

Techniques for Instruction and assessment in Social Studies and in Urdu Language

Module 4

D R A F T

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Glossary

Anticipation Guides-	The anticipation guide is a strategy that forecasts the major ideas contained in a lesson through the use of statements that activate students' thoughts and opinions.
Discussion Web-	A cooperative-learning strategy that uses a graphic organizer for managing discussion on a binary question.
Story Mapping-	Story mapping is a strategy that helps students use their knowledge of narrative structure to analyze stories. Story maps feature graphics representation of key story elements. The resulting visual outline helps students build a coherent framework for understanding and remembering a story.
Concept Mapping-	Concept mapping is a strategy that helps enrich a student's understanding of a word or a concept. It is a graphic structure that focuses students' attention on the key components of a definition: class, category or illustrations.

Part I
Techniques for Instruction and Assessment in
Social Studies

I. PURPOSE OF THE MODULE

Introduction

The philosophy of teaching the subject of social studies in any nation is to prepare committed citizens who can contribute in developing a better society in that nation and the world at large. This principle of teaching social studies is also reflected in the Pakistan's national curriculum which states that, learners need to understand factors influence their social lives as effective citizens. Further, it also suggests that students should be encouraged to explore their environment, ask questions about the social, cultural and political issues with the help of teachers and search answers by engaging themselves in study of these issues inside and outside the classroom. This implies that the teachers of social studies have a particular responsibility of helping students to understand the society in which in they live, to acquire knowledge, skills and values required for becoming useful and informed citizens.

To achieve the above goal, this module will focus on techniques for instruction and assessment of social studies which will encourage the participants not only to enhance their knowledge, skills and values about teaching of social studies, but it will also encourage them to reflect on their classroom practices, concerns and issues that will enable them to acquire better understanding of teaching social studies effectively. The program is designed to provide a flexible framework for teaching and learning of social studies that can be easily adapted to all grade levels of primary schooling. Instructional and assessment techniques in this module reflect a shared approach to teaching and

learning that is student-centered, interactive, and designed to support successful learning for all students.

Framework of Learning

This module is based on constructivist ideas about how students learn. Constructivist ideas suggest that students learn best when they first **activate background knowledge** about a topic, then **construct meaning** from new knowledge or a new skill, and finally **evaluate and apply** what they have learned in the lesson. The lessons in this module are based on these three phases of a teaching session or unit.

PHASE I: Activate Background Knowledge	PHASE II: Construct Meaning	PHASE III: Evaluate and Apply
During this phase of the lesson, the teacher helps students recall knowledge that they may relate to the new topic.	During this phase of the lesson, the teacher presents activities that introduce new knowledge or skills and help students discover what the knowledge or skills mean to them.	During this phase of the lesson, the teacher helps students think deeply about what they have learned and how to apply what they have just learned to new situations or to further learning.

PHASE I : Activate Background Knowledge

In this phase, techniques are used to remind the students of the knowledge they already have on the topic and to encourage students to develop a real purpose for learning new information. It is also possible to show the students how social studies is connected to their own lives and the knowledge they use every day. For example, Mrs. Badar might ask Sajida what is our city, province, and country? When Sajida says the answer, Mrs.

Badar might ask Sajida to locate it on a map. This phase is an opportunity to motivate the students to be actively involved in learning new information.

PHASE II: Construct Meaning

In this phase, the teacher engages the students in constructing meaning from new knowledge or skills presented in this lesson. Teachers encourage and support students as they find answers to questions in textbooks, questions from the teacher, and finally, as they learn to answer their own questions.

PHASE III: Evaluate and Apply

This phase includes techniques that help the teacher and the student work together to evaluate the learning that has taken place. The strategies help the students to remember and reorganize important information, ideas, and their relationships that they have learned from the lesson. This phase is enhanced if the teacher can help students connect what they have learned to their daily lives and reflect on their learning. In this phase, the teacher should also help students monitor their own learning and give students feedback on their learning.

Objectives of the Module

This module is aiming to help the participants to acquire a deeper understanding of techniques of teaching social studies and what it means to be a social studies teacher in a rapidly changing society in Pakistan.

The module is aiming to achieve the following objectives:

- To enhance participants' knowledge of teaching techniques and strategies for teaching social studies to primary learners.
- To assist them to apply the instructional strategies in the classroom settings and to reflect on their own teaching practices.

Demonstration Activities

Demonstration Lesson # 1

Village, Town and City

Objectives

Through this demonstration lesson the participants should be able to:

- Acquire, use, and communicate skills of teaching the basic concepts of villages, towns and cities to primary learners.
- Discuss the various characteristics about village, towns and cities in Pakistan.
- Locate your village, town, and/or city on a map

Out comes

Student(s) should be able to:

- Understand and recognize the concepts of villages, towns and cities.
- Demonstrate ability to differentiate features of villages, towns and cities from each other.
- Explain on a map where their village, town, and/or city is located.

Phase I: Activating Background Knowledge

The approach used in teaching this demonstration lesson is called anticipation guide. An anticipation guide is a strategy that forecasts the major ideas contained in a passage through the use of the statements that activate students' thoughts and opinions (**HO 1**).

Step 1. Determine what children already know about the ideas that are presented in the text they have to learn. Use this knowledge to form some statements which will be either challenged or agreed upon by the children.

Following are examples of such statements.

- The number of houses in the cities is more than that of towns or villages.
- Airports are built inside the cities.
- Villages are built faraway from the highways.
- There is less noise in the cities as compared to villages.
- There is less traffic in the cities as compared to the towns and villages.
- Villages and towns are less densely populated than cities.
- Buildings in cities are higher than the buildings in towns and villages.
- Villages are larger than cities according to a map.

Step 2. Distribute these statements as handouts to the students or present these statements to the students on a chalkboard. Ask them to write down their responses and give reasons for their responses.

Step 3. Ask students to defend their responses either individually or as small groups.

ANTICIPATION GUIDE

HO 1

An anticipation guide is used to stimulate personal reflection about a text. It can be used for texts in language arts, science, civics or social studies, health education, environment, and other content area subjects.

- Write four statements on the board, related to the text to be read. These should be *opinion-based statements (agree/disagree statements)*. For example, before a story on common disease, you might write:
 1. *People who eat three meals a day can become sick.*
 2. *People who get sick must go to the hospital.*
 3. *People who eat meat daily can become sick.*
 4. *Children are more likely to get sick than adults.*
- Have learners write the numbers 1-4 on their own papers and list whether they agree or disagree with each statement.
- Have learners share their views in pairs, then call on volunteers to share their opinions with the whole group. Ask each volunteer to give reasons to support his or her opinion.
- Preview the text about to be read. Remind them to compare their opinions with what the author says, as they listen to what is read.

Phase 2: Constructing Meaning

In this phase teacher will the students to new information and construct understanding by reading a text .Teacher will think aloud as he reads the text about villages, towns and cities (This may be done with the text you have available.)

Step 1. Ask the children to note what part of the text confirms, rejects or elaborates each of the statement in the anticipation guide. Ask the children to mark those parts of the text that confirm, reject or elaborate each of the statements in the graphic organizer(**HO 2, 3**).

Step 2. After the reading is finished ask the children to turn to the graphic organizer and ask them to determine whether they have changed their minds regarding any of the statements.

Step 3. Ask them to rewrite the statements they have to alter.

HO 2 Statements	Student responses	Alternate views and ideas acquired from the text
<ul style="list-style-type: none"> • The number of houses in the cities is more than that of towns or villages. • Airports are built inside the cities • Villages are built faraway from the highways • There is less noise in the cities as compared to villages • There is less traffic in the cities as compared to the towns and villages • Villages and towns are less densely populated than cities • Buildings in cities are higher than the buildings in towns and villages. 		

HO 3 Statements	Student responses	Alternate views and ideas acquired from the text

Phase 3: Evaluate and Apply

Step 1. After completing the two stages above the teacher will do the following assessment activities:

- Students should be asked to answer the questions a book (available resources) and share their answers with a partner to discuss and correct any differences in their answers to the questions.

Sample Questions: (Write questions matching your available materials.)

Why do you think that a town has a bigger population than that of a village?

What types of schools are found in the villages?

What types of schools are found in the towns?

What information you have gathered about a city from the text?

What is your town located near according to the map?

- As a whole class, the main points learned will be revised on the blackboard and a class discussion held. The blackboard should be divided into three portions bearing the headings Cities, Towns, and Villages (Heading are based on your available materials). Facts learned by the students are to be recorded under these headings.

- Students may be asked to write a few lines on any one of the following topics
(Topics will be based on your available topics.)

Cities

Towns

Villages

- Students will draw show the teacher where their city, town, and/or village is located on a map.

Step 2. To assess participants' level of understanding of the lesson and technique, the facilitator will:

- Ask participants to develop a similar demonstration lesson on one of the topics from their available resources.
- Share the lesson with a colleague and discuss similarities and differences in their plans.
- Teach the same lesson during the field work and self assess his/her own teaching.

Step 3. At the end of the session the participants will:

- Complete the debriefing lesson for assessing his/her learning.
- Complete the guided practice demonstration lesson to evaluate the session.

Debriefing Lesson #1

3-2-1 Out the Door

3 things I have learned today...

1.

2.

3.

2 things I am unsure of...

1.

2.

1 thing I can do immediately...

1.

Guided Practice for Demonstration Lesson #1

What parts of the demonstration seem most critical?

Practice the key teaching skill here:

Share your ideas with a partner. How did your ideas compare with your partner's ideas?

How confident are you now that you can use this technique in your own classroom plans?

1	2	3	4	5
Not Confident at All				Very Confident

What question do you have at this time?

Demonstration Lesson # 2

Transportation

Objectives

Through this demonstration lesson the participants should be able to:

- Learn a good method for teaching the basic concept about transportation to primary learners.
- Demonstrate better understanding about using graphic organizer in teaching different types of transportation in Pakistan.
- Understand that this demonstration lesson can be used with any topic based on their available resources.

Out comes

Learning through the model of constructivism student(s) should be able to:

- Understand and recognize the concept of transportation and various types of transportation in Pakistan.
- Identify and discuss various types of transportation are used in their cities.

Phase I: Activating Background Knowledge

The approach used in teaching this demonstration lesson is a anticipation guide.

Step 1. Determine what children already know about the ideas that are presented in the text they have to learn. Use this knowledge to form some statements which will be either challenged or agreed upon by the children. Following are examples of

some statements through which different modes of transportation such as, land, air and water are included.

- Khuzdar and Quetta are connected to each other through a Highway.
- It is possible to travel from Quetta to Jhal Magsi through a train or air plane.
- It is not possible to travel to Karachi from Quetta while using an aero plane.
- It is not possible to travel to Lahore from Quetta in a train.
- Pasni and Gawadar are the ports of Balochistan.
- RCD highway connects many cities of Balochistan.

Step 2. Distribute these statements as handouts to the students or present these statements to the students on a chalkboard. Ask them to write down their responses and give reasons for their responses.

Step 3. Ask the students to defend their responses either individually or as small group discussion.

Phase 2: Constructing Meaning

The facilitator will guide students to new information and construct understanding by reading a text. The teacher will have Students identify the different forms of land, water and air transportation.

Step 1. Ask the children to note what part of the text confirms, rejects or elaborates each of the statement in the graphic organizer **(HO 4)**.

Step 2. After the reading is finished ask the children to turn to the graphic organizer and ask them to determine whether they have changed their minds regarding any of the statements.

Step 3. Ask them to rewrite the statements if they wish to alter.

HO 4 Statements	Student responses	Alternate views and ideas acquired from the text

Phase 3: Evaluate and Apply

Step 1. After completing the two phases above teacher will undertake the following assessment activities:

- Students should be asked to see through the map of Balochistan or Sindh and answer the following questions and share their answers with a partner to discuss and correct any differences in their answers to the questions.

What places shown in the map are connected through the highway if you are rerouting to Taftan from Quetta?

What places you are likely to cross if you are traveling on a highway from Quetta to Karachi?

What Places you are likely to see while you are traveling from Quetta to Jhal Magsi on a highway?

Is there a highway that connects port cities of Gawadar and Karachi?

Is it possible for us to travel to Iranian border by a train?

- As a whole class, the main points learned will be revised on the blackboard and a class discussion held.

Step 2. To assess participants' level of understanding of the workshop, the facilitator will:

- Ask participants to develop a similar demonstration lesson on one of the topics from the text book.

- Share the lesson with a colleague and discuss similarities and differences in their plans.
- Teach the same lesson during the field work and self assess his/her own teaching.

Step 3. At the end of the session the participants will:

- Complete the debriefing lesson for assessing his/her learning.
- Complete the guided practice demonstration lesson to evaluate the session.

Debriefing Lesson #2

3-2-1 Out the Door

3 things I have learned today...

1.

2.

3.

2 things I am unsure of...

1.

2.

1 thing I can do immediately...

1.

Guided Practice for Demonstration Lesson #2

What parts of the demonstration seem most critical?

Practice the key teaching skill here:

Share your ideas with a partner. How did your ideas compare with your partner's ideas?

How confident are you now that you can use this technique in your own classroom plans?

2

2

3

4

5

Not Confident at All

Very Confident

What question do you have at this time?

Demonstration Lesson #3

Welfare Organizations

Objectives

Through this demonstration lesson the participants should be able to:

- Acquire skills of effectively teaching the basic ideas about welfare organizations to primary learners.
- Understand that this demonstration lesson can be used with any topic based on their available resources.

Out comes

Learning through the model of constructivism student(s) should be able to:

- Understand the concept of welfare organizations and its features.
- Become familiar with various categories of welfare organizations functioning in Pakistan.
- Recognize in what way various welfare organizations function to benefit the people.

Phase I: Activating Background Knowledge

The approach used in teaching this demonstration lesson is Discussion Web (**HO 5**), which is a cooperative-learning strategy that uses a graphic organizer for managing discussion on a binary question. This strategy enables all students in active participation in class discussion.

DISCUSSION WEB

HO 5

This technique can be used to allow learners' to provide their perspective/opinion on issues in before or after reading (Phase 1 or Phase 3). It is a useful exercise to consolidate and reinforce new knowledge about a topic, to prepare learners for a writing activity, and to strengthen learners' critical thinking (e.g. opinion formation, debate) skills.

- Write a statement or question on the chalkboard to participants that generates a *debate* about a topic.
- Ask the learners to list three reasons why someone might agree with this statement *and* three reasons why someone might disagree with this statement. Remind them that these reasons do not necessarily have to reflect their own opinions.
- Have the learners share their ideas with partners. Encourage them to explain their reasons and add new reasons (pro *and* con).
- When partners have concluded sharing and discussing the issue, call on volunteers to give responses (pro *and* con) to the statement. Remind learners that at this point there is no "correct response" to this statement, only opinions, and that all opinions are equally valid.
- Draw attention to the line labeled "Conclusions." Ask individuals to write a five-minute essay in which they state their *personal* opinion on this issue. Point out that they may wish to use some of the reasons listed on the Discussion Web to support their arguments.

Sample Discussion Web

Agree (*pro*)

Disagree (*con*)

Conclusion:

Step 1. Determine what participants already know about the ideas and notions of the welfare organizations in general.

A facilitator should introduce the topic and ask them to reflect on issues related to welfare organizations and list five-six characteristics of welfare organizations.

List these characteristics on a flip chart. For example, some characteristics of the welfare organizations are as follows.

- Welfare organization are established to help and assist people
- Government also participates in public welfare activities
- There are many government welfare organizations

Phase 2: Constructing Meaning

Step 1. In this phase facilitator should introduce the technique of Discussion Web and a question that is central to the text being studied. Make sure that the question has two possible correct answers.

Step 2. Ask all participants to read the selected text for 5-6 minutes in a pair and discuss relevant points to review the central question and note down their responses in the column of yes when it is an affirmative and in no when it is in negative. Ask them to review their original statements and include in the list and include in an appropriate column **(HO 6)**.

Step 3. Group each pair with another pair and ask them to work toward a conclusion on the question under review. Bring both the groups together and ask them to write a joint conclusion and have them decide three reasons that best support their conclusion. Select a speaker to present their conclusion to the whole class.

HO 6

Yes		No
Welfare organizations are established to assist poor people.		Welfare organizations are not assisting all poor people. Only few people get help from such organizations
Government also participates in welfare activities		Government's welfare activities are poorly organized.
	Do welfare organizations work towards reducing poverty in Pakistan?	
	Conclusions	

Phase 3: Evaluate and Apply

Step 1. After completing the two stages above, teacher will undertake the following assessment activities:

- Students should be asked to write down the names of four government and four non government welfare organizations and answer the following questions and share their answers with a partner to discuss and correct any differences in their answers to the questions.

In what way orphan houses work for public welfare?

What services Edhi Trust is rendering to the people?

In what way educational institutions are working to benefit the people?

What services Red Cross is rendering for the welfare of the people?

- As a whole class, the main points learned will be revised on the blackboard and a class discussion held.

Step 2. To assess participants' level of understanding of the workshop, the facilitator will:

- Ask participants to develop a similar demonstration lesson on one of the topics from the text book.
- Share the lesson with a colleague and discuss similarities and differences in their plans.

- Teach the same lesson during the field work and self assess his/her own teaching.
- Complete the debriefing lesson for assessing his/her learning.
- Complete the guided practice demonstration lesson to evaluate the session

Debriefing Lesson #3

3-2-1 Out the Door

3 things I have learned today...

1.

2.

3.

2 things I am unsure of...

1.

2.

1 thing I can do immediately...

1.

Guided Practice for Demonstration Lesson #3

What parts of the demonstration seem most critical?

Practice the key teaching skill here:

Share your ideas with a partner. How did your ideas compare with your partner's ideas?

How confident are you now that you can use this technique in your own classroom plans?

3

2

3

4

5

Not Confident at All

Very Confident

What question do you have at this time?

Part II

Techniques for Instruction and Assessment in

Urdu

I. PURPOSE OF THE MODULE

Introduction

Man dwells in through language. Without language communication is simply impossible. Man can not exist without being in possession of some sort of language. That is why language acquisition is something essential and unavoidable for human beings. It is impossible to give meaning to any sort of event one observes or any experience one has without the use of language. Urdu is the national language of Pakistan. Due to these reasons its teaching has been made a necessary part of the national curriculum. National curriculum addresses the importance of developing necessary language skills in the learners of all age groups and levels. These skills include ability to read, write, speak and listen. The focus of these skills enhance communication skills of the learners so that they may be able to live an effective and purposeful life.

This module is designed to teach constructivist approach to the teachers of Urdu. This module provides a flexible framework that can be implemented at any level of learning. This model is learner-centered, interactive, and designed to support effective learning.

Framework of Learning

This module is based on constructivist ideas about how students learn. Constructivist ideas suggest that students learn best when they first **activate background knowledge** about a topic, then **construct meaning** from new knowledge or a new skill, and finally **evaluate and apply** what they have learned in the lesson. The lessons in this module are based on these three phases of a teaching session or unit.

PHASE I: Activate Background Knowledge	PHASE II: Construct Meaning	PHASE III: Evaluate and Apply
During this phase of the lesson, the teacher helps students recall knowledge that they may relate to the new topic.	During this phase of the lesson, the teacher presents activities that introduce new knowledge or skills and help students discover what the knowledge or skills mean to them.	During this phase of the lesson, the teacher helps students think deeply about what they have learned and how to apply what they have just learned to new situations or to further learning.

PHASE I : Activate Background Knowledge

In this phase, techniques are used to remind the students of the knowledge they already have on the topic and to encourage students to develop a real purpose for learning new information. It is also possible to show the students how social studies is connected to their own lives and the knowledge they use every day. For example, Mrs. Badar might ask Sajida what is our city, province, and country? When Sajida says the answer, Mrs. Badar might ask Sajida to locate it on a map. This phase is an opportunity to motivate the students to be actively involved in learning new information.

PHASE II: Construct Meaning

In this phase, the teacher engages the students in constructing meaning from new knowledge or skills presented in this lesson. Teachers encourage and support students as they find answers to questions in textbooks, questions from the teacher, and finally, as they learn to answer their own questions.

PHASE III: Evaluate and Apply

This phase includes techniques that help the teacher and the student work together to evaluate the learning that has taken place. The strategies help the students to remember and reorganize important information, ideas, and their relationships that they have learned from the lesson. This phase is enhanced if the teacher can help students connect what they have learned to their daily lives and reflect on their learning. In this phase, the teacher should also help students monitor their own learning and give students feedback on their learning.

Objectives of the Module

The aim of the module is to assist participants to understand content knowledge including knowledge of curriculum and the knowledge of instructional strategies about teaching of Urdu language.

The module is designed to achieve the following objectives:

- To enhance participants' knowledge of instructional skills and techniques for teaching Urdu language to primary learners.
- To assist participants to apply and evaluate the knowledge and techniques acquired through this module in their classroom situations

Demonstration Activities

Demonstration Lesson # 1

Story Writing

Objectives

Through this demonstration lesson the participants should be able to:

- Acquire skills of teaching the basic concepts about using visual framework for the understanding of a story.
- Develop a better understanding about the process of a story mapping.

Outcomes

Student(s) should be able to:

- Understand and recognize the main elements of a story through its important elements (parts).
- Express skills of writing and telling a story that they have developed from a set of visuals (pictures).
- Demonstrate creative thinking ability through giving meaning to a set of visual (pictures) to develop a story

Phase I: Activating Background Knowledge

The approach used in teaching this demonstration lesson is called story mapping (**HO 7**).

Story mapping is a strategy that helps students use their knowledge of structure to understand stories. Story maps feature graphics representation of key story elements. The

visual outline helps students build a framework for understanding and remembering a story.

Step 1. Teacher will tell the learners that he/she is going to tell them a story and ask them what they would want to know about the story. Since learners have encountered narrative texts before, therefore it is assumed that they already possess the knowledge of common elements found in most of the stories. Student responses are likely to be as follows:

- Who the story is about?
- What happens in the story?
- Where the story takes place?
- How the story ends?

Step 2. Divide students into groups and write the above statements on the board and refer the participants to the story map (HO 9). Ask them to write down their responses and give reasons for their responses.

Step 3. Ask the groups to show and defend their responses.

STORY MAP

HO 7

A Story Map is an effective technique for guiding learners in reading and writing. It can be used in Phase 1 to help learners predict characters, settings, and plot in stories before they read. It can be used in Phase 2 to guide readers during the reading by providing an organized structure to record important story information. It can be used to guide student writing in Phase 3 as a structure for brainstorming ideas for a story they might write.

1. Draw the story map graphic organizer on the chalkboard (use headings such as title, character, setting, problem, events, conclusion.)
2. Read the title of the story aloud and ask learners to predict what the story is about. Record predictions about characters, setting, problem on the appropriate spaces. NOTE: record all thoughtful predictions.
3. Read aloud (or have learners read silently) the first part of the story.
4. Refer learners to the predictions listed on the story map. Ask if they need to revise their ideas at this time. Make appropriate corrections to identify character, setting, and problem. NOTE: if learners have their own books, ask them to reread aloud the portion of the story where they found this information.
5. Read aloud (or have learners read silently) the next portion of the story.
6. Return to the story map and continue to revise and add new information to the story map.
7. Repeat this procedure until the story is completed.
8. When the story is completed, call on volunteers to summarize the story using the information listed in the story map.

STORY MAP
HO 7 CONTINUED

Title _____

Characters

Setting

_____	_____
_____	_____
_____	_____
_____	_____

Problem

Event #1

Event #2

Conclusion:

Teaching Tip:

Story Map - The completed story map can be used to teach learners the concepts of character development, imagery, descriptive language, problem-solutions, and sequence of events.

STORY MAP

HO 9

Title _____

Characters

Setting

Problem

Event #1

Event #2

Conclusion:

Phase 2: Constructing Meaning

In this phase facilitator will guide learners to new information and construct understanding by reading a text that he/she has developed. Facilitator will think aloud as he/she reads the text.

Step 1. Ask the children to note what part of the text confirms, rejects or elaborates each of their responses. Ask the children to mark those parts of the text that confirm, reject or elaborate each response.

Step 2. After the reading is finished ask the children to turn to their own version of the story and ask them to determine whether they have changed their minds regarding any of the statements.

Step 3. Ask them to write a story with help of visual representations individually and tell what moral they have derived from that story.

Phase 3: Evaluate and Apply

Step 1. After completing the two stages above teacher will undertake the following assessment activities:

- Students should be asked to answer the following questions and share their answers with a partner to discuss.

Questions are:

- Why do you think that the mouse helped the lion?
- Who trapped the lion?
- Why the lion was unable to come out of the trap?
- How the mouse was able to help the lion in that difficult situation?
- What lesson you have learned from this story?

Step 2. To assess participants' level of understanding of the workshop, the facilitator will:

- a. Ask participants to develop a similar demonstration lesson on one of the topics from the text book.
- b. Share the lesson with a colleague and discuss similarities and differences in their plans.
- c. Teach the same lesson during the field work and self assess his/her own teaching.

Step 3. At the end of the session the participants will:

Complete the debriefing lesson for assessing his/her learning.

Complete the guided practice demonstration lesson to evaluate the session.

Debriefing Lesson #1

3-2-1 Out the Door

3 things I have learned today...

1.

2.

3.

2 things I am unsure of...

1.

2.

1 thing I can do immediately...

1.

Demonstration Lesson # 2

Health and Cleanliness

Objectives

Through this demonstration lesson the participants should be able to:

- Acquire skills of effectively teaching the basic concepts of health and cleanliness to primary learners by writing anticipation guide technique **(HO 10)**.

Out comes

Learning through the model of constructivism student(s) should be able to:

- Understand and recognize the importance of health and cleanliness.
- Identify means with which they can maintain health and cleanliness.

Phase I: Activating Background Knowledge

The approach used in teaching this demonstration lesson is Anticipation Guide.

Step 1. Determine what children already know about the ideas and notions that are presented in the text they have to learn. Use this knowledge to form some statements which will be either challenged or agreed upon by the children.

Following are some statements of this sort.

- God has forbidden us to keep ourselves clean
- It is good to eat rotten fruits and vegetables
- It is good to drink boiled water

- A man becomes lazy without exercise
- Sportsmen never do exercise

Step 2. Distribute these statements as individual handouts to the learners\ participants or present these statements on a chalkboard. Ask them to write down their responses and give reasons for their responses.

Step 3. Ask the students to defend their responses either individually or as small groups by providing appropriate reasons.

ANTICIPATION GUIDE

HO 10

An anticipation guide is used to stimulate personal reflection about a text. It can be used for texts in language arts, science, civics or social studies, health education, environment, and other content area subjects.

1. Write four statements on the board, related to the text to be read. These should be *opinion-based statements (agree/disagree statements)*. For example, before a story on common disease, you might write:
 1. *People who eat three meals a day can become sick.*
 2. *People who get sick must go to the hospital.*
 3. *People who eat meat daily can become sick.*
 4. *Children are more likely to get sick than adults.*
2. Have learners write the numbers 1-4 on their own papers and list whether they agree or disagree with each statement.
3. Have learners share their views in pairs, then call on volunteers to share their opinions with the whole group. Ask each volunteer to give reasons to support his or her opinion.
4. Preview the text about to be read. Remind them to compare their opinions with what the author says, as they listen to what is read.

Sample Anticipation Guide

Strongly Agree

Strongly Disagree

-
1. *People who eat three meals a day can become sick.*
 2. *People who get sick must go to the hospital.*
 3. *People who do not eat meat daily can become sick.*
 4. *Children are more likely to get sick than adults.*
-

Phase 2: Constructing Meaning

In this phase facilitator will Guide learners to new information and construct understanding by reading a text .Teacher will think aloud as she/he reads the text.

Step 1. Ask the children to note what part of the text confirms, rejects or elaborates each of the statement in the anticipation guide. Ask the children to mark those parts of the text that confirm, reject or elaborate each of the statements in the anticipation guide **(HO 11)**.

Step 2. After the reading is finished ask the children to turn to the anticipation guide and ask them to determine whether they have changed their minds regarding any of the statements.

Step 3. Ask them to rewrite the statements they have to alter.

HO 11 Statements	Student Responses	Alternate views and ideas acquired from the text.

Phase 3: Evaluate and Apply

Step 1. After completing the two stages above teacher will undertake the following assessment activities:

- Students should be asked to solve the questions given at the end of the text and share their answers with a partner to discuss and correct any differences in their answers to the questions.
- As a whole class, the main points learned will be revised on the blackboard and a class discussion held.

Step 2. To assess participants' level of understanding of the workshop, the facilitator will:

- Ask participants to develop a similar demonstration lesson on one of the topics from the text book.
- Share the lesson with a colleague and discuss similarities and differences in their plans.
- Teach the same lesson during the field work and self assess his/her own teaching.

Step 3. At the end of the session the participants will:

- Complete the debriefing lesson for assessing his/her learning.
- Complete the guided practice demonstration lesson to evaluate the session.

Debriefing Lesson #2

3-2-1 Out the Door

3 things I have learned today...

1.

2.

3.

2 things I am unsure of...

1.

2.

1 thing I can do immediately...

1.

Guided Practice for Demonstration Lesson #2

What parts of the demonstration seem most critical?

Practice the key teaching skill here:

Share your ideas with a partner. How did your ideas compare with your partner's ideas?

How confident are you now that you can use this technique in your own classroom plans?

5

2

3

4

5

Not Confident at All

Very Confident

What question do you have at this time?

Demonstration Lesson # 3

Professions

Objectives

Through this demonstration lesson the participants should be able to:

- Acquire skills of effectively teaching about various professions to primary learners by using graphic organizers.

Out comes

Students (s) should be able to:

- Recognize and name the various kinds of professions in Pakistan.
- Write down and tell the names of professions that are held by the people in cities and towns.
- Tell in what way different professions serve us.
- Learn about the dignity of work.

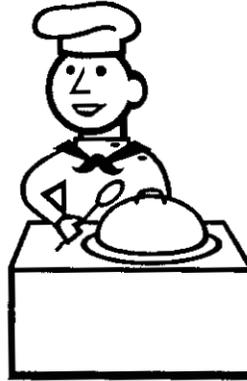
Phase I: Activating Background Knowledge

In this lesson, graphic organizer is used as a teaching technique.

Step 1. Ask the children what they want to become when they are grown up. Ask them what different people do as work, for instance what their fathers do? What their mothers do? Show the pictures of different professionals (**HO 12, 13, 14**). Ask children to name those professions. Help children in doing so.

Step 2. Distribute sheets containing pictures of professions along with a list of names as group handouts to the students. Picture sheet may contain pictures of a doctor, a nurse, a potter, teacher, shepherd, a carpenter, an ironsmith etc. Ask them to select the name of each profession from the list (**HO 15**) and write it beneath the picture. Encourage them to discuss their possible responses in groups.

HO 12





HO 13





cleaning lady	magician
firefighter	cook
soldier	painter
tailor	construction worker
photographer	teacher
shepherd	policeman

Phase 2: Constructing Meaning

The facilitator will guide learners to new information and construct understanding by reading a text (HO 16). Teacher will think aloud as he reads the text.

Step 1. Ask the children to note what part of the text confirms or rejects their responses in the picture sheet. Ask the children to mark those responses in the picture sheet that are confirmed or rejected by the reading.

Step 2. After the reading is finished ask the children to turn to the picture sheet and ask them to determine whether they have changed their minds regarding any of the names.

Step 3. Ask them to rewrite the names they have to alter.

What Do You Want to Be When You Grow Up?

A classroom teacher prepared a lesson for the students in her class on the subject of what do you want to be when you grow up. She gathered all her materials and began teaching the lesson. The children in the classroom were very excited to learn. The teacher began by reading a story to the children about professions. Following the story she asked the students individually what they wanted to be when they grow up. Sadia said that she wanted to be cleaning lady to help people keep Pakistan clean and beautiful. Wasim exclaimed that he would be a magician and do tricks for children that would make them smile. David stood up and announced that he was going to be a firefighter to rescue people in burning buildings. The teacher asked Yusuf, who was sitting quietly, and he exclaimed that he would be a cook so that people could enjoy good food. Riaz immediately began telling the class that he would be a soldier to defend the people of Pakistan. The teacher asked the children to think about some other professions that were not in the book that they might be when they grow up. She also asked them to think about what kind of training they would need for the profession. Abdule said he would be a tailor so he would need to learn to sew. Farhat placed his hand to his face and pretended to take pictures and said he would be a photographer. Parveen stood up and said she would go to college to become a teacher! Ahmed quietly raised his hand and said he would train to be a construction worker and build houses. Howard insisted that he would go to school to become a policeman and make sure people did not break the law. Majeed said that he would be a shepherd and train with his father to take care of the

sheep. The teacher told the students that they all were going to be wonderful grown ups with notable professions.

Phase 3: Evaluate and Apply

Step 1. After completing the two stages above teacher will undertake the following assessment activities:

- Students should be asked to write down the names of ten professions that are common in the cities and ten professions that common among town folk and share their answers with a partner to discuss and correct any differences in their answers to the questions.
- As a whole class, the main points learned will be revised on the blackboard and a class discussion held.

Step 2. To assess participants' level of understanding of the workshop, the facilitator will:

- Ask participants to develop a similar demonstration lesson on one of the topics from the text book.
- Share the lesson with a colleague and discuss similarities and differences in their plans.
- Teach the same lesson during the field work and self assess his/her own teaching.

Step 3. At the end of the session the participants will:

- Complete the debriefing lesson for assessing his/her learning.
- Complete the guided practice demonstration lesson to evaluate the session.

Debriefing Lesson #3

3-2-1 Out the Door

3 things I have learned today...

1.

2.

3.

2 things I am unsure of...

1.

2.

1 thing I can do immediately...

1.

Guided Practice for Demonstration Lesson #3

What parts of the demonstration seem most critical?

Practice the key teaching skill here:

Share your ideas with a partner. How did your ideas compare with your partner's ideas?

How confident are you now that you can use this technique in your own classroom plans?

6

2

3

4

5

Not Confident at All

Very Confident

What question do you have at this time?

References:

Piaget's theory of intellectual development, cited from Donaldson, Margaret. (1982). *Children's Minds*.

Glasgow: Fontana/Collins.

Piaget, J. (1958). *The Child's Construction of Reality*. London: Routledge and Kogan Paul.

Herber, H. (1978). *Teaching reading in the content area*. (2un ed.) Englewood Cliffs, NJ: Prentice Hall.

Professional Development Program for Primary School Teachers
Module: 4 Techniques of instructions and assessment for Social Studies and Urdu

Sessions	Day One	Day Two	Day Three
8.30 – 10:30	Recitation from the Holy Quran Overview of the Module <ul style="list-style-type: none"> Asking participants to discuss their expectations of the module in a group and share with the whole class. Note down these on a chart. Sharing aims and objectives, structure and outline of the module by facilitators. 	Recitation from the Holy Quran Reflections on previous day's activities <ul style="list-style-type: none"> Demonstration activity on welfare organizations. Participants develop similar activity and share with a partner or do microteaching Review activity – debriefing and guided practice for demo lessons. 	Recitation from the Holy Quran Reflections on previous day's activities <ul style="list-style-type: none"> Demonstration activity on professions Participants develop similar activity and share with a partner or do microteaching Review activity – debriefing and guided practice for demo lessons.
10.30 – 11:00	TEA BREAK & SOCIALIZATION		
11:00 – 1:00	<ul style="list-style-type: none"> Discussion about different techniques used in the module. Demonstration activity on village, town and city. Participants develop similar activity and share with a partner or do microteaching review activity – debriefing and guided practice for demo lessons 	<ul style="list-style-type: none"> Introduction to Module of teaching Urdu and sharing objectives of the module with participants and discussion Demonstration activity on story writing Participants develop similar activity and discuss with partner 	<ul style="list-style-type: none"> Syntheses of the module: Reflections from the participants, resource persons and facilitators. Module evaluation. <p>Participants will write a reflection of the day in their journal. Reflect on: What was learned? How it will change the teaching Questions about the concepts or activities</p>
1:00 – 2:00	LUNCH & PRAYER BREAK		
2:00 – 3:45	<ul style="list-style-type: none"> Demonstration activity on transportation. Participants develop similar activity and share with a partner or do microteaching 	<ul style="list-style-type: none"> Demonstration activity on health and cleanliness Review activity – debriefing and guided practice for demo lessons. 	
3:45 – 4.00	TEA BREAK & SOCIALIZATION		
4.00 – 5.00	Assigning task to develop more demonstration activity and review activity – debriefing and	<ul style="list-style-type: none"> Participants develop similar activity and share with a partner or do microteaching 	

	<p>guided practice for demo lessons</p> <p>Participants will write a reflection of the day in their journal. Reflect on: <i>What was learned?</i> How it will change the teaching Questions about the concepts or activities</p>	<ul style="list-style-type: none"> • review activity – debriefing and guided practice for demo lessons <p>Participants will write a reflection of the day <i>in their journal</i>. Reflect on: <i>What was learned?</i> How it will change the teaching Questions about the concepts or activities</p>	
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