



آغا خان یونیورسٹی
THE AGA KHAN UNIVERSITY
Institute for Educational Development



03-DAY TRAINING MODULE PEDAGOGY AND ASSESSMENT



**BALUCHISTAN STUDENT LEARNING
IMPROVEMENT PROGRAMME (BSLP)**

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Teacher Training Manual

Background and Development

This manual is designed to equip primary school teachers in Balochistan with comprehensive knowledge and practical skills in general pedagogy and assessment. Developed as part of the UNICEF Balochistan Student Learning Improvement Programme (BSLP), the 16-hour training programme aims to enhance teachers' understanding of pedagogical and assessment principles as well as strategies, ultimately improving student learning outcomes through an immersive practical experience. The development of this manual was a rigorous and meticulous process, and it was informed by a snap assessment conducted in selected districts of Balochistan.

This assessment evaluated primary school students' numeracy and literacy levels and their teachers' pedagogical practices through student achievement tests and classroom observations, respectively. The findings from these assessments have been instrumental in shaping the content of this manual. Developed by the Aga Khan University Institute for Educational Development faculty, we believe this manual will be a useful resource for trainers to deliver contextually relevant, high-quality training for primary school teachers in the province, enabling them to teach with enhanced competence and confidence.



Notes for Facilitators

Facilitators are requested to consider the following points while using G-TTM: The manual has been developed for a 16-hour training programme spread over three days. Each day focuses on specific learning outcomes and learning activities organised according to the BOPPPS lesson planning model.

- The BOPPPS model stands for Bridge-in, Outcome, Pre-assessment, Participatory Learning, Post-assessment, and Summary (See Annexure 1.1 for detailed BOPPPS explanation).
- The manual contains multiple teaching aids, such as PowerPoint presentations, activity worksheets, and website links, which are included as appendices.
- Facilitators are advised to review all the material beforehand to ensure high-quality training sessions that enhance teachers' understanding of pedagogy and assessment.
- All the teaching aids must be prepared before the training session, including the lesson plan, activity worksheets, and other resource materials such as charts, multimedia equipment, markers, and pictures. If multimedia is unavailable, facilitators may use charts or other relevant materials to facilitate the activities.
- It is recommended that facilitators visit the training venue one day prior to the workshop. This pre-visit allows them to arrange materials, make necessary adjustments for displays, and review the seating arrangements, ensuring a smooth start to the training.
- Additionally, the number and composition of groups for various sessions of the TTM may be adjusted based on the nature and demographics (e.g., number and gender mix) of the participants.

By adhering to these guidelines, facilitators can effectively deliver a comprehensive and enriching training experience for primary school teachers, fostering improved pedagogy and assessment practices.

Overall Learning Outcomes of Pedagogy and Assessment

Module

By the end of this workshop, participants will be able to:

1. Reflect on their own teaching, learning and assessment practices.
2. Augment their knowledge and skills of a compendia of teaching and assessment strategies applicable at the primary level.
3. Demonstrate an enhanced understanding of a variety of teaching and assessment strategies suitable for primary classrooms.
4. Explore TaRL (Teaching at the Right Level) as an evidence-based approach to improving foundational reading and mathematical skills.
5. Design lessons ingrained in student-centered pedagogy.
6. Implement their lesson plans in a 'classroom' set-up to receive feedback for improvement.

The General Teaching Training Manual (G-TTM) is structured into three distinct modules: Module 1 emphasises active teaching to foster engaged learning; Module 2 is centered around assessment strategies, both for and of learning; and Module 3 focuses on the practical implementation of these learnings in the classroom.

MODULE 01

Active Teaching for Engaged Learning



Module 1 | Active Teaching for Engaged Learning

An Overview

The first module of the training, 'Active Teaching for Engaged Learning', emphasises the importance of student engagement in the teaching and learning processes across various subjects at the primary level. The goal is to foster an environment where students are not just passive recipients of information but active participants in the classroom. Incorporating active teaching strategies can make learning enjoyable and meaningful for students.

This module aims to equip teachers with practical skills and tools to implement these interactive pedagogical strategies effectively. By aligning these strategies with best practices and educational standards, teachers can make their lessons more interactive and student-centered, ensuring that all students, regardless of their background, have the opportunity to engage deeply with the material. This approach not only improves student outcomes but also makes the teaching experience more rewarding and fulfilling.

Learning Outcomes of Module 1

By the end of the module 1, participants will be able to:

- Reflect on their existing teaching and learning practices;
- Explore the value of active learning in enhancing learners' engagement in the Classroom;
- Demonstrate the use of at least one pedagogical strategy to enhance learners' Engagement;
- Analyse the usefulness of the selected active learning strategy for different age groups and subject-content; and,
- Explore BOPPPS as a lesson planning model for primary classrooms.

Generic Resources

Board, marker, pens/pencils, sticky notes, charts, activity sheets, multimedia, Internet, and textbooks (e.g., Maths, Science, English, Urdu).

DETAILED TRAINING PLAN OF MODULE 1

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|---|---|
| N/A | <p><i>Pre-Session Activity</i> As participants arrive, they will be asked to create their own name tags with their first names. This activity is designed to facilitate easy and effective communication throughout the workshop.</p> | Name tags, markers, stickers and lanyards/pins |
| 15 mins | <p><i>Welcome, Introductions and Ice-breaking Activity</i> Welcome participants to the workshop</p> <p><i>Ice-breaking Activity - Bingo</i> Hand out a bingo sheet to each participant. Each sheet will have a grid with different tasks or characteristics listed in each box. Inform participants that their goal is to fill out their bingo sheet by finding someone in the room who matches each task or characteristic listed in the boxes. Ask participants to move around the room and engage in conversations with others to identify who matches the descriptions in the boxes. Ask participants to move around the room and engage in conversations with others to identify who matches the descriptions in the boxes. When a participant finds someone who matches a task or characteristic, they should write that participant's name in the corresponding box on their bingo sheet. Once a participant's name is written in a box, the task is considered complete for that box. Encourage participants to find different individuals for each box to promote interaction with a variety of people. Whoever completes their sheets first calls out 'Bingo'. Once completed, gather the group to collectively share interesting facts or stories they learned about each other during the activity.</p> | Bingo sheets (Annexure 2), internet connection, and PowerPoint slides |
| 10 mins | <p><i>Overview of TTM</i> Facilitators will share the overall goals of the TTM along with its three-day plan.</p> | PowerPoint slides |
| 10 mins | <p><i>Round-Robin Sharing - Setting Workshop Ground Rules</i> Explain the importance of setting ground rules to ensure a positive and productive training environment. Randomly select participants (through wheels of names) to share one ground rule they believe is essential. As each person shares, facilitators write the rule on a large sheet of paper or whiteboard. Some important ground rules that should be discussed are confidentiality, respect for everyone, active listening, active participation, punctuality, etc. Encourage others to add on or suggest modifications to the rules being shared. Facilitate a brief discussion to consolidate the rules, combining similar suggestions and refining the wording where necessary.</p> <p>Display the final set of agreed-upon rules prominently in the training room. Emphasise that these rules are a collective agreement and that everyone is responsible for adhering to them.</p> | PowerPoint slides, large chart paper, and markers |

DETAILED TRAINING PLAN OF MODULE 1

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|---|--|
| | <div style="background-color: #004a87; color: white; padding: 10px; margin-bottom: 10px;"> <p>Note for Facilitators Refer to the ground rules periodically during the training sessions to reinforce their importance. Allow for the possibility of revisiting and adjusting the rules, if needed, based on the group's feedback and experiences.</p> </div> | |
| 05 mins | <p>Outcome - Agenda of the module 1 Share the expected learning outcomes of module 1.</p> | PowerPoint slides |
| 20 mins | <p>Bridge-in and Pre-assessment - Reflection on Characteristics of Effective Teaching using Jamboard Ask participants to close their eyes and think of a teacher who significantly helped them learn. After a brief period for reflection, please instruct participants to jot down the specific actions taken by the teacher that effectively facilitated the learning process. Participants will then share their responses on a Jamboard. Once all responses are visible, guide the participants to group the characteristics of effective teachers to represent aspects such as instructional methods, interpersonal skills, and classroom management. Conclude this activity with a debriefing session where the group discusses the identified characteristics and their impact on students' learning.</p> <p>Transition to the next part by connecting these characteristics to the importance of active learning and student engagement.</p> | Jamboard link (It will be shared with participants on WhatsApp group), and internet connection |
| | <div style="background-color: #004a87; color: white; padding: 10px; margin-bottom: 10px;"> <p>Note for Facilitators If the internet is unavailable, a similar activity can be conducted using sticky notes. Alternatively, if there are many participants, facilitators can ask them to share their views and then jot them down on a PowerPoint slide, categorising them accordingly.</p> </div> | |
| 30 mins | <p>Participatory Learning Part A – Opinions on Learner Engagement through Line-up Activity Present a series of statements related to learner engagement and ask participants to position themselves along a continuum from "strongly agree", "neutral" or "strongly disagree" based on their beliefs. After each statement, ask participants to justify their positions and facilitate a brief discussion. Summarise the key points from the activity and emphasise the importance of engagement and active learning. Transition to the next part by explaining that participants will now explore specific active learning strategies.</p> | PowerPoint slides |

DETAILED TRAINING PLAN OF MODULE 1

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|---|-------------------------|
| | <p><i>Statements</i></p> <ol style="list-style-type: none"> 1- Lectures should be banned 2- Active learning strategy should involve physical movement 3- The more the number of activities, the better the learning 4- The teacher is the content expert 5- What we are doing currently is an example of the active learning <div style="background-color: #004a80; color: white; padding: 10px; margin-top: 10px;"> <p>Note for Facilitators If the room is not large enough for participants to stand and move along an imaginary continuum, you can adapt the activity in various ways. For example, ask participants to use hand signals to indicate their level of agreement or disagreement (e.g., thumbs up for strong agreement, thumbs down for strong disagreement, a flat hand for neutral or unsure, a tilted hand (either up or down) for partial agreement or disagreement).</p> </div> | |
| 10 mins | <p>Facilitators' Input</p> <p>Following this activity, facilitators will provide an overview of what engaged learning entails and why it is crucial for students' learning. They will highlight key components of engaged learning, such as student participation, collaboration, and practical application of knowledge.</p> <p>This foundation will set the stage for next activity, speed connecting (each one -teach one), where participants will have the opportunity to discuss and explore these components in more depth with their peers.</p> | |

TEA BREAK [30 mins]

| | | |
|---------|--|---|
| 30 Mins | <p>Participatory Learning Part B – Speed Connecting (Each One Teach One)</p> <p>Distribute a slip of paper to each participant detailing one of the essential aspects of designing or implementing active learning strategies (e.g., aligning with learning outcomes, adaptability, inclusion, debriefing). Allow participants 5-7 minutes to read and become proficient in the assigned aspect of active learning.</p> <p>Instruct participants to move around the room, sharing their assigned components with others and learning new components in return. Participants can note their learning on an ACTI₂VATED₂ record sheet given to them at the outset.</p> | <p>ACTI₂VATED₂ content sheet (Annexure 3.1) and ACTI₂VATED₂ record sheet (Annexure 3.2)</p> |
|---------|--|---|

DETAILED TRAINING PLAN OF MODULE 1

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|--|---|
| 90 mins | <p>Reconvene the group and conduct a brief review session where participants can confirm and clarify any components they might still be unsure about. Facilitate a discussion where participants can share insights or interesting points they learned during the exchange. This helps consolidate their understanding of all components.</p> <p>The facilitators will transition from the speed connecting activity, where participants identified key components of designing or facilitating an activity, to having participants explore various active learning methods and apply these components in designing an activity using their chosen method.</p> <p><i>Participatory Learning Part C: Exploring Active Learning Strategies</i></p> <p>Facilitators will present a summary of observational results based on the data collected during the snap assessment. They will highlight pedagogical aspects related to planning, teaching and classroom management strategies. This will provide a foundation for the session on exploring active learning strategies.</p> <p>Divide participants into small groups. Assign each group a specific active learning strategy</p> <p><i>Active Learning Strategies</i></p> <ul style="list-style-type: none"> ● Group 1: Storytelling (oral) ● Group 2: Storytelling (using pictures/stick diagram) ● Group 3: Debate ● Group 4: Discussion (using pictures) ● Group 5: Educational Games (type: board game) ● Group 6: Educational Games (type: card game) ● Group 7: Drama (Role-play) ● Group 8: Drama (Puppet Show) ● Group 9: Survey <p>Provide each group with a handout detailing their assigned active learning strategy. The handout should include key concepts, implementation steps, and examples. Groups will first spend time reading and understanding their assigned strategy. They should discuss within their group to ensure everyone has a clear grasp of the strategy's principles and application.</p> | <p>Active learning strategies handout (Annexure 4), charts, and markers</p> |

DETAILED TRAINING PLAN OF MODULE 1

| Time | Activities (Procedural details) | Resources and Annexures |
|------|--|-------------------------|
| | <p>Each group will design a 5-minute lesson using their assigned active learning strategy. They can choose any subject (e.g., English, Urdu, Science, Maths) to create their lesson. Encourage creativity and ensure that the lesson plan actively involves students in the learning process.</p> <p>Facilitators will circulate among the groups to provide guidance, answer questions, and offer suggestions to help refine the activity. Facilitators should ensure that groups are effectively incorporating the key elements of the active learning strategy. Groups are encouraged to rehearse and practice their lesson before the demonstration.</p> | |

LUNCH BREAK [60 mins]

70 mins

Post Assessment - Active Learning in Action

Participants in groups will demonstrate their 5-minute lesson plans, utilising the assigned active learning strategies. After each demonstration, facilitators will engage participants with guiding questions to deepen their understanding and explore practical applications.

Guiding Questions:

- 1- In which subjects or grade levels can this strategy be effectively used?
This question helps participants think about the versatility of the strategy across different content areas and educational stages.
- 2- At what point during the lesson can this strategy be most effectively implemented?
Discussing the optimal timing for the strategy's use within a lesson (e.g., introduction, practice, review) helps participants understand how to integrate it seamlessly into their teaching.
- 3- What preparation does the teacher need to do in order to implement this strategy effectively in the classroom?
This encourages participants to think about the materials, planning, and setup required to execute the strategy successfully.
- 4- What could be some potential challenges in implementing this strategy, and how can they be overcome?
Identifying possible obstacles and discussing strategies to address them ensures that participants are prepared to handle difficulties and adapt as needed.

By using these guiding questions, facilitators can help participants reflect on their demonstrations, enhance their understanding of active learning strategies, and prepare them for practical implementation in their classrooms. This structured reflection ensures that participants not only learn the strategies but also consider their real-world application and potential challenges.

DETAILED TRAINING PLAN OF MODULE 1

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|---|---|
| 15 mins | <p><i>Participatory Learning Part C: Introduction to BOPPPS Lesson Planning Model</i></p> <p>Begin the session by asking participants to share how they plan their lessons. Take 3-4 responses from the audience and summarise it. Share with participants that they will be introduced to a lesson planning model – BOPPPS through a sorting out activity.</p> <p>Divide participants into small groups. Give each group an envelope or bag containing cutouts of the BOPPPS components, their definitions, and examples. Instruct each group to mix and match the components with their correct definitions and examples. Encourage discussion within the groups to ensure everyone understands the components.</p> <p>After completing the activity, have each group share their matched components with the larger group and ask them to explain their reasoning for each match. Confirm the correct matches by going through each component, definition, and example. Clarify any misunderstandings and provide additional explanations if necessary.</p> <div style="background-color: #0056b3; color: white; padding: 10px; margin-top: 10px;"> <p>Note for Facilitators</p> <p>If participants are still unclear on the BOPPPS lesson planning model, show a short video to reinforce their understanding. After the video, ask if there are any remaining questions or areas of confusion and address them accordingly.</p> </div> | <p>BOPPPS planning document (Annexure 1.1), BOPPPS cutouts (Annexure 1.2), BOPPPS lesson plan template (Annexure 1.3, BOPPPS Video Link (Annexure 1.4), and PowerPoint slides</p> |
| 20 mins | <p><i>Participatory Learning Part D – Modelling a Mini-lesson BOPPPS</i></p> <p>Explain to the participants that they will observe a short model lesson designed using the BOPPPS lesson planning model. Emphasise that the purpose of this activity is to see how the components of the BOPPPS model are applied in a real lesson.</p> <p>The facilitator will select 5 participants to act as pseudo-students of grade 5 for the model lesson. Briefly explain to the selected participants that they will participate in the lesson as if they were grade 5 students. One of the facilitators will conduct a 10-minute model lesson with the pseudo students. The rest of the participants will observe the lesson and take notes, identifying the components of the BOPPPS model as they are demonstrated.</p> <p>After the model lesson, gather all participants for a debrief. Ask the observing participants to share the BOPPPS components they identified during the lesson. Facilitate a discussion on how each component</p> | |

DETAILED TRAINING PLAN OF MODULE 1

| Time | Activities (Procedural details) | Resources and Annexures |
|---------------|--|---|
| | <p>was implemented and its effectiveness. Clarify any questions or uncertainties about the BOPPPS model. Participants will also be guided to reflect on questions such as how the teacher enabled student-student interaction, provided practice time, asked higher-order questions, gave clear instructions, and followed a lesson plan. Summarise the key takeaways from the model lesson and the importance of each BOPPPS component in lesson planning.</p> | |
| 5 mins | <p>Summary and Reflection – 3-2-1 strategy</p> <p>The facilitator will summarise the key points of the session and recap the main ideas. Additionally, the facilitator will highlight the active learning strategies demonstrated throughout the lesson.</p> <p>For reflection activity, the facilitator will distribute worksheets to the participants and instruct them to reflect on their learning from today's session using the 3-2-1 strategy.</p> <ul style="list-style-type: none"> ● <i>2 Ideas:</i> Identify and write down 3 key ideas or concepts that you have learned from today's session. ● <i>2 Ways of Implementations:</i> Think of 2 specific ways you would implement these ideas or strategies in your own training or classroom practice. ● <i>1 Question/Concern:</i> Write down 1 question or concern you still have regarding the material or its application. | <p>3-2-1 Reflection worksheet (Annexure 5)</p> |
| 5 mins | <p>Formative Evaluation of Module 1 - Start-Stop-Continue</p> <p>Participants will be asked to share their feedback on Module 1 using the Start, Stop, Continue strategy. Facilitator will share Mentimeter link with participants.</p> <p>Give following instructions to participants:</p> <ul style="list-style-type: none"> ● <i>Start:</i> Ask participants to suggest new ideas or practices that should be started in the training to enhance their experience ● <i>Stop:</i> Request feedback on current practices or elements that should be stopped because they are ineffective or counterproductive. ● <i>Continue:</i> Encourage participants to highlight what is working well and should be continued. <p>Facilitators will collect the feedback and review/analyse the feedback to identify common themes and actionable suggestions. This feedback will be shared with participants on the next day.</p> <p><i>How to use Mentimeter</i></p> <ul style="list-style-type: none"> ● Click on the provided Mentimeter link or enter the link into your phone/laptop web browser to open the feedback session. ● If prompted, enter the code displayed to join the session. ● Respond to the questions asked on the link ● Ensure all your responses are entered and then submit them through the Mentimeter platform. | <p>Internet connection, Mentimeter Link (It will be shared with participants on the WhatsApp group), and Start-Stop-Continue worksheet (Annexure 6)</p> |

DETAILED TRAINING PLAN OF MODULE 1

| Time | Activities (Procedural details) | Resources and Annexures |
|--------|--|---|
| 5 mins | <p>Note for Facilitators</p> <p>If internet is unavailable, participants can use the Start-Stop-Continue worksheet (Annexure 6) or use sticky notes to provide feedback for this activity. Each participant can use different colored sticky notes for each category: Red for "Stop" (practices to discontinue), Green for "Continue" (practices that are effective and should be maintained) and Yellow for "Start" (new ideas or practices to implement).</p> <p>Homework – Create an Active Learning Strategy Wall</p> <p>Participants are asked to identify an active learning strategy (other than the ones we discussed in the previous section) that they have implemented or are interested in implementing in your classroom. If it is a new strategy to them, they should take some time to learn about how it works, its benefits, and any potential challenges. Then, post their strategy on the Padlet wall.</p> <p>The post should include:</p> <ul style="list-style-type: none">● The name of the strategy● A brief description of how it works● Steps for how to use it in the classroom● An example of how it can be used in any subject and grade level it is suitable for. <p><i>How to Use Padlet</i></p> <ul style="list-style-type: none">● Access Padlet: Go to the provided Padlet link.● Create a Post: Click on the "+" icon to add a new post.● Enter Information: Fill in the details of your chosen strategy as per the example format.● Publish: Once all the information is entered, click "Publish" to share your post with the group. <p>Note for Facilitators</p> <p>If the internet is unavailable, participants can note down their active learning strategy on the provided plain sheet. The next day, participants can stick active learning strategy sheet in the training hall. During breaks, all participants can engage in a gallery walk to read and learn about the various strategies shared by their peers. This will allow everyone to exchange ideas and gather new insights.</p> | Internet connection Active Learning Padlet Wall (Annexure 7) |

MODULE 02

Assessment for and of Learning



Module 2 – Assessment for and of Learning

An Overview

A constructivist approach, which encourages students' active engagement in the learning process, significantly impacts how learning should be assessed. Traditional classroom practices often rely on paper-and-pencil tests to measure students' learning and application abilities. However, learning is a process of connecting prior knowledge with new understanding, and an assessment strategy that only measures facts and elements is inadequate for a constructivist model. Therefore, teachers need to use a combination of summative and formative assessment strategies to enhance curricula, teaching standards, and the learning environment. This module 'Assessment for/of learning' aims to provide teachers with opportunities to develop their skills in employing both formative (for assessment) and summative (of assessment) assessment strategies to monitor student progress, identify challenges, and make informed decisions about their teaching practices.

Learning Outcomes of Module 2

By the end of the module 2, participants will be able to:

- **Reflect** on their existing practices of assessment in primary classrooms;
- **Explore** the use of various assessment strategies in enhancing students' learning in primary classrooms for different learning styles, age groups, and subject content;
- **Create and evaluate** an assessment task for a selected subject-content; and,
- **Design** a 15-minute lesson plan using the BOPPPS model to teach selected subject concepts for primary classrooms.

Generic Resources:

Board, marker, pens/pencils, sticky notes, charts, activity sheets, multimedia, internet, and textbooks (e.g., Maths, Science, English, Urdu).

DETAILED TRAINING PLAN OF MODULE 2

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|--|--|
| 10 mins | <p>Energiser - Human Knot</p> <p>Ask participants to stand in a circle, shoulder to shoulder and hold the hand of the person standing on their left and right (original position). Instruct everyone to extend their right hand into the circle and grab the hand of someone across from them, but not the person standing directly next to them. Then, ask participants to extend their left hand and grab the hand of a different person across the circle, again avoiding the individuals standing directly next to them. Ensure that everyone is holding hands with two different people, creating a human knot.</p> <p>Instruct the participants to untangle themselves (return to the original position) without letting go of each other's hands. They must communicate and work together to move over, under, and around each other to untangle the knot and form a single circle again. Emphasise that they should be careful not to pull or hurt each other during the process.</p> <p>Alternate Energiser</p> <p>Divide participants into groups of 5 people each. Each group will collaboratively create a story, but each sentence in the story must start with the next letter of the English alphabet. The sentences must be in Urdu, but they should follow the alphabetical order of the English letters for their starting sounds.</p> <p>Example:</p> <p>If the first person's sentence starts with "A," the next person's sentence should start with "B," and so on.</p> <p>Person 1 (A): آج میں بازار گیا۔ (Aaj main bazaar gaya.)</p> <p>Person 2 (B): بازار میں بہت رش تھا۔ (Bazaar mein bohot rush tha.)</p> <p>Person 3 (C): کچھ دکانیں بند تھیں۔ (Kuch dukanein band theen.)</p> <p>Person 4 (D): دکانوں میں سیل بھی لگی تھی۔ (Dukaanon mein sale bhi lagi thi.)</p> <p>Each group member takes turns to say a sentence, following the alphabetical order of English letters. Encourage groups to be creative and make sure their sentences connect logically to form a coherent story.</p> | |
| 5 mins | <p>Formative Evaluation – Sharing the Results – Start, Stop and Continue</p> <p>Share results of the formative evaluation of module 1.</p> | |
| 10 mins | <p>Recap –Sorting Activity - Difference between Active and Passive Teaching and Learning</p> <p>Divide participants into small groups. Instruct them that they will receive a Wordwall link containing cards with various components. They are required to sort these components into two categories: active teaching and passive teaching, as well as active learning and passive learning.</p> <p>After everyone has completed the activity, gather the group for a discussion. Review the results together using a shared screen, and discuss any discrepancies or common misunderstandings.</p> | <p>PowerPoint Presentation</p> <p>Word wall link (Link will be shared with participants in WhatsApp group) and Active and Passive Teaching and Learning Sorting Cards (Annexure 8)</p> |

DETAILED TRAINING PLAN OF MODULE 2

| Time | Activities (Procedural details) | Resources and Annexures |
|----------------|---|------------------------------|
| | <p><i>How to use Wordwall</i></p> <ul style="list-style-type: none"> ● Click on the provided Wordwall link or enter it into your phone/laptop web browser to open the activity. ● You will see cards with various components related to teaching and learning. ● Drag and drop each card into one of the following categories: active teaching, passive teaching, active learning, or passive learning. ● Once you have sorted all the cards, click the submit button (if available) or simply notify the facilitator that you are done. <div style="background-color: #004a87; color: white; padding: 10px; margin-top: 10px;"> <p>Note for Facilitators</p> <p>If internet is unavailable, facilitators can use index cards (Annexure 8), each listing a different component of either active or passive teaching and learning. Distribute the index cards to participants in groups. Instruct them to work in small groups to physically sort the cards into two groups: active learning and passive learning.</p> </div> | |
| 5 mins | <p><i>Outcomes - Agenda of the Module 2</i></p> <p>The facilitators will share the expected learning outcomes of module 2.</p> | PowerPoint slides |
| 10 mins | <p><i>Bridge-in - Reflection on assessment practices</i></p> <p>Play the video clip on assessment. After the video, initiate a discussion using the following guiding questions. Encourage participants to share their thoughts and experiences.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> ● What are your thoughts on the video in relation to assessment? ● What key issues are illustrated in the video? ● How is the assessment approach shown in the video similar to or different from your own experiences of assessment? ● What improvements or modifications would you suggest for the assessment practices shown in the video? ● How do you think assessment practices influence student learning and engagement? <p>Summarise the main points discussed.</p> | Video Clip Link (Annexure 9) |
| 10 mins | <p><i>Facilitators Input Time - Understanding Assessment</i></p> <p>Provide an overview of what assessments are, including definitions and key concepts.</p> <p>Discuss the purposes and importance of assessments in education, such as measuring student learning, guiding instruction, and providing feedback.</p> | Powerpoint Slides |

DETAILED TRAINING PLAN OF MODULE 2

| Time | Activities (Procedural details) | Resources and Annexures |
|----------------|--|--|
| 20 mins | <p><i>Pre-Assessment - Case Study Analysis – Types of Assessment</i></p> <p>Ask participants to share their experiences of using different types of assessments. Explain that participants will work on a case study to identify whether the situations described are indicative of formative or summative assessments. Please note that some situations might be identified as diagnostic assessments, which can fall under formative assessments.</p> <p>Distribute case study handouts to participants or share an online link on WhatsApp group. Ask participants to read the case study and work individually to classify it into formative or summative assessment.</p> <p>After individual work, ask participants to work in pairs and discuss their findings with their partners. Encourage them to compare their answers and reasoning. Facilitate a group discussion on the case study, asking pairs to share their findings.</p> <p>Provide input through slides highlighting the differences between summative and formative assessments. Clarify any misconceptions and reinforce key points. You may use the following questions to elaborate your points:</p> <ul style="list-style-type: none"> ● If I take an assessment every day at the end of the class, is it Summative or formative? ● If I take an assessment every day at the end of the class but allocate marks to it, and those marks are not counted towards the final grading, is it formative or summative? ● If I take an assessment every day at the end of the class but allocate marks to it, and those marks are counted towards the final grading, is it formative or summative? ● If a teacher gives a mid-term exam to gauge how well students understand the material and adjusts instruction accordingly, what type of assessment is this? ● When a teacher uses end-of-unit tests to report students' progress to parents and administrators, what type of assessment is being used? ● How can formative assessments help improve student learning throughout the instructional process? | <p>Internet connection and Types of assessment: Case study (Annexure 10)</p> |
| 10 mins | <p><i>Facilitator Input – Alignment between Learning Outcomes, Assessment and Activities</i></p> <p>Provide a brief overview of the concept of alignment between learning outcomes, activities, and assessments. Explain why alignment is crucial for ensuring students achieve the desired learning outcomes and that assessments accurately measure what students have learned.</p> | <p>Powerpoint Slides</p> |

TEA BREAK [30 mins]

DETAILED TRAINING PLAN OF MODULE 2

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|---|---|
| 90 mins | <p><i>Participatory Learning Part A – Assessment Station Walk (ASW)</i></p> <p>- Ask participants what strategies they use in their classrooms to assess students’ learning. Write them on the board. From this discussion, transition into the next activity. The purpose of the ASW is to explore different assessment strategies and discuss their application in primary classrooms.</p> <p>Divide participants into small groups. Provide each group with an empty sheet of paper to take notes on their learnings from each station.</p> <p>Arrange 10 stations around the room, each labelled with one of the following assessment strategies:</p> <ul style="list-style-type: none"> ● Assessment through Concept Cartoons and Reflective Probe ● Assessment through Games ● Assessment through Jeopardy ● Assessment through Questioning (Hot Seat and No-Hand) ● Assessment through Traffic lights, Entry and Exit slips, and Dipsticks, One Minute Paper ● Assessment through Memory Matrix ● Assessment through KWL ● Assessment through Role-play <p>At each station, place assessment strategies handout. Instruct participants that they will have 5-7 minutes at each station to read the handout, discuss the strategy with their group, and consider how it could be applied in their teaching context. After 5-7 minutes, a signal (timer or bell) will indicate it is time to rotate to the next station.</p> <p>Encourage participants to take notes and think about the advantages and challenges of each assessment strategy. Groups rotate around the stations, until all groups have completed all stations. Facilitators should circulate to answer questions and facilitate discussions as needed.</p> <p>After visiting all stations, gather participants for a group discussion on how these assessment strategies can be integrated into their own teaching practices.</p> | <p>Assessment strategies handouts (Annexure 11)</p> |
| 30 mins | <p><i>Participatory Learning Part B: Designing Assessment Tasks</i></p> <p>In the next session, participants will design an assessment task using one of the strategies learned in the station walk and to provide and receive peer feedback.</p> | <p>Assessment Padlet Wall (Annexure 12)</p> |

DETAILED TRAINING PLAN OF MODULE 2

| Time | Activities (Procedural details) | Resources and Annexures |
|------|--|-------------------------|
| | <p>Instruct participants to partner with a colleague you have not worked with during the previous activity. Instruct them to select:</p> <ul style="list-style-type: none">● Subject and specific topic for the assessment● Purpose of Assessment (e.g., diagnostic, formative, summative)● Assessment strategy (e.g., concept cartoons, games, case studies, hot seat) <p>Participants are asked to design an assessment task including a detailed description of the assessment task along with instructions, required materials, criteria for success, and method of providing feedback. Share the link to the Padlet wall with the participants. Instruct participants to post their designed assessment tasks on the Padlet wall.</p> <p><i>How to Use Padlet</i></p> <ul style="list-style-type: none">● Go to the provided Padlet link.● Click on the “+” icon to add a new post.● Fill in the details of your chosen strategy as per the example format.● Once all the information is entered, click "Publish" to share your post with the group. <div data-bbox="312 1086 1216 1349" style="background-color: #0056b3; color: white; padding: 10px;"><p>Note for Facilitators</p><p>If the internet is unavailable, participants can note down their assessment task on the provided plain sheet or a chart paper. Participants can stick their charts in the training hall. Pairs can provide feedback to other pairs using sticky notes or directly on the chart.</p></div> | |

LUNCH BREAK [60 mins]

30 mins

Participatory Learning Part C: Peer Assessment

Explain that participants will review and provide feedback on each other's assessment tasks using the following questions:

- Does the assessment task align well with the chosen learning outcomes?
- Is the purpose of the assessment clear and appropriate?
- Are the instructions for students clear and comprehensive?
- Are the criteria for success well-defined and measurable?
- How practical and feasible is the implementation of the task in a classroom setting?
- What suggestions can you offer to improve the assessment task?

DETAILED TRAINING PLAN OF MODULE 2

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|---|--|
| 60 mins | <p>Participants will review tasks on Padlet and provide feedback directly on the platform. After the feedback session, gather participants for a group discussion on the different tasks and feedback, highlighting common themes and insights. Summarise the main points discussed and the importance of designing effective assessment tasks and receiving constructive feedback.</p> <p>Post-Assessment - Designing Lesson Plans</p> <p>Divide participants into groups of four participants. Instruct them to:</p> <ul style="list-style-type: none"> ● Select a subject (e.g., Science, Math, English, Social Studies) and a specific topic within that subject. ● Use the BOPPPS Lesson Plan Template to structure your lesson. ● Incorporate one active learning strategy from Module 1. ● Include one assessment strategy from Module 2. <p>Before they begin planning, remind them of the BOPPPS model:</p> <ul style="list-style-type: none"> ● <i>Bridge-in</i>: Think of a way to capture students' interest related to your topic. ● <i>Outcomes</i>: Write clear, measurable learning objectives for the lesson. ● <i>Pre-assessment</i>: Decide how you will assess students' prior knowledge. ● <i>Participatory Learning</i>: Plan interactive activities that engage students in active learning. ● <i>Post-assessment</i>: Determine how you will assess students' understanding at the end of the lesson. ● <i>Summary</i>: Plan how you will summarise and reinforce the key points of the lesson. <p>The facilitators will move around the room, sit with each group, ask questions to prompt deeper thinking, and encourage you to use ideas from what they have learned so far in the workshop (e.g., instructional strategies and assessment techniques) to enrich their lesson plan.</p> | <p>BOPPPS lesson plan template (Annexure 1.4)</p> |
| 5 mins | <p>Formative Evaluation – Using Two Stars and a Wish</p> <p>Participants will be asked to share their feedback on Module 2 using Two Stars and a Wish. The facilitator will share the Mentimeter link with them.</p> <ul style="list-style-type: none"> ● <i>Two Stars</i>: Think of two positive aspects of the session. These could be things you found useful, engaging, or well-executed. ● <i>One Wish</i>: Identify one area where you think improvement could be made. This could be something you found challenging or unclear or an aspect you think could be enhanced. <p><i>How to use Mentimeter</i></p> <ul style="list-style-type: none"> ● Open your web browser on phone or laptop and go to Mentimeter. ● Enter the code provided by the facilitator to join the feedback session. ● Type your feedback into the respective fields on Mentimeter. ● Click the submit button to send your responses. | <p>Mentimeter link (It will be shared with participants on WhatsApp group)</p> <p>Two Stars and a Wish Worksheet (Annexure 13)</p> |

DETAILED TRAINING PLAN OF MODULE 2

| Time | Activities (Procedural details) | Resources and Annexures |
|----------------|--|----------------------------|
| | <p>After all responses are submitted, the facilitator will review the feedback and discuss the common themes and any specific suggestions for improvement on the next day.</p> <div style="background-color: #004a87; color: white; padding: 10px; margin: 10px 0;"> <p>Note for Facilitators If internet is unavailable, this activity can be conducted using the worksheet (Annexure 13) or through sticky notes in which facilitators can distribute two different colored sticky notes to each participant (e.g., Blue for Stars and Orange for Wish)</p> </div> | |
| 10 mins | <p><i>Summary and Reflection using 4T</i></p> <p>The facilitators will summarise the key points of the session and recap the main ideas. Additionally, the facilitator will highlight the active learning strategies demonstrated throughout the lesson.</p> <p>For reflection activity, facilitator will distribute worksheets to the participants and instruct them to reflect on their learning from today's session using the 4T strategy</p> <p>Participants will complete the below stems to reflect on their key takeaways, strengths, areas for improvement, and actionable plans for applying new strategies in their classrooms. This 4T activity aims to make the learning more memorable and inspire practical application</p> <ul style="list-style-type: none"> ● <i>Today, the new learning for me was:</i> ● <i>The concept I feel good about is:</i> ● <i>The concept I am still struggling with is:</i> ● <i>Tomorrow, I plan to implement this in my classroom by:</i> | 4T Worksheet (Annexure 14) |
| 5 mins | <p><i>Homework – Instructions for Micro-teaching on Module 3</i></p> <p>Instruct participants that for Day 3, each group will be required to teach a 15-minute lesson and will receive feedback from their peers. Groups should complete their lesson plans and ensure that all resources and materials are ready for the micro-teaching.</p> | |

MODULE 03

Implementing Learning in the Classroom (MicroTeaching)



Module 3– Implementing Learning in the Classroom (MicroTeaching)

An Overview

To effectively practice strategies for engaged learning, it is crucial for teachers to translate their plans into action in a supportive environment. Micro-teaching is a model that offers a structured opportunity for teachers to practice specific skills, such as interactive pedagogical strategies. It allows teachers to receive immediate feedback from peers and facilitators, providing valuable insights for improvement. The module 'Implementing Learning in Classrooms' is designed to offer structured opportunities for teachers to implement their lesson plans in a classroom setup and receive constructive feedback from peers and facilitators to enhance their teaching practice

Learning Outcomes of Module 3

By the end of the module 3, participants will be able to:

- **Implement** their lesson plans in a micro-teaching session;
- **Practice** a variety of pedagogical strategies through microteaching;
- **Appraise** their peers teaching by providing constructive feedback;
- **Modify** their plans in light of peers' feedback; and,
- **Explore** TaRL (Teaching at the Right Level) as a holistic learning approach to enhance the learning of primary school students.

Generic Resources

Board, marker, pens/pencils, sticky notes, charts, activity sheets, multimedia, internet, and textbooks (e.g., Maths, Science, English, Urdu).

DETAILED TRAINING PLAN OF MODULE 3

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|---|--|
| 15 mins | <p>Energiser - Pass the Ball</p> <p>Ask participants to divide themselves into equal groups of 6-7 members each. Have each group form a row, standing one behind the other, facing the facilitator at the front. Ensure each group is in a straight line with enough space between rows.</p> <p>The person at the front of each row will receive a marker or ball. The objective of the game is to pass the marker or ball to the person standing directly behind without turning around. The first person will pass the object over their head to the second person. The second person will then pass it over their head to the third person, and so on. The process continues until the last person in the row receives the object. Once the last person in the row receives the object, they will run to the front of the row and start passing the object again. The process continues until the person who was initially at the front returns to the front position. The first group to have their initial front person back in the front position wins the game.</p> <p>Signal the start of the game and encourage participants to pass the object as quickly and smoothly as possible without dropping it or turning around. Congratulate the winning group (the one who completes the first). Highlight the importance of teamwork and coordination.</p> <p>Use the energy generated from the activity to transition smoothly into the next part of the session.</p> | 6-8 balls/markers |
| 5 mins | <p>Formative Evaluation of Module 2- Two Stars and a Wish</p> <p>Share the results of the formative evaluation with participants</p> | |
| 5 mins | <p>Outcomes - Agenda of the Day</p> <p>Share the expected learning outcomes of day 3</p> | |
| 15 mins | <p>Recap of Module 2 using Kahoot</p> <p>Explain to participants that the recap of module 2 will be conducted through a fun and interactive Kahoot game. Ensure that the computer and projector are set up and connected to the internet.</p> <p>Open the prepared Kahoot quiz and display the game pin on the screen. Instruct participants to take out their smartphones or tablets, go to www.kahoot.it, and enter the game pin to join the quiz. Wait for all participants to join the game by entering their names or nicknames. Confirm that everyone is connected and ready to start.</p> | Kahoot Game Pin (It will be shared with participants in the WhatsApp group) |

DETAILED TRAINING PLAN OF MODULE 3

| Time | Activities (Procedural details) | Resources and Annexures |
|------|---------------------------------|-------------------------|
|------|---------------------------------|-------------------------|

Start the Kahoot quiz and read each question aloud as it appears on the screen. Encourage participants to answer the questions as quickly and accurately as possible using their devices.

Provide brief explanations for each question after the answers are revealed, reinforcing the key points and clarifying any misunderstandings. After the final question, congratulate the top scorers and thank all participants for their active participation.

Note for Facilitators

If internet is unavailable, this activity can be conducted using the paper pencil test.

10 mins

Bridge-in and Pre-Assessment - Reflection on feedback for improvement using Think-Pair-Share

Start the session by inviting participants' views on the 'place of feedback in improving teaching and learning process', focusing on peers' advice. planning process.

Ask a generic question: how would peers' feedback help in improving the teaching and learning process in the science classroom?

- Think individually
- Share your thoughts with the person sitting next to you and develop a collective response.
- Share your collective response with the whole group.

Record their views on chart paper and summarise to highlight the main points (e.g. we do not always need an 'outsider' to evaluate our teaching; improvement is a continuous process and peers can be empowered to contribute in this process).

25 mins

Participatory Learning Part A: Unpacking Characteristics of Effective Feedback through Roleplay

The facilitator will perform two roleplays to demonstrate the difference between constructive feedback and poor feedback. Participants will observe each roleplay and identify the characteristics of both types of feedback (e.g., tone, specificity, clarity, focus on improvement, the emotional impact on the receiver, etc)

After the roleplays, the facilitator will lead a discussion and discuss some key characteristics of effective feedback, especially for verbal feedback. For example:

Board and marker

DETAILED TRAINING PLAN OF MODULE 3

| Time | Activities (Procedural details) | Resources and Annexures |
|----------------------------|--|--|
| | <ul style="list-style-type: none"> ● Feedback should be specific rather than general (e.g. focus on the lesson you have observed) ● Feedback should be non-judgmental (e.g. avoid using the terms 'good' or 'bad') ● Feedback should be balanced (e.g. share two strengths and one area for improvement) ● Feedback should be actionable (e.g. give concrete suggestions for improvement) <p>Write these points on a chart paper prior to the commencement of session and introduce it to teachers. They can also be invited to add other relevant points.</p> | |
| 20 mins | <p>Orientation to observation form</p> <p>The facilitator will share observation forms with teachers and take them through the indicators.</p> | Classroom Observation Tool (COT) (Annexure 15) |
| TEA BREAK [30 mins] | | |
| 5 mins | <p>Grouping</p> <p>The groups for microteaching will be divided into three big groups. The facilitator will ensure representation from all subject areas. Each group will also have a facilitator for microteaching.</p> | |
| 90 mins | <p>Participatory Learning Part B: Microteaching</p> <p>The microteaching session is structured to allow participants to practice delivering a lesson, receive constructive feedback, and refine their teaching skills. It will include three phases: setup, lesson delivery, and feedback.</p> <p>Microteaching Session Breakdown:</p> <ul style="list-style-type: none"> ● Setup Time: 5 minutes ● Lesson Delivery: 15 minutes ● Feedback: 10 minutes <p>Instructions</p> <ul style="list-style-type: none"> ● Setup Time (5 minutes): <ul style="list-style-type: none"> ● You will have 5 minutes to set up your lesson resources and arrange the classroom. ● Ensure that any materials, handouts, or equipment you need for your lesson are prepared and in place. ● Arrange the classroom seating and any other setups as needed to facilitate your lesson. | |

DETAILED TRAINING PLAN OF MODULE 3

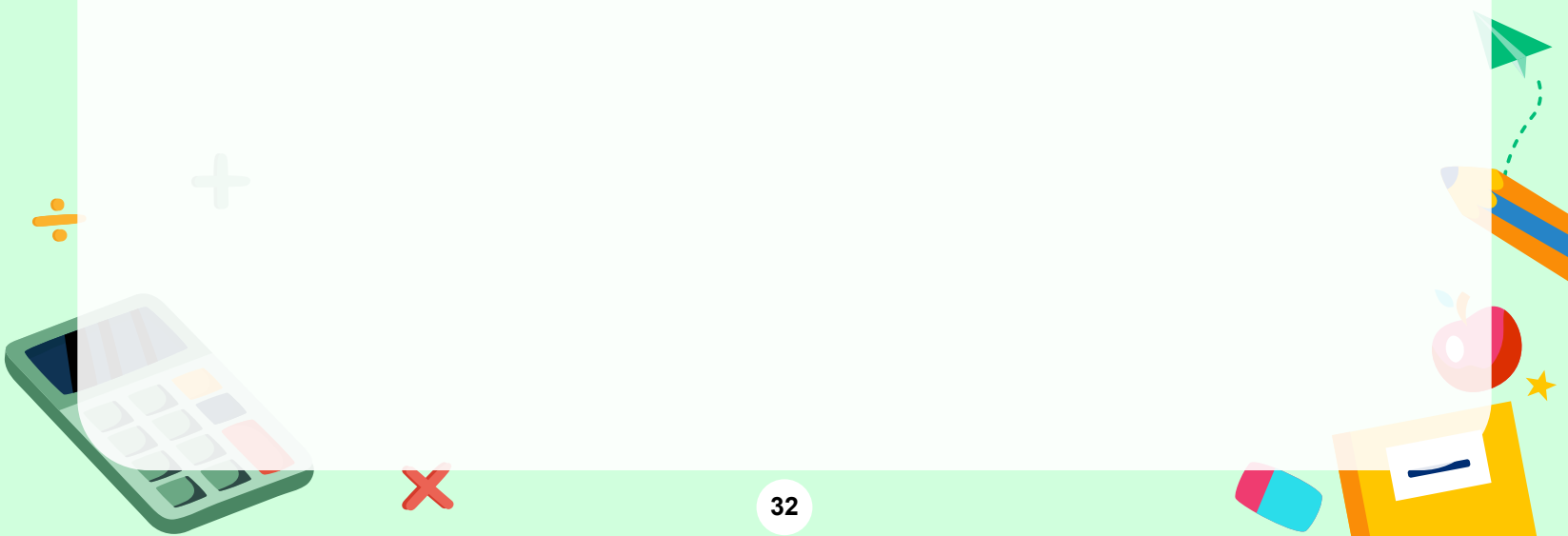
| Time | Activities (Procedural details) | Resources and Annexures |
|------------------------------|--|---|
| | <ul style="list-style-type: none"> ● Lesson Delivery (15 minutes): <ul style="list-style-type: none"> ● Each group will have 15 minutes to teach their lesson. ● Peers will use COT to record their observations. ● Feedback (10 minutes): <ul style="list-style-type: none"> ● Each group will get feedback from their peers and facilitator immediately after teaching in a 15-minute feedback session. ● The facilitator will use various strategies to get verbal feedback. For example, the facilitator will share two starts (two strengths of the lesson) and a wish (an area for improvement with a concrete suggestion). The facilitator will model this strategy by sharing his/her feedback with pairs in the first few instances. ● After each cycle of microteaching, the facilitator will collect 'written feedback' and hand it over to the 'teaching group'. <p>Ideally, all microteaching sessions should be completed before lunch break.</p> | |
| LUNCH BREAK [60 mins] | | |
| 30 mins | Microteaching [Buffer] | |
| 30 mins | <p><i>Participatory Learning Part B: Microteaching Debriefing</i></p> <p>The facilitator will conduct an overall debriefing of microteaching experience and ask participants:</p> <ul style="list-style-type: none"> ● <i>Thoughts and Feelings:</i> Share your personal thoughts, feelings, and emotions about the microteaching experience ● <i>What Worked:</i> Identify and discuss the successful aspects of the microteaching sessions. ● <i>What Didn't Work:</i> Highlight any challenges or areas that need improvement. <p>This debriefing session aims to provide a comprehensive reflection on the microteaching process, offering insights to support continuous improvement in teaching practices.</p> | |
| 60 mins | <p><i>Participatory Learning Part C - Introducing TaRL</i></p> <p>Inform participants that they will watch a video clip that illustrates a common classroom scenario. Play the video clip. After the video, ask participants the following questions:</p> <ul style="list-style-type: none"> ● What did you observe happening in the video? ● What challenges were presented in the video? | <p>Video Clips Link (Annexure 16)</p> |

DETAILED TRAINING PLAN OF MODULE 3

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|---|---|
| 10 mins | <p>Encourage participants to share their observations and thoughts. Record their responses on the whiteboard or flip chart.</p> <p>Ask participants if they have heard of the TaRL approach before. Encourage them to share what they know about it and what the term means to them. Explain that TaRL is designed to address the challenges observed in the video by assessing and grouping students based on their learning levels.</p> <p>Show a video that explains the TaRL approach and outlines its essential steps. Instruct participants to reflect on the below questions as they watch the video and be prepared to discuss your thoughts and insights with _____ the _____ group:</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> ● What is the Teaching at the Right Level (TaRL) approach? ● Why is it important to assess and group students based on their ● learning levels rather than their age or grade? ● What are the key features of the TaRL approach? ● What are the steps taken in the TaRL approach? <p>After the video, use the guiding questions to facilitate the discussion in the large group. Summarise the main points and steps in implementing TaRL. Instruct them to take notes during the video to help them remember key points and details.</p> <p><i>Case Study on TaRL</i></p> <p>Distribute detailed case study handouts to participants, dividing them into small groups. Instruct each group to read the case study. Facilitators will generate a discussion in the large group to summarise the key features of the TaRL approach in light of the case study. Participants will be encouraged to share their insights and reflections</p> <p><i>Reflection Activity through Snowball Fight</i></p> <p>Instruct participants to write your responses to the following prompts:</p> <ul style="list-style-type: none"> ● The most important aspect I learned in this workshop is: ● A new idea I am taking with me from this training is: ● An area where I think I need to work more is: <p>Once written, crumble the paper into a ball and participate in a fun “snowball fight” by throwing your crumbled paper balls around the room for a few minutes. After some time, each participant should pick up a</p> | <p>TaRL Case Study (Annexure 17)</p> <p>Papers and pens</p> |

DETAILED TRAINING PLAN OF MODULE 3

| Time | Activities (Procedural details) | Resources and Annexures |
|---------|--|---|
| 10 mins | <p>crumbled paper ball next to them and read the reflections aloud to the group.</p> <p>The facilitator will summarise the key themes and insights shared during the reflection activity, highlighting the collective learning and areas for growth identified by the participants.</p> <p>Overall Workshop Evaluation Share with participants a link to the workshop evaluation form. Instruct participants to open the link and complete the evaluation form with honest and constructive feedback. Rate various aspects of the workshop, such as content, delivery, materials, and overall experience. Provide comments on what you found most valuable and suggestions for improvement. Share any additional thoughts or feedback that could help enhance future workshops.</p> | <p>Workshop Evaluation Link (This will be shared with participants in the WhatsApp GROUP)</p> |
| 5 mins | <p>Thank you and Goodbyes The facilitator will thank everyone for their participation and valuable feedback.</p> | |



ANNEXURES



Annexure 1.1

BOPPPS Lesson Planning Model

BOPPPS

Online Lesson Planning

Bridge In

Instructor...

- gain learner attention
- build motivation
- establish relevance

Learners find out ...

- what's in it for me?..
- why does this matter?
- why should I learn this?

Ideas for Bridging Online...

- share a relevant story using an audio or video clip

Participatory Learning

Instructor...

- carefully plans a participatory learning activity that allows students to engage with the learning outcome.
- communicates expectations clearly.
- plans level and type of instructor facilitation to maximize student learning.



Learners...

- are actively involved in achieving the outcomes of the lesson
- improve understanding and deepen learning by connecting with, testing, exploring, and mentally manipulating ideas



Ideas for Participatory Learning Online...

- Use a discussion forum for problem solving or working through a case

Post - Assessment

Instructor Finds out...

- What did the learners learn?
- Were the desired outcomes accomplished?
- Are there any gaps in understanding?



Learners find out

- am I getting it?
- what do I need to work on?



Ideas for Post-Assessments Online

- Ask students to submit a minute paper. You could use:
 - quiz tool
 - google form
 - feed from learning object

Summary

Instructor

- concludes and wraps up learning experience.
- provide a sense of closure and completion, or set up learner for future lessons.



Learners

- appreciates how the lesson ties in with the course, or the bigger picture (their discipline, their experience, etc.)
- reflects on whether outcomes were met.
- reviews material immediately.



Ideas for Summarizing Online

- Recap main points
- Provide a clip showing application in the real world.



References & Resources

On teacher presence in participatory learning:
Ekmekci, O. (2013). Being there: Establishing Instructor Presence in an Online Learning Environment. *Higher Education Studies*, 3 (1) 29-38.

On video length:
Guo, Philip. 'Optimal Video Length For Student Engagement'. edX 2015. Web. 20 Apr. 2015. <https://www.edx.org/blog/optimal-video-length-student-engagement>

BOPPPS Model:
Instructional Skills Workshop handbook for participants

On learning outcomes:
Marsh, Patricia A., What is Known about Student Learning Outcomes and How does it relate to the Scholarship of Teaching and Learning? *International Journal for the Scholarship of Teaching and Learning*, Vol. 1, No. 2 (July 2007).

Outcomes*

Instructor...

- clarify what the learner will "get out of" the lesson.
- streamline the planning process to focus on the outcomes.

Learners find out...

- What will be expected of me?

a statement that specifies in a measurable way what the learner will know, value or be able to do by the end of the lesson

"Learning is enhanced when students are aware of the mastery expectations for their courses..." (Marsh, 2007)



1 Stem

- Introduce the learning outcome
- Provide a timeline for achieving the outcome

e.g., By the end of this lesson/module/course/program participants will be able to...

2 Action Verb

- Identify the ability that will be measured (in relation to knowledge, skill, or value)
- e.g., illustrate, define, compare, arrange, sketch, create, indicate, coordinate, assess, advocate, tolerate...

3 Learning Statement

- Set the context under which the student demonstrates the knowledge, skill or value.
- e.g., By the end of this lesson, the learner will be able to describe all 6 components of a BOPPPS lesson.

Pre -Assessment

Instructor finds out...

- what do learners already know?
- do I need to adjust the depth and pace of learning?
- what are my students interested in?
- which students could act as resources within the class?

Learners...

- recall prior knowledge
- gain confidence by reviewing prior knowledge
- assess own strengths and areas for improvement

Ideas for Pre-Assessments Online

- Send out a survey, quiz or poll in the week leading up to your lesson



Annexure 1.2

BOPPPS Lesson Planning: Cutouts for Sorting Activity

Bridge-in

Why: Begins the learning cycle, gains learner attention, builds motivation, and explains why the lesson is important.

Introduce the topic with the video or audio clips, or share the relevant story.

Outcomes

What: Clarifies and specifies the learning intention: clarifies what the learner should know, think, value or do by the end of the lesson, under what conditions and how well.

By the end of the lesson, learners will be able to identify all six components of BOPPPS.

Pre- Assessment

Answers the question, "What does the learner already know about the subject of the lesson?"

Survey, quiz, poll learner at the beginning of the lesson.

Participatory Learning

How: This is the body of the lesson, where learners are involved as actively in the learning process as possible. There is an intentional sequence of activities or learning events that will help the learner achieve the specified objective or desired outcome.

Pose a question or ask learners to Think-Pair-Share, or assign a case study for learners to work through.

Post-Assessment

Formally or informally demonstrates if the learner has indeed learned and is linked directly with the objective or outcome.

Ask learners to present one-minute papers in response to:
a) What was the most important point you learned today?
B) What questions remained unanswered?

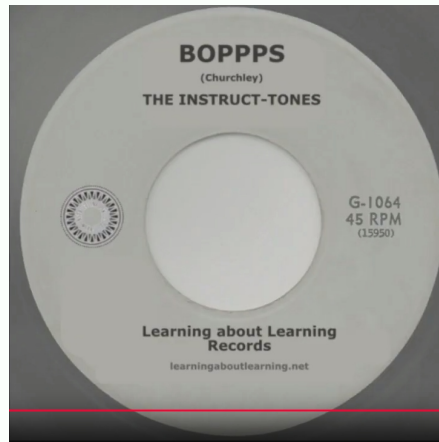
Summary/ Closure

Provides an opportunity for learners to reflect briefly and integrate the learning during the closing of the learning cycle.

Ask participants to:
Summarize the main points.
Play a clip showing application in the real world.

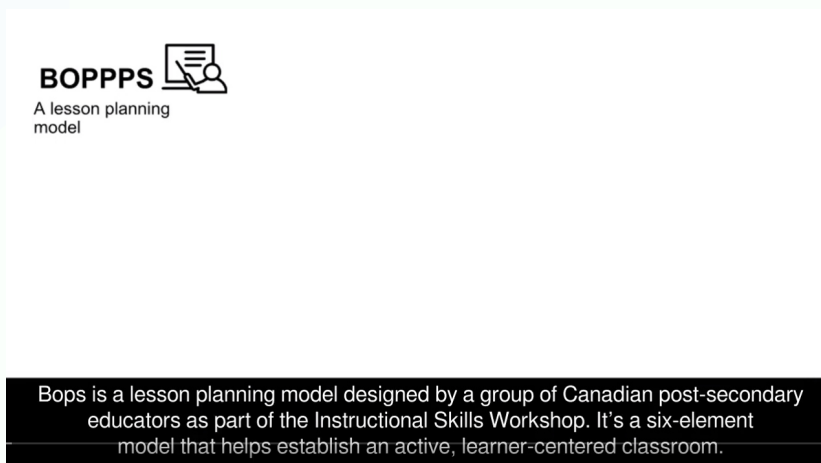
Annexure 1.3

BOPPPS Lesson Planning: Videos



BOPPPS Lesson Planning Video

<https://www.youtube.com/watch?v=5WE6XIVe5J4>



BOPPPS Lesson Planning Song

<https://www.youtube.com/watch?v=iJ4E26G2IEo>

Annexure 1.4

B O P P S Lesson Planner

Lesson title:
BRIDGE-IN:

Instructor:

- Provide motivation
- Value of lesson to learner



TIME*

LEARNING OUTCOMES:

1. By the end of this lesson, students will be able to...

Describe what the learners will know, be able to do, or value at the completion of the lesson

PRE-ASSESSMENT:

- Identify prior knowledge
- Assess whether or not the learner can already accomplish outcome

TIME*

PARTICIPATORY LEARNING:

Learner Activities

- What learner does to **actively** achieve outcome

Instructor Activities

- How instructor facilitates learning.

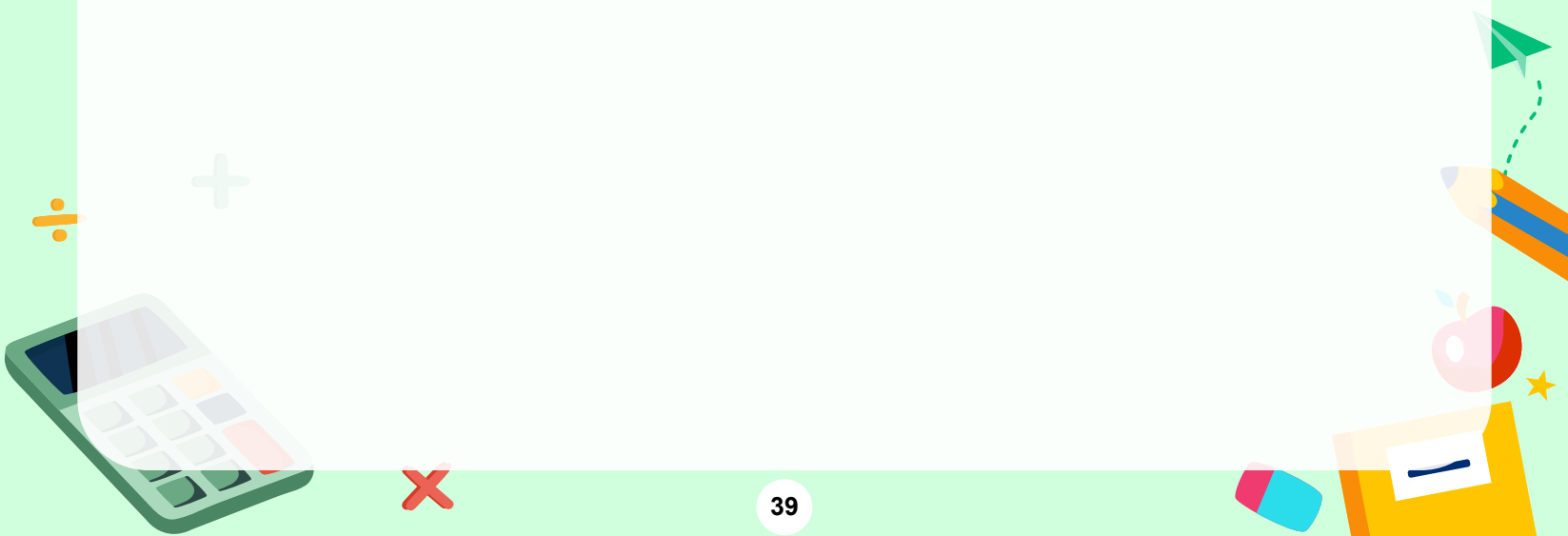
Tools and Resources

- Resources the learner needs to achieve outcome



| | | | |
|---|-------|-------|-------|
| | | | |
| | TIME* | TIME* | |
| POST-ASSESSMENT: | | | |
| <input type="checkbox"/> Did the learner demonstrate the outcome? <input type="checkbox"/> Formative assessment | | | TIME* |
| SUMMARY: | | | |
| <input type="checkbox"/> Conclude the learning experience <input type="checkbox"/> Provide a sense of closure or completion, or set up for future lessons. | | | TIME* |

Use the "TIME" box to estimate how long each component will take during your microteach.
 Western University. Teaching Support Centre. www.uwo.ca/tsc



Annexure 2
Bingo Sheet

♥ *Getting to Know You* ♥
B I N G O

Find someone that fits each description and write his/her name in the corresponding spaces.

someone wh
loves to dance

someone
who has a
long hair

someone
who has a
brother

Someone who
is wearing
eyeglasses

someone who is
afraid of
spiders

someone who
loves fruits

someone who can
play a musical
instrument

Someone who
likes to
read books

someone who
loves sports

someone
who can do a
cartwheel

someone who can
speak another
language

someone
who owns a
pet

Someone
who is left
handed

someone who is
scared of heights

Someone who
loves to swim

someone who is
born on the same
month as you

Annexure 3.1
ACTI₂VATED₂ Sheet

ACTI-2-VATED-2

A - ALIGNMENT WITH SPECIFIC LEARNING OUTCOMES

This aspect is crucial in education because it ensures that the chosen active learning strategy is directly tied to the educational goals and objectives. Aligning the activity with specific learning outcomes helps maintain focus and relevance, ensuring that students gain the intended knowledge and skills.

Example If the teacher wants students to be able to analyse and evaluate multiple perspectives on a historical event, s/he may choose an active learning strategy of the Socratic seminar in the class to develop those critical thinking skills.

C-CLEAR INSTRUCTIONS

Clear instructions are vital for the success of any active learning activity. Students need to understand what is expected of them to perform the task effectively. Ambiguity can lead to confusion and hinder the learning process. Instructions should always include: what is the expected outcome, the process they are supposed to follow, the time given, and the materials to be used (if any). After giving instructions, ask one of the students to repeat these instructions back to check their understanding.

Example Teacher Anila gives the following instructions to students for a pair work activity on characteristics of feedback. Pairs of students will collaboratively read two samples of teacher feedback provided. Analyse each feedback for clarity, specificity, and positivity. Identify characteristics that make one feedback better than the other. Record your findings on a chart paper, including examples and justifications. You have 15 minutes for this task.

Annexure 3.1
ACTI₂VATED₂ Sheet

ACTI-2-VATED-2

T-TIME ALLOCATION

Properly allocating time for an active learning strategy is essential to maintain a balance between engagement and covering the required content. Providing insufficient time for an activity can be problematic as it may lead to rushed and superficial engagement. Students might struggle to fully comprehend the task, hindering the depth of their learning. This rushed approach can also increase stress and anxiety, negatively impacting the overall effectiveness of the learning experience. Conversely, allocating excessive time to an activity can be problematic as it may result in disengagement or students becoming overly focused on peripheral aspects. The prolonged duration of an activity can lead to a loss of interest, diminishing the overall impact of the activity. It is always good to remind students of how much is left so that they can plan their activity accordingly. Alternatively, in group tasks, one student can take the role of time manager.

I- INSTRUCTOR'S ROLE

As the activity unfolds, teachers should actively monitor students' learning, striking a balance between providing hints and allowing independent exploration. Teachers as facilitators play a crucial role in guiding discussions, offering support, and fostering collaboration.

Annexure 3.1
ACTI₂VATED₂ Sheet

ACTI-2-VATED-2

I-INCLUSION AND DIFFERENTIATION

Recognizing and addressing diverse learning styles and abilities is crucial for fostering an inclusive learning environment. By considering inclusion and differentiation, educators can design activities that cater to various learning preferences and provide opportunities for all students to participate and succeed.

Example: While conducting a project-based learning for students, Teacher Zohaib allows students to choose how they demonstrate understanding. They have a choice to do a presentation, a written report, or a creative project. This allows Teacher Zohaib to cater to varied preferences, ensuring all students are engaged and can showcase their strengths.

V-VIABILITY/FEASIBILITY

Ensuring that an active learning activity is feasible in terms of available resources, space, and participants' skills is vital. This aspect prevents potential logistical issues, ensuring that the chosen strategy is practical and can be successfully implemented within the given constraints.

Example: Before incorporating a flipped classroom approach, where students review content outside class and engage in discussions during class, Teacher Hammad checked the availability of internet and technological resources at students' home, their skills with using technology, and his own skills of employing technology.

Annexure 3.1
ACTI₂VATED₂ Sheet

ACTI-2-VATED-2

A - ADAPTABILITY/FLEXIBILITY

The ability to adapt and have a plan B is essential in the dynamic context of a classroom. If the initial active learning strategy faces challenges or is not as effective as anticipated, having an alternative plan ensures that the learning objectives can still be achieved, promoting resilience and flexibility in teaching.

Example: Teacher Sadia has planned to use Mentimeter to help students give ideas on the causes of pollution; however, she is mindful of the fact that internet may not work. Therefore, she has a plan B where students can share their ideas through post-it notes.

T-TRY OUT THE STRATEGY

Before implementing an active learning strategy in the classroom, teachers need to test and evaluate its effectiveness. This helps in identifying potential issues, refining the approach, and ensuring that the strategy aligns with the teaching style and the needs of the students.

Example: Teacher Anil planned to do an experiment to teach the concept of 'Air occupies space'. Before going into the classroom, he did that experiment in his lab to test the viability of the task to communicate the concept.

ACTI-2-VATED-2

E- ENGAGEMENT

Engaging students is fundamental for effective learning. Considering how the chosen activity will capture students' interest and involvement at different levels is key. An engaging activity promotes active participation, enthusiasm, and a deeper understanding of the subject matter. Activities should consider the diverse levels of Bloom's taxonomy to captivate learners' attention. While basic engagement activities, like quizzes or recall tasks, lay a groundwork of understanding, it's equally crucial to incorporate higher-order thinking activities, such as analysis, synthesis, or evaluation tasks. Striking this balance ensures that students not only participate actively and maintain enthusiasm but also delve into deeper cognitive processes, fostering a more comprehensive and meaningful learning experience.

Example: Teacher Sumaira uses both low-order thinking order and high-order thinking activities in his class, such as: In lesson 1 of history, she gives a worksheet activity where students identify and recall key facts about a historical event fostering engagement at the knowledge and comprehension levels. This foundational engagement builds a base for higher-order thinking. In lesson 3, she engages learners in a debate where students critically analyse and judge the significance of historical events, considering multiple perspectives, enhancing engagement at the evaluation level of Bloom's taxonomy.

Annexure 3.1
ACTI₂VATED₂ Sheet

ACTI-2-VATED-2

D-DEBRIEFING

Reflection is an integral part of the learning process. Debriefing allows teachers to assess whether the learning outcomes were achieved, providing students with an opportunity to consolidate their understanding and identify areas for improvement in their learning. A thorough debriefing goes beyond a mere recapitulation of the activity; it involves probing questions, open discussions, and reflection prompts that encourage students to articulate their insights, challenges faced, and the relevance of the activity to broader concepts. Debriefing can take various forms, such as Question/Answer, group discussions, reflective journals, concept mapping.

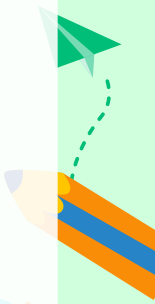
D - DESIGNING

Structuring the activity to facilitate a progression from simple to complex ideas is crucial for optimal learning. Thoughtful design helps scaffold students' understanding, guiding them through the material in a way that builds upon prior knowledge and prepares them for more advanced concepts. For instance, in a history lesson, a well- designed sequence might begin with a basic timeline activity to establish key events. Subsequently, students could engage in a comparative analysis of historical documents, gradually moving towards more complex tasks like crafting their historical narratives. This sequential design not only ensures a smooth transition between concepts but also allows students to develop a deeper understanding as they progress through the activity.

Annexure 3.2
ACTI₂VATED₂ Record Sheet

ACTI-2-VATED-2 RESPONSE SHEET

| | |
|---|--|
| A | |
| C | |
| T | |
| I | |
| I | |
| V | |
| T | |
| E | |
| D | |
| D | |



Annexure 4

Active Learning Strategies

Storytelling (Oral)

What is storytelling?

Storytelling is the act of verbally narrating stories, events, or experiences to an audience. This method taps into the age-old and cultural tradition of oral storytelling, engaging listeners through vivid descriptions, expressive language, and a compelling narrative. Storytelling can introduce new topics, explain complex ideas, or reinforce learning by making abstract concepts tangible and relatable.

Why use storytelling in the classroom?

To engage students emotionally and intellectually, making learning memorable and meaningful. Storytelling helps in building connections between the lesson content and students' experiences. It enhances students' listening skills and attention span. It also improves language and vocabulary, fosters creativity and imagination and helps in understanding complex concepts through relatable narratives.

When can you use storytelling?

Storytelling is perfect for introducing new topics, explaining complex ideas, or reinforcing learning in a memorable and engaging manner. It can be used across subjects such as languages, history, Islamiat, social studies and even science to bring concepts to life through engaging narratives.

How to use storytelling in classrooms?

- **Choose a Story:** Select a story relevant to the lesson topic. It could be a folktale, historical event, or scientific discovery that aligns with your learning objectives.
- **Prepare the Story:** Familiarize yourself with the story, identifying key points and details to emphasise. Practice using vocal variations and gestures to enhance engagement.
- **Set the Scene:** Arrange the classroom seating in a semi-circle or around a comfortable area where students can easily see and hear you. Dim the lights slightly to create a focused atmosphere.
- **Tell the Story:** Use expressive language, gestures, and varying tones to captivate your students. Encourage students to visualise the events as you narrate.
- **Interactive Elements:** Pause periodically to ask questions, encouraging students to predict what might happen next or to relate the story to their own experiences.
- **Discussion:** After the story, engage students in a discussion about the themes and lessons learned. Ask questions that prompt critical thinking and personal connections to the story.

What are some of the variations of storytelling?

- **Personal Stories:** Students share their own experiences related to the topic, promoting personal connections and empathy.
- **Guest Storytellers:** Invite guest speakers, such as community members or experts, to share their stories or experiences.
- **Collaborative Storytelling:** Students take turns adding to a story, building it collaboratively, with each student adding a new part to it.

- **Story Circles:** Students sit in a circle and take turns telling parts of a story that know already, building on each other's contributions.
- **Digital Storytelling:** Use multimedia tools to enhance storytelling with images, videos, and sound effects.

An example of storytelling

Subject: Science

Topic: Importance of Vaccination

The teacher tells a story about a young boy named Ali from a rural village in Punjab who falls ill with measles. Through the story, the teacher describes how Ali's illness affects his family and community, emphasising the challenges they face due to the lack of vaccination. The narrative includes the arrival of a health worker who educates the village about the benefits of vaccines and how Ali's siblings get vaccinated, preventing further illness. Throughout the storytelling, the teacher pauses to ask students how they think Ali's illness could have been prevented and what steps the community could take to ensure better health. After the story, the class discusses the importance of vaccination and how it can prevent diseases and protect communities.

Guiding Questions

- What do you think Ali's family could have done to prevent his illness?
- How do you think Ali's friends felt when he couldn't play with them because he was sick?
- What would you do if a health worker came to your village with important health information?
- Why do you think vaccinations are important for the whole community, not just one person?

After the storytelling, the class discusses the importance of vaccination and how it can prevent diseases and protect communities. The teacher prompts further reflection by asking:

- What lessons can we learn from Ali's story?
- How can we apply these lessons to our own lives and communities?

Tips for effective storytelling

- **Use Expressive Language:** Choose descriptive words and vivid imagery to paint a picture in your listeners' minds. This makes the story more engaging and memorable.
- **Vary Your Tone and Pace:** Use changes in tone, volume, and pace to highlight different parts of the story. Speak more slowly for dramatic effect or faster for exciting moments and adjust your volume to draw attention to key points.
- **Incorporate Gestures and Body Language:** Use hand movements, facial expressions, and body language to emphasise parts of the story and keep your audience engaged.
- **Make Eye Contact:** Maintain eye contact with your audience to build a connection and keep them engaged. This also helps you gauge their reactions and adjust your narration accordingly.
- **Use Pauses Effectively:** Strategic pauses can build suspense, give your audience time to absorb information, and emphasise important points in the story.
- **Engage Your Audience:** Ask questions, encourage predictions, and invite reactions from your audience. This makes the storytelling interactive and keeps listeners actively involved.
- **Create a Setting:** Set the scene at the beginning of the story. Describe the time, place, and atmosphere to help your audience visualise the setting.
- **Practice, Practice, Practice:** Rehearse your storytelling several times. This will help you refine your delivery, smooth out any rough patches, and become more comfortable with the narrative flow.

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An example of storytelling (using pictures)

Subject: Science

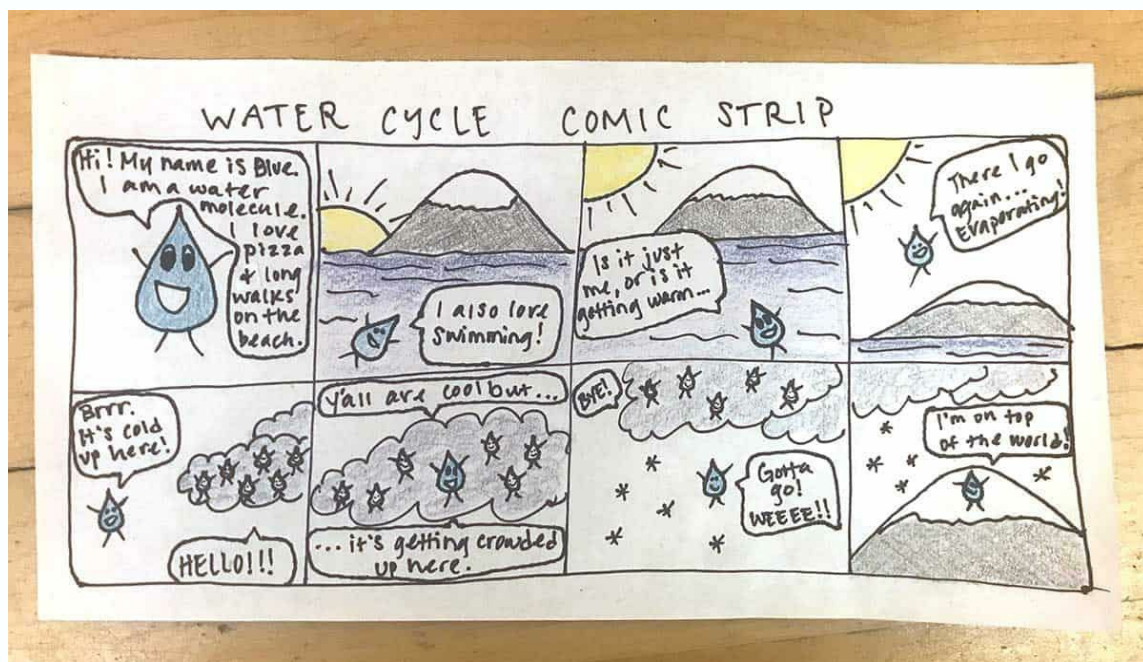
Topic: Water Cycle

The teacher begins the lesson by introducing the concept of the water cycle and explaining its critical role in Earth's ecosystem. She presents the lesson's objective: to understand the stages of the water cycle and recognise its impact on the environment. The teacher has prepared a series of simple yet informative diagrams that sequentially illustrate the stages of the water cycle. These diagrams are displayed prominently on the board. As each diagram is introduced, the teacher points out key elements visually represented, such as the sun, clouds, and bodies of water, ensuring that the diagrams are not only visible but clearly understood by the students. During the storytelling, the teacher asks the following questions:

Guiding Questions

- Why does water turn into vapour when it's hot? Can anyone give an example of seeing evaporation in real life?
- What forms when water vapour in the air cools?
- Why do you think clouds appear higher up in the sky?

The teacher summarises the water cycle by revisiting each diagram and succinctly reviewing the key processes. She emphasises the cycle's perpetual nature and its significance to life on Earth. To reinforce learning, the teacher invites students to draw their version of the water cycle using stick diagrams. Each student is asked to present their diagram and describe each stage, encouraging public speaking and reinforcing their understanding.



Debate

What is a debate?

A debate is a structured form of argumentation where participants discuss opposing viewpoints on a specific topic. It involves presenting evidence, constructing arguments, and refuting opposing claims in a formal setting. Debates encourage students to think critically, articulate their thoughts clearly, and engage in respectful discourse.

Why to use debate in a classroom?

To develop critical thinking, public speaking, and argumentation skills. Debates also foster a deeper understanding of the topic as students must research and defend their positions. Also, enhances critical thinking and reasoning, improves public speaking and confidence, and encourages research and evidence-based arguments.

When to use debate in a classroom?

Debate can be particularly beneficial when exploring topics with multiple viewpoints or when addressing complex social, ethical, or political issues. Teachers might use debate to deepen students' understanding of a subject, allowing them to explore different perspectives and develop a well-rounded view. Debates can also be utilised to assess comprehension and the ability to apply learned concepts in a real-world context.

How to use debate in classrooms?

- **Choose a Topic:** Select a relevant and engaging topic for debate. Ensure it is age-appropriate and has clear pro and con positions. Debate works well with controversial topics that may have differing viewpoints.
- **Assign Sides:** Divide students into two groups, assigning each a position (for or against). You can assign positions randomly or let students choose based on their interests.
- **Research:** Allow time for students to research their arguments. Provide guidance on credible sources and effective argumentation techniques. Discuss what makes evidence strong or weak and how to discern between opinion and factual information.
- **Structure the Debate:** Outline the format, including opening statements, rebuttals, and closing arguments. Define the time limits for each segment.
- **Ethical Considerations and Quality of Argument:** Emphasize the importance of respecting differing viewpoints and engaging in ethical argumentation. Discuss the importance of coherence, logic, and relevance in constructing arguments.
- **Moderate the Debate:** Facilitate the debate, ensuring students follow the rules, stay on topic, and respect each other's viewpoints. During the debate, the facilitator's role is critical in challenging and deepening the discussion. Acting as the devil's advocate, the facilitator will interject with opposing viewpoints or probing questions. This approach helps ensure a comprehensive exploration of the topic, encouraging students to consider and respond to a range of perspectives and strengthen their arguments.
- **Reflect:** After the debate, engage the class in a reflection on the arguments presented. Discuss which points were most compelling and why.

What are some of the variations of using debate?

Line-up activity is an interactive format that encourages students to physically position themselves along a spectrum based on their agreement or disagreement with a given statement. This method promotes active participation and requires students to evaluate their stance on various issues quickly.

An example of a debate

Subject: Languages (to specifically develop speaking skills)

Topic: Deforestation

- In a lesson focused on deforestation, the teacher first establishes a solid foundation of knowledge about the concept and the various factors associated with it. After ensuring that students have a good grasp of the topic, the teacher introduces a trigger.
- Students are then divided into two groups. One group will argue in favor, while the other group will argue against it. The teacher may assign students to groups randomly or allow them to choose based on their personal interests or initial opinions, fostering engagement and motivation.
- Each group is given time to research their respective positions. The teacher provides resources such as articles, documentaries, case studies, and reports to help students gather valid evidence and examples to support their claims. During the research phase, students discuss their findings within their groups. The teacher circulates among the groups, answering questions, clarifying information, and helping students connect their research with the debate topic.
- To aid in organising their arguments coherently, the teacher provides students with a writing frame. This tool helps students structure their points logically, focusing on introducing their position, presenting evidence, explaining the evidence, and concluding their arguments. The writing frame guides students to articulate their viewpoints clearly, ensuring that each member contributes to the group's overall argument.
- Throughout the debate, the teacher acts as a moderator, ensuring that the discussion remains respectful and productive and that each side has an equal opportunity to present and defend their views. This structured approach not only teaches students about the crucial environmental issue of deforestation but also enhances their research, critical thinking, public speaking, and collaboration skills.

Trigger on Deforestation

In Lorlai, a town with many trees, a company wants to build houses to help with the growing population. They say it will bring more jobs and help the town grow. However, some people in the town and environmental activists don't want to cut down the trees because they worry about harming nature. Now, the town is caught in a tough decision: Should they allow the company to cut down the trees for houses and jobs?

Yes

No

Reason # 1

Reason # 2

Reason # 3

Discussion Using Pictures

What is picture discussion?

Discussion using pictures involves using visual aids to prompt conversation and analysis among students. This strategy leverages the power of imagery to stimulate critical thinking, interpretation, and dialogue. Pictures can depict scenes, concepts, or scenarios that encourage students to explore and discuss various perspectives.

Why use picture discussion in the classroom?

This method stimulates critical thinking and dialogue through visual stimuli. It helps students make connections between visual information and the lesson content, fostering deeper understanding. It also enhances observational and interpretative skills, promotes critical thinking and analysis, and encourages verbal expression and discussion.

When to use picture discussion in the classroom?

Teachers can effectively use picture discussions when introducing new topics to spark curiosity and set the stage for deeper exploration. Picture discussions can also be used to enhance literacy skills as students describe what they see and infer meanings, fostering critical thinking and observation skills. Additionally, this method is ideal for reviewing and reinforcing previously learned material, helping students make connections between textual content and visual representations.

How to use picture discussion in Classrooms?

- **Select Pictures:** Choose images that are thought-provoking and relevant to the lesson topic. These could be photographs, paintings, or diagrams.
- **Present the Pictures:** Show the pictures to the class using a large-size poster, or projector or by distributing printed copies. Give students time to observe the details.
- **Prompt Discussion:** Ask open-ended questions to initiate discussion (e.g., “What do you think is happening in this picture?” “What emotions do these images evoke?”).
- **Facilitate Dialogue:** Encourage students to share their observations and interpretations. Guide the discussion to explore different perspectives and deeper meanings.
- **Summarize:** Conclude with a summary of the key points discussed, linking the visual analysis back to the lesson’s objectives.

An example of a picture discussion

Subject: Languages

Topic: Clean Water

The teacher projects the image through a large poster where it is visible to all students. She gives them a moment to observe it quietly. The teacher asks the students to describe what they see without inferring or analysing. This might include noting the people washing clothes, children swimming, and animals like a cow and a bird in close proximity to the people. The teacher generates a discussion using some guided questions:

Guiding Questions

- *What different activities are taking place in this river?*
- *How do you think the presence of animals affects water quality?*
- *What might be the consequences of using this same water for washing, bathing, and drinking?*
- *Why is it important for the water in this river to be clean?*
- *What health issues might arise if the water is contaminated?*

The teacher explains the concepts of water pollution and conservation. She discusses the sources of water pollution visible in the picture, such as potential runoff from nearby areas and human activities that might contaminate the water.

The teacher challenges the students to think of solutions that could improve water quality in the river. Suggestions might include community clean-up days, proper waste disposal practices, or public health campaigns. Students are asked to consider what role they can play in promoting clean water practices in their community.

The teacher summarises the key points discussed, emphasising the importance of clean water



Discussion Using Case Study

What is a discussion using a case study?

Case-based discussion involves analysing real-life or fictional scenarios to explore complex issues and problem-solving. This strategy helps students apply theoretical knowledge to practical situations, encouraging critical thinking and collaborative analysis.

Why use discussion through a case study in the classroom?

To develop analytical and critical thinking skills through practical examples. Case-based discussions make learning relevant by connecting classroom content to real-world situations. It also enhances problem-solving abilities, encourages the application of theoretical knowledge, promotes collaborative learning and discussion, and develops decision-making skills.

When to use discussion through a case study?

Discussion through case studies is particularly effective in the classroom when the goal is to develop critical thinking, problem-solving skills, and application of theoretical knowledge to real-world scenarios. Teachers might use case studies to challenge students to think deeply about nuanced issues, make decisions based on available data, and justify their choices. Furthermore, case studies are excellent for assessments where teachers wish to evaluate not just what students know but how they apply their knowledge practically.

How to use discussion through a case study in Classrooms?

- **Select a Case:** For the lesson, choose a relevant case study. It could be a real-world issue or a fictional scenario related to the subject.
- **Introduce the Case:** Present the case details to the class. Provide background information and clearly define the problem or issue at hand.
- **Divide into Groups:** Have students form small groups to discuss the case. Ensure each group has access to all necessary information.
- **Analyse the Case:** Guide students in identifying key issues, analysing the problem, and proposing potential solutions. Encourage them to consider different perspectives and use evidence to support their arguments.
- **Group Presentation:** Each group presents their analysis and solutions to the class. Facilitate a discussion to compare different approaches and ideas.
- **Debrief:** Summarize the key points from each presentation and discuss the case study's real-world applications. Reflect on the learning outcomes and any new insights gained.

An example of using discussion through a case study

Subject: Languages

Topic: Cleanliness

To analyse the impact of littering on the community's health and environment and develop persuasive communication aimed at addressing the problem, the teacher presents the case study to the students, outlining the current situation in Quetta. The case study details the descriptions of how littering has affected the town and potential health risks to the community.

Case Study

Quetta, known for its vibrant local markets and rich cultural heritage, is facing a growing challenge with litter. Quetta has recently experienced a significant increase in littering issues, affecting both the aesthetic of the town and the health of its residents. Areas around marketplaces, public parks, and along the town's main roads are increasingly cluttered with waste, including plastics, organic refuse, and miscellaneous debris. This has led to blocked drainage systems, unpleasant smells, and a rise in pest-related health issues among residents.

Guiding Questions

- What are the primary sources of litter in Quetta?
- How does litter affect the daily life of Quetta's residents?
- What are the environmental impacts of this increased littering?
- What measures have been attempted by local authorities to address this issue, if any?

In groups, students discuss the provided information and use the guiding questions to deepen their understanding and analysis of the problem. Each group brainstorms potential solutions that could effectively reduce or eliminate litter in the town.

Each group is tasked with writing 3 slogans (persuasive statements) to raise awareness about the importance of a clean environment. The groups present their slogans to the class and classmates, and the teacher provides feedback on their clarity, grammar, sentence structure, and persuasiveness. Students refine their slogans based on the feedback received.

Educational Games (Board Game)

What is a board game?

A board game is a form of structured play that involves a physical or digital board as the primary playing surface. Essential elements of board games include explicit rules and regulations that govern the play, defining how players can interact with the game and with each other. These games often integrate various features such as strategic thinking, competition, collaboration among players, and a system of rewards and punishment, which are essential for driving engagement and enhancing the gaming experience. When designed with educational objectives, board games incorporate specific concepts or learning outcomes into their gameplay, making them not just entertaining but also instructional. This fusion of fun and learning makes educational board games an effective tool for teaching and reinforcing new skills and knowledge.

Why use board games in the classroom?

Using board games as an educational strategy holds significant potential for enhancing learning experiences. By merging key educational concepts with engaging gameplay, board games can make learning more dynamic and memorable. They foster strategic thinking and problem-solving skills as players must decide based on the game's challenges. Furthermore, the competitive and collaborative nature of many games enhances social skills and encourages communication among students. Moreover, the immediate rewards and recognition offered by board games provide instant feedback, which is crucial for motivating students and reinforcing their learning.

When to use board games in the classroom?

Teachers can introduce board games during lessons that might benefit from a more dynamic learning approach or use them as a review tool to reinforce previously covered material in a memorable and enjoyable way.

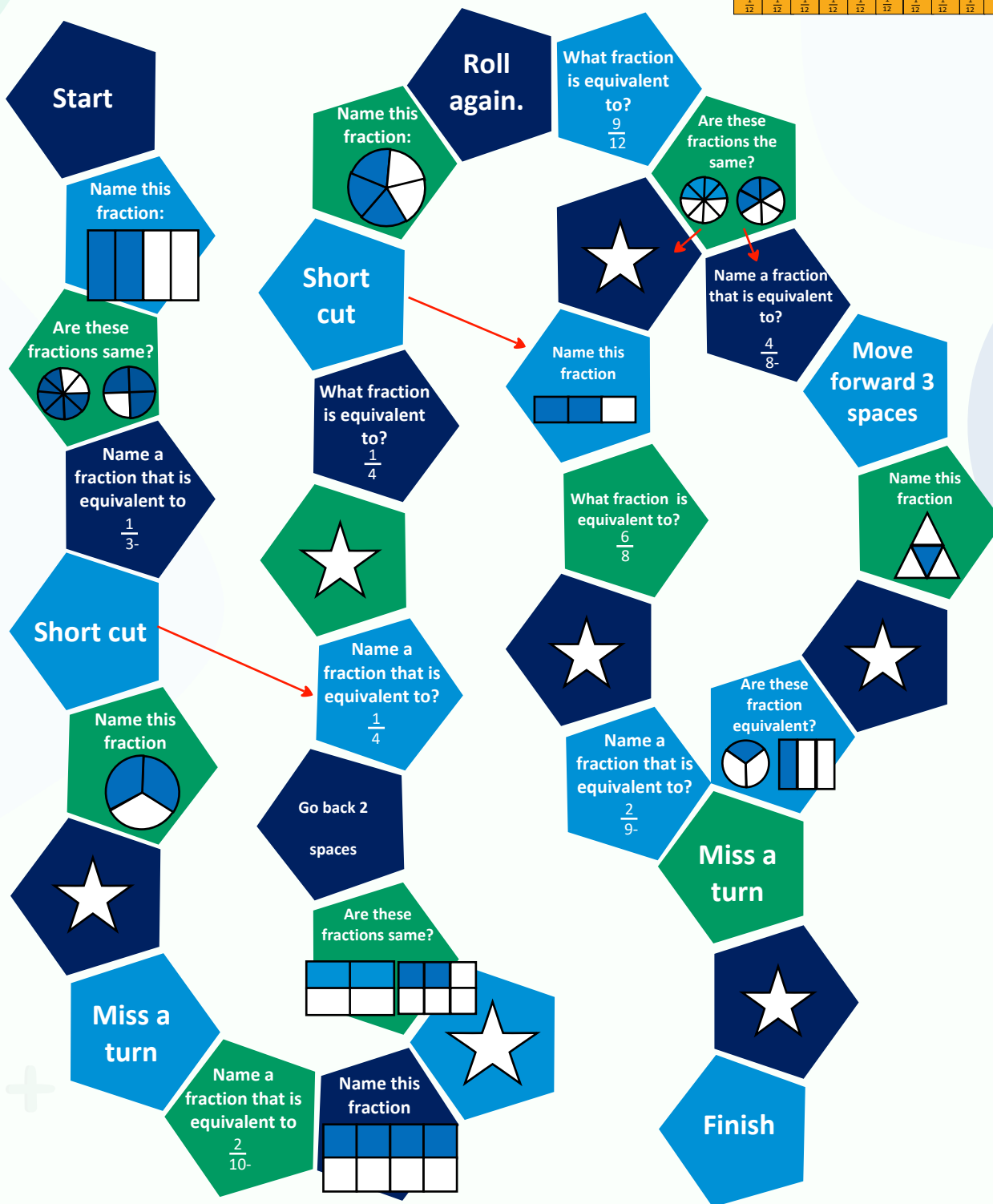
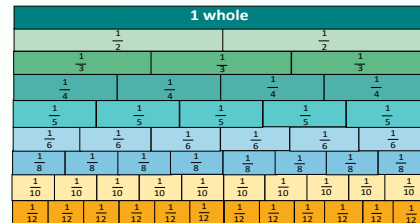
How to use board games in classrooms?

- **Choose or Design a Game:** Select or design a board game relevant to the lesson. Ensure it aligns with your learning objectives and is age-appropriate.
- **Prepare Materials:** Gather all necessary materials, including the game board, pieces, cards, and instructions. Ensure there are enough sets for all student groups.
- **Explain the Rules:** Explain the game rules and objectives to the students. If necessary, demonstrate a few rounds to ensure understanding.
- **Form Groups:** Divide the class into small groups or pairs to play the game. Encourage a mix of skill levels within each group to promote peer learning.
- **Play the Game:** Monitor the gameplay, ensuring students follow the rules and stay engaged. Provide support and guidance as needed.
- **Debrief:** After the game, discuss the experience with the class. Highlight what they learned, strategies used, and how the game reinforced the lesson content.

Fraction Splash!

How to Play:

- You will need dice and counters.
- Roll the dice and move forwards the correct number of spaces.
- Answer the question or follow the instructions on the space. 4. If you answer incorrectly, move back to your previous position.
- If you land on a star, you can stay on the square without having to answer a question.
- The winner is the player who reaches Finish' first.



Educational Games (Card Game)

What is a card game?

A card game is a type of game that primarily uses a deck of cards as the main playing tool. These games are defined by a set of rules that dictate how the cards are used to play. Essential elements of card games include explicit rules and regulations that govern the play, defining how players can interact with the game and with each other. These games often integrate various features such as strategic thinking, competition, collaboration among players, and a system of rewards and punishment, which are essential for driving engagement and enhancing the gaming experience. Educational card games specifically incorporate learning objectives seamlessly into the gameplay, making them both enjoyable and instructional.

Why use card games in the classroom?

Card games are an excellent educational tool because they promote active learning, critical thinking, and engagement in a fun and interactive manner. By incorporating gameplay into the learning process, card games help enhance memory retention and cognitive skills through the mechanics of play, such as strategy and problem-solving. These games also encourage social interaction and communication, as students must often discuss and negotiate with one another to progress in the game. Furthermore, card games can be adapted to a wide range of educational content, making them versatile tools for reinforcing concepts in math, language arts, and science.

When to use card games in the classroom?

Teachers might use card games at the beginning of the class to introduce a topic or in the middle to develop a concept. Teachers can also use it as an informal assessment tool to gauge students' understanding of the subject matter.

How to use card games in Classrooms?

- **Choose or Design a Game:** Select or design a card game relevant to the lesson topic. Ensure it aligns with your learning objectives and is appropriate for your students' age and skill levels.
- **Prepare Materials:** Create or gather the necessary cards, ensuring they are clear and durable. Include instructions for how to play the game.
- **Explain the Rules:** Explain the game rules and objectives to the students. Conduct a quick demonstration if needed to ensure everyone understands.
- **Form Groups:** Divide the class into small groups or pairs to play the game. Ensure each group has a complete set of cards.
- **Play the Game:** Monitor the gameplay, providing support and guidance as needed. Encourage students to think strategically and work cooperatively.
- **Debrief:** After the game, discuss the experience with the class. Reflect on what they learned, strategies used, and how the game helped reinforce the lesson content.



Past, Present, Future Tense Memory Game

For 2-4 Player

Cut out the cards and spread them out face down.

Take it in turns to turn three cards over. The aim of the game is to turn over a set of three matching cards which show a verb in the past, present and future tense, e.g. swam, swimming, will swim.

The player with the most sets at the end of the game is the winner.

Note

This game can also be used as a sorting activity. Before the game is played, ask the group to sort the cards in silence. Afterwards, talk to the group about how they sorted the cards (into verb groups or into tense groups) and see if they can come up with any more examples.

| | | | |
|---------|------------|-----------|-----------|
| Smiling | Will smile | Had | Has |
| Smiled | Will drink | Will have | Seeing |
| Drank | Drinking | Saw | Will see |
| Know | Will know | Was | Am |
| Knew | Going | Will be | Will sink |
| Went | Will go | Sinking | Sank |



Drama (Role-play)

What is role-play?

Role-play is an interactive teaching strategy that involves students acting out roles in specific scenarios to simulate real-world interactions. This approach allows participants to explore realistic situations by embodying different characters, thereby gaining insight into different perspectives. Typically used in diverse fields such as social sciences, literature, history, and language education, role-play helps students deepen their understanding of complex concepts and emotional dynamics.

Why to use role-play in the classroom?

The benefits of role-playing in education are manifold. First, it enhances empathy and social skills as students step into and experience the world from another's viewpoint. Second, role-playing improves communication and negotiation skills, which are critical for personal and professional growth. Third, it encourages active learning and engagement, making lessons more interactive and less didactic.

When to use role-play in a classroom?

Role-play is particularly effective when the goal is to explore abstract concepts, facilitate deep understanding of complex social interactions, or bring historical and literary characters to life. Role-play can be introduced after a foundational discussion or lecture to help solidify the concepts covered. It allows students to apply what they have learned in a practical, hands-on manner. This method is also ideal for bridging the gap between theoretical knowledge and real-world application, making it especially useful in lessons involving abstract concepts that can be challenging to grasp through traditional teaching methods alone.

How to use role-play in a classroom?

- **Concept Selection:** Start by identifying the key concept you wish to explore through role-play. This concept should benefit from dynamic exploration and be effectively understood through interaction and performance.
- **Role Assignment:** Distribute roles among the students that reflect different aspects or elements of the concept. Ensure each role has clear objectives and relevance to the overall topic to keep students engaged and focused.
- **Research and Preparation:** Have students research their roles thoroughly. This step is crucial for them to gain a deep understanding of the concept and to perform their roles accurately and convincingly.
- **Character Development:** Encourage students to develop their characters by thinking about how their assigned roles function within the scenario. This might include personality traits, physical appearance, motivations, and interactions with other characters.
- **Script or Presentation Preparation:** Assist students in creating scripts or outlines for their presentations. This can include dialogues, monologues, or interactive scenes that effectively illustrate the concept.

- **Performance:** Allow time for rehearsals and then have students perform their roleplay. Depending on the complexity of the roleplay and the students' comfort level, this can be done in front of the class or in smaller groups.
- **Discussion:** Follow each performance with a class discussion. This should focus on what was learned through the roleplay, asking students to reflect on their understanding and the perspectives they gained.
- **Assessment:** Evaluate students on both their understanding of the material and their creativity in executing the roleplay. Assessments should consider how well students used their roles to explain and explore the concept.
- **Debrief:** Conclude the activity with a debriefing session in which students share their thoughts and takeaways from the role-play experience and discuss how it contributed to a deeper understanding of cell functions.

An example of roleplay

To simplify the role-play activity for teaching electrical circuits, you can focus on the four basic components: a battery, a switch, a bulb, and wires. You could structure this in a classroom setting as follows:

- **Battery Role:** Assign a student or group of students to act as the battery, which is the source of electrical energy. They can hold a sign that says "Battery" and explain that their role is to provide the power needed to light the bulb.
- **Wire Role:** Several students can represent the wires, standing in line to form the path that connects the battery, switch, and bulb. They can use ropes or strips of paper to visually represent the wires and demonstrate how electricity flows through them.
- **Switch Role:** One student can act as the switch. When the switch is in the "off" position, it blocks the flow of students (electrons) along the wire. When the switch is "on," it allows students to pass through, completing the circuit.
- **Bulb Role:** A student representing the bulb will complete the circuit. They can hold a flashlight or a glow stick that lights up when the circuit is complete (when the switch is turned on and the flow of electrons reaches them from the battery through the wires).

Start with the switch in the 'off' position. The student acting as the battery begins the role-play by attempting to send energy (students acting as electrons) along the circuit. The students acting as wires explain that they are the path for moving electrons. Once the switch is turned "on," allow the electrons to move along the wires to the bulb. The bulb lights up (activates the flashlight or glow stick), demonstrating a completed circuit. This physical representation helps students understand how each component works together to allow electricity to flow and light the bulb. This role-play simplifies the concept of circuits, making it easier for younger students to grasp how electricity travels through a circuit to perform work, such as lighting a bulb.

Drama (Puppet Show)

What is a puppet show?

A puppet show in an educational setting involves using puppets to perform a play or scenario to convey learning content. This strategy engages students by combining visual arts, drama, and storytelling, making learning interactive and entertaining. Puppet shows can be performed by teachers or students, often involving scripts that embed educational themes.

Why use puppet shows in the classroom?

- Puppet shows capture students' attention and curiosity, making the learning process enjoyable and engaging.
- Both creating and watching puppet shows stimulate imagination and encourage creative thinking.
- Puppet shows provide a platform for practising language skills, including dialogue delivery, vocabulary enhancement, and listening skills.
- Puppets can express a range of emotions, making them effective tools for teaching social and emotional learning.

When to use puppet shows in the classroom?

- Use puppet shows to introduce new topics in a memorable way.
- Break down complex ideas into simpler, more digestible parts through puppet shows.
- Teach about different cultures and traditions.
- Address social and personal development topics, such as cooperation, friendship, and respect.
- Reinforce previously taught material through creative recaps.

How to use puppet shows in the classroom?

- **Planning:** Decide on the learning objectives and how a puppet show can meet these goals. Plan the story or script around these objectives.
- **Script Writing:** Write a script that includes key learning points. If students are creating the show, guide them in scriptwriting.
- **Making Puppets:** Students can create puppets relevant to the story as a craft activity involving materials like socks, paper bags, or craft sticks.
- **Rehearsing:** Practice the puppet show to ensure smooth delivery. Allow students to practice their roles.
- **Performing:** Perform the puppet show in front of the class. Ensure all students are engaged, either as performers or as the audience.
- **Discussion:** Follow up the show with a discussion or Q&A session to reinforce the learning and address any questions.

Tips on using puppet shows

- Start with simple stories and puppets to ensure ease of understanding and creation.
- Let students take active roles in creating and performing, which enhances their learning and ownership of the material.
- Ensure that the dialogue is clear and slow enough for students to understand.
- Include questions or interactive elements in the show to make it more engaging.

An example of using puppet shows

Subject: Urdu

Topic: Healthy Choices

Before the puppet show, the teacher prepared the puppets and set up the stage in the classroom. The puppets (a doctor and a child) were introduced to the students. The teacher performed the puppet show, animating each character with distinctive voices and movements to capture the students' attention. During the performance, the doctor puppet taught the child about the importance of washing hands before eating and making healthy food choices. During the show, they reinforced health-related vocabulary in Urdu in a meaningful way

Throughout the show, the teacher paused to involve the students by asking questions directly related to the show's content, such as:

- *Did you know the benefits of eating fruits?*
- *Why should we wash our hands before eating?*

After the puppet show, the teacher led a discussion where students could express what they learned about healthy lifestyles. Students were encouraged to participate, share their thoughts, and ask questions, further practising their Urdu speaking skills. To reinforce the day's lessons, the teacher organised follow-up activities such as drawing their favourite scenes from the puppet show or writing a short paragraph in Urdu about what they learned. These activities helped solidify the vocabulary and concepts introduced during the show

To further enhance the learning experience and develop speaking skills, the teacher introduced an opportunity for students to create and perform their own puppet shows. Students were assigned themes related to health and hygiene, and they were tasked with creating their own dialogues in Urdu. They prepared their puppets and staged performances, which allowed them to actively apply the vocabulary and concepts they learned. This activity not only reinforced their understanding but also boosted their confidence in using Urdu for creative expression and public speaking.

Survey

What is a Survey?

A survey is a systematic method used to gather information, opinions, or data from individuals. In an educational setting, students can use surveys to engage directly with a wider community, collecting data that is relevant to specific learning objectives. This method involves designing questions, distributing them to a selected audience, and analysing the results to draw meaningful conclusions.

Why use surveys in the classroom?

The primary purpose of using surveys in the classroom is to enable students to apply theoretical knowledge in a practical context, specifically to learn about public opinions or behaviours that relate to a topic of study. Surveys allow students to interact with real-world data, enhancing their understanding through firsthand experience. There are many benefits of using surveys, such as:

- Students apply mathematical concepts to gather and analyse real-world data, bridging classroom learning with everyday life.
- Designing surveys and interpreting data require critical thinking and problem-solving skills, fostering these essential capabilities.
- Handling survey data introduces students to statistical concepts and data analysis techniques, crucial skills in math and beyond.
- Conducting surveys involves interacting with various people, enhancing communication skills and increasing engagement through interactive learning.

How to use surveys in classrooms?

- **Concept Introduction:** Begin by introducing the concept that will be explored through the survey.
- **Survey Design:** Guide students in creating a survey that will collect data relevant to the math concept. This includes formulating clear, unbiased questions that will yield quantifiable answers.
- **Data Collection:** Students distribute the survey within the school or local community, collecting responses that will serve as the data set for analysis.
- **Data Analysis:** Back in the classroom, students use mathematical methods to analyse the data. This may involve calculating averages and percentages and creating graphs.
- **Interpretation and Presentation:** Students interpret the results and present their findings.

An example of using a survey

Subject: Mathematics

Topic: Information Handling

To teach primary students basic arithmetic operations, including addition, subtraction, and simple percentages, through engaging with a real-world context, the teacher uses the survey method. Students design a simple survey with the question, "What is your favourite fruit?" Options might include apples, bananas, oranges, and grapes. The goal is to collect numerical data that can be easily quantified and analysed using basic arithmetic. Students distribute the survey among their schoolmates during lunch break, aiming to gather a set number of responses to ensure that the data is substantial enough for meaningful analysis. They can use a tally chart to record each vote for clarity and ease of counting.

- Using the collected data, students perform the following calculations:
 - Total Votes: Count the votes received for each fruit to determine the total number of preferences.
 - Difference in Popularity: Identify the most and least popular fruits and calculate the difference in the number of votes between them.
 - Percentage Preference: Calculate what percentage of the class voted for each fruit by dividing the number of votes for each fruit by the total number of votes and then multiplying by 100.
 - Students use addition, to sum up the votes for each fruit and to find the total number of respondents.
 - They apply subtraction to find out how more popular one fruit is over another.
 - They learn to calculate percentages to understand the proportion of votes each fruit received relative to the total.

Students prepare visual aids such as bar graphs or pie charts to present their findings. Each group can create a poster displaying their charts and the basic arithmetic used to arrive at their conclusions.

After the presentations, the teacher facilitates a class discussion about the findings.

Guiding Questions

- *Why do you think [specific fruit] was the most/least popular?*
- *How did the number of people who prefer oranges compare to those who prefer apples?*
- *What did you find surprising about the survey results?*

Annexure 5

3-2-1 Strategy for Reflection

REFLECTION

3-2-1

3

Write three new skills/ideas that you have learnt from today's session.

2

Write two ideas on how you will implement today's learning in your context

1

Write one question/idea that is still unclear.

Annexure 6
Start-Stop-Continue

START, STOP AND CONTINUE

START Suggest new ideas or practices that should be started in the training to enhance their experience

STOP Suggest feedback on current practices or elements that should be stopped because they are ineffective or counterproductive

CONTINUE Highlight what is working well and should be continued

Annexure 7

Padlet – Active Learning Strategies Wall

Active Learning Wall

Think of an active learning strategy that you have already implemented or are interested in implementing in your classroom. If it is a new strategy to you, take some time to learn about how it works, its benefits, and any potential challenges. Then, post your strategy on the Padlet wall. Your post should include: a) The name of the strategy, b) A brief description of how it, c) Steps for how to use it in the classroom, and d) An example of how it can be used in any subject and grade level it is suitable for. This will help us create a wall of innovative ideas and improve our teaching practices together.

Annexure 8

Active and Passive Teaching and Learning

Categorise the characteristics into active and passive teaching approaches

**TEACHER
CENTERED
CLASSROOM**

**TEACHER AS AN
'ENABLER'**

**TEACHER AS
ORGANISER OF
KNOWLEDGE**

**PRODUCT-
CENTERED
CLASSROOM**

**TEACHER AS A
TRANSMITTER OF
KNOWLEDGE**

**PROCESS-
CENTERED
LEARNING**

**TEACHER AS A
'DOER' FOR
LEARNERS**

**LEARNER-
CENTERED
CLASSROOM**

Annexure 8

Active and Passive Teaching and Learning

Categorise the characteristics into active and passive learning approaches

**ASKING
QUESTIONS**

**ACTIVE AND
PARTICIPATORY
LEARNERS**

**ANSWERING
QUESTIONS**

**BEING PASSIVE
RECIPIENTS OF
KNOWLEDGE**

**COLLABORATING
WITH OTHER
LEARNERS**

**TAKING
RESPONSIBILITY
FOR THEIR
LEARNING**

**COMPETING
WITH OTHERS**

**BEING 'SPOON
FED'**

Annexure 8

Active and Passive Teaching and Learning

Categorise the characteristics into active and passive learning strategies

ACTIVE LEARNING

BEING PASSIVE
RECIPIENTS OF
KNOWLEDGE

ANSWERING
QUESTIONS

BEING 'SPOON
FED'

COMPETING
WITH OTHERS

PASSIVE LEARNING

ACTIVE AND
PARTICIPATORY
LEARNERS

ASKING
QUESTIONS

TAKING
RESPONSIBILITY
FOR THEIR
LEARNING

COLLABORATING
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Annexure 8

Active and Passive Teaching and Learning

Categorise the characteristics into active and passive teaching strategies

ACTIVE LEARNING

TEACHER AS A
TRANSMITTER OF
KNOWLEDGE

PROCESS-
CENTERED
LEARNING

TEACHER AS AN
'ENABLER'

LEARNER-
CENTERED
CLASSROOM

PASSIVE LEARNING

TEACHER AS
ORGANISER OF
KNOWLEDGE

PRODUCT-
CENTERED
CLASSROOM

TEACHER AS A
'DOER' FOR
LEARNERS

TEACHER
CENTERED
CLASSROOM

Annexure 9
Assessment Video

Assessment Video

<https://www.youtube.com/watch?v=Vd2vNS6baDQ>



Annexure 10.1

Types of Assessment - Case Study

| Examples of Formative and Summative Classroom Decisions | |
|--|---------------------------|
| Decision-Making Scenario | Specific Type of Decision |
| <ul style="list-style-type: none"> Based on a classwork exercise he gave to his new chemistry students at the first class meeting, Ali decided that about half his class required some more instruction on the previous lesson that had dealt with the Periodic Table. | |
| <ul style="list-style-type: none"> A major focus of Ali's new lesson was learning to balance chemical equations. Ali believed that cooperative group work would help in the teaching of this complex lesson. He was aware that the students needed some pre-requisite skills in mathematics to master that material. Before he started to teach the new content, Ali asked Parveen, his students' mathematics teacher, for their mathematics score profiles. He reviewed the mathematics test scores carefully, and then assigned students to small groups for cooperative assignments, making sure that at least one student in each group had a strong background in mathematics. | |
| <ul style="list-style-type: none"> At the end of the term Ali administered a final examination. Students also made an oral presentation and did a laboratory assignment for their unit grade (final marks). Ali was pleased to discover that a vast majority of his class received A or B grades on the final assessments, suggesting that his teaching strategies had been effective. | |
| <ul style="list-style-type: none"> Once he began the new lesson, Ali's informal observations of some students' behaviour and productivity led him to re-allocate seats to three students. He had private conversations with each one, making a mental note to contact their family members if needed. | |
| <ul style="list-style-type: none"> At the end of the year, the principal asked Ali to make a recommendation regarding the promotion or retention of each student based on his/her year-round performance in his chemistry class. | |
| <ul style="list-style-type: none"> Classwork and homework exercises given during the lesson showed Ali that the cooperative group work resulted in certain misconceptions and gaps in what the students had been able to grasp. He decided to provide an added lecture to reinforce some basic concepts, followed by 1-to-1 tutoring of particular students. | |

Annexure 10.2

Types of Assessment - Case Study (with answers)

| Examples of Formative and Summative Classroom Decisions | |
|--|---|
| Decision-Making Scenario | Specific Type of Decision |
| <ul style="list-style-type: none"> Based on a classwork exercise he gave to his new chemistry students at the first class meeting, Ali decided that about half his class required some more instruction on the previous lesson that had dealt with the Periodic Table. | <p>Formative: identifying student needs</p> |
| <ul style="list-style-type: none"> A major focus of Ali's new lesson was learning to balance chemical equations. Ali believed that cooperative group work would help in the teaching of this complex lesson. He was aware that the students needed some pre-requisite skills in mathematics to master that material. Before he started to teach the new content, Ali asked Parveen, his students' mathematics teacher, for their mathematics score profiles. He reviewed the mathematics test scores carefully, and then assigned students to small groups for cooperative assignments, making sure that at least one student in each group had a strong background in mathematics. | <p>Formative: selecting strategies; planning delivery methods</p> |
| <ul style="list-style-type: none"> At the end of the term Ali administered a final examination. Students also made an oral presentation and did a laboratory assignment for their unit grade (final marks). Ali was pleased to discover that a vast majority of his class received A or B grades on the final assessments, suggesting that his teaching strategies had been effective. | <p>Summative: assigning marks</p> |
| <ul style="list-style-type: none"> Once he began the new lesson, Ali's informal observations of some students' behaviour and productivity led him to re-allocate seats to three students. He had private conversations with each one, making a mental note to contact their family members if needed. | <p>Formative: managing effectiveness of instruction</p> |
| <ul style="list-style-type: none"> At the end of the year, the principal asked Ali to make a recommendation regarding the promotion or retention of each student based on his/her year-round performance in his chemistry class. | <p>Summative: retention or promotion of individuals</p> |
| <ul style="list-style-type: none"> Classwork and homework exercises given during the lesson showed Ali that the cooperative group work resulted in certain misconceptions and gaps in what the students had been able to grasp. He decided to provide an added lecture to reinforce some basic concepts, followed by 1-to-1 tutoring of particular students. | <p>Formative: identifying strengths and weaknesses; managing instruction</p> |
| <p>Reference: Chatterji, M. (2003). <i>Designing and Using Tools for Educational Assessment</i>. Boston: Allyn and Bacon.</p> | |

Annexure 11

Assessment Strategies

CONCEPT CARTOON

WHAT? Concept Cartoons are visual tools that feature cartoon drawings depicting characters engaged in a discussion about a specific concept or phenomenon. Each character represents different viewpoints or hypotheses, providing a visual and engaging way to explore diverse ideas.

WHY? Concept Cartoons effectively draw out students' pre-existing notions about a topic, allowing for a more tailored and informed teaching approach. They encourage critical thinking and debate, as students must evaluate various arguments and decide which they believe is most valid.

WHEN? These cartoons are versatile and can be introduced at various stages of the learning process: at the beginning to gauge students' initial understanding and misconceptions, in the middle to stimulate discussion, and at the end to assess students' learning.

HOW? - Show concept cartoons to students and ask them to individually consider the viewpoints expressed in the cartoon. They should decide which character's perspective they agree with and be prepared to explain their reasoning. Encourage students to think critically about why they agree or disagree with specific viewpoints, fostering a deeper understanding of the concept. Provide feedback on the students' choices and explanations, offering insights into their thought processes and understanding.



Which child's idea do you agree with?

Answer _____

Explain Why?

Annexure 11

Assessment Strategies

EDUCATIONAL GAMES

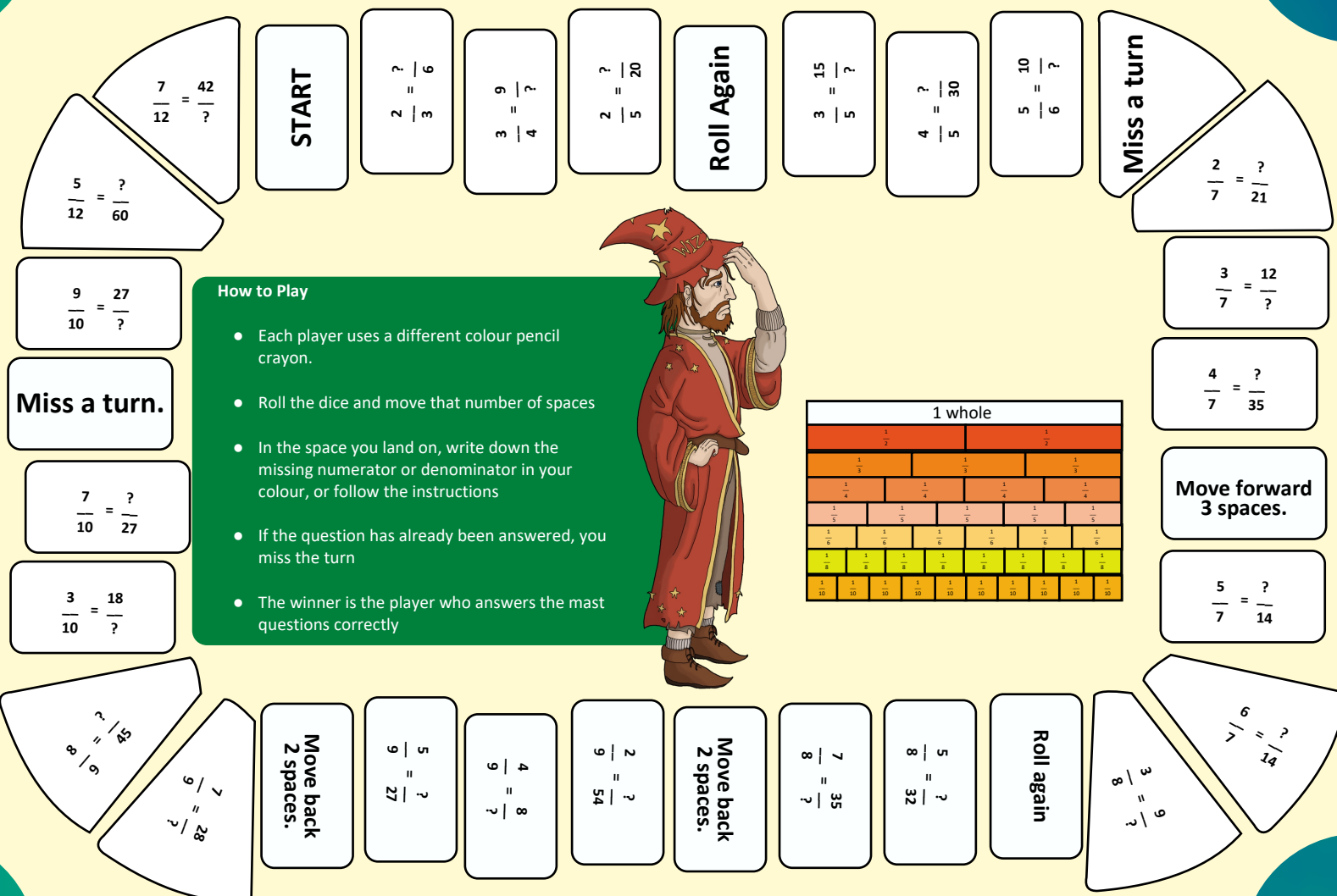
WHAT? Assessment games include interactive tools such as board games, card games, or digital quizzes, where gameplay elements are designed around key educational objectives. These games often feature structured questions, quizzes, or problem-solving activities that align with the curriculum.

WHY? Games transform traditional assessment by making it engaging and less intimidating, helping to reduce the anxiety typically associated with tests. Incorporating games into assessments allows for the evaluation of not just factual knowledge, but also students' problem-solving skills and their ability to apply concepts in practical scenarios.

WHEN? Games are versatile in their application: they can be used at the beginning of a learning module for pre-assessment to gauge students' prior knowledge, or at the end of a module to measure what students have learned. They can also be utilised during lessons as formative assessments to monitor progress and adjust instruction as needed.

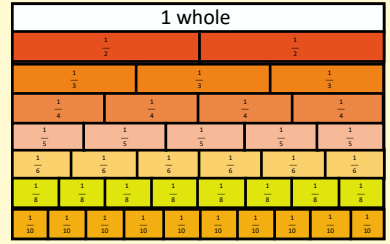
HOW? Implement games in the classroom by designing them to directly reflect the learning objectives. Ensure each element of the game whether a card, board piece, or digital challenge is crafted to assess specific skills or knowledge areas. Set clear rules that require students to apply their understanding strategically to progress and succeed in the game. Following the gameplay, evaluate the outcomes to provide targeted feedback and adjust instructional strategies accordingly.

Equivalent Fraction Wizards



How to Play

- Each player uses a different colour pencil crayon.
- Roll the dice and move that number of spaces
- In the space you land on, write down the missing numerator or denominator in your colour, or follow the instructions
- If the question has already been answered, you miss the turn
- The winner is the player who answers the most questions correctly



Annexure 11

Assessment Strategies

JEOPARDY

WHAT? The Jeopardy game (or Who Wants to Be a Millionaire) is a rapid quiz show that moves through a series of questions with students from different categories to earn points.

WHY? Jeopardy makes assessment an active and engaging experience by gamifying the learning and review process. It encourages competitive and cooperative learning as students vie to answer questions correctly. This format is particularly effective for reinforcing knowledge, enhancing recall, and evaluating students' understanding of various subjects. It also fosters critical thinking, as students must often decide strategically which questions to attempt based on their difficulty and point value.

WHEN? Jeopardy games are ideal for use at the end of a teaching unit as a review tool to assess students' grasp of the material covered. They can also be utilised in the middle of a module to break monotony and re-energize the class. Additionally, it can serve as a formative assessment during the course, helping teachers identify areas where students may need further instruction or clarification.

HOW? To implement a Jeopardy game in the classroom, first organise the content into categories, each representing a different area of theme/concept. Questions within these categories should vary in difficulty. The teacher can use a digital tool or a simple board to display the grid of questions with categories and points, and allow students to choose their questions. Review the students' answers in real-time, offering immediate feedback. After the game, discuss the correct answers and the reasoning behind them to reinforce learning and clear up any misunderstandings. Assess students based on their performance in the game and use the insights gained to adjust future lessons or to provide additional support where necessary.

EXAMPLE <https://jeopardylabs.com/play/verb-tense-1514>

ENGLISH JEOPARDY

| Parts of speech | Writing | Prefixes | Suffixes | Literature |
|-----------------|---------|----------|----------|------------|
| 100 | 100 | 100 | 100 | 100 |
| 200 | 200 | 200 | 200 | 200 |
| 300 | 300 | 300 | 300 | 300 |
| 400 | 400 | 400 | 400 | 400 |
| 500 | 500 | 500 | 500 | 500 |

Annexure 11

Assessment Strategies

CASE STUDY

WHAT? A case study for assessment involves presenting students with a detailed, realistic scenario that requires them to apply their knowledge to analyse, problem-solve, and propose solutions. This method typically centres on a complex issue or situation relevant to the course content.

WHY? Case studies are effective because they foster critical thinking and analytical skills by placing students in realistic decision-making situations. This form of assessment goes beyond rote memorisation, requiring students to interpret information, make informed decisions, and justify their choices based on evidence.

WHEN? - Case studies are particularly valuable at the end of a unit or course when students have accumulated enough knowledge and skills to tackle complex issues. They can also be used during the course as a formative assessment tool to gauge students' understanding of the material

HOW? Choose or create a case study that is directly relevant to the key objectives of your course. The scenario should be detailed enough to challenge students and require them to apply various concepts they have learned. Clearly outline the expectations for the case study analysis, including specific questions students must answer or problems they must solve. Provide criteria for how their responses will be evaluated. Distribute the case study to students along with any necessary supporting documents or data. Allow sufficient time for analysis, either as an in-class activity or as a take-home assignment.

EXAMPLE - In a social studies class, students could be given a case study involving an environmental issue and asked to analyse the causes and effects and propose sustainable solutions based on their understanding of ecological principles. The teacher provides students with the case study materials and guides them through the analysis process. Observe their research methods, critical thinking, and application of scientific principles. The marking criteria

include: Evaluate how well students interpret and analyse data related to deforestation rates, biodiversity loss, and environmental impact.

Assess their ability to apply ecological principles learned in class to propose realistic solutions to mitigate deforestation.

Consider the clarity and organization of their presentations or written reports, including the use of evidence to support their arguments.

Feedback

- Use a rubric to assess each student's performance based on criteria such as data analysis, application of knowledge, and presentation skills.
- Provide written or oral feedback highlighting specific strengths (e.g., thorough research, innovative solutions) and areas for improvement (e.g., deeper analysis of data trends, more effective use of scientific terminology).

Annexure 11

Assessment Strategies

HOT SEAT QUESTIONING

WHAT? Questions are placed under the seats of all students at the beginning of the class. Each student finds a question under their seat which they will need to answer during the session

Another version: Involves placing a student in the "hot seat" to answer a series of questions from the teacher and their peers, focusing on a specific topic to deepen understanding.

WHY? This method ensures that every student is directly involved in the learning process, enhancing individual accountability and participation. It democratizes the questioning process by distributing the opportunity to respond across the entire classroom, rather than focusing on one individual at a time.

WHEN? This method is best used when students already have foundational knowledge about a topic and are prepared to delve deeper. It is ideal for reviewing before tests, stimulating deeper discussion on complex topics, or as a formative assessment tool to gauge individual student understanding.

HOW? Prepare a set of questions that cover the topic comprehensively. Encourage students in the audience to come up with their questions to promote a lively discussion. Provide feedback after each session, discussing what was well answered and clarifying any inaccuracies.

Annexure 11

Assessment Strategies

NO-HAND QUESTIONING

- **WHAT?** A questioning technique in which the teacher selects students to answer questions without them raising their hands, ensuring all students are consistently engaged and ready to participate.
- **WHY?** The no-hand method keeps students attentive, as they could be called upon at any moment, fostering a readiness to engage.
- **WHEN?** Effective throughout any class session to maintain engagement, randomly check for understanding, and ensure that learning is equitable. It is particularly useful during lessons where new material is introduced or when summarising key points.
- **HOW?** Introduce the method at the start of the school year or a new term to set expectations. Develop a rotation system or randomly choose students to answer, ensuring all get the opportunity over time.

Annexure 11

Assessment Strategies

TRAFFIC LIGHTS

- Traffic Lights is a quick feedback tool where the teacher asks questions, and students use colour cards/coloured pencils (red, yellow, green) to indicate their understanding of a topic/concept. Green signifies a good understanding, yellow indicates some confusion, and red shows significant misunderstanding or difficulty. If colour cards are not available, students can use simple hand signals (e.g., thumbs up, sideways, down) to represent the same traffic light colours. Teachers can use this strategy at multiple points during a lesson to gauge ongoing understanding or readiness to move on to new material, helping to adjust the pace of teaching dynamically.

ENTRY AND EXIT SLIPS

- Entry Slips are used at the beginning of a class to assess students' prior knowledge or feelings about a topic, while Exit Slips are completed at the end to reflect on what they've learned or to express remaining questions. Students can write their thoughts on scraps of reused paper or directly share their responses orally in a group discussion, reducing the need for writing materials. Teachers can also use Exit Slips as a way to collect questions for the next day's review session, allowing students to drive the review based on their identified needs.

DIPSTICK

- Dipstick assessments, like to checking the oil in a car, are designed to be quick and straightforward methods for gauging students' understanding of course material.
- Examples of dipstick activities include:
 - Writing a Letter: Students write a brief letter to a friend, explaining a key concept from the lesson. This activity assesses their ability to articulate ideas in their own words.
 - Sketching Knowledge: Students draw a sketch or diagram to visually represent their understanding of new information. This helps teachers gauge whether students can translate abstract concepts into concrete visual forms.
 - Think-Pair-Share: In this collaborative exercise, students first think about a question on their own, then pair up to discuss their thoughts, and finally share their insights with the class. This process not only assesses individual understanding but also promotes peer learning.

ONE MINUTE PAPER

- In the One Minute Paper strategy, students spend a minute writing a response to a specific question at the end of a lesson, summarizing what they've learned or articulating questions they still have. Teacher can also allocate one minute at the end of the class for students to verbally share their summaries or questions with a partner or as a whole class reflection, facilitating oral communication skills.

MEMORY MATRIX

- **WHAT?** A memory Matrix is a simple, two-dimensional table divided into rows and columns. It is used to organise information and identify relationships in the content. Some cells in the table are intentionally left blank, and students are asked to fill in the blank cells, demonstrating their understanding of the content. Faculty must invest moderate time in creating the matrix and then analysing the results.
- **WHY?** The technique provides a structure for students to organise and synthesise complicated information. This exercise works well with large amounts of content and can simplify complex, dynamic systems of information. Faculty can identify prior or incorrect knowledge.
- **WHEN?** Memory matrix is simple to implement and easy to use during instruction however there is some up-front preparation that must be completed. Consider content carefully. Content needs to appropriately align with column and row organization. This exercise is effective after lectures, videos, reading assignments, etc.
- **HOW?**
 - Carefully choose your content topic. Make sure the content can be organised in a table with rows and columns.
 - Create a simple matrix which is blank or partially filled.
 - Let students know how much time they will have, what kinds of responses you are looking for (words, bullets, short sentences), and when they can expect feedback. Have students work on it individually, in pairs, or in groups. If this is the first time you are presenting a memory matrix, provide practice matrices or examples.
 - Review students' responses. Look for common misconceptions or errors. This could indicate recall problems, difficulty categorizing information, or insufficient teaching focus on a particular topic or category.
 - Provide feedback and clear misconceptions at next class meeting.

| Body System | Main Function | Key Organs |
|---------------------------|---|-----------------------|
| Circulatory System | Transports oxygen, nutrients, and wastes | Heart, Blood Vessels |
| Respiratory System | [Fill in] | Lungs [Fill in] |
| Digestive System | [Fill in] | [Fill in], Intestines |
| Nervous System | Controls and coordinates body activities, [Fill in] | Brain, [Fill in] |
| Muscular System | [Fill in] | [Fill in] |
| Skeletal System | Provides structure, protects organs | [Fill in], Joints |
| Endocrine System | [Fill in] | [Fill in] |
| Immune System | Protects the body from disease and infection | [Fill in] |

KWL

WHAT? K-W-L charts are graphic organisers that help students organise information before, during, and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor students' learning.

WHY? The KWL strategy helps tailor lessons to the students' existing knowledge and interests, making learning more relevant and engaging. By documenting their initial knowledge and questions, students are more invested in the learning process. This approach also facilitates metacognition as students reflect on their learning process and outcomes.

HOW?

K: Have students respond to the first prompt in column 1: What do you 'Know' about this topic? Students can do this individually or in small groups.

W: Have students respond to the prompt in column 2: What do you 'Want' to know about this topic? Some students may not know where to begin if they don't have much background knowledge on the topic. Therefore, it can be helpful to put the six questions of journalism on the board as prompts (Who? What? Where? When? Why? How?).

L: Throughout the unit, students can review their K-W-L charts by adding to column 3: What did you 'Learn'? Some teachers have students add to their charts at the end of each lesson, while others have students add to their charts at the end of the week or the end of the unit.

WHEN? K-W are conducted at the start of a new unit or topic to gauge students' prior knowledge and to identify their learning interests, which can guide the direction of the lesson whereas, L is conducted towards the end of a unit.

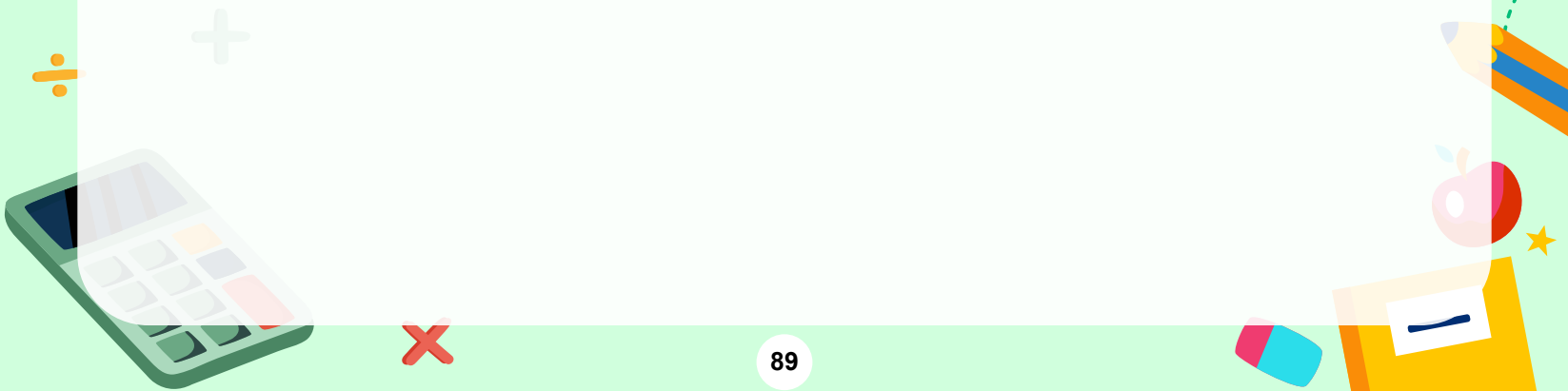
| K What I Know | W What I want to Know | L What I Learned |
|------------------|--------------------------|---------------------|
| | | |

Annexure 12

Padlet - Assessment Strategies Wall

Assessment Tasks

For this activity, partner with a colleague you have not worked with during the previous activity. Select: a) Subject and specific topic for the assessment, b) Purpose of Assessment (e.g., diagnostic, formative, summative), and c) Assessment strategy (e.g., concept cartoons, games, case studies, hot seat). Design an assessment task including the detailed description of the assessment task along with instructions, required materials, criteria for success, and method of providing feedback. Post on your response on the Padlet Wall.



Annexure 13
Two Start and a Wish

TWO STARS AND A WISH



Annexure 14

Reflection Activity -4T

The illustration shows four sheets of paper for reflection activities, each with a unique prompt and decorative elements:

- Top Left:** A sheet with a pushpin at the top left. The prompt is "DRAW A PICTURE OF YOURSELF". Below the prompt is a 5x5 grid. A starburst symbol is to the left.
- Top Right:** A sheet with a polka-dot sticker at the top. The prompt is "THE CONCEPT I UNDERSTOOD FULLY". Below the prompt are five horizontal lines. A cursive flourish is to the right.
- Middle Left:** A sheet with a checklist prompt: "TODAY, THE NEW LEARNING FOR ME WAS:". Below the prompt are six checkboxes, each followed by a horizontal line. A cursive flourish is to the left.
- Middle Right:** A sheet with a paperclip at the top left. The prompt is "THE CONCEPT I AM STILL STRUGGLING WITH IS:". Below the prompt are five horizontal lines. A checkered sticker is at the bottom right. A starburst symbol is to the right.
- Bottom Left:** A sheet with a prompt: "TOMORROW (AFTER TRAINING) I PLAN TO IMPLEMENT THIS IN MY CLASSROOM BY". Below the prompt is a table with 5 columns and 10 rows.

REFLECTION USING 4T

At the bottom right, there is an illustration of a desk setup: a small potted plant with green leaves, a pink pencil holder containing two pencils and a ruler, and a paper airplane flying towards the right.

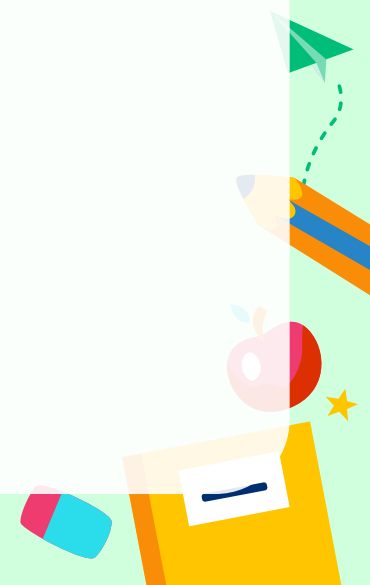
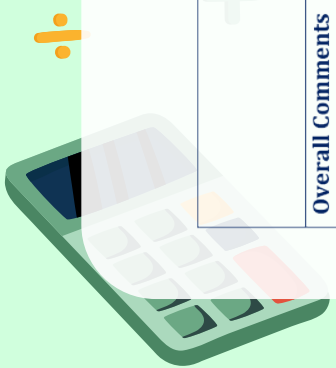
Annexure 15

Classroom Observation Tool -Teach Primary

| Name of Teacher | Duration | Start: | End: | Date | Total children in the class for lesson | | |
|--|--------------------------------|------------|---------------|-------------|--|--|--|
| Subject (Topic) | Grade taught during the lesson | Low | Medium | High | | | |
| Planning | | | | | | | |
| 1.1 Teacher carries and follows a well-structured written lesson plan with clearly defined SLOs. | | 1 | 2 | 3 | | | |
| 1.2 Teacher defines clear SLOs at the beginning/during the lesson. | | 1 | 2 | 3 | | | |
| Comments | | | | | | | |
| | | | | | | | |
| Teaching Practice | | Low | Medium | High | | | |
| 2.1 The Teacher explains key concepts by using multiple representations. | | 1 | 2 | 3 | | | |
| 2.2 The Teacher ensures student participation. | | 1 | 2 | 3 | | | |
| 2.3 The Teacher refers to students' previous learning. | | 1 | 2 | 3 | | | |
| 2.4 The Teacher assesses the learning of students by asking What (knowledge recall) questions or giving tasks. | | 1 | 2 | 3 | | | |
| 2.5 The Teacher moves around the classroom to monitor progress and ensure students are engaged. | | 1 | 2 | 3 | | | |
| 2.6 The teacher provides specific feedback. | | 1 | 2 | 3 | | | |

| | | | | |
|--|--|---|---|---|
| 2.7 | The Teacher adjusts teaching to student levels. | 1 | 2 | 3 |
| 2.8 | The teacher's instructions about the task/activities are clear. | 1 | 2 | 3 |
| Overall Comments | | | | |
| 2.9 | Teacher develops higher-order skills (critical thinking, problem-solving, creative thinking) by: | 1 | 2 | 3 |
| | a. <i>Asking Why/How/If (or questions asking for justification/reasoning) questions</i> | | | |
| | b. <i>Facilitating discussion among students.</i> | | | |
| 2.10 | Teacher uses technology to enhance learning activities. | 1 | 2 | 3 |
| Comments | | | | |
| | | | | |
| Observer's Name and Signature | | | | |
| Classroom Management and Organisation | | | | |
| 3.1 | The Teacher uses positive discipline methods and treats all students equitably. | 1 | 2 | 3 |
| 3.2 | The Teacher demonstrates respect and tolerance towards all students in interactions. | 1 | 2 | 3 |
| 3.3 | The Teacher maintains a supportive, print-rich learning environment with appropriate resources. | 1 | 2 | 3 |
| 3.4 | Students collaborate through peer interaction. | 1 | 2 | 3 |
| 3.5 | Teacher effectively manages multi-grade classes, ensuring appropriate attention and instruction for all grade levels (Only for multi-grade). | 1 | 2 | 3 |
| Comments | | | | |
| | | | | |

| | | |
|----------|--|--------------------------------------|
| <p>+</p> | | <p>Observer's Name and Signature</p> |
|----------|--|--------------------------------------|



Annexure 16

TaRL Videos

TaRL (Bridge-in) Video

<https://www.youtube.com/watch?v=bIIKsiod8k4>

TaRL (Introduction) Video

<https://www.youtube.com/watch?v=jqZZ5zz7KDM>

<https://www.youtube.com/watch?v=MBZQo7IeseE>



TaRL Case Study

Al-Falah Primary School, located in a rural village in Punjab, Pakistan, faced significant challenges in ensuring that all students achieved basic literacy and numeracy skills. The school served a diverse student population, many of whom came from low-income families and had limited access to educational resources outside of school. Traditional teaching methods were not effectively addressing the diverse learning needs of the students, leading to poor academic performance and high dropout rates.

Teachers at Al-Falah Primary observed that a significant number of students struggled to keep up with the curriculum. The students' learning levels varied widely within each grade, making it difficult to provide effective instruction that met the needs of all students. Additionally, many students lacked foundational literacy and numeracy skills, which hindered their ability to progress in their studies.

In 2024, Al-Falah Primary School decided to implement the Teaching at the Right Level (TaRL) approach with support from an educational NGO. They started with an assessment to gauge students' current learning levels in literacy and numeracy. For example, in literacy, students were asked to read simple sentences, and in numeracy, they were asked to perform basic arithmetic operations. Based on the assessment results, students were grouped according to their learning levels rather than their grades. This grouping was flexible and adjusted regularly based on ongoing assessments.

Students were divided into small groups based on their learning levels. Each group received targeted instruction that focused on their specific needs. For example, some groups focused on basic letter recognition and phonics, while others worked on reading comprehension and writing. Teachers used engaging and interactive teaching methods, including games, storytelling, and hands-on activities, to enhance learning. For instance, literacy groups used picture books and word games, while numeracy groups used counting beads and math puzzles. Student progress was monitored regularly through assessments conducted every two weeks. These assessments were simple and quick, allowing teachers to track progress without taking up too much instructional time. Groups were adjusted based on ongoing assessments to ensure that students continued to receive instruction at the right level. Students who made rapid progress were moved to higher-level groups, while those who needed more support received additional help.

Within a year of implementing TaRL, Al-Falah Primary School saw significant improvements such as the number of students achieving basic literacy and numeracy skills increased dramatically. For example, the percentage of students who could read a simple paragraph increased from 30% to 70%. In addition, students showed higher engagement and enthusiasm for learning. Teachers reported that students were more attentive and participated more actively in class. Also, teachers reported feeling more effective and confident in their teaching. They appreciated the structured approach and the clear progress indicators provided by the assessments.



**BALUCHISTAN STUDENT LEARNING
IMPROVEMENT PROGRAMME (BSLP)**