

**THREE DAYS REFRESHER TRAINING
ON INTERACTIVE TEACHING AND
LEARNING METHODOLOGY**

For K-G, Grade-I, II &III

Inaugural Speech

Chief Executive CRI, Mehnaz Aziz, present at the opening ceremony welcomed all participants for taking part in the three-day orientation training workshop on interactive teaching and learning methodology. She appreciated the efforts of old partner schools' teachers in making CRI program a huge success and acknowledged their hard work and enthusiasm. She asked them to continue with same zeal and spirit in the future as well. Chief Executive shared the FDE request made to CRI for spreading its program in all schools of Islamabad. She told all the participants that without their participation this huge success would never had come.

She shared that CRI Pakistan, being an education institution has been implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. She thanked the funding support of USAID that has made it possible to implement the best global methodology tried and tested in more than thirty five countries of the world in the entire school district of Islamabad besides Rawalpindi City District and Karachi City District.

She said that CRI's efforts reflect on its commitment to support Government of Pakistan's Education Sector Reform Agenda. The teaching methodology initiated in 2002 has improved performance of children in partner schools making them confident and developing their critical thinking skills.

Assistant Director of Education, Ms. Amina also present on the occasion, expressed her warm wishes to all the participants. She said that CRI, FDE and all associated schools' faculties were a part of one family and their relationship could be strengthen by adding value-based inputs and by removing anomaly. She wished all the participants good luck for their upcoming training.

Registration and Introduction

The training was formally started with the registration of all participants. One of the participants recited a verse from the Holy Quran. CRI trainers then introduced themselves to the participants and formally started the training sessions. First, the participants were divided into groups in order to perform training activities in an organized manner. The trainer asked participants to call numbers from 1-9 and arranged them in 9 groups. The groups formed were called tulips, shama, moon, alpha, rose, star, shaheen, khushboo, Fatima Jinnah group.

Opening of the Session

The trainer in her introductory session told that the basic purpose for conducting this workshop was to introduce new teachers with the key concepts of CRI methodology and refresh the old teachers. Comprehensive sessions on Family Involvement, Language Arts, Science and Social Studies and Math were conducted to promote activity based learning in CRI old partner schools. The trainer also shared the successes made by CRI program since 2002 and attributed all these achievements to the teachers of old partner schools as without their cooperation it would not have been possible.

Job Chart

Participants were given demonstration about the job chart which represented different jobs that can be assigned to children in classroom in order to develop their self confidence and feeling of responsibility. The jobs represented were,

- Management goods
- Handout collector
- Table management
- Work displayer
- Material collector



The trainer asked each group to select a person who would perform the above mentioned jobs and another to write the name of that person on the job chart. The purpose of using job chart was to train teachers about assigning different duties to students while using the job chart.

Then rules were made.

Rules

1. Keep mobile phone on silent mode

2. Raise hand before saying anything
3. Wait for your turn
4. Listen to others attentively

The trainer shared three day agenda of the orientation with the participants. She then shared the story 'Koi baat nahein' with the participants. The purpose of the story narration was to make participants realize that doing something out of set routine and allowing others to share their thoughts was nothing as harmful rather it help developing tolerance.

Feedback

Successes and achievements of CRI were shared with the participants. Teachers were asked about the positive feedback and concerns regarding the implementation of CRI methodology in classrooms.

Positive feedback reported by teachers was as follows:

- Change in the attitudes and behavior of teachers.
- Classroom environment has improved for getting better education
- Parents, teacher and student triangle has come more closer
- Students have become more self expressive as their confidence has improved
- Attendance of students has increased as parents want that their children to take admission in Government schools
- Through Morning Meeting it has become possible to explain concept of math, science and arts altogether.
- Transition from one period to another has become very smooth because of the written schedule

Concerns

Concerns reported by the teachers are as follows:

- Teachers/students ratio is not balanced
- Most of the teachers are either on contract basis or they are transferred from different schools so they cannot concentrate on teaching
- While carrying out certain activity, maintaining discipline is a major problem
- Mostly, heads never give permission for outdoor visits.
- Parents want teachers to give written assignment rather than engaging students in activities.
- Time management is also one of the problems.

The trainer then discussed these feedbacks with the participants by showing overhead slides.



Morning Meeting

Morning meeting sets the tone for respectful learning and establishes a climate of trust based on democratic principles. It facilitates teachers in conducting different activities related to different subjects and also enables them to make morning meeting a fun filled time during which students learn different skills and concepts while being engaged in play. The concept of morning meeting extends beyond gathering into the classroom, the school and the community. Morning meeting motivates children by addressing two human needs;

1. The need to feel a sense of significance and belonging
2. The need to have fun

The repetition of ordinary routines of respectful and democratic interaction during the Morning Meeting enables extraordinary results. Morning Meeting merges social, emotional and intellectual learning of each member of the classroom community.

One of the groups was selected to conduct Morning Meeting. One by one they greeted each other and told about their favorite personality and why he/ she like that person. Then the participants were showed slides about parents' involvement and its affect on children's development and growth.

Greeting: The participants were to greet and share the name of their favorite family member.

Sharing: Open-ended

News & Announcement

Activity of 'Heart Mapping'

For the activity, heart shaped chart papers were distributed among the participants. All of the participants divided the heart shape into small portions showing how much they love different people in the family.

Role Play

One of the trainer played the role of an illiterate mother to show the participants that how the morning meeting time can be utilized to call parents in order to contribute some good skills or talent in the classroom activities.

Family Involvement Session

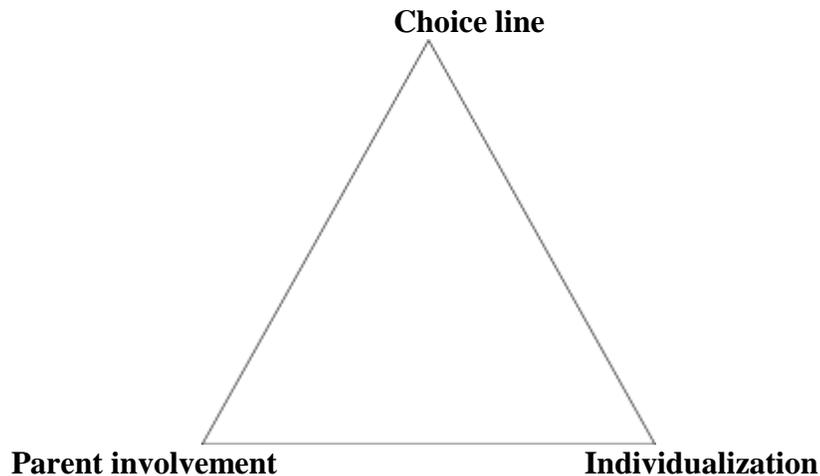
Another trainer narrated the story called 'Chrysanthemum' in Urdu and later on she



discussed the story and its moral lesson with the participants. The participants all agreed that family involvement was essential in reinforcing and expanding classroom learning and building the interests and learning that occur at home.

Sharing the Triangle

Participants were shown the slide of a triangle.



- A slide was shown regarding how different activities can be introduced in the classroom with the help of parents.
- Participants were asked about how educated and uneducated parents can help in introducing various activities in classroom.
The conclusions given were:
- Introduction to methodology book as teachers' guide
- Parents can help in classroom management, activity center's setting, story telling, cleanliness, making clay models, art work and handicrafts.

Activity

Participants were asked to write down the challenges as well as solutions in involving parents on a chart paper.

Challenges:

- ✓ Parents live at distant places
- ✓ Parents are illiterate and feel hesitated in coming to school and discussing about their children's performances with teachers
- ✓ Parents are unable to come due to personal problems
- ✓ Less cooperation between the parents and teachers.
- ✓ In some schools, heads don't allow parents to come to the class and discuss about their children.

Solutions

- ✓ Parents should be involved in literacy program

- ✓ Teachers should show flexibility in their behavior
- ✓ They should be tolerant and patient while talking to the parents
- ✓ Teachers can communicate with parents through daily reports.

Next the trainer showed the overhead slides with the topic ‘methods to participate parents’ which included news letters, suggestion box, reports, notice board and bulletin board.

Activity

Each of the participants was given some patterns of flowers and they have to write five different activities that parents can perform in the classroom with the children on five petals. Later on all the participants pasted their diagrams on the wall.

Different activities suggested by the participants were:

- ✓ Cleanliness
- ✓ Story telling
- ✓ Clay work
- ✓ Class room arrangement
- ✓ Dairy writing
- ✓ Gardening
- ✓ Wooden block arrangement
- ✓ Cleaning the shoes.

The trainer started the Morning Meeting session by sharing agenda with the participants. To form a group for morning meeting, she called participants whose names were starting with A,B,C,D,E,F,G,H,I,J,K and asked them to make a circle.



Greeting: Participants were asked to greet each other and to select a number and give the reason for its selection. People related numbers to their birthday dates, date of joining the job or any other exceptional event in their life.

Sharing: Two participants shared important events in their life.

Group Activity: Participants were given a task to guess the number of buttons in the estimation jar. The central idea of this activity was to develop observation and estimation capability in students.

News & Announcement: It included description about that day, date and weather. The trainer made the announcement that participants would do science and math session that day.

Science Session

Science has permeated our lives and it informs our actions. There have been tremendous advances in the field of science and technology over the last decade or so. Each day something new is discovered and with the increase in scientific knowledge, there is an increase in demand for educated students. The trainer explained in detail the importance of science and how it was essential and correlated with daily life.



Participants discussed about different topics of science, they teach in Grade one such as:

- ✓ Living things
- ✓ Birds
- ✓ Vegetables and fruits,
- ✓ Senses
- ✓ Growth
- ✓ Animals

- ✓ Energy
- ✓ Light
- ✓ Seasons
- ✓ Directions

What do we need to study science?

- ✓ Observation
- ✓ Hypothesis
- ✓ Experimentation
- ✓ Reasoning and deduction

Activity

How many corks filled with water can be used to fill up the glass up to certain mark? In this activity, first, the hypothesis was made then experimentation which was based on observation.

Work Stations

Different working stations were conducted for the participants. The tasks given to them were:

- To analyze with given material which objects float and which sink
- To separate pictures of living and nonliving things and to label them
- To analyze the leaves, separate them and make their groups according to their similar shapes
- To make the models of means of transportation
- To write the names of the parts of body and their specific functions

Language Art

The next session started by obtaining feedback from the participants about the language skills. The trainer highlighted four language skills which included listening, speaking, reading, and writing. She told that without the ability to understand words children were restricted in their ability to receive information from books and other printed materials, or to develop ideas and communicate them to others. CRI's entire program is directed at fostering children's ability to use and understand language in a comprehensive manner. As children grow in their ability to speak and listen, their need for written language emerges and they begin to use writing to record and to communicate their ideas and experiences.

She shared four methods of reading with the participants:

- 1-Guided reading
- 2-Shared reading
- 3-Independent reading
- 4-Aloud reading

The trainer explained CRI methodologies that promote creative writing for developing vocabulary and enhancing learning process. She shared different slides showing different stages by which a child could become a good writer and reader. At the end, she also shared that CRI's objective regarding reading and writing were as similar to what had been given in our national curriculum goals.

Fun with Math

Math session was started with an interesting story called, "**Frog & Toad**". Later the trainer asked the participants to take out the important concepts that they observed in the story and how they were related to Math.



The participants shared the following concepts:

- Counting
- Sequencing
- Colors
- What comes after and before
- Sizes

The trainer told how creativity help teachers can develop interest for their subject and use different skills and techniques to cater with the developmental needs of the students and help them become life long learners. She asked them to give some qualities of a good math teacher.

The participants shared the following qualities:

- Who can develop interest
- Relates Math to the daily life
- Adopts interactive teaching style by using manipulative and A-V aids
- Soft spoken and possesses good personality traits

Children learn a lot from the things around them. The rate with which they are absorbing things at early age is very fast they are learning through hand on experience without having any fear of the results. Teachers should adopt those methods of teaching that are activity based. For this purpose different material can be used to give the concept for any topic.

The trainer then through a simple activity showed math was all around them.

Activity

Each group was given task cards on which different professions' name was written. They were asked to apply math with each profession.

The professions given were:

- Architect
- Engineer
- Chemist
- Welders
- Shopkeepers
- Doctors
- Astronauts
- Ship Captain

After the activity, the trainer explained that everybody apply mathematic concepts in day to day dealings. The purpose for this activity was to make participants understand that in order to sharpen critical thinking among students they should practice interactive techniques so to make the concepts of Math more clear which would in turn help in producing life long learners and independent problem solvers

The trainer gave the following material to explore:

- Geo-board
- Cuisenaire rods
- Pattern blocks
- Inch cubes
- Concepts of shapes with paper folding

The purpose to let them explore material was to make them understand that by using Math manipulative they were not wasting their time but helping in making teaching more effective. The participants shared that this refresher workshop has provided them a golden chance to update their knowledge about different topics of Math. They assured that they would transfer their knowledge in classroom as well.

Language Art Session

The trainer distributed syllabus books among groups and asked them to do the following activity.

1. Make word wall with vowels
2. Book making
3. Model of a house by using wooden blocks
4. Perform role play on the topic selected from their Urdu lesson
5. Picture description
6. Display different sentences with the help of the picture on the sentence strip chart



The group then gave presentation.

Classroom Environment

The trainer started the session by narrating a story “Hassan Ki Kahani”. Participants were provided heart shaped patterns and were told to tear it bit by bit whenever they feel that the boy in the story was being hurt. She shared how others behavior affect the learning domains of children and emphasized that parent and the teachers could play vital role in building a strong personality of a child. She put strong emphasis on classroom environment and role of teachers in children’s life.



She shared how important role the physical and psychological environment of classroom can play in order to meet the learning needs of a child.

Physical Environment

- Open and labeled shelves
- Material within reach of children
- Groups formation
- Learning Centers
- Centers consisting of organized indigenous material
- Use of the blue charts
- Choice time activities
- Material integration with the syllabus
- Morning meeting
- Story telling

- Parents' Bulletin Board
- Small and Large group activities
- Seating arrangement

Psychological Environment

- Teacher's tone
- Teacher's verbal & non verbal expressions
- Teacher-child interaction

The session was ended with a documentary on interactive classroom environment. The evaluation forms were distributed among the participants and later they were given methodology books.