the chapters should be skill oriented as opposed to provision of knowledge only.

This paradigm shift in the school education will mean that teacher will take care that learning of children is not limited to mere memorization of information contained in the textbooks, thus requiring a changed approach to the preparation of teachers.

## **Life Skills Approach to Teaching**

Most of the Schools are adopting this changed approach to develop a program for continuous professional development of teachers. In this regard technical support is being provided by the National Commission for Human Development, the first organization to take up the initiative of designing and introducing Life Skills based teacher training program on a large scale in Pakistan. As a first step a training module has been designed for the initial orientation and preparation of the primary school teachers with the immediate aim of introducing life skills based teaching methodology and training in preparing teaching material in the form of lesson plans using this approach.

## Day One

### Session Plans

#### Training of ABHCG Teacher Trainers

**Session No: 1**

**Session Title: Introduction and objectives**

**Timing: 0830-09:00**

**Duration: 30 minutes**

**Responsible: Resource Person/Master Trainer**

---

–

#### **Session Objectives:**

- To introduce facilitators to participants and participants to one another
- To share the introduction to the training
- To share objectives of the training workshop
- To share training methodology
- Outline of schedule

By the end of the session the participants will be familiar with the:

- facilitators and each other
- training introduction
- the training schedule
- the objectives of training
- the training methodology

**Materials required:** -Introduction  
-Training Objectives  
-Training Methodology  
-Outline of training schedule

---

–

#### **Process**

1. Begin in the name of Allah
  2. Resource persons introduce themselves
  3. Name, designation, office
  4. Introduction of participants
  5. Name, designation, school
  6. Share the contents of the introduction (from training manual)
  7. Share Objectives of training
  8. Share the training methodology
  9. Share training schedule
  10. Questions and answers
  11. End of session
- 

**Session No: 2**

**Session Title: Quality education- Definition & Components**

**Timing: 09:00-0930**

**Duration: 30 minutes**

**Responsible: Resource Person/Master Trainer**

---

**Objectives:**

- To introduce the definition and components of quality education (life skills, social norms, literacy skills)
- To introduce the definition of social norms
- To introduce the definition of life skills

By the end of the session the participants will be able to:

- Provide definitions and components of quality education (life skills, social norms, literacy skills)

**Materials required:** Training manual section - Definition of Quality education  
- Components of Quality Education

---

***Process***

1. From the training manual section “**definition of quality education**” asks the participants for their definition of quality education and then shares the different definitions of quality education as given in this section.
2. Using the diagram and explanatory notes given on “**components of quality education**”, explain these, life skills (including sub skills), social norms, literacy skills, knowledge. While explaining include definition and examples.
3. Ask participants if they can summarize the session giving your own inputs in case of gaps
4. Answer any questions the participants may have
5. Close the session

---

**Session No: 3**

**Session Title: Life skills - Communication**

**Timing: 09:: 30-10:05**

**Duration: 35 minutes**

**Responsible: Resource Person/Master Trainer**

---

**Objectives:**

- To introduce ways through which we communicate
- To emphasize the importance of effective communication as a skill
- To outline techniques for enhancing children’s verbal and non verbal Communication skills

By the end of the session the participants will be able to:

- Highlight the ways through which we communicate
- Highlight the importance of effective communication
- Outline and use techniques for enhancing children’s verbal and non verbal Communication skills

**Materials required:** Training manual section – **Communication**

---

### *Process*

1. The participants individually read the material on communication and then discuss it in groups, focusing their discussion around the following questions:

- In what ways do we communicate?
- Why is it important to be effective communicators?
- What techniques can we use to enhance the way we communicate verbally, and nonverbally?

2. How effective are you at communicating, how do you say this, give examples from you experience? (Make notes of these examples for sharing during discussion)

3. Make notes of points where further clarification is required during discussion.

4. Once the group discussion invite the participants for a whole class discussion to discuss the above questions.

5. Ask the participants to look at this picture and tell what does it tell us about this speaker, supporting it with the clues from the picture, e.g. if they say the speaker is not confident then how did they judge that



6. Listening Skills Exercise – divide the participants into groups and ask them to do the following listening exercise

Person 1. Start talking about any subject for 4 or 5 sentences

Person 2. When the first person stops talking, repeat back to them what you thought you heard, starting with phrases like:

I want to be sure I understand what you are saying. It sounds like . . . <your interpretation of what they said>

Is part of what you are saying . . . <your interpretation of what they said>?

What I hear you saying, if I understand you correctly is . . . <your interpretation of what they said>

I want to make sure I am hearing what you are saying . . . <your interpretation of what they said>

What I heard was . . . <your interpretation of what they said. Was that accurate?

7. Then, reverse the roles and the second person speaks for 4 or 5 sentences, then the first person asks the questions.

8. Once the pairs have finished ask them: How was this different from the way you usually listen and respond?

9. Summarize by saying that: By practicing such techniques, you are giving respect to the person speaking and showing that you understand what they are saying. If you misunderstand what they are trying to say, you can both work to clarify the message.

---

–

**Session No: 4**

**Session Title: Life skills- Information gathering**

**Timing: 10:05-10:40**

**Duration: 35 minutes**

**Responsible: Resource Person/Master Trainer**

---

–

**Objectives:**

- To introduce definition of information gathering skills
- To emphasize the importance of information gathering skill
- To outline techniques for enhancing information gathering skills in children

By the end of the session the participants will be able to:

- Provide definition of information gathering skills

- Highlight importance of information gathering skills
- Outline techniques to enhance information gathering skills in children
- Provide examples of own information gathering skills from everyday experiences, and during teaching

**Materials required:** Training manual section – **Information Gathering skills**

---

### *Process*

#### *Explain to the participants that:*

1. You have been given a topic to teach which is completely new and you have no information regarding this topic. Your task is to prepare yourself to teach this topic by finding out as much information as possible. Some of the questions which you consider in the process are as follows:
  - What information do you require?
  - How will you go about finding this information?
  - How will you identify sources?
  - How will you select the sources to use?
  - How will you verify the correctness of the information sources will you use?
2. Instruct the participants to work in groups on the above task, using a chart paper to note down their thinking
3. Once the participants have finished ask them to make a presentation of their thoughts.
4. The participants return to their groups and individually read the material on information gathering skills and then discuss it in groups, focusing their discussion around the following questions:
  - What do we mean by information gathering?
  - Why is it important to have information gathering skills?
  - What techniques can we use to enhance information gathering skills in children?
  - Can you provide examples of your own information gathering skills from your everyday experiences, and during teaching? (make notes of these examples for sharing during discussion )
  - Make notes of points where further clarification is required during discussion.

5. Once the groups finish their discussion they join for whole class discussion to discuss the above questions. Summarize the discussion.

---

**10:40 to 11:10      Tea Break**

**Session No: 5**

**Session Title: Life skills: Critical thinking**

**Timing: 11:10-11:45**

**Duration:    35 minutes**

**Responsible: Resource Person/Master Trainer**

---

–

**Objectives:**

- To introduce definition of critical thinking skills
- To emphasize the importance of critical thinking skill
- To outline techniques for enhancing critical thinking skills in children

By the end of the session the participants will be able to:

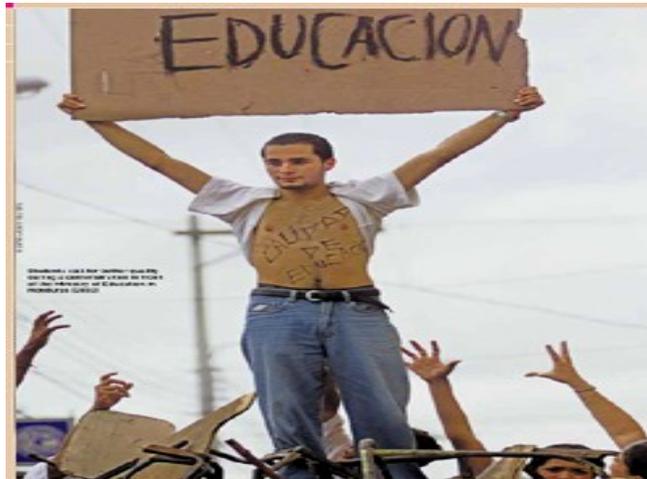
- Provide definition of critical thinking skills
- Highlight importance of critical thinking skills
- Outline techniques to enhance critical thinking skills in children
- Provide examples of own critical thinking skills from everyday experiences, and during teaching

**Materials required:** Training manual section – Critical Thinking

---

–

***Process***



1. Instruct the participants to study the above picture, taking note of the situation it may represent, who are these people, where could this be, who the young man could be, why he is holding a placard, who could the other people be. They could use small cards to write down their ideas
2. Once the participants have finished ask them to display their cards and narrate their interpretation of the story the picture is telling.
3. After they read out their statements on the cards, select a statement and choose one of the following questions to ask and elicit the response:
  - Why do you think this?
  - Why do you say this?
  - Can you give me an example from the picture
  - What is it in the picture that makes you say this?
  - What do you mean by this?
4. Conclude this exercise by telling the participants that all these questions asked about their statements were to challenge them and encourage them to give evidence in support of their statement. This is what is known as the skill of critical thinking.
5. The participants return to their groups and individually read the material on critical thinking and then discuss it in groups, focusing their discussion around the following questions:
  - What do we mean by critical thinking?
  - Why is it important to have critical thinking as a skill?
  - What techniques can we use to enhance critical thinking in children?

- Can you provide examples of your own critical thinking from your everyday experiences, and during teaching? (make notes of these examples for sharing during discussion )
  - Make notes of points where further clarification is required during discussion.
6. Once the groups finish their discussion they join for whole class discussion to discuss the above questions.
  7. Summarize the discussion

---

—

---

—

**Session No: 6**

**Session Title: Life skills- Creativity**

**Timing: 11:45 to 12:20**

**Duration: 35 minutes**

**Responsible: Resource Person/Master Trainer**

---

—

**Objectives:**

- To introduce definition of creativity
- To emphasize the importance of creativity
- To outline techniques for enhancing creativity in children

By the end of the session the participants will be able to:

- Provide definition of creativity
- Highlight importance of creativity
- Outline techniques to enhance creativity in children
- Provide examples of own creativity from everyday experiences, and during teaching

**Materials required:** Training manual section - Creativity

Pencil eraser Drinking Glass Book Sheet of paper Ruler, 6 sheets of chart paper (one per group), and markers

---

—

***Process***

## Life Skills Approach to Teaching

1. Divide the participants into groups of 5 (different from previous groups) and distribute amongst them

Pencil, eraser, Drinking Glass, Book, Sheet of white paper, Ruler

2. Distribute each group a marker and a chart paper and instruct them to divide the paper by making two columns, labeling them 1 and 2
3. Instruct each group to write down as many uses of their object as they can in column 1 encouraging them to come up with as many unusual uses as possible without worrying about being right or wrong.
4. Once the groups finish invite them to present their ideas and display their charts in the class.
5. The participants return to their groups and individually read the material first and then discuss it in groups, focusing their discussion around the following questions:
  - What do we mean by creativity?
  - Why is it important to have creativity as a skill?
  - What techniques can we use to enhance creativity in children?
  - How creative do you think your ideas were in exercise no 1, explain why?
  - Can you provide examples of creative activities during teaching or using creativity in other everyday situations? (make notes of these examples for sharing during discussion )
  - Make notes of points where further clarification is required during discussion.
6. Once the discussion is finished ask the groups to revisit their exercise at the beginning of the session and see if they can come up with more creative ideas, writing them down in column 2 on the chart paper and sharing any new ideas with the remaining groups.
7. Summarize the discussion

**Session No: 7**

**Session Title: Life skills - Empathy**

**Timing: 12:20 to 12:55**

**Duration: 35 minutes**

**Responsible: Resource Person/Master Trainer**

---

**Objectives:**

- To introduce definition of empathy
- To emphasize the importance of empathy
- To outline techniques for enhancing empathy in children

By the end of the session the participants will be able to:

- Provide definition of empathy
- Highlight importance of empathy
- Outline techniques to enhance empathy in children
- Provide examples of own empathy from everyday experiences, and during teaching

**Materials required:** Training manual section - Empathy

---

### *Process*

1. Instruct the participants to read the material regarding definition of life skills and the skill of empathy.
2. Divide the participants into small groups (5 participants per group)
3. In groups the participants discuss the material concentrating on the following questions:
  - What do we mean by empathy?
  - Why is it important to have empathy as a skill?
  - What techniques can we use to enhance empathy in children?
  - Can you provide examples of using empathy during teaching or in other everyday situations. (make notes of these examples for sharing during discussion )
  - Make notes of points where further clarification is required during discussion.
4. Call the groups back for class discussion and discuss the questions given above as a class
5. Group activity: Imagine that you are a child and it is break time, children are playing in the play ground, you also want to play with a group of children but they refuse to let you join them. Write an account of how you feel, illustrate your narration with pictures.
6. The groups join together for class discussion. They read out their writing and show pictures. Let the participants describe their experience, and how they felt putting themselves in another person's shoes.
7. Summarize the discussion

\_\_\_\_\_ **Day 2nd**

---

Session No: 1

Session Title: Teaching Technique- Multiple Intelligence

Timing: 8:45 to 9:25

Duration: 40 minutes

Responsible: Resource Person/Master Trainer

---

**Objectives:**

- To introduce definition, importance and types of multiple Intelligences- as a teaching technique
- To provide detail of the type of activities for enhancing each intelligence

By the end of the session the participants will be able to:

- Provide definitions, importance and types of multiple intelligences
- Provide examples of activities for enhancing each intelligence

**Materials required:** Training manual section - **multiple intelligences**

---

**Process**

1. Ask participants to think for a few moments about lesson they taught where they felt that majority of the children understood and learned what they wanted them to.
2. Ask them to write down what was so special about the lesson.
3. Invite them to share their notes and write these down on the flip chart.
4. Tell the participants that as they are aware different children learn in different ways and the way they teach will determine to what extent different students learn. This is because different children learn through different “intelligences”. Any teaching activities which stimulate as much intelligence will appeal to most of the children in the class hence successfully helping most to learn without much difficulty. Tell them this is a **teaching technique** known as the theory of “multiple intelligences”.
5. Instruct the participants to read the information on multiple intelligences focusing on the following questions:
  - What is the theory of multiple intelligences?
  - Why is it important to understand and use this theory in practice?
  - What kind of activities can be used to stimulate different intelligences?

- Provide examples of activities which have resulted in most of the class learning.

6. Invite the participants to discuss the above questions clarifying wherever required

---

---

**Session No: 2**

**Session Title: Teaching Technique**

**Timing: 9:25 to 9:45**

**Duration: 20 minutes**

**Responsible: Resource Person/Master Trainer**

---

–

**Objectives:**

- To introduce other teaching techniques for effective teaching and enhancing life skills

By the end of the session the participants will be able to:

- Explain and use teaching techniques (story telling, role play, drawing, poems riddles, discussion, talking about pictures, brainstorming)for effective teaching and enhancing life skills

**Materials required:** Training manual section - **Teaching techniques**

---

–

***Process***

1. Divide the participants into groups and hand out chart papers and markers to groups
2. Instruct the groups to discuss and outline the following on their chart papers
  - Teaching techniques used
  - Why these technique are used
  - How effective are they for student learning (give examples from their teaching)
3. Invite each group to present their work

4. Tell the participants that successful teachers teach their students using various techniques, such as outlined during the last discussion, with the aim of not only achieving their immediate classroom goals but also to teach them to use these techniques for themselves in the future to become powerful learners.

5. Allocate each group one teaching technique to read. (see below \*) While they read individually first and then discuss in groups instruct them to consider the following questions

- What is the teaching technique, if possible define it
- Why is it important
- Points to remember when using it for teaching

6. Once they have finished it ask them to return to their chart paper and using a different colored marker, outline what improvements they would make when planning to use this technique again in the light of reading the information and why.

7. Invite the groups to present their work and give inputs as required for further clarity.

8. Allow each group to select a topic of their choice from their textbooks and instruct them to design an activity using technique allocated to them.

9. Each group makes a presentation of their activity; invite other groups to give their *comments*

10. Summarize the session

---

–

**Session No: 3**

**Session Title: Student Assessment –Blooms Taxonomy**

**Timing: 9:45 to 10: 25**

**Duration: 40 minutes**

**Responsible: Resource Person/Master Trainer**

---

–  
**Objectives:**

- To introduce Blooms Taxonomy as a method of effective student assessment beyond knowledge testing

By the end of the session the participants will be able to:

- Understand the levels of educational objectives as defined in the blooms Taxonomy

- Design and administer specific test questions to test children at the level of knowledge, comprehension, application, analysis and synthesis

**Materials required:** Training manual section - **Blooms Taxonomy of Educational**

**Objectives**

**-Goldilocks and the three bears**

**-Flip charts, chart paper, markers**

---

***Process***

1. Ask the participants how they conduct their assessment,
2. Ask them to give examples of the form of questions they use.
3. Using the information on Blooms Taxonomy share with the participants the levels of educational objectives, their definitions, types of questions which can be used and the verbs which if used can test the children at a specific level.
4. Ask the participants to read the story “Goldilocks and the three bear” and work in groups to prepare assessment questions at the level of knowledge, comprehension, application, analysis, synthesis and evaluation.
5. Invite groups to share their assessment questions.
6. Share with them the sample questions as comparison for the story, and provide further reinforcement as required.

---

**Session No: 4**

**Session Title: Learning Disabilities**

**Timing: 10: 25 to 10:45**

**Duration: 20 minutes**

**Responsible: Resource Person/Master Trainer**

---

**Objectives:**

- To be able to understand the concept of learning disabilities

- To be able to identify learning disabilities amongst students
- To be able to provide remedial teaching to learning disabled children

By the end of the session the participants will be able to:

- Provide a definition of learning disabilities
- Provide a checklist of symptoms of learning disabilities amongst students
- Provide techniques for dealing with learning disabilities during teaching

Materials required: Training module section - Learning disabilities  
-Flip charts, chart paper, markers

---

***Process***

1. Ask the participants what kind of problems they have with children, write these on the flip chart/board
  2. Ask them how they tackle these problems and write the responses on the flip chart/board
  3. Share with participants the concept of learning disabilities, what they are, how can they be identified and some tips for remedial teaching.
  4. Summarize the session answering any questions which may arise.
- 

**10:45 to 11:15      TEA BREAK**

---

**Session No: 5**

**Session Title: Principles and steps of lesson planning**

**Timing: 11:15 to 1:00**

**Duration: 1 hour 45minutes**

**Responsible: Resource Person/Master Trainer**

---

**Objectives:**

- To understand the components and process of lesson planning

By the end of the session the participants will be able to:

- Explain the process of lesson planning
- Use the lesson planning process to prepare a lesson plan

**Materials required:** Training manual section – **Principles/steps of lesson planning**

---

***Process***

1. Ask the participations to reflect upon their planning for teaching considering the following questions which can be written on a flip chart or board for discussion:

- How do they plan lessons?
- What principles do they follow when planning lessons?
- How important is preparing lesson for effective teaching?

2. Tell the participants, keeping in view the above discussion that, lesson planning follows certain principles so that it is effective and the objectives are achieved. Instruct the participants to read the information on principles for lesson planning.

3. Then discuss the principles of lesson planning using the information given Summarize the session and answer questions.

4. Using the flow chart on steps for preparing lesson plans, follow and discuss each step each step to ensure the participants understand so that they can use this flowchart when they design their own lesson plans in the next session.

5. The participants will be given a number of prepared lesson plans. They will read them and then analyze them to identify:

- Lesson plan format
  - Title
  - Objectives
    - Chapter objectives
    - Life skill objectives
    - Social norms
- Teaching aids
  - Techniques used – including multiple intelligences

- Introductory activities
- Activities for achieving the planned objectives
  - Number of lessons
- Assessment
- Type of homework activities

6. Before they can begin their lesson plan analysis divide the participants into groups.

7. Allocate each group one of the three lesson plans given in the training manual section

8. Instruct the participants analyze the according to the criteria given above.

9. Once the analysis is done hold a while class discussion to discuss the group analysis, giving inputs accordingly.

---

**End of Day Two of training**

**Day Three**

**Session Plans**

**Training of APSAC Teacher Trainers**

---

**Session No: 1**

**Session Title: Preparing Lesson Plans and demonstration of the lesson.**

**Timing: 08:45 – 10:30**

**Duration: 3 hours and 15 minutes**

**Responsible: Resource Person/Master Trainer**

---

**Objectives:**

- To apply the process of lesson planning

By the end of the session the participants will be able to:

- Prepare a lesson plan to include life skills, textbook objectives, teaching techniques including multiple intelligences

**Materials required:** Training manual section – Principles/steps of lesson planning

- Textbooks
  - Flip charts, chart paper, markers
- 

***Process***

1. Tell the participants that they will prepare lesson plans based upon what they have so far learned about life skills, teaching techniques, social norms, and multiple intelligences, lesson planning principles.
  2. Divide the participants into groups. Every group will work on preparing lesson plans for their chosen subjects.
  3. Allow groups to select a topic of their choice from the textbook.
  4. Allow the participants to prepare lesson plans as per their topics
  5. Each group presents their lesson
  6. Once the groups have made their presentations exchange the lesson plans between groups for analysis, comments and revision if required.
  7. Invite groups to share their analysis and comments
  8. Summarize the session and answer any questions if they arise
- 
- 
- 

**End of training**

---

## **TRAINING OBJECTIVES**

Major objective of this training is to:

Equip the teachers with skills to develop lesson plans focusing on development of life skills, and with the aid of multiple intelligences.

Subsidiary objectives include:

- To enable primary school teachers to understand that education means more than just giving children the knowledge of textbooks
  
- To enable teachers to understand definition importance of life skills and techniques used to enhance them- communication skills, information gathering skills, critical thinking, creativity, and empathy
  
- To enable teachers to understand the concept of multiple intelligences
  
- To enable the teachers to focus on instilling social norms in children

- To enable primary school teachers provide remedial teaching to children with learning disabilities
  
- To enable teachers to use Blooms Taxonomy of educational objectives to prepare assessments

## **TRAINING DURATION AND METHODOLOGY**

The training will be for duration of “**THREE DAYS**” and during the training the following activity based training methodology will be used:

- Individual and group reading of material
- Group work
- Brain storming
- Presentations
- Lecturing
- Questioning

## **QUALITY of EDUCATION**

### Definition

The word “Education” comes from the Latin words “Educere”, Edu meaning information and “cere “to train, to bring up and to nourish. Some of the popular definitions of education include:

“the process of living through a continuous reconstruction of experience. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities” **John Dewey**

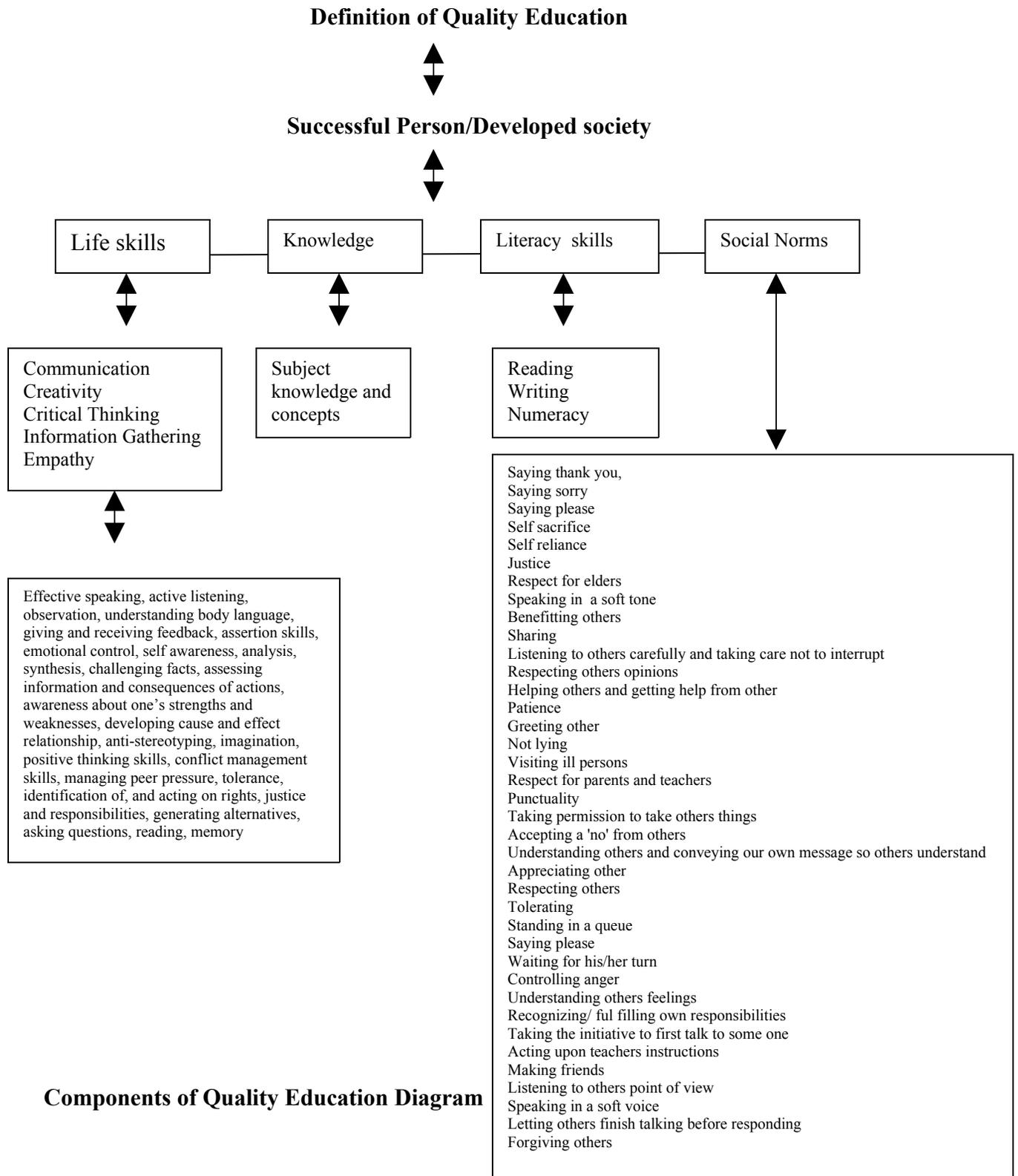
“The complete development of individuality so that he / she can make an original contribution to human life according to his best capacity” **Sir Percy Nunn**

“Organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities in life” **UNESCO**

All these definitions combine to discuss the development of individual capacities, in terms of knowledge, skills and values for the purpose of contributing to the betterment of the individual self and the society. In terms of skills education in general and primary education in specific includes laying of the foundation of a society that is equipped with a high level of **creativity for problem solving**, honed with the **critical thinking** approach for rationality in decision making, equipped with **information gathering skills** for updated information, and motivated through the attitude of helping others with skills of **empathy, and** a high level of **communication skills** for adjustment in the society. These five skills form the foundation of success, the basis of which is more effectively laid at the primary level and which amongst the textbook knowledge, academic skills and social values will be focused upon in this training manual.

### Components of Quality Education

The following Diagram gives an explanation of the interpretation of the components of quality education:



### 1. LIFE SKILLS

#### Definition

Life skills mean those essential skills developed through a higher order thinking, that enable a person to perform effectively in his or her life, and thus become a socially acceptable and successful person.

#### Major skills

Communication skills, information gathering skills, critical thinking, creativity, empathy,

#### Sub skills

Effective speaking, active listening, observation, understanding body language, giving and receiving feedback, assertion skills, emotional control, self awareness, analysis, synthesis, challenging facts, assessing information and consequences of actions, awareness about one's strengths and weaknesses, developing cause and effect relationship, anti-stereotyping, imagination, positive thinking skills, conflict management skills, managing peer pressure, tolerance, identification of, and acting on rights, justice and responsibilities, generating alternatives, asking questions, reading, memory

### 2. SOCIAL NORMS

Every society has a set of rules by which it expects its citizens to abide and live by. This enables us to socially adjust ourselves for better living and working and enables a society to function in a more harmonious manner. It is therefore important that these social norms become part our teaching so that child not only start to recognize but begin to practice them at an early age. More so this is one of the objectives of education which parents regard as of utmost importance. When asked about what they would like to see in the children, reply in terms of social skills like good behavior, respect of elders, be able to differentiate between the good and bad, adopt social values like speaking truth, refrain from lying.

Some of the important social norms which all healthy societies should teach their children are ::

## Life Skills Approach to Teaching

<ol style="list-style-type: none"><li>1. Saying thank you,</li><li>2. Saying sorry</li><li>3. Saying please</li><li>4. Self sacrifice</li><li>5. Self reliance</li><li>6. Justice</li><li>7. Respect for elders</li><li>8. Speaking in a soft tone</li><li>9. Benefitting others</li><li>10. Sharing</li><li>11. Listening to others carefully and taking care not to interrupt</li><li>12. Respecting others opinions</li><li>13. Helping others and getting help from other</li></ol>	<ol style="list-style-type: none"><li>14. Patience</li><li>15. Greeting other</li><li>16. Not lying</li><li>17. Visiting ill persons</li><li>18. Respect for parents and teachers</li><li>19. Punctuality</li><li>20. Taking permission to take others things</li><li>21. Accepting a 'no' from others</li><li>22. Understanding others and conveying our own message so others understand</li><li>23. Appreciating other</li><li>24. Respecting others</li><li>25. Tolerating</li></ol>	<ol style="list-style-type: none"><li>26. Standing in a queue</li><li>27. Saying please</li><li>28. Waiting for his/her turn</li><li>29. Controlling anger</li><li>30. Understanding others feelings</li><li>31. Recognizing/ ful filling own responsibilities</li><li>32. Taking the initiative to first talk to some one</li><li>33. Acting upon teachers instructions</li><li>34. Making friends</li><li>35. Listening to others point of view</li><li>36. Speaking in a soft voice</li><li>37. Letting others finish talking before responding</li><li>38. Forgiving others</li></ol>
---	--	---

### 3. Academic/literacy skills

Reading writing, numeracy,

### 4. Knowledge

## **Life- Skills - Communication Skills**

Developmentally speaking, children learn the skill of communication very early on by listening and observing. Just in their first year they can decipher all of the speech sounds in natural language. At three months, they're conversing through sounds and facial expressions. At one year, many children have learned to speak and can use simple phrases. By four years old, children can exchange information and story-tell.

### **Importance of effective communication**

Good communication is essential for success in all areas of life. Dance and Larson (1976) suggested that successful leaders are effective communicators. Effective communicators match their communication behaviors to their goals and monitor the effect of their communication to create the desired impressions in the minds of others.

Experts say that communication is composed of different methods: words, voice, tone and non-verbal clues. According to research, in a conversation or verbal exchange:

**Words are 7% effective; Tone of voice is 38% effective, Non-verbal clues are 55% effective**

### **Non-verbal communication**

First, there are several channels or types of nonverbal communication. That is, we communicate with others using;

- (a) Facial expressions, such as happiness or anger,
- (b) Space, such as standing close or being "stand-offish,"
- (c) Touch or lack of touch,
- (d) Objectors, which includes the way we dress and things we use to define ourselves,
- (e) Time, such as rushing or always making others wait for us,
- (f) Paralanguage, which includes the tone, intensity, or loudness of our voices.

### **Techniques for enhancing non verbal communication**

Turn down the sound of a television program such as Sesame Street and ask children to describe what is going on. Every once in a while, turn the sound up to see how accurate your child's descriptions are.

Sit and watch people; ask children to describe what various people you see are thinking or feeling.

### **To help children understand non verbal messages**

- Tell or “hum” a story without using words. Let changes in your voice convey excitement, fear, happiness, and so forth. Ask children to describe what the story was about and discuss differences between children’s’ interpretations and intended meanings.
- Watch television together and ask children to observe the ways that actors use their eyes to convey meaning. Talk with children about what differences in eye contact mean. For example, long and intense eye contact usually signals that something important is being said; prolonged looking away while talking may indicate dishonesty or disinterest.
- Cut pictures of people wearing different types of clothing out of magazines. Discuss with your children where each of these people is probably going, and what type of activity they might do when they get there.
- Another fun activity helps to teach about postures, gestures, and emotions. Find some old magazines and ask children to cut out pictures of people. After selection of pictures, ask children to identify what the people in each picture are feeling. You may also talk with children about how they made those choices. A similar exercise may be done with pictures of faces.

### **To help your child improve his or her nonverbal sending abilities:**

- Try having children repeat a phrase (such as “I didn’t say you could go outside”) so that the phrase has different meanings. For example, place the emphasis on “I” so that the phrase means that someone else said it or place the emphasis on “you” so that the phrase means someone else was allowed to go outside.
- Ask children to tell you a story without words, either by “humming” story or by acting out the story.
- Ask children to “make faces at you or each other.” For example, have children express happiness, anger, sadness, disgust, fear, and surprise by using facial expressions but not body movements.

### **Knowing How To Listen**

Listening is the most important part of a good conversation and, perhaps, the most difficult. Here are some simple ways to encourage children to speak and listen:

- Look the child in the eye and nod your head in agreement. If you are sitting down, lean your body forward and give him/her your complete attention. The children can repeat this in a role play situation

- Pay attention to tone of voice, words, gestures, body language
- Identify the feelings being expressed
- Don't interrupt, and concentrate on listening.
- Verify what was said, repeat what has been understood.
- Listening to songs, stories, riddles, and rhymes.
- Identifying sounds made by animals and objects found around the home and outdoors.
- Following a sequence of three directions (Hang up your coat, wash your hands, and set the table.)
- Repeating nonsense sentences ( I saw a cow eating popcorn in the bazaar)
- Playing musical instruments while listening to music.
- Asking for children opinion and paying attention to what they have to say.

### Knowing How To talk (Respond)

Knowing how to respond is a critical element in communication. If we want others to share their feelings, opinions, fears, or doubts with us, we have to welcome them warmly.

- Let the children go through a situation in which they speak in a warm and friendly tone of voice and also in a situation where children sound rude, give order , shout. Compare the difference.

### Years 1 and 2 - Developing our communication skills (1)

With another adult, role-play a situation where one person describes something to the other, *eg what they like to do during the lunch hour*. The 'listener' demonstrates poor listening, *eg by moving around, interrupting, making a noise, looking away, talking to somebody else*. Ask the children to offer ideas about all the things they saw the 'listener' do wrong. List their ideas on a board. Ask them what the listener should have done instead to show good listening, and make another list.

In pairs, children tell their partner a story or talk about something they did at the weekend. The listener then repeats this back to the speaker or draws a picture of it.

### Years 1 and 2 - Working together (1)

Place the children in mixed ability groups of around five. Remind them of the agreed ground rules for discussion and listening. Select a chairperson and a scribe for each group, according to ability. Give each group a photo of a piece of playground equipment, *e.g. a skipping rope, a large hoop*. The children make a list of questions they could ask another child about how to make best use of that equipment in the playground, *e.g. What is this for? How many people can play with it at a time? What are the safety rules for playing with this?* They report back to the class, sharing their questions, as well as

considering the group processes, *e.g. Did everybody listen to each other? How did you decide and agree questions in your group?*

### **Years 3 and 4 - Developing our communication skills (1)**

In pairs, the children construct a 'telephone', using empty food cans with string knotted through a hole in the end. Sitting back to back and a little way apart, they take turns to talk down the line to each other. Ask them to experiment by changing the loudness, pitch or tone of their voice. Discuss the best way to speak and to give and receive messages. What helps, what hinders, what is missing? Draw out the importance of body language and facial expressions in effective communication.

### **Years 3 and 4 - Developing our communication skills (2)**

In pairs, the children think of a simple sad or happy story and mime it to their partner, who has to guess the story. Repeat the exercise, asking children to use another story and to use facial expressions and body language that contradict their words, *e.g. smiling when miming how sad they feel*. Discuss how the children felt, and how easy it was for them to guess what their partner was miming. Emphasize that what we do in conversation matters as much as what we say.

### **Years 3 and 4 - Working together**

Help the children select a play activity that they think could be improved or a problem that needs to be resolved, *e.g. no one uses the climbing frame; there are not enough hoops to play with; the year 6 children do not like sharing the benches*. In randomly mixed groups of four or five, the children observe what happens during break time. As a group, they then discuss what they observed and develop suggestions for improving the situation, such as by devising new instructions or rules or finding a new game or activity and writing instructions for it, *e.g. a new game for the climbing frame, or the climbing frame is changed or removed; a rota is introduced for the hoops, or more hoops are bought; a discussion with year 6 children about sharing the benches, or a time limit is set on how long children can sit on the bench*.

### **Years 5 and 6 - Developing our communication skills**

The children sit opposite a partner in a 'carousel' (inner circle facing outwards, outer circle facing inwards). Either provide them with a question for discussion or a problem to solve, or allow the children to select the issue they would like to discuss, *e.g.*

- *Lots of you think that one person in the class took another person's best pen at lunchtime. How should you deal with it?*
- *There is not enough space on the playground in winter for football and other ball games to take place at the same time. What can we do about it?*

- They discuss the problem in pairs, and report back two key points from their discussion. As a class, compile a list of suggestions from the outcomes of the discussions. The children could then vote on the suggestions, or a debate could be held about the most appropriate one.
- Alternatively, the class could debate a wider issue, *e.g. all year 5 and 6 children should attend a modern foreign languages lesson each Saturday morning*. The children then vote on the motion.

## **Life Skills - INFORMATION GATHERING SKILLS**

### **1) Definition**

"the ability to acquire, critically evaluate, select, use, re-order, create and communicate vast amounts of information from a variety of sources in ways which lead to knowledge and wisdom".

### **2) Importance of information gathering skills**

- a) The ability to gather information is the main effect of advances in information technology. While this was once seen as an issue only for the most able students, this set of abilities is now seen as essential across all sectors of society as we are all learners and we all have information needs.
- b) With the explosion of information in recent years, educators recognize that information gathering skills are as important to students as the three "R"s. To excel at reading, writing, and arithmetic, the students need to know how to find, organize, and use information.

### **3) Techniques to enhance information gathering skills**

Information is gathered for the purpose of thirst for knowledge arising out of curiosity or for the purpose of solving a problem. This problem can be a real life problem or an academic problem for which students have to find answers through gathering information. Some of the tools which can be used to enhance information gathering tools are:

#### **a) Observation**

Make children observe things that are observing things using the 5 senses. In order to make acute observation the principle is to increase the distance and the number of variables. Some of the ways are given below:

- Make them look at something and tell what it is

- Make them close their eyes and listen (that is they have to put more effort since they can not see)
- Make them close their eyes and just touch to identify something through feeling the object.
- For hearing start with one sound and then increase the number of sounds being heard at one time, asking children to identify the sounds
- Increase the distance of a sound or number of sounds or reduce the volume of sound (s).
- Ask children to smell something, then increase the distance or reduce the intensity of the smell or increase the number of smells to more than one.
- Ask children to taste something, reduce the intensity of the taste, increase the number of things combined together and ask what different things have been combined together to produce the taste.

**b) Asking questions**

There are two types of questions that can be used to gather information, which can be asked verbally or through written form:

- Closed questions (yes /no questions)
- Open-ended questions
- Why questions: sometimes open, sometimes closed

*YES/NO QUESTIONS:*

- This type of question involves asking a question that requires only a "YES" or "NO" response.
- If this type of question is used, one can expect to get a very short answer.
- It will NOT encourage the speaker to elaborate.
- Closed questions start off with the following: **is? are? do? did?**

*OPEN-ENDED QUESTIONS:*

This type of question DOES NOT seek a "YES" or "NO" response. Instead, it elicits more information from the speaker. This type of question starts with: **how? what? could? would? Why?**

**c) Reading**

Through reading or being read to we gather information. This could be factual information or fictional.

- Encourage children to read stories
- Until they can read, read stories to them
- Make them talk about what is in a picture or what is happening in the picture, what are the characters saying, what can they say about the person who drew these pictures.
- In order to encourage reading it is important to provide for them material which is interesting to them and not just force them to read repeatedly text provided to them for reading in particular subjects.
- Once children become proficient readers then they will start noticing the meaning of different types of punctuations, analyzing them for obtaining the real meanings and thinking of the author, hence gathering information indirectly from the material provided.

### **d) *Active Listening***

Children also gather information through listening to the spoken words as well as observing the body language accompanied with the spoken word. Whilst listening we not only gather information by listening to the spoken word but also interpret the authenticity of the spoken word through observing the body language, the words used, the tone used, the volume of voice, the pauses during speech, the eye contact.

- In this children can be made to do role-plays whilst others observe and interpret the actions accompanying the spoken word to gather all the information being given in the role-play.
- Children can ask each other questions and share the responses with rest of the class
- Children can interview each other and share their findings with the class.

Both teachers and parents can encourage the child to seek information before making decisions, and to reflect on decisions made. They can model information gathering skills by sharing with them sources they use to gather information for various purposes such as decision making, problem solving. They can look for opportunities to involve the child in decisions being made in the household, such as buying something for example a new tv, which require gathering, using and analyzing information.

### **e) *Using logic/cause and effect relationship***

More than often we may need to use logic to gather information. One aspect of logic is cause and effect relationship. Cause and effect means analyzing why something happened, or is happening and predict what probably will happen, to determine the reasons and consequences. In this sense it is like a narration, linking situations and events together in time, with causes preceding effects. It also provides students an opportunity to review and organize information, improving comprehension and retention as well as analysis skills.

### 3) Techniques to enhance the skill of cause and effect relationships

#### Ask why questions as it is said that

Children often ask "Why?" questions. Why is the sky blue? Why does a ball bounce? Why do I have to go to sleep now? All "why" questions ask about the cause of something.

- Why this happened
- Why this might happen
- What might happen if this happens

#### b) Tell cause or effect

Tell children an effect and ask them what the likely causes may be of the effect. As children come up with a cause ask them why this may be the cause.

Tell the use and ask what might be the effects, and why might these be the effects

c) **Read a story:** Read a story to the children, change some thing in the story and them what would happen, then tell to act out the original story and the story with a change. "They see that if you change or leave something out, you change the effect."

In the initial stages of teaching children to identify cause and effect relationships tell them a story and then ask questions which make them recall this relationship through questions such as

- Goldy was bored, so she—
- What made the cuckoo come out of the clock?
- What did the dog's bark cause to happen?
- What made the cat jump into the air?
- Which word in the second paragraph signals a cause-effect relationship?

d) **Show pictures:** Show children pictures such as a picture of a girl watering a plant, then ask the class a series of questions related to the picture, such as

"After she waters the plant, what happens?"

"What would happen if she didn't water the plant?"

These types of questions help students understand consequences.

e) **Read poems :** The teacher starts by saying,

“Today we are going to talk about why thing might happen.  
Let’s read this nursery rhyme together.

- Hickory dickory dock
- The mouse ran up the clock
- The clock struck one
- The mouse ran down
- Hickory dickory dock.

Now the teacher asks the children: "What do you suppose might have caused the mouse to run up the clock?"

Nobody really knows the answer and we can't ask the mouse, so let's make predictions. Why did the mouse run UP the clock? Let's try to think of many, varied ideas, I will write them on this chart." Possible responses might include:

- There was cheese at the top
- A cat was chasing the mouse.
- The mouse heard footsteps and became afraid.
- The mouse was looking for a new home.
- It was cold on the floor and the mouse thought it would be warmer on top.

A similar activity can ask the students to predict what might have caused the mouse to run DOWN the clock. Some possible responses might include:  
The chime scared the mouse,

- The clock hand hit him.
- It was too dusty and he sneezed and lost his balance.
- The doorbell rang and he went to answer it.



He got hungry and went to look for food.

A cat climbed on a chair and was ready to pounce on the mouse.

**f) Making predictions:** Students can also be asked to make many, varied predictions about the effects of a situation. This is done through asking questions such as “What might happen if...?”

- Ask children about examples of cause and effects in their own life

Ask students to identify the cause of an event and then other possible effects of that event. Children must explain why they say that.

Ask children to investigate something to determine the cause and effect relationship of events

Make up *if-then* statements with your child. One person uses *if* to describe a possible event, and the other person uses *then* to tell what might happen as a result.

#### 4) Effectively Storing and recalling information from memory

Just as it is important to learn the skills of gathering information, of equal importance is the way we store the information in our memory. The way information is encoded for storage, will determine what we remember and how we recall it, which in turn will affect the speed and accuracy of recall.

Once we attend to some information it is encoded meaning that incoming information is translated into a mental representation. Information can be encoded according to its sound (acoustic code), what it looks like (visual code), or what it means (semantic code). For example in learning some terms we might say each of the terms aloud and encode the sounds of the words (acoustic), visualize the way the words look (visual), or think about the meanings of each of the terms (semantic).

Once information is encoded it is stored, that is it is held in memory. There are two types of memory, short-term memory and long term memory. Short term memory is short and brief capable of holding a small amount of information for a short period of time. In order to remember the information for a longer period of time it needs to be stored in the long-term memory.

The transfer of information from short- to long-term memory can be achieved in many ways:

- Simply repeating the information can help if it's repeated enough times. For example, frequently called phone numbers are remembered because you have used (repeated) the number many times.

- Information can also be transferred to long term memory by associating and relating it with some thing that is already known e.g. the telephone number may include dates of someone's birthday,
- Discussing what has been learned with friends or within groups
- When learning some information using, sounds, visuals and meaning simultaneously

## Life Skills - Critical Thinking

### 1) Definition

Critical thinking is focused on deciding what to or not to believe or do by challenging the existing knowledge, beliefs, values, arguments. It does not mean to reject but to consider on it's merits by applying everything we already know and feel, this way we can evaluate our own thinking, which can lead to a change in our behavior. It requires that adequate evidence is provided in support of or against something before it is rejected or accepted.

One of the most common mistakes teachers make is to view critical thinking as the opposite of rote learning or memorization. In reality, the learning of facts is the essential first step to thinking critically. ... If we want our children to make wise decisions, we must also provide in-depth knowledge. The more a child knows about history, literature, math and science, the better equipped he will be to construct his own judgments, identify and cite good reasons for his opinions.

### 2) Importance of critical thinking

**a)** In today's age where we are inundated with information, faced with increasing challenges and complex problems, we need to be very clear about what to believe and what not to believe based upon the strong evidence that we have, hence we need the skills to be able to think critically.

**b)** Most people are followers of authority and do not question, are not curious, and do not challenge authority figures who claim special knowledge or insight. Such conditioning is done by parents and teachers, and other figures of authority. Most people, therefore, do not think for themselves, but rely on others to think for them indulging in wishful, hopeful, and emotional thinking, believing that what they believe is true because they wish it, hope it, or feel it to be true. The result of such thinking is that individuals lack

both curiosity and the skills to perform independent inquiry to discover reliable knowledge.

**c)** People who think critically are not particularly susceptible to peer pressure. Nor are they prone to neither rash judgments nor emotional reactions to situations and are able to make correct decisions based on the right values.

**d)** Critical thinking is a way to control our minds to better understand the thinking of both ourselves and others enabling us to control our thoughts.

**e)** Most content area textbooks emphasize the need to merely recall data and information. Through critical thinking we are showing students how to think about the facts—that is, to fully comprehend, and be able to compare and evaluate ideas and information and not just learn facts, hence improving their thinking skills and better preparing them to succeed in the world

**f)** If we did more critical thinking we would be inclined to be more honest with ourselves and to admit what we don't know. We would be less afraid to say "I was wrong" and be able to learn from our mistakes. Our beliefs would really be our own, not simply passed on to us by others.

**g)** Critical thinking would help us develop the ability to imaginatively put ourselves in the place of others and understand the viewpoints of others. We would develop the ability to listen with an open mind, even to a conflicting point of view. We would have the patience to think before acting

### **3) Techniques to enhance critical thinking**

**a)** As part of the instructions, students must be encouraged to discuss "why" they thought as they did.

**b)** They must be instructed to listen carefully to comments of each member of the group and be willing to reconsider, if required, their own judgments and opinions.

**c)** Ensure that children listen actively rather than passively. It is probably wise to begin asking the factual type of question so that students will realize that they have to pay attention.

**d)** Give groups different topics and ask them to discuss and come up with their opinions, let children hear the groups, get all the facts before they make up their own mind.

- c)** Get students to debate. Students, who prepare for debates typically read, analyze, synthesize, and evaluate source material. They develop and support claims, considering and responding to counterarguments
- d)** Give students exercises in which they must identify if critical thinking is there and how do they now, where there is no critical thinking and how it can be added.
- e)** Give students opportunities to identify and cite good reasons for their opinions
- f)** Do a role play with children, ask how they would initially react to it and why, what assumptions they made, what previous experiences contributed to this response, did they observe carefully.
- g)** Read to students stories, and then ask them to relate his/her feelings and experiences to those of the characters, do a character analysis, list and classify any evidence to support their sayings, anticipate the actions of the characters, and express these findings both orally and in writing, this way comprehension is achieved and the critical thinking skills are fully engaged.
- h)** Do not immediately answers for the students, this way they will not respond in the future. Learn students' names as quickly as possible and ask the questions of specific students that you call upon by name. If an individual cannot answer a question, help them by simplifying the question and leading them through the thought process: ask what data are needed to answer the question, suggest how the data can be used to answer the question, and then have the student use this data in an appropriate way to come up with an answer.
- i)** Asking questions: A good question will generate more questions. Below are some forms that good questions take:
- Asking open-ended questions that do not assume the "one right answer" or the answer is yes and no - Critical thinking is often exemplified best when the problems are inherently ill-defined and do not have a "right" answer.
  - "What if..."
  - "What would you do...?"
  - "Why do you think...?"
  - "Let me hear more;" "How did you arrive at that conclusion?"
  - "How did you know that?" after asking what do you know
  - "Did you just think about that or is that something you knew?"
  - Allowing sufficient time for students to reflect on the questions asked or problems posed - immediate response is not always the best response..

- Questions that focus attention, such as "Do you notice?" or "Have you seen?"
- Questions that seek clarification can help children focus on what they really mean. For example: "Can you give me an example?" "What do you mean by?" etc.
- Questions that invite inquiry, such as "What do we need to know?" "How can we find out?" "What would happen if?"
- Questions that seek reasons, such as "How did you know?" "Why do you say that?"

j) When children ask questions praise the questioner (for example, say "Good question!" or "I bet a lot of you want to know that"). Questions from students mean they are thinking critically about what you are saying; this thinking needs to be encouraged.

## Life Skills - Creativity

1) **Definition:** "Creativity is the generation and expression of new ideas in a non-evaluative framework in which the creator takes risks, challenges assumptions and sees things in a new way, without the worry of producing right answers."

### 2) Importance of Creativity

- **To identify problems:** When we look at things in a different light we find problems, which no one else may even realize, exist.
- **To Solve problems:** Creativity is used in problem solving for which popular or conventional responses do not work. It is a means of coming up with new ideas, which are valued and rewarded in all fields. Many employers want people who see connections, have bright ideas, are innovative, communicate and work well with others and are able to solve problems.
- **To Develop sensitivity to others problems:** When we look at solutions to problems by creatively looking at things we develop sensitivity to problems of others.
- **Expression of individual uniqueness:** When one is being creative it shows his/her uniqueness
- **Means of self-expression:** The most important function of creativity is self-expression. Through creativity individuals can have the most freedom for self-expression. Self-expression is a way to communicate ideas, feelings, beliefs, attitudes, and values. Self-expression allows children to express ideas and feelings about themselves and the world around them.

- **Nurture emotional development:** The ability to be creative, to create something from personal feelings and experiences, can reflect and nurture children's emotional health. This way they are able to cope with and express their feelings.
- **New ways of perceiving things:** By being creative children experience new ways of perceiving the world, hence by creating situations in which they get this experience we prepare them for dealing with and adapting to change in a more open, flexible and critical manner.
- **Enhance intellectual growth:** Creativity provides for intellectual growth. Children experiment with different colors to see what happens when one color is mixed with another, for example they may ask themselves “**what happens if red is mixed with yellow**”, and then mix these two colors to find that it makes orange. It is through this process that they are growing intellectually. The scientists who trained astronauts to deal with weightlessness in space may have been the same children who asked, "What if there were no gravity?" when they were young. This way child tries out new ideas, and new ways of thinking and problem solving.
- **Explore the world:** Creativity also allows children to explore the world. In fantasy, they can pretend to be police officers or shopkeepers. Through language, they can test their ideas about the world. In art, they can show the world as they see it. Creativity helps them to increase their knowledge of themselves and the world around them.
- **Means of increasing self worth:** Encouraging creativity helps provide children feel good about them, they feel a sense of mastery over things and a sense of self worth. The 2-year-olds who hop and croak feel pride in their abilities to be frogs. Seven-year-olds who think about weightlessness and come up with ideas gain respect for their own ability to think. They learn, "I am good at thinking. I know how to do it." This pride and respect for themselves is important because it is a base for all their later accomplishments.
- **Nurture physical development:** Creative play often provides exercise for children, which in turn stimulates physical growth. For example, playing superheroes such as Shaktiman, Superman requires lots of running, jumping, and climbing. Even stringing beads to make necklaces requires muscle coordination.
- **Nurture Social development:** Creative play also can help children grow socially. It gives them a chance to see the world from other children's perspectives through their stories, pictures, fantasy plays, or movements. The more understanding children gain of other points of view, the more respect they will learn for other people's rights, opinions, and feelings.
- **A means of learning about others thinking and feelings:** A child's creative activity can help teachers to learn more about what the child may be thinking or feeling.
- **Means of leading richer lives:** By promoting creativity, teachers can give all pupils the opportunity to discover and pursue their particular interests and talents. Creative pupils lead richer lives and, in the longer term, make a valuable contribution to society.
- **Pupils who are encouraged to think creatively and independently become:** More interested in discovering things for themselves and more open to new ideas , Keen to

work with others to explore ideas , willing to work beyond school when pursuing an idea or vision.

**3) Techniques to Enhance Creativity**

**a) Asking “what if questions.....”**

*Examples of what if questions*

"What if cats had ears like elephants?"

"What if plants could walk?"

What would happen if all the cars were gone?

What would happen if everyone wore the same clothes?

What would happen if no one cleaned the house?

What would happen if all the trees in the world were blue?

What would happen if you could fly?

What would happen, if there were no rivers?

If children get stuck the teacher may give a response to jump start the children are thinking For example they could say "If plants could walk, they would probably go to school."

**b) Asking “What changes would you make to something...”**

Give child an object or a situation and ask them what changes they would make... In the end children must start asking them selves this question.

*Examples*

- What changes would you make to this pencil?
- What changes would you make to this tree?
- What changes would you make to the way you walk?
- What changes would you make to your classroom?

**c) Asking “How can we make something better/how can I improve this.....?”**

Give child an object or a situation and ask them to improve it the way they would like it to be. In the end children must start asking them selves:

*Examples:*

"How can I make ..... better"

- "I know a way to make .... better"

- “This is an excellent solution, but I wonder if there isn't another solution that works even better”

**c) *Asking "in-how-many-different-ways" questions?***

*Examples*

- How many different ways can a string are used?
- In how many different ways could a spoon be used?
- In how many different ways can you hold a ball?
- In how many different ways could a string be used?
- In how many different ways can you react to.....?
- How many different ways can a button are used?

**d) *Show the child a picture, and then ask questions such as:***

- What are the people in the picture doing?
- What are the people saying?
- How are they feeling?
- What are they thinking?
- What would happen if...?

**e) *Ask questions with lots of answers***

Any time a child is asked a question which requires a variety of answers; the creative thinking skills are being enhanced. Here are some examples using the concept of water:

- What are some of the uses of water?
- What floats in water?
- How does water help us?
- Why is cold water cold?
- What always stays underwater?
- What are the different colors that water can be?

**f) *Generating solutions through questioning***

If children need to find a solution to something instead of telling them what to do help them in reaching their own solutions:

For example lets assume that a child has broken something, instead of saying: "***Do you think we should glue this?***" we can say something like, "***What do you think can be done about this?***"

**g) Asking "How would you...." Questions**

*Examples*

- How would you hold the ball without using your hands?"
- How would you hold the ball without using your hands in another way?"
- How would you bounce the ball with your body?"
- How would you balance the ball on three different body parts?"
- How would you catch the ball without using your hands?"

**h) Imagine being something**

Show children something or ask them to hold or touch something and ask them to imagine themselves as that object.

*Examples*

- Imagine that you are a stone how do you feel?
- Imagine that you are an astronaut and walking on the moon?
- Imagine that you are a tree standing moving to the string blowing wind?
- Imagine that you are a radio, how would you talk?

**i) Place a child in a different time and place**

For instance, ask a child to describe how he or she would cook a meal without silverware, dishes, etc.

*Examples*

- How would cook a meal if there was no fire?
- How would you bath if there was no water?
- How would you travel if there were no buses?

**j) Ask a child to describe a problem or an event by using pictures instead of words.**

*Examples*

- Draw pictures to tell what you did at school today
- Draw picture to tell how you feel when you play

- Draw pictures to tell what happened on eid

***k) Tell children stories***

Creativity can be fostered by using lots of storytelling. Because children have great imaginations, they love adventure and fantasy through books and stories. Children enjoy stories based on themselves and people and places they know well. Use sound at story time, for example beating a drum when the giant approaches.

***l) Combining two or more ideas, products, feelings etc to produce a new one***

Children can either draw to show their responses or tell verbally, drawing would be better as it will give them time to visualize the new thing.

***Examples***

- What new thing could we make if we combined a spoon and a knife?
- What sort of a new animal would be if we combined a rabbit and a chicken?

***m) Ask “How can we” do this in a totally new way***

This is way of generating a completely different idea to do something instead of improving something existing.

***Examples***

- How can we cook an egg in a totally new way?
- How can we clean the black board in new way?
- How can we travel from one place to another in a totally new way?

***n) Find a new application for something old***

Look at something old in a new way. For this ask children to forget what they already use it for, think of how it can be reapplied:

- What could we use mountains for?
- What could be a new application for a pen?

Children may come up with the existing uses encourage them until they come up with original responses, e.g. unusual uses without the worry that it may be wrong, since nothing is wrong the more they freely think the better original ideas they come up with.

***o) Writing stories***

- Help children to write down and illustrate the stories themselves
- Children who can not write can dictate a story and then they can illustrate it.
- Story writing can be done taking turns. For example, the teacher might begin "Once upon a time, a little boy wanted to go to the moon." Then let the child tell you the next part, and then the next child takes a turn and so on until the story is completed.
- Also in writing stories if you want to help children develop characters you could use the following cues:
  - Is this person male /female
  - What is his name
  - How old is he/she
  - What does he/she look like (eye colour, hair colour, style, height, weight etc)
  - What is his/her job?
  - What school does he go to
  - What friend s does he have
  - What hobbies does he have

For encouraging creative writing stir up the students' imaginations with the following:

- What is imagination?
- Are your imaginations like anyone else's?
- Who are some people who use imagination?
- Tell them that they will be dreaming and imagining and creating words, pictures of things that might never have existed or happened.

Present the students with "What Would Happen If..." scenarios. For example, "What would happen if..."

- vegetables could talk;
- your brother turned into your sister;
- water in the oceans evaporated;
- all clocks stopped;
- people decided to no longer work for minimum wage;
- everyone looked alike; and
- all trees began growing money.

***p) Play with children "Let's pretend"***

Play with children lets pretend games in which they pretend to be things, people in different occupations, situations. Pretend that one object represent another, e.g. a stick as an aero plane, a chair as an house,

### **q) *Ask children to tell a story***

- Each child can tell a story
- Use a continuing story concept. Someone starts the story and then each person adds a part.
- Ask children to look up in the sky or lay on the ground and create a story by using characters that they see in the clouds. Children can draw the characters they see.
- Ask children to draw something and tell a story using these pictures.

### **r) *Use role-playing***

- Family happenings, school situations, everyday activities such as visit to doctors, shop, farm etc, to help children see the viewpoints of others and to explore their feelings and handle their emotions.
- Read a story and act it out. Use puppets to act out a plot.
- Give some things and ask them to construct a play with a story line
- Use available resources to create props to support role play

### **s) *Ask students to make predictions***

Encourage if-then thinking. For example, when a student predicts that dirt will settle to the bottom of a lake, ask, "If that is true, then what will happen in a river with a fast current?"

### **t) *Creative Play***

Creative play is expressed when children use familiar materials in a new or unusual way, and when children engage in role-playing and imaginative play.

- Stimulate creative ideas by encouraging children to come up with new and unusual uses of equipment.
- Follow the Leader - The leader child moves freely about. He or she may imitate animals, hop, skip, or whatever. The others must follow the leader and act as the leader does.

- Guess What I Am? - Without saying a word, a child tries to act out the movements of some object. Suggestions include an airplane making a landing, a rooster strutting around the yard, a cement truck dumping its load, a clock telling the time of day. The child may think up things to do, or the teacher may whisper suggestions.
- Help children to link sound and movement, for example making big movements to loud music and small movements to quiet music

### **u) *Collect things and make something from it***

Ask children to collect things and make something from them. For example on the way from school children can collect like leaves, small sticks, tiny stones, bits of grass or wildflowers, or a feather. Ask children to explain what they have made.

### **v) *Creating pictures***

- As children to create pictures, encourage feeling and talking by asking questions about size, shape, and color, or by saying "Tell me about your picture."

Ask children to draw a combination of two variables e.g. a car with the wheels shaped like a flower.

Use these shapes to make pictures

Ask children to make pictures using a combination of different media to see what effects they can create

If colors are available ask children to choose which colors they would use for particular purpose e.g. to show someone angry, happy

- Experiment to create different textures, colors, shapes
- Once children create pictures ask them how they could change it, what they like about their picture, what additions they would make to another's picture

### **w) *Encourage creative movement***

- By pretending you all are something
- Kites blowing in the wind;
- a kitten with a sore paw;
- a balloon blowing up and popping;
- a jet airplane taking off;
- eating an ice cream cone..
- Pretending to be animals, rain, fairies, giants, worms, mice, etc
- Respond to sound with body movement
- Use their bodies to explore texture and space

Ask children how they would move if they were: happy, angry, scared, very heavy, cold, sneaky, very little, etc.

### x) **Talking about tv programs**

Children watch tv programs and have their favorite programs. What they have watched can be used to encourage them to think and talk with by asking questions and asking them to comment on what happened. Play with children:

- "What if..." and imagine different endings or happenings in the program.
- Ask children what they thought of the story, the acting, the people, the clothes, the places etc.

### y) ***Creating Objects using children as the material to create***

Have the children create a "machine" piece by piece. Some players become parts that move and make noise, while other players operate the machine. Others can then guess what it is. Try making a car with people as wheels, body, and handle, and have another player push it. Everyone can join in the sound effects as it tackles the lawn. More good objects to role play: t.v, record player, pencil sharpener, and water fountain.

z) ***Ask children to come up with solutions for dealing with everyday problems*** e.g. forgetting lunch at home, dealing with someone teasing, what they would do if they lost a book they needed for a test.

## **Life Skill: Empathy**

1) **Definition:** It is the ability to develop "Insight into the motives, feelings, and behavior of others and the ability to communicate this understanding without value judgments and without putting conditions or limits on what the person experiences, ignoring your own perception of the situation."

### 2) **It includes:**

- Being open with your feelings and showing and encouraging others to be open with their, particularly children
- Not just think about yourself, think of others feelings to have a sense of their point of view. This is done by learning to walk in their shoes to now what it feels like and to see what can be done about it

- Understand the impact of your behavior, words, body language, oral expression, (the tone, volume, choice of words, structure of sentence) on others and how it is making others feel

### **3) Importance of Empathy**

- It is needed to prevent and stop violence and cruelty
- Urges us to treat others with kindness and vice versa
- Children need to have empathy in order to be a successful, happy member of society.
- Taking another persons perspective allows the children to respond in a manner that addresses the needs of the other person and not just their own.
- The children's ability to experience others emotions help them to take an action that would relieve the discomfort of the other person and makes you feel good
- The best predictor of social adjustment in later years is how children get along with others, and acceptance of others.
- With empathy they consider the effect of their own actions on the situation.
- The children are able to convey to others the right way to behave towards others.
- The acceptance of a talkers thoughts, ideas, and feelings increase the chance that the talker will talk to you about the problems and issues that he or she is facing.

### **4) Techniques for Enhancing Empathy**

#### ***a) Questioning***

Ask children questions such as the following which enable them to put themselves in the other person's position. These questions can be asked regarding real life situations child's personal experience, after role plays and stories.

- How did you feel?
- How did it make the other person feel?
- If you see somebody hurt or feeling sad or needing help what would you do to make them feel better?
- How will your caring actions make that person feel?
- Do you think if that person is helped by you, he will also help someone who has been hurt or is sad or needs help?
- Is it right not to help others, or say and do things that hurt other people's feelings or hurt them physically?
- What would you say to such people who hurt others feelings or hurt them physically or do not help others?
- If somebody did/say something bad to you how would you want others to help you?
- How would their caring action make you feel?

***b) Switching Roles***

The next time there's a conflict between two children ask them to stop and think how the other person would feel if the roles were reversed. Then ask them to talk about the problem *as if she/he were the other person*: "What would the other person say and do. It is also helpful to use puppets so that each puppet can represent the person in the conflict. It builds empathy.

***c) Call attention to insensitive behavior***

Any time a child acts unkindly, use it as an opportunity to help him/her become more sensitive to the feelings of other people. Just point out the impact of her/his actions: "Telling Adil to leave because you wanted to play with Ahmar was inconsiderate. How would YOU feel?" "Not allowing Jameela to sit next to you was unkind. How would you feel?"

***d) Be an example of generosity***

Try to find natural ways to help the child "give" to others so they understand the joy giving can bring. Start by doing it yourself and having the child watch and do it with you. Here are a couple of ideas: "Saleem is off school sick, let's make him a get well card." "Nadia doesn't have a pencil she can have mine" Make giving natural and fun but help the child learn to GIVE.

***e) Expect the child to share***

This is one of the first moral behaviors we need to tune up in our kids. Sharing can be taught starting with "It's his turn, then your turn, then his turn." Little kids sometimes need a timer as a reminder that the other person should still be allowed to play with the toy.

Before friends come over, structure "sharing" by asking him: "What things will you share with your friend?" "What do you think he would like to play?" Put away things that are very special that may cause problems. What's important on this one is to help your child learn to think of others' needs and feelings.

***f) All students work together to develop class rules***

Have a discussion with the class to work out some rules, which would teach children empathy within the class. During the discussion the following questions can be asked to work out the rules.

- If you see somebody who needs help in the classroom how will you help?
- If you hear someone saying hurtful/ bad things what will you do?
- If you see someone hurting e.g. hitting, others what will you do?

Once the rules have been established, work out with the children what penalty there will be for children who violate them. Ask the children

- What will we do if anyone in the class violates these rules?

### ***g) Role-playing situations***

Ask children to imagine themselves as that person and then act out the behavior and feelings. Once the role-play is over discuss how they felt and what the effect of what they did was. Construct role plays using the following situations and then have a discussion:

#### *Situations in the classroom*

- Snatching
- Calling names
- Hitting others
- Not wanting to sit next to a child
- Not sharing some thing
- Taking things without asking
- Talking whilst the teacher is talking
- Not letting a child join them in play
- Refusing to help classmates in doing their work if they need help

Let the children put themselves in others shoes (**through role plays**) by putting them in situations involving:

- Handicapped persons
- Babies
- Ill people
- Old people
- Cruelty to animals
- Plants
- Toys
- Stereotyping
- Visiting sick friend
- Celebrating birthdays
- Exchanging gifts
- Discrimination on the basis of different ways of living, doing things, clothes foods, occupations, beliefs, religion, festivals

### ***i) Showing empathy during speaking***

Encourage and demonstrate during verbal communication: Use of a concerning, soft tone when talking to someone.

Encourage children to ask the following questions to give immediate impression that they are concerned and want to help (through role play and real classroom situations):

- Are you ok?
- Have you hurt yourself?
- Can I help you?
- You are not looking happy is something wrong
- Are you having a problem? You want to tell me about it.
- Has someone said something to you that you didn't like? You want to tell me
- You want to tell me more about what happened, how it happened, how it made you feel, what you think we can do.
- Sorry
- Thank you

### ***j) Showing empathy during listening***

Involve children in a role play to begin with in which they practice listening empathically during which they are careful not to say,

- "You shouldn't feel that way."

Rather give them an alternative to say

- "I understand you are (sad, disgusted, whatever) ....?"

### ***k) Others***

- Divide children into pairs/groups in which one child helps another in their work.
- Children of older class's can be asked to help or supervise groups or do tutoring of weaker children.
- Teachers model caring behavior.
- Talk about people who are known for showing empathy towards others in the community.
- Talk about some religious examples of empathy towards others

## **Teaching Technique- Multiple intelligences**

### **1) Multiple Intelligences**

According to research conducted by Dr. Howard Gardener children have certain “intelligences” through which they learn, with one or two being more dominant in each child. This implies that different children learn differently depending upon the technique

used which means that a teacher must take into account all the seven intelligences by which children learn when designing and teaching activities in order to stimulate them. This enables the teacher to teach in a way so that each child's individual talents, abilities, experiences, ideas and interests, which make each one a unique individual, are nurtured.

### a) *Reasons behind understanding and introducing the seven intelligences*

- To help all reach their full potential
- To help all become independent
- To encourage creative use of material
- To encourage cooperative behavior
- Help to learn the skills of problem solving
- Enhance self confidence
- Ensure learning is a pleasant experience
- Enhancing intelligences can open opportunities for many adult occupations

### b) *Seven Intelligences*

➤ **Verbal Linguistic Intelligence:** This intelligence is concerned with language reading writing and speaking. Children with strong verbal linguistic intelligence love to write, read spell, listen to stories and communicate verbally.

➤ **Logical/Mathematical Intelligence:** This is learning through reasoning. These are those children who ask a lot of questions, solve problems quickly in their head, can experiment and put things together.

➤ **Visual/Spatial intelligence:** This is learning of arts, imagination and perception of space. These children are those who day dream, enjoy art, picture puzzles, movies, doodling, have clear visual images.

➤ **Body/Kinesthetic Intelligence:** This is learning through movement of the body. Such children are dramatic, love activities which involve touching and feeling to understand.

➤ **Musical/rhythmic Intelligence:** This is learning through being sensitive to sounds, music and voice tones. Such children are those who remember melodies and song, sing well and are sensitive to environment sounds.

➤ **Interpersonal Intelligence:** This is learning through cooperative and group communication. Such children communicate, lead, coordinate, persuade, inspire, and counsel others.

➤ **Interpersonal intelligence:** This knows ones self, feelings emotions and thoughts. Such children have their own individual ideas, enjoy being alone, are independent learners.

### c) Activities for students based on the seven intelligences

➤ **Verbal/linguistic intelligence;** Reading, Informing, Writing, Discussing, Debating, Copying, Poetry, Story telling, Word games

➤ **Logical/mathematical intelligence:** Measuring, Estimating, Ordering, Analyzing, Calculating, Classifying, Patterns, Games, Problem solving

➤ **Visual/spatial intelligence:** Drawing, Painting, Mind mapping, Sculpture, Designing, Flash cards, Diagrams, Illustrating Decorating

➤ **Body/kinesthetic intelligence:** Creative dance Drama, Role play, Physical exercise, Sports games, making models, Craft work, Cleaning, Repairing, Sorting, Mimic

➤ **Musical/rhythmic intelligence:** Singing, Vocal sounds, Instrument sounds, Environment sounds, Musical play, Composing, Listening, Rhymes

➤ **Interpersonal intelligence:** Cooperative learning, Group work, Questionnaires, Interviews, Brainstorming, Counseling, Mentoring, Supervising, Mediating, Motivating, Assessing, Leading

➤ **Interpersonal intelligence:** Diary writing, Setting goals, Attaining learning outcomes, Evaluating, Creative poetry, Creative writing, Independent projects

## OTHER TEACHING TECHNIQUES

How teaching is conducted has a large impact on the student's abilities to learn for them. Successful teachers teach their students using various techniques with the aim of not only achieving their immediate classroom goals but also to teach them to use these techniques for themselves in the future to become powerful learners.

The techniques which are regarded most effective in the primary grades are:

- Role play
- Pair and group work
- Brainstorming
- Whole class discussion
- Questioning
- Drawing
- Story telling
- Poems
- Riddles
- Use of seven intelligences

Each one of these is discussed in detail, highlighting the definitions, importance and ways to use them in teaching.

### **1) Role Play**

#### **a) *What is a role play?***

A role play is a little drama played by the students. It is mostly improvised. It aims to bring to life circumstances or events, which are unfamiliar to students.

#### **b) *Why use role plays?***

Role plays can improve understanding of a situation and encourage empathy towards those who are in it. For example, in a role play about a robbery, students, by acting the part of the victim, can gain insight into what it is like to be the victim of crime, or in role about name calling students can get to now what it is like being called names, or role plays to practice social norms such as saying thank you, taking things with permission.

#### **c) *Things to remember when conducting a role play***

- Identify the issue, which the role-play will illustrate.
- Decide on the situation, the problem, and who the characters are.
- Decide how many students will do the role play, how many will be observers, whether to do the role play simultaneously in small groups, or all together as a class. Encourage shy students to be involved.
- Work with the students to think about the situation and their roles.
- Students perform the role play.
- During the role play, it might be useful to stop the action at a critical point to ask the participants and the observers about what is happening. For example, in a role play about violence, ask the students if they can think of a way that the situation could be resolved peacefully, and then ask the participants to play out those possible endings.

- After the role play, it is important that students think about what just took place, so that it is not just an activity, but is also a learning experience. When planning the role play, be sure to leave time at the end to reinforce the purpose and learning points of the activity.

## **2) Working in Pairs and Groups**

### **a) *Why use pair and group work during teaching?***

Dividing the class into pairs or groups gives students more opportunities for participating and cooperating. Pairs and groups can be useful to generate a lot of ideas very quickly, or to help the class to think about something in terms of their own experience.

### **a) *Things to remember:***

#### **When organizing pair/group work**

- When organizing the groups, ask yourself questions like: Do I want to divide students according to ability? Do I want friends to work together?
- If a group will be together for more than a few minutes, it might be necessary to have a child as leader of the group. The group would need to decide this.
- Explain the task clearly. Tell the students how long they have for the task. Seat students where they can see each other.

#### **When the pairs or groups are working**

- Stand back, but be available.
- Do not interrupt, unless a group has misunderstood what it is supposed to be doing.
- Spread your attention between groups.
- Allow group and pair discussions to flow, only intervene if asked to by the group.
- Groups often need encouragement to get them going.
- A pair is more likely to stop work when you approach.

#### **When groups are reporting back**

- It might be necessary for groups to report their work to the whole class.
- This might involve reporting a decision, summarizing a discussion, or giving information about the group discussion.
- If the groups need to report back, they need to know this at the start so that they can select someone for this task.

#### **When evaluating group work**

- Ask students what they did and what they learned.

### **3. Brainstorming**

#### **a) What is brainstorming?**

Brainstorming is a way to encourage creativity and to generate a lot of ideas very quickly.

#### **b) Why use brainstorming during teaching?**

- It can be used for solving a specific problem or answering a question
- To introduce a new subject. Brainstorm everything that the students already know about the subject. This is a good way to arouse their interest and find out what they already know.
- A quick creative exercise. For example, brainstorm possible endings for an unfinished story.

#### **b) Things to remember when using brainstorming**

- Decide on the issue you want to brainstorm.
- Form it into a question which will have many possible answers.
- Write the question where everyone can see it or ask them the question . For example: "In what ways can we improve our classroom?"
- Ask students to contribute their ideas. Write the ideas where everyone can see them. These should be single words or short phrases. And read them back to the children.
- Encourage everyone to contribute, but do NOT move around the class in a circle, or force students to think of an idea - this is likely to discourage creativity.
- Don't judge the ideas as you write them down. Only give your own ideas if it is necessary to encourage students.
- If a suggestion is unclear, ask the person to clarify it, or suggest a clarification *and check that they agree to it.*
- Write down EVERY new suggestion. Often, the most creative or outrageous suggestions are the most useful and interesting!
- Stop the brainstorm when ideas are running out.

### **4. Whole Class Discussion**

**a) Why use whole class discussions?**

- Discussions are also an opportunity to practice listening, speaking in turn and other group skills which are important for respecting other people's rights.
- In order to have an open discussion, it is important to have an atmosphere of trust and mutual respect in the classroom. One way to help create a "safe" environment is to have students develop "Rules for Discussion". This is best done at the beginning of the school year, when standards of behavior are normally being established, but these rules can be created at any time.

**b) Things to remember when using whole class discussions**

Ask the students if they want their classroom to be a place where they feel free to express themselves and to learn through discussion with each other.

Ask the class to think of some principles for classroom discussion which they think everyone should follow. Write all of these suggestions where everyone can see them. You might want to suggest some of the following principles if not suggested already:

- Listen to the person who is speaking
- Only one person speaks at a time
- Raise your hand to be recognized if you want to say something
- Don't interrupt when someone is speaking
- Don't laugh when some one is speaking (unless they make a joke)
- Encourage everyone to participate
- Suggest that the class agree by consensus to obey the rules which they have listed. They are then responsible for applying the rules to themselves and to other members of the class. If serious violations of the rules occur, negotiate with the students to decide what should be the consequences of rule-breaking.

**5. Questioning**

**a) What is questioning?**

Asking questions can be a means of gathering information about the students knowledge and also a way of stimulating his/her thinking. Question you ask are very important for encouraging participation and analysis, even with very young children.

All teachers already use questions everyday. Often, they are questions such as "what did I just say?", which are used to control the class or to ridicule students. Other questions which are used a lot are so-called "closed" questions. They have only one correct answer and are used to test knowledge.

### b) Types of questions to ask

Here are some examples of "open" questions which you could use. The key point to remember is: "What do I want from this discussion? Yes and no answers, or an open, interesting debate?"

- **Hypothetical questions:** "What would you do/think if...?" These help students to imagine situations and stimulate thought.
- **Speculating:** "How might we help to solve this problem?"
- **Encouraging/supporting:** "That's interesting, what happened next?" These draw out students' own experience and views.
- **Opinion seeking:** "What do you think or feel about...?" This tells students that their opinion is important and interesting for you.
- **Probing:** "Why do you think that?" If asked in a non-aggressive way, this can help students to think deeply and justify/analyze their opinions.
- **Clarifying/summarizing:** "Am I right to say that you think...?" Summarizing what a student said and checking if you understand. It will help other students to think whether they agree with what is being said.
- **Identifying agreement:** "Do most of us agree that...?" This can provoke discussion or can come at the end, where, by using a question like "Have we finished that part...?", you can agree to move on to the next topic.
- Finally, try to remember to avoid a leading or trick questions such as "X is correct, isn't it?". These discourage participation. Asking too many questions at once or asking ambiguous questions, which are not clear cut and can cause confusion, should also be avoided.
- And remember, an occasional nod, a smile or even just sitting on the same level as the class, will improve the responses you get!

## 6. Drawing

### a) Why use drawing?

Drawing can be used in the classroom to develop observation and cooperation skills, imagination, creativity and feelings of empathy for people in the pictures.

### **b) Things to remember when using drawing**

- Children if their observation is just being enhanced can be asked to just draw an object in front of them or copy a picture.
- For encouraging creativity and imagination ask them to draw a combination of two or more variables.
- Ask them to describe something and the other child draws it.
- If children are unable to express some thing in words (written or spoken) ask them to draw it

## **7. Storytelling**

### **a) Why tell stories?.**

- It addresses the needs of students with different learning styles.
- It provides opportunity for cooperative learning and building social skills.
- It builds motivation for reading and writing and give experience for speaking and listening.
- Effectively develops listening skills
- Motivates hard to reach students, they participate more and learn more when storytelling is involved in the unit.
- They stretch the audience's attention span and their imagination, teaching the audience etiquette and the important concept of knowing when to listen quietly and when to listen actively by joining in.
- Improves vocabulary, which in turn improves site reading.
- Improves their comprehension improves evidenced by their re-telling and interpreting the story.
- Recall basic facts, names, places, and the order of events; summarize the story, explain the main idea behind the story, or interpret the moral of the story; predict the end of the story having heard only the first half or brainstorm and problem solve, compare and contrast various characters in the story, apply the information learned in a story to the creation of a new story. All this enhances higher thinking skills.
- Gives children role models to follow who for example may not use violence to solve something rather find a non violent solution.
- Develops empathy, understanding and tolerance by exposing listeners to a variety of situations, involving different events, people and places.
- It gives children the material on which to bases their creativity by providing new information

**b) Reading stories**

- When reading children stories use appropriate facial expressions hand/body movements to accompany the words being read.
- Pause and ask children questions of what they think will happen next, why did the character do what he/she did.
- Use different voices for characters or t provide sounds
- Involve the children to provide sounds to the stories
- Ask children to repeat the stories
- Ask children to tell stories
- Develop a story with the children they, someone begins a story then hands it off to the next person who adds to the story before passing it to the next person.... And so on around the circle. This could be written down and re-read.
- After a story is heard it could be acted out.

**8. Riddles**

**a) Why tell riddles?**

- It develops curiosity
- Develops skill of analyzing information in the process of finding an answer
- Develops critical thinking
- Develops the ability to think and solve problems

**b) Things to remember when telling riddles?**

- Begin with easy riddles tell
- Tell the riddle slowly and in simple words so that children can think
- Use facial expressions, hand movements as you tell the riddle
- Ask the children to raise their hands to answer
- Ask the children to decide if the answer is correct
- Give all children a chance to participate
- Hold group competitions to decide which group can guess most riddles
- Ask children to tell riddles

**9. Poems**

**a) Why read poems?**

- By reciting poems children's musical intelligence is enhanced and language is developed
- Children learn to express themselves in a different way

- Children's vocabulary is developed
- Children's imagination is developed
  
- **Things to remember when reading poems**
  
- Read poems with a rhythm
- Pause between verses
- Use a clear voice
- Use simple words
- Make sure the children listen with concentration
- Attract individual attention by inviting children to join in and looking and smiling at them

Assessment

## TAXONOMY OF EDUCATIONAL OBJECTIVES

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95 % of the test questions students encounter require them to think only at the lowest possible level...the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.

**Knowledge** is defined as the remembering of previously learned information. This may involve the recall of a wide range of material, knowledge of major ideas, or mastery of subject matter.

**Comprehension** is defined as the ability to understand information and grasp the meaning of material.

**Application** refers to the ability to use learned material in new situations. This may include solving problems that require recognizing and applying appropriate ideas

**Analysis** refers to the ability to break down material into components. This may include identification of components, analysis of the relationships between components.

**Evaluation** is concerned with the critical ability to judge the value of material, as well as to compare and discriminate between ideas.

**Create/Synthesis** refers to the ability to put parts together to form a unique, original product or to form a new whole.

Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge**: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, and reproduce state.
2. **Comprehension**: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis**: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

## Life Skills Approach to Teaching

5. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.
6. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

Domain	Examples of activities and questions
Knowledge	List all the characters in Read a poem About Make a chart showing List all the facts about Describe a Who was Find a meaning of Is this true or false Use a dictionary to find out Read the following What is
Comprehension	Draw a picture to show Draw a cartoon to show Write and perform a play about Retell the story in your own words Write a summary report on Explain what is meant by Define Make a story map of Why was
Application questions	Construct a model to show Organize a photo display about Can you apply this to your own experience Write a book of information about Cut out pictures about Act out how to Show how to Calculate how much Make a scrapbook about

## Life Skills Approach to Teaching

Analysis	<p>If ...had happened          What difference would it have made....          How are...and.... similar .....          What was the main theme in...          Design a questionnaire to find out          Write a commercial to sell...          Construct a graph about..          What problems occur with...          Interview ....to find out..          Compare ...with ...</p>
Evaluation	<p>What criteria would you use to assess          Take part in a debate on          Which is the most important and why          Write a letter recommending          How effective is          Do you believe that          What are the advantages and disadvantages of...?</p>
Synthesis	<p>Design or invent a          Compose a new song          Create a new          Put an idea about          Design a better          Invent a new          Write a new play, poem or song          Imagine what would happen if</p>

## Exercise

### Goldilocks and the three bears

Once upon a time there was a little girl called Goldilocks who lived at the edge of a great forest. She was called Goldilocks because she had very beautiful curly blond hair which gleamed like gold in the sunlight.

But although Goldilocks looked so pretty she could sometimes be very naughty. Every day as Goldilocks went out to play her mother would remind her: 'Now Goldilocks, you may go and play in the meadow but don't go into the forest or you will get lost.'

One morning Goldilocks began to get tired of playing in the meadow.

'I know,' said Goldilocks to herself, 'I'll go exploring in the forest.' She looked back at the house to make sure that her mother wasn't watching then ran off across the meadow and into the forest. She knew very well that she should have asked before going.

Goldilocks wandered deeper and deeper into the forest until she became completely lost. She felt very frightened and was about to cry when she saw a strange little cottage amongst the trees. Goldilocks tapped on the door but there was no answer. Then she peeped in through an open window. There was no one at home so Goldilocks climbed inside for a look around.

Inside the cottage a fire was burning brightly and a table was laid for breakfast with three bowls of steaming porridge. It smelled delicious and Goldilocks realized how hungry she was. 'I'll just try a little bit to see how it tastes,' she said. First she tried the biggest bowl but the porridge was too salty. Then she tried the middle bowl but the porridge was too sweet. Then she tried the little bowl and the porridge was just right so she ate it all up.

Near the fire were three chairs. Goldilocks was tired so she decided to sit down. First she tried the biggest chair but it was too high. Then she tried the middle chair but that was too high as well. At last she tried the smallest chair but it was too small and broke to pieces.

In the corner of the room was a twisty staircase so Goldilocks decided to climb to the top. She found a bedroom with three beds and of course one was very big, one was middle sized and one was small. She tried the biggest bed but that was too hard.

Then she tried the middle sized bed but that was too soft. Then she tried the smallest bed and that was just right.

It was so comfy that Goldilocks fell fast asleep.

Goldilocks didn't know that the cottage belonged to three Bears and they were on their way home. Father Bear had been collecting wood for the fire. Mother Bear had collected a basket of blackberries. 'I do hope our porridge is cool enough to eat,' said Baby Bear. 'I want my breakfast.'

When they came in they went straight to the table to eat their porridge. 'Somebody has been eating my porridge,' said Father Bear. 'Somebody has been eating my porridge too,' said Mother Bear. 'Somebody has been eating my porridge and eaten it all up,' cried Baby Bear.

Then Father Bear noticed his chair. 'Who has been sitting in my chair?' he roared. 'Who has been sitting in my chair?' said Mother Bear. 'And who has been sitting in my chair and broken it to pieces?' cried Baby Bear.

The three Bears went upstairs. 'Somebody has been lying on my bed,' said Father Bear. 'Somebody has been lying on my bed,' said Mother Bear. 'Somebody has been lying on my bed,' cried Baby Bear, 'and they're still there, fast asleep.'

The three Bears looked at the little girl. What was she doing in their cottage? Goldilocks woke up with a jump. She thought that the three Bears were part of her dream and pinched herself very hard, but the Bears did not disappear. Now she was very frightened. She jumped out of bed, ran down the stairs and out through the door of the cottage. She ran and ran, not stopping for breath until she reached her own house with her mother waiting at the doorstep. She never went exploring in the forest again.

Levels	Sample questions for assessment
Knowledge- the recall of specific information	<p>Who was Goldilocks?</p> <p>Where did she live? With whom?</p> <p>What did her mother tell her not to do?</p>
Comprehension- the understanding of the content-what has been read.	<p>This story was about _____. (Topic)</p> <p>The story tells us _____. (Main Idea)</p> <p>Why didn't her mother want her to go to the forest?</p> <p>What did Goldilocks look like?</p> <p>What kind of girl was she?</p>
Application- the converting of abstract content to concrete situations	<p>How were the bears like real people?</p> <p>Write a sign that should be placed near the edge of the forest.</p> <p>Draw a picture of what the bear's house looked like.</p> <p>Draw a map showing Goldilocks house, the path in the forest, the bear's house, etc.</p> <p>Show through action how Goldilocks sat in the chairs, ate the porridge, etc.</p>
Evaluation – the judgment and evaluation of the characters, actions, outcomes etc for personal reflection and understanding	<p>Why the bear were's angry with Goldilocks?</p> <p>Why was Goldilocks happy to get home?</p> <p>What do you think she learned by going into that house?</p> <p>Do you think she will listen to her mother's warnings in the future? Why?</p> <p>Do parents have more experience and background than their children?</p> <p>Would you have gone in the bear's house? Why or why not?</p> <p>Do you think this really happened to Goldilocks? Why?</p> <p>Why would a grown-up write this story for children to read?</p>

## Life Skills Approach to Teaching

	<p>Why has the story of Goldilocks been told to children for many, many years?</p>
<p>Analysis – the comparison and contrast of the content to personal experience</p>	<p>Compare Goldilocks to any friend.</p> <p>Do you know any animals (pets) that act human?</p> <p>When did Goldilocks leave her real world for fantasy? How do you know?</p>
<p>Synthesis – the organization of thoughts, ideas and information from the content</p>	<p>List the events of the story in sequence.</p> <p>Point out the importance of time sequence words by asking: What happened after Goldilocks ate the Baby Bear's porridge? What happened before Goldilocks went into the forest? What is the first thing she did when she went into the house?</p> <p>Draw a cartoon or stories about bears. Do they all act like humans?</p> <p>Do you know any other stories about little girls or boys who escaped from danger?</p> <p>Make a puppet out of one of the characters. Using the puppet, act out his/her part in the story.</p>

---

---

# **LEARNING DISABILITIES**

## **What is a learning disability?**

1. Have difficulties with academic achievement and progress.
2. Discrepancies exist between a person's potential for learning and what he actually learns.
3. The learning disabled show an uneven pattern of development (language development, physical development, academic development and/or perceptual development).
4. Learning problems are not due to environmental disadvantage.
5. Learning problems are not due to mental retardation or emotional disturbance.

## **What causes learning disabilities?**

1. Some children develop and mature at a slower rate than others in the same age group. As a result, they may not be able to do the expected school work. This kind of learning disability is called "maturational lag."
2. Some children with normal vision and hearing may misinterpret everyday sights and sounds because of some unexplained disorder of the nervous system.
3. Injuries before birth or in early childhood probably account for some later learning problems.
4. Children born prematurely and children who had medical problems soon after birth sometimes have learning disabilities.
5. Learning disabilities tend to run in families, so some learning disabilities may be inherited.
6. Learning disabilities are more common in boys than girls, possibly because boys tend to mature more slowly.
7. Some learning disabilities appear to be linked to the irregular spelling, pronunciation, and structure of the English language.

## **Areas affected by learning disabilities**

Learning disabilities typically affect five general areas:

1. Spoken language: delays, disorders, and deviations in listening and speaking.
2. Written language: difficulties with reading, writing and spelling.
3. Arithmetic: difficulty in performing arithmetic operations or in understanding basic concepts.

## Life Skills Approach to Teaching

4. Reasoning: difficulty in organizing and integrating thoughts.
5. Memory: difficulty in remembering information and instructions.

### Common Learning Disabilities

1. **Dyslexia:** Difficulty with reading
2. **Dystrophic:** Difficulty with handwriting
3. **Dyscalculia:** Difficulty with math
4. **ADD/ADHD - Attention Deficit Hyperactivity Disorder:** Difficulty with attention
5. **Dysphasia:** Difficulty with motor skills

### What types of difficulties should I look for in my classroom?

Preschool	Elementary School	Adolescence and Adulthood
<p><b>Does the child have difficulty</b> (delayed development)</p> <p>Learning the alphabet?</p> <p>Rhyming words?</p> <p>Connecting spoken sounds with letters?</p> <p>Counting and learning numbers?</p> <p>Being understood when he or she speaks to a stranger?</p> <p>Using scissors, crayons, and paints?</p> <p>Reacting too much or too little to touch?</p> <p>Using words or, later, stringing words together into phrases?</p> <p>Pronouncing words?</p> <p>Walking forward or up and down stairs?</p> <p>Remembering the names of colors?</p> <p>Dressing him- or herself without assistance</p>	<p><b>Does the child have difficulty</b></p> <p>Reading accurately?</p> <p>Learning new vocabulary?</p> <p>Speaking in full sentences?</p> <p>Understanding the rules of conversation?</p> <p>Retelling stories?</p> <p>Remembering newly learned information?</p> <p>Playing with peers?</p> <p>Moving from one activity to another?</p> <p>Expressing thoughts verbally or in writing?</p> <p>Holding a pencil?</p> <p>Writing letters and numerals by hand?</p> <p>Computing math problems at his or her grade level?</p> <p>Following directions?</p> <p>Remembering routines?</p> <p>Learning new skills?</p>	<p><b>Does the individual have difficulty</b></p> <p>Remembering newly learned information?</p> <p>Staying organized?</p> <p>Understanding what he or she reads?</p> <p>Getting along with peers or coworkers?</p> <p>Understanding jokes that are subtle or sarcastic?</p> <p>Making appropriate remarks?</p> <p>Expressing thoughts verbally or in writing?</p> <p>Following directions?</p> <p>Using basic skills (such as reading, writing, spelling, and math)?</p> <p>Using proper grammar in spoken or written communication?</p> <p>Remembering and sticking to deadlines</p>

	<p>Understanding what he or she reads,</p> <p>Succeeding in one or more subject areas?</p> <p>Drawing or copying shapes?</p> <p>Understanding what information presented in class is important,</p> <p>Modulating voice (may speak too loudly or in a monotone)?</p> <p>Keeping materials neat and assignments organized?</p> <p>Remembering and sticking to deadlines?</p> <p>Understanding how to play age-appropriate games?</p>	
--	---	--

**Remedial Instructions**

**Letter Reversals**

1. Tracing with finger in the air
2. Using water brushes (painting with clear water) to write letters very large on the chalkboard.
3. Using sidewalk chalk to write letters very large on the floor
4. When the child writes on the chalkboard, have him erase his letters by tracing them in the same motor pattern as he wrote them. The erasing leaves a negative shape on the board and then trace that with writing finger.
5. Write the letter or number practiced on unlined paper with his eyes closed.
6. Activities which involve the student, using multi-sensory teaching methods, using more of the child's senses, especially the use of touch and movement (kinetic). This will give the child's brain tactile and kinetic memories to hang on to, as well as the visual and auditory ones.
7. Letters causing confusion such as b/d m/w p/q should be introduced separately one at a time before presenting them together

**Confusion over left /right**

1. Label the hand the child writes with a watch, band
2. Color side of paper, desk or word as a starting point

Teach students to use logic rather than rote memory

Present material sequentially, start from the very beginning and build slowly, step by step.

### **Tips for teachers of students with ADHD**

#### **Introducing, conducting and concluding lessons**

- When a new lesson begins, provide a summary of the order of activities planned and review previous lessons on the topic.
- Establish learning and behavioral expectations.
- State the materials the student will need and explain which additional resources they can use for guidance.
- Simplify instructions, choices and scheduling; try to be structured and consistent.
- Support the student's classroom participation by using private, discreet cues to stay on task and providing advance warning when they will be called upon.
- Monitor ongoing student performance, provide follow-up instructions, and review assignments upon completion.
- Highlight key points in written instructions on worksheets; break assignments down into smaller, simpler tasks.
- Eliminate or reduce frequency of timed tests.
- Use audiovisual materials or assistive technology; lower the classroom noise level.
- Give five or ten-minute advance warnings when a lesson is about to end.
- Preview the next lesson.

#### **Individualizing instructional practices**

- Try silent reading time, follow-along reading, and pairing the child with a strong reader for partner reading.
- Use board or computer games for reading comprehension, phonics, and math computations.
- Encourage proofreading of assignments.
- Use creative techniques to help with frequently misspelled words or high-frequency words.
- Help the child use a finger to space words on a page when handwriting.
- Use special writing paper or individual chalkboards to help with handwriting.
- In math, use real-life examples

#### **Behavioral interventions**

- Use an important and effective verbal reinforcement for appropriate behavior: praise.

- Define the appropriate behavior while giving praise.
- Give praise immediately following the appropriate behavior.
- Be sincere with praise and vary your phrasing.
- Ignore some inappropriate behavior, especially when it is unintentional or is meant to gain attention but isn't disrupting the classroom or others.
- Use behavioral prompts to remind students of expectations: visual cues, hand gestures, moving closer to the student.
- Use individual behavior contracts, tangible rewards to reinforce appropriate behavior, or token economy systems for motivation.

### **Seating arrangements and instructional tools**

- Seat the child near you or a student role model.
- Use egg timers to signal the start and end of a lesson and how much time remains; use interim prompts.
- Use classroom lights or music to help control the noise level in the room. Lights can also be used to signal the transition to the next lesson.

## PRINCIPLES/STEPS OF LESSON PLANNING

In order to ensure that teachers plan their work in such a way so as to develop children's interest in their studies and achieve their teaching objects, they need to very carefully plan their work. One of the effective ways to plan teaching is through preparing lesson plans.

Experience shows that effective lesson planning requires careful consideration of the following questions:

- What are subject objectives?
- What are the lesson objectives?
- Which life skills and social norms are to be enhanced?
- Which intelligences are to be used / enhanced?
- What teaching materials are required?
- Which senses to use for enhanced learning?
- Which teaching techniques are to be used?
- How will 100% participation of children be ensured?
- Appreciation of developmental stages of children
- How will you assess the students learning
- What home work needs to be given?
- What kind of appreciation is to be used for children's efforts?

### a) Subject Objectives

A teacher must be clear about the lesson objectives during teaching and in the process of designing teaching activities. For example some of the subject objects to keep in mind are:

- Teaching English and Urdu for the purpose of teaching a language so that children can master it and be able to effectively use it for communication.
- Mathematics is used to teach logic and precision in communication
- In science children are taught how to think scientifically and identify and establish cause and effect relationships, and thus generate new knowledge

- Islamiat is taught for strengthening the understanding of the teachings of Islam and social norms.

### **b) Multiple intelligences**

Research has shown that each person is a unique individual and has an individual learning style. For example some children prefer to work in groups, others like to work independently. Therefore teachers must design a combination of activities to address individual learning styles using the theory of multiple intelligences.

### **c) Teaching Material**

During teaching it is important to use the teaching material which is easily available and of low cost. For example we can use some old card to prepare flash cards rather than buy new ones, we can use body parts to teach for example the alphabet, use stones/buttons and fingers to count .

### **d) 100% participation of children**

An indication of good teaching is the participation of all children in classroom activities. For example if group work or role play is being done then opportunity should be given for all to participate, all children should be asked questions or encouraged to question others.

### **e)Use of 5 senses**

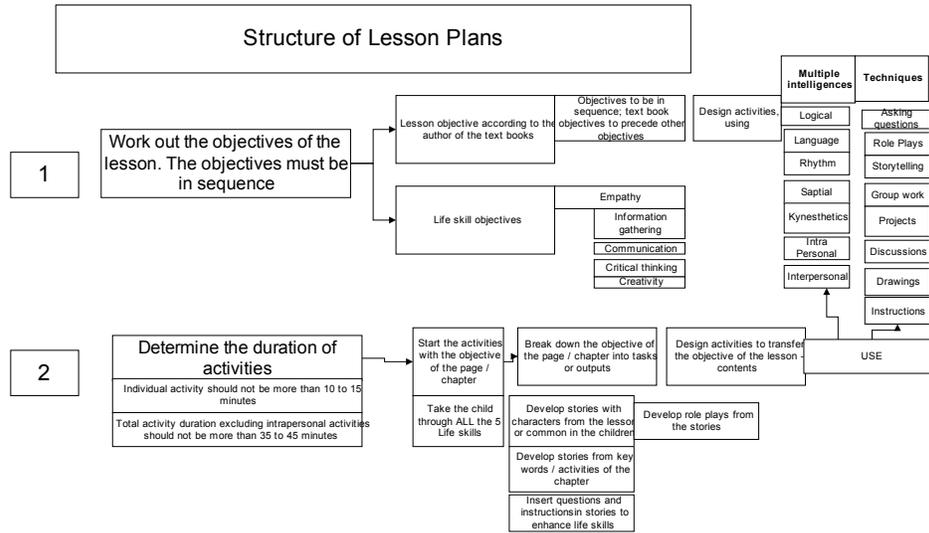
Humans learn through observation and observation is possible through the use of 5 senses, touch, see, smell, hear, taste. Teachers should ensure that a maximum of these senses are used during teaching. Using senses is a very good way of teaching something in a clear way and quick way. For example if you want to tell someone about school and he gets the opportunity to use his sense of seeing then he will get first hand information.

### **f) Children's developmental stages**

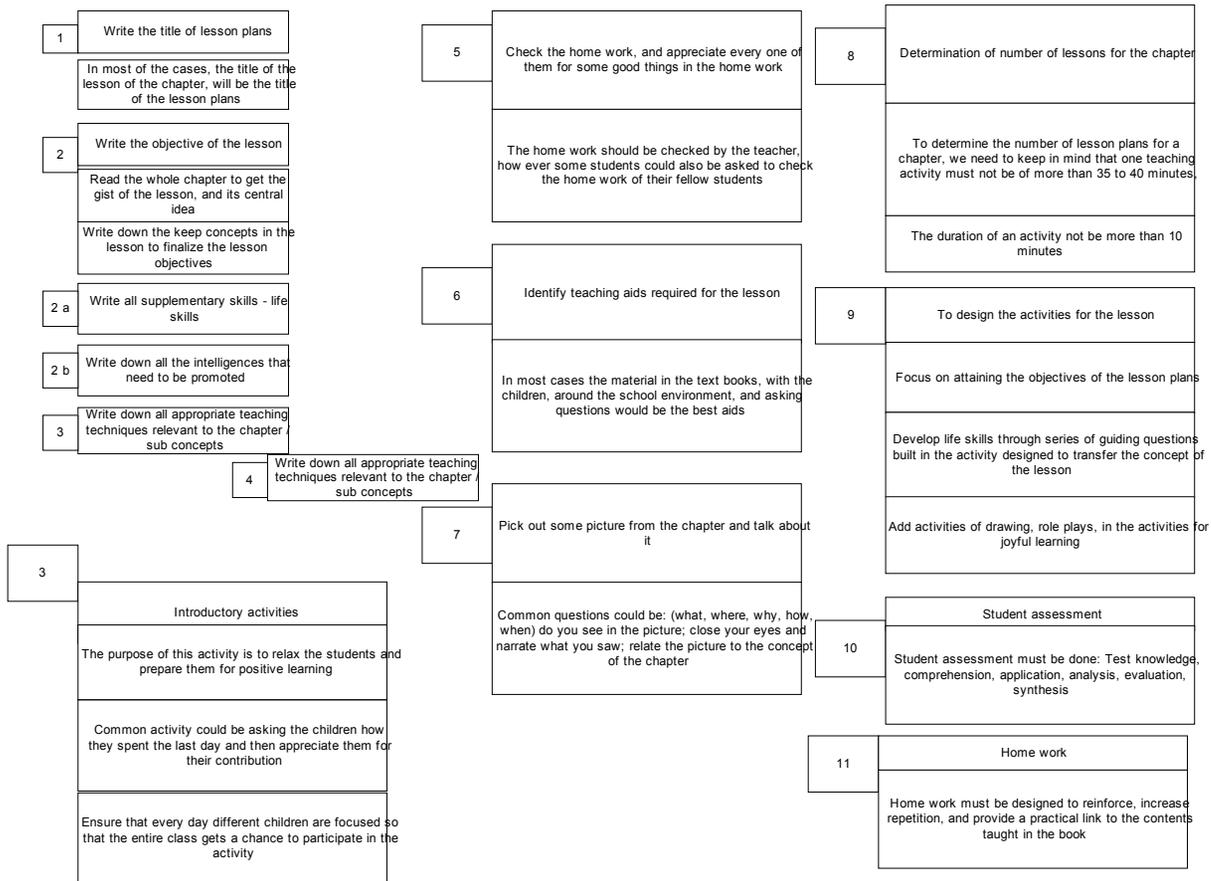
It is important for a teacher to nurture the child's development, physical, social, emotion and mental. For this it is important to have knowledge of the children's developmental stages. For example when designing activities for a 5 year old child it is important that the activity is not longer than 10 minutes since the child may not be able to concentrate beyond this time. If question are asked they should be very simple and related to home and school environment. In case of a story it should be understandable by the children.

### **g) Appreciation**

An important principle to remember is the child's appreciation for his/her efforts so that he/she can continue to improve and openly express himself. Continuous appreciation can save teachers from giving severe punishments and instills long lasting confidence.



STEPS FOR LESSON PLANNING



---

---

## MODEL LESSONS

**Subject : Mathematics**

**Level: Primary Grades**

**Lesson No:** 1

**Topic: Fractions**

**Duration:** 30 minutes

**Teaching Objectives:**

1. Understand and recognize the concept of half
2. Able to write the word half
3. Able to use the concept of half in daily life
4. Recognize the concept of whole

**Vocabulary:** half, two equal halves, divide, whole

**Social norms:** greetings, sharing, asking for permission before using others things, hygiene/cleanliness

**Life Skills:** Critical thinking, active listening, analysis, giving and receiving feedback

**Multiple Intelligences:** logical /mathematical

**Teaching material:** paper strips cut into circle

**Teaching Instructions:**

Start the lesson Aslamu-alaikam /welcoming the class

**Activity 1**

Ask the children:

1. Who likes to listen to stories?
2. Who reads stories to you at home?
3. Tell the children: “today I will read you a very interesting story about two boys who are very good friends”, and then begin the story.

“Abdullahe and Abdull Rehman were very good friends. They were both in class one. They both helped each other at school and at home. Although they were very good friends they never took each others things without asking”

Stop for a moment and ask the children:

1. Should we ask for permission to take and use each others things?
2. Why should we ask?
3. Let the children give their opinions. Then continue with the story.

“one day Abdullah’s mother gave Abdullah an apple to take to school for lunch. Abdullah thanked his mother and happily put it in his bag. He whispered to himself “I will share my apple with my friend Abdul Rehman” and then left for school saying goodbye to his mother. During lunch time Abdullah took the apple from his bag and requested Abdul Rehman to cut it. But Abdul Rehman reminded him that they must wash it first.”

Stop for a moment and ask the children:

1. Why should we wash fruits before eating them?
2. Allow the children to give their suggestions and then continue the story.

“Having failed to find some thing to cut the apple with Abdullah went to his teacher for help. Mr. Kamran, Abdullah’s mathematics teacher was happy to help him. He cleaned a small knife before cutting the apple into two equal halves. Abdullah thanked Mr. Kamran and joined his friend to give him his half of the apple. Both sat on the bench and each enjoyed eating half of the apple”

After finishing the story ask the children:

1. How many halves did the teacher cut the apple into (expected answer- 2)
2. Were both parts equal or not equal (expected answer - equal)
3. What part was one piece of the whole apple (expected answer - half)
4. Let the children give suggestions and then reinforce by saying that :

“When some thing is divided into two equal parts then, each part is half of the whole thing.”

## Activity 2

1. Draw a picture of a square on the black board. This drawing must be within the hand reach of the child.
2. Touching the square ask the children;
3. I would like to take half of this square? How can do this? What shall I do?
4. Let the children think and give their opinions/answers

Ask the children:

1. Who will cut this square into half using a chalk?
2. let a child come to the black board and divide the shape into two equal halves by drawing a line in the middle of the shape

Ask the children:

1. which part is half of this square (the child gives the answer by touching the half section)
2. ask the child to color the half part of the square
3. appreciate the child for his/her efforts
4. Now put your finger on the other half of the square and ask the children:
5. what part is this of the whole square, (expected answer – half)

Now show children shape of a rectangle made from paper and asks:

1. Who will fold this shape into half
2. Allow a child to come forward and fold the shape into half
3. Then unfold it , and use a pencil to highlight the fold mark with a pencil (the teacher may help if children have any problems)
4. Ask the remaining children to pay attention and then ask:
5. How many parts have we divided this rectangle into (expected answer - 2)
6. Are these parts equal (expected answer- yes)
7. Put your finger onto one half of the shape and ask the children:

8. What part is this of the whole shape (expected answer - half)
9. Put your finger on the other half and ask:
10. What part is this of the whole shape (expected answer - half)

### **Activity 3**

1. Divide the children into groups
  2. Distribute different groups shapes such as a square, rectangle and circle
  3. Tell the children to
  4. Fold these shapes into half and then color one half
  5. Allow the children to fold the paper into two equal halves and colour one half, guiding them through questions if they have problem
  6. Once children complete their work ask:
  7. Who will come to the front of the class and show us what they have done
  8. Call a member from each group one at a time to show and explain what they have done -after each group member finishes ask the group the following questions
  9. How many parts have you divided the shape into (expected answer - 2 )
  10. Are these parts both equal
  11. Which part is half, (children point to the colored part)
  12. Now point to the uncolored half and ask
  13. Which part is this of the whole shape ( children will answer – half )
  14. How do you say that this is half
  15. How many half parts are there of the whole shape (expected answer- 2)
  16. How many halves do we need to make this whole shape (expected answer – two)
  17. Tell children that we call one complete thing a “whole” and in one whole thing there are two halves, just like in this shape.
  18. Repeat this with the remaining groups
- Ask the children
1. Who will come to the board and write the word half

2. Select a child to come to the board and write the word half, in case of mistakes correct the children after they have made an attempt
3. Write the word half on the black board and ask the children to copy this into their exercise copies. Ensure that all children complete this

**Assessment**

Ask the children:

1. Can we divide a chapati/roti into half? How?"
2. Point to the blackboard and ask:
3. how many halves can we divide this whole black board into

**Home work**

1. Identify and learn the names of any five things from home which can be divided into half

The two lesson plans given below are designed from the APS Environmental Studies Course book (Save our earth), Topic “Living and Non-living things”

**Class:** Grade.2  
**Topic:** Living and non-living things

**Teaching Objectives:**

- To enable children to differentiate between living and non-living things on the basis of their growth and movement – teaching classification, synthesis, and analysis

**- Life skills, social norms and:**

- Communication skills - observation, active listening
- Information gathering skills
- Critical thinking skills
- Creativity
- Empathy

**- Intelligences used / enhanced**

- Linguistic intelligence, interpersonal intelligence, bodily/kinesthetic intelligence

**Teaching & learning material used:**

- All the living and non-living things available in classroom and school, for example flower pot, butterfly, Ants, children, stones, slates, chair, table, chalk
- Science book Grade.2

## Lesson No.1

**Initial steps of the lesson:** \_\_\_\_\_ **10 minutes**

### **Greetings:**

Greet children and ask them how are they. Let children say “fine sir and thank you”. Let children greet you as well. You should reply with thanks

Ask them, “Do you greet when you go home, or meet elders or your friends?” (Let children tell you if they do and how they do).

Tell them that whenever they come to school, they should greet their fellows, their teachers, and like wise, at home, they should greet their family members, friends and elders.

Ask children...

- *Do you like village life or city life? Why? (children give their opinions (this is linking with the previous topic)*
- Can you tell me which things did you see today on the way to school?  
(Let children one by one tell about different things they saw in the morning)

Now write the topic “Living and non-living things “on the board and ask children...

- Can you guess what shall we talk about today in this period? (let children guess and tell one by one. Try to involve most children in giving their opinions)

Then tell them that today we shall talk and discuss living and non-living things.

### **Teaching activities:**

**Activity No.1** \_\_\_\_\_ **Let’s make groups of things** \_\_\_\_\_ **15 minutes**

Ask children to go outside the classroom, find out a small stone and an ant. Ask them to keep these things on a slate or on a notebook and bring them to the classroom (ask them to handle the ant carefully. You may ask children, why the ANT should be handled carefully. Let children give answers)

After they come back, ask them to observe these two things carefully and note what happens. (Give them time to observe the two things kept on the slate or notebook)

Now ask them...

- Can you tell me what is the ANT and STONE doing? (let them answer)

Ask them to pick the ANT carefully and place it on another place...Now ask them

- Is the ANT still there where you had placed it? (Let children answer that no, the ANT is moving from one place to another)

Now ask them to pick the stone and place it on another place...Ask them



Ask the groups to discuss other living and non-living things they have seen in the classroom, in the school, at home and in their village. Groups would discuss, and then raise their hands and tell the class turn by turn.

**Activity No.3                      Role play                      10 minutes**

Make pairs of children. Ask pairs to think of one living and one non-living thing and discuss their qualities with each other.

When children have done so, ask pairs to come in front of the class turn by turn, act the role play of one living and one non-living thing and let the class tell their names.

**Activity No.4                      Let's play a game                      10 minutes**

Tell children that now we are going to play an interesting game:

Make the children sit in a circle. Give the following instructions to children.  
“ I'll call out some names and say ‘ a bird flies’, ‘ a cat flies’, ‘ a stone flies’, ‘ a pencil flies’, etc. you'll have to stand up if the names I have called are that of a living thing and will keep sitting on hearing the name of a non-living thing. The child who does not make a mistake will be the winner and will be placed out of the group. Those who make mistakes will keep playing the game.

Play the game according to the above instructions. Clap for the winning child/children.

**Assessment:**

Ask children...

- Name some living things? Other than what has been discussed in the class
- Name some non-living things? Other than what has been discussed in the class
- Is a pencil living or non-living thing? How do you say so?
- How are a butterfly and a cup different from each other?
- Are you a living thing? How do you say that you are a living thing?

-----

## Lesson No.2

**Initial steps of the lesson: 5 minutes**

Greet children and ask them how are they. Let children say “fine sir and thank you”. Let children greet you as well. You should reply with thanks.

### **Teaching activities:**

**Activity No.1 talking about pictures (Science book page 12) 15 minutes**

Tell children that we shall now talk about the pictures given in Science book. Ask them to open their Science books to page number 12. Make them read the title of the lesson “Living and non-living things”.

Make pairs of children. Ask pairs to look at the picture given on page no. 12 and discuss with their fellows, what they see in the picture and what the things in the picture are doing.

After 2-3 minutes when children talked about the picture, ask them the following questions...

- Can you tell me what do you see in the picture and what are they doing? (let different pairs discuss the things in the picture and what they are doing)
- Can you guess why these things are collected here? From where they would have come? (let children give their opinions about different things and from where they would have come or where they would be going, etc)
- Can you name the living things in the picture? (Children will observe and give you the names of the living things. Take different names from different children)
- How do you say that they are living things? (Children give reason why do they say so)
- Can you name the non-living things given in the picture? (Children name the non-living things).
- How do you say that these are non-living things?
- Look at the boat moving in the sea. Is the boat in the sea a living thing or a non-living thing? How do you say so? (Let different children give their answers. Illicit answers of this questions from many children)
- What is the difference between the palm tree and the trunk of the tree fallen on the ground? (Children give the difference) ask, “Which one is living and which one is non-living? And why?
- If you were the bird where would you like to go? And why?
- Which of the thing in the picture do you like most?

- What are the things in the picture you have in your village and which are not? (Let children name the things they have in the village/town and those which they didn't see in their village/town)
- What would happen if all living things disappear? (Let maximum children give their opinions)
- What would happen, if all the non-living things start moving, talking like living things? (Let maximum children give their opinions)

After asking the above questions turn by turn from children and eliciting their answers/opinions, ask them to read out the text given above the picture. Ask them to breathe, then ask, "Which other things can breathe and which can't?"

**Activity No.2                      let's work in the book (Page no 13)                      15 minutes**

Ask children to look at page no.13. Make them read the instructions given in the green bar. Elicit from them what are they expected to do. Tell them that they will do the exercise first on the board. Make two columns on the board. Write "living things" in one column and "non-living things" in another column.

Children will come to the board and will fill the columns with names from page # 12 in the respective columns. (You can some time ask a child, why he/she decided to write this name in this column. Let the child answer. You may also ask others as, "is your friend right?")

Now ask them to do the same work in pairs in their books.

Similarly ask children to read out the instructions given in the second green bar. Elicit from them what they have to do.

Ask about each picture, for example ask, "Can we put a tick on the bottle?" why?

After discussing all the pictures in above manner, ask them to do their work in pairs.

Collect their books and check them in a suitable time.

**Activity No.3                      let's make a poem                      15 minutes**

Make groups of children. Ask them to make a poem about living and non-living things in such a way that their qualities are evident in the verses.

Guide and help the groups in making poems.

Now invite each group to present their prepared poem to the class. Encourage all the groups for their work.

**Assessment:**

Ask children the following questions...

- While coming to school today in the morning which living and non-living things did you see on the way? (Let children one by one say)

- Which of the living thing, you like most? And why?
- Which of the non-living thing, you like most? And why?
- If all the living things on earth disappear what would happen?
- If all the non-living things start moving and talking, what would happen?
- If someone asks you to give him/her the differences between living and non-living things, what would say to him/her? (Let children say)
- How would you prove the difference between a living and a non-living thing? What will you do to prove this? (Let children give their answers)

**Home work:**

Ask children to look for some living and non-living things at their homes, village and write their names in their notebooks.

Check List:

Sr No	Life skills	Intelligences	Social Norms	Assessment
1	Communication	Linguistic		Knowledge
2	Information gathering	Logical / Mathematical		Comprehension
3	Critical thinking	Musical		Application
4	Creativity	Spatial		Analysis
5	Empathy	Kinesthetic		Evaluation
6		Interpersonal		Synthesis
7		Interpersonal		

**Check list for review of training manual:**

1. Is the language understandable?
2. Is the content self explanatory?
3. Will the teacher be able to grasp the central idea of life skills?
4. Will the teacher be able to understand multiple intelligences and their uses in enhancing learning?
5. Is the information on learning disability sufficient for the teachers to deal with learning difficulties?
6. Is the information on assessment sufficient to enable the teacher to understand six levels of educational objectives?
7. Will the teacher be able to prepare lesson plans after this training?