

# **REPORT ON FOLLOW-UP TRAINING**

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**19<sup>th</sup> -24<sup>th</sup> March, 2007**

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## **VENUE:**

FGJMS, I-8/1, Islamabad

## **ORGANIZED BY:**

Children's Resources International, Pakistan

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## 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 21<sup>st</sup> century.

This five-day follow-up training for the teachers of Grade II 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-II. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

## About Training Workshop

57 teachers from Ternul Sector participated in the five-day Teachers' Training Workshop conducted at Federal Government Junior Model School I-8/1 Islamabad from 19<sup>th</sup>- 24<sup>th</sup> March, 2007.

**Name of Trainers:** Ms. Tasneem Sarwar,  
Ms. Saira Mubarak,  
Ms. Sabahat Yasmeen,  
Ms. Uzma Batool,  
Ms. Masooma Rizvi  
Mr. Abid Hussain

**Note Taking:** Mr. Abid Hussain

An informal introduction between participants and CRI team took place at the first day of the training workshop.

## **Registration**

The first day of the follow-up training workshop formally began with the registration of the participants. Holy verses of the Quran were recited by a participant followed by Naat. The training agenda was also shared with the participants.

## **Opening Activities**

### **Training Rules**

To create an affable learning environment some rules were made with the consent of the participants.

The rules made were:

- Keeping mobile phones on silent mode.
- Waiting for turn.
- Listening to other's point of view.
- Keeping in mind the time limit.

### **Name Tags**

Name tags were distributed among the participants who had to write their names on the tags and draw four different symbols portraying their personalities. One participant from each table was then asked to share her symbols with others.

### **Group Formation**

Participants were divided in 12 groups through circle formation strategy. The trainers requested them to stand in a circle and call out numbers from 1-12. Members having same numbers were gathered in one group. Each group had six members. Each group then selected a name for their group identification.

The names of these groups were;

- Knowledge
- Galaxy
- Smile
- Initiatives
- Spring

- Diamonds
- Unity
- The Falcon
- Rainbow
- Strength
- Candle
- Rain

### **Job Chart**

The trainer gave detail description of the job chart and shared its importance for the smooth running of activities during the session. She shared that to maintain discipline in their classrooms teacher could adopt such procedures. Every group allocated one job to every group member for co-operative learning during the training. The jobs were;

- Material Collector
- Presenter
- Work Displayer
- Table Manager
- Time Keeper
- Recorder
- Handout Collector

### **Reflection Book**

Observations and views about the training sessions were recorded in the reflection book.

### **Successes and Concerns**

The trainer asked all the participants to share their successes and concerns regarding the implementation of CRI methodology in partner schools.

The successes shared by the participants are as follows:

#### **Successes**

- Morning Meeting has brought positive changes among students.
- Children have more opportunities for self expression during activities.
- Morning Meeting helps in enhancing vocabulary of the students.
- Students have become cooperative and familiar with one another.
- It has become easier to teach Math using CRI manipulative like Geo Board, shapes etc.
- The writing skills of students have improved due to book making activities.
- Slow learners are improving due to interactive methodology.
- Parental involvement has increased.

- CRI methodology has made it easier to teach the concepts of Mathematics.

Apart from successes there were some concerns as well that were also shared by the participants.

### Concerns

- Parents do not cooperate in helping children do homework.
- Group making create difficulties and cause discipline problems.
- Too many students in a class make it difficult to conduct Morning Meeting.
- Heads do not favor morning meeting.
- Don't know how to utilize Wooden Blocks.
- Due to interactive activities, less time is left to complete the syllabus.
- Difficult to implement CRI methodology in the schools belonging to the rural areas.
- Problems in inviting parents for family involvement in double shifts schools.
- Time management.

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## SESSION-I

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### CONCEPT OF MORNING MEETING

The trainer explained the concept of morning meeting by showing the video of CRI's interactive methodology to the participants. The trainer explained that such methodologies are only conducted in CRI partner schools and has been implemented in more than 35 countries around the world.

The trainer asked the teachers to briefly introduce to the students what morning meeting is all about. Teachers could share the following information regarding benefits of morning meeting:

- We would be able to know each other better.
- We would be able to take care of each other.
- We would be able to share different experiences and ideas.
- We would have fun together.
- We would be able to think critically.

The components of morning meeting were then shared with the participants that were:

- Greeting
- Sharing
- Group Activity
- News & Announcement

The trainer then asked the participants to share their feedback regarding the implementation of morning meeting in their schools.

Their remarks are as follows:

- Students are now updated with the daily classroom schedule
- Student's hesitation and shyness has decreased
- It has promoted thinking process in children
- Has provided opportunities for self-expression

**Reflections:**

The second day of the training started with the sharing of participants' reflections about the previous day training sessions. Participants shared that they find it difficult to handle huge strength of children while conducting morning meeting. The trainer explained that by dividing the students into small groups and entrusting children with some responsibilities teachers can handle such kind of situation very easily.

**Morning Meeting**

Some participants were asked to from the inner circle for morning meeting.

**Greeting:** Participants of the inner circle were asked to greet each other by sharing their favorite subjects and give one reason for their liking.

**Sharing:** Four participants were asked to share their desire for a positive change in their personalities. For this activity a 'Moon Doll' was given to those participants who were sharing their ideas.

**News & Announcement:** Date, day, weather and agenda of the day was shared with the participants.

**SESSION-I****Family Involvement**

Participants were asked to do an activity at the start of this session.

**Activity**

Participants had to draw a hand and write five different activities that helpers can do for teachers in classrooms. A specific time period was allocated to finish this individual activity.

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

- They could share information about their profession
- Demonstrate any Islamic ritual
- Help teacher in writing copies
- Involve in interactive activities

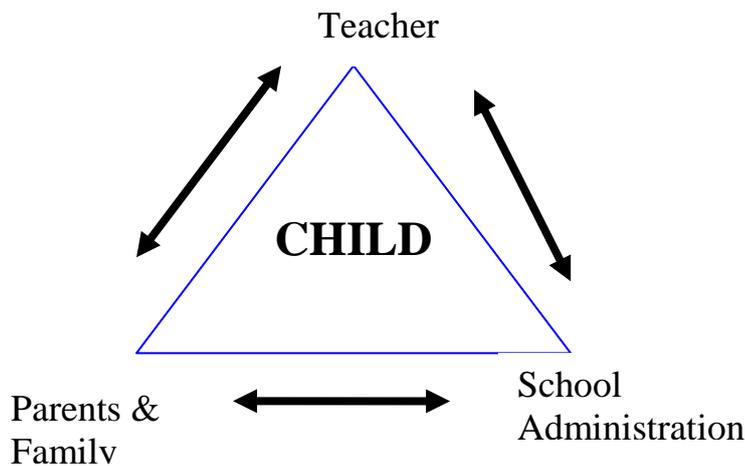
- Help in children hygiene practices
- Tell any story
- Become an active member of Parent Teacher Association (PTA)

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

Participants also mentioned the following major reasons for the lack of family involvement in their schools:

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

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



The trainer shared the following points with the participants to improve family involvement:

- We can celebrate different days and invite parents as the guests for the occasion.
- Communication gap between school and parents should be abridged.
- PTA meetings can be used as a platform for informing parents about the CRI program.
- Orientation day can be selected in which parents are guided about the advantages and objectives of the Family Involvement program. (For this CRI

has designed a special form through which basic information about family and child can be observed).

Teachers were then asked to share the successes and concerns regarding Family Involvement.

### Successes

- Parents become aware of their child's performances.
- Teacher becomes able to address student's individual needs.
- Students feel more confident in the presence of their parents.
- Mothers can come and assist teachers in classroom activities.

### Challenges

The challenges shared were enlisted on the board and then participants were assigned to work in groups and think about their possible solutions.

Challenges	Possible Solutions
Parents' busy schedule in their routine activities	<ul style="list-style-type: none"> <li>• Other family members could be invited.</li> <li>• Invite parents for a shorter time period.</li> </ul>
Mothers hesitate to come to boys schools.	<ul style="list-style-type: none"> <li>• Invite mothers in groups.</li> <li>• Brief male members of the family regarding Family Involvement Program.</li> <li>• Involve old family members.</li> </ul>
Schools' heads do not facilitate teachers.	<ul style="list-style-type: none"> <li>• CRI team should brief heads during technical assistance.</li> <li>• Heads must participate in follow-up trainings.</li> </ul>
Lack of awareness	<ul style="list-style-type: none"> <li>• Involve parents in Family Literacy Program.</li> <li>• Brief parents about CRI methodology.</li> </ul>
Parents criticize other children negatively.	<ul style="list-style-type: none"> <li>• Develop rules for parents working in class.</li> <li>• Provide proper orientation.</li> </ul>
Parents are incapable to deliver anything in class due to lack of communication skills.	<ul style="list-style-type: none"> <li>• Facilitate parents by translating their messages.</li> </ul>

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## SESSION-II

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### Role of a Teacher

The session started by conducting some activities.

#### Activity-1

A role play was demonstrated to depict two types of characteristics in a teacher. The participants were asked to give opinions of both the types.

#### Activity-2

Participants were assigned to make a hat and write five good characteristics of a teacher. This activity was performed in groups.

The trainer then shared that teachers play very important role in the life of a student. She is not only the source of knowledge but also helps students in strengthening other developmental domains as well. Qualities of a good teacher were then explained by the trainer.

Some of the qualities shared are given below:

- Decision making.
- Flexible.
- Providing guidance to students.
- Problem solver.
- An observer.
- Develop critical thinking among students.
- Motivating.
- Tolerant.
- Create an ideal environment that endorses better learning.
- Manage time for different activities.

#### Book sharing

The trainer shared a book about a teacher, called "Mr. George".

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## SESSION-III

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### Make and Take

Participants were explained the methods of making poster colors and play dough using kitchen items and other low cost materials. The trainer also shared stamp making techniques on vegetables and fruits that could be used to beautify charts and other learning aids. The participants also learned paper mash technique and how to develop jig saw puzzles utilizing old newspapers.

## **Group activity**

In group activity, participants developed different learning aids with the materials they had produced during the training session. The purpose was to make teachers understand how to make use of raw material and how to utilize them for the enhancement of student's learning.

The details of groups work is as follow:

- Spring season with collage work.
- Role play on traffic signals with masks developed using poster colors.
- Geometrical shapes were developed using old and low cost materials.
- Book and jig saw puzzles were developed using old newspapers.
- A glass and a bowl were produced with paper mash.

Later each group gave presentation.

The third day of the training workshop started with the recitation of the holy verses.

## Reflection

Participants showed their satisfaction regarding the training sessions and shared that they enjoyed the session of Make and Take the most as it helped them realize how to use waste material into productive material. They also shared that they have learned how to handle morning meeting issues and handle the discipline problems that arises in the classrooms.

## Morning Meeting

**Greeting:** In this component, each participant shared his/her favorite city and gave reasons of his/her likings.

**Sharing:** The trainer asked participants to share any interesting incident that occur while traveling.

**News & Announcements:** News and announcement having information regarding the date, day, weather and agenda of the day was shared among the participants.

**Group Activity:** Four charts for each province of Pakistan were pasted at four different places in the training hall. Participants have to write anything they know about each province on the charts. This helped participants to gained lot of information about ach province.

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## SESSION-I

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### Thematic Teaching

Second session started by sharing story named as "A very hungry Caterpillar". Trainer shared that children learn greatly through story telling as it nurtures following skills in them:

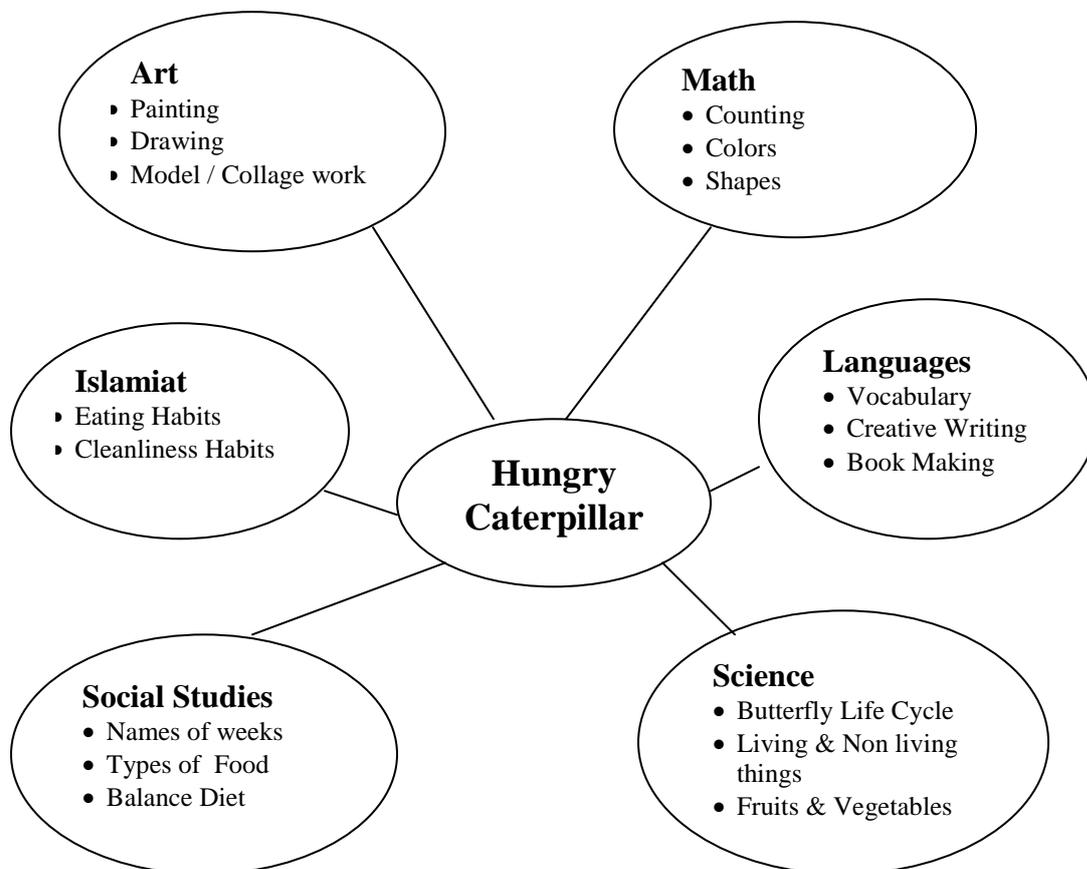
- Curiosity.
- Wonder.
- Imagination.
- Critical thinking.
- Spontaneity.
- Pleasure.

After that, she asked them to relate this story with their subjects. They related the story with their subject in the following way:

- Days of week.
- Numbers.
- Continuation of an event.
- Developmental stages.
- Nutrition.
- Food.
- Leaves.
- Lifecycle of a butterfly.
- Eating habits.
- Living and non-living thing.

Participants were then asked to share their views upon integrating story telling with different subjects through story telling. Everyone named the following subjects:

- Mathematics
- Science
- Language
- Arts
- General knowledge



Six groups were then assigned six different tasks:

- Group-1: Develop a book using pictures from old newspaper.
- Group-2: Develop chart comprising of different fruits of the seasons.
- Group-3: Produce a poem.
- Group-4: Draw pictures of some professions and write about their daily activities.
- Group-5: Develop a map of climate according to different parts of Pakistan.
- Group-6: Draw pictures on charts according to the content of the poems.

At the end, the trainer made links of the presentations.

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## SESSION-II

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### Social Studies

#### Globe Exploration

Participants explored how to use globes by gathering information regarding names of countries, continents, oceans etc.

#### Story Sharing

The trainer started the session by telling a story '**Khet se Mandi tak**'. After that, she asked the participants to share about what they have learnt in the story. The participants gave positive response. She shared about what is understood by the term 'Social Studies' with the participants.

She shared that Social Studies is an integral part of our life. By relating the subject with the real life, it becomes easier to teach and learn.

#### Activity

Participants were asked to draw the flag of Pakistan and to perform different activities assigned to them.

The tasks given were:

- Write National Anthem
- Write short essay on the importance of National Flag
- Sing a National Song.
- How many colors are there in our flag? And what do they represent?
- What is the importance of national flag for a country?

After that, each group gave their presentations.

## Group activity

In group activity, participants were assigned tasks to develop some materials and then to present them. The tasks were selected from the curriculum of grade II. Moreover the groups were asked to develop three 'open-ended questions' according to assigned task. Through this activity the participants learned developing of materials according to grade II syllabus and how to deliver it accordingly.

The tasks given were as follows:

- Develop a chart with pictures focused on different professions
- Natural resources
- Miming on professions
- Write a story on different means of transportation
- Draw four festivals like Eid, Christmas, etc
- Portray famous personalities of Islam and Pakistan
- Service providing institutions

The last day of the training workshop started with the recitation of holy verses of the Quran by one of the participants.

### Reflections

Participants were happy and satisfied regarding all the sessions and shared that they want more such trainings so that they learn more and more.

### Morning Meeting

*Greeting:* The participants shared their favorite colors and gave reasons for their liking.

*Sharing:* One of the participants shared the news of the wedding engagement of her daughter. Others asked questions related to the sharing.

*Group Activity:* 15 items were hanged on a chart and showed to participants for half a minute. The participants were asked to make list of the items that they saw on the chart. The purpose of this activity was to assess observation and memory of the participants.

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

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## SESSION-I

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### Assessment and Evaluation

#### Activity 1

The trainer asked participants to share what they observe in children while doing assessment and evaluation. The participants answered that they usually observe children's behavior, interests, skills etc.

#### Activity 2

Participants were asked to close their eyes and imagine their favorite child and describe him/her. They described confident, intelligent, regular, artist, neat, quick to understand, classroom manager, curious, energetic qualities of children.

## Developing Portfolios

Each participant developed their portfolios and anecdotal report models that they would later take back to their classrooms.

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## SESSION-II

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### Classroom Environment

The trainer shared the philosophy of classroom environment with the participants. The trainer informed that both physical and psychological environments were equally important and teacher should understand both. The trainer said that the teacher should improve the physical environment of the class so that the children could come to the class happily and feeling secure. The concept of physical and psychological environment was then explained in detail.

### Physical Environment

Physical environment includes all the basic facilities that are provided to child in his classroom.

Physical feature includes:

- Teacher
- Students
- Furniture
- Stationery
- displays on walls
- AV aids
- learning material
- Spacious classrooms
- Learning centers

### Psychological Environment

Psychological environment of the classroom includes the teacher's tone with the students, teacher's attitudes or behaviour, teacher interaction and approach towards solving problems, students' interest and their behaviour towards the teacher, their peers and towards learning. All these things strongly affect children's learning behaviour.

The trainer explained different learning centers that should be in a class are:

Art Center

Block Center

Literacy Center

Mathematic Center

Drama Center

Science Center

Music Center

Kitchen

Sand And Water

The participants were then assigned following activities in group that would help them create conducive learning environment in their classrooms:

- Organize the CRI shelf by creating different centers like Literacy Center, Block Center, Math Center, and Art Center etc.
- Develop daily schedule chart.
- Develop classroom job chart.
- Develop classroom rules.

### **Evaluation Form**

Evaluation forms were then distributed among the participants. They had to fill the forms and return them back to the trainer.

### **Certificate Distribution Ceremony**

At the end of the training, Ms. Shahida Deputy Head of FGJMS I-8/1 awarded certificates among all the participants and advised them to implement all the learned strategies in their classrooms.