

**REPORT  
ON  
INTERACTIVE TEACHING AND LEARNING METHODOLOGIES  
WORKSHOPS  
FOR KINDERGARTEN TEACHERS**

**JULY 30–AUGUST 03, 2007  
&  
AUGUST 6-10, 2007**



**ORGANIZED  
BY  
CHILDREN'S RESOURCES INTERNATIONAL, PAKISTAN (GUARNATEE) Ltd.**

**INTERACTIVE TEACHING AND LEARNING METHODOLOGIES  
WORKSHOPS FOR KINDERGARTEN TEACHERS**

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## INTRODUCTION

CRI Pakistan is an educational institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial levels in public schools. These schools are located in the entire school District of Islamabad Capital Territory, Rawalpindi City District Government, and Karachi City District Government. 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 Program
- Families and Community Involvement Program
- Higher Education Program
- 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 from our expansion program.

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.

## WORKSHOPS DETAILS

Two trainings took place for the Kindergarten teachers of partner schools at Teachers' Resource Center (TRC) Federal Government Girls Model School, G-11/2 Islamabad. Total one hundred and sixty five (165) partner schools' teachers attended these training workshops on interactive teaching and learning methodology whose contents were schematized by CRI's Master Teacher Trainers keeping Kindergarten's curriculum in focus. 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 understanding various concepts. The activities introduced during the sessions were designed and integrated with the needs and requirements of kindergarteners.

Following are the date where two trainings took place at the same venue.

**Group I:** (July 30 – August 03, 2007)

Teacher's Resource Center, Federal Government Girls Model School, G-11/2, Islamabad.

**Group II:** (August 6-10, 2007)

Teacher's Resource Center, Federal Government Girls Model School, G-11/2, Islamabad.

**Names of Trainers:**

- Ms. Samina Anjum
- Ms. Fakhira Najeeb
- Mr. Abid Hussain
- Ms. Qudsia Ikhlaaq
- Ms. Tasneem Sarwar
- Ms. Sabahat Yasmeen
- Ms. Fakhira Najeeb
- Ms. Humaira Jamil
- Ms. Tayyaba Ali Khan
- Ms. Uzma Batool

## **OBJECTIVES OF THE WORKSHOP**

- To build child-centered classrooms and change the prevailing teacher directed teaching methods in classrooms.
- To plan lessons effectively and include activities in daily classroom routine.
- Involve families and communities in the learning process of the child.
- Inculcate democratic attitude towards learners.
- Utilize manipulative and indigenous material to teach different concepts of languages and mathematics.
- To able to assess child's potential through ongoing assessment techniques.
- To strategize curriculum-related activities for the students.

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## **PROCEEDINGS OF DAY ONE**

*July 30, 2007*

### **REGISTRATION OF PARTICIPANTS**

The workshop started with the registration of participants. It formally commenced with the recitation of Quranic verses by one of the participants.

### **ORIENTATION OF CRI**

The trainer shared brief introduction of CRI program and its objectives. The aim of CRI is to enable children to learn themselves, meet challenges and to prepare them as motivated learners. CRI encourages individualism, choice initiative and critical thinking. CRI does not only stress on school learning but believes that teachers and families should work in communion to support children education', this was shared by the Master Teacher Trainer after introducing herself and the CRI team with the participants. She explained the new interactive teaching and learning methodology promoted by CRI with healthy early childhood education (ECE) foundation that would help bringing change in the prevailing traditional teaching style. She also welcomed the teachers of kindergarten in the five-day training and persuaded them to come to with an intention to learn, replicate and implement the techniques in their classrooms.

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## **SESSION I**

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### **OPENING ACTIVITY**

While the participants were waiting for the workshop to commence the trainer gave them an activity in which they were asked to imprint their hand on a chart paper labeled 'community of hands'. The purpose of this exercise was to give the teachers an idea about how to keep children busy. The trainer explained that often children come early to the classroom and have nothing to do but to sit idle, here, the teachers can engage them into small activities to make them busy and feel comfortable in the classroom environment before the day begins.

### **Group Formation**

Participants were asked to form a circle according to their date of birth i.e. to form the circle started with the people born in January and ended with people born in December. Only sign language was to be used to indicate the month. Ten

groups of participants were formed. Each group chose a name and symbol for their group identification.

## **Job Chart**

Trainer asked participants to assign the following jobs to their group members:

- Work Displayer
- Table Planner
- Handout Collector
- Time Keeper
- Material Collector

## **Training Rules**

Following rules were set for the organized proceedings in the sessions:

- Punctuality will be observed
- No Noise Rule
- Raise hand to gain attentions
- Cellular phones will be set on vibrate / silent mode
- Respect each others opinion

The trainer advised the trainees to make classroom rules with children in a similar manner. It inculcates a feeling of respect for rules. They were told to keep the following points in mind while making rules in their class:

- Let the children make the rules themselves
- Teacher should instruct them clearly as to what they can and cannot do in class
- Teachers should also follow those rules

## **Name Tags**

After setting the rules, the training started with the name tag activity. Participants were asked to write their name and draw four pictures that represented their personality on the name tags. The trainer shared her own name tag first and then encouraged the participants to share their name tags so they could be recognized.

## **Hand Printing and Poems**

Some sponges were placed near the entrance. Participants were asked to soak their hands on the sponges and print their hands on the chart paper pasted on the wall. The wall was later given name of 'hand print wall'. Similarly, participants pasted their favorite poems on a separate place allocated for this activity.

### **Activity: Getting Acquainted**

The participants were instructed to write their names and draw an analogy of what their kindergarten class meant to them. Participants drew pictures of their classes and pasted them under the heading on the wall 'Me and my friends'.

### **Parking lot**

The trainer informed the participants to paste their concerns and suggestions about the training sessions on the chart called parking lot. She affirmed that their suggestions will be incorporated in the forthcoming sessions and their concerns will be responded appropriately in the opening session on a daily basis.

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## **SESSION II**

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### **OVERVIEW & PHILOSOPHY**

The trainer elucidated the philosophy of child-centered classrooms in detail. She explained that it is necessary to make every classroom child-centered because it provides the following benefits to the child:

- Facilitate children's involvement in a classroom
- Enhance child's learning
- Enables them to face the challenges of the modern world

The trainer pointed out that through this program a child would be able to:

- Become a problem solver
- To accept changes
- Enhance his/her creative thinking
- Enhance his/her critical thinking skills
- Develop strong feeling of association with the environment, family and country
- Become a risk taker
- A democratic learner

- Learn to make observations
- Gain confidence
- Develop an individualistic approach

But a child can not possess these qualities unless he/she has been provided an environment that is conducive for active learning.

CRI methodology places the child at the centre of all activities. The trainer emphasized on the following three tenets of a child centered classroom which play a vital role in a child's development:

- Teacher
- School Administration
- Family

CRI methodology on individualism, child choice and parent involvement in the classroom were also discussed in detail. The trainer urged the participants to focus on the individual and deal with them at their level. She explained that all children had different understanding level and teachers should be able to recognize these differences and deal with them accordingly.

The trainer also compared the traditional method and the child centered teaching methods. It was clarified that child centered classrooms has a positive mark on a child performance and they benefit more in a congenial atmosphere rather than one with restrictions and limitations.

### **Mystery bag activity**

The distinction between active and passive learning styles was explained by carrying out a large group activity. Each group was given a mystery bag that contained numerous items. At the first stage, the trainer harshly asked them to make a list of items in the bag without touching them and strictly ordered not to converse with each other. In the second stage she allowed them to touch the bag of materials but still did not let them communicate with each other. In the final stage of the activity, she gave them full liberty of touching the bag as well as sharing information with each other. At the end of this activity, participants were asked to compare and analyze the lists made at each stage and decide which stage had more number of items listed on it. They all mutually agreed that the third stage brought far better results than the first two since they were allowed to make observations at ease and could consult each other freely.

The trainer stressed that active learning processes provide opportunities for hand-on knowledge, improves social skills and increases pupil's interest in the learning processes.

## Activity 2

The trainer shared the difference between teaching with and without material aides with the participants. She wrote the word "APPLE" and asked participants to share how much a child would learn about the item with just a simple word and a description. In the next step she first showed a picture of an apple then she gave them some plastic apples to explore and at the end she gave them real apples to fully understand it. The trainer convinced the teachers in agreeing that the best learning of the child would only be through sharing live examples of the item under study. The children will not only learn the word and its pronunciation but they will also be able to identify it by the shape, size, color, smell and taste.

To provide an ideal class environment, trainees were introduced to the concept of including learning centers. A CRI classroom can have at least ten learning centers. But four of the most important centers for the children of KG shared are given below:

- Math Center
- Art Center
- Literacy Center
- Block Center

The other centers include:

- Sand and Water
- Outside Class
- Science
- Drama
- Cooking
- Music

Teachers were asked to set up these centers in their classrooms. To initiate the set up CRI promised to provide some relevant material to each school. However it was emphasized that CRI's method was not limited to material resources. The biggest resource was a teacher herself. With his/her innovation and ideas any classroom could be transformed splendidly. For instance if the class did not have shelves, the teachers could use window sills. If they did not have paper, they

could use leaves. If they did not have fancy blocks, they could use stones for counting. Hence indigenous material could be used in a variety of ways to facilitate learning.

As noted in the activity, classroom environment is not only transformed by cheerful materials but it also depends on the demeanor of the teacher. Recognizing the changing needs of children today, the trainees were motivated to shift from teacher-centered classroom to child-centered one. A list of comparisons was shown to enable the trainees to realize the features they should change.

<b>Teacher-centered classroom</b>	<b>Child-centered classroom</b>
<ul style="list-style-type: none"> <li>• Teacher decides the content and direction of the day’s lesson.</li> <li>• Child gets uniform attention from the teacher regardless of his/her learning abilities.</li> <li>• No material is provided to children. Learning is obtained through teacher’s lecture.</li> <li>• Children are taught specific skills for specific subjects.</li> <li>• Teaching the whole class collectively.</li> <li>• The syllabus follows a strict pattern.</li> <li>• Teachers, not parents, are responsible for imparting education.</li> </ul>	<ul style="list-style-type: none"> <li>• Students choose what they want to study.</li> <li>• Child is given individual attention according to his/her need.</li> <li>• Recognizing the individual abilities of each child and providing him/her with relevant resource materials.</li> <li>• Children are taught to apply their skills to all fields</li> <li>• Children are taught individually and in small groups.</li> <li>• The syllabus is designed after observing the habits and personality of children.</li> <li>• Parents can be asked to assist teachers educating their child.</li> </ul>

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### SESSION III

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## BUILDING COMMUNITIES

The second session began with the sharing of the story '*The Rainbow Fish*' to the participants with the help of multimedia. The book was about a selfish fish which did not want to share its sparkling scales with other fish in the sea. The purpose was to share one of the techniques of teaching children morals values like sharing and selflessness.

The trainer explained that the environment should be such that the children are able to think themselves, take responsibility, take care of one another, able to adapt changes, accept new ideas and technologies and acknowledge constructive criticism.

The trainer then asked the participants what measure can be taken to induce good morals in a child. The participants shared the following ideas:

- Groups should be formed in classes
- Group activities should be conducted
- Class rules should be established
- Class jobs should be assigned
- Children should be encouraged on the good work that they perform
- By making the class enjoyable for children so that they feel easy and adjust to the environment easily.

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## SESSION IV

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### PHILOSOPHY OF MORNING MEETING

Morning meeting is a transition period that sets a tone for the day by sharing the agenda of the day with the children. The practice creates a positive tone in the classroom by engendering a sense of community, enhancing communication skills, and strengthening academic skills.

The trainer explained that the Morning Meeting sets a positive tone in the classroom and results in democratic behavior and attitude. The trainer then shared four components of the Morning Meeting that were:

**Greeting:** Interaction leads to a friendly environment. Greeting enables children to get by the first step of interaction and use each others names. It gives children a chance to practice the art of being hospitable. The trainer stressed that while conducting the greeting exercise the participants should shake hand and

establish eye contact with the person they were interacting with. The trainer also shared some examples how different subjects could be incorporated in the greeting.

**Sharing:** The trainer explained that sharing develops skills of caring and communication and involvement with one another. Sharing is also a procedure that helps in building the confidence of the children. It encourages habits of inquiry and thought that are important for cognitive growth. The trainer stated that the sharing component should be open-ended as it induces reasoning skills in a child. The children should be allowed to share any event, interesting incident etc during that time. The teacher should prompt children to ask more and more questions.

**News & Announcements:** The trainer said that the news and announcement chart is a form of written communication from the teacher which announces the general happenings of the academic day ahead. It could be written in any style on the chalkboard in a classroom. For a kindergarten class it would be difficult to write, teachers can use stick-on and stickers for the children to take part in the news and announcement component.

**Group Activity:** The trainer explained that small and large groups could be accommodated in morning meeting. She stated that simple things related to the curriculum of kindergarten should be incorporated in the group activity.

The trainer shared that the four components of morning meeting are flexible and could be interchanged.

### **Demonstration of the Morning Meeting**

One participant from each table was called randomly to sit on the mat to form the inner circle. The rest of the observers were told to sit around the inner circle. The participants in the inner circle were made to sit in a 'criss cross apple sauce' (legs crossed) position.

**Greeting:** The greeting component was initiated by the trainer. She shared her name and occupation with the person sitting on her right side. The trainer, while talking to the participant, shook her hand and maintained eye contact. The participants repeated the act till all the participants were introduced.

**Sharing:** Participants were asked to share any memorable event with the rest of the group. The rest of the participants asked three questions on each sharing.

**News & Announcement:** The chart was read and filled by the participants. Everyone read it out together. The trainer informed the participants that the students of kindergarten are not old enough to write so it should be made simple and colorful and be pasted at student level

**Group Activity:** A large group activity was conducted by the trainer in which each participant was given a piece of cloth to draw and paint anything of their interest on it. The participants were given half an hour for this activity. After finishing the activity, all the pieces of cloth were stitched together to make a quilt. The trainer explained that this quilt was the result of individual effort and this is how individual efforts of children in the classroom could be combined to achieve the target and developing sense of community in children.

The trainer concluded the session by asking the teachers to paste their concerns and suggestions about the day's session on the parking lot chart.

## PROCEEDINGS OF DAY TWO

July 31, 2007

### REFLECTIONS OF THE PREVIOUS DAY

#### GROUP I

July 30-August 3, 2007

The second day of the training started by sharing the concerns of the participants posted on the parking lot regarding the sessions of the previous day. Participants were satisfied with the first day of the training and shared that morning meeting was indeed an important tool to set the friendly environment at the start of the day. The concept of rule making activity and working in groups was also appreciated. Majority of the participants commended the quilt making activity as it help in brining out their creative skills. They also felt that the training was a platform where they would learn various new methods of teaching and benefit from it. They liked the method of teaching used by the trainer and appreciated her efforts. A participant asked how to enhance self confidence in a child. Another participant had a query that how should the teachers teach children not to talk to strangers. Most of the participants were ignorant of the morning meeting techniques but after getting a session on it they reflected that this method could enhance the communication skills and confidence of the children. Some teachers shared that it is incumbent on the teacher to provide a healthy environment to the child and make the learning experience unforgettable.

#### GROUP II

August 6-10, 2007

The second day of the training started by sharing the concerns of the participants posted on the parking lot regarding the sessions of the previous day. The participants had requested further elaboration on elementary education with strong early child hood education. They were explained that it means that a child's learning should not be restricted to the four walls of the classroom. He/she should be shown linkages between lessons and daily life. It also involves creating a style of education based on interactive learning. Instead of teaching children to rely solely on teachers, they should be encouraged to explore on their own.

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## SESSION I

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### MORNING MEETING

The trainer called two participants from each table form the inner circle for morning meeting.

**Greeting:** Participants were asked to introduce themselves and share their favorite color with others.

**Sharing:** Few participants were asked to share stories. Other participants in the inner circle asked questions related to each story. The trainer stressed the participants to encourage open-ended questions in their respective classrooms so that children can make use of more words. The trainer also stressed to share positive incidents so to set an optimistic tone for the rest of the day.

**News & Announcement:** Since children are too young to read, the teacher should read news and announcement chart aloud and children should follow. The same sentence can be repeated over so that the children learn and retain new words. News and announcement was read by the trainer and the participants read after the trainer.

**Group Activity:** The group activity involved hand eye co-ordination, helping children learn to make things with paper. Material collectors were instructed to bring colored papers for their group members. By coloring the paper, the activity was made more interesting for the participants. The trainer gave instructions one by one which the participants followed accordingly.

The morning meeting was conducted keeping in mind the age of a kindergartner. The trainer explained that such activities will benefit enriching child's motor skills, strengthen hand muscles and improve hand and eye coordination. The children will also feel encouraged when their work is displayed on their classroom walls.

### ADDRESS BY THE CHIEF EXECUTIVE OF CRI

Ms. Mehnaz Aziz, Chief Executive of Children's Resources International-Pakistan visited the training hall to address the participants. She encouraged all of them towards adopting the new and updated methodologies as to provide maximum benefits to the new generation. She also broach on the gender equality in teaching and the ratio of males and females in the teaching profession. She

later set a question answer session with all the teachers and one by one answered their queries.

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## SESSION II

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### LEARNING THROUGH PLAY

#### Story Telling

The trainer started her session by narrating a story '*If you give a mouse a cookie.*' The participants thoroughly enjoyed the enactment of the story.

The trainer shared that by reading out stories in the class could help children learn the following things:

- Names of items
- How to guess
- Asking questions
- Good habits
- How to develop interest in story books
- Sequencing events
- Vocabulary building
- Curiosity

#### Group Activity

Each group was asked to make a list of games that they played in their childhood. Then they were asked to list the games a child plays these days. The two lists clearly depicted that children today make far less use of their mental, emotional, social and physical abilities than their parents did in their childhood. Children of this age play individualistic rather than group games. Thus in order to foster the social development of children, it is imperative for the teachers to remove the notion of "I" and change it into "we". This can be done through games in class. Instead of being perceived as a waste of time, games should be encouraged in class.

The developmental domains of the children were then shared to the participants on the overhead. They are listed below:

- Literacy
- Cognitive

- Social
- Physical
- Literacy
- Emotional
- Language

She stressed that the games played in the kindergarten class should cover all the above mentioned domains for the full provisions of a child.

### **Exploration of Material**

Baskets containing pattern blocks, inch cubes and wooden blocks were distributed among the groups. The baskets also carried cards with different ages written on them. Participants were required to play with the material according to the age written on their age card.

The activity showed that children at different levels have different requirements. Children can learn a lot through playing games as they learn inculcating respect of opinion, generating interest and experience, feeling of accomplishment after finishing the activity. The trainer shared that it is imperative that the material provided should be age appropriate otherwise children loses interest and their development suffers.

The trainer then asked the participants what they did with the material. They shared that they

- Observed the items
- Touched them
- Thought about a game
- Picked the toy they liked the most
- Made different things with the materials

### **Steps of Playing**

The trainer said that there are four steps involved in playing:

- Exploratory
- Constructive
- Dramatic
- Spontaneous

In the first step, children decide upon a game to play. Then their thinking process is generated and the game plan is constructed. In the third stage of play, children execute their decision and make use of the material they have for playing.

The trainer shared that the material provided to the children should have the following features:

- Interactive and interesting
- Age appropriate
- Creative and descriptive

### **Role of a Teacher**

Views of the participants on the role of the Kindergarten teacher were gathered by the trainer which is listed below:

- Should act as a guide
- Be a timekeeper for activities
- Perform model activities for the children to learn through examples
- Keep watch and act as a mediator
- Be encouraging to the child
- Be observant and gauge every individual's intellectual capacity
- Answer the questions raised by the students
- Ask questions to develop critical thinking skills

At the end, the trainer shared that learning through play is very important because children tends to retain what they learn when they learn them through playful activities.

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## **SESSION III**

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### **FORMING PARTNERSHIPS WITH FAMILIES**

The philosophy of involving adults in the classrooms was shared among the participants. The trainer discussed the impact of the parents' involvement in child's development and education. The trainer discussed that teacher would be able to assess the child in a better way if they know their family background. The trainer asked the participants to share why parents do not show interest in their child's life at school. They are either hesitant or do not feel responsible once the child leaves home for school. So it needs extra efforts from the teacher's part to engage them in the learning process of their children. The trainer assured the

participants that there are numerous ways for teachers that they can adopt to encourage parents' participation. Such as meeting the parents when they come to pick or drop the child from school, sending the newsletter home so they get familiar with the class, a notebook to give any comments about the child's performance, sending monthly reports home, encouraging parents to meet other parents, respecting and appreciating their interest, etc.

### **Helping hand**

All participants were asked to trace out their hands on a piece of paper and write five tasks that parents could do if they were in a classroom.

The trainer explained the benefits of parent's involvement in the learning process of the children. She said that the children were likely to achieve higher grades and test scores due to their parents' involvement. They would have better attendance and a positive attitude towards work. The teachers on the other hand would have more support from the families. The teachers would have a higher morale and would work more efficiently. The parents, especially the non literate parents would also get the chance to read and write themselves and they would take more interest in their child's life.

Benefits of parents in classrooms were then shared with the participants that were:

- Teacher become able to help more groups
- Link between the teacher and the student makes children feel secure both at home and school
- Parents feel a part of child's education
- Parents become aware of the curriculum studied by their child

### **Family orientation at the beginning of the new session**

The trainer explained that the best time to meet the parents is at the beginning of the new session. Parents are keen to see how their children will do in the coming year and visit school. The teachers should tell them about the importance of family involvement in a child's development. The participants shared that at parent-teacher meetings, the parents critiqued the teaching methods and styles of the teacher. The trainer told them to set rules that would be adhered by everyone.

The trainer concluded the day by stressing on the need to involve families in the education of the children for obtaining better results from them.



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**PROCEEDINGS OF DAY THREE**

August 1, 2007

**REFLECTIONS OF THE PREVIOUS DAY**

**GROUP I**

July 30-August 3, 2007

The third day of the training started with the sharing of the previous day's reflections from the participants who expounded that they were being taught new techniques that they had never encountered before. The participants thought that the methods introduced by CRI were likely to be easier for the students and appreciated the activities constantly carried out during the workshop. The participants enjoyed the activities conducted in the previous day and complimented the discipline maintained by the trainers. The participants shared that the ways to involve families in the class were very enlightening. They were eager to use these ways for enhancing parent's involvement in their schools.

**GROUP II**

August 6-10, 2007

The participants praised the way the trainers conducted the training. They appreciated the session 'learning through play' a lot. Participants liked the concept of morning meeting but were worried that it would be difficult to conduct it with large strength of students and small classrooms. The trainers reiterated that the idea of inner circle and outer circle is used to ensure that each child gets a chance to actively participate in the morning meeting.

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**SESSION I**

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**MORNING MEETING**

Participants who were not yet called to sit in the inner circle were called upon for the morning meeting.

**Greeting:** Participants greeted each other by shaking hands and telling the first alphabet of their name. The trainer told that the level of greeting can be upgraded as children learn more in class. If they are learning names of animals then they could link the initials of their names with the name of an animal, for instance ‘Hi! My name is Farah. It starts with F and F stands for fox’.

**Sharing:** The sharing was open ended. The participants were asked to share stories. Other participants in the inner circle asked questions related to the stories. The trainer stressed the participants to encourage open-ended questions in their respective classrooms so that children make use of new words. It not only spawns confidence but also diminishes hesitation. The trainer also stressed to share positive incidents so that an optimistic tone could be set for the rest of the day.

**Group Activity:** The group activity was related to mathematics. Participants were asked to form two groups. One group was given pictures cards while the other was given number cards. They were required to match the pictures with the given numbers and later display them on the wall.

**News & Announcement:** The news and announcement was read by the trainer and the participants were made to repeat each line. The trainer shared that Kindergartners are not old and should be given an opportunity to identify words by repeating sentences persistently.

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## SESSION II

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### MATHEMATICS

Trainer started the session by sharing that the participants would be learning how to induce new technology for teaching mathematics. She asked participants to go back in their past and think whether they liked mathematics when they were young or not. Only a minority of participants shared that they liked math. Those who liked it shared that it is an interesting subject that doesn't consume time like other subjects. Once the concepts are clear people do not have to go through it repeatedly. They shared that their teachers played a significant role in building their interest in mathematics. The trainer agreed with the participants and shared that indeed it is upon teachers to build children's interest in mathematics as it is technical subject and required to be fully understood by the young children.

### Everyday Mathematics

The trainer called two participants and asked their daily routines to relate them with the concepts of math. She shared that numbering, counting, timing, ratios, probability are some of the common mathematical concepts that are incorporated in a person's normal routine. People from any field of life such as farmers, carpenters, architects chefs, doctors use the concepts of mathematics in their daily lives.

## Story Telling

The trainer read a short story related to mathematics, '*The door bell rang*'. The participants listened to the story very carefully which was about a brother and a sister who share their grandmother's cookies with all of their friends. The trainer shared that it is essential to include such activities during teaching sessions as it helps developing concentration skills of the children, helping them to learn to listen to other people and sit quietly.

## Kindergarten Curriculum

The trainer stressed that teachers should always focus on learning by doing. She explained to them that children learn more if they are given visual aides and learn even better if they experiment themselves.

The trainer then shared the following quotation with all the teachers:

*"What I hear, I forget  
What I see, I remember  
What I do, I learn"*

The trainer shared that at the end of the kindergarten stage, the children should be aware of the following concepts:

- Calculation
- Geometry
- Classification
- Measurement
- Comparison
- Serials
- Counting
- Pattern

## Activity

An activity was conducted for the participants, in which they were provided shells, buttons and seeds. All they had to do was to sort, organize and arrange the material according to their shapes, color and sizes. This activity clarifies the concepts of sorting, counting and classification.

The trainer elucidated that the following points should be kept in the mind of the teachers for providing an environment conducive for the children if they are learning math through experiments.

- ‘Language of math’ should be used more often in the class
- Children should have a habit of thinking and their observational skills should be sharpened
- Each child’s individuality should be assessed separately by the teacher
- Children should be encouraged to reason out and take interest in the activities

## Activity- Hopscotch

Participants were asked to come up to the stage and form a circle. Some random numbers were scattered on the floor. The trainer then gave some mathematical problems like ‘ $5+2=?$ ’ and asked any participant to come forward and answer while also jumping out the numbers. This was an exciting activity which gave teachers the idea to teach children mathematics through games.

The trainer said that it is very easy to link Math to daily life. The moment a child wakes up and sees the clock, he reads a number which is a part of Math. When his car stops at traffic signal on the way to school, he sees three different colors. If children come to school by bus and their parents pay the ticket, they see dealing of numbers. The trainer shared that by making children realize that there is a link between math and daily life activities they would feel more apt towards applying math everyday.

## Group Activity

A participant was asked to choose any number from the number chart. Rest of the participants had to guess why the person had chosen that number. This activity creates familiarity with numbers in an interesting way and arouses curiosity among children who would learn numbers in a playful manner.

## Story

A story called ‘**The Bell Rang**’ was shared with the teachers. This story counted the number of guests that came in a house whenever the door bell rang. The children in story also divided a fixed number of sweets among themselves, whenever a new child came in the house. Along with drawing the moral lesson of sharing, the children could learn counting and division through such stories.

## Child’s Play and Math

The trainer said that children could learn Math through play in the following ways:

- Calculation
- Classification
- Measurement
- Comparisons like big or small pen, tall or short boy
- Serration (which requires putting objects in a number sequence)
- Geometry
- Pattern (such that a relationship binds components together like red block & yellow block)

## Group Activity

Each group was given a basket of assorted items containing bottle caps, seeds, sea shells, buttons and toothpicks. Trainees were asked to separate items into groups and count the total number of each object within each group. This teaches classification and practice of counting.

## MATERIAL EXPLORATION

Some material of kindergarten level was given to the participants for exploration.

**Pattern blocks:** Participants were asked to explore pattern blocks for five minutes and then share how they could be useful for the children. They reflected that the children could learn and identify new shapes, counting and identifying colors. Children could also learn to share the material provided to them.

**Geo-boards:** Material collectors were asked to collect the geo-boards for their groups. Participants made different shapes on the boards.

**Cuisenaire rods:** The participants were asked to think what they could do with the rods. After exploring it they shared that children could understand color schemes, alphabets, counting, fractions and different shapes using these rods.

### Number Bag Activity

The participants were required to make different number bags for teaching counting to the kindergartner. The trainer displayed a sample of a number bag and asked the participants to use their imaginations and make a number bag for their class. It was a group activity and each group participated fervently. They used keys, dice, shells, buttons and straws to demonstrate the concepts of numbering and counting in the class.

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## SESSION III

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The session started by forming eight new groups of the participants to give them the idea of changing groups of children in their classrooms. The trainer shared that it is vital that groups of the class keeps on changing so that all the children gets the opportunity to become social and friendly towards each other and easily settle with everyone around them.

### Work Stations of Mathematics

A basket containing paper chits on which different activities were written along with their material was placed on the table. Material collectors were called unto the stage and choose one activity for their group and take the chosen activities' material along with them.

Log books were provided to the participants to write down any query or complaint that they had about the activities. They also had to write their observations in the log books.

#### Activity 1: *Forming a graph by using a dice*

Participants were required to play with the dice and fill the table till any of the columns was completely filled, then to color it, thus, making a graph.

✓					
✓				✓	
✓		✓	✓	✓	

✓		✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
6	5	4	3	2	1

**Activity 2: Form numbers using Cuisenaire rods**

By using Cuisenaire rods, participants were required to form numbers. The children can learn sequencing, counting sorting, identify colors using Cuisenaire rods. The participants also had to find out ten ways in which they could add the rods to form ten.

**Activity 3: Form shapes using geo-boards**

Using geo-boards, participants had to for different shapes and angles.

**Activity 4: Pattern blocks**

Participants had to explore and make use of pattern blocks by forming different shapes.

**Worksheet**

The trainer provided the participants with worksheets which had the consolidated work of all the days’ session. It contained jotting down points, coloring shapes and finding even and odd numbers.

At the end of the day, the participants shared their log book observations in the form of presentations. They related what they learned and understood about the benefits of teaching using interactive methodologies.

A gist of their views is as follows:

- Hand eye coordination
- Motor skills enhanced
- Color identification
- Pattern formation
- Learning how to count
- How to observe things
- Building interest in class through activities
- Stimulating elements of patience and sharing in a child

A participant complained that the dice activity was very difficult for a kindergartner. He thought that the level of the KG students is low and they would not be able to accomplish such activities. The trainer explained that it depends upon the exposure of the child not his level as young children who are provided computer at home can play games on it even when they are not their age appropriate. Proper exposure with material would make them understand better.

The trainer ended her session by stressing on creating a positive environment for the child. She explained that children will only learn if they are given the materials that are age appropriate and of their level of understanding. The participants should become role models for their young children as the children are very impressionable.

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**PROCEEDINGS OF DAY FOUR**

August 02, 2007

**REFLECTIONS OF THE PREVIOUS DAY**

**GROUP I**

July 30-August 3, 2007

The fourth day of the training started with the sharing of the participant's reflection on the previous day's session. Mathematics session was highly appreciated as participants found it very comprehensive and thoroughly enjoyed doing its activities. They felt that the activities and the methodologies taught to them would surely benefit them when they will teach in their classes. One participant was of the view that the math session would have been more fruitful if it had dealt with the writing aspects of mathematics as well. Group formation and reformation was praised by all as it provided them the chance to sit with different people and solve problems together. The trainer shared that groups of children should be changed on a daily basis so that children have equal chance to socialize with each and every member of the class.

**GROUP II**

August 6-10, 2007

Math workstations were very popular among the trainees. They declared that it had been the far best way they had ever been taught Math before. They valued the efforts of trainer for organizing the session in an interesting manner. Some participants shared their concern that such activities could lead to a noisy classroom which are not acceptable by the school administration. The trainers elaborated that discipline means conforming to class rules. Teachers should make class rules and train children to respect those rules. She also mentioned that noise which occurs due to interactive learning should not be confused with discipline problems.

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**SESSION I**

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**MORNING MEETING**

The trainer asked participants who had not participated in the morning meetings yet to form the inner circle. The morning meeting was different from the regular

ones conducted before as the participants had volunteered to conduct the morning meeting themselves.

**Greeting:** Participants performed the greeting component by sharing their names and their name's first letter with each other. The morning meeting was related to the session emergent literacy which was to be taught in the later part of the day.

**Sharing:** The sharing was open ended in which participants were asked to share stories. Other participants in the inner circle asked questions related to the stories. The trainer stressed the participants to encourage open ended questions in their respective classrooms so that children make use of more words.

**Group Activity:** The group activity was conducted in relation to the upcoming session. Two participants were asked to volunteer. They were given number cards from one to five. Participants had to put one top of the other in turns and play till the cards matched. The participant with the most cards was declared the winner.

**News & Announcement:** The news and announcement was read by the trainer and the participants were made to repeat the lines.

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## SESSION II

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### EMERGENT LITERACY

The trainer commenced her session by explaining the significance of literacy to the participants.

#### National Objectives of the Language Curriculum

Before sharing the objectives, the trainer asked the participants to share the objectives that they think would be for the language curriculum. Each group gave its own reflection which is listed below:

- To build child's mental, physical and emotional development
- To make them become good citizens
- To be aware of the fast and changing technology
- To become self-reliant
- To become aware of the social issues revolving around them
- To bring their interest in studies

- To learn patience and respect for others
- To bring about a feeling of togetherness, humanity and community
- Respect for rules and regulations
- To increase general knowledge

The trainer explained that the objectives of National curriculum for languages are quite similar to the points mentioned by the participants.

The salient objectives of curriculum were then shared with them which are as follows:

- To make the child able to express his feelings and experiment on material around him.
- Learn to respect people's opinions.
- Be able to understand and deliberate on the issues revolving in the surrounding areas.
- Be able to recognize pictures.
- Understand the phonetics of alphabets and identify letters.
- Be able to read smoothly.
- Stimulate their critical thinking skills.
- Understand stories, books and all reading material properly.
- Understand the problems and look for solutions.
- Learn to differentiate between the introduction, the middle and the conclusion of the stories.
- Be able to write their names.

### **Methods established by teachers in their classes**

The participants were asked about the methods introduced in their classes to make their young students feel comfortable and adjust well in the class.

They shared that:

- Teachers should provide children with toys in their classes as they would play with them and feel comfortable and easily acclimatize with them.
- Teachers should make use of the learning material provided by CRI while teaching their students
- Teachers should arrange as many games as possible to keep the child's interest going in the class.
- The physical environment of the class can be changed so that the children adapt easily to different environment. The classroom should be made colorful to the likes of the children.
- Encourage children to play games and give them choice time.

- Teachers should have a very friendly attitude towards their students
- Teachers should provide them with incentives so that they have motivation.

## Components of Literacy

The trainer shared the components of literacy with the participants:

- Language
- Reading
- Writing
- Child-centered play

The trainer explained that children of 2-3 years old can identify signs and scribble on a page. Research shows that children start writing before reading words. They learn to imitate the things happening around them. The process of learning is best when the children are involved in activities. To enhance their process of learning, they could be made to listen to stories and do writings.

## Activity for learning Phonetic

Before teaching the letters, the children should be made familiar with the sounds of letters. Groups were provided with various letters of which participants had to make sounds of them. They also spelled out the words.

The purpose of the activity was to:

- Introduce phonetics
- From sounds children can learn words
- To enable children to learn new words

## Story Building

'*Mischief of Babloo,*' was the title of the book that participants were made to guess. The trainer first showed the title page and then the story was gradually built by asking participants questions related to the pictures they could see on the multimedia. The story involved the naughtiness of a baby elephant and his friends.

## Story making Activity

A bag of items was provided to the participants and they were required to form a story with the material in hand. The purpose of the activity was to learn new words, enhancing child's creative writing skills and learning sequencing.

### **Rhyming Words Activity**

The trainer provided the groups with some incomplete three letter words and asked the participants to make rhyming words with them. The purpose of the activity was to build vocabulary.

After the activity, the trainer described the types of basic learning skills; Listening, speaking, reading and writing and explained that the focus would be on the reading and writing skills of the child.

### **Writing Skills**

Writing is an important means of communication. It is integrated with other forms of language. Its importance in early childhood education is appreciated as it contributes to the self expression of a child. If the learning environment is supportive and encouraging, the child will explore his environment and learn to communicate quickly. The trainer deliberated that children first scribble and form images and then take interest in reading materials.

### **How to Motivate Children to Write**

The trainer took reflections of participants about the ways to motivate children towards writing.

Following points were shared by the participants:

- In the class we can use different material in the class to acclimatize them and then be able to draw the things in their class
- They should give them plain papers so that they can draw of their own will.
- They should be taken to different places so that they are motivated to draw different items in the environment

### **Pre-writing Activity**

The trainer conducted an activity to show the participants how to motivate children to write. Material collectors were asked to collect material stacked on the stage. The materials involved in activities on different tables are as follows:

- Rubber toys in water
- Coloring in pictures
- Making toys with clay
- Using scissors to cut different shapes
- Buttons of different shapes
- Painting pictures
- Opening and closing of bottle lids

The trainer shared that the material provided to them when used by the children help in strengthening their hand muscles, eye-hand co-ordination, color identification, enhancing motor skills and bringing flow in their hand movements. It would also enable them to identify different shapes and colors, and understand the concept of clockwise and anti-clockwise movements.

### **Stages of Writing**

Different stages of writing were then shared with the participants that are given below:

- **Scribbling**
- **Linear/ repetitive drawing**
- **Letter like forms**
- **Early word symbol relations**
- **Invented spelling**
- **Standard spelling**

### **Writing in lines**

Teachers should be conscious of the presence of each individual in class. They should always encourage the use of four-lined notebooks for the initial years. Once the child has become used to writing he can then move on to single lined notebooks. However, for kindergartner it is essential that they write in the four-lined notebooks.

The trainer showed alphabets on an overhead and gave the concepts of the categorizing of alphabets while writing that were:

- Sky letters
- Grass letters
- Root letters

### **Group Activity**

Newspapers were distributed to everyone. Participants had to recognize words containing sky, grass and root letters and to paste them on different shapes and then to paste on the wall. In such a way, participants made a mural of a house on the wall. The trainer shared that this activity was helpful for children because it provides them the following benefits:

- Understanding of sky, grass and root letters
- Recognition of new words
- Vocabulary building
- Ability to concentrate
- Ability to search
- Identification of alphabets
- Opportunity to choose
- Counting practice

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## **SESSION IV**

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### **BOOK MAKING**

The book making session commenced after the emergent literacy session. The trainer described the various types of books that are read by people all over the world. But for children, she stated that only age appropriate books should be given to the children in classrooms so that their interest in reading and writing develops. The concept of having a classroom library was also given to the participants.

Teaching Kindergartners how to make books could be a little tricky as the teacher must be sure that the topic selected should be interesting and age appropriate.

### **Activity**

The trainer then asked whether anyone from the participants would like to write. A few raised their hands. She then gave envelopes to each group that contained

topics for the participants on which they were to make books individually. The topics given are listed down below:

- Animals
- Colors
- Shapes
- Alphabets
- Fruits
- Vegetables
- Things in sky

The trainer also shared with them the format of the book and explained that while making books following things should be kept in mind:

- Illustration
- Title of the book
- Title page
- The subject
- Use of simple words
- Author's name
- Epilogue

When the participants had prepared the books, they were given the chance to sit on the author's chair and share their books with all the groups.

At the end of the session, the trainer deliberated on the proceedings of the day. She explained that all the skills of learning go hand in hand and for emergent literacy we have to make sure that all the skills are integrated.

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**PROCEEDINGS OF DAY FIVE**

August 03, 2007

**REFLECTIONS OF THE PREVIOUS DAY**

**GROUP I**

July 30-August 3, 2007

The last day of the training started with the sharing of participants' reflections of the previous day. Participants praised the hard efforts of the trainers. They appreciated the training of phonetics in the session of emergent literacy as it was a new concept for them. One of the participants shared that all the teachers present should take an oath that they would enforce whatever that they had learnt during the training into their teaching style. Another participant suggested that as these training have been so beneficial then why not CRI extended it till matriculation level.

**GROUP II**

August 6-10, 2007

The participants of the second group were very pleased with the book making session and of different activities conducted in it. They also praised the trainer for conducting an informative session on emergent literacy. They shared that they have realized the importance of using books and educational toys for children in classrooms but were cautious whether they would be provided with such materials shown in the workshop or not. The trainer informed that all the participating schools would be receiving the material used in the workshop by CRI and that the non durable items would be refurbished twice a year. The trainer also advised them to think of innovative ideas for using indigenous materials for the class activities.

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**SESSION I**

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**MORNING MEETING**

Four participants were asked to conduct the four components of the morning meeting.

**Greeting:** Greeting was performed easily by the participants. They introduced themselves and shared their favorite sport with the person sitting next to them. At the end of the greeting component the trainer stressed on the need to make eye contact.

**Sharing:** The sharing was related to the experiences of the five-day training workshop of the participants. All the participants gave their opinions. They shared that the concept of morning meeting was new to them and they would certainly conduct it in their classrooms.

**News & Announcement:** The news and announcement chart was read by one of the participants and every one else read behind her.

**Group Activity:** A large group activity was conducted in which participants of the inner circle had to prepare charts on the following topics:

- Birthday
- Job
- Weather
- Schedule Chart
- Parent Bulletin Board
- News & Announcement

This activity was performed keeping in mind the upcoming training session of classroom environment.

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## SESSION II

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### CLASSROOM ENVIRONMENT

The session started with the sharing of the story called '*Hasan.*' All the participants were given heart shaped papers and they were told to tear one bit of the paper heart whenever they felt that Hasan's heart broke during the story.

The participants at the end of the case study shared that Hasan's heart was broken by the teacher, his parents and classmates. The teacher imposed her wills on him and did not like his flower. His classmates ignored him and the puzzles given to him by his teacher were not appropriate for his age, making him feel incapable of doing anything at school.

The trainer shared the importance of healthy learning environment and discussed the following types of classroom environments:

- Physical Environment
- Psychological Environment

### **Physical Environment**

The trainer emphasized on the physical environment of the classroom which constitutes of the seating arrangement, material setup, activity centers and display of students' work on the walls. The teacher also stated that the work displayed should be more of the student than of the teacher.

### **Psychological Environment**

The teacher's attitude, body language and way of interaction with children constitute the psychological part of the classroom. These factors can either turn into a warm and loving relationship between the child and the teacher or become the very reason for the lack of interest in studies of the child. A positive relationship helps building mutual trust and understanding which gives a sense of security to the child, often enabling him to do better in his studies.

The participants were then briefed about the four basic learning centers:

- Mathematics center
- Art center
- Language center
- Block center

The trainer asked the participants to establish such activity centers in classrooms where children would be allowed some time to do activities of their own choice. The trainer also informed participants to label the materials in the activity centers so that the children stay familiar with the names of the objects.

### **Group Activity**

Teachers were asked to make a list of the items that constitute a class room environment.

The list made by the participants included the following items:

- Classroom decoration (charts, graph etc)
- Furniture

- Discipline
- Classroom rules
- Light and ventilation system
- Class strength
- Teacher’s attitude

The trainer shared with the participants that they could make their classrooms more child-centered by adopting the following ways:

- Arrange students in groups
- Teacher should teach wholeheartedly
- Make small groups of children
- Teacher should maintain eye contact with the students
- Seats arrangement should be comfortable
- All materials should be in the reach of children
- Walls should be used for classroom decoration
- Everything should be kept orderly and class room should look neat all the time
- Parents should come to the class more often

### **Interactive Video Documentary**

The trainer then shared an interactive video of CRI classroom with the participants and asked them to observe three things while watching it:

- What is on the walls
- Activity centers
- Teacher-child interaction

The documentary made the participants understand how CRI methodology could be practiced in their classes. The participants noticed that the teacher-child interaction was very positive and effective as teacher was coming to the level of the child to explain the problem to him. The charts made by the children were displayed on the walls and different activity centers were established in the classrooms.

The trainer informed the participants that the activity centers established in all CRI classrooms are based on developmental domains of the child. Block centers help in the development of physical domain. Art and literacy center cater to the needs of social and emotional domain while math center helps in developing the cognitive domain.

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## **SESSION III**

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### **Closing Ceremony**

#### **Evaluation**

The participants were given three evaluation forms which they had to fill and return back to the trainer.

#### **Certificate Distribution**

In the end the trainer distributed certificates to all participants. Four prizes were also awarded to the participants. These awards were given due to several reasons such as being the first one to enter the hall every day, coming from the farthest area to attend the workshop, being the youngest and being the oldest participant in the workshop.

To mark the upcoming sixtieth birthday of Pakistan, participants sang 'Jeeway Jeeway Pakistan'. All participants collectively pledged that they would maintain the spirit of patriotism and would help making the child of today able to serve Pakistan in a better way in future. The workshop concluded with the national anthem.

**Annexure-I****LISTS OF PARTICIPANTS****Hall: G-11/2 (July 30-Aug 03, 2007)**

<b>Sr. #</b>	<b>Teacher</b>	<b>School</b>
1	Haq Dad	FGBJMS, Humak
2	Ayesha Siddiqa	FGGHS Dhoke Gangal, Islamabad
3	Saima Kanwal Ejaz	FGJMS, Rawat (FA) Islamabad
4	Rahna Jahan	FGGMS, Mohri Rawat (FA) Islamabad
5	Rashid Ahmed	FGBPS, Golra (FA) Islamabad
6	Salma Naheed	FGGPS, Pind Parian (FA) Islamabad
7	Nasir Ali Hadi	FGBMS, Dhoke Jouri (FA) Islamabad
8	Mehmood-ul-Hassan	FGBPS, Sangjani (FA) Islamabad
9	Azhar Hussain	FGBPS, Johd (FA) Islamabad
10	Nighat Shaheen	FGGPS, Alipur Farash (FA) Islamabad
11	Zenobia Peter	FGGPS, Alipur Farash (FA) Islamabad
12	Jamila	FGGPS, Alipur Farash (FA) Islamabad
13	Nazia Begum	FGGPS, Dhoke Hashoo (FA) Islamabad
14	Lubna Bashir	FGSS, Jagiot (FA) Islamabad
15	Mehnaz Akhter	FGJMCFS, PTC Sihala (FA) Islamabad
16	Arshad Mahmood	FGBPS, Seri Saral (FA) Islamabad
17	Aftab Ahmad Khan	FGBSS, Naugazi (FA) Islamabad
18	Muhammad Aslam Javed	FGBSS, Maira Akku (FA) Islamabad
19	Shaheen Akhtar Khattak	FGGPS, Dhoke Suleman (FA) Islamabad
20	Shaheen Akhtar	FGGPS, Dhoke Suleman (FA) Islamabad
21	Syed Azhar Ali Shah	FGBPS, Sangjani (FA) Islamabad
22	Tanveer Akhtar	FGGPS, Bekhan Syedan (FA) Islamabad
23	Abida Ishfaq	FGSS, Badana Kalan (FA) Islamabad
24	Habib-un-Nisa	FGGPS, Miana Thub (FA) Islamabad
25	Uzma Mehnaz	FGGPS, Miana Thub (FA) Islamabad
26	Tooba Iftikhar	FGGMS, Darkala (FA) Islamabad
27	Mussarat Shaheen	FGGPS, Kijnah (FA) Islamabad
28	Motia Jani	FGGPS, Dhoke Paracha (FA) Islamabad
29	Meher Khan	FGBMS, Dhoke Paracha (FA) Islamabad
30	Farzana Shaheen	FGGSS, Sangjani (FA) Islamabad
31	Farhat-un-Nisa	FGGJMS, Jhangi Syedan (FA) Islamabad
32	Ishrat Jabeen	FGPS, Humak (FA) Islamabad
33	Farhat Babar	FGGSS, Golra (FA) Islamabad
34	Nighat Yasmeen	FGGPS, Sarai Khurbuza (FA) Islamabad

35	Anjum Afshan	FGGPS, Sarai Madhu (FA) Islamabad
36	Muhammad Imran Mukhtar	FGBPS, Sorain (FA) Islamabad
37	Khurshid Ajmal	FGBPS, Karamabad (FA) Islamabad
38	Khalid Saif Ullah	FGBPS, Bokra (FA) Islamabad
39	Saeed Ahmad Tahir	FGPS, Lubana (FA) Islamabad
40	Sadaqat Hussain	FGBPS, Tamman (FA) Islamabad
41	Najma Bibi	FGSS, Golra (FA) Islamabad
42	Shakila Bibi	FGGPS, Nilore (FA) Islamabad
43	Sabiha Mahmood Abbasi	FGGPS, Herno (FA) Islamabad
44	Rehana Bibi	FGGMS, Jaba Tali (FA) Islamabad
45	Ibrat Ara	FGJMS, Rawat (FA) Islamabad
46	Muhammad Imtiaz	FGPS, Ara (FA) Islamabad
47	Kabeer Hussain Shah	FGBPS, Sohan (FA) Islamabad
48	Muneer Ahmed	FGBMS, Chellow (FA) Islamabad
49	Rizwana Shaheen	FGGMS, Badia Qadir Bukhsh (FA) Islamabad
50	Naheed Amjad	FGGMS, Badia Qadir Bukhsh (FA) Islamabad
51	Mohammad Jamil	FGBJMS, Lohi Bher (FA) Islamabad
52	Nasreen Akhtar	FGGMS, Dhoke Jouri (FA) Islamabad
53	Riffat Jabeen	FGGMS, Dhreak Mohri (FA) Islamabad
54	Nusrat Karim	FGGMS, Pind Paracha (FA) Islamabad
55	Yasmeen Ameen	FGGPS, Sheikhpur Noon (FA) Islamabad
56	Tahir Mehmood	FGBPS, Sheikpur Noon (FA) Islamabad
57	Manzoor Ahmed	FGBPS, Sheikpur Noon (FA) Islamabad
58	Rafaqat-ur-Rehman	FGBPS, Dara Tarnal (FA) Islamabad
59	Naseer Ahmed	FGBPS, Sarai Kharbuza (FA) Islamabad
60	Malik Mumtaz Hussain	FGBPS, Noon (FA) Islamabad
61	Abdul Qayyum	FGBPS, Pind Parian (FA) Islamabad
62	Nazakat Ali Khan Jadoon	FGBPSS, Naugazi (FA) Islamabad
63	Liaquat Ali	FGBSS, Jaba Tali (FA) Islamabad
64	Abdul Rahman Rind	FGBMS, Khana Nai Abadi (FA) Islamabad
65	Saeed Akhter	FGBPS, Mohra Kalu (FA) Islamabad
66	Syed Sibbat-ul-Hasnain Shah	FGBMS, Mari Bari (FA) Islamabad
67	Muhammad Fazil Minhas	FGBJMS, Sihala (FA) Islamabad
68	Muhammad Ishaq	FGBPs, Koral (FA) Islamabad
69	Tasleem-ul-Haq Kayani	FGBJMS, Bhimber Trar (FA) Islamabad
70	Alia tanveer	FGGMS, Gangota Syedan (FA) Islamabad
71	Aasia Khatoon	FGSS, Lohi Bher (FA) Islamabad
72	Rizwana Kausar	FGJMS, Sohan (FA) Islamabad
73	Izat-un-Nisa	FGGPS, Alipur Farash (FA) Islamabad

74	Kousar Hussain	FGBPS, Bhangril (FA) Islamabad
75	Amjad Mahmood	FGBMS, Pehount (FA) Islamabad
76	Akhtar Rasul	FGBPS, Dhreak Mohri (FA) Islamabad
77	Tasleem Bibi	FGGMS, Maira Beri (FA) Islamabad
78	Muhammad Hasnain Adil	FGBPS, Shah Allah Ditta (FA) Islamabad
79	Ghazala Rashid	FGMMS, Radio Colony, Rawat (FA) Islamabad
80	Muhammad Shabbir	FGBPS, Boora Bangrial (FA) Islamabad
81	Safina Bibi	FGGHS (FA) Islamabad
82	Riffat Saba	FGGHS, Dhoke Gangal (FA) Islamabad
83	Muhammad Iqbal Saed	FGBPS, Johd (FA) Islamabad
84	Muhammad Ramzan	FGBPS, Dhreak Mohri (FA) Islamabad
85	Rukhsana Bibi	FGMS, Bhangril (FA) Islamabad
86	Misbah Rubab	FGGMS, New Shikrial (FA) Islamabad
87	Babar Hussain	FGBPS, Jhangi Syedan (FA) Islamabad
88	Nazneen Arshad	FGGHS, Jhangi Syeda (FA) Islamabad
89	Naveed Ahmed	FGBPS, Mughal (FA) Islamabad
90	Hazran Bibi	FGGPS, Dhoke Paracha (FA) Islamabad
91	Muhammad Dawood	FGBPS, Dhreak Mohri (FA) Islamabad
92	Sadia Rashid	FGGMS, G-11/2, Islamabad
93	Tahir Mehmood	FGBPS, Sharifabad (FA) Islamabad

**Hall: G-11/2 (August 6-10, 2007)**

Sr. #	Teacher	School
1	Pashmida Kousar	FGGMS, Khana Dak (FA) Islamabad
2	Shamim Akhter	FGGPS, Tumair (FA) Islamabad
3	Humaira Kokab	FGGPS, Sihala (FA) Islamabad
4	Abida Perveen	FGGPS, Shakrial (FA) Islamabad
5	Kishwar Naheed	FGGPS, Seevra (FA) Islamabad
6	Shahla Malik	FGGMS, Dhaliyal (FA) Islamabad
7	Muhammad Jamal	FGBPS, Nara Syeda (FA) Islamabad
8	Muhammad Qasim	FGBSS, Khana Dak (FA) Islamabad
9	Saeeda Parveen	FGGPS, Punjgran (FA) Islamabad
10	Umm-e-Kalsoom Awan	FGGPS, Jhang Syedan (FA) Islamabad
11	Tahira Ishaq	FGGJMS, Alipur South (FA) Islamabad
12	Shamim Akhter	FGGPS, Kalia Adna (FA) Islamabad
13	Mahmooda Akhtar	FGGPS, Tamma (FA) Islamabad
14	Nusrat Ara	FGGPS # 1, Tarlai (FA) Islamabad
15	Shumaila Bano	FGGSS, Gagri Sihala (FA) Islamabad
16	Samina Akram	FGGHS, Dhoke Gungal (FA) Islamabad
17	Rehana Irfan	FGGHS, Pehount (FA) Islamabad
18	Tahira Firdous	FGGPS, Chakhtan (FA) Islamabad
19	Parveen Bano	FGGPS, Chapper Ghasota (FA) Islamabad
20	Abida Shaheen	FGGPS # 2, Tarlai (FA) Islamabad
21	Munazza Ali	FGJMS, Chirrah (FA) Islamabad
22	Sadia Qamar	FGGSS, Thanda Pani (FA) Islamabad
23	Ishrat Naseem	FGGHS, Pind Malkan (FA) Islamabad
24	Shazia Bano	FGGPS, Ghenual Bangial (FA) Islamabad
25	Mussarat Sabreen	FGGPS, Sheikhpur Rawat (FA) Islamabad
26	Mubsashra Nasim	FGGPS, Sihala Mirzian (FA) Islamabad
27	Hina Kanwal	FGGPS, Jandala (FA) Islamabad
28	Shaista Bibi	FGGPS, Peija (FA) Islamabad
29	Shahnaz Nasim	FGGPS, Mohri Mughal (FA) Islamabad
30	Asghar Ali	FGBPS, Noon (FA) Islamabad
31	Muhammad Ishaque	FGBSS, Numair (FA) Islamabad
32	Abbas Hussain Awan	FGBPS, Chirrah (FA) Islamabad
33	Shabir Ahmed Faheem	FGBSS, Kirpa (FA) Islamabad
34	Saif-ur-Rehman	FGBPS, Mohra Solian (FA) Islamabad
35	Zaheer Ahmed Khanzada Rajput	FGBMS, Alipur Farash (FA) Islamabad
36	Rashid Ahmed	FGBPS, Golra (FA) Islamabad

37	Akbar Shah	FGBPS, Sihala Mirzian (FA) Islamabad
38	Muhammad Younas	FGBMS, Gagdri (FA) Islamabad
39	Khair Muhammad Silachi	FGBPS, Mohri Rawat (FA) Islamabad
40	Ghulam Mustafa	FGBPS, Pind Mistran (FA) Islamabad
41	Safia Shaheen	FGJMS, Sihala Khurd (FA) Islamabad
42	Salma Noor	FGGS, Golra (FA) Islamabad
43	Fadia Kausar	FGGSS, Mohra Nagial (FA) Islamabad
44	Naheed Bibi	FGGPS, Herdogher (FA) Islamabad
45	Musarat Qurban	FGGMS, Uppera Ghar (FA) Islamabad
46	Nuzhat Batool	FGGS, Nara Syedan (FA) Islamabad
47	Zoque Mehmood	FGJMS, Sigga (FA) Islamabad
48	Ghulam Sattar	FGJMS, Ara Burgi (FA) Islamabad
49	Shaukat Hayat	FGBPS, Rajwal (FA) Islamabad
50	Rufin Iqbal	FGBPS, Pind Malkal (FA) Islamabad
51	Sajjad Ahmed	FGBPS, Kortana (FA) Islamabad
52	Muhammad Sheeraz	FGBPS, Biath (FA) Islamabad
53	Muhammad Masood Khan	FGJMS, Sirri (FA) Islamabad
54	Ishrat Anjum	FGGPS, Hoon Dhamial Sihala (FA) Islamabad
55	Taj Mohammad Khan	FGBMS, Dhaliara (FA) Islamabad
56	Jahangir Khan	FGBPS, Darwala (FA) Islamabad
57	Tanveer Allah Dad	IMCB, F-10/3, Islamabad
58	Shabana Nasir	FGGSS, Herno Thanda Pani (FA) Islamabad
59	Abdus Samad Khan	FGBMS, Herno Thanda Pani (FA) Islamabad
60	Shazia Siddique	FGGPS, Pindory Syeda (FA) Islamabad
61	Malik Imtiaz Hussain	FGBSS, Mohra Nagial (FA) Islamabad
62	Ghulam Ahmad	FGBMS, Banni Saran (FA) Islamabad
63	Ahmad Ali Rashdi	FGBPS, Khanna Dak (FA) Islamabad
64	Shamim Anwar	FGGMS, Khana Dak (FA) Islamabad
65	Samina Hayat	FGGPS, Ladhiot (FA) Islamabad
66	Qamar Raza	FGBPS, Dhoke Mai Nawar (FA) Islamabad
67	Abid Hussain Mughal	FGBJMS, Mohra (FA) Islamabad
68	Tasleem Begum	FGGMS, Kalia Ala (FA) Islamabad
69	Shala Naz	FGGSS, Kirpa (FA) Islamabad
70	Naveed Ahmed	FGBPS, Mughal (FA) Islamabad
71	M. Zarab Ahmed	FGJMS, Nilore (FA) Islamabad
72	Saad Ullah Khan	FGBPS, Chenual Bangil (FA) Islamabad