

REPORT ON FOLLOW-UP TRAINING FOR GRADE-I TEACHERS

19th -24th March, 2007

VENUE
FGJMS, G-9/3, Islamabad.

ORGANIZED BY
Children's Resources International, Pakistan (.
With the Funding Support of USAID

ABOUT TRAINING WORKSHOP

Grade I teachers from all FDE schools of Islamabad Capital Territory (ICT), took part in the five-day training sessions.

Names of the Trainers: Ms. Fakhira Najeeb
Ms. Sadia Shakeel
Ms. Sarah Qaiser
Ms. Hina Kokub
Ms. Saima Qadeer
Ms. Shabana Akram

Facilitator: Mr. Fazil

Note Taking: Ms. Hina Kokub

OBJECTIVES

- To share successes and concerns of CRI.
- To practice the approach of integrated studies through thematic teaching.
- To create awareness about the individual differences of the children.
- To ensure a positive change in the classroom environment.
- To integrate interactive activities with the syllabus.

CONTENTS

Introduction

DAY-1

Registration
Opening Activities
Successes and Concerns
Morning Meeting

DAY- 2

Reflection
Morning Meeting
Individualization
Classroom Environment

DAY- 3

Reflection
Morning Meeting
Thematic Teaching

DAY- 4

Reflection
Morning Meeting
Science
Observation and Assessment

DAY- 5

Reflection
Morning Meeting
Parent Involvement
Closing Activity

INTRODUCTION

CRI Pakistan is an education institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. These schools are located in the entire school District of Islamabad Capital Territory besides Rawalpindi City District, and the Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy
- Families and Community Involvement program
- Higher Education
- Inclusive Education

CRI Pakistan is also helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. CRI has trained more than three thousand and eight hundred school teachers, principals and administrators in interactive teaching and learning methodologies at primary level through fifty one trainings.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents.

Our intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the introduction of the Family Literacy Program in 110 more schools over 5,000 more parents would benefit in the next three years.

CRI has also successfully introduced three specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by the Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers. Besides these books we have a number of other publications and modules that support us in the implementation of our program

Our efforts are directed to achieve learning expertise, knowledge skills and values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

This five-day follow-up training for the teachers of Grade I had been organized for the teachers of new CRI partner schools. This training was a part of the series of eight training workshops conducted for the teachers of Grade I & II, in the month of March, 2007. The contents of this training were based on teaching the basic concepts of child centered methodology, building classroom room community, morning meeting, parental involvement, classroom environment, math, thematic teaching, science etc. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for the understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade-I. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

Registration

The first day of the follow-up training workshop began with the registration of the participants.

One of the participants was asked to recite a verse from the Holy Quran. The Master Teacher Trainers then introduced themselves by using name tag activity. They shared four of their favorite symbols and explained the reasons for their likings. The agenda of the training workshop was also shared with the participants.

Opening Address by Chief Executive (CRI-Pakistan)

Chief Executive of Children's Resources International, Ms. Mehnaz Akbar Aziz welcomed all the participants to the first day of teachers' training workshop. She addressed to the concerns and successes of the participants and highlighted future goals and prospects of CRI to the participants. She appreciated the efforts of the teachers of old partner schools in making CRI Program successful. She acknowledged their hard work and encouraged them to continue working with the same sprit in future as well. She also shared that CRI methodology was a global methodology that was evolved after research and was being adopted all over the world due to its efficacy.

Opening Activities

Rules for the Training Hall

For creating affable learning environment, rules were made with the assent of the participants.

They were:

- To keep mobile phones on silent mode.
- To wait for turns.
- To listen when other is talking.
- To respect each other's point of view.
- To follow the time limit.

Name Tags

Name tags were distributed among the participants and were asked to write their names on the tags and draw four different symbols. The trainer asked them to draw those symbols that portray their qualities.

Some of the symbols shared by the participants were:

- Tree
- Leaf
- Candle
- Sun
- Moon

Group Formation

Participants were divided into 12 groups through number assigning technique. Each participant was asked to call numbers from 1-12. Participants calling same numbers were asked to form groups. Each group selected a name for their group. They fixed specific jobs within their group members for better co-operative leaning while doing different activities during the training.

They named their groups as:

- Knowledge
- Sun
- Smile
- Innovators
- Springs
- Diamond
- Rainbow
- Unity
- Flower
- Moon
- Candle
- Rain

Job Chart

The trainer explained the importance of using Job charts for the smooth running of activities during the training sessions. She told that to maintain discipline in classrooms teachers could use job charts. Each group was them asked to fix some specific job within the group members and fill in the job chart pasted on the wall.

Participants distributed the following jobs among themselves:

- Handout collector
- Material collector
- Presenter
- Work displayer
- Table manager
- Time manager
- Recorder

Reflection Book

Any observation or views about the training sessions were recorded in the reflection book which was later shared with the participants.

Sharing Successes

The trainer shared CRI's successes with the relevance of its old partner schools. She also shared CRI's working with different organization on different educational activities as well as working on projects with the Federal and District Government.

Some of the Successes Shared Were:

- MOU signed
- President Bush visit
- Three Higher education courses
- Policy seminar on ECE
- Trainings of teacher from all over Paksitan
- In house Training by CRI Trained Teachers
- ECE launching Ceremony at Serena
- Documentary/Interactive Video

Participants were invited to share their successes about the implementation of CRI interactive methodology in their classrooms. They shared the following successes:

1. Child-centered approach motivates children in their learning process.
2. Learning centers help in enhancing the creativity of a child.
3. Morning meeting builds up interest & confidence among students.
4. Students have become more vocal, responsive, confident and co-operative.
5. Making rules and assigning jobs have made students more responsible.
6. Critical thinking has developed in children.
7. Family involvement helps in bridging the gap between parents, children and school.
8. CRI material provides opportunities to engage children in activities according to their developmental domains.
9. Increased in the ratio of attendance.

The participants were also asked to share their concerns.

Concerns

- Large strength of students in classes.
- Lack of nursery classes in the schools.
- Children of multiple ages in one class.
- Administration criticizes and does not support the program activities.
- Syllabus is too lengthy.

- Syllabus and activities do not go side by side.
- Discipline problem arises during the activities.
- Problems in time management.
- Trained teachers are provided classes for which they are trained for.
- Lack of parent's involvement.
- Need teachers' training in inclusive education.

The trainer then asked participants to suggest some possible solutions for these issues beside the policy matters.

Solutions

Participants gave possible solutions for some of the discussed problems:

- Sitting arrangement can be made flexible.
- Recruitment of new teachers from FDE or with the student fund / PTA fund. Teachers' helpers could be taken from the families of the children.
- Plan lesson to manage time.
- Syllabus should be integrated with the material and different interactive activities.
- To give brief orientation about the CRI & school administration program to the parents.

Trainer discussed all these concerns in a very positive manner so that they actually come out with the maximum possible solutions for these issues.

SESSION 1:

Morning Meeting

Participants were asked to share their general concerns about conducting morning meeting and also to share its objectives.

Concerns shared by the participants were:

- Difficult to conduct morning meeting with all students of class at a time.
- Discipline problems.
- Time constraints to conduct morning meeting.



The trainer explained that morning meetings can be conducted by changing groups of children every day. And it was not necessary to include all the components at a time. By introducing greetings, and news and announcement in the morning while conducting sharing and group activity components at any other time during the day could help conducting all the components of Morning Meeting very smoothly.

Why We Do Morning Meeting?

- It helps in normalizing the child.
- Set tone of the classroom environment for the whole day.
- Improves child's conversational and thinking ability.
- Promotes community building.
- Makes classroom environment friendly.
- It's an interesting way of communication.
- It's a play-way teaching technique for young children.
- It lessens the traditional fear of teacher for the students.

The trainer then shared the four basic components of morning meeting.

Practical Demonstration

Volunteer participants from each table were asked to come on the stage for the morning meeting.

Greetings: Each participant introduced herself in the circle by telling her likes and dislikes.

News & Announcement: Volunteer participant from the circle came and help the trainer in compiling and announcing the News and Announcement.

Group Activity: In group activity participants were asked to finish the phrase "**I like rainy days because-----**" and also to make illustration. At the end, a big book was developed through this activity.

Reflections

Participants were asked to share what they had learnt during the previous day's training sessions. They appreciated morning meeting session that helped them understand the importance of co-operative learning.

SESSION - I

Morning Meeting

Two participants from each group were asked to volunteer for the Morning Meeting.

Greetings: In this component, participants greeted each other and shared a word starting with the first alphabet of their name.

Sharing: Each participant was asked to share anything about the previous day's activities and others had to ask two questions related to that sharing.



News & Announcement: News, day, date, month and agenda of the day were shared among the participants.

Group Activity: Table of two was learned by using hands only. The trainer involved all the teachers in this activity. She told them to put two fingers from each hand on the table and start counting till 20, and then to start all over again. Counting proceeded until all the fingers of the group members vanished.

Estimation Jar

The trainer introduced 'Estimation jar' activity in which participants had to guess the total number of marbles present in a jar. They had to write their responses on a paper and put them in the basket present on their table.

SESSION II

Individualization

Role Play

In the second session the trainer acted like a traditional teacher. She was very authoritative and did not allow any disturbance. All the time she kept on instructing the teachers about what they had to do and what they shouldn't. If anyone asked instruction, she scolded and discouraged him/her.

Activity # 1

Then she conducted an activity in which participants were given a sketch of butterfly on plain white paper and they had to color them of her choice. They were not allowed to use their interest, choice and creativity. They had to sit quietly and follow the instruction correctly. Every one had to make their own butterfly without consulting each other. During the activity, they were not allowed to ask any question regarding the material or the purpose of the activity. Later they were asked to form a line and paste these butterflies on the wall, one by one.



Activity # 2

Another activity followed by the previous one. But in this activity the trainer asked each group to make a butterfly by using their own imagination and gave them free choice of using any material or colors. Discussions within the group were also allowed. The trainer changed her tone from hard to friendly and the result was obvious as participants made beautiful and vibrantly colored butterflies. They used poster colours, fabric colours, sequences, beads etc. The trainer summed-up the activity by taking feedback from the participants about her role as a teacher in both activities.

Remarks on the first teaching method

The participants shared the following views:

- We were unable to express our thoughts.
- Teacher was very authoritative.
- Not friendly attitude.
- Traditional teaching method
- Students were not given any opportunity to utilize their abilities.
- Atmosphere and environment was tense.

- Sharing was not allowed.
- Choice time was not given

Remarks on the second teaching method

- Trainer's attitude was encouraging, motivating and liberal.
- Two way learning process.
- Relaxed and friendly atmosphere.
- Creative learning was going on.
- Competition increased due to group learning.

When the butterflies of both atmospheres were shared, it was observed that the butterflies made during the first activity were colorless and monotonous. While, butterflies made in the second activity were colorful with different sizes, colours, shape, and presentation.

Basic needs required in child centered classroom:

Learning process of a child starts with his/her birth. Every age has different challenges to face. It is teachers' duty to fulfill the needs of each individual child. She explained the basic needs of child that are:

- a. Individualization.
- b. Choice Time.
- c. Family Involvement.

What should we teach a child?

- To develop creativity and learn to use their imaginations.
- Teacher should encourage them to ask questions to develop thinking process.
- Children should understand problems and have ability to solve them themselves.
- Child should have awareness of their surrounding, community, environment and country.

The trainer then showed a story book named "**Leo the late bloomer**" to the participants and asked them to guess what they think the story would be about. Some of the participants guessed that it could be about flowers, butterfly, some said that it might be about a tiger as they can see a tiger in the title cover. Later the story was shared among the participants.

The story explained that young learners had their own individual capacity for learning and growth therefore we cannot consider every individual to have same level of capability of development and growth. Parents and teachers play an important role in the developmental phase of a child. The trainer also shared that teachers or parents should not label any child as a slow learner or a failure as some

children are late bloomers who learn slowly and steadily. Our attitudes towards them should be positive.

The trainer then explained Individualization to the participants. she shared the following points with them:

- Child's individual behavior
- Strengths
- Weaknesses
- Attitudes
- Aptitudes
- Psychological development
- Physical growth

Participants also shared some of the examples of individualization while teaching in their classroom.

Group Activity

Participants had to put their students in their mind and plan activities that cater each of their student's capacities, interests, potentials and weaknesses.

Each group later gave presentations.

SESSION 3

Classroom Environment

The trainer started the session by showing the documentary of CRI classroom to her participants. She explained them the activities being performed in the documentary e.g. 100 days celebrations, science day, adopting a plant etc.



Classroom Environment

Environment is what we see, observe and feel around us. Classroom is the combination of both physical and psychological environment. The trainer explained the two environments of a classroom to the participants.

Physical Environment

Physical environment include all the basic amenities that had been provided to the child in his classroom. The physical features includes, furniture, stationery, charts

displayed on walls, AV aids, learning material, spacious classroom, learning centers etc.

Psychological Environment

Psychological environment of the classroom comprises of teacher's tone, attitude and behavior, student teacher interaction, teacher's approach for problem solving, teachers understanding of child's mental capabilities etc. All these things have strong effects on child's learning process.

She explained different learning centers to the participants.

- Art center
- Block center
- Literacy center
- Math's center
- Drama center
- Science center
- Music center
- kitchen
- Sand and water

While making the centers, teachers must keep in their mind that material and resources are according to the age and mental level of the children. They should be open-ended and easy to explore.

Group Activity #1

Participants were asked to explore Math center by using Cuisenaire rods, pattern blocks and building blocks. During the activity, CRI trainers went to each group and provided assistance to them.

Group Activity #2

Each group was given different tasks to make classroom environment according to CRI methodology.

Tasks were:

- Writing news and announcements in three different ways.
- Make a schedule chart.
- Make parents' bulletin board.
- Make alphabet strips or flash cards for both English and Urdu language.
- Make a birthday charts of your own group members.
- Arrange and label material in shelves according to their centers.
- Select any story book and make a word wall.
- Make classroom's rules.
- Make a hundred numbers chart.

- Make a job chart.
- Make a sentence chart.
- Make three books for literacy center.

At the end of the activity all groups gave presentation of their particular tasks.

Reflections

Participants shared what they had learnt during the previous day's training sessions. All of them showed their satisfaction towards the training sessions and appreciated the hard work of all the trainers.

SESSION - I

Morning Meeting

Every one whose birthday falls in March was asked to come and form a circle for morning meeting.

Greeting: Participants were asked to greet each other and share their most favorite season.

Sharing: Participants were asked to share "what problems they faces while coming to the training hall".

News & Announcement: Date, day, name of the month and agenda was shared in the news and announcement component.



Group Activity: For group activity, the trainer selected twelve different tasks for each group. She gave explanation for conducting each task and told them how they were going to symbolize each.

Themes for the group activity were:

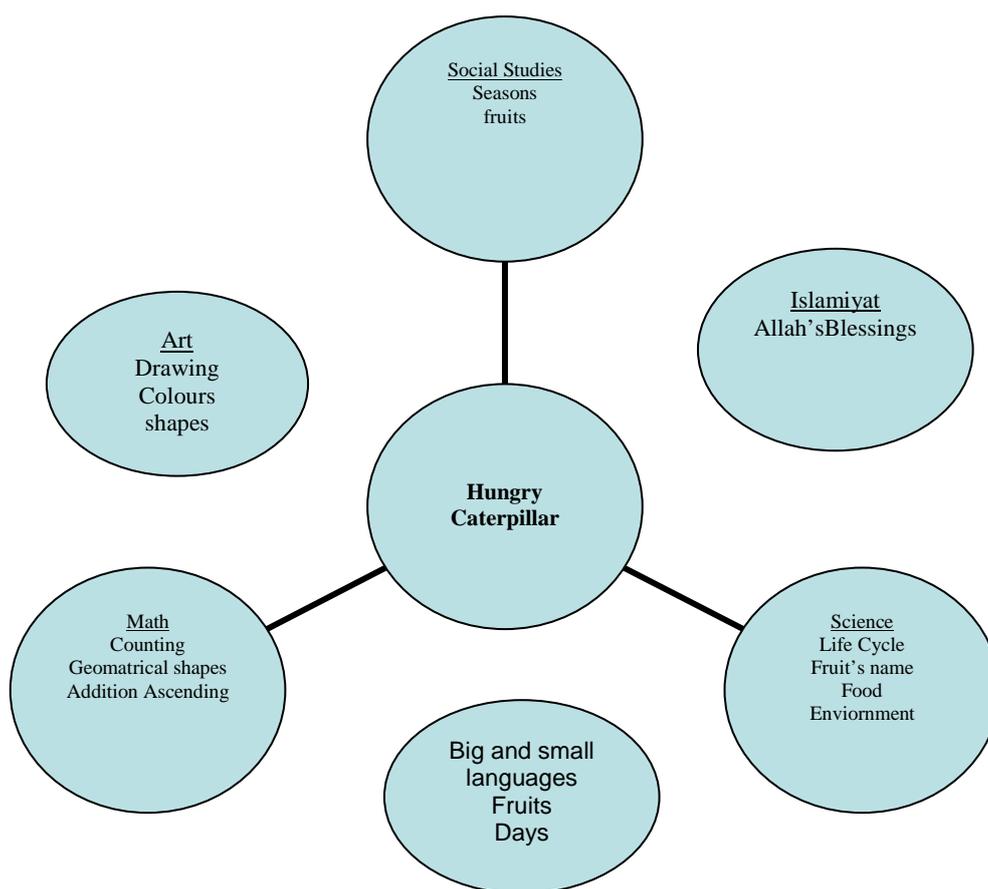
- Sunny day
- Windy day
- Rainy day
- Cloudy day
- Snowy day
- Hailing
- Lighting
- Thunder
- Summer
- Autumn
- Winter
- Spring

SESSION - II

Thematic Teaching

The session started by sharing a multimedia presentation of a story called, "A VERY HUNGRY CATERPILLAR". She then asked participants to share what they understand about this book. They all had varied opinions. After that, the trainer narrated the whole story to the participants and asked several questions to raise their curiosity and interest. At the end, she asked them to relate this story with their subjects.

Participants related the story with their subject in the following ways.



The trainer explained how one small activity could integrate almost all aspects of their syllabus. She shared that children should always be the center of activities as it enable them to Interact, Observe, Motivate, Involve, develop Critical Thinking, Imagination & Participation. Improvisation of integrated syllabus would never be successful until it involves Pleasure, Aesthetic, Curiosity, Spontaneity, Wonder, Critical thinking, and Interest.

Merits of Thematic Teaching

Through thematic teaching child learns at broader level because activities are interrelated with the real environment. They also learn to work in groups.

Thematic Syllabus

Trainer discussed how teachers can integrate different activities with their syllabus. She explained that through thematic syllabus the developmental domains of child can be enhanced. Topics of Syllabus can be divided into different groups in different week.

At this point participants were asked to list down the topics of their syllabus.

Following topics were highlighted,

- Seasons
- Family
- Animals
- Our environment
- Heat
- Living and non -living thing
- Means of transport
- Parts of body
- Healthy habits
- Plants
- Birds
- Values

At this point, the trainer introduced thematic web to the participants and guided them in the integration of their syllabus in the thematic web.

Web Making Activity

Participants were given some time to brain storm about the topic selection from any subject from their syllabus. They had to choose topics and divide them into subjects and activities.

The topics selected for web making were:

- Family
- Environment
- Living and non- living things.
- Seasons
- Traffic lights
- Means of transport
- Parts of body
- My country

At the end of the activity, participants gave presentation in groups.

Suggestion to Design Activities

The trainer shared the following suggestions with the teachers:

- a. Children's age and interest must be given importance while conducting activities.
- b. Activities must be formulized for building imagination and creativity.
- c. It should be related to children's actual environment.
- d. Material related to activities should be present in class.
- e. Give opportunities and choices to children.
- f. Activities should be broader and flexible.

Activity #1

'Transport' graph had been pasted on the walls of the training hall. Participants were requested to mention their means of transportation on a strip and paste it under the particular name written on the Transport graph.

Activity #2

Different working stations were distributed among participants; they had to design activities according to their given tasks.

Stations for Activities were:

1. Sort out different means of transportation with regards to their speed from the given list and make words opposite from it.
2. Imagine going on a vacation and use any means of transportation and make a story book about it.
3. Make a model on the means of transport by using wooden blocks. Write down their names and make sentences on given sentence strip chart.
4. Perform role play on rules of traveling. Write sentences on five rules and display them by using sentences strip chart.
5. By arranging the given Urdu words, make an Urdu dictionary.
6. Write down poem on the means of transportation.
7. Make a mural on the means of transport.
8. Make English dictionary by arranging given words in alphabetical order.
9. Produce geometrical shapes from glaze paper and make means of transport on chart paper, and make a work sheet.
10. Perform a role play on animals used in means of transport with the help of masks or puppets.



11. By using clay make a model on different means of transportation.

Later, each group gave presentation.

Homework of the day

At the end of the day, participants were asked to bring bottle, bottle cover, seeds, shells, leaves, pet animal etc, tomorrow.

The fourth day of the training started with the recitation of a verse from the holy Quran by one of the participants.

Reflection

Participants were asked to share their feedback about the previous day's training sessions. They shared that they enjoyed and learned a lot from the story of "the Hungry caterpillar" and appreciated all the activities conducted in all the training sessions.

SESSION - I

Morning Meeting

Each fifth member from the groups was asked to come and participate in the Morning Meeting.

Greeting: Each participant introduced herself/himself and shared her/his favorite fruits and their benefits.

Sharing: The second component of morning meeting was not conducted that day to suggest participants that they can omit this component whenever they think that they have less time available for other activities.



News & Announcement: The trainer shared date, day, month and agenda of the day with the participants.

Group Activity: Participants were asked to make books on the 'Eating Habits'. Twelve different task sheets were distributed among them for this purpose.

Task stations were:

- Junk Food
- Fruits
- Vegetables
- Dry Fruits
- Ice-creams
- Sea Food
- Hot Drinks

- Cold Drinks
- Deserts
- Baked Food
- Meat
- Dairy Food

SESSION II

Science

The trainer started the session by initiating a game called “**Simons Says**”. She guided them throughout the play.

Activity#1

For the first activity, material collectors from each group were asked to take one paper plate, glass and some quantity of bottle caps for their groups. Each individual had to mark a point on the glass and estimate how many bottle caps could fill up till that mark. The purpose of doing this activity was to make participants analyze results from observation, estimation and experimentation.

The participants were asked to share what they did in this activity. The participants responded that they observed, estimated, guessed, measured, found, counted, and did communication throughout the activity. The trainer told them that all these steps build up the scientific thinking in an individual. She also shared that questions such as Why, What, When, Where, were the first step towards science.

It is the responsibility of a teacher to indoctrinate scientific approaches in their students while teaching science. Teacher can conduct small experiments and ask students open-ended and close-ended questions for building problem solving as well as better understanding of different concepts in them.

Goals and Aims of Teaching Science

Trainer shared the National goals and aims for teaching Science at primary level. Some of those are given below:

1. Giving scientific knowledge to children.
2. Helpful in economic growth.
3. Develop logical thinking.
4. Development of observational skill.
5. Everybody get a chance to have hands on science.
6. Enquiring and Investigating.
7. Understanding and Applying.
8. Communication of Scientific Knowledge.
9. Developing Scientific Attitudes.

10. Tolerance for others scientific opinions.

Group activity # 2

Trainer distributed five tasks, based on different concepts taken from the syllabus of Grade-I, among the groups. Each of these tasks was divided into two activities among twelve groups.

The tasks were:

6. Sort out the leaves from different plants and form their groups according to their types/shapes. Paste these leaves on chart papers and make a book. Build two open-ended and two close-ended questions.
7. Create an environment for animals living on land and label them. Build two open-ended and close-ended questions.
8. Make a model of an aquarium of sea animals. Build two open-ended and close-ended questions.
9. Plan a hunt and collect at least ten objects according to living and non living. Make a pictograph of these selected things. Build two open-ended and close-ended questions.
10. Plan a "sense walk" with group members. Make a chart of senses and show the record of each sense and draw and label all the specific organ of the human body. Build two open-ended and close-ended questions.

At the end of the activity, participants were asked to give presentations.

SESSION III

Observation & Assessment

The trainer asked the participants to observe things that they can see in the training hall. She told that continuous study and evaluation is called observation and assessment.

She explained that observation and assessment can be used in the following areas.

5. Social development.
6. Written expression.
7. Oral expression.
8. Cognitive development.

She told them that assessment could be Formal or Informal. There were two methods by which one can assess a child in a classroom. One was to ask questions directly from the children and get his response. While on the other hand, children can be assessed by observing them during group activities.

Teachers can develop and use assessment tools with the help of qualities and information which they observe in a child. It's the duty of a teacher to check and observe the multiple intelligences and individual needs of a child. Teacher can assess children by creating interesting activities and by giving them options.

She shared two types of observations with the participants:

Subjective Observation

Subjective observation includes observer's biased opinion and also his own likes and dislikes.

Objective Observation

While on the other hand, objective type of observation is authentic, valid and reliable.

The trainer shared that teachers should assess a child with objectivity. For this purpose teacher should assess children's work through out the terms. She shared seven different techniques and tools that could help in assessing a child.

1. Checklist
2. Anecdotal record
3. Video/audio tape ,Photographs
4. Map of child's movement towards different activities
5. Interviewing
6. Portfolios
7. Drawings of a child

Authentic document can be obtain through

1. Observation
2. Anecdotal records
3. Journals
4. Logos
5. Actual work samples
6. Portfolio
7. Performances

Assessment is not only to report child's performances but it also helps to improve child's abilities. The purpose of assessment is to check the level of a child.

The last day of the training started with the recitation of a verse from Holy Quran.

Reflection

The participants shared that Science and Observation & Assessment sessions were interesting and they learnt a lot about objective and subjective approaches of assessment. They asked for more of such training workshops in future.

SESSION - I

Morning Meeting

Participants were asked about the components of Morning Meeting. After that a group was formed to conduct Morning Meeting.

Greeting: Participants introduced themselves and shared one good thing about their relatives.

Sharing: The trainer asked the participants to share what their three wishes would be if they found the genie of Aladdin's lamp.



Group Activity: A role play was presented by one of the participant on Family Involvement.

For group activity, participants were asked to make wall clocks. These clocks were later used in the thematic teaching session.

News & Announcement: The date, month, day and agenda was shared among the participants.

SESSION - II

Family Involvement

At the start of this session, participants were asked to do an activity.

Activity

They had to make a hand and write down five different activities that helpers can do for teachers in classrooms. Ten minutes were given to finish this individual activity.

Participants shared the following activities through which parents can participate in classrooms:

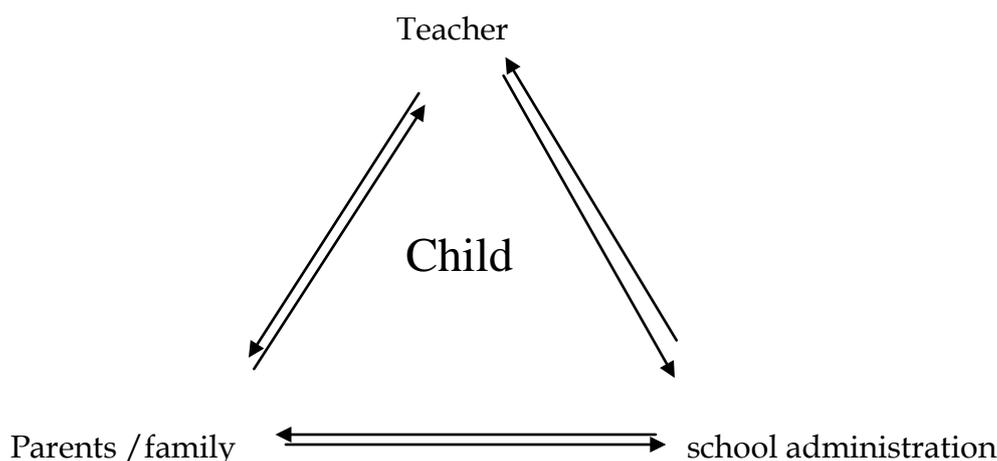
- Parents can share information related to their profession.
- Explain or demonstrate any Islamic ritual.
- Helping teacher in checking copies.
- Helping in hygienic practices.
- Share stories.
- By becoming an active member of Parent-Teacher Association.

The trainer asked the participants to share any success related to family involvement in their schools. Some of the participants shared few success stories of family involvement in their schools.

Participants also shared their major concerns related to less participation of families in schools which were:

- Illiterate parents
- Lack of understanding
- Lack of coordination between families and school
- Communication gap
- Language barrier
- Gender issues
- Lack of awareness

The trainer then shared CRI program triangle for family involvement with the participants. She explained that teacher cannot achieve his/her educational objectives until he/she has a strong coordination among student, teacher/school and parents.



How to Improve Family Involvement

The trainer shared the following points with the participants:

1. Teachers can celebrate open days and invite parents as guests.
2. Communication gaps between school and parents should be abridged.
3. Parent teacher association (PTA) meetings can be used as platform for guiding parents about the Programme.
4. Orientation day can be conducted in which parents are guided about the advantages and objectives of the programme. For this, the trainer shared that CRI has designed a special form that could help in gathering basic data about family and child.



Purpose of Family Involvement Component:

Some purposes were also shared among participants were:

1. Children feel confident on seeing the interaction between teacher and family members.
2. Family learns about the status of their child in the class.
3. Teacher can adopt and manage different types of activities with a helper.
4. Parents understand about the activities happening in the schools and value the input of teachers towards the child.
5. Family, school and community become one.

The trainer then briefed the teachers about the significance of Family Involvement in classes. She shared that teachers can improve children's performance and increase their attendance by calling their parents in classrooms.

Closing Activities

Distribution of Evaluation forms

Evaluation forms were distributed among the participants who were asked to fill and return them to the trainers.

Certificate Distribution Ceremony

At the end, certificates were distributed by the Chief Executive of CRI, Ms. Mehnaz Aziz, among all the participants.



Closing Remarks by Chief Executive

After distributing certificates, Ms. Aziz rendered thanks to all the teachers for their participation in this training workshop. She also thanked the principle of the F.G.J.M.S G-9/3, Ms. Shagufta, for her co-operation and support in organizing this training workshop. Ms. Aziz said that if we want to progress as a nation then we would have to prepare our children as critical thinkers. A child's brain is a combination of multiple intelligences and it is the role of the teachers to guide him/her towards the sky. She wished all of them luck and advised them to implement CRI methodology in their respective institutes.