

**REPORT
ON
INTERACTIVE TEACHING AND LEARNING METHODOLOGIES
WORKSHOPS
FOR
GRADE - I TEACHERS**



July 30-August 03, 2007

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

***INTERACTIVE TEACHING AND LEARNING METHODOLOGIES
WORKSHOP FOR GRADE - I 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 besides Rawalpindi City District, and Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy 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

Three five days teachers' training workshops on interactive teaching and learning methodologies took place for grade - I teachers of partner schools included in Phase - II in three different Teachers' Resource Centers (TRC) from July 30 - August 03, 2007. Total one hundred and eighty two (182) teachers attended these training workshops whose contents were schematized by CRI's Master Teacher Trainers keeping grade I 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.

Following are the TRCs where the three training took place simultaneously:

- Group I:** Federal Government Junior Model School G-9/3 Islamabad.
Group II: Federal Government Junior Model School G-7/3-1 Islamabad.
Group III: Federal Government Junior Model School I-8/1 Islamabad.

Duration of the Training: Five days each

Names of Trainers: Ms. Qurat ul Ain
Ms. Munazza Imran
Ms. Sadia Shakeel
Ms. Saima Qadeer
Ms. Nazakat Bibi
Ms. Sarah Qaiser
Ms. Tasneem Sarwar
Ms. Maryam Shah
Ms. Hina Khokab
Ms. Shabana Akram
Ms. Samina Anjum
Ms. Sabahat Yasmeen
Ms. Tayyaba Ali Khan
Ms. Uzma Batool
Ms. Humaira Jamil
Ms. Saira Mubarik
Mr. Abid Hussain

WORKSHOPS OBJECTIVES

- 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.

PROCEEDINGS OF DAY ONE

JULY 30, 2007

Registration of the Participants

The first day of the training started with the registration of the participants. The trainer shared the training agenda and introduced themselves to the participants. One of the participants was asked to volunteer for the recitation of some holy verses from the Quran. A chart was also displayed at the entrance of the hall on which participants had to write down the means of transportation they used to reach the training hall.

SESSION I

Opening Activities

The trainer started the training by giving a brief account of work done by CRI in federal and regional sectors. Trainer briefly explained the scope and objectives of CRI's work with the participants and shared that CRI's methodology has been tried and tested in more than 35 countries all over the world. The program initiated in 2002 with the funding support of USAID is designed to meet child's specific needs.

Name Tags and Sharing of Agenda

The trainer asked participants to write their names in bold letters on the name tags so that everyone finds it convenient to know each other by their name. The trainer then handed out a postcard to each participant and asked them to draw four pictures or symbols that represent their personality and then display it on a chart titled '*All about me*'.

Training Rules

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

- No Noise Rule
- Every participant will raise hand to gain the attention
- Punctuality will be observed by both the trainers and participants
- Wait for the turn
- Cellular phones will be set on vibrator/silent mode

Group Formation

All the participants in the hall were divided into six groups comprising of five members. Participants were requested to select a name of any flower for their group. Participants mutually selected the following names for their group:

- Rose Group
- Kanwal Group
- Lotus Group
- Tulip Group
- Jasmine Group
- Motiya Group

Job Chart

Participants were given colorful paper of various shapes. They were asked to assign the following responsibilities among themselves and to display them on a chart named '*Job Chart*':

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

Parking Lot

A chart named '*Parking Lot*' was also displayed on the wall on which participants were encouraged to write any comments, views or concerns that they feel during the training.

Group Activity

A packet of assorted items was handed to the participants. The trainees were asked to make a list of things they could see without lifting the packet. The trainer's tone was harsh as she called some trainees 'back benchers' and sternly told them to stay quiet. Pin drop silence prevailed in the hall while the participants struggled to make a list. After a while, participants were allowed to touch without talking so that they could add the missing items in the list. At the end, group discussion was allowed and the trainer's tone became encouraging and she praised the trainees who completed their list. It was explained that the purpose of this activity was to show the trainees how children's emotions are affected by teacher's attitude. Harsh attitude of the trainer in the first step inhibited learning as trainees were petrified and too scared to explore. Label of 'back benchers' destroyed self respect. Observation was developed but learning was stunted. In the second step, a better chance of learning was provided as trainees could explore

the items. However the best attitude was one in which trainees explored and discussed the material with their colleagues. All the participants unanimously agreed that the third environment was the most encouraging attitude to expedite learning.

SESSION II

Overview and Philosophy

CRI promotes child centered education and to change the prevailing traditional teaching style teachers must impress upon interactive teaching and learning programs with healthy early childhood education (ECE) foundation. The aim of CRI is to enable the children to learn themselves, meet challenges and to prepare themselves 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's educational process.

To energize the participants, trainer wrote the word 'Mango' on the multimedia. Trainer emphasized that the child can be taught the pronunciation, color and meaning of the word. The participants were given a yellow paper cut in the shape of a mango. The trainer then shared the feedback collected from the participants that children can be given the concept of shape, color and size. The trainer then gave a plastic mango to each group and participants shared that the children can feel the shape and size by holding the mango in their hands. Also, the season of the fruit can be taught. At The very end, a real mango was handed on each table and the participants shared that the children can be given the concept of smell and taste. CRI philosophy is the same that teaching with hands on material leaves a long-lasting impact on the child's memory and retains for a longer duration. CRI wants children to become active learners and create such environment in which they learn continuously. Trainer emphasized that teaching methods should be implemented in a way that individual personalities of children are polished. Children of 21st Century are very inquisitive and they have an understanding to a level where they are able to differentiate right from wrong. But, at the same time they are facing many challenges such as:

- Media challenges
- Environmental challenges
- Social challenges
- Political challenges

Since the children of today are facing many challenges, we have to see whether our children are prepared for them or not. The trainer then shared the four developmental domains of the children that were:

- Physical
- Cognitive
- Language
- Social/Emotional

These developmental stages develop with the child's age as the mental level varies from age to age. They also play an important role in creating a democratic society.

SESSION III

Building Classroom Community

Trainer shared that a child-centered classroom is based on the following three components:

1. Individualization

Every individual is unique. Each child has its own strengths and weaknesses. If the teacher knows the child on individual basis, only then the child can be selected for individual and group activities. Research has shown that no child is weak or dull. Some children are strong in a certain skill while others are strong in other fields.

2. Child Choice

Children should be given choices rather than forcing material on them. If children are not given choices, teacher cannot recognize the child's individual capabilities. Once the teacher interacts daily with the child, she gets to know the child better and can bring out the best in him. Giving choice times help children to make decision.

3. Parent Involvement

Teachers can play an important role in involving parents to classroom activities. Parents are the first and foremost teachers in the learning process of any child. Research shows that those children whose parents take extra interest in their child's classroom activities tend to excel in their classes.

Trainer shared important factors involved in the developmental stages of children and stated that CRI's methodology wants to develop the following skills in the child:

- Develop communication skills
- Becomes problem solvers
- Become active listeners and pay attention

- Adopt process of critical thinking
- Organize small tasks
- Develop understanding amongst their peers
- Learn to trust each other and become friends

Story Telling

Trainer shared a story named '*The Rainbow Fish*' with the participants and asked them to guess what the story book could be about looking at the title page of the book. The story was about a shiny and proud fish that was popular in the entire sea but towards the end of the story, the rainbow fish learnt the value of friendship and community making.

The trainer shared that sharing such stories with the children help them understand the value of working in groups, as working in groups help in the following ways:

- Sharing of joys and sorrows together
- Conveying of thoughts and ideas easily
- Sharing opinions
- Developing a sense of sacrifice
- Distributing work load
- Get the best opportunities to learn and teach at the same time
- Able to control emotions and show tolerance

Group Activity

Trainer asked material collector to collect some colors, paints, brushes and a white piece of cloth and then asked all the participants to express their creativity by drawing anything they wish to it. Everyone performed the activity in groups and developed a sense of community and togetherness. The participants were given ten minutes to finish this activity, all the participants painted fabulous pictures.

Visit by Amna Tariq, Coordinator Training FDE

Ms. Amna Tariq, Coordinator Training FDE paid visit to one of the training hall at Teacher's Resource Center Federal Government Junior Model School, I-8/1 Islamabad. After encouraging participants' efforts she asked them to share their experiences and expectations regarding the training workshop. She shared that CRI program has produced successful results in its partner schools due to which more than eighty schools have been made CRI partners this year. Ms. Tariq advised the participants to take full advantage of this training as it is an incentive for the teachers towards better utilization of their teaching skills and completion of the syllabus in an effective manner.

Later, she asked participants to share their concerns regarding FDE responded to them appropriately.

SESSION IV

Philosophy of Morning Meeting

Morning meeting is a key component of CRI training that gives a positive start for the day. It helps children introduce, socialize and get to know each other. It prepares them for the school environment since it is a transition state from home to school. Trainer shared important factors involved in the developmental stages of children and stated that CRI's methodology develops the following skills:

- Problem solving
- Freedom Choice
- Critical Thinking
- Sharing Responsibilities

There are four components of morning meeting:

- Greeting
- Sharing
- Group Activity
- News and Announcements

Greeting: This aspect does not mean that children just share their names and nothing else. Trainer emphasized that children should be taught through the environment around them. Create curiosity when teaching a concept and utilize classroom environment. Teacher should have a friendly attitude towards the children so they become your best companions and are not uptight in classroom. Trainer stressed that eye contact should be maintained while greeting each other to develop the confidence level.

Sharing: This component allows the child to share their opinions, feelings, liking and disliking. Sharing provides an opportunity to discuss matters with each other. Sharing does not mean that children always share positive feelings but negative sharing is also very important because children need to express their inner feelings which they are holding back. Children, who lack in any facet, overcome their shyness, also reading, writing, speaking and listening skills develop simultaneously. Sharing is a two-way learning process; teachers also gain knowledge from students. Here, teacher's role is very important as she can handle the situation and take it in a positive way if the

meeting is inclining towards negativity. The teacher should always be alert and conclude the sharing giving a moral lesson.

Group Activity: Through group activities, children learn democratic values, care for each other and put aside their personal interest. Children learn to admit mistakes and become patient. They come closer to each other and overcome their weaknesses within the group. Group activities should be appropriate to child's age level. Sentence making skill develops in children. Teacher should introduce group activities which are related to the concepts taught during classroom. Also, teacher can integrate morning meeting with the new concept being taught.

News & Announcements: In this component, teacher shares different news such as date, weather, schedule of the day, preparing children for upcoming activities and lessons. This element plays an important role in developing reading, writing, listening and speaking skills. Teacher can share any important news with children to increase their knowledge. This section of morning meeting prepares children mentally for the day by creating a sense of anticipation and adding predictability. Above all, it helps in building communities on the basis of sharing information.

To conclude the session, the trainer asked each group to write two things that they learned that day on a sentence strip and then display it on the wall.

PROCEEDINGS OF DAY TWO

JULY 31, 2007

The second day of training started with the recitation of the holy verses of the Quran from one of the participants. In the morning chart activity participants had to write words starting with the vowels i.e. A, E, I, O, U.

REFLECTIONS OF THE PREVIOUS DAY

Group I: The trainer went over the suggestions posted on the parking lot from the previous day with the participants and encouraged them for giving more feedback. One of the propositions raised by the participants was how to manage a class and conduct morning meeting with huge class strength. The trainer assured them that if they managed their time and plan the session appropriately then they would be able to accomplish the morning meetings without any hitch. She also asked them to exclude the component of group activity from the morning meeting which could be done in the later part of the day. Another issue raised was about conducting morning meeting out side the classroom as there was not enough space in the classrooms. The trainer addressed that this was absolutely permissible.

Group II: The trainer shared feedback about the training with the whole group first thing in the morning. Very effectively she reviewed last day's activities and asked participants to share which session they liked most and why. The feedback from the participants showed that they were satisfied with all the sessions and were trying to grasp maximum out of this training workshop. One of the participants who questioned the importance of the training was told that the workshop would prove useful in training teachers to learn different teaching techniques. Participants were assured of the usefulness of the workshop and were told that it had been a success in schools where the methodology had been implemented. Overall participants showed their satisfaction towards the first day of the training.

Group III: The trainer reviewed the activities of the previous day with the participants. The participants seemed quite satisfied with the first day's training sessions. One of the participants encouraged the new training strategies and said that the philosophy of CRI and the objectives of Morning Meetings were quite motivational. Group making was highly appreciated as it helps in forming a community among children.

SESSION I

Morning Meeting

The trainer asked two participants from each group to voluntarily form an inner circle for the morning meeting. The remaining participants were asked to form an outer circle and become active listeners for the morning meeting.

Greeting: The trainer kept the greeting session simple as it was the first day of practical demonstration of morning meeting. The trainer asked the participants to greet each other while shaking hands and maintain eye-contact. Initially, the trainer introduced herself so that the participants can follow the given instructions more precisely. Afterwards, the participants in the circle gradually introduced everyone seated in the circle. Trainer pointed out that greeting each other is an excellent source for children to get familiarized with each other. Trainer added that greeting helps in restoring lost values that are gradually being forgotten by the children. Trainer mentioned that greeting also helps in building socialization in the community.

Sharing: This component allows the child to share their opinions. The trainer asked the participants to share any unforgettable adventure or occurrence of their life which makes them feel proud whenever they think about it. Two participants shared interesting incidents with the entire inner circle. These events were exciting and contained moral lessons for everyone. Remaining participants were encouraged to ask three open-ended questions to trigger a discussion forum amongst the participants.

Group Activity:

A short story titled 'Click Clack Moo, Cows that type' was shared with the participants. The story was regarding farm animals that were advanced and very technical and demanded things in exchange for milk and eggs. At the end of story, the group task given to the participants was that they were to make their own books about their favorite animal. The book should contain the title cover, author's name, picture of the animal and finally five sentences regarding that particular animal. Trainer shared that by encouraging and engaging small children in such activities helps in creating a sense of excitement and allows them to make choices.

News & Announcements: The news and announcement for the day was written on a chart with some blank spaces. Participants were requested to fill in today's date, day and weather. The announcement of the day was 'Today we will learn about reading and writing techniques'. Through this activity, children can be taught about dates and class schedules. It also improves children's writing and reading skills. Pronunciation and

vocabulary can also be made better through this practice. Thus, morning meeting can be collaborated with the syllabus of that particular day.

SESSION II

Balanced Reading

Language is a basic entity of any curriculum and teacher plays a vital role in building the child's character. Children should be proficient in their language. Trainer asked participant to express their opinions regarding teaching languages.

They shared the following view:

- Language should be in accordance with the environment
- It should fulfill religious and social values
- It should be as close to real life as possible
- It should allow children to express their views
- Should help children become responsible citizens
- Acknowledge them about their rights and duties

National goals of English and Urdu Language

The trainer then shared some of the national goals for English and Urdu language to be attained; such as:

- Able to comprehend the story
- Fluency in reading
- Express their feelings and experience
- Respect others opinions
- Understand and follow given instructions
- Make identical words
- Able to make sentences
- Expand their thinking process
- Appreciate their creative skills
- Understand words with their sounds
- Be critical thinkers and problem solvers
- Express their feelings by drawing picture
- Comprehend words and then write them
- Able to write their names in English and Urdu
- Understand the environment around them and then discuss about it

Trainer shared that the following points are proven in helping teachers attracting young children towards studies:

- Sense of community
- Colorful classrooms
- Friendly environment
- Story-telling
- Provide incentives
- Teacher's appearance

Participants were then asked to share their problems while implementing the above mentioned techniques. They shared the following concerns:

- Difficulty in persuading them to sit for a longer duration
- Non cooperative behavior of the parents
- Children are untidy and do not have proper utensils
- Dissimilarity in mother-tongue creates problems
- Difficult to make young children hold their pencils

The trainer then gave some possible solutions to the issues and explained that teachers can accommodate to the issues by using their available resources. She handed out flash cards on each table with different alphabets written on them. Participants were asked to raise the flash card, mentioned the letter and then described the sound produced by the particular word.

Visit of CRI's Chief Executive to the Training Hall

Ms. Mehnaz Aziz, Chief Executive of Children's Resources International Pakistan visited one of the training halls at TRC Federal Government Junior Model School G-9/3 Islamabad. She briefed the participants about the basic methodology of CRI program and its incentives to provide long term benefits to teachers and students. She encouraged participants to raise any queries that they had in their minds pertinent to the program and later answered and briefed their questions. One of the participants asked that what would be the next step after completing the training. Ms. Aziz answered that the trainers conducting these training workshops will be visiting the associated schools to provide technical assistance. Another concern was about providing furniture of which Ms. Aziz shared that the given budget does not cover the furniture expenses and they are solely the responsibility of the government.

Group Activity- Identifying Alphabets

In this activity, groups were handed out sheets containing a single alphabet and some pictures starting with any particular alphabet. The task given was to outline the strokes of the given letter and color the drawn pictures. The purpose of this activity was to help young children recognize and identify different alphabets and practice the grip of the pencil while writing. Participants were again handed with a sheet containing the sound of an alphabet and the task given was to identify the number of times the sound appeared in the phrase and also write the letter on the given four lines.

Activity 2

Trainer then shared a pictorial story titled 'Ali nay Baal Katwaye' and like always asked participants to guess what the story could be about by just looking at the pictures. The trainer shared that the advantage of pictorial stories is that it enhances children's imagination. The trainer handed two or three different objects on each table and then showed a doll named 'Sara' to the participants. Trainer asked participants to relate the given objects to the character shown and then depict a short story about it. Later, the participants shared the advantages of such activities which are given as follows:

- Make sentences in relation to the situation
- Improve speaking skills
- Recognize children's interests
- Use of materials in everyday life

Trainer then shared another story titled 'Chori chori, Chupke chupke' comprising of Urdu alphabets.

SESSION III

Book Making

Books are an exceptional source of wisdom and enhance the creativity in children. Young children often tend to get inspired by the words in books. When children are given the opportunity to create their own books, they naturally add their own words and this way they expand their vocabulary. The process of book making actually perks up their linguistics and combines the process of writing and reading. There are many other advantages of book making, shared the trainer, which are given below:

- Enhance creative skills
- Improvement in fine motor skills
- Learning different colors and shapes
- Improving writing skills by strokes
- Making use of different materials

- Giving concept of numbers, small and big
- Gathering identical materials

When a first grade child enters school, his fine motor skills are very weak since he does not have any practice of writing, therefore these activities help in improving their grip on the pencils so that he/she can write better.

Steps in learning writing skills:

The trainer shared that children adopts the following steps when they begins to write:

- Scribbling
- Linear/Repetitive drawing
- Letter like forms
- Early word-symbol relation
- Invented spelling
- Standard spelling

Basis of a writing program

Then the trainer shared some of the points which are considered as basis of any writing program, like:

- Offering a variety of writing opportunities
- Improving writing skills
- Providing opportunities for practice expressing ideas
- Expressing ideas in the form of words
- Developing self-confidence
- Foster enjoyment of writing experience
- Encouraging students to become life-long learners
- Building self-esteem and individual strength

Three different categories of letters in English alphabet were shared with the participants in detail:

- Sky letters
- Grass letters
- Root letters

Group Activity

The trainer then handed out colored papers cut in different shapes and asked participants to write all the sky letters on the blue cloud shaped paper, grass letters on the green grass paper and root letters on the beige colored paper cut in the form of roots and then paste them on the wall.

Trainer then asked the participants to recall the story they had heard earlier about the Urdu alphabets and then write those alphabets on the given flower shaped paper.

Each group was handed a cutting from newspaper and asked to read the given paragraph, then choose the words starting with the vowels and write it on the given paper cut in the form of an apple and paste them on the huge apple already posted on the wall. Also, write the words starting with the consonants on the given orange sheet and then paste them on a huge hut on the rear wall.

Group Activity-Book Making

All the groups were given different topics and asked to create books. The participants had to work in groups but they were not given any instructions on what kind of book to create. They were given open choice to either draw mural or they can write a story about the given topic. Some of the topics given were:

- Colors
- Animals
- Vegetables
- Things in Sky

Book making activity enhances the basic four components of language:

- Reading
- Writing
- Speaking
- Listening

The trainer concluded the session by sharing that the day's activities pertained to creativity, sounds, formation of letters, story telling, memorization, vowels and consonants, retelling of things based on experience and observation, picture description etc.

PROCEEDINGS OF DAY THREE

AUGUST 01, 2007

The third day of training started with the recitation of the holy verses from Quran. The morning chart had shapes of a circle, square, triangle and rectangle. Participants were asked to write examples of the objects that resembled those shapes.

REFLECTIONS OF THE PREVIOUS DAY

- Group I:** The trainer shared the reflections pasted on the parking lot by the participants. Majority of the teachers praised and appreciated the activities performed throughout the day and found them very informative and interesting. A concern brought up by the participants was that how could the four basic skills taught to children in a short span of time, the trainer shared that these basic skills were already being implemented by every teacher in each and every subject. Another concern raised was that how can parents help in the language, of which the trainer explained that parents are the ones who initiate the language skills at home when the child is young. Over all the participants showed their satisfaction over the training sessions.
- Group II:** Participants praised the trainers for the excellent deliverance of their sessions. They admitted that they committed the same errors as pointed out by the trainer during the sessions and vowed to improve their teaching skills by applying the learnt techniques in their classes.
- Group III:** The third day of training started with the response to the reflections by the participants. The participants enjoyed the balanced reading session very much. The participants shared that they have learnt different techniques of teaching that would certainly help them in their classes. Overall view suggested that they participated enthusiastically in all sessions of the previous day.

SESSION I

Morning Meeting

Since the day's session pertained to mathematics, therefore the activities conducted in the morning meeting involved some mathematic skills and activities. Some numbers

were randomly pasted on the back of twenty participants' chairs. Those participants were asked to come forward and form a circle for the morning meeting.

Greeting: Participants were told to greet each other first and then tell a single number to their neighbor counting backwards and starting from the number 50 and ending at 30. Trainer mentioned that the teacher can point any mistakes children make during greeting but it should be in a positive manner. By correcting and at the same time appreciating them build confidence in them. Teacher can also give this as a home assignment to children. This activity will increase their knowledge and listening skill.

Sharing: The trainer asked participants to share any experience or incident with the remaining participants sitting in the circle. This was an open sharing and two participants shared some interesting incidents they came across with during the previous week. Participants were encouraged to raise questions regarding the sharing. Trainer shared that during the question session, children can sometimes get confused and they do not know what kind of questions to ask; at this point teacher can ask the question herself and also guide the students to raise similar questions. Trainer explained that during the sharing session, some lesson can be learnt and pointed out to the children.

News & Announcements: The date, day and weather of the day were written on a chart. The trainer shared that the announcement can be made distinctive by adding different national events related to the month when a new month begins. The Message of the day was 'Every child is precious, every child is a gift, and every child is inquisitive'. The trainer then asked participants to count the words appearing in the 'message' to relate it with mathematics.

Group Activity:

The participants moved back to their seats for group activity. All participants had to do was to write counting from 1-10 and also represent each number with any symbol using different materials provided.

SESSION II

Introduction of Family Literacy Program Component

As the participants attending the training were from new partner schools thus the concept of family literacy program component was shared with them. The family literacy component is very important, shared the trainer, as it aims to improve the literacy level of parents and siblings. It provides methods and techniques to the parents to encourage children and support their learning at home i.e. by helping them in their

homework and answering their questions properly. The trainer shared that family literacy is an intergenerational learning process that helps in the following manner:

Eight basic principles of Family Literacy

With the help of the participants the trainer compiled following eight principles of the family literacy program that are listed below:

- Each individual can learn
- Every person learns in a different way
- We learn better when learning is related to our loved ones
- CRI will help the learners realize the best way of learning
- People learn from each other when they work together
- Learning can be made joyful by taking keen interest in it
- The more we learn the more we will be able to facilitate children in their learning
- Positive emotional environment is essential for learning

Objectives

Some objectives of the family literacy component were then shared with the participants:

- To make parents able to read and learn themselves
- To develop a source of communication between parents and teachers
- To develop consistency in children's education at school and home
- To increase parents' involvement in the school

Methodology of Family Literacy Program

Participants were then shared with the methodology of family literacy program which is given below:

- **Training:** Trainings are conducting in schools making it convenient for parents and trainers to attend.
- **Syllabus:** The curriculum comprises of 100 lessons that are to be covered in the duration of six months or a year's span.
- **Timings:** After school, two hours are designated for the training.
- **Salary:** The salary is paid to the participants according to their contribution.

- **Admission of Children:** Best time to enroll parents is when children's admission is in progress. No age restriction is involved and usually mothers of young children studying in earlier classes participate. They learn very quickly as the basics are being taught and the great advantage is that they can assist their children at home. This way parents can associate school curriculum with everyday life's examples.
- **Technical Assistance:** CRI trainers assist parents in classrooms while teachers also provide help to the parent.
- **Monthly Meeting:** Monthly meetings are conducted to assess parent's performance.
- **Facilitator's Guide:** Books are provided to guide the parents when they need help about any certain topic or concept.
- **School Supplies:** Necessary stationary is provided such as registers, form and utensils.
- **Pre and Post Inventory:** To assess the performance of the contributing family members, evaluation is done at the start and after completion of the training.
- **Homework:** Same homework of the children is given to the parents so that they both can help each other doing it.
- **Open House:** Items developed throughout the training are displayed at the open house, where other parents can visit and get information about the program.
- **Certification:** Parents completing the number of certain lessons are presented with certificates.

Trainer briefly addressed some of the lessons and topics out of the 100 lessons that families are taught during the trainings.

Energizer

Since a lot of information was delivered, trainer decided to play a small and interesting game named 'Grandmother's Box'. Trainer asked twelve participants to volunteer for this game. The notion of the game was that a box was passed from one participant to the next and each participant was required to add an imaginary article for Grandma's use. Complete attention of the members was required in this game since each contributor had to recollect from their memory all the items placed earlier in the box by

the former participants along with their names. This was a good practice to improve one's memory. The trainer pointed out that children will enjoy this game along with improving their listening skills. The participants after the energizer prepared themselves for the upcoming session.

SESSION III

Philosophy of Mathematics

The session started with the collection of feedback from the participants about the methodologies teachers use when teaching mathematics at their schools. Then the trainer shared that mathematics is not limited to classrooms instead people from all professions such as teachers, carpenters, even housewives use mathematics in every walk of life. Most people find mathematics dry, dull and boring subject but it can be made very interesting if it is taught in an exciting manner. Small children usually find mathematics very difficult but if they are introduced with new concepts using blocks and everyday life examples then they would learn more quickly and adapt easily. There are varieties of ways in which children learn and every child's capability of grasping concepts is unique.

Methods of Teaching

The trainer shared that children will learn more if teachers keep the following points in mind while teaching:

- Focusing on methodology rather than the outcome
- Clearing misunderstanding
- Giving children direct instructions to teach new information
- Connecting previous experiences to understand curriculum better
- Transition from concrete to abstract learning
- Letting children use manipulative on their own
- Connecting activities to everyday life examples
- Teaching children by showing them samples for a new concept
- Conveying guided lessons so that capabilities and ideas can be highlighted
- Individual exercises to implement new learning techniques
- Promote cooperative learning so that children share their knowledge

A famous proverb was then shared with the participants:

"I hear, and I forget; I see, and I remember; I do, and I understand"

To stimulate the process of thinking, the trainer emphasized that teachers should ask open-ended questions with the students, such as,

- What is your opinion about it?
- How did you work on this section?
- Can you show me how you did it?
- Did anyone execute it in a different way?
- Can you think of another way to resolve this issue?

Exploration of Material

Trainer stressed that children should be given material to explore on their own as this gives the children a better understanding of the concepts.

The participants were then instructed to clear their tables and the material collectors from each group were called to collect the first material called '**Pattern Blocks**' containing objects of different shapes and sizes. Pattern blocks can be used to give the concept of shapes, colors, counting, fractions, and sorting similar items. The box consisted of yellow hexagon, green triangle, blue rhombus, red trapezoid and brown diamond to distinguish the shapes from one another. Afterwards, the trainer asked participants to choose certain shapes and make shapes.

The next material handed out was '**inch cubes**'. They can be used to give the concept of cubes, tables, addition, subtraction, and volume. Trainer asked participants to measure the length of their writing pads using the inch cubes.

'**Cuisenaire rods**' were the introduced to give the concept of horizontal and vertical lines, ascending and descending order, addition, subtraction, units and tens concept. The unit rod can be added to form different Cuisenaire rods. Children enjoy and learn simultaneously and show interest in understanding new concepts.

'**Geo-board**' was the following material introduced. With the help of this material, fine motor skills can be improved and it can be used to create different shapes. Concept of distance and fraction can also be delivered.

'**Fake currency**' was the last material given to explore. This can be used to understand concepts of multiplication, division, ascending and descending order, average, etc.

Energizer

The trainer shared a story titled '**The Lost Button**'. The story was about a frog that lost its button and went all over looking for it along with its friend, the toad. Eventually, it found the button in its own home after searching for it everywhere around. Later, the

participants shared their thoughts that the story gave them the concept of shapes, colors, thickness, thinness and numbers.

Work Stations of Mathematics

Different workstations of mathematics were placed on each table with different assigned tasks. Each group was to finish the given task within four minutes and then move to the next table for the next task.

Different workstations included the following tasks such as:

- Weigh up the provided material and then write down the weight
- Measure the length from one arm to the next using wool ball, measure your height and then compare the two measurements
- Use straws to answer the addition and subtraction sums
- Using inch cubes to understand the concept of multiplication
- Utilizing fake materials to understand addition and subtraction sums
- Make figures by joining dots and then fill in the given blanks
- Using pattern blocks for cutting and folding paper and comparing fractions

These workstations were installed for the teachers to understand different mathematical concepts using the given material and practically visualizing the idea. Material and hands-on experience facilitates children in learning the concepts more effectively. Mathematical concepts can be explained through everyday examples and inexpensive items such as leaves, stones, matchsticks, etc.

The day was ended by asking participants to write down two skills that they had learnt that day on the sentence strip pasted on the training hall.

PROCEEDINGS OF DAY FOUR

AUGUST 02, 2007

The day started with the recitation of the holy verses of the Quran by one of the participants. The day's morning activity chart depicted a tree with green leaves on which participants were asked to write their favorite family members names.

REFLECTIONS OF THE PREVIOUS DAY

- Group I:** The trainer shared the parking lot with the participants. She pointed out the issues raised by the participants and responded accordingly. One of the concerns raised was that whether the activities conducted are age appropriate or not, the trainer shared that all the activities are taken from grade I syllabus. Another issue was of non cooperative behavior of the heads, the trainer shared that heads and principals are also invited to attend these trainings so that they understand and encourage the methodology. One concern was that in rural areas, most of the mothers are working throughout the day and cannot attend the school, so how to involve them for family literacy, it was explained that it is entirely up to the teachers how they communicate with the parents and persuade them for the betterment of their child's future.
- Group II:** Math session was greatly appreciated. Using manipulative during math stations was very constructive and useful. They shared that they do not feel intimidated at the thought of teaching Math anymore. They praised the trainer for her efforts. Some people thought that the duration was very short. They wanted the Math session to be extended to two days. They said they had grasped basic concepts but were afraid that they did not learn the techniques in depth. The trainer replied that duration could not be extended but they could gain facilitation when CRI team visits their schools for technical assistance.
- Group III:** Participants were all praised for the morning meeting session and appreciated the activities conducted in it. They shared that this training has been very productive so far and would indeed help them to teach more effectively. The behavior of all trainers was also acknowledged. One of the participants queried about how to understand the developmental stage any particular child is going through, the trainer explained that such understanding could only be gained through keen observation. The last concern was how to convey the concept of division to small children, for which the trainer reminded the participants that the activity involving

fractions was basically to give the concept of division. Also, simple technique of cutting and folding paper could help while teaching division.

Re-grouping

Before starting the next session, groups were re formed. For that purpose, they were told to stand in a U-circle and were allotted numbers ranging from 1-6. Subsequently, six groups were formed comprising of five members each, new names for groups were allocated as well. Re-grouping was done to ensure that all the participants get a chance to meet everyone and are able to adjust with the new members of the group. Teachers can apply the same rule in classrooms so that all the children interact with each other and do not restrict themselves to a certain group.

SESSION I

Morning Meeting

Participants were encouraged to come up to the stage for the morning meeting, voluntarily.

Greeting: In the greeting section, trainer encouraged participants to greet each other, introduce themselves by telling their name and their father's name. All the participants sitting in the circle gave their introduction one by one. Trainer shared that this activity can be enhanced by adding father's profession; sometimes children are unaware of their parents profession, through this activity children develop the urge to ask their parents about their profession when they go home. This activity enhances communication skills and improves listening skills as well.

Sharing: The trainer asked participants to share their favorite family member and the reason why they love them the most. Two participants shared their loved ones and then the remaining participants were encouraged to ask questions regarding the sharing.

News & Announcements: The news and announcement chart included highlights of that day's date, name and weather. The day was written incorrect on purpose to show the teachers to adopt the same technique to make children more attentive in class and point out the mistakes. Announcement of the day was a message by the founder of Pakistan that was, 'Unity, Faith, and Discipline'.

Group Activity:

For the activity, the trainer shared a poem with the participants first, then asked the participants to write a poem on the given sheets. Though it was given in the group

activity section, but it was an individual activity performed while seated in groups. Trainer then asked each group to share one poem with all. All the poems were nicely written, creatively presented and later displayed on the wall. Trainer explained that since everyone has their own thought process; this activity prompts the thinking process. This activity improves creative skills and gives children a platform to express their personal liking.

SESSION II

Family Involvement

Using Parents and Adults as Assistants

The trainer started the session by explaining the difference between family literacy and family involvement. Family literacy is a literacy program offered to the family members and conducted after schools timings. Whereas, family involvement focuses more on encouraging parents to participate in classroom activities and child's education. The trainer encouraged participants to highlight some of the child's needs that a grade - I teacher should keep in mind while teaching.

The following feedback was shared by the participants:

- Teacher's attitude
- Providing self-respect
- Attractive environment
- Giving a sense of equality
- Recognizing child's problems
- Offering opportunities to play
- Appreciating the child's performance
- Practically demonstrating new concepts
- Individuality of child should be addressed
- Being aware of child's family background
- Identifying physical challenges of a child
- Providing opportunities to express their feelings
- Teaching them according to their respective age level

The trainer shared that as parents are usually called to school when their child creates trouble or on the final day of school to give away annual report card, thus it do not interest parents to come to the school. But on the contrary, if parents are called to school for positive activities they would feel more responsible toward their child's education and leave an impressible impact in the classroom.

Family involvement signifies many aspects that help the teacher, the student and society as a whole. Many classes have huge strengths of students and this creates a problem for the teacher. If parents are involved, they can facilitate the teacher in organizing the classrooms and handling the students. Today, technology change faster than any other entity and it has become crucial that our children meet these constantly changing requirements. Here, parents from different professions can come to classrooms and guide the students about computer and other new technologies of the world. Parents can become a source of inspiration for the children when they visit the school, they can teach moral values and guide them in facing the challenges of life. Thus, parents can become a helping hand for the teacher by contributing their time and knowledge.

Hand Making Activity

An activity for the teachers were conducted by the trainer in which participants were asked to draw the outline of their hands on a piece of paper and then write five activities that parents can perform with their children that would help in improving or building their personality. Soon the walls of the training hall were filled with colorful hands as the participants displayed their hands on them. Trainer asked one member from each group to present their ideas and share it with participants.

Guidelines for Parents

It is a natural phenomenon that parents helping in classrooms will tend to sit with their own children and help them. This would make other children feel ignored and neglected and would definitely cause disturbance in the classrooms. For this, a code of conduct should be made and by giving orientations to the parents before the start of the terms. The trainer shared that parents should be told to perform the following tenet in the classrooms:

- Complete work in a given timeframe
- Work with all the children on equal basis
- Personal criticism will not be allowed
- Consulting teachers when giving a new concept to the children

Similarly, a code of conduct for teachers should also be followed such as:

- Involving parents according to a set plan
- Tolerance should be maintained throughout
- Plans initially and then discuss with parents

Ways to Involve Parents

Trainer made the participants realize that parents do not show interest in their child's life at school. They either hesitate or do not feel responsible once the child leaves home for school. Most of the parents are reluctant to get involved in their child's classroom. But there are many ways that the school and teacher can adopt to encourage parents' participation, such as:

- Meeting parents when they come to pick or drop the child from school
- Having a conversation over the phone
- Sending the newsletter home so they get familiar with the class
- Sharing notebooks to give any comments about the child's performance
- Sending weekly and monthly progress reports home
- Arrange encouraging parents to meet other parents
- Respecting and appreciating their interest
- Information displayed on notice board, both by teachers and parents
- Adding suggestion box

The session concluded with a brief video of '**I love you as much**' depicting parents' love for their children.

SESSION III

Classroom Environment

The session started by sharing a touching story of a boy named 'Hassan'. The story was about a day in Hassan's life and the emotional challenges he faced throughout the day. The participants were handed out a piece of paper and instructed to tear the page whenever they thought Hassan was not given just treatment. The day started with his parent's fighting to each other and rude behavior of his mother. In school, his friends did not notice his new shirt, the teacher's attitude was unfriendly and strict and she also failed to give any remarks about his new shirt, forced him to make the flower exactly like the one she made in class, teacher complained to his mother about his idle performance, Hassan did not enjoy the puzzle, Hassan's mother and teacher ignored him badly. At the end, the participants noticed that there were many let downs in Hassan's life throughout the day. The lesson learnt from this story was that parent's attitude should be polite and home environment should be pleasant and if the classmates pick on the student then the teachers should discourage such acts. Similarly, teachers should pay more attention to students when they come to school and should encourage their work. All the negative factors helps in destroying child's aptitude towards life.

Participants were then asked to give their feedback on what they think makes a classroom environment attractive. The participants shared that classroom atmosphere

should be friendly, walls should have charts for different activities, children should feel comfortable inside the classrooms, etc.

Two types of classroom environments that play an important role in the child's educational process were then shared with the participants:

- Physical Environment
- Psychological Environment

Physical Environment

Physical environment involves the setup of the classroom and the way things are arranged in the classroom. These things comprise of charts and other items created by the children displayed on the wall. Charts can be very informative source for the children as they can learn different concepts and improve their vocabulary. The physical environment also involves various activity centers such as mathematics center, science center, literacy center, etc. Creating these activity centers should not be very expensive, they can be made out of everyday life items and children can bring items which attract them to arrange their classroom according to their mental capacity. There are three basic aspects of physical environment;

- Arrangement
- Material
- Walls

Seating Arrangement

In a classroom, seating arrangement should be very flexible. Teacher's can arrange seats according to their classroom needs. Seating children in the form of a circle or semi-circle brings a sense of equality, closeness and helps children in socializing easily with one another. Traditional seating formation is also feasible when the teacher is delivering a lecture to the students. Hence, the arrangement plays a vital role in building a child's character. Trainer shared some of the seating styles with participants to give them an idea of various seating arrangements such as:

- Stage style
- Classroom style
- Herringbone
- U-shaped
- Circled table
- Circle chairs

Material

Selection and presentation of material, both are very important in the physical environment of classroom. Different activity centers should be classified within the classroom. An ideal classroom should have at least the following activity centers.

- Literacy center
- Mathematics center
- Block center
- Art center

Trainer shared some points to remember about the shelf such as:

- A particular place should be specified for different activity centers. Activity centers should be placed in such a way that classroom environment is safe for the children to move around.
- All centers should be labeled.
- Materials should not be restricted for a certain task and should be kept open-ended meaning that a certain material can be used for various purposes
- Jobs should be assigned to students for different activity centers handing them responsibilities.
- When presenting the material, allow the children to explore the object first, and then give an orientation about the given entity. Rules should be applied when material is presented.

Walls

Walls illustrate and portray different personalities of children. Job charts, parent bulletin board and schedule charts should be made and displayed on the walls by the teacher. But, overall the walls should be enriched with more of children's creative writings and drawings. Also, any artwork done by the student should have their name on that particular sketch.

Group Activity

Each group was assigned different task related to creating the physical environment of a classroom. Groups were assigned to create the following charts:

- Job chart
- Bulletin Board
- Classroom rules
- 100 day activity chart

- Chart related to Urdu
- Chart related to English
- Chart related to Mathematics
- Chart about group member's birthdays

Psychological Environment

Psychological environment of classroom means how the teacher is interacting with the students. Teacher's behavior should be very welcoming and friendly instead of enforcing strict instructions on the children because the child's learning process stops if the teaching method is not appropriate and not according to the child's age.

In this type of environment, teacher's tone, gestures and body language plays an important role. If the tone is harsh, learning process of children stops but if the teacher uses a milder tone, the interest of children gets developed and they learn more quickly. Teacher's personal appearance also affects the child's interaction and makes the child comfortable in approaching. The emotional and cognitive growth of child also takes place in psychological environment. If the teacher focuses only on making the classroom look like an ideal classroom but the attitude and the approach used is not positive, children in such classes never excel.

Trainer shared that the psychological or emotional environment of classroom should have the following qualities:

- Consistency
- Encouragement
- Tolerance
- Expression of individuality
- Sensitivity to emotional development of the child
- Sense of humor
- Unconditioned affection

Interactive Video Documentary

An interactive CRI classroom documentary was shared with the participants that helped them realize and understand how CRI methodology could be practiced in their classes. The participants noticed that the teacher-child interaction was very positive as teacher was coming to the level of the child to explain his problems. The documentary also showed charts made by children displayed on the walls and properly arranged activity centers in the classrooms was making it looked like an ideal classroom.

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

The trainer added that the work displayed on the walls was of children's own creation. Items of everyday use were utilized to create the physical environment of the classroom such as children were creating their own story books to add in the literacy corner instead of buying books. Therefore, to create a healthy physical environment does not mean that expensive material is required to accomplish the task.

PROCEEDINGS OF DAY FIVE

AUGUST 03, 2007

REFLECTIONS OF THE PREVIOUS DAY

Group I: Final day of training started with the reflections of the participants of the previous day's sessions. Some participants were curious about family literacy program and asked when they would be starting in their schools. The trainer shared that the family literacy program will soon be inaugurated in the new session. The trainer shared that the activities conducted in the training workshops were just to set examples and it is not necessary for the teachers to repeat the same activities. Teachers should design activities according to child's age, subject and environment.

Group II: The teachers declared that the previous day was very informative as they were delighted with the teaching techniques imparted to them. They highly praised the trainer's skills and efforts while delivering the sessions. They thoroughly enjoyed doing the activities and did not feel bored for a second. Participants shared that they were looking forward to apply the same methods in their schools. They enjoyed math session a lot and shared that they feel more confident towards teaching math to their students.

Group III: The trainer shared the parking lot's concerns with the participants. She pointed out the issues raised by the participants and responded accordingly. Participants found Math activities very effective. Various materials used to understand the concepts like Cuisenaire rods and fake currency were appreciated by the participants who shared that such material help in understanding mathematic techniques very easily.

SESSION I

Morning Meeting

Final day of morning meeting was different than the usual routine. Volunteers had organized and prepared morning meeting session that day.

Greeting: After formally greeting each other, participants sitting in the circle shared what they had for breakfast. This activity enhances communication skills and improves listening skills as well.

Sharing: For sharing, participants were handed a crown shaped paper cutting and allotted an alphabet from A-Z on each crown. Each participant had to write the name of a thing starting with their specified alphabet. Later, all participants sitting in the circle shared what they had written on their crowns. Through sharing, observers and other participants learn a lot and gain knowledge.

News & Announcements: The news and announcement chart included highlights of the day i.e. date, day and weather. The message of the day was 'We should all love our country and be patriotic'.

Group Activity:

Group activity was also related to the upcoming special occasion of the month, 'Independence Day of Pakistan'. Participants were given information about the national flag, the representation of the flag's colors etc. Each participant was required to make a badge of national flag using the provided material.

SESSION II

Communicating with Young Children

Communication is recognized tool for expressing one's thought. The trainer asked the participants to share some means of communication. Newspaper, television, internet, radio, books, parent's community, etc are some of the means of communication. Trainer then asked participants to share some means in which a teacher could communicate with her students. Participants shared that through charts, blackboard, gestures, body language, pictures, are some sources of communication used by the teacher.

Trainer explained that all these means without a doubt important but most important of all is the teacher's personality, such as her mood, behavior, the way she talks, the way she dresses and the way she tackles certain situations. Trainer shared that shouting and up roaring not necessarily controls the situation. Rather, this can bring negative attitude in young children; they become stubborn and refuse to listen to the teacher. A polite and courteous manner can easily communicate the message. A teacher should be very active and exciting, bringing new ideas so that young children do not find daily routine repetitive and boring. Teacher should involve herself with the children and speak to them according to their level. Ego and a sense of superiority should be put aside when communication with children. All these elements of communication can be summarized into the following two categories:

- Verbal communication (includes tone and way of talking)
- Non-verbal communication (includes gestures, eye-contact and body language)

Energizer

To exercise a non-verbal communication skill, trainer asked participants to make a U-circle according to their birthdays using only sign language and hand symbols. The participants were asked to stand in the circle starting from January and ending at December. The participants enjoyed the activity and performed it very well.

Selection of words is very important and can either make or break a child's personality. The message that a child wishes to deliver are usually of two types:

- Intended messages
- Un-intended messages

The child's intention is different at the back of the head when he is asking the teacher about a certain thing. Usually children have the following needs:

- Attention
- Security
- Answers and information
- Co-operation
- Something to do
- Physical Need
- Freedom of choice

Group Activity

Each group was handed different gestures of teachers and asked to decode the unintended messages from a child's perspective, and then represent them on a chart paper. Each group then shared the way they interpreted the messages.

The previous tasks were collected and new tasks were handed out. This activity pertained to decoding of intended messages regarding the teachers.

Positive Messages

The trainer then shared some positive messages of the teachers with the participants:

- Every child should be appraised and appreciated
- Treating children with respect, this raises their confidence and self-sufficient
- Convey the message in a way that the child receives the message indirectly
- Message delivered should not be imposed instead it should be suggested

- Appreciating and praising children on their work whether it is correct or incorrect
- Encouragement not only gives a sense of intelligence but also makes them aware of their qualities.

Activity

The trainer handed out a yellow face to each participant and asked them to draw one of the following expressions on it that represents their feelings about the training and then paste it on a chart:

- Happy
- Normal
- Angry
- Sad

Energizer

The trainer asked seven participants to volunteer for the energizer. She showed a sentence written on a paper to the first participant and then that participant whispered that sentence to his neighbor's ear and then he passed it on to other till the last participant hears it. The last participant then shared the sentence with all. The outcome was hilarious because the final outcome was not even close to the original sentence. This activity enhances communication skills and improves listening skills as well.

SESSION III

Evaluation & Closing Ceremony

On the final day of the training, evaluation forms were handed out to the participants to get their assessment of the five-day training program. Participants appreciated the training and found it very resourceful and enjoyed group activities a lot. They were determined to implement the same methodology in their classrooms.

Certificate Distribution

At the closure, CRI trainers presented certificates to the candidates on successfully completing their five-day training workshops. The outstanding participants were awarded with presents and gifts.

Feedback of Trainers about the Participants

The participants were very receptive, attentive and punctual. They had no problems working in groups. The participants did all the activities with great enthusiasm. They showed keen interest in learning and implementing the methodology.

Feedback of Participants About the Training

The feedback received from the participants was very encouraging for the CRI team. The participants admired their efforts and were keen to bring changes which were discussed during the workshops. Most of the participants appreciated the friendly and interactive environment through out this training.

Annexure-I

LISTS OF THE PARTICIPANTS

Group I: Hall (G-9/3)

Sr. #	Teacher	School
1	Sarwat Raza	FGGMMS, G-6/2, Islamabad
2	Saima Bano	FGGMMS, G-6/2, Islamabad
3	Naz Parveen	FGJMS # 49, I-10/1, Islamabad
4	Perveen Akhtar	FGGMMS, F-7/4, Islamabad
5	Shahida Saeed	FGGMMS, F-7/4, Islamabad
6	Ghazala Saleem	FGGMMS, F-7/4, Islamabad
7	Kousar Rana	FGJMS # 2, G-6/1-1, Islamabad
8	Naeema Nighat Zohra	FGJMS # 2, G-6/1-1, Islamabad
9	Perveen Akhter	FGJMS # 2, G-6/1-1, Islamabad
10	Ruqqaya Jabeen	FGJMS # 2, G-6/1-1, Islamabad
11	Imrana Qureshi	FGJMS, G-7/3-2, Islamabad
12	Rashida Kausar	FGGMMS, G-7/3-2, Islamabad
13	Ghazala Yasmeen	FGGMMS, G-7/3-2, Islamabad
14	Zahida Zaheer-ud- Din	FGGMMS, G-8/4, Islamabad
15	Sajida Tabassam	FGGMMS, G-8/4, Islamabad
16	Sumaira Rafique	FGGMMS, G-8/4, Islamabad
17	Qurat-ul-Ain	FGGMMS, G-8/4, Islamabad
18	Iqbal Latif	FGJMS # 33, G-8/1, Islamabad
19	Khalida Aslam	FGJMS # 33, G-8/1, Islamabad
20	Rizwana Zulfiqar	FGJMS # 33, G-8/1, Islamabad
21	Syeda Misbah Shabbir	FGJMS # 22, G-9/3, Islamabad
22	Kishwar Sultana	FGJMS # 22, G-9/3, Islamabad
23	Raisa Parveen	FGGSS, G-9/1, Islamabad
24	Sughra Jafri	FGJMS # 10, G-9/1, Islamabad
25	Farht Yasmin	FGJMS # 10, G-9/1, Islamabad
26	Naseem Ansari	FGGSS, G-9/1, Islamabad
27	Ghazala Naheed	FGMS, Quaid-e-Azam University, Islamabad
28	Sajida Shaheen	FGJMS, Presidential Estate, Islamabad
29	Shazia Kanwal	FGGMMS, Presidential Estate, Islamabad
30	Yasmeen Bibi	FGJMS # 49, I-10/1, Islamabad
31	Nasreen Akhtar Jamal	FGGMMS, I-10/4, Islamabad
32	Nuzhat Perveen	FGGMMS, I-10/4, Islamabad
33	Kaneez Batool	FGGMMS, I-10/4, Islamabad

34	Fida Begum	FGGMMS # 41, I-10/4, Islamabad
35	Bibi Nasreen Akhter	FGGMMS, I-10/4, Islamabad
36	Raheela Awais	FGMMS, G-7/3-2, Islamabad
37	Safia Tariq	FGJMS, G-8/1, Islamabad
38	Munir Sultana	FGGMMS, F-7/4, Islamabad
39	Farzana	FGMMS, I-10/4, Islamabad
40	Saima Yasmin	FGGMS, QAU, Islamabad
41	Zakia Mujiba Awan	FGGMS, QAU, Islamabad
42	Farzana Begum	FGGMS, President Estate, Islamabad
43	Abida Batool	FGGMS, QAU, Islamabad

Group II: Hall (G-7/3-1)

Sr. #	Teacher	School
1	Farida Nasrin	FGGMS, Khanna Dak (FA) Islamabad
2	Abdul Khaliq	FGBPS, Khanna Kak (FA) Islamabad
3	Shahida Akhtar	FGGMS, Khanna Dak (FA) Islamabad
4	Noor Ahmad Shakir	FGBPS, Khanna Kak (FA) Islamabad
5	Bilqees Akhtar	FGPS, Chapper Ghosota (FA) Islamabad
6	Salma Bashir	FGGPS, Chapper Ghosta (FA) Islamabad
7	Parveen Akhtar Mirza	FGJMS for Girls, Chirah (FA) Islamabad
8	Salma Safeer	FGGJMS, Chirah (FA) Islamabad
9	Talat Afza	FGGPS, Chanaul Bangial (FA) Islamabad
10	Sumera Bibi	FGGPS, Chanaul Bangial (FA) Islamabad
11	Zakir Hussain Raja	FGBPS, Chennual BengialS, (FA) Islamabad
12	Rifat Abbas Khan	FGGPS, Simly Dam (FA) Islamabad
13	Muhammad Hussain	FGGPS, Simly Dam (FA) Islamabad
14	Syed Kausar Ali Shah	FGBMS, Della (FA) Islamabad
15	Raja Aurangzeb Khan	FGBMS, Alipur Frash (FA) Islamabad
16	Talat Sajid	FGGPS, Shakrial (FA) Islamabad
17	Mumtaz Bagum	FGPS, Shakrial (FA) Islamabad
18	Sabiha Qamar	FGGPS, Khana Nai Abadi (FA) Islamabad
19	Zeenat Bibi	FGGPS, Khana Nai Abadi (FA) Islamabad
20	Munir Hussain Shah	FGBMS, Herno Thanda Pani (FA) Islamabad
21	Fazal Hussain Malik	FGBPS, herno Thanda Pani (FA) Islamabad
22	Nazia Jabeen	FGGSS, Thanda Pani (FA) Islamabad
23	Zahida Mehboob	FGGPS, Seevra (FA) Islamabad
24	Adeeba Shaheen	FGGPS, Seevra (FA) Islamabad
25	Saira Umber	FGGSS, Thanda Pani (FA) Islamabad
26	Shaista Khadam	FGGPS, Kalia Adna (FA) Islamabad
27	Shahnaz Akhter	FGGMS, Khanna Dak (FA) Islamabad
28	Ajiz Hussain Kayeni	FGBSS, Tumair (FA) Islamabad
29	Shehnaz Fatima	FGGPS, Tumair (FA) Islamabad
30	Shamsa Jabeen	FGGPS, Tarlai No. 1, (FA) Islamabad
31	Abida Ashfaq	FGGPS # 2, Tarlai (FA) Islamabad
32	Shahzad Ahmed Abbasi	FGBPS, Biath (FA) Islamabad
33	Muhammad Sarwar	FGBPS, Biath (FA) Islamabad
34	Shamim Akhtar	FGGSS, Pehount (FA) Islamabad
35	Farzana Tabassum	FGGSS, Pehount (FA) Islamabad
36	Musarrat Shaheen	FGGPS, Punjgran (FA) Islamabad

37	Iffat Zohra	FGGPS, Punjgran (FA) Islamabad
38	Rizwana Nasreen	FGGPS, Chakhtan (FA) Islamabad
39	Abdul Majeed	FGBPS, Kijnah (FA) Islamabad
40	Bashir Ahmed Baloch	FGBJMS, Mohra (FA) Islamabad
41	Aman Ullah Khan	FGBPS, Chirah (FA) Islamabad
42	Nazir Ahmed	FGBPS, Chirah (FA) Islamabad
43	Manzoor Ahmed	FGBPS, Mohra Solina (FA) Islamabad
44	Muhammad Saeed Raja	FGBPS, Pind Mistran (FA) Islamabad
45	Ghulam Mustafa	FGBPS, Pind Mistran (FA) Islamabad
46	Amna Farooq	FGGPS, Tamma (FA) Islamabad
47	Muhammad Bashir	FGSS, Khanna Dak (FA) Islamabad
48	Umar Draz Saqi	FGBMS, Dhoke Jori (FA) Islamabad
49	Rukhsana Kousar	FGJMS, Alipur (South) (FA) Islamabad
50	Bibi Gul	FGJMS, Alipur (South) (FA) Islamabad
51	Amjad Iqbal Satti	FGJMS, Nilore (FA) Islamabad
52	Mujeeb-ur-Rahman	FGBJMS, Nilore (FA) Islamabad
53	Zahida Parveen	FGGPS, Shiekpur Rawat (FA) Islamabad
54	Syed Saleem Akhtar Shah	FGJMS, Sirri (FA) Islamabad
55	Khalil Ahmed Raja	FGJMS, Sirri (FA) Islamabad
56	Arooj Fatima	FGGPS, Chakhtan (FA) Islamabad
57	Abdul Jabbar	FGBSS, Khanna Dak (FA) Islamabad
58	Wasim Fatima	FGGPS, Tumair (FA) Islamabad
59	Raja Abdul Qayyum	FGBSS, Tumair (FA) Islamabad
60	Ashiq Mehmood	FGBPS, Kijnah (FA) Islamabad
61	Mehnaz Nilofer	FGGPS # 1, Tarlai (FA) Islamabad
62	Abid Hussain	FGJMS, Mohra (FA) Islamabad
63	Tahira Batool	FGGPS # 2, Tarlai (FA) Islamabad

Group III: Hall (I-8/1)

Sr. #	Teacher	School
1	Muhammad Hafeez	FGBSS, Mohra Nagial (FA) Islamabad
2	Shahnaz Sultana	FGGSS, Mohra Nagial (FA) Islamabad
3	Zakia Sultana	FGGSS, Mohra Nagial (FA) Islamabad
4	Syeda Nighat Bukhari	FGGSS, Nara Syedan (FA) Islamabad
5	Zakir Hussain	FGBPS, Nara Syedan (FA) Islamabad
6	Rabia Sultana	FGGHS, Nara Syeda (FA) Islamabad
7	Shahana Nigar	FGGHS, Pind Malkan (FA) Islamabad
8	Tahira Jabeen	FGGSS, Pind Malkan (FA) Islamabad
9	Muhammad Mushtaq Kayani	FGBMS, Banni Saran (FA) Islamabad
10	Munazza Tasneem Hashmi	FGGMS, Dhaliala (FA) Islamabad
11	Hamida Begum	FGGMS, Dhaliala (FA) Islamabad
12	Sajida Siddiq	FGGMS, Radis Colony, Rawat (FA) Islamabad
13	Azra bano	FGGMS, Radis Colony, Rawat (FA) Islamabad
14	Rukhsana Shaheen	FGGMS, Upra Upra Gurha (FA) Islamabad
15	Kausar Iqbal	FGGMS, Upra Upra Gurha (FA) Islamabad
16	Ghulam Sattar	FGBJMS, Ara Burji (FA) Islamabad
17	M. Yousaf Khan	FGBJMS, Ara Burji (FA) Islamabad
18	Manzoor Ahmed	FGBPS, Chak (FA) Islamabad
19	Saeeda Perveen	FGPS, Sihala (CH) (FA) Islamabad
20	Muhammad Abdul Qadir	FGBPS, Chak Kamdar (FA) Islamabad
21	Sajid Hussain Malik	FGBPS, Dhoke Mai Nawab (FA) Islamabad
22	Muhammad Saeed	FGBPS, Dhoke Mai Nawab (FA) Islamabad
23	Jhangir Khan	FGBPS, Darwala (FA) Islamabad
24	Malik Khizar Rehman	FGBPS, Darwala (FA) Islamabad
25	Abdul Mateen	FGBPS, Kortana (FA) Islamabad
26	Sajjad Ahmad	FGBPS, Kortana (FA) Islamabad
27	Nusrat Iqbal Qazi	FGBPS, Mohri Rawat (FA) Islamabad
28	Khair Muhammad Silachi	FGBPS, Mohri Rawat (FA) Islamabad
29	Naseer Ahmed	FGBPS, Pind Malkan (FA) Islamabad
30	Rufin Iqbal	FGBPS, Pind Malkan (FA) Islamabad
31	Akhtar Ali	FGBPS, Rajwal (FA) Islamabad
32	Rukhsana Begum	FGGMS, Bhangreel (FA) Islamabad
33	Bushra Parvin	FGPS, Golra Masi (FA) Islamabad
34	Noreen Akhtar	FGGPS, Gohra Mast (FA) Islamabad
35	Azra Rauf	FGGSS, Gagri (FA) Islamabad

36	Shazia Jamil	FGGSS, Gagri (FA) Islamabad
37	Rizwana Naeem	FGGPS, Hoon Dhamial (FA) Islamabad
38	Farkhanda Masood	FGGPS, Hoon Dhamial (FA) Islamabad
39	Parveen Akhtar Hashmi	FGGPS, Herdogher (FA) Islamabad
40	Shahnaz Tanveer	FGGPS, Herdogher (FA) Islamabad
41	Samina Farooq	FGGPS, Ladhlot (FA) Islamabad
42	Almas Begum	FGGPS, Ladhlot (FA) Islamabad
43	Samina Anjum Zafar	FGGPS, Mohri Mughal (FA) Islamabad
44	Rukhsana Tenver	FGGPS, Mohri Mughal (FA) Islamabad
45	Shahida Abbas Naqvi	FGGPS, Peija (FA) Islamabad
46	Nasreen Akhtar	FGGPS, Pindory Syedan (FA) Islamabad
47	Saima Sajida	FGGPS, Pindory Syedan (FA) Islamabad
48	Muhammad Daud Anjum	FGBMS, Gagri (FA) Islamabad
49	Muhammed Younus	FGBMS, Gagri (FA) Islamabad
50	Ulfat Abbass	FGGPS, Sihala (FA) Islamabad
51	Raja Tasneem Afzal	FGBPS, Nara Syedan (FA) Islamabad
52	Saeeda Bukhari	FGGPS, Shiekhpu Rawat (FA) Islamabad
53	Nighat Perveen	FGGPS, Shiekhpu Rawat (FA) Islamabad
54	Shireen Tabassum	FGJMS, Sihala Khurd (FA) Islamabad
55	Kokab Ahmed	FGJMS, Sihala Khurd (FA) Islamabad
56	Tanveer Hussain Shah	FGJMS, Sigga (FA) Islamabad
57	Baber Hussain Khan	FGJMS, Sigga (FA) Islamabad
58	Abida Abbasi	FGGMS, Rajwal (FA) Islamabad
59	Muhammad Nazir	FGBPS, Bhangril (FA) Islamabad
60	Gul-e-Rana	FGGMS, Bhimber Trar (FA) Islamabad
61	Habiba Parveen	FGGPS, Sihala Mirzian (FA) Islamabad
62	Tahseen Hashmi	FGGPS, Boora Bangial (FA) Islamabad
63	Muhammad Ishaq Naz	FGBMS, Dhaliara (FA) Islamabad
64	Zeib un Nisa	FGGPS, Jandala (FA) Islamabad
65	Muhammad Afzal	FGBMS, Sihala Mirzian (FA) Islamabad
66	Shagufta Naz	FGGHS, Lohi Bher (FA) Islamabad
67	Shagufta Parveen	FGGMS, Pind Paracha (FA) Islamabad
68	Muhammad Miskeen	FGBMS, Dhaliara (FA) Islamabad
69	Izzat Baig	FGBMS, Banni Saran (FA) Islamabad
70	Rasul Baksh Awan	FGBSS, Mohra Nagial (FA) Islamabad
71	Tazeem Akhter	FGGPS, Boora Bangial (FA) Islamabad
72	Amir Abdullah	FGBMS, Shala Mirzian (FA) Islamabad
73	Rifat Shaheen Shamee	FGGMS, Mohri Rawat (FA) Islamabad
74	Hina Kanwal	FGGPS, Jandala (FA) Islamabad
75	Muhammad Matloob	FGBPS, Chak Kamdar (FA) Islamabad
76	Zahida Parveen	FGGMS, Rajwal (FA) Islamabad

