

# Transformative Teacher Training:

Changing Teachers' Beliefs & Practice  
in light of NCF 2005 and  
Right to Education Act 2009

Sample Teacher Training Modules

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## Introduction and Acknowledgements

These modules were developed as part of the attempt to shift teacher training programs towards more experiential, participatory, constructivist training methods, which reflect the constructivist approach that the training expects teachers to implement in their classrooms. The National Curriculum Framework (NCF) 2005 and the Right to Education Act (RTE) 2009 call for a transformation in our schools to places where children are valued and nurtured, and where children enjoy learning through activity-based and child-friendly learning processes. The modules are designed to involve teachers/trainers in experiential activities that would enable them to reflect on their beliefs and assumptions regarding teaching and learning, to experience and internalise the approach promoted by NCF 2005 and the RTE Act, and to plan for how to bring some of these changes into their own classrooms.

Included in this Manual are the Trainer/ Facilitators' notes for 15 different training sessions, with detailed instructions to the Trainer for how to conduct each activity during the training (to help Trainers deliver the processes in a participatory instead of lecture-based approach). 14 of the sessions are intended for use with either teachers or trainers, while one is intended specifically for training Trainers on how to effectively mentor teachers. Accompanying handouts for participants to be distributed during the training have also been prepared, based on the Trainer's notes, which are included in the Appendix. The modules included here are intended simply as examples of the kinds of training processes and activities that can be used in a participatory Training Workshop for teachers. For use in a state, the modules would need to be further adapted based on teachers' contexts and needs. A tentative suggested plan for using these as part of a 20-day in-service training programme has been included at the start of the Manual (in the next section).

This training aims to nurture in teachers –

- A sense of feeling valued and respected as human beings
- Values: a personal sense of purpose, motivation, a love for children, commitment to children's learning, commitment to the practice of democracy and inclusiveness in their own lives
- Self-reflection: the ability to examine their own assumptions and biases, to reflect on their own strengths and weaknesses, and on ways to improve
- Critical Inquiry and problem-solving – the confidence to question the world, themselves, others, and to imagine the possibility of change
- Self-esteem and confidence to be able to overcome the emotional barriers to questioning their values and assumptions, or to feel they have the power to change things
- A personal desire to learn and grow
- To help teachers see themselves as professionals, and to develop a culture of shared learning and accountability

The approach adopted focuses on empowerment of teachers, based on the following principles:

- **Continuous Collaboration:** by building caring and democratic relationships between Trainers and participants, and encouraging peer learning among teachers.
- **Attitudinal changes:** by targeting teachers' affective domain through stories, activities and discussions that touch teachers' hearts and inspire them with a desire and vision for change.
- **Reflective Practice:** by including ample time for personal and group reflection, in order to encourage teachers to critically reflect on their previous experiences, their own teaching practice, their philosophy of education, and some of their underlying beliefs and assumptions about children, the purpose of education, etc.
- **Experiential learning:** through practical workshops where teachers can see a different model of learner-centered pedagogy being demonstrated, and where they get a chance to actually plan and practice teaching active lessons (if possible with real children), with the support of the trainers.

Below are the objectives of each specific module that has been included in this manual:

Session Topics	Session Objectives – Participants will:
<p><b>1. Our Vision for our Schools</b></p>	<ul style="list-style-type: none"> <li>• reflect on their own schooling experience, and identify the need for change in the present system</li> <li>• discuss their own children’s experiences of schooling, what they want or don’t want for their own children’s schooling</li> <li>• reflect on what is worth learning, what skills and values children should be learning, vs. what skills schools are currently teaching children</li> <li>• reflect on what people in our society, and they as individuals, see as the purpose of education.</li> <li>• use their creativity, think from a child’s perspective, and design their own dream school.</li> </ul>
<p><b>2. Exploring our Current Schools</b></p>	<ul style="list-style-type: none"> <li>• reflect on the current status of Indian education (including statistics, evidence or video clips that depict the reality)</li> <li>• identify the biggest obstacles in our present-day schools/ education system preventing us from achieving our vision, from the perspective of different stakeholders</li> <li>• analyse and reflect on the deeper roots of the problems in our system, and the possible root causes behind the issues they identified – including underlying beliefs and values in our society</li> </ul>
<p><b>3. Vision for Change: NCF 05/ RTE</b></p>	<ul style="list-style-type: none"> <li>• Learn about the government’s efforts and achievements for promoting a similar vision to the one presented by participants earlier</li> <li>• Reflect on key themes and quotes from the NCF 2005 and from RTE, and discuss the similarities between the vision of NCF/ RTE, and their own vision</li> <li>• reflect on stories that show that change is possible, when individuals are willing to think differently and act for change.</li> <li>• share stories of heroes that they know or have personally met, who have brought some positive change around them, in big or small ways.</li> <li>• reflect on the difference that teachers make on students’ lives.</li> <li>• Begin to see their role as teachers as Agents of Social Transformation, to reflect on how teachers can shape society, to see teaching as a worthy calling</li> </ul>
<p><b>4. Teaching as Relationships</b></p>	<ul style="list-style-type: none"> <li>• Reflect on who was their favourite teacher, and why</li> <li>• understand that good teaching is more about relationships than about imparting knowledge (<b>‘who you are’</b> more than <b>‘what you know’</b>)</li> <li>• reflect on the nature of values, their own core values, and where these come from</li> <li>• reflect on the roots and results of the qualities of a good teacher</li> <li>• learn about the importance of integrity and promoting self-accountability among our teachers, and the difference this can make</li> </ul>
<p><b>5. My Strengths and Influence as a Teacher</b></p>	<ul style="list-style-type: none"> <li>• reflect on the goals, dreams and aspirations they had as young people</li> <li>• to reflect on their life purpose; their personal dreams and goals as a teacher; their goals for self-improvement, and where they stand in relation to those</li> <li>• reflect on their own strengths and weaknesses, and what other people view as their strengths</li> <li>• Learn about their self-image, and think about the factors that their self-image and identity are based on</li> <li>• reflect on the different roles that they play, and the amount of influence they can have through these roles – especially in their role as a teacher</li> <li>• reflect on ways a teacher has influenced their own life and, also, how they also have influenced another person’s life in their role as a teacher</li> </ul>
<p><b>6. Core Values: Equality &amp; Inclusion</b></p>	<ul style="list-style-type: none"> <li>• Experience how bigger groups in society act in position of domination or discrimination and thus the smaller groups feel a sense of insecurity</li> <li>• Think back on how they may have been affected by prejudice or discrimination, especially in a school setting.</li> <li>• reflect on instances of discrimination still occurring in our schools and in our society</li> </ul>

Session Topics	Session Objectives – Participants will:
	<ul style="list-style-type: none"> <li>• Discuss why discrimination continues to happen, and what we can do to change this – and the role of schools in this scenario.</li> <li>• explore what are some of the mental barriers &amp; prejudices that exist in our society and in our own lives</li> <li>• reflect on the value of equality of all people in our country, and realize that every member of our society is valuable and necessary for our society's progress</li> <li>• discuss the concept of 'inclusion' in our schools, the different barriers to inclusion that may exist in our present schools, and how they can be overcome</li> </ul>
<p><b>7. Core Values: Democratic Relationships</b></p>	<ul style="list-style-type: none"> <li>• reflect on what kind of skills are needed for nurturing active citizens in a democratic society, and whether our schools are currently promoting the skills</li> <li>• read and reflect on NCF 2005 quotes related to the role of education in transforming society and promoting democratic values</li> <li>• envision what kind of schools are needed for teaching these democratic skills and values, and what this would look like practically</li> <li>• individually commit to concrete steps they can take to become more democratic as teachers/ trainers</li> </ul>
<p><b>8. Seeing the World through Children's Eyes</b></p>	<ul style="list-style-type: none"> <li>• Understand children and how they see the world</li> <li>• Reflect on classrooms from children's perspective, &amp; begin to empathise by putting themselves in a child's shoes</li> <li>• See evidence of what children can do, and begin to respect children's knowledge &amp; their innate capabilities</li> <li>• Reflect on what kind of knowledge children already bring to school</li> <li>• Brainstorm about how we can maintain a Learning Profile for each child, and how we can link learning to children's interests and everyday lives</li> <li>• Learn some about different research on how children learn, factors influencing child development</li> <li>• Reflect on the importance of play in learning, and of teachers' expectations about children and children's own self-image and belief in their abilities</li> <li>• Reflecting on children's potential, and on the importance of encouraging children to pursue their own dreams, not imposing ours</li> </ul>
<p><b>9. Understanding Active Learning</b></p>	<ul style="list-style-type: none"> <li>• Reflect on their own experiences of how they have learned in the past</li> <li>• Draw out from their experiences some key elements that are essential in order to facilitate active learning (L - Learning Objective, E – Enjoyment, A – Action-Oriented, R – Reflection, N – New Knowledge)</li> <li>• Understand the idea behind the constructivist approach to learning: drawing out learners' pre-existing knowledge and letting them explore/ interact with their environment in order to discover new concepts for themselves</li> <li>• Understand what constitutes a 'learning activity' and why they are needed</li> <li>• See examples of what 'active pedagogy' looks like in practice, and identify what are some indicators of 'active pedagogy'</li> <li>• Discuss different concerns or misconceptions people have about active learning, what are some of the pros and cons of active pedagogy, as well as the challenges involved in implementing Active Pedagogy</li> </ul>
<p><b>10. Nature of Active Learning in Different Subjects</b></p>	<ul style="list-style-type: none"> <li>• Discuss what is the purpose of learning in different subjects, and what are the changes we want to see in how they are currently taught</li> <li>• Identify examples of learning in different subjects in children's everyday lives</li> <li>• Walk through a step-by-step process of designing an activity, using the template provided</li> <li>• Participate in group work to go through textbooks, identify learning objectives, assessment methods, and brainstorm ideas for activities that can be used to teach those concepts</li> </ul>
<p><b>11. How our Beliefs Shape our Teaching</b></p>	<ul style="list-style-type: none"> <li>• Understand the concept of worldview, and how most of our practices flow from our values and root beliefs</li> <li>• Identify how our worldview affects our teaching, and that changing our practice requires a 'paradigm shift' in our worldviews</li> </ul>

Session Topics	Session Objectives – Participants will:
	<ul style="list-style-type: none"> <li>• debate with others on some of their beliefs and assumptions about children, learning, etc., and in the process become more aware of their own beliefs</li> <li>• reflect on the difference in beliefs underlying an active pedagogy and a passive pedagogy</li> <li>• think through the implications for classroom practice for each of these beliefs</li> <li>• reflect on their own practice and how they can apply these beliefs</li> </ul>
<p><b>12. From Classroom to Community</b></p>	<ul style="list-style-type: none"> <li>• Learn to see community members as partners in learning/ quality improvement</li> <li>• Learn to identify, value and utilise community's existing strengths and available resources</li> <li>• Think of practical ways to connect learning to children's every day lives and community</li> <li>• think of how they can prepare and use TLMs from local materials</li> <li>• think of practical strategies for involving parents in school quality improvement (and design an orientation session for parents)</li> </ul>
<p><b>13. Classroom Free From Fear: Positive Classroom Management</b></p>	<ul style="list-style-type: none"> <li>• Reflect on the difference between punishment and discipline, and understand the effects of punishment and of positive discipline on the child's development</li> <li>• understand the importance of children's self esteem in their learning process, and how words can have a powerful effect on children</li> <li>• brainstorm how we can create a classroom free from fear</li> <li>• analyse reasons behind behaviour problems that exist in our classrooms</li> <li>• learn some positive discipline strategies to create a positive culture of learning and teaching</li> <li>• Make an action plan to apply the strategies learned in this session</li> </ul>
<p><b>14. Mentoring Teachers for Change</b></p>	<ul style="list-style-type: none"> <li>• Discuss the importance of motivation and mentoring, in relation to their own experiences</li> <li>• Identify principles of mentoring and of effective training</li> <li>• Brainstorm factors that are important while designing and conducting a training session</li> <li>• discuss what are some possible challenges or resistance they may face as a trainer when they try to implement these things</li> </ul>
<p><b>15. Planning for Change</b></p>	<ul style="list-style-type: none"> <li>• Learn some principles of setting effective goals</li> <li>• work together to come up with creative solutions to the problems they identified at the beginning of the workshop</li> <li>• reflect on why and how to build community ownership of the vision</li> <li>• brainstorm practical goals, action steps and timeline that we will take in the coming months in order to achieve their vision for their schools</li> <li>• brainstorm what will be the process and plan of action for designing School Improvement Plans for each school</li> <li>• reflect and share what were their key learnings during the workshop, and what personal commitments they will take</li> </ul>

These modules were field-trialled in the form of a workshop for training of Master Trainers of Ahmednagar District, Maharashtra, conducted on 3-8 January 2011 at the J.P Naik Centre, Pune. The following is some of the feedback received from the participants, the trainers, and educationists who reviewed the training modules:

- **Participant 1:** An important new thing we learned was about 'worldviews'. We have never thought before about how people come with their own baggage, how we each see things from our own perspective and label others as right or wrong – which may not be true. You have to at least listen to the child, and find out why he/she is thinking like that – we should not immediately think they're wrong.
- **Participant 2:** This is the first time we've been able to realise what a difference we can make in our children's lives, and how we can actually change things! I liked that all participants were given a chance to participate in all activities and discussions and to freely

share their thoughts. All problems were solved through group discussion – we identified our own problems, and came up with our own solutions.

- **Participant 3:** When I first came here, I felt that we are just being forced to attend so many trainings and workshops, and at first I had the same opinion about this workshop. But after coming to know what we're doing in this workshop, how relevant it is in our work, and how we can change things, this is the first time I am sitting through the whole day – otherwise I usually go out of the hall every 15 minutes!
- **Trainer 1:** The participants really liked the activities and participated enthusiastically in every activity and got very involved in the discussions. We could see how their attitudes started changing even during the course of the workshop. For example, at first they were very concerned with proving how good they are, but later on they started being more open in admitting some of their own flaws.
- **Joy Townsend, Educationist:** The days modules look really good, you've done a great job putting together different people's ideas and making them flow. Good job! Love the small quick activities at the beginnings of many of the sessions.
- **Simantini Dhuru, Educationist:** I have gone through all the modules, and it really is an impressive plan, with ample place for participation and reflection. Only a few suggestions, that it would have been useful to have more opportunities to reflect upon issues of discrimination, looking at textbooks, teaching materials, even typical methods of dealing punishment (gender / caste biased) etc.; and for teachers to share experiences in dealing with figures of authority in schools. I am confident that the workshops will be successful and will leave a lasting impact on the participants.

We would like to thank the following individuals who have contributed their ideas, materials, or provided feedback in the development of these modules:

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- Shefali Kulkarni
- Margaret Solomon

Ideas and tools have also been drawn from various sources, the most prominent of which are:

- Pre-service Teacher Training curriculum, and the In-service Teacher Training programme designed and developed by the Avehi-Abacus project, Mumbai
- 'Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments', published by UNESCO, 2004
- "Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments: Specialized Booklet 1 – Positive Discipline in the Inclusive, Learning-Friendly Classroom". Published by UNESCO, 2006
- 'A Toolkit on Positive Discipline: with Particular Emphasis on South and Central Asia', Published by Save the Children, 2007
- 'Character First' curriculum copyright by Basic Foundations Training Pvt. Ltd.
- 'Facilitating Effective Learning' Curriculum developed by Development Associates International, 2008

A detailed list of sources from which some specific individual activities were adapted has been included at the end of this document.

## Suggested Plan for 20-Day Training Programme

Below is one example for using these modules as part of a 20-Day Teacher Training programme, including 10 days conducted through workshop mode, and ten 1-day monthly Collaborative Meetings at BRC/CRC level. In this case, the modules included here would need to be supplemented with more practical sessions involving observations of exemplar classrooms, further space for reflection at the end or beginning of each day (some suggested reflection activities are included below), time for teachers to develop activities themselves with the help of Trainers, linked to specific topics in the syllabus which they will be teaching in the coming month(s), and opportunities to practice these activities with real children during the training itself, along with feedback provided by the Trainer.

It is suggested that the training be offered as a residential workshop mode, and preferably broken up into two 5-day segments rather than one long 10-day programme (eg. one during the Summer vacations, and the second during Diwali vacations). Assuming 6-7 hours of training per day (excluding breaks), the following is one suggested schedule for the training (again, this would need to be adapted based on teachers' context and specific needs):

### Part 1

	Session 1	Session 2	Session 3
<b>Day 1</b>	Our Vision for our schools (2.5 h)	Exploring our current schools (2h)	Vision for Change: NCF 2005 & RTE (1.5h)
<b>Day 2</b>	Teaching as Relationships (3hr)	My Strengths and Influence as a Teacher (2h)	Core Values: Democratic Relationships (2h)
<b>Day 3</b>	How our beliefs shape our teaching (3h)	Core Values: Inclusion & Equality (2 h)	Observation: Videos of Active Classrooms (1.5h)
<b>Day 4</b>	Understanding Active Learning (2.5h)	Visit to innovative school/ Demonstration of Activities with children (3h)	Debriefing & Reflection (1.5 h)
<b>Day 5</b>	Seeing the world through Children's Eyes (3h)	Group work: Planning & presenting sample activities (2h)	Planning for Change & Setting Goals for Coming Months (Performance Indicators) (2h)

### Part 2

	Session 1	Session 2	Session 3
<b>Day 6</b>	Reflecting & Debriefing from Progress in last few months (2hr)	Classroom Free From Fear (Positive Discipline) (4h)	Reflection (1hr)
<b>Day 7</b>	Nature of Active Learning in Language (2h)	Nature of Active Learning in Maths (2h)	Nature of Active Learning in Science (2h)
<b>Day 8</b>	From Classroom to Community (2.5h)	Group Work for designing activities in different subjects (4h)	Reflection (1h)
<b>Day 9</b>	Continuous Assessment (3h)	Trialling of activities (if possible with children) and feedback (4h)	Reflection (0.5h)
<b>Day 10</b>	Handling Multi-grade classrooms (2h)	Planning Activities & Setting Goals for coming month (3h)	Debriefing & sharing learnings (1h)



### Template for Monthly Collaborative Meetings

In addition to the above 10 days of workshop-mode training, ongoing monthly Collaborative Meetings (1 day each) at BRC/CRC level would be planned as a follow-up to each workshop. Below is a suggested template for these meetings:

Session	Topic	Objectives
1	Input/ Exposure + Discussion (1.5h)	Provide some input or exposure to something new (can choose a Theme for the Month, eg. one ADEPTS performance indicator, or a theme from RTE or NCF, or a specific topic where teachers require help (eg. continuous assessment). Plan a practical demonstration lesson by the RP, or a demonstration visit to an innovative school, or a video of an Active Learning classroom, or share an inspiring story/ article/ book, or a resource on a specific topic, or ask a teacher to lead a session on an area that they are strong in, etc. This can be followed by a reflective discussion related to this Exposure/Input (in small groups and as a whole group)
2	Sharing Success Stories (0.5h)	Encourage teachers to share one success that they experienced in the last month (in their classrooms/ with their students), or something new they learned and applied, or something they did that worked well. Ask them, 'How did the children respond to what you tried? What does this say about how children learn?'
3	Solving Challenges Faced (0.5hr)	Encourage teachers to share any difficulties they faced in the last month, in their teaching, with their students, or in applying new methods. Encourage teachers to together analyse what led to the challenge, and to suggest possible solutions to each others' challenges.
4	Tracking Children's Learning & Identifying Difficulties (1h)	Review progress in children's learning; get teachers to identify which children are struggling and why (e.g. analyse children's test papers). Make a list of the various classroom challenges or learning difficulties or difficult topics that teachers identified, then divide teachers into groups, and let each group brainstorm and come up with solutions/ strategies for one of the areas (with help/ additional suggestions to be provided by RP).
5	Planning for Next Month (2.5h)	Divide teachers into groups (according to Class Level/ Subject), and let teachers go through the syllabus/ textbook topics for the coming month, and brainstorm together learning objectives, innovative activities, and TLMs related to these topics that they can use in the coming month.
6	Goal-Setting (0.5h)	Give each teacher time to set one or two goals to work on this next month (eg. from ADEPTS, or an area they want to grow in their teaching). Allow teachers to reflect on their progress from the previous month's goal(s). Ask a few volunteers to share their progress and goals.

## Notes to Facilitators

The Teacher Training Workshop is intended to be facilitated in a participatory manner, involving participants in a range of interactive exercises, small group activities, whole group discussions, role plays, individual reading, reflective writing, and input from the Trainer. The approach assumes that learning is more effective when participants are actively involved in their learning process, and when new concepts are drawn out from participants themselves, discovered by them through reflecting and discussing about their own experiences, rather than merely being 'handed down' by the Trainer.

Below are some points to keep in mind in using this Manual:

- ❁ **Timings:** Suggested time durations have been included for specific sections and activities. These are only tentative and may vary from group to group. Always inform participants how much time they have for each group exercise. You should always try and be aware of the timeline, whether you are ahead or behind schedule, so that you can adjust the content and speed accordingly.
- ❁ **Objectives:** Objectives have been included at the start of each activity, and the overall objectives for each session have been described in the previous section. It is useful to review with the participants the session objectives at the start of the session, and always keep coming back to these objectives, especially at the end of the session, so that participants get a holistic picture of what they have learned in each session.
- ❁ **Reflection Questions** have been included at the end of many of the activities, be sure to allow adequate time for these. In addition, as far as possible try to schedule at least half an hour at the end of each day (or at the beginning of the next day) to allow participants to reflect on what they have learned, by asking them to reflect on questions such as:
  - What did you like most about this session/ about what I learned today?
  - What areas did I find difficult or challenging?
  - What aspects will I apply in my own practice, and how?

These reflection sessions can be done in different ways: try and vary the approach for doing this each time: eg. sometimes participants can write the answers individually, sometimes they can discuss the questions in pairs, sometimes in small groups of 3-4, and sometimes you may ask a few volunteers to share with the whole group. These could also be done through activities – some suggestions for these have been provided at the end of this section.

- ❁ **At the start of each day**, spend the first 15 minutes reviewing the previous day's content, asking participants what they remember about key concepts learned, asking them if they have any questions from the previous day's sessions, and giving an overview of the sessions for the day ahead.
- ❁ **Be adaptable and creative:** Facilitation is an improvisatory art within an agreed and negotiated structure. The facilitator shouldn't keep doing things a certain way. Be flexible and stay awake, ready to respond and adapt based on the specific situation.
- ❁ **Questions:** Pause frequently to ask if participants have any questions. When participants ask you a question, instead of immediately answering it, throw the question back to the group, and see if any others might have an answer to contribute. Avoid giving advice; say 'I suggest' rather than 'What you should do is...'. If you don't know the answer to a question, say so, or say that you will think about it and get back to them. A facilitator should not pretend that he/she knows everything - nobody does! But be faithful in getting back to them later with an answer.
- ❁ **Respect each participant's knowledge and experience:** Facilitation means honouring each group member and encouraging full participation by every member. As much as possible, try to draw out answers or concepts from participants themselves, rather than giving them the answers. Frequently encourage them to share their own experiences, challenges or successes related to the concept being discussed. Keep track of who is not

participating, and make an effort to involve them more or ask them specific questions. Constantly acknowledge and affirm the contribution or progress of individuals.

- **Constantly monitor energy levels:** Monitor the energy level of the group at all times, based on participants' tone of voice, body posture, eye contact, level of participation and level of activity towards the task. Are people awake or asleep, engaged or disengaged? The energy of a group will vary all the time. At the start of a day people often have lots of energy. After lunch they are very often low in energy. Short breaks or active exercises can help keep energy up for longer sessions. For most people, concentration is hard to maintain for more than 30 to 40 minutes. Use some energisers when energy is low or the session is getting long (refer to list of energisers provided in Appendix).
- **Seek consensus:** A good facilitator seeks agreement from everyone and uses collective decision-making processes (consensus) unless there is agreement by everyone to do otherwise. When in doubt, check it out: If you are not clear that everyone understands or is in agreement with a decision or task, ask them. Silence does not necessarily mean assent.
- **Be yourself, and maintain a sense of humour!** A facilitator will be most effective when he/she is their natural self and allows his/her own personality to be expressed. People get permission to be themselves from the way a facilitator behaves. If the facilitator is relaxed and personal, the group tends to follow the example. As much as possible, try to give personal examples from your experience. And humour can be one of the most effective ways of keeping people interested and keeping their energy levels up – or in defusing a tense situation!

## Ideas for Reflection Activities & Quick Energisers

### Activities for Reflection at the End of the Day/ Workshop:

#### Circle Train Game

This activity is a physical energiser, but also encourages participants to talk to people they may not have spoken to yet during the workshop, and helps them to reflect on their learning or ideas so far. Participants stand in two circles, one inside the other. The people in the inner circle stand still (they are the stations). The outer circle moves round (they are the train). After a while the facilitator says “stop”, and the moving participants have to stop at the station/person closest to them. The train participants must tell the station participant about a topic chosen by the facilitator. Eg. Have participants talk about “what I have learned so far at this workshop”. After a minute the train participants move again until the next station stop is announced. The two circles can also swap, so that everyone gets a chance to be the train and a station.

Examples of questions for Reflection Day 1:

1. What was something I enjoyed or learned new today?
2. What was something I did not enjoy or found difficult?
3. What is something that I want to know more about?
4. What is something that I want to apply to my work when I go back?

#### I went to the market...

Participants sit in a circle (groups of 10-14 max) First participant says ‘I went to the market and bought some apples.’ Next has to repeat the first person’s item, and add any other object they wish to the list: ‘I went to the market and bought some apples, and a rubber ball’. Next repeats first 2 items, and add another. And so on – each person has to say the entire list each time, and add a new item.

After playing this for a few minutes, then change the question: “I came to this training, and learned: [name something they learned]”. Next person has to repeat what previous person has said, and add something else that they learned. This is a good way to review various things that have been learned.

#### Creating an Action Plan

1. What do I want to apply, from what we learned today?
2. How will I apply it (what steps will I need to take)?
3. How will I know if I have been successful?

### Postie Dear Postie

Each participant writes a question on a piece of paper, in the form of a letter signed by them, and addressed to one of the other participants. It should be a review or reflection question related to the material that has been covered. The Trainer acts as a 'postman' to 'deliver' the letters to whoever they're addressed to. That person has to answer the question asked, and return the letter.

### Quick Energisers during Sessions/ After Breaks:

#### Life boats (eg. for creating groups)

This activity gets people moving physically, and also helps facilitators to get people into randomly mixed groups. Participants stand up and walk around in an open space. They are told that they are on a sinking ship. Lifeboats are coming, but they have a very specific capacity. When the facilitator shouts "lifeboats are here, the capacity is 3" participants must quickly get themselves into groups of three. This activity can be done several times with different size groups being called each time, until the participants are in the correct size groups for the following activity.

#### Body spelling (energiser)

This activity is a quick and simple wake-up activity, mid-way through a session. Participants are asked to spell a short word, chosen by the facilitator, without speaking or using their arms or hands. They roll their heads to make the shape of the letters.

#### What's changed? (energiser)

Participants get into pairs. They must spend a few seconds looking at each other. They then turn their backs on each other and must make one change to their appearance (e.g. remove glasses). When the turn to face each other again, they must try to spot what has changed about their partner.

#### Be nice (energiser, team building)

Participants get into pairs. They must quickly say something complimentary about their partner.

#### Gift Giving

Learners work in pairs, talking to each other and asking questions. After a few minutes, they write down what they have discovered about their partner and then report back to the class on their partner's personal qualities or "gifts." They can report back like this: "My friend's name is Meena and she brings the gift of a sense of humour." "My friend's name is Raam and he brings the gift of being a good listener." This activity shows that everyone can bring something to the class and that these personal qualities are valued.

#### Circle Warmer

All sit in a large circle. Trainer says: 'Everyone who is wearing spectacle, change places!' As people change, Trainer removes one seat, so one person is left standing. Then say something else: eg. Everyone who has 2 sisters or more, change places!' Each time, one (or more) seats are removed. Those who are left standing can help the trainers to remove chairs, or can help to call out the next criteria.

#### Fruit Salad (game)

Similar to Circle Warmer game, but first, each participant is assigned one of 5 fruit names. The Facilitator calls out a certain fruit name, and those people have to change places, while the participant has to try and steal someone's seat. The one person who is left standing will next call out one of the 5 fruits, and each time the person who had called out has to try and steal someone's seat as those people are changing places.

#### Board Rush

Write the word 'School' on the board. Relay race: each time, one person has to rush to the board, and write another word related to school, that starts with the last letter of the previous word (eg. Learner → Results → etc)

## Module 1: Our Vision for Our Schools

### 1.1 Introduction

Activity	Process	Preparation
<p>Icebreaker (30 min)</p>	<p><b><u>Childhood Dreams:</u></b></p> <p><b>Objective:</b> To introduce participants to each other, to get them comfortable talking. To get participants in the mode of putting themselves in a child's shoes, and thinking like a child.</p> <p><b>Process:</b> Ask each person to go round in a circle and share a bit about themselves (eg. their name, where they're from, what they do), and to answer this question: "When you were a child, what did you dream of being when you grew up?"</p> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Explain to participants: Part of the reason we wanted to start with this exercise is to get us used to putting ourselves in children's shoes, to remember what it's like to think like a child! For some of us that may have been recently, for others it may have been a long time ago! But in order to bring change in our schools we have to begin thinking like children.</li> <li>• Many of us had such unique and diverse dreams, and each of you, when you were sharing your dreams, your face began to light up! But unfortunately many of us were not able to pursue our childhood dreams, for various reasons. Similarly, each of our children today has a limitless ability to dream big – children aren't born thinking 'it cannot be done' – the sky is the limit for them!</li> <li>• If each of our children is given an opportunity to nurture and pursue their unique dreams, if each individual actually loved what they were doing, just think how deeply satisfied and happy our citizens would be, how good they would be at what they do, and how colourful and prosperous our nation would be!</li> <li>• Sadly, many of our schools both in our past and today, instead of nurturing our dreams and our children's dreams, end up destroying their dreams, or telling them they cannot do it. Can we create schools that will truly nurture our children's dreams and unleash their potential and passions?</li> </ul>	<p>-</p>
<p>Large Group Discussion (20 min)</p>	<p><b><u>Our Expectations</u></b></p> <p><b>Explain the background and objectives of the entire workshop:</b> The reason this workshop was designed was because it was felt by the Government that we need to transform our whole approach to in-service teacher training under SSA. Often we find that there is a sense of 'training fatigue' – teachers are forced to attend training, they do not always find it useful, or often do not really implement the desired changes.</p> <p>It was felt that we need to develop a new approach to training: to bring some life to the training, to make it inspiring and exciting for teachers, to make the training active and enjoyable, and to make it practical - to really help teachers know how to change. We especially want to ask ourselves: why all these years have we not been able to bring the changes we want to see, and how to address the deeper mindsets and attitudes that may be preventing change. We want to be able to nurture among teachers a sense of self-esteem, a desire to learn and grow, the ability to reflect about themselves and their practice, a deeper sense of motivation and love for children. Only then can we bring change in our schools.</p> <p>Over the next 6 days, we will be thinking about how to begin a process of transformation, first in ourselves; then among our teachers; and ultimately in our schools. We are going to discuss how we can change our mindsets and attitudes towards ourselves, towards children, towards learning, and towards our community members.</p>	<p>Program Schedule</p> <p>Post-it Notes</p>

	<p><b>Expectations:</b> Ask participants to write down on two separate Post-It Notes, the following 2 questions:</p> <ol style="list-style-type: none"> <li>1. What do your expectations for what you most hope to learn during this training workshop?</li> <li>2. Do you have any specific questions or concerns?</li> </ol> <p>Ask them to stick their Post-It Notes on two different walls of the room: One side for their Expectations, one for Concerns/ Questions. People can walk around later to read what others wrote during the break. (Afterwards, collect and read their responses, and try to keep their needs/ expectations in mind over the next few days. If possible try to address any specific questions that have been raised). Refer back to their desires and questions on the last day, to help them reflect on what they've learned).</p>	
<p>Group Discussion (15 min)</p>	<p><b><u>Establishing 'Ground Rules'</u></b></p> <ul style="list-style-type: none"> <li>• Ask participants: "What do you think are MY expectations from you as a Trainer? Elicit responses from the group, write them on the board.</li> <li>• Circle the 4-5 that you think are most important. Suggestions:             <ol style="list-style-type: none"> <li>1. Maintain a positive attitude and an open mind</li> <li>2. Arrive on time for every session</li> <li>3. Listen with respect when others are speaking (Raise my hand when I wish to speak, and let only one person speak at a time, without interruptions!)</li> <li>4. All cell phones will be turned on silent.</li> </ol> </li> </ul> <p>Create a symbol for each of these ground rules that you circle (eg. a + symbol inside a thought bubble; a clock; a group of stick figures; a telephone). Draw these on a chart paper and stick it on the wall for the rest of the workshop period, which can be pointed to if needed during the workshop. Explain that in order to achieve the expectations from both sides, we have to cooperate to achieve these goals together. Ask the participants to raise their hands if they agree to abide by these ground rules. Then ask participants: What will be the penalty if anyone breaks these ground rules? Let them discuss and decide on what will be the penalty for each one (eg. the person will have to dance to the cell phone tune, or they we will test if the cell phone sinks or floats in a bucket of water!, etc.) This will motivate them to keep tabs on each and to enforce the penalties themselves!</p>	<p>Chart paper, sketch pens</p>
<p><b>Think, Pair, Share</b>  (15 m)</p>	<p><b><u>Back to School</u></b></p> <p><b>Purpose:</b> To get participants to reflect on their own schooling experience, and identify the need for change in the present system</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Tell participants:             <ol style="list-style-type: none"> <li>1. Close your eyes and think back to your own schooling experience. What did you like about your schooling experience?</li> <li>2. What are some things you did not like in your own schooling experience, or that you would change if you were given a choice?</li> </ol> </li> <li>• Ask them to spend 2 mins recording their own answers, then 3 mins discussing with their neighbour. Then each pair shares their response with the whole group.</li> <li>• Summarise and record answers on the board as each group shares. Group similar responses.</li> </ul>	
<p><b>Group Discussion</b>  (15 m)</p>	<p><b><u>School-going child vs. cow-herder's child</u></b></p> <p><b>Purpose:</b> To get participants to reflect on what are the skills that schools are currently teaching our children, vs. the kind of skills that are truly important for life.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Draw two columns on the board; label one 'School-going child' and the other</li> </ul>	

	<p>'Cow-herder's child'.</p> <ul style="list-style-type: none"> <li>Ask participants: What is the difference between a school-going child, and a cow-herder's child who does not go to school (in terms of they know, are able to do)?</li> <li>Ask participants to discuss for 2 mins in groups of 4, then ask at random for people to raise their hands and call out points. Record their responses under each column.</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>Most likely, many of the items on the left-hand column will be related to things like discipline, ability to cram for exams, to obey orders, etc. whereas many of the responses on the right-hand column will be a lot more practical life skills that are connected to the child's real life and environment, where children are able to learn with more freedom and enjoyment about things they are more naturally motivated to learn.</li> <li>Raise the question: Does this mean we should stop sending our children to school? If children may learn more things outside of school, then what is the point of sending children to school?</li> </ul>	
<p><b>Large Group discussion</b></p> <p>(10 min)</p>	<p><b><u>Purpose of Education</u></b></p> <p><b>Purpose:</b> To reflect on what people in our society, and they as individuals, see as the purpose of education.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Ask participants to brainstorm: List some examples of different purposes that people can see for education in our society.</li> <li>Wait till participants respond, then provide some more examples if needed:             <ol style="list-style-type: none"> <li>To give students a degree that can get them a good job and advance in life</li> <li>To gain knowledge</li> <li>To teach children discipline</li> <li>To teach good manners</li> <li>To teach children to think for themselves</li> <li>To pass on values to the next generation that can help create a different kind of society</li> <li>To provide equal opportunities and help reduce inequality between different groups in society</li> </ol> </li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>Ask participants to reflect and write down in their notebooks: Think of why I send my own children to school, or what things I looked for when I was choosing a school for my own child. Which one from this list is closest to my motivation of what I think is the purpose of getting a good education?</li> <li>Explain how what we believe about the purpose of education affects what we teach, and how we teach – for example, if I believe the purpose is to get good marks and get a good job, then our whole focus will be on making sure students succeed on the exams (so even things like memorizing answers from study guides or cheating may be ok). If I believe the purpose is to shape students' values, then I will focus more on who students are becoming as human beings, rather than just their exam marks. Even what I assess will be different. If I believe that the purpose is to help children think for themselves, then I will not spoonfeed information or ask them to memorize from textbooks. Etc.</li> </ul>	
<p><b>Trainer Input</b></p> <p>(5 m)</p>	<p><b><u>Home vs. School</u></b></p> <p><b>Purpose:</b> to get participants to realize that we need to stop accepting schools as they are just because that is how things have always been done; and to inspire them that each of us has a role in thinking and designing the kind of school that would</p>	

	<p>make each child truly happy.</p> <p><b>Process:</b> Read the portion below, become familiar with it, and then share in your own words, from your heart.</p> <p><b>How does a child enter the world?</b> Crying. And what is our immediate response when we see a crying child? Whether it's the mother approaching with food and comfort, a father with an embrace, a sister with a smile, a stranger with a supportive hand – Everyone immediately comes together and all efforts pour in to try and put a smile on the child's face.</p> <p>Then some years later the child enters the school, and all of a sudden the situation is the opposite: the child enters with a smile, and leaves crying! <b>Everything in the school converges to take away the smile from the child's face:</b> the rigid discipline, the teacher's shouting, forcing her to sit quietly and not make a sound, to do things she does not want to, the pressure to learn things she does not understand, the stressful examinations, the suppression of her natural curiosity and interest and enthusiasm... It seems that all players and all efforts come together to try and take away the smile from the child's face, and to make her sad, anxious, and fearful.</p> <p>Why do we have this peculiar situation? When it is the same adults who are in homes as well as in schools, why is it that in one situation we do all we can to make the child smile, and in the other scenario we do everything we can to make the child cry? If society is already saturated with this belief and culture that children should be nurtured with love, care and support in order to help them smile, why don't we see this culture in our schools?</p> <p>Because we do not <b>apply our minds!</b></p> <p>When we create our homes, we put a lot of thought and effort into shaping the kind of loving environment that will nurture our children and keep them happy. Each couple decides what kind of home culture it wants to practice. <b>We think and design our homes</b> based on what is best for our own children. Every home becomes <b>unique and different</b>, constantly <b>learning from others</b> and <b>improving</b> to become better.</p> <p>But when it comes to the school, <b>nobody stops to first think and plan</b> what kind of school we can create that will nurture each child and help to put a smile on their face. We are content to simply deposit our children into the existing school, and let things carry on the way they've always done – without stopping to think: is this actually helping my child smile?</p> <p>Can somebody construct a 'home' like we set up schools? Set up a building, recruit a father, recruit a mother, train them, monitor them...would this become a home? Our present educational system counts the materials x, y, z in these terms, but <b>the processes are missing</b> – the <b>life and heart</b> is missing. How can we create a similar environment in the school, as that in the home, where each child is nurtured with love and made to smile?</p> <p>There is no magic solution - It can only happen if each person thinks, plans, applies, and gets the needed support. SSA is a chance to get each person who loves their children and wants to see them smile – teachers themselves, parents, community members – to stop, think, put themselves in the child's shoes, and ask: <b>What kind of school can we design, that would really put the smile back on our children's faces?</b></p>	
<p><b>Read and Reflect</b></p> <p>(10 m)</p>	<p><b><u>Reflections on Schooling</u></b></p> <p>Distribute a handout with the following 3 passages on it, relating to different visions of what we want schools to accomplish. Ask participants to read for themselves, underline what seems important to them, and to note down any reflections they have as they read.</p>	<p>Handout: Reflections on Schooling</p>



### Students' views on school space<sup>1</sup>

Is life divided up into sections? No, I say.  
 Then why have subjects at school?  
 Teach living at school,  
 And living means understanding,  
 And understanding is all.  
 The school we'd like is:

- A beautiful school
- A comfortable school
  - A safe school
  - A listening school
  - A flexible school
- A school without walls
- A school for everybody

(Burke and Grosvenor, 2003)

### 2. Abraham Lincoln's letter to his son's teacher

#### Abraham Lincoln's Letter to his Son's Teacher:

"My son starts school today. It is all going to be strange and new to him for a while and I wish you would treat him gently. It is an adventure that might take him across continents. All adventures that probably include wars, tragedy and sorrow. To live this life will require faith, love and courage.

So dear Teacher, will you please take him by his hand and teach him things he will have to know, teaching him - but gently, if you can. Teach him that for every enemy, there is a friend. He will have to know that all men are not just, that all men are not true. But teach him also that for every scoundrel there is a hero, that for every crooked politician, there is a dedicated leader.

Teach him if you can that 10 cents earned is of far more value than a dollar found. In school, teacher, it is far more honorable to fail than to cheat. Teach him to learn how to gracefully lose, and enjoy winning when he does win. Teach him to be gentle with people, tough with tough people. Steer him away from envy if you can and teach him the secret of quiet laughter. Teach him if you can - how to laugh when he is sad, teach him there is no shame in tears. Teach him there can be glory in failure and despair in success.

Teach him to scoff at cynics. Teach him if you can the wonders of books, but also give time to ponder the extreme mystery of birds in the sky, bees in the sun and flowers on a green hill. Teach him to have faith in his own ideas, even if every one tell him they are wrong. Try to give my son the strength not to follow the crowd when everyone else is doing it. Teach him to listen to every one, but teach him also to filters all that he hears on a screen of truth and take only the good that comes through.

Teach him to sell his talents and brains to the highest bidder but never to put a price tag on his heart and soul. Let him have the courage to be impatient, let him have the patience to be brave. Teach him to have sublime faith in himself, because then he will always have sublime faith in mankind, in God. This is the order, teacher but see what best you can do. He is such a nice little boy and he is my son.

*Abraham Lincoln*

### 2. Light the Lamp Within<sup>2</sup>

LIGHT THE LAMP WITHIN, TEACHER -Subroto Bagchi

Dear Teacher,

**I pray to you to teach me to communicate.**

- to communicate with the simplicity of the child and the nakedness of a flower.

	<ul style="list-style-type: none"> <li>to communicate with people less gifted less privileged than I am.</li> <li>to communicate with those who have come before me and those who will follow.</li> </ul> <p><b>I pray to you to teach me to understand the nature of things.</b></p> <ul style="list-style-type: none"> <li>Teach me such that I am able to, and willing to receive inputs from everywhere and wisdom from some. But in moments of crisis, teach me such that I am able to come to my own conclusions.</li> </ul> <p><b>I pray to you to make me learn. More than that, Teacher, teach me how I can learn to learn.</b></p> <ul style="list-style-type: none"> <li>As you prepare me for the wide world in which I need to fend for myself and for others, one-time learning will not be good enough. I will have to have the ability to learn newer things and more difficult things. Help me to learn newer ways to learn. And that will make learning a joy for me.</li> </ul> <p><b>I pray to you to teach me to learn from unusual sources.</b></p> <ul style="list-style-type: none"> <li>Teach me how I can learn from small people - things that no classroom will ever teach.</li> <li>Teach me to learn sense of duty from the driver of the school van who must rise before I do.</li> <li>Teach me to learn to work unsupervised like the ant and the bee who do not need anyone to breathe down their neck so they add value each new day as they wake up to work.</li> </ul> <p><b>I pray to you to teach me not just the ability to answer, but also the power to question.</b></p> <ul style="list-style-type: none"> <li>It is because everyone is telling me to do as told. Only if we ask questions, we can get answers. If we get the answers, we can explore how to establish a higher order of things. If we ask the questions, we will also learn to be accountable. We will be more willing to accept that when we ask the questions, we can be questioned too.</li> </ul> <p><b>As you teach me the ability to ask questions, I also pray to you to teach me to say "I do not know."</b></p> <ul style="list-style-type: none"> <li>I all humility, I must admit Teacher, that not always will I have all the answers. When I do not have the answer, teach me to say, "I do not know." I know it takes courage and self-confidence to say that I do not know. Because teacher, when I develop the self-confidence to say that I do not know, I will be comfortable in being who I am. That will make me more real in an increasingly make-believe world.</li> </ul> <p><b>Just as you teach me to say, "I do not know," I pray to you to teach me to actively seek help.</b></p> <ul style="list-style-type: none"> <li>Higher my achievements and greater my position of power, the more helpless I will become; the less I will know about the state of things. In those moments of my helplessness, my ego will come in my way of seeking help. Teach me to seek help from small people. Teacher, teach me that flower needs help from the bee to pollinate. The water needs help from the air to raise it self to the sky. I have no shame in seeking help from others.</li> </ul>	
<p><b>Small groups</b> <b>(15 m)</b></p>	<p><b><u>What do we really want children to learn?</u></b></p> <p><b>Purpose:</b> To get participants to reflect on what kinds of deeper values and skills are really worth learning in life.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Ask each person to write down individually: "What are the 5 things I would most like my own children to learn in life, which are most important for living a good life? (can include values, skills, knowledge) (2 mins)</li> <li>Divide participants into groups of 4-5. Ask them to discuss the following question: "What do we really want our children to learn in life, for the kind of society we wish to create?" (5 min)</li> <li>Ask each group to share 3 of their top items. Record their responses on a chart paper, and stick it on the wall. Ask them to keep thinking about this list throughout the rest of the week.</li> </ul>	

<p><b>Story</b> (10 m)</p>	<p><b><u>The Genius Tailor</u></b><sup>3</sup> Tell the following story:</p> <p>Once time, a man had gone to the tailor to have a suit made cheaply, but when the suit was finished and he went to try it on, it didn't fit him at all. Complaining that the jacket was too big in back, the right arm was too long, one pant leg was too short and three buttons were missing, the man was justifiably upset. "No problem," said the tailor, "just hunch your back, bend your arm, walk with a limp, and stick your fingers through the button holes and you'll look just fine!" The man contorted his body to fit the suit and feeling duped by the tailor, he left. He had not walked one block when he was approached by a stranger. "Who made that suit for you?" asked the stranger. "I'm in the market for a new suit myself." Surprised, but pleased at the compliment, the man pointed out the tailor's shop. "Well, thanks very much," said the stranger, hurrying off. "I do believe I'll go to that tailor for my suit. Why, he must be a genius to be able to make a suit that can fit a crippled person like you!"</p> <p><b>Reflection:</b> This is a funny story, but sadly, it is often what happens in our education system. In our present system, we usually design schools from an adult's perspective, and then force children to fit into that pre-existing system. And we continue this way, whether children are learning or not, whether children are happy or not, simply because that is how things have always been done – rather than redesigning the system to fit with what children really need and want, what will truly make them happy! What often happens is that those children who don't fit get left behind, or drop out, and only a few succeed.</p> <p>Instead, what we want to design is a <b>Children's Centre</b> – where we first look at our children, and then design the best place that will nurture each child and keep them happy. This means that:</p> <ul style="list-style-type: none"> <li>• We respect children, their wishes and their voice</li> <li>• We first listen to children themselves, find out what they like, give them a voice to makes decisions about the school</li> <li>• We put ourselves in the child's shoes, and think from their perspective</li> <li>• In everything we do in the school, we first ask: would this really benefit the child and help put a smile on their face? (whether it's seating arrangement, nature of learning activities, topics, exams, etc)</li> <li>• We move with children, explore with them and learn with them</li> </ul>	<p>Handout:</p>
<p><b>Activity</b> (50 m)</p>	<p><b><u>Our Dream School</u></b></p> <p><b>Purpose:</b> To enable participants to use their creativity, think from a child's perspective, and imagine their dream school.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask participants: "Imagine you are a child. What would your dream school look like, from a child's perspective, that would most bring a smile to a child's face?"</li> </ul> <p><i>Divide participants into 7 groups (5-6 in each group). Ask each group to focus on one particular aspect of the school:</i></p> <ol style="list-style-type: none"> <li>1. Physical environment/ organization of the school</li> <li>2. Curricular content</li> <li>3. Learning materials</li> <li>4. Nature of Teaching Learning Processes/ methods</li> <li>5. Nature of Relationships (Teacher-student; among the staff, etc)</li> <li>6. Nature of Assessment</li> <li>7. Link to the Community</li> </ol> <ul style="list-style-type: none"> <li>• Provide each group with chart paper, coloured sketch pens, tape. Ask each group to creatively depict their aspect of the Dream School on the chart paper</li> </ul>	<p>Coloured chart papers, sketch pens, crayons, scotch tape for sticking on the wall.</p>


	<p>(can be thru a drawing, a mind map, a poem, a song, a description, a list of points, a chart, etc.).</p> <ul style="list-style-type: none"> <li>• Emphasise that they must think like a child – not like an adult!</li> <li>• Ask them to use their imaginations and dream as high as possible – not to think of the ground realities for now, but to think as if they could design any school in the world that they could imagine – that a child would truly enjoy!</li> <li>• Ask them to be as specific as possible – what would a visitor see and hear as they walk through this school? What will the classrooms, furniture, and environment look like? What will the teacher and the children be doing? Consider girls and boys; children of different religious or social backgrounds— ALL children.</li> <li>• Give participants 15 mins to prepare their chart, then to stick each chart on the walls around the room. Give participants 3 mins to walk around and look at each other's charts.</li> <li>• Give 1 min for one person from each group to share the main points on their chart. As each group presents, type up their responses on the screen, print and give it back to them the next day – their vision for our schools.</li> </ul>	
<p><b>Small Groups</b> (10 m)</p>	<p>Still within the same small groups, go through the list of points you came up with, and discuss: which of these things CAN we begin to change in our existing schools? Which of these things do you not think is possible to change right now?</p>	

## 2: Exploring our Current Schools (2 hr)

Activity	Process	Resources & Preparation
<b>Icebreaker</b> (10 m)	Choose an appropriate quick icebreaker from the list provided.	
<b>Trainer input</b> (5 m)	<p><b><u>Situation in our Schools</u></b></p> <p>In the last session we talked about our vision and dreams for our school. And there is hope – when we think of where we were even 30 years ago, there has been already great improvement. Things have already started to change even from the time when we were all in school, till today!</p> <p>For example, The PROBE Report (Public Report on Basic Education) conducted research in rural government schools in 5 major states in North India, in 1996 and then again in 2006. They found many positive changes have taken place in the last 10 years, such as:</p> <ol style="list-style-type: none"> <li>1. School enrolment rates have risen sharply, for example, from 80 to 95 per cent in the age group of 6-12 years.</li> <li>2. Social disparities in school enrolment have considerably narrowed. The gap between boys and girls has virtually disappeared at the primary level, and enrolment rates among Scheduled Caste and Muslim children are very close to the sample average</li> <li>3. The schooling infrastructure has improved. For instance, the proportion of schools with at least two pucca rooms went up from 26 to 84 per cent between 1996 and 2006. Nearly three-fourths of all primary schools now have drinking water facilities. Toilets have been constructed in over 60 per cent of all schools.</li> <li>4. Fourthly, school incentives such as free uniforms and textbooks are reaching many more children.</li> <li>5. Cooked mid-day meals have been introduced in primary schools – they were in place in 84 per cent of the sample schools.</li> </ol> <p>However, when it comes to the quality of learning, the situation is still very poor and shocking. For example, the PROBE Report found that:</p> <ol style="list-style-type: none"> <li>1. Almost everywhere, children’s attendance as noted in the school register was far below enrolment. Actual attendance, as observed by field investigators, was even lower.</li> <li>2. Further, classroom activity levels are very low. Teachers often come late and leave early. Even when they are present, they are not necessarily teaching. In 50% of the sample schools, there was no teaching activity at all taking place when the researchers arrived at the school!</li> <li>3. Even in the classrooms where there is some teaching, student achievements were very poor. Teaching methods are dominated by mindless rote learning, for example, chanting endless mathematical tables or reciting without comprehension. Children learn little in most schools - the study found that barely half of the children in Classes 4 and 5 could do single digit multiplication, or a simple division by 5.</li> </ol> <p>The ASER (Annual Status of Education) Report in 2009, conducted in rural government schools across India by the organization Pratham, also found similar shocking pictures of how little learning is taking place:</p> <ul style="list-style-type: none"> <li>• 31% of children in Std 1 cannot even recognize letters or numbers</li> <li>• 47% of children in Std 5 cannot even read a Class 2 level textbook</li> <li>• Roughly 37% of children in class VII are learning simple division sums</li> </ul>	

	<p>which they should have learned in class II.</p> <p>Thus, the ground reality in our country's schools has still not been able to reach as far as the vision that we want – there is still a very large gap between where we want to reach, and where we are today. In this session, we are going to reflect on why this gap exists.</p>	
<p><b>Activity</b></p> <p>(15 m)</p>	<p><b><u>Assembling the newspaper</u></b><sup>4</sup></p> <p><b>Purpose:</b> To reflect on how in today's schools, completing the syllabus merely involves covering the textbooks from front page to last page, with the actual contents being sidelined in the bargain.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Invite 6 volunteers to stand in two rows of 3 each, facing each other. Ask your Co-Facilitator to ensure that the volunteers do not get space to move around. Give each of the participants a newspaper and ask them to imagine that they are travelling in a crowded train compartment. They have to arrange the pages of their newspaper in a serial order in one minute's time.</li> <li>• Ask one member of the audience to keep time, and other audience members to make a little bit of noise to distract the volunteers at the front (like in a train compartment!)</li> </ul> <p><b>Now ask them the following questions:</b></p> <ul style="list-style-type: none"> <li>• How many volunteers managed to finish the given task (putting the pages in a serial order)</li> <li>• How did you manage to complete the task?</li> <li>• What are the reasons for non-completion of the activity? <ul style="list-style-type: none"> <li>○ Expected answer: Lack of space, lack of time, too many pages etc</li> </ul> </li> <li>• Did any one of the volunteers read the news? <ul style="list-style-type: none"> <li>○ Expected answer: No, just the headlines, saw the pictures etc.</li> </ul> </li> <li>• How will you relate this activity to your work? <ul style="list-style-type: none"> <li>○ Expected answer: Limited time to complete the syllabus, crowded compartment can be compared to the classroom with many children, too many subjects and education related projects to be completed in the stipulated time.</li> </ul> </li> </ul> <p><b>Sum Up:</b></p> <p>The two major constraints that one comes across in completing this activity are time and space. Similarly in schools there is constraint of time in completing the entire syllabus. In this activity the volunteers were too busy putting the pages in order and hence they did not have the time and opportunity to read the newspaper. The same is true of classroom teaching and learning - completing the syllabus involves covering the textbooks from cover to cover in a specified time. The contents are thus not given due importance. The students too memorise the content without understanding it and are unable to recollect it later.</p>	<p>Choose 6 copies of the same newspaper from the same date.</p> <p>Jumble up all the pages of the newspapers so that the page numbers are mixed up and some of the pages are upside down. Ensure that all the copies are arranged in a similar manner.</p>
<p><b>Read &amp; Reflect</b></p> <p>(10 m)</p>	<p><b><u>Why children fail</u></b></p> <p>Read aloud the following quote:</p> <p><b>“Children fail because they are afraid, bored, and confused.</b> They are <b>afraid</b>, above all of failing, of disappointing the anxious adults around, whose limitless hopes and expectations hang over their heads like a cloud. They are <b>bored</b> because the things they are given to do in school are so trivial, so dull and make such limited demands on the wide spectrum of their intelligence, capabilities and talents. They are <b>confused</b> because the most of the torrent that pours over them makes little or no sense... Nobody starts off stupid...”</p> <p>- John Holt, “How children fail”</p> <p>Discuss the following points:</p>	

	<p>Do you think the John Holt quote applies to our schools and our children?</p> <p>If children are failing, we cannot just blame them. We need to think – what do we need to change in our schools? What is holding us back from achieving our vision for our schools?</p>	
<p><b>Role Play/ Small Group Discussion</b></p> <p>(30m)</p>	<p><b><u>Examining Our Schools:</u></b></p> <p><b>Purpose:</b> To get participants to identify the biggest obstacles in our present-day schools/ education system preventing us from achieving our vision, from the perspective of different stakeholders.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Divide participants into 8 groups. Assign a specific role to each group: 2 groups have to pretend to be children, 2 groups should be teachers, 2 groups are parents, and 2 groups are administrators).</li> <li>• Ask each group to brainstorm what are the biggest problems or issues in our present-day schools or education system (from the perspective of children, teachers, parents, and administrators respectively – depending on the role assigned to them). Ask each group to list as many as they can think of, then narrow it down to what they feel are the top 3 issues (5 mins)</li> <li>• After each group decides on their Top 3, each group should get together with their corresponding group (eg. both groups of children together; both groups of parents together, etc.), and now both these groups together should decide on what are the 3 most important issues in our education system. Each group should write their Top 3 issues on 3 separate strips of paper with a sketch pen</li> <li>• Ask the 4 big groups to share (children, teachers, parents, and administrators respectively), and collect their strips of paper. If there are similar responses, group them together – decide on a list of 8 issues that the entire group agrees are the most important in our education system.</li> </ul> <p><b>Reflection Questions:</b></p> <ul style="list-style-type: none"> <li>• Ask participants: The different groups probably identified different top issues depending on which perspective they were looking from. Whose perspective should be taken into account when designing our schools and education system?</li> <li>• Explain: Most often, it is administrators at the top who make decisions regarding how school are be run. Teachers and parents have very little say in what happens, let alone children, who are rarely ever consulted. In this workshop, we want to rethink our schools and education system to see how we can truly think of it from the perspective of the child, for whom schools are designed in the first place. How would our decisions or priorities be different if we started looking from the perspective of children?</li> </ul>	<p>30-40 Rectangular strips of paper (1 foolscap sheet of paper can be cut into three strips each)</p>
<p><b>Activity</b></p> <p>(20 m)</p>	<p><b><u>Tree Diagram</u></b></p> <p><b>Purpose:</b> To get participants to analyse and reflect on the deeper roots of the problems in our system</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Show the Tree Diagram on the wall. Ask: What is the role of each part of the tree?</li> <li>• Have a volunteer attach each of the four labels (Results, Behaviour, Values, Beliefs) to the part of the tree they think best corresponds (roots, trunk, brachnes, leaves). Invite the group to make corrections</li> <li>• Point to the handout of the tree diagram. Ask the group to explain this.</li> <li>• Explain: Our beliefs (or what we believe in) are at the base of who we are. Our</li> </ul>	<p>Join 2 large chart papers together, and draw a large tree with the labels as in the tree diagram below. Stick this tree diagram on the wall. Four strips of paper with the words: Results,</p>

	<p>beliefs shape our values. Our values (what is important to us) lead to behaviours or actions. And behaviours lead to results (fruit).</p>  <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Explain that there are four levels for change to occur – changing the results (fruit), changing practice/behaviour (branches), changing values or attitudes (trunk), and changing mindsets or beliefs (roots).</li> <li>• Give an example from farming (if you plant apple trees one year, you cannot simply pluck the apples and stick oranges in the tree and expect the tree to start sprouting oranges! State that <b>“You can’t change the fruit without changing the root!”</b> Ask participants to repeat this statement after you.</li> <li>• Explain that although we have been trying to bring change in our schools &amp; teachers for many years now, especially through the Sarva Shiksha Abhiyan program which has been running for the last 9 years, our efforts have still not succeeded in bring the kind of change we want to see.</li> <li>• Part of the reason is that many of our efforts have been focusing on addressing the outward symptoms or outward practice (eg. providing infrastructure, providing books, providing TLMs, training teachers in technical skills, banning corporal punishment, etc), whereas these are just the outward practices – we are still not addressing the roots of the issue.</li> <li>• For example, issues such as high teacher absenteeism, low educational investment, the fact that we don’t have enough high quality teachers – these are merely the symptoms; the roots lie in deeper worldview issues such as the low status of children in Indian society, the low status of women and of teachers in our society.</li> <li>• If we want to change the fruit (i.e. the impact on students, whether students are learning and what they learn), the most effective way is to address the roots of these issues.</li> </ul> <p><b>Process 2:</b></p> <ul style="list-style-type: none"> <li>• Invite 5-6 volunteers (from different groups) to come to the front. Distribute to them the strips of paper from the previous activity with the top 8 issues in our education system.</li> <li>• Ask them to classify stick each strip at the appropriate level on the tree, based on whether the problem relates to a ‘result’ (eg. low student achievement), a practice (eg. teacher absenteeism, ‘Talk and chalk’ methods), an attitude/value (eg. low status of children, attitudes against lower social groups, etc) or a belief/ mindset (belief that the textbook is the ultimate source of knowledge).</li> <li>• Most likely, the majority of problems they had identified will fall at the level of results or practice. Get them to realize that we are still trying to change the fruits and branches without addressing the deeper attitudes and mindsets that are resulting in these problems.</li> </ul>	<p>Behaviour, Values, Beliefs</p>
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<p><b>Small group discussions</b> (20 m)</p>	<p><b><u>Root Causes</u></b></p> <p><b>Objective:</b> To get participants to analyse possible root causes behind the issues they identified.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Divide participants into 8 groups. Let each group choose one of the 8 issues identified earlier.</li> <li>• Ask each group: What are the possible root causes of each of these issues? For each cause that you list, dig as deep as you can by repeatedly asking ‘Why?’ to get deeper to the root of the problem. Discuss whether there could be any underlying attitudes or mindsets (in our overall social ethos, or among teachers, parents, administrators, etc) that may be contributing to that issue.</li> <li>• Ask groups to share their responses. As they share, encourage each group to probe deeper to get at what are the underlying social attitudes/ prejudices/ structural constraints, etc that may be contributing to these issues.</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Explain: A lot of these issues have deep roots in the deeper social fabric of our society – in certain mindsets and social attitudes that exist and help to perpetuate these problems. We will keep exploring these further.</li> <li>• Very often, our trainings focus only on teachers’ knowledge, or sometimes their practice, without addressing their underlying attitudes and mindsets. Explain that over the course of this training, we will be looking at how to address all three layers – Teachers’ mindsets, attitudes, and practice, in order to truly bring change in teachers and thus students.</li> </ul>	
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### 3. NCF 2005 & RTE: Our Nation's Vision for Change (2hr)

Activity	Process	Resources & Preparation
<p><b>Trainer input (15m)</b></p>	<p><b><u>Efforts for change: starting right from the top!</u></b></p> <ul style="list-style-type: none"> <li>• It was encouraging to hear this group's vision for a new kind of school, that we talked about in the earlier session. But what is even more encouraging, is that the government itself is on our side, and is working very hard to try and achieve this very same vision! We don't need to work hard to try and convince people at the top to bring about the kind of changes we required – since this is already the vision of the Indian Government itself!</li> <li>• For the last several decades, the government has been trying various efforts to create a kind of school</li> <li>• Right from the 1960s, J P Naik (after whom this centre is named!) spoke about the struggle to achieve 'the the elusive triangle of quantity, quality, and equality' in our education system</li> <li>• In 1986, the government's National Policy on Education described a vision similar to the one we described, for a school that is truly centred around the needs and happiness of the child: (<i>Ask someone to read out the following quote</i>):</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>"A warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial teaching. As the child grows, the component of cognitive learning will be increased and skills organized through practice. The policy of non-detention at the primary stage will be retained, making evaluation as disaggregated as feasible. Corporal punishment will be firmly excluded from the educational system and school timings as well as vacations adjusted to the convenience of children"</i></p> <p style="text-align: right;">NPE, 1986/92</p> </div> <ul style="list-style-type: none"> <li>• Many efforts and programs have been implemented to try and make this a reality – right from Operation Blackboard and the National Literacy Mission in the 1980s, the Education Guarantee Scheme (EGS) and the DPEP program in the 1990s, and the Sarva Shiksha Abhiyan program since 2001. Through these various efforts, we have been able together to make great progress and achievement, including:             <ol style="list-style-type: none"> <li>1 We have reduced the number of children out of school from 3.2 Cr. (Census 2001) to 81 lakh (Survey 2009) (From 28.5% to about 5% children out of school)</li> <li>2 About 1.7 lakh new primary schools and 1.6 lakh upper primary schools have been built</li> <li>3 10.7 lakh new teachers have been recruited</li> <li>4 Huge focus has been placed now on quality improvement and various initiatives for this have been implemented<sup>5</sup></li> </ol> </li> </ul> <p>Even beyond all these achievements, the two most significant factors we have on our side are the two most important policy documents at present guiding the entire education reform across the country. These are the National Curriculum Framework (NCF) 2005, and the Right to Education Act (2010). Both these documents lay out a beautiful vision for a new kind of school for our country's children, very similar to the dream school we designed earlier. We will look at these two documents in a bit more detail.</p>	<p>Handout – quote from NPE</p>

<p><b>Trainer Input</b> (30 m)</p>	<p><b>Overview of NCF 2005</b></p> <ul style="list-style-type: none"> <li>Ask the participants: How many people have heard of the NCF 2005? How many people have read it? Can anyone share a bit of what the NCF 2005 talks about?</li> <li>Ask them to look at the handout</li> <li>The National Curriculum Framework (NCF) 2005 has been prepared by NCERT (National Council for Educational Research and Training, Delhi), after extensive consultation with educators, teachers, parents, NGOs, etc from across the country. NCF 2005 is the official national document that currently provides the framework for guiding syllabus, textbooks and pedagogical reform for the entire school education system in India. NCF 2005 describes the new vision of school education that is being promoted by the Government of India for schools throughout the country.</li> <li>(Refer to the handout/ diagram).</li> </ul> <div data-bbox="432 667 1193 1234" data-label="Diagram"> <p>The diagram consists of a large oval divided into four quadrants. The top-left quadrant is labeled 'CONTENT' with the subtext 'From classroom to community'. The top-right quadrant is labeled 'METHOD' with the subtext 'From rote to active'. The bottom-left quadrant is labeled 'MATERIALS' with the subtext 'From one textbook to variety'. The bottom-right quadrant is labeled 'ASSESSMENT' with the subtext 'From rigid to flexible'. Below the oval is a shaded rectangular box labeled 'VALUES' with the subtext 'From exclusive to inclusive; From inequality to equality'.</p> </div> <p>NCF talks about bringing <b>5 major shifts</b> in our education:</p> <ol style="list-style-type: none"> <li>Connecting knowledge to life outside the school (i.e. the <b>CONTENT</b> of education should shift from just inside the classroom, to make it relevant to children's everyday lives and community. NCF quote: "The boundaries of the school need to become more porous to the community")</li> <li>Ensuring that learning shifts from rote methods (i.e. the <b>METHOD</b> should shift from 'Talk and chalk' to 'active learning')</li> <li>Enriching the curriculum so that it goes beyond textbooks (i.e. the <b>MATERIALS</b> should shift from a single textbook, to a variety of learning materials that children themselves can explore and discover)</li> <li>Making examinations more flexible and integrating them with classroom life (i.e. <b>ASSESSMENT</b> should shift from stressful one-time exams, to continuous assessment during the learning process so that students may not even realize they are being assessed!)</li> <li>Nurturing an overriding identity informed by caring concerns within the democratic polity of the country (i.e. the <b>VALUES</b> practiced in the classroom need to shift from an environment where some children are discriminated or left behind, to an inclusive environment where every child is valued)</li> </ol> <p>NCF 2005 asks us to look at schooling from the child's perspective, and believes that every child is curious and active and naturally capable of learning. The teacher should just be a facilitator in the process of helping the child to explore and discover knowledge on their own. It talks about a 'constructivist' view of learning – which we will explore in more detail in this workshop.</p> <p><i>Ask if participants have any questions.</i></p>	<p>Handout – vision of NCF</p>
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<p><b>Trainer Input</b> (30 m)</p>	<p><b><u>Overview of 'Right to Education' Act</u></b></p> <ul style="list-style-type: none"> <li>• Ask the participants to share what they may already know about the 'Right to Education' Act.</li> <li>• Ask them to look at the handout.</li> <li>• Explain: The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) was passed by the Indian parliament in August 2009 and implemented in April 2010. This has been one of the most significant recent developments in Indian education reform. For the first time in India's history, the Act makes education a fundamental right of every child between the ages of 6 to 14.</li> <li>• The major themes included in the RTE Act are very also quite similar to the vision we laid out earlier, and the vision of NCF. The Act lays out the following mandates:             <ol style="list-style-type: none"> <li>1. <b>Inclusive Values for every child:</b> <ul style="list-style-type: none"> <li>• Conformity to constitutional values</li> <li>• Ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against</li> <li>• Ensure every single child completes elementary schooling</li> <li>• no donation or capitation fees and no interview of the child or parent for admission</li> <li>• reservation of 25% of places in private schools for children from poor families</li> </ul> </li> <li>2. <b>All-round development of the child:</b> <ul style="list-style-type: none"> <li>• All-round development of the child,</li> <li>• Building up child's knowledge, potentiality and talent</li> <li>• Development of physical and mental abilities to the fullest extent</li> <li>• Library, play material, games and sports equipment in every school</li> <li>• Part time instructors for Art, Physical education, Work Education</li> </ul> </li> <li>3. <b>Active Learning processes:</b> <ul style="list-style-type: none"> <li>• Learning through activities, discovery and exploration in a child-centred and child-friendly manner</li> <li>• Pupil-Teacher Ratio will be no more than 30:1 in primary schools and 35:1 in upper primary schools.</li> </ul> </li> <li>4. <b>Classroom Environment Free from Fear:</b> <ul style="list-style-type: none"> <li>• Making child free from fear, trauma and anxiety, and helping the child to express views freely;</li> <li>• No child shall be subjected to physical punishment or mental harassment</li> <li>• The child's mother tongue serving 'as far as practicable' as the medium of instruction</li> </ul> </li> <li>5. <b>Child-friendly Assessment:</b> <ul style="list-style-type: none"> <li>• Provide for comprehensive and continuous assessment of ability to understand and apply knowledge;</li> <li>• No detention or expulsion till Class VIII;</li> <li>• No Board examinations till completion of Elementary Education (Class VIII)</li> <li>• Teacher should assess the learning ability of each child and supplement additional instructions</li> </ul> </li> <li>6. <b>Community Partnerships:</b> <ul style="list-style-type: none"> <li>• School Management Committee to monitor the working of the school, prepare and recommend school development plan, monitor grants utilization, etc;</li> <li>• Every school to develop a School Development Plan ;</li> <li>• Teachers should hold regular meetings with parents and guardians to share learning progress</li> </ul> </li> </ol> </li> </ul>	<p>Handout – Vision of RTE</p>
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<p><b>Discussion &amp; Drawing</b> (20 m)</p>	<p><b><u>Our Common Vision</u></b></p> <ul style="list-style-type: none"> <li>• Ask participants: Do you see any similarities between the vision of NCF, the vision of RTE, and your own vision that you described earlier today? List the common themes.</li> <li>• Explain that the NCF and RTE have a very similar vision, and together they can be summarized in these 5 major themes:</li> </ul> <ol style="list-style-type: none"> <li>1 <b>Content: Relevant and Holistic Curriculum</b> <ul style="list-style-type: none"> <li>• Learning linked to children’s everyday life and community</li> <li>• Learning goals focused on all-round development of the child</li> </ul> </li> <li>2 <b>Method:</b> Active Learning processes involving student’s own exploration</li> <li>3 <b>Materials:</b> Variety of Learning materials beyond the textbook</li> <li>4 <b>Assessment:</b> Continuous, child-friendly assessment without fear</li> <li>5 <b>Inclusive Values &amp; Relationships:</b> <ul style="list-style-type: none"> <li>• Democratic and Inclusive values for every child, no discrimination</li> <li>• Classroom Free from Fear, no corporal punishment</li> <li>• Strong partnerships with Community for school improvement</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Ask each of the participants to draw a diagram in their notebooks listing these 5 themes (similar to the NCF diagram, or they can be creative), to help them remember these 5 themes more easily. Ask them to list them again later at various points.</li> <li>• Explain: Thus not only do we have the government’s support in trying to achieve our vision for our schools, but it is now actually mandated by our constitution! This is the first time in India’s history where there is so much support and synergy around achieving this common goal – of providing quality education to every single child, the kind of education that will truly put a smile on children’s faces. If we join hands with the government’s efforts and with individuals and schools across the country who are trying to bring this change, we will truly be able to achieve this vision.</li> <li>• Explain that we will be looking at each of these 5 dimensions in more detail over the next few days – we have organised this Workshop so that the sessions cover each of these 5 major themes of the NCF and RTE, showing how to practically implement them in our classrooms.</li> </ul>	
<p><b>Trainer Input - Stories</b> (15 m)</p>	<p><b><u>Stories of Individuals who brought change</u></b></p> <p><b>Purpose:</b> To reflect on stories that show that change is possible, when individuals are willing to think differently and act for change.</p> <p><b>Examples from other countries</b></p> <p>It may seem like a very difficult task to transform our country’s schools, but when we look at the examples of other countries, we learn from them that a paradigm shift is possible. It has happened in other countries. In fact, education in Europe and the West was not always how it is today – at one time a few centuries ago it was also restricted only to an elite minority, was also teacher-centered and memorization-based. It was a change in mindset and beliefs that led to a transformation of the traditional education. It was only after the Reformation in the 16<sup>th</sup> century that this shift began to take place. It was the first time that the idea of mass education began to spread, driven by the Protestant belief that each person must be enabled to read and understand truth for themselves. Workers in various fields, including teachers, began to see their job as a ‘vocation’, a God-given calling which they were to perform even if no one else was watching – because God was always watching them. Inequality and class hierarchies were no longer believed to be divinely ordained and unchangeable. Priority was placed not on the richest and the smartest students, but on the ‘least ones’ who had been traditionally ignored – the poor, the weakest students, the youngest children, the girls. All this sparked a vision of</p>	<p>Handout - Savitribai</p>

	<p>education that is universal, child sensitive, intellectually critical and socially reforming.</p> <p><b>Savitribai Phule</b></p> <p>Even in our own country, it was thanks to individuals who had a different set of beliefs and a different vision, and who worked hard to implement that vision, that our schools are where they are today.</p> <ul style="list-style-type: none"> <li>• Ask: Which is the woman whose picture is in almost all our schools in Maharashtra? Why is her picture there?</li> </ul> <p>Savitribai Phule, along with her husband Mahatma Jyotiba Phule, started the first ever school for lower castes and for girls in India, in 1854. It was located here itself in Pune, Maharashtra. Since no one was willing to teach in this school, Phule trained his wife Savitribai, who began teaching here.</p> <p>Savitribai's work was not easy. On her way to school, the orthodox Brahmins in the locality would pelt stones at her, and shower her with cow dung and curses. She would stop in the street and say gently to her persecutors: 'God forgive you. I am doing my duty. May He bless you.'" The couple faced much economic and social hardship but did not give up their work of educating women and the lower castes.</p> <p>Savitribai and Jotirao believed that lack of education was one of the main obstacles holding Indian society in oppression, poverty, and blind faith in superstitions obstructing their progress. They saw mass education, teaching lower castes and girls to think for themselves, as the <i>key</i> for the liberation and transformation of India. This was inspired by their belief that <i>all</i> children are created in the image of God: equal, unique and special. They believed each and every child deserves to be nurtured with the best education that will allow them to flourish to their full potential. This means struggling to provide quality education for every child – education that is sensitive to the child's needs, allows them to enjoy learning and think for themselves, and is geared towards creating a more just and inclusive society.</p> <p>If it had not been for the efforts of Savitribai and others like her, half the people in this room would not even be sitting here today (all the women, and everyone except Brahmin males). We personally owe a lot to the efforts of people like her. Are we going to pass on this blessing that we have received, in order to also help others be able to achieve the privileges that we have received?</p>	
<p><b>Personal Stories</b> (20` m)</p>	<p><b><u>Everyday Heroes</u></b></p> <ul style="list-style-type: none"> <li>• Read out the following quote: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has." -- Margaret Mead</li> <li>• Ask participants to divide into small groups, and share stories of heroes that they know or have personally met, who have brought some positive change around them, in big or small ways.</li> <li>• What do we learn from these examples?</li> </ul>	
<p><b>Story</b> (10 m)</p>	<p><b><u>What Teachers Make!</u></b><sup>6</sup></p> <p><b>Purpose:</b> To reflect on the difference that teachers make on students' lives.</p> <p>A group of people were sitting together at a party. Dinner was just over, when the talk veered to different professions. One man, who ran a successful business, decided to explain the problem with education. He argued, "What's a child going to learn from someone who decided his best option in life was to become a teacher?" He reminded the other dinner guests what they say about teachers: "Those who can, do. Those who can't, teach." To stress his point he said to another guest; "I</p>	

	<p>make computer equipment that is exported to a dozen countries. I provide employment to almost 500 people. And even after paying them well, I make a tidy profit. You're a teacher, Medha. Be honest. What do you make?"</p> <p>Medha, who had a reputation for honesty and frankness replied: "You want to know what I make? (She paused for a second, and then began...)</p> <p>"Well, I make children work harder than they ever thought they could.</p> <p>"I make 50 children sit through 40 minutes of class time when their parents can't make one child sit for 5 without the support of a TV set or a computer . . . or a slap. You want to know what I make?" She paused again and looked at each and every person at the table.</p> <p>"I make children wonder about the world around them, about what life was like a hundred years ago and what it will be like a hundred years from now . . . I make them question the things they see around them . . . I teach them to write and then I make them write . . . I make them read, read, read . . . When they make mistakes, I make them apologize and mean it . . . I make them have respect for everyone, rich or poor, and take responsibility for their actions . . . I make my classroom a place where all my students feel safe.</p> <p>"Finally, I make them understand that if they use the gifts they are given, work hard, and follow their hearts, they can succeed in life."</p> <p>Medha paused one last time and then continued, "Then, when people try to judge me by what I make, I can hold my head up high and pay no attention because they are ignorant.</p> <p>You want to know what I make? <b>I MAKE A DIFFERENCE.</b>"</p> <p><b>Reflection Questions</b></p> <ol style="list-style-type: none"> <li>1 How have today's sessions helped you to see your role as a teacher in a new way?</li> <li>2 How will you use your key position and role in determining the future of India's children?</li> </ol>	
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## 4. Teaching as Relationships (3 hr)

Activity	Process	Preparation
<p><b>Icebreaker</b> (20 m)</p>	<p><b><u>My Favourite Teacher</u></b></p> <p><b>Objective:</b> To get participants to reflect on who was their favourite teacher, and why</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Everybody stand up, divide into groups of 4 and discuss:</li> <li>• <b>Think back to one of the best teachers you’ve had in your life. What were 3 key qualities of this teacher that made her/him your favourite teacher?</b></li> <li>• Take 2 minutes to think individually, then 5 minutes to discuss in the group. Choose one person in your group of 4 to be the reporter, to record everyone’s answers.</li> <li>• After this, join with another group of 4 and between the two groups, you must consolidate your responses into a single list – agree on what are the 3 most important qualities of an ideal teacher. (5 min)</li> <li>• Ask each group of 8 to report their top 3 qualities. As each group presents, record these on the board. Ask the group: “What similarities or themes do you find between the different lists reported by all the groups?”</li> </ul> <p><b>Reflection:</b> Whenever this activity is done, most groups list things like teacher’s love for students, deeper concern, dedication, passion for their subject, sense of humour, friendliness, etc. Everywhere you go, if you ask someone who are the teachers they remember to this day, throughout their life, what stands out as most important is <b>who the teacher is as a person</b> – not her qualifications or knowledge or number of years of experience. Good teaching cannot be reduced to mere methods or techniques. Good teaching flows from <b>who the teacher is as a person</b>.</p> <p>Yet these are the things we often focus on in our training programs. How much time do we spend in our training sessions addressing things like teachers’ attitudes? Their values? Who they are as a person? If we really want to bring change in our teachers, we must focus on <b>these</b> aspects.</p> <p>(Remind them of the ‘Tree Diagram’ we looked at earlier). Today we are going to think of how to address the ‘trunk’ of the tree – our values and attitudes.</p>	
<p><b>Story</b> (20 m)</p>	<p><b><u>Teaching Children, not subjects</u></b></p> <p><b>Objective:</b> Get participants to reflect on the difference between ‘teaching subjects’ and ‘teaching children’.</p> <p>Read aloud the Handout titled ‘The Story of Amit’, with feeling and intonation as you read. The story is about a teacher who began to see one student differently, and made a great difference in his life. Important quote: “On that very day she stopped teaching reading, writing and arithmetic. Instead, she began to teach children”</p> <p><b>Reflection:</b> The impact that a teacher has extends well beyond the classroom and is long-lasting. Children learn as much – if not more – from what the teacher does and the way she behaves as from what she says or ‘teaches’ in class. In fact the school and the teacher are among the most important influences on a child’s life. They shape many of the child’s attitudes, opinions and values. As an ‘educator’ a teacher’s role – and responsibility – is not restricted to teaching a subject but involves preparing children to face life. In other words, a good teacher is concerned with a child’s whole personality, not just her/his</p>	<p>Handout: The story of Amit</p>



	<p>academic performance.</p> <p>A lot of the problems we face in our present education system – like teacher absenteeism, low Time on Task, lack of planning by teachers, the fact that students are not learning – many of these would be addressed if we could get each teacher to truly <b>love</b> their students, to treat them like they would treat <b>their own child</b>. A teacher who has a deeper concern and involvement for each students’ success, will keep trying whatever methods it takes to make sure that each student is happy and learning well. It is this kind of love we need to instill in ourselves and in our teachers – to feel a sense of love and personal responsibility for each student in our class – to see them as if they were our own children.</p>	
<p><b>Read &amp; Reflect</b> <b>(20 m)</b></p>	<p><b><u>Teaching as Relationships</u></b></p> <p><b>Objective:</b> Get participants to reflect on how the nature of relationships is fundamental to the quality of teaching.</p> <p><b>Process:</b> Distribute the following quotes. Ask participants to choose one which is their favourite or with which they disagree (1 or 2). Ask them to write their reflections next to the quote (eg. why they agree or disagree, what it reminds them of). Then ask someone to read aloud each quote, and ask 2-3 volunteers to share with the whole group what they wrote for each quote.</p> <ul style="list-style-type: none"> <li>• “You cannot teach everything you want to, you cannot teach everything you know, you can only teach what you are.”</li> <li>• “Teaching is about building relationships, and that means it is teaching from the heart, to touch hearts”</li> <li>• “There are three important qualities of a good family. These are love, cooperation, and positive expectations. So it should be in a good school.” ~ William Cooper Smith</li> <li>• In all things we learn only from those we love. ~ Goethe</li> <li>• “They may forget what you said, but they will never forget how you made them feel.”</li> </ul> <p><b>Reflection</b> Ask the following discussion questions:</p> <ol style="list-style-type: none"> <li>1. What does it mean to teach from the heart?</li> <li>2. Can you think of any teachers you have met who taught from the heart? Can you think of a teacher who did not? What was the difference?</li> <li>3. What is the nature of relationships we wish to see in the kind of New School we wish to create?</li> <li>4. Are we seeing these things in our present classrooms? Which of these things are we not seeing?</li> <li>5. What are the difficulties teachers face in implementing this idea of teaching as relationships, not just teaching of subject matter?</li> </ol> <p><b>Reflection:</b> Ask participants to write individually in their note books: How can you overcome the difficulties you might face in becoming a friend in the classroom for your learners? Write a motto for yourself.</p>	<p>Handout – ‘Teaching as relationships Quotes’</p>
<p><b>Activity/ Small Group discussion</b></p>	<p><b><u>Values</u></b></p> <p><b>Objective:</b> To get participants to reflect on the nature of values, their own core values, and where these come from.</p>	

<p>(20 m)</p>	<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask participants: Please take out something that you have with you (eg. from your purse or pocket or wallet) which is of most value to you. Show it to the person next to you and share why it is of value to you. (3 m)</li> <li>• Ask 3-4 volunteers to share examples of what their partner showed them and why it was valuable. (2m)</li> <li>• Ask participants: what are values? Can you give some examples?             <ul style="list-style-type: none"> <li>○ (Values are things that are important or valuable to us. Values are beliefs and ideas that are important to us, which shape the decisions that we make in our day to day lives – whether we are aware of it or not)</li> </ul> </li> <li>• Ask participants to write down individually 5 of their ‘core values’ – values they consider the most important in their own lives (5 m)</li> <li>• Ask them to form groups of 4, and share: In your own life, where did you get these core values from? (It could be a person, an experience, their family, teachers, etc. Ask them to be specific). After they share in their groups, ask a few volunteers to share with the whole group. (5 m)</li> </ul>	
<p>Small Groups (20 m)</p>	<p><b><u>Values: Roots and Results</u></b></p> <p><b>Objective:</b> To reflect on the roots and results of the qualities of a good teacher.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Divide into 8 groups.</li> <li>• Ask the first 4 groups to choose one of the top qualities of their favourite teachers which we had identified in the earlier activity.</li> <li>• Ask the remaining 4 groups to choose one common <i>negative</i> quality we sometimes see among our teachers (could be the opposite of the 4 positive qualities, or could be from the list of issues we identified yesterday).</li> <li>• For their specific quality (positive or negative), ask each group to discuss these two questions, using the ‘Tree Diagram’ we discussed yesterday: (5 mins):             <ol style="list-style-type: none"> <li>1. Examine what could be the root or source of this quality. What kind of underlying value or belief might lead to this quality? What influences or experiences in a teacher’s childhood or life might have shaped this value?</li> <li>2. What could be the results (impact on students) of a teacher who demonstrates this quality?</li> </ol> </li> <li>• Ask each group to briefly share their answers (5 mins).</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• It is often experiences in our lives, or people who influence us, that shape the way we live out our values. Sometimes a teacher may be unable to share love with her students because of her own poor self-esteem, negative experiences as a child, or embedded prejudices imbibed from their own schooling or communities.</li> <li>• The question is: how can we change the effect of these negative experiences and influences, and promote among teachers the kind of values we want to pass on to our students?</li> </ul>	
<p>Demonstration (20 mins)</p>	<p><b><u>Milk Drama<sup>8</sup></u></b></p> <p><b>Purpose:</b> To illustrate an example of one important value that is needed in our system and society – integrity.</p> <p><b>Introduction:</b> In Holland you can go to a dairy farm and there will be milk in huge containers. The customer can take the amount of milk that he needs and pay according to the tariff displayed. The cash box is an open box where you can put money and take out the necessary change that you require. However,</p>	<p>An empty bottle, a bowl</p>

	<p>if you try and duplicate this in another country where honesty is not given such high values the results can be different.</p> <p><b>Process (5 m):</b></p> <ul style="list-style-type: none"> <li>Using volunteers demonstrate what would happen if you did this in India. Place milk in a container on the table (you can use an empty bottle for the demonstration). Get volunteers to act out each of the following roles: <ul style="list-style-type: none"> <li>First customer comes in and they take milk leaving 20 rupees in the jar</li> <li>Second customer – comes in but they don't have change – so they leave only 10 Rs</li> <li>Third customer – has no money - so they take milk and leave no money</li> <li>Owner (you play this role) comes – and calculates the amount of money he received for the milk – decides to employ a supervisor</li> <li>Supervisor decides he is not getting enough money – so he waters down the milk – Have two or three volunteers buy milk to demonstrate</li> </ul> </li> <li>Ask participants what would happen next? (Need more supervisors). What would happen to the money if you instituted more layers of supervisors?</li> </ul> <p><b>Reflection: (3 mins)</b>  Discuss - What does the Milk Store drama add to your understanding of integrity, and the difference it can make to how well a society is able to function?  Reflect on the importance of trust in human relationships – society can only go so far if there is no trust between people.</p>	
<p><b>Trainer Input (20 m)</b></p>	<p><b><u>The Importance of Integrity and Character</u></b>  <b>Objective:</b> To reflect on the importance of integrity and promoting self-accountability among our teachers, and the difference this can make.</p> <p><b>Ask participants:</b>  <b>What do you think is the meaning of integrity or character?</b></p> <p><b>Integrity</b> - there are two main definitions:</p> <ul style="list-style-type: none"> <li>the state of being whole</li> <li>Adherence to moral and ethical principles; soundness of moral character</li> </ul> <p>Comes from Latin “integritas” -meaning whole - where we get our mathematical term “integer” or whole number. So it carries the sense of our being whole, inside and out, without any conflict in our character. It means:</p> <ul style="list-style-type: none"> <li>Doing what I believe is honest and true.</li> <li>Not saying one thing and doing another.</li> <li>Not letting others lead me to do something that is wrong.</li> <li>Being true to truth.</li> </ul> <p><b>Character</b> - moral or ethical quality of a man or woman which includes Honesty vs. deceitfulness or corruption  Faithfulness vs. unfaithfulness  Trustworthy vs. untrustworthy etc</p> <p>You may have observed that integrity starts with the sincerity of our hearts. It is part of our innermost value and belief system and character. And from there it forms our habits and attitudes. Finally it is observable by everybody around us in our actions and skills. Integrity has to develop from the inside out or else it will not be genuine and whole.</p> <p><b>Reflection:</b>  In groups of 5, ask participants to brainstorm ways in which lack of integrity</p>	

	<p>may be affecting our education system.</p> <ul style="list-style-type: none"> <li>• Discuss examples of issues in our education system such as corruption, teacher absenteeism, teachers coming to school but not actually teaching, cheating, etc, and how these are some of the main things holding us back from progressing.</li> <li>• What are the roots of these issues? Eg. The mindset/ belief that 'If I can get away without getting caught, it's ok'.</li> <li>• Discuss the issue of accountability, and how one can either be accountable to their superiors – and only work when they are being watched or monitored; or they can be accountable to themselves, and work to their best even when no one is looking (this is 'integrity'). Think of how much money is being spent just in having systems of accountability, incentives or disincentives to ensure that teachers are doing their job properly. If each teacher was self-accountable, we wouldn't need to spend so much money and effort keeping teachers accountable from the top – it would come from inside them.</li> </ul>	
<p><b>Large Group Discussion</b> <b>(20 m)</b></p>	<p><b><u>Promoting Self-Accountability</u></b></p> <p><b>Objective:</b> To reflect on how teachers can be motivated to treat the children like their own children, and to feel responsible for them as parents would feel, in order to promote self-accountability.</p> <p><b>Process:</b> Ask participants the following and elicit their responses:</p> <p><b>What motivates parents to help their children succeed?</b></p> <ul style="list-style-type: none"> <li>• Because they love their children</li> <li>• Because they know that the future of their family depends on how well their children do.</li> <li>• Because if they don't take responsibility for their children, no one else will do so</li> </ul> <p><b>What are the difference between the attitude of a parent and that of many of our teachers? What may be some of the reasons why teachers may not feel responsible for helping every student succeed?</b></p> <ul style="list-style-type: none"> <li>• They are somebody else's children</li> <li>• They get their salary whether students succeed or not</li> <li>• If the child doesn't succeed, the blame is seen as being the fault of the child, not the teacher</li> <li>• Because they think some children are simply not capable of learning or succeeding due to their family background, so what's the point of trying?</li> </ul> <p>Eg. A good parent holds themselves accountable to make sure that their child succeeds. No one from outside needs to question parents or force them from outside to make sure that they are helping their children – because they already know from the inside that the future of their family depends on how well their children do.</p> <p>In the same way, a good teacher is one who doesn't need to be supervised or inspected by administrators, but who feels a personal sense of responsibility for making sure each child succeeds. She realizes that the future of the entire community and the country depends on how well she is able to teach the students and help them succeed.</p> <p><b>Read the following quote aloud:</b> "The secret to being a successful teacher is...to accept in a very personal way the responsibility for each student's success or failure. Those who do take personal responsibility for their students' success or failure produce</p>	

	<p>higher achieving students”</p> <ul style="list-style-type: none"> <li>• What does this quote mean?</li> </ul> <p>As teachers, we need to take personal responsibility for students’ success. If students are not learning, we cannot blame them – it is OUR responsibility as teachers to do everything we can to make sure that each child is learning and reaching their full potential.</p> <p>Refer back to example of Savitribai Phule – who realized that every child has great potential, and saw it as her responsibility to give each child the same opportunity to succeed. And it is thanks to the commitment and efforts of individuals like her, that most of us are sitting in this room today.</p> <ul style="list-style-type: none"> <li>• How can we help teachers feel personal responsibility to help their students succeed, like they are motivated to help their own children succeed?</li> </ul>	
<p><b>Group Discussions</b></p> <p><b>(20 m)</b></p>	<p><b><u>Changing Attitudes</u></b></p> <p><b>Purpose:</b> to reflect on how people’s attitudes are changed.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask the whole group this question: “Is it possible to change people’s (especially teachers’) attitudes towards children/ education? If so, how?”</li> </ul> <p>Participants may disagree on this question – let them debate for a few minutes. Ultimately, Trainer should stress that it IS possible to change attitudes – but it does not happen easily or automatically. We need to carefully strategise on how we can do this thru our training programs.</p> <ul style="list-style-type: none"> <li>• Now ask them to discuss in groups of 3: “Think back to your own life: what are some of the things that have helped to change YOUR attitude, or to create in you a deeper concern for children/ for education? Share an experience from your own life that inspired you to change your attitude to children or to your work as a teacher.</li> <li>• Record participants’ responses. Afterward, you may add some of your own, or other examples such as: <ul style="list-style-type: none"> <li>• The role of mentors</li> <li>• The influence of friends, parents, family members</li> <li>• An inspiring book/ story/ film</li> <li>• Experiencing a teacher who really loved and believed in her students</li> <li>• Meeting someone who was really passionate about this cause</li> <li>• Visiting a school that was innovative and different</li> <li>• Hardships that I or a loved one may have experienced</li> <li>• Applying new methods with actual children and seeing their response – seeing that it actually works</li> </ul> </li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Most of the times, these are not things that we read in a textbook, or that someone told us in a classroom. They are things that we <b>saw in real life</b> or <b>experienced for ourselves</b> – that is what made us truly internalise them.</li> <li>• Get participants to reflect and write down: How often do we see these elements in our training programs? Which of these elements can we start bringing more into our training programs, in order to start shifting teachers’ attitudes and values?</li> </ul>	

<p><b>Trainer Input</b>  (10 m)</p>	<p><b>“Values are caught, not taught”.</b>          The best way to ‘teach’ values is to ‘live out’ those values – not to lecture about them, but to demonstrate them. The kind of values we talked about yesterday that we want our schools to promote – these are not just something that can be told to children in a separate ‘Value Education’ class period. Teachers themselves have to live out of those values, all of the time in their day to day lives. They have to have those values internally themselves – rather than just telling children about them.</p> <p>Thus the foundation of a good teacher is someone who themselves is whole as a person, who has a positive self-image and self-confidence, and who has strong core values that they are able to live by. Thus an important component of training is to help teachers reflect on their own self image and core values, and help them to truly internalise these things. “The only person who knows how to love, is that person who has been loved, who has seen love and experienced love”.</p> <p>That is why teaching as well as training is first and foremost about <b>relationships</b> – not only between teachers and their students, but also between we as Trainers and our teachers. If I come in as a Trainer or ‘expert’ to criticise what teachers are already doing and tell them they need to do everything differently, they will immediately reject me, or simply tolerate me. It is only when I come in as a <b>friend</b>, and offer them new alternatives or suggestions that they find helpful, that they will be open to me. They need to first feel valued and trusted, before they listen and accept what I have to say.</p> <p>For the rest of the day, we are going to keep reflecting on how we can do this – how we can help teachers first develop a strong self-image, as well as strong values which they live out to their students</p>	<p>Handout</p>
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## 5. My Strengths and Influence as a Teacher (2h)

<p><b>Introduction</b> (2 m)</p>	<p>Remind participants of the quote we read earlier: “You cannot teach everything you want to, you cannot teach everything you know, you can only teach what you are.”</p> <p>Explain that one of the most important foundations for a good teacher is for them to be aware of who they are, to have a strong sense of their own self-worth and self-confidence, and to be able to value their role and contribution as a teacher. So in this session, we are going to help the teachers to reflect on their own goals, their strengths, their self-image, and the important influence that they can have as a teacher.</p>	
<p><b>Think, Share</b> (10 m)</p>	<p><b><u>Those were the days</u></b></p> <p><b>Objective:</b> To get participants to reflect on the goals, dreams and aspirations they had as young people.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask participants to sit comfortably, ensuring their back is well supported and upright. Instruct them to gently close their eyes and follow your instructions. Ask the participants to breathe and focus their attention on their breathing.</li> <li>• Thereafter instruct them to go back in time and envision themselves when they had just begun teaching. Encourage them to picture their first class, what it felt like, what it smelt like. Ask them to think about how they felt, what they aimed to achieve, and why they decided to teach. Encourage them to recollect minute details of how they felt, excitement, apprehension, hopeful, confident etc.”</li> <li>• After walking the participants through the guided imagery give them a few minutes to note down what they remembered, focusing on the following 3 questions:             <ol style="list-style-type: none"> <li>1. Why they decided to become a teacher in the first place</li> <li>2. How they felt on their first day of teaching</li> <li>3. What were their dreams and goals of what they hoped to achieve as a teacher</li> </ol> </li> <li>• Ask each person to share with the person next to them, the answer to the first question.</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Discuss with participants how they felt and if the guided imagery helped them recollect. Emphasize the thrill, motivation and excitement one feels when you’re about to begin a journey. Talk about the self confidence and surety associated with youth and new beginnings. The thrill of making a change, touching lives, teaching. Try to keep the discussion about the positives and the possibilities of what was when they started out, not on how it is now.</li> </ul>	
<p><b>Individual Reflection</b> (20 m)</p>	<p><b><u>At my memorial</u><sup>9</sup></b></p> <p><b>Purpose:</b> To reflect on our life goals</p> <p><b>Process:</b></p> <p>Tell participants: Imagine and visualize that you have gone to attend a memorial service of a person whom you know very well. As you reach the hall where everyone is seated in a solemn atmosphere you see that it is actually your photo is put up in the front with the garland. It is your memorial service that is being held some years from now. In the list of the program schedule that is handed to the people there are names of 3 categories of people who would be sharing about your life and what you meant to them.</p> <ol style="list-style-type: none"> <li>1. One member of your immediate family</li> <li>2. One of your closest friends</li> <li>3. One of your students</li> </ol>	<p>Handout</p>

	<p>Think deeply. What would you like each of these speakers to say about you and your life. What kind of husband, wife, son, daughter, father, mother would you like their words to reflect? What kind of friend? What kind of teacher? What character would you like them to have seen in you? What contributions, what achievements would you want them to remember? Look at the people seated there. What difference would you like to have made in their lives? Write down your impressions.</p>	
<p><b>Activity</b> <b>(30 mins)</b></p>	<p><b><u>Mirror, Mirror</u></b></p> <p><b>Objective:</b> To enable participants to be honest with themselves and where they are currently at. To provide them an opportunity to evaluate themselves as well as have people evaluate them.</p> <p><b>Process (20 min):</b></p> <ul style="list-style-type: none"> <li>• Divide participants into 5 groups (7 to 8 in each group). Give each group a mirror. Have each group sit in a circle, one by one every member of the group will be asked to look at the mirror and state out loud what they see – don't just describe physical qualities, but also your qualities, background, talents, strengths, or weaknesses etc – can be positive or negative. (Participants generally start with simple things, like "I see two eyes and a nose" etc. let them keep going till they get to more meaningful things like "I see a woman/man, who is a teacher and is strong/weak etc.)</li> <li>• While they are looking in the mirror, the rest of the group is asked to note down on a piece of paper what they think are 2-3 strengths of that individual. The pieces of paper should be anonymous.</li> <li>• After the person with the mirror has finished describing what he/she has seen, ask everyone to fold their paper and pass it to that person – but ask the person to collect the papers but NOT to look at them yet.</li> <li>• Repeat the process till everyone in the group has finished describing themselves, and collected their papers (without looking at them).</li> <li>• Make a mental note of the participants who found this activity the most difficult to do.</li> </ul> <p><b>Reflection (10 min):</b> Ask participants the following questions:</p> <ol style="list-style-type: none"> <li>1. What did you think of this activity?</li> <li>2. Before you begun this activity did you think it was going to be difficult or easy? Did that change as you performed the activity? (<i>Expected answer: Didn't think it was going to be difficult, but when I had to describe myself it wasn't easy.</i>)</li> <li>3. What do you think it was easy/difficult to do? (<i>Expected answer: We don't like to see the flaws or I know my strengths and don't shy away etc</i>)</li> <li>4. Was there a big difference between the person you thought of in the first activity (who you were when you began teaching), or the second activity (who you want to be remembered at your memorial), and the person you saw in the mirror (Mirror, Mirror)? (<i>Expected answer: Yes, the person in guided imagery was more hopeful, adventurous, the person in the mirror seems to be jaded</i>)</li> <li>5. Are there any things you would like to change about your current self, to become more like the person you used to be, or the person you want to become? Write down your answer (3 mins)</li> </ol>	<p>5 face mirrors</p>
<p><b>Self-reflection</b> <b>(25 min)</b></p>	<p><b><u>My Strengths</u></b></p> <p><b>Purpose:</b> To get participants to reflect on their own strengths, and what other people view as their strengths.</p>	



	<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask each participant to make a list of at least 7 of their strengths or things they like about themselves. (3 min)</li> <li>• After this, ask them to open the pieces of paper they collected from the previous exercise, and the see what their other group members saw as being their strengths.(2 min)</li> </ul> <p><b>Reflection:</b> Ask them the following questions:</p> <ul style="list-style-type: none"> <li>• How many of the qualities were the same, and how many were different. Were there any surprises?</li> <li>• Why do you think there are these differences?</li> <li>• Would you generally agree with the words that your group members used to describe you? To what extent do you think your group members know you?</li> </ul>	
<p><b>Trainer Input (15 min)</b></p>	<p><b><u>Johari Window</u></b><sup>10</sup></p> <p>Remind participants that in this session, we are trying to help the teachers to reflect on their own goals, their strengths, their self-image, and to become more aware of who they are. This next section will teach them to how reflect more deeply about their own selves and strengths or weaknesses, which will ultimately help them to become better reflective teachers.</p> <p>Each one of us has an image of ourselves, a self-image. This self-image is moulded by our own self-awareness as well as how we think others see us. In fact we learn a little about ourselves through every relationship we have.</p> <p>There is an interesting tool to analyze this. The tool was created in 1955 by two psychologists, Joseph Luft and Harry Ingham in the United States. It is known as the Johari window after the first names of its inventors.</p> <p>(Draw this diagram on the blackboard. It is a square divided into four sections that are not equal. Label the four sections of the square - <i>Known</i>, <i>Known only to you</i>, <i>Known only to the other person</i> and <i>Unknown</i>. See image below.)</p> <p>Explain as below: Imagine this as a window between two people, say you and a friend.</p> <div data-bbox="336 1339 986 1832" data-label="Diagram"> </div> <p>1. The <i>Known</i> part represents things that you know about yourself, and that the other person also knows about you. For example, you both know your name, some of your interests, how you look, your feelings or behaviour. When you first meet someone, the size of this section is small, since there has been little time to exchange information. As the process of getting to know one another continues, this part of the window becomes bigger.</p>	<p>Handout</p>

	<ol style="list-style-type: none"> <li>2. The <i>Known only to you</i> part represents things that you know about yourself but that the other person does not know. For example, this may be a secret dream or ambition that you have not told anyone about. Each of us has things about ourselves that most others know nothing about.</li> <li>3. The <i>Known only to the other person</i> section represents things that the other person knows about you, but that you are unaware of. Such information is what others can see, but you cannot. This may be a simple thing like a spot on your nose that is visible to your partner but not to you, or an unconscious habit of shaking your head while speaking, or a particular attitude or reaction you have while talking to certain people.</li> <li>4. The <i>Unknown</i> section represents things that neither you nor the other person are aware of. For example, being placed in new situations often reveals new information not earlier known to yourself or others. If you have never given a speech in public before, do you know exactly how you will react if you had to go on a stage and talk in front of one thousand people? You do not know and nor does your friend. This window shows all the things that you have yet to learn about yourself – a process of discovery and finding out.</li> </ol> <p>Our relationship with each person we know and interact with is different, so the squares will be different in each case. Even in the same relationship, the four parts may change over time, as we keep discovering new things about ourselves, and as the other person also gets to know more about us. The opinions and feelings that others have of us affect us. The image we have of ourselves is, in fact, greatly influenced by what others think of us.</p> <p>One way to help people understand us better is to share with them things that they do not know about us. Another way is to encourage people who are important to us to be honest and let us know things that we may not have realized about ourselves. This means opening out the <i>Known</i> window and reducing the size of the other windows. This will help us know ourselves better.</p>	
<p><b>Activity</b> <b>(20 m)</b></p>	<p><b><u>Who Am I?</u></b></p> <p><b>Purpose:</b> To get participants to relax by playing a fun game. To reflect on what are different ways in which we think of and describe ourselves, and on which we can base our identity and self-esteem.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Tell them we are going to play a game called ‘2 Truths and a Lie’. Ask participants to write on their papers 3 short statements describing who they are. 2 of them should be true, and 1 of the statements should be a lie. (Eg. I am a mother of 3 children. I was born in Mumbai. I am a vegetarian).</li> <li>• In groups of 4, each person takes a turn and says their 3 statements. After each person reads their statements, the others in the group has to try and guess which statements are true and which one is the lie.</li> <li>• For each statement, group members can vote by raising their hands, for which one they think is a lie. At the end, the person reveals which of the statements is false.</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• This is a fun activity, which illustrates how sometimes what we reveal about ourselves to others may or may not be true. So what other people know about us or think they know about us may not be totally accurate!</li> <li>• Another point illustrated by this activity is in the statements that we each chose to describe who we are. It shows something about what are the things we choose in order to define ourselves and our identity.</li> <li>• Ask participants: What are the different things that people use to define their</li> </ul>	

	<p>self-image and identity (who they are)? (Elicit responses, write on the board)</p> <ul style="list-style-type: none"> <li>Explain that there are many different forces that shape our 'self-image', or how we see ourselves and define our sense of worth. Some of these could be:             <ol style="list-style-type: none"> <li>In relation to other people (eg. While playing the game, many people may have chosen to describe themselves in relation to other people – eg. how many children I have, my brothers and sisters, the community I'm from, my cultural identity, how many friends I have, etc.)</li> <li>based on how others see us (as we discussed earlier – people may not always see us as we truly are)</li> <li>our titles and positions (eg. some people feel self-important because of their qualifications or degrees or rank or authority)</li> <li>by comparing ourselves to other people (we feel that we are 'smarter than' that person or 'richer than' someone else or 'better than' another group in some way, and this makes us feel good about ourselves)</li> <li>our possessions or wealth</li> <li>our physical characteristics</li> </ol> </li> </ul> <p>However, all the above are changeable and sometimes arbitrary. They vary from person to person, and they may vary at different points in our life – they are not lasting. They cannot give a person a strong lasting internal value. When we base our self-image on these factors, our self-esteem will keep fluctuating up and down, because these things will also change at different times.</p> <p>Instead, we can choose to base our self-image on a more lasting and solid foundation, such as:</p> <ol style="list-style-type: none"> <li>our God-given worth: the fact that God has created each and every human being with equal worth; he has made each of us special and unique, and all of us are created equal. God does not make mistakes!</li> <li>our values and character – who we are on the inside as human beings, whether we have a strong character, who we are when no one else is looking, whether we live by our core values</li> <li>our influence and contribution: Seeing ourselves as belonging in a community, where we each have a unique and integral role to play. Thinking about how much positive contribution we can bring in the lives of others around us; wanting to make a positive impact in our families, our classrooms, our communities. We will think about this point a little more deeply in the next exercise.</li> </ol>	
<p><b>Mind-map drawing</b></p> <p><b>(20 m)</b></p>	<p><b><u>Circles of Influence</u></b></p> <p><b>Purpose:</b> To reflect on the different roles that they play, and the amount of influence they can have through these roles – especially in their role as a teacher.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Distribute a blank sheet of paper to each participant</li> <li>Ask them to start brainstorming all the different roles that they play in their life (spouse, parent, daughter/son, teacher, trainer, employer, friend, etc). They can draw a circle around each different type of role (ask them to group similar ones together, so that they don't end up with too many). (2 min)</li> <li>Next, ask them to brainstorm for each role they play, how many people they are able to influence through that role, and to draw a little circle for each of the people they have an influence on. They can draw arrows outward from each circle, to the rough number of people they impact through each role (eg. as a mother, they influence their children, husband, etc. As a friend – ask them to draw little circles for their close friends they know well and have an influence on. Etc. Show them a rough example on the board) (5 min)</li> <li>Ask volunteers to share examples of what they've drawn, and anything they were surprised by.</li> </ul>	<p>Blank sheets of paper</p>

	<ul style="list-style-type: none"> <li>• Draw a circle on the board and write 'Teacher' in the middle. Ask them – in your role as a teacher, how many people can you influence?</li> <li>• At first they may start small – eg. 40 students in my class. Keep pushing them broader and broader – eg. if I influence these 40 students – not only what marks they get but the kind of people they become and the kind of values they have, then I can also influence their families. If I promote good values among 40 families, then I am also influencing the entire community (Ask them to add that to their Mind Map, putting specific names if possible). If I really have a strong influence on who my students become as human beings, then indirectly I also influence all the people that they will know and interact with later in their lives. Etc.</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• We all have many different roles that we play, and all of these are very important. Each of these roles gives us a very unique sphere of influence – i.e. areas and individuals where we can have an impact, where we can make a difference – either for good or for bad. No one else in the world has our unique specific sphere of influence, since on one else knows exactly the same people we know and plays the exact same roles that we play.</li> <li>• Although all our roles are important, our role as teachers is very unique. We have probably the widest influence thanks to our role as teachers. People are most easily influenced and shaped when they are children, and one of the biggest forces in that process is teachers, whom they often respect the most and listen to more than most other people.</li> <li>• Our role as a teacher gives us a huge direct and indirect sphere of influence, more so than almost any other job. Ultimately, if we can truly shape the minds and values and characters of a whole generation of individuals, we can end up influencing our entire society.</li> <li>• However, although this is within our sphere of influence, often we let this great potential go to waste. When we only focus on whether students are coming to school, whether they are completing their work, or completing exams, etc – we don't realize that our influence could extend so much further – in shaping who they become as individuals!</li> <li>• On the other hand, if I am not doing my job as a teacher well, think of how many people are being impacted by this – all the students, all the families, their community – etc – all these people that we saw we are connected to as a teacher.</li> <li>• Reflect: Is this the perspective from which you are teaching? Do you think of your job just as something you do everyday in order to get your salary at the end of the month? Or do you go to work each morning seeing your work as a unique opportunity that God has placed in your life, to influence each of these individual students that cross your path?</li> </ul>	
<p><b>Reflection (10 min)</b></p>	<p><b><u>A Teacher's Influence</u></b></p> <p>Ask participants to write down the following:</p> <ol style="list-style-type: none"> <li>1. Think of one way in which a teacher has influenced you in your life.</li> <li>2. Think of one way in which you have influenced another person in your role as a teacher</li> </ol> <p>Ask a few individuals to share examples if they are willing. Emphasise how strong a teacher's influence is, and how it stays with us throughout our lives.</p>	

## 6. Core Values: Equality & Inclusion (2.5 h)

Activity	Process	Preparation
<p><b>Game</b> (15 m)</p>	<p><b><u>Bindi Game</u></b><sup>11</sup>  <b>Objective:</b> To illustrate how human society has different sub-groups, some in 'majority', some in 'minority'. Often the bigger groups act in position of domination or discrimination and thus the smaller groups feel a sense of insecurity and.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask all the participants to stand in a circle with their eyes closed. Choose 2 different colours of bindis and put one bindi each on every participant's forehead. The bindis should be put in a manner where two groups are formed one large and second slightly smaller. Ensure that all the participants with the exception of 3 have the bindi on their forehead. Now put 3 different coloured bindis on the foreheads of these 3 participants.</li> <li>• Ask them to open their eyes and tell them that each participant has a bindi on their forehead. All the participants having similar colour bindis have to form one group. This has to be done without any verbal exchange between the participants. Give them 5 minutes time to complete the activity and observe the process.</li> </ul> <p><b>Now ask them the following questions:</b></p> <ul style="list-style-type: none"> <li>• How did they manage to 'find their own groups'?</li> <li>• How did each participant feel when they found their groups?</li> <li>• How does the biggest group feel?</li> <li>• How does the smaller group feel?</li> <li>• What were the feeling of the 3 participants who did not belong to any group?</li> </ul> <p><b>Reflection:</b></p> <p>Those managing to find their respective groups will feel happy and secure while those who could not be in a group will feel sad, lonely and insecure. The biggest feels powerful. These feelings can be attributed to the fact that we are essentially social beings and prefer to live with others. Human society has different sub-groups some in 'majority', some in 'minority'. Often the bigger groups act in position of domination and thus the smaller groups feel a sense of insecurity. It is necessary that we empathise with those who feel vulnerable. It is essential to understand that belonging to 'majority' or 'minority' is susceptible to change and empathy and respect for others is a pre-requisite for living together.</p>	<p>3 to 4 packets each of different coloured bindis</p>
<p><b>Personal stories</b> (20 m)</p>	<p><b><u>Personal Stories</u></b></p> <p><b>Objective:</b> to encourage participants to reflect on how he or she may have been affected by prejudice or discrimination, especially in a school setting. To develop their understanding of how different forms of oppression (prejudice, discrimination) in schools affect individuals.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Divide into groups of 4. Ask participants: Think of any incident in your own life where you experienced or saw an instance of discrimination or unfairness, especially in a school setting (or it can be some other context if you can't think of an example from school).</li> </ul> <p><b>Guidelines:</b></p> <ol style="list-style-type: none"> <li>1. The prejudice or discriminatory practice did not have to be intentional.</li> <li>2. It could be an experience in a school setting, or if not then it could be in your family, work, etc. It could be from your childhood or recently. (Example: It could be something like you were not allowed to pursue a certain career because of your gender, etc)</li> </ol>	

	<p>3. The experience can be either of discrimination that you personally experienced, or that you saw someone else experience, or something that that you did to someone else (Few people will ever choose the latter, but when someone does, it provides a powerful moment for reflection.)</p> <ul style="list-style-type: none"> <li>• Give people 3 minutes individually to think of an incident, then ask them to share in groups of 4 about their experience, and how it made them feel (10 mins).</li> <li>• Once they have finished sharing in their group, ask for any volunteers to share with the larger group.</li> </ul> <p><b>Reflection (5 min)</b> Ask the following Reflection Questions to the whole group:</p> <ol style="list-style-type: none"> <li>1. How did you feel about sharing your personal story about prejudice and discrimination?</li> <li>2. What is something you learned either from your own experience or from someone else's story that might lead you to do something differently in your own work or daily life?</li> <li>3. What were some of the connections you found among the stories?</li> <li>4. Did anyone have difficulty remembering an incident or pinpointing when she or he first recognized prejudice or discrimination in a school setting? If so, why?</li> <li>5. Did stories told by others remind you of additional incidents in your own experience?</li> </ol>	
<p><b>Video clip, Newspaper headlines</b></p> <p>(20 m)</p>	<p><b><u>Stories from Around us</u></b> <b>Purpose:</b> To reflect on instances of discrimination still occurring in our schools and in our society.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Show a 5-minute video clip from the movie 'India Untouched', depicting how Dalit children are treated differently in a village school.</li> <li>• Ask participants: Do you think this still happens in our schools today?</li> <li>• Distribute handout showing different stories from newspapers from the last few years showing different instances of discrimination happening in our schools and society. Ask them to read individually.</li> </ul> <p><b>Reflection:</b> Ask the following questions to the whole group:</p> <ol style="list-style-type: none"> <li>1. What were your thoughts or reactions when you were watching the video or reading the headlines?</li> </ol>	<p>Video clip, Handout: Stories from Around Us</p>
<p><b>Large Group Discussion</b></p> <p>(10 m)</p>	<p><b><u>Understanding Discrimination</u></b> <b>Purpose:</b> To reflect on why discrimination continues to happen, and what we can do to change this – and the role of schools in this scenario.</p> <p><b>Process:</b> Ask the following questions to the whole group:</p> <ul style="list-style-type: none"> <li>• Why do you think discrimination continues to happen in our schools and society?</li> <li>• Think back to the 'Tree Diagram'. Are there certain values or beliefs that may be contributing to these acts of discrimination?</li> <li>• Is it possible for this situation to change? If so, how?</li> <li>• Does education have a role to play in changing this situation?</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• According to Mahatma Phule, inequality and discrimination continues in</li> </ul>	

	<p>our society because of ignorance – because people <b>believe</b> things blindly, beliefs which they have never been taught to question. These include various barriers in our mind - beliefs, stereotypes, or prejudices against certain groups, that may be passed down through generations or from our community or society, which we accept without questioning them. For example, a few centuries ago it was widely believed that knowledge was only supposed to be given for boys and for certain higher castes. Thus the majority of children in the country were not allowed to be educated.</p> <ul style="list-style-type: none"> <li>• When did this change? When individuals began to question this belief, and to act based on a different belief – for eg. when people like Mahatma Phule and his wife Savitribai Phule began to teach children of lower castes as well as girls – even though it went against the society’s belief.</li> <li>• Thus even the present situation will only change when more and more people begin to question beliefs that are wrong. When more and more people begin to see things from a different point of view, and put themselves in other people’s shoes.</li> <li>• This skill – of teaching people to question existing beliefs or statements, to see things from other people’s perspectives, to identify what needs to be improved or changed – this is called critical thinking.</li> <li>• It is when our schools begin to promote this skill among our teachers and students, that more and more people will begin to question wrong beliefs or practices in our society, and will begin to do something to change the situation. Thus education can be one of the strongest tools in creating the kind of society we wish to see.</li> </ul>	
<p><b>Large Group Discussion</b> (10 m)</p>	<p><b><u>Barriers to Equality</u></b><sup>12</sup></p> <p><b>Purpose:</b> To explore what are some of the mental barriers that exist in our society and in our own lives.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask the following question to the whole group: What kind of people usually get discriminated against in our schools or society?</li> <li>• What kind of different mental barriers exist in our society based on which people are discriminated?</li> <li>• List their responses on the board, and discuss examples of each one. Some examples are below             <ul style="list-style-type: none"> <li>○ <b>Age:</b> Perhaps a prejudice that is talked about very is discrimination based on age. Even something as seemingly simple as someone getting a job based on his or her age can be considered ageism.</li> <li>○ <b>Financial Status:</b> We are all aware that there is great discrimination based on financial status. Just take a minute to think about if you treat your colleagues the same as you might treat an auto-rickshaw driver? Do you speak to your domestic help or driver in the same way that you speak to a family member or a friend?</li> <li>○ <b>Educational Background:</b> Educational background is in some ways intertwined with financial status. Society usually gives more respect to those who are well educated or are highly achieved in the field of academics. No doubt these people are well-deserving of this respect but does that mean that those who are not as educated should not be treated with the same dignity?</li> <li>○ <b>Gender:</b> Sexism, or treating people different based on their gender, is still a rather common thing. The concept of the “glass ceiling” is a concept that is commonly used to describe the situation in many cultures where women are prevented from reaching positions of top management in a corporation.</li> <li>○ <b>Disabilities:</b> It is true that people with physical or mental disabilities do not often get the same opportunities as others. One</li> </ul> </li> </ul>	

	<p>thing we can do as individuals is make others more aware of this kind of discrimination.</p> <p><b>Reflection: Exploring our own Barriers</b></p> <ul style="list-style-type: none"> <li>• We might choose to believe that these barriers are prejudices that every person has to some extent or another and nothing can be done about them. But is there a reason why we should try to overcome these barriers?</li> <li>• Barriers against others have always resulted in war, death and unhappiness and it is our responsibility to do something about our own mindset first before we go out into the world.</li> <li>• We often get tangled up in barriers to do with race, ethnicity or religion and forget that beyond all these differences we are all equal and have a universal right to dignity, which is the very reason why we should overcome these barriers. We often look down on others so that we can feel better about ourselves.</li> <li>• <b>Reflect and write down in your notebooks:</b></li> <li>• Are there certain groups or people that your family, relatives, neighborhood, or community teach you to reject? Look down on? Laugh at? Not associate with? Feel superior to? Fear or hate? Feel inferior to? Be jealous of? Write these down.</li> <li>• Can you think of any instances where you have shown any preferential treatment or discrimination when interacting with some of your students or colleagues? Do you favour some over others? Why?</li> </ul>	
<p><b>Personal reflection</b></p> <p><b>(15 m)</b></p>	<p><b><u>Our national pledge</u></b></p> <p><b>Purpose:</b> To reflect on the value of equality of all people in our country.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask the following questions:             <ol style="list-style-type: none"> <li>1. Do you know our national pledge that is written in our textbooks and that we recite in school every morning? Can any recite it now?</li> <li>2. Reflect on the following statements – what do each of these mean?                 <ul style="list-style-type: none"> <li>• ‘All Indians are my brothers and sisters’</li> <li>• ‘I shall always strive to be worthy of [my country’s rich and varied heritage]’</li> <li>• ‘In their well-being and prosperity alone lies my happiness’</li> </ul> </li> <li>3. Do we practice this in our day to day lives? Do we treat ALL Indians as my brothers and sisters, or only some?</li> <li>4. Think back to the stories we heard in the video and newspapers – how would we feel if this was really your brother or sister being treated this way? What would you do in response?</li> <li>5. Can I truly say that I am not happy unless every one of my brothers and sisters in my country is also well and prospering?</li> </ol> </li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Share the following: In order to understand the concept of equality of all, we need to recognize the concept of inherent human dignity. It is the inborn desire in each one of us to be treated in a good way and to not have our basic rights taken away from us. We feel shocked when we read some of the newspaper headlines. That is because we all have standards within ourselves that we set regardless of who the person on the other end is.</li> <li>• Inherent human dignity is not only about big issues like war and terrorism but it is just as much part of our everyday lives too. How do you treat those around you? How do you treat those working ‘below’ you? What about from a different background? Students in your class? Though most of us are aware to a certain extent about equality for all, we sometimes</li> </ul>	<p>National pledge</p>



	<p>fail to incorporate it into our everyday lives. So many times we talk to those others as if we are better than them. It might be a beggar on the street, an auto driver or a waiter. When we say equal rights for all it should not just be rhetoric, we should incorporate this belief into every aspect of our life and in our interactions with other. Treating people as if they are worthless might start at a small level – towards a certain individual, in your house, neighbourhood or workplace.</p> <ul style="list-style-type: none"> <li>• Reflection question: Do you feel all people should be treated with inherent dignity? How about helpers, rickshaw drivers, sweepers, police, government officials, social “outcasts”?</li> </ul>	
<p><b>Activity (10 m)</b></p>	<p><b><u>Which body part is most important?</u></b></p> <p><b>Objective:</b> To get participants to realize that every member of our society is valuable and necessary for our society’s progress, just like every part of the body plays an important function for the health of the whole</p> <p><b>Process:</b> Ask participants to break into groups of 4-5, and each group try to decide the following: Choose 5 of parts of the body that are most important and necessary, and 5 parts of the body that are not important and that we can manage without. (The point is to get them to realize that each and every part of the body plays an important function for the health of the whole – every part is needed. We cannot get rid of any part or allow any part to be sick without the whole body suffering)</p> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• We tend to think of certain parts of the body as being lower (eg. the feet) – but actually we need every part equally. We can’t allow the foot to get infected and sick, without having the whole body poisoned by that infection. It’s only when each part of the body is respected and treated with care, that the whole body remains healthy and can grow well.</li> <li>• Similarly in our society, each and every member is an essential part to the health of the whole country. The best future for India is one where each and every child, from every different group, grows up understanding their own value, has a positive self-image, instead of thinking that they are not capable. Our nation is being crippled by many groups in our country being told that they are inferior, that they do not have value, that they cannot improve their condition in life.</li> <li>• India has 40% of the world’s poor people. Until we can help all of the poor people in our country to value themselves and reach their full potential, our country as a whole will continue to lag behind and never reach its full potential. The biggest resource that India has are its people – especially its children.</li> <li>• Refer to the earlier exercise where we identified the different strengths of different people here in our group. We can accomplish much more as group when we value and utilise everybody’s unique strengths and talents.</li> </ul>	
<p><b>Large Group Discussion (10 m)</b></p>	<p><b><u>Inclusion in our schools</u></b></p> <p>Discuss the concept of ‘inclusion’ in our schools. Explain that in order to promote values of equality in our society, the classroom itself has to first model these values. The classroom must mirror the kind of society we want to create – only then our society itself will change. An ‘inclusive’ classroom is one where each student feels valued and respected – where no student feels left out.</p>	

	<p>Discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What kind of diversity exists in our classrooms?</li> <li>• Which children usually get left behind, and why?</li> <li>• What does 'inclusion' mean to you?</li> </ul>	
<p><b>Small groups</b> <b>(20 m)</b></p>	<p><b><u>Barriers to inclusion in our schools</u></b></p> <p>The Right to Education Act talks about ensuring “conformity to constitutional values”, and ensuring “that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against”. This is no longer an option for us – this is now mandated by our constitution, and it is our legal requirement as educators to ensure that this happens.</p> <ul style="list-style-type: none"> <li>• Let us reflect on different barriers to inclusion that may exist in our present schools. Break up into 6 groups. Each group should choose one of the following aspects of our schools:             <ol style="list-style-type: none"> <li>1. School infrastructure</li> <li>2. Classroom layout and seating arrangement</li> <li>3. Curriculum: Choice of content/ topics, which subjects are emphasised</li> <li>4. Textbooks</li> <li>5. Teacher-student relationships</li> <li>6. Assessment</li> </ol> </li> <li>• For their specific topic, each group must discuss the following questions:             <ol style="list-style-type: none"> <li>1. What kind of barriers to inclusion currently may exist in this aspect of our schools? Which children may be left out and how?</li> <li>2. What practical steps can we take within our district to ensure that this stops from happening in our schools?</li> <li>3. What steps can we take to monitor this to make sure it is not happening, as mandated by RTE?</li> </ol> </li> </ul>	<p>Handout</p>

## 7.Core Values: Democratic Relationships (2 hr)

Activity	Process	Preparation
<p><b>Large Group Discussion</b> <b>(20 m)</b></p>	<p><b><u>Our Democracy and our Schools</u></b></p> <p><b>Objective:</b> To reflect on what kind of skills are needed for nurturing active citizens in a democratic society, and whether our schools are currently promoting the skills.</p> <p><b>Process:</b></p> <p>One of the core values of our country and our constitution is that we pride ourselves in being the world’s largest democracy.</p> <p>Ask the following questions and let participants discuss:</p> <p><b>Q1. What is the meaning of ‘democratic’?</b></p> <p><b>Q2. What are the skills that people need to learn in order to be active and responsible citizens in a democratic society?</b></p> <ul style="list-style-type: none"> <li>• To be able to value themselves and their own contribution</li> <li>• To feel that they have a role to play</li> <li>• For some groups to stop believing that they are inferior</li> <li>• Etc.</li> </ul> <p><b>Q3. Are our schools currently teaching these skills? Why or why not?</b></p> <ul style="list-style-type: none"> <li>• The hierarchical nature of our classrooms is partly a reflection of our culture that we see everywhere in our society. Our culture is in the process of changing from a hierarchical system to a more democratic system. Traditionally, people in power have usually looked down on those lower than them and treat them with disrespect - at every level of the system. So even the people in lower positions begin to accept this situation; they become passive and do not even try to change their situation.</li> <li>• This is what then gets reflected in our classrooms –teachers look down on students, don’t allow them to voice their opinions, which in turn doesn’t prepare students to participate in a democratic society. It is a ‘Vertical’ or hierarchical Teacher-Student relationship, instead of a ‘horizontal’ or democratic relationship.</li> <li>• Similarly during Training, the Trainer and teacher are not seen as colleagues – it is not a joint effort – there is a hierarchy. It is this cultural distance that we must cover. Why are people resistant? It is not because they are lazy – it is because for 3000 years there is this deeply rooted cultural distance that we have to overcome.</li> </ul> <p><b>Q4. If children are not learning these skills, what is the impact that our current schools are having in our society? What kind of society is it creating?</b></p> <p>This ‘vertical’ or hierarchical Teacher-Student relationship creates a society where:</p> <ul style="list-style-type: none"> <li>• Students are not taught to think for themselves or question things for themselves</li> <li>• People believe that inequality or social ills should simply be accepted rather than questioned and changed</li> <li>• Certain groups believe that they are inferior or incapable of succeeding</li> <li>• citizens are passive and do not take initiative to change things for the better</li> <li>• People do not take responsibility for their own future – they just wait</li> </ul>	

	<p>till someone else can fix things for them.</p> <ul style="list-style-type: none"> <li>• Certain groups will never contribute to society to the potential that they have to contribute – so will always be depending on others instead of benefiting others</li> <li>• Those with power ill-treat those who have less power or status than them, or treat them disrespectfully</li> <li>• Leaders can get away with exploiting the masses, and only working for their own benefit</li> <li>• People cannot hold the government leaders accountable.</li> <li>• People may turn to violence when they don't feel like their needs are being met (for eg. communalism, terrorism)</li> </ul> <p><b>Q.5. Is there any connection between strengthening government schools and creating a more democratic society?</b></p> <ul style="list-style-type: none"> <li>• Get participants to reflect on how for a democracy to work well, we need to have more and more minds able to think well and participate in society's processes. The more people are educated, the better the democracy we will have; the less people are educated, the poorer will be our democracy, because only few people will be participating and controlling society, and making decisions based on their interests.</li> <li>• Strengthening the government schools is the only way to improve quality of education and thereby a better future for all, since it will create a better, more democratic society for all of us – since more and more people will be able to participate in our democracy. Thus our role – of improving government schools – is one of the most important things we can do in our society, for creating a better more democratic society!</li> <li>• Our schools should become sought after that even we should want to admit our own children in ZP/municipal schools!</li> </ul>	
<p><b>Read and reflect</b> <b>(10 m)</b></p>	<p><b><u>NCF 2005 Quotes</u></b></p> <p>Read out the following quotes from NCF 2005:</p> <ul style="list-style-type: none"> <li>• “Education should function as an instrument of <b>social transformation</b> and an egalitarian social order”</li> <li>• The "participation of children [is] a most fundamental step in this process" to realising the dream of India's constitutional values (p.83).</li> <li>• “Thus, in order to make it possible for marginalised learners, and especially girls, to claim their rights as well as play an active role in shaping collective life, education must empower them to overcome the disadvantages of unequal socialisation and enable them to develop their capabilities of becoming autonomous and equal citizens.”</li> <li>• “Democracy is based on faith in the dignity and worth of every single individual as a human being. ... The object of a democratic education is, therefore, the full, all-round development of every individual's personality.” (p. 20)</li> <li>• “The first thing is a commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights. Education should aim to build a commitment to these values, which are based on reason and understanding.”</li> </ul> <p>Ask them to discuss what is the meaning of these quotes, what are their reactions, and what are the implications for our practice as teachers.</p>	
<p><b>Group Discussion</b> <b>(20 m)</b></p>	<p><b><u>Democratic Schools for a Democratic Society</u></b></p> <p><b>Objective:</b> To reflect on what kind of schools are needed for teaching these democratic skills and values, and what this would look like practically.</p>	

	<p><b>Process:</b></p> <p>1. Ask them to discuss in small groups: What kinds of schools are needed for teaching these democratic skills and values? What kind of teaching methods, relationships, curriculum, etc are needed for students to be able to learn these democratic values &amp; skills?</p> <ul style="list-style-type: none"> <li>• Our schools need to be democratic</li> <li>• Teachers need to value and respect all students</li> <li>• Teachers to encourage students to voice their own opinions, and to take what they say seriously</li> <li>• T should allow students to be involved in making decisions</li> <li>• T should allow students to raise questions regarding what the textbook or even what the teacher says</li> <li>• Etc.</li> </ul> <p>2. Ask the entire group: What are some things that we have we done so far in this workshop, to make this a more democratic workshop? How has this made you feel?</p> <ul style="list-style-type: none"> <li>• Point out how we've been doing this through this training – to get the participants to improve their own self image, to feel valued, to voice their own opinions, to draw out the knowledge and experiences they already have, to empower them to believe that they can make a change in our schools.</li> <li>• We now need to learn how to do this with our students in our classrooms. In order to do this, we need a different kind of pedagogy. This is possible to do through active pedagogy – which we will be looking at in more detail tomorrow.</li> </ul>	
<p><b>Activity</b> <b>(40 m)</b></p>	<p><b><u>Looks like? Sounds like? Feels like?</u></b></p> <p><b>Purpose:</b> To get participants to imagine more concretely what it would look like to actually <i>apply</i> these democratic values – so that they don't remain just abstract words.</p> <p><b>Process:</b></p> <p>Divide into groups of 5. Ask each group to imagine they were walking inside a truly democratic school. Ask them to describe in as much detail as possible:</p> <ol style="list-style-type: none"> <li>1. What does this look like? What kind of things would you see that this school does differently, that reflects this democratic spirit?</li> <li>2. What does this sound like? What kind of statements and words would you hear from teachers and students as you walk around the school?</li> <li>3. What does this feel like? How would a student or teacher in this school feel? How would you feel as you walk around the school as an observer?</li> </ol> <p>Ask them to be as creative as possible, and give as detailed and practical examples as possible. They can present this on the chart paper, in the form of a drawing, a mind map, a table, a list, words, etc – however they want.</p> <p><b>Reflection</b></p> <p>After each group is finished, they will stick the chart paper on the walls around the room. Others can walk around and take a look. Then each group will share briefly what they came up with.</p>	<p>Chart paper</p>
<p><b>Individual reflection</b> <b>(20 m)</b></p>	<p><b><u>Making our Teaching Democratic</u></b></p> <p><b>Purpose:</b> To get participants to individually commit to concrete steps they can take to become more democratic as teachers/ trainers.</p> <p><b>Process:</b></p> <p>Ask participants to reflect and write individually in their notebooks:</p> <ol style="list-style-type: none"> <li>1. What practical steps will you commit to taking in our own work in the next 2 months, to become more democratic as a teacher/ trainer?</li> </ol>	

	<p>2. Can you think of any instances in the last month (or longer) where you have NOT modelled some of these inclusive or democratic values in your work life?</p> <p>3. Write down practical examples of how you will try to react differently if these kind of situations were to happen again?</p> <p>4. Write down and sign a Statement of Commitment in your notebook. An example is given below:</p> <p>“I commit to apply these Core Values in my work life – to love and respect my students and treat them like my own children, to feel accountable for doing my best work even when no one is watching, and to ensure that each &amp; every individual participates in every lesson /program I teach.”</p> <p>Signed:_____ Date:_____</p> <p><b>Closing</b>                  Ask everyone to stand up and read out the national pledge once again, reflecting on each line that we say.                  Ask if they are willing to commit to truly living out this pledge in our everyday lives.</p>	
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## 8. Seeing the World Through Children’s Eyes (3.5 hrs)

Activity	Process	Preparation
<p>Activity (15 m)</p>	<p><b>Choose your potato!</b><sup>13</sup>  <b>Objective:</b> To reflect on the uniqueness of children</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Place 2 bowls at the front of the room, with 20 potatoes in each bowl (you can use a basket or bag if you don't have a bowl)</li> <li>Ask everyone to come to the front and pick up a potato (Ask them to remember which of the 2 bowls they took it from!). Ask them to examine the potato, look at it carefully, remember all its features – this will be THEIR potato. After examining it, they should then place it back into the same bowl they took it from,, and then go sit down.</li> <li>Now ask 5-6 random volunteers to come to the front, and to identify which one is THEIR potato. Ask them ‘Are you absolutely sure? Not this other one?’ etc to have some fun.</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>Invariably, most people will be able to identify their own unique potato – even in a whole basket of potatoes!</li> <li>Then say: If we are able to remember something as simple as one potato in a basket of potatoes – if each potato is unique with its own distinct characteristics – then how much more is each and every child unique!</li> <li>Often in our schools we treat children like we would treat a basket of potatoes – but we need to remember that each and every child is very unique, and we need to treat them as unique individuals, instead of treating everyone the same.</li> </ul>	<p>Bag of 40 potatoes (one for each participant). 2 baskets or bowls to place the potatoes</p>
<p>Reflection (20 mins)</p>	<p><b>Children’s Reflections</b><sup>14</sup></p> <p><b>Objective:</b> To read out quotes by or about children, and to reflect on children’s views on life</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Distribute the box of slips around the room, asking each participant to take one quote slip from the box</li> <li>When all participants have a slip, Trainer starts by reading her slip and asking others to read theirs</li> <li>Slips are read at random around the room with a short pause between each for ‘digestion’</li> <li>Reading continues until all participants have read their quote</li> </ul> <p><u>Quotes by or about children</u>  <i>(To be printed on a separate page with increased spacing, cut into strips and distributed one each among participants)</i></p> <ol style="list-style-type: none"> <li>“We want teachers to be kind to everybody in the class and not just take care of the ones they think are intelligent.” Apoorva, age 9</li> <li>One of the greatest feelings in the world is the feeling you get when your younger sister shows that she admires you. - Preeti, age 14</li> <li>Being a good friend is a twenty-four-hour job. - Gagan, age 14</li> <li>No matter how many friends you have, there is always room for one more. - Megha, age 14</li> <li>If you can't trust a friend, then that person really isn't your friend. What is a friend without trust? - Meenal, age 14</li> </ol>	<p>Children’s Quotes - cut into slips and placed in a box</p>

	<ol style="list-style-type: none"> <li>6. When I am working in class and the teacher is looking over my shoulder, I get nervous. - Tina, age 13</li> <li>7. The best teacher is not the one who talks all the time, but the one who listens. - Gaurav, age 14</li> <li>8. Not all learning can be measured by marks. - Gunjan, age 16</li> <li>9. "People look down on me. Most treat me like dirt, simply walking over me on the street." Ajeet, a 12-year-old boy with physical disability</li> <li>10. "Teachers should not beat the students; they should not insult and humiliate the children." Anmol, Age 10</li> <li>11. "Teachers refused to enrol me and the parents of my classmates did not want me to go to school because of my disability. They think that their children will become like me if they play or study with me." A 13-year-old girl with disability</li> <li>12. "I am afraid of the cruel teachers. I am afraid of my teacher's anger." - A 9-year-old child</li> <li>13. "My parents used to think that I am their property. They abused me using words my mouth cannot repeat without making me cry." – Pritha, Age 13 (who has a disability)</li> <li>14. You should always listen to older people. They are like living history books and can teach you so much. – Simin, age 14</li> <li>15. The art of communication is not what you can hear being said from the other person's mouth, but what you can feel from his heart and see in his eyes. - Leena, age 17</li> <li>16. You should always try, even when you don't think it will help. – Ishan, age 11</li> <li>17. It is OK to fail, but it is not OK to give up. Rafik, age 10</li> <li>18. I should always try my best. If I don't succeed, then at least I will feel good about myself. - Sanna, age 16</li> <li>19. Life is hard no matter how old you are. - Aarti, age 13</li> <li>20. It's never too late to say you're sorry. - Alpa, age 12</li> <li>21. You should be careful around those younger than you. It is surprising how much of an impact a word or action can make on them. - Kalpana, age 12</li> <li>22. You will never be happy if all you do is think about all the things you don't have.- Amirta, age 17</li> <li>23. The best place to go with a child is in their imagination. - Anjali, age 16</li> <li>24. If you believe in yourself, anything is possible. - Megha, age 14</li> <li>25. The more mistakes I make, the smarter I get. - Urvi, age 13</li> <li>26. Childhood is not preparation for life. It is life. - Tejas, age 10</li> <li>27. In all the places I've been to, everyone always understands a smile. - Shefali, age 14</li> <li>28. "Children are great imitators. So give them something great to imitate."</li> <li>29. "You have to love your children unselfishly. That is hard. But it is the only way."- Barbara Bush, former U.S. First Lady</li> <li>30. "The soul is healed by being with children." - proverb</li> <li>31. "If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children."- Ghandiji</li> </ol>	
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	<p>32. "There can be no keener revelation of a society's soul than the way in which it treats its children."- Nelson Mandela, former president of South Africa</p> <p>33. "No one has yet fully realized the wealth of sympathy, kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure." - Emma Goldman, author</p> <p>34. "Children are likely to live up to what you believe of them." - Lady Johnson, former U.S. First Lady</p> <p>35. "Children are our most valuable natural resource." Herbert Hoover, ex U.S. President</p> <p>36. "The potential possibilities of any child are the most intriguing and stimulating in all creation." Ray L. Wilbur</p> <p>37. You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives. -- Clay P. Bedford</p> <p>38. The objective of education is to prepare the young to educate themselves throughout their lives. -- Robert Maynard Hutchins</p> <p>39. The secret of education lies in respecting the pupil. ~ Ralph Waldo Emerson</p> <p>40. Instruction begins when you, the teacher, learn from the learner; put yourself in his place so that you may understand... what he learns and the way he understands it. -- Soren Kierkegaard</p> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Give time for people to reflect on what they heard, and to share any of their comments or reflections, regarding the way children look at the world.</li> <li>• How is the way children look at the world different from how adults see the world?</li> <li>• Ask: Does anyone have any other examples of things they have heard children say or do that surprised them? Examples from their own children while they were growing up?</li> </ul>	
<p><b>Reflect and write</b>  (15 m)</p>	<p><b><u>Inside a child's shoes</u></b> <b>Purpose:</b> To practice seeing things from the perspective of a child, especially in a school setting.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Show a 5-minute video clip of a typical government classroom (OR if video not available, tell participants to close their eyes and think back to a typical government school that they have recently been in, and a class that they may have observed or taught.</li> <li>• "Imagine you are a child sitting in that class who is struggling with her studies. Try going into the mind of that child, and imagine sitting through a full lesson. Which parts of the class do you like or not like? What would you like to express or communicate to your teacher that would enable you to reach your full potential and to feel value and meaning in life? Record on your paper with words, sentences or pictures." (7 mins)</li> <li>• Ask participants to share with their neighbour. Then as a few volunteers if they want to share with the whole group about what they wrote.</li> </ul>	<p>Video clip of traditional classroom</p>

	<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Discuss the concept of empathy – which involves putting ourselves in other people’s shoes, understanding the impact of your behaviour, words, body language, oral expression, (the tone, volume, choice of words, structure of sentence) on others and how it is making others feel</li> <li>• One of the single most important things that can transform our education system, is promoting the skill of ‘empathy’ among teachers – getting teachers to put themselves into the shoes of a child, and to see the world from the child’s perspective. At present, often the teacher sees things from her perspective, but is not aware of how her teaching methods, her words or action might be impacting each child.</li> <li>• If she can really begin reflecting on each lesson that she teaches and ask the question: How did my students feel as they sat through that lesson? What did they like or not like? What can I do better or differently next time, to make sure that the children are actually enjoying the lesson, are actually understanding and learning what I’m teaching?’ This would make a huge difference, in helping teachers constantly improve their teaching.</li> </ul>	
<p><b>Activity</b>  (20 min)</p>	<p><b><u>Drawing on a newspaper</u></b><sup>15</sup></p> <p><b>Objective:</b> To highlight the fact that children come to school with their own experiences and views. It is therefore a mistake to treat them as blank papers or balls of clay.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Distribute a piece of newspaper to each of the participants. When all the participants have one, circulate crayons amongst the group and ask them to pick up a colour of their choice. Now ask them to draw a picture on the paper and give them 5 minutes to complete this activity.</li> <li>• After they have finished, ask a few of them to display their pictures and explain what they are trying to communicate. Observe and make mental notes of how different participants have made use of the newspaper available to them. (E.g. some may use the entire paper, some may use both sides, some use only the blank areas, while others may improvise on an existing photograph or illustration in the newspaper given to them).</li> </ul> <p><b>Reflection:</b> Ask participants the following questions: 1. What did you think the pieces of newspapers were meant for? (Expected answer: Craft work, reading the newspaper, serve food on the paper, etc ) 2. What was your reaction when you were asked to draw a picture on the newspaper? (Expected answer: Surprise, expected to be given a blank piece of newspaper to draw a picture.) 3. What do you think is the purpose of conducting this activity? (Expected answer: Encourage children to show their creativity, express their feelings through drawing, etc) 4. How is this activity relevant to the work in our field (education)? (Expected answer: It demonstrates how students could be encouraged to use their creativity and provide opportunities for self expression. The pictures drawn can be used to interpret student’s emotions and feelings.)</p> <p><b>Discuss:</b> Everyone expected blank pieces of paper for drawing. Similarly we think that children in our class are like blank pieces of paper (or clean slates / balls of clay) and that teachers can imprint what they desire on them. Even if all the pieces were made from newspaper, they were unique in terms of matter and illustrations. Similarly children too come with their own baggage</p>	<p>Newspapers, crayons/ coloured pencils.</p> <p>Cut each page of the newspaper into 4, ensuring that there is one piece for each participant.</p>

	<p>of experiences, views and feelings.</p> <p>Further, some participants used blank spaces to draw; others used dark coloured crayons to make their pictures more visible against the printed matter. Some used the existing pictures / matter to create new pictures. Similarly teachers are of different kinds - some teachers complement / contribute to the knowledge / experiences the students already have, while others try to impart as much knowledge and skills as possible, sometimes ignoring what the children bring with them.</p> <p>The essence of this activity is to understand that all of us, children as well as adults are unique. We all come with some experience / knowledge, values imprinted on us. The interaction between teachers and children becomes more fruitful if we use these previous inputs in a creative manner for mutual growth.</p>	
<p><b>Reflect and Write</b></p> <p>(20 m)</p>	<p><b><u>What children know</u></b></p> <p><b>Purpose:</b> To reflect on what children already know when they come to school.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Explain: We often agree when we hear statements like ‘Children come to school already knowing many things’ – but do we really reflect on what these things actually are? Do we actually utilise these things in our teaching?</li> <li>• Ask each participant individually: <b>Write down 20 things that a child already knows when she comes to school, or that children learn outside of school (this could be knowledge, skills, activities, etc)</b> (3 mins)</li> <li>• Ask: How many had difficulty coming up with 20 things? How many came up with more than 20? Ask a few individuals to share examples.</li> <li>• Share a few examples below of what are some simple activities that the teacher can do even when the child first enters the school, in order to bring in what they have already learned in their homes. Ask if participants can think of any other examples.             <ol style="list-style-type: none"> <li>1. With children, label objects around the room with the names that we give them (in the language or languages that the children use), for instance, desk, chair, children’s names on desks, chalkboard, numbers grouped with objects, etc. Which children can associate the objects with the words that stand for them?</li> <li>2. Write out the words of a song that children already know or can learn quickly. See who can guess which words are which. New words can be introduced within a song that children already know well. Singing is an important part of learning because it aids children’s breathing; builds vocabulary, rhythm, and rhyme; and develops solidarity within the class.</li> <li>3. Make sure you tell each child at least one thing that they can do well.</li> </ol> </li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• No child comes to school who has not learned anything at home or in their community. Whether in school or out of school, children respond to new situations in many different ways. Some of these ways will be useful in school, while others may not. It is our responsibility to find out what the child knows and what skills he or she has learned already. We can then build upon their knowledge and skills in teaching them new things. But to do this, we must closely observe our children and how they learn new ideas, skills, and values.</li> <li>• Ask the following question: <b>Do children need to be motivated to learn?</b> Let participants debate.</li> </ul>	<p>Handout</p>

	<ul style="list-style-type: none"> <li>• Explain: Children do not need to be forced to learn; they are motivated by their own desire to make sense of their world. Students will naturally ask questions if opportunities are given. Teachers can use questions to ascertain a base line from which to progress. Students get bored if you tell them what they already know and confused if the level is too high. Allowing students to ask questions develops and encourages interest and therefore motivation.</li> <li>• For example, one idea that can be used at the beginning of a topic: 'Ask the students to write down as many questions / things they want to find out about / know about the new topic. Who can write the most questions?' The teacher must then try to include at least some of these in their lessons so that students feel they are learning what they actually want to know – it is very motivating for them.</li> <li>• Thus whenever we are planning about how to teach a specific topic, we should first ask three important questions (to ourselves and to our students):             <ol style="list-style-type: none"> <li>1. What do students already know about this topic?</li> <li>2. What do students want to know about this topic?</li> <li>3. What do students naturally like or are interested in, that could be related to this topic?</li> </ol> </li> </ul> <p>We will try doing this later for specific topics to see how this can be done. If we use these as a starting point for planning our lesson, and build whatever we teach based on the knowledge and interest students already have, then they will be naturally motivated to learn – we will not need to force them to learn! Asking these questions will help children to relate to the topic, and help them to understand and learn more quickly. Moreover, some children may be “experts” on certain topics, such as fishing or growing vegetables, and these children should be given opportunities to present their knowledge for the benefit of others in the class.</p>	
<p><b>Trainer Input</b>  (15 m)</p>	<p><b><u>Developing a Children’s Learning Profile</u></b></p> <p><b>Purpose:</b> To brainstorm about how we can develop and maintain a Learning Profile for each child, in order to emphasise each child’s unique knowledge and abilities, and to keep track each child’s learning progress and development.</p> <p><b>Process:</b> Discuss: If we truly believe that each child is unique and special, and brings their own unique knowledge and experiences into the classroom, how can we make sure that we reflect this in our teaching? How can we make sure we track the progress of each child, and identify the need areas of each child?</p> <p>One way we can do this is to develop a Learning Profile for each child. The Learning Profile can be developed for each child at the beginning of the year, and can be updated regularly during the year.</p> <p>Explain the importance of this, and ask participants for suggestions of what could be included in the Learning Profile. Below are a few suggestions:</p> <ol style="list-style-type: none"> <li>1. <b>Overall Profile of the Child:</b> a 1-2 page write-up prepared at the beginning of the year, with information on the child’s overall learning level, emotional development, socio-economic status and family background (and particular challenges faced), strengths of</li> </ol>	

	<p>the child, areas where the child needs to grow, etc</p> <ol style="list-style-type: none"> <li>2. <b>Anecdotal Observations:</b> This will include everyday observations about any instances where the child particularly demonstrated a positive skill or value or evidence of learning, or any instance of behavioural issues or problems faced by the child (eg. if the child seems to be specifically struggling with a skill such as reading out loud), or any significant change in the child's ability level that has been observed (eg. if the child earlier was struggling to read but suddenly shows some significant change in her progress). The teacher can update this periodically for each child – eg. can spend about 10 minutes at the end of the day recording any instances observed even for 2-3 children, and can spend about 30-40 minutes at the end of the week updating any other instances observed over the course of the week.</li> <li>3. <b>Samples of the child's work:</b> Teacher can start compiling any evidences of the child's abilities and progress, over the course of the year – eg. samples of worksheets or assignments or tests or projects that have been completed during the class, any writing samples, stories written by the child, drawings, etc. Eventually the children themselves may be asked to select their own best work that they would like to include in their portfolio.</li> </ol> <p><b>Ask participants if they have any other ideas for what can be included in the Children's Profile, and how this can be practically implemented in their schools.</b></p>	
<p><b>Activity</b>  (20 m)</p>	<p><b><u>Games Children Play</u></b></p> <p><b>Purpose:</b> To understand that play is not separate from learning, but that it is an important and necessary part of children's learning and development.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• In groups of 5, make a list of 20 games that you played when you were a child, or games that children today play. (3 m)</li> <li>• Ask each group to quickly share 2-3 games they listed, and write them on the board. (3 m)</li> <li>• Now ask each group to choose one of the games, and discuss the following question: <b>'Are there any learning elements within this game? How does this game contribute to children's learning and development?'</b> (3 m)</li> <li>• Ask each group to quickly share their responses. (3 m)</li> <li>• Now ask each group to discuss: <b>How is this learning different from how children learn in school?</b> (3 m)</li> </ul> <p><b>Reflection (5m):</b></p> <ul style="list-style-type: none"> <li>• In our society, there is a widespread belief that 'play' and 'learning' are two opposite things. There's a mindset of looking at play as something that's a bad habit that children have, and that they have to be disciplined into studying. We often hear some parents complain 'My son plays too much!' – and that the teacher should do something to stop the child from playing. Even the term we use for 'playful' – '<i>Khelkar</i>' – is used as a negative comment about a child – someone who slacks in his or her studies. This whole attitude towards play is engrained in society.</li> <li>• So even teachers' attitudes towards 'active learning' is that they see the playing part as a separate thing from learning – first you do the 'activity', then you do the learning afterward. We do not realize that it is THROUGH play that children are learning. Playing is actually necessary</li> </ul>	<p>Handout</p>

	<p>for the child's development – there is no development without play.</p> <ul style="list-style-type: none"> <li>• Thus this is one of the beliefs that we need to change: from thinking that 'play is the opposite of learning', to a belief that says "Play is an important and necessary way in which children and adults learn".</li> <li>• Children love to play games and, given the opportunity, they will make up rules for new games. In these games, they may use balls, bottle caps, stones, string, leaves, or other materials. Games that involve role-playing, problem solving, or use of specific skills and information are good ways to get children interested in what they are learning. Examples of such games include dominoes, bingo, and five questions (where children try to guess what an object is by asking only five questions). For example, a square shape on one domino can be paired with a domino with the name of the shape in words (square). You and your students can design the materials for many games, and you can adapt the same game for different purposes and different grades. These games and their materials can be changed to connect more directly to the curriculum. You can, for example, create domino cards with geometric shapes that can be matched with each other.</li> <li>• <b>Discussion Question:</b> 'Of the games that we listed on the board earlier, can you think of examples for how any of these games can be used or adapted for teaching specific topics in the curriculum, for specific subjects?' (ask them to discuss in groups for a few minutes, and then share with the large group – 5m)</li> </ul>	
<p><b>Trainer Input</b> (10 m)</p>	<p><b>How Children Learn</b> <b>Purpose:</b> To provide a quick overview of latest research about how children learn</p> <p><b>Process:</b> Explain that in order to improve our teaching, we need to keep in mind what the latest research shows about how children learn. Much of what goes on in schools today goes against the latest research on how the brain functions and how we learn. The following are some significant research studies from around the world that have been conducted in the last few decades, that have significantly changed the way we think about learning and teaching:</p> <ul style="list-style-type: none"> <li>• Eg. McCilchrist, Myers and Reed: "Learning involves questioning, understanding, making connections between existing and new information, and being able to make use of this new 'processed' information. ...It is dependent upon the feelings, motivation and self confidence of the person concerned"</li> <li>• Howard Gardner (1983) - conducted research on intelligence, and found that all learners have the capacity to develop at least seven types of intelligence, although not all to the same degree. Thus a diversity of learning styles and approaches have to be built in to learning materials and teaching methods.</li> <li>• Daniel Goleman (1996) – his research emphasizes the importance of emotions and the senses in learning, more so than genetic intelligence or cognitive ability.</li> <li>• Kolb (1994) – conducted research on 'learning styles', which suggests that children learn in different ways – thus teachers have to provide a variety of learning opportunities.</li> <li>• Vygotsky (1978) – highlighted that in order to learn, children need to have opportunities to 'construct' their knowledge – by linking new information with information that they already know. This is called 'constructivism'. This is what the NCF 2005 talk about, and we will explore this concept a bit more later. Talking and asking questions together (social interaction) can improve learning, which is why pair and small group work is so important.</li> <li>• John Dewey (1916) – talked about how schools need a certain kind of</li> </ul>	<p>Handout</p>

	<p>environment in order to promote democratic values and skills – the classroom itself should be democratic, as we discussed earlier.</p>	
<p>Trainer Input (10 m)</p>	<p><b><u>Understanding Child Development</u></b><sup>16</sup></p> <p><b>Purpose:</b> To understand different areas of child development, and different factors influencing child development</p> <p>Needs of the child during the developmental process are changing, and society has to give and respond adequately to these needs. Development for the child entails:</p> <ul style="list-style-type: none"> <li>• Growing</li> <li>• Changing</li> <li>• Communicating</li> <li>• Learning</li> <li>• Moving towards self independence</li> <li>• Taking on a social role</li> </ul> <p>The main principles which guide this development are:</p> <ol style="list-style-type: none"> <li>1. It is holistic. It consists of interdependent dimensions, which means that a child's development is both influenced by and influences all those who share a bond with him/her. There are also other factors at play such as the culture, society and the environment.</li> <li>2. It begins before the child is even born.</li> <li>3. The first eight years of a child form the foundation for all later development, hence attention to the child's needs in early childhood is critical.</li> <li>4. Children's needs differ across early childhood years.</li> <li>5. Development is multi-determined and varies according to a child's nutritional and bio-medical status, genetic inheritance and social and cultural contexts.</li> <li>6. Children are active participants in their own development and learning.</li> <li>7. Development and learning occurs as a result of the child interacting with people and objects in his/her environment.</li> <li>8. Children live within a context – family, community, culture - and their needs are most affectively addressed in relation to that context.</li> </ol> <p><b>Factors influencing child development:</b> Factors influencing this process of child development are:</p> <ol style="list-style-type: none"> <li>1. Natural factors which include genetic and hereditary factors.</li> <li>2. Environmental factors which include: <ul style="list-style-type: none"> <li>• Security and acceptance for the child and love and support from attachment figures.</li> <li>• A child-friendly environment where: <ul style="list-style-type: none"> <li>○ A child's basic needs are fulfilled</li> <li>○ The child has an opportunity for equal participation</li> <li>○ There is possibility of self-expression</li> <li>○ Children's rights are guaranteed</li> <li>○ Protection from any form of violence is guaranteed</li> </ul> </li> </ul> </li> </ol> <p><b>Areas of Development:</b> Once we have understood the process of development it is necessary to establish the different areas of development. These are:</p> <ol style="list-style-type: none"> <li>1. Physical development, which includes health, brain development, biological development and motor development.</li> <li>2. Emotional development, which includes the creation of attachment relationships, self-esteem and confidence, and self-identity.</li> <li>3. Cognitive development, which includes language, intelligence,</li> </ol>	<p>Handout</p>

	<p>thinking, problem solving and analytical skills.</p> <p>4. Social development, which includes communication, relationship-building, attitudes, social skills, integration in a social environment (norms, limits and rules), conflict resolution skills, participation and association. As part of social development, it is important to include the ethical and moral development of the child.</p> <p>These areas are all interrelated. The affective or emotional development is the basis for the rest of the development, because all information which the child receives and internalises is from attachment figures, who act as a mirror for the first years of a child's life. Building a bond with a child allows us to give meaning to their experiences that form the basis of their psychological and emotional development.</p>	
<p>Group Discussion</p> <p>(10 m)</p>	<p><b><u>Applying the research to our Teaching:</u></b></p> <p><b>Reflection Questions:</b> Think about the research we heard on how children learn, and on what children need in order to develop properly. Discuss the following 2 questions:</p> <ol style="list-style-type: none"> <li>1. Are there any aspects of what children need to learn and develop, which are not currently being provided in our schools?</li> <li>2. What steps can we take in our classrooms in order to make sure that all of children's needs are provided for, to help them learn and develop properly?</li> </ol> <p>Elicit responses from participants, then offer your own suggestions. Some examples are below.</p> <p><b>Suggestions for Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Lessons need to be structured around "big ideas" rather than unconnected pieces of information. In this way, children have an umbrella under which they can fit new information with what they already know. A big idea can be something like "water is important to life," and the topic could be "today we will learn how to keep water clean."</li> <li>• We need to consider children's developmental needs. Some children will need more time to progress than others.</li> <li>• We need to be facilitators of learning and recognize the unique characteristics of our learners. The learning environment should support all learners.</li> <li>• Students need to talk together with their teacher and with one another through activities that are both individual and team-oriented.</li> <li>• We need to plan activities that encourage ALL children to work as a team, such as working in pairs or small groups on relevant tasks.</li> <li>• Students must be able to find the curriculum useful to them, be encouraged to ask questions and consider information, and be able to construct their own understanding of the subject matter.</li> <li>• We need to ask good questions to allow students to explain their ideas. Rather than asking questions that require a "Yes" or a "No" answer only, we need to ask open-ended questions to allow children to express their views, ideas, and opinions; for instance, we can ask questions that end with "what do you think?"</li> </ul>	
<p>Trainer Input</p> <p>(10 m)</p>	<p><b><u>The Pygmalion Effect</u></b></p> <p>In the 1960s, two American researchers, Rosenthal and Jacobson, conducted a study which became very famous. They found that prior</p>	<p>Handout</p>



	<p>expectations that teachers have about their students' abilities can influence the students' achievement. This could have a positive or negative influence. In other words, when teachers expect students to do well, the students tend to do well; when teachers expect students to fail, the students tend to fail.</p> <p>They carried out an experiment in an elementary school, where first they gave an intelligence test to all of the students in the school, at the beginning of the school year. Then, they chose a group of 30 students completely randomly – not based on their test results, so there could have been a mix of bright, average or slower students in that group. However, they told all the teachers the opposite – they told the teachers that this class has only the most intelligent children, who have the highest potential to do well.</p> <p>At the end of the year, they came back and re-tested all the students in the school. For this particular class, where the teachers thought that they were the smartest students, even though they were actually just an average class, they found that these students actually performed the best in the whole school – they showed the biggest increase in their test scores. However the other students in other classes did not show this same improvement.</p> <p>Thus they found that it was the teachers' expectations of them that made the difference. When the teachers believed that these were all bright students, the students actually ended up performing better. However, the opposite effect is also true – when the teacher believes that a student is slow and will not do well, the student will actually start performing worse. Thus, how teachers view their students and their abilities, makes a big difference in how students will actually perform. In order to learn and perform well, students need their teachers to believe in them, so that the students can believe in themselves.</p> <p><b>Discussion Question:</b></p> <ul style="list-style-type: none"> <li>• How does this research apply to our classrooms? What are the implications for our teaching?</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Very often in our classrooms, we have conscious or unconscious expectations of which students are the 'bright students', and which students are the 'dull students' who we think will not succeed. This is often based on factors such as caste, family background, or perceived intelligence. We often place these labels on children without thinking, and say these things in front of children.</li> <li>• However, this can have a powerful impact on student's actual achievement. When we believe students can learn, then they will actually learn. If from the start we don't think that they will be able to learn, this will only drive their achievement level even lower.</li> <li>• If we can get every teacher to truly believe that every child can learn, this itself will make a huge difference in students' achievement.</li> </ul>	
<p><b>Story</b>  (5 m)</p>	<p><b><u>Story of The Eagle</u></b><sup>17</sup></p> <p><b>Purpose:</b> To reflect on the difference what children believe about themselves makes for what they will be able to achieve.</p> <p><b>Process:</b> Ask one of the participants to read aloud the following story:</p> <p>A man found an eagle's egg and put it in a nest of a barnyard hen. The eaglet hatched with the brood of chicks and grew up with them. All his life the eagle did what the barnyard chicks did, thinking he was a barnyard chicken. He scratched the earth for worms and insects. He clucked and</p>	<p>Handout</p>

	<p>cackled. And he would thrash his wings and fly a few feet into the air.</p> <p>Years passed and the eagle grew very old. One day he saw a magnificent bird above him in the cloudless sky. It glided in graceful majesty among the powerful wind currents, with scarcely a beat of its strong golden wings.</p> <p>The old eagle looked up in awe. "Who's that?" he asked.</p> <p>"That's the eagle, the king of the birds," said his neighbour. "He belongs to the sky. We belong to the earth-- we're chickens." Looking at it, the old creature sighed and said to itself, "If only I'd been born an eagle". So the eagle lived and died a chicken, for that's what he thought he was.</p> <p><b>Reflection Questions:</b> How does this story relate to the research conducted by Rosenthal and Jacobson? How does what teachers believe about students, and what students believe about themselves, influence what students are able to achieve?</p>	
<p><b>Newspaper article</b></p> <p><b>(10 m)</b></p>	<p><b><u>Tagore flunked school!</u></b></p> <p><b>Purpose:</b> To reflect on how the students we least expect to can end up achieving great things, and how we should expect the best of our students.</p> <p><u>Times of India, 8 May 2009</u></p> <p>KOLKATA: For those who are struggling in the back benches, here's some hope: India's best known poet and Nobel laureate Rabindranath Tagore was an utter failure in school and an inattentive student to boot.</p> <p>According to documents sifted by researchers to be made public on Tagore birth anniversary on Friday, the poet enrolled in Calcutta's St Xavier's school in 1875. According to a document prepared by alumni of St Xavier's School and the college, Tagore joined the school in his fifth year along with his older brother Somendranath and his nephew Satyaprasad, who too was two years older than him. However, while the other two managed to get promoted to the entry-level class, Rabindranath did not and after a while was taken out and home tutored.</p> <p>The documents found by the college include details of Tagore joining the school four months after the session began. Hence, he was charged five rupees less as fees by the school. The total fees for a whole year then was a princely eight rupees.</p> <p>Yet, St Xavier's is planning a grand celebration of one of its weakest students. The college will celebrate the birth anniversary of Tagore on Friday as a run up to its 150th year celebrations that culminates in January 2010. "Tagore was a genius who didn't need the confines of a school for his education. We are proud that he had once studied in this institution and hence we will be celebrating the birth anniversary of this illustrious alumnus as part of our 150th year celebrations," said Father Felix Raj, principal of the college.</p> <p>"While his family tried to keep him in school, he tried all kinds of tricks to run away. After his admission to St Xavier's, his elder brothers and sisters tried to counsel him against using such tactics but he couldn't manage a promotion and eventually dropped out," the document says.</p> <p><b>Reflection Questions:</b></p> <ul style="list-style-type: none"> <li>• What if you had been one of Tagore's teachers – how would you have</li> </ul>	<p>Handout</p>

	<p>reacted, to a student who kept not paying attention, running away from school, failing, and eventually dropping out from school?</p> <ul style="list-style-type: none"> <li>• What if you do have a future Tagore among one of the students sitting in your class? What steps will you take to discover and nurture the unique hidden talents and potential that each child has?</li> </ul>	
<p><b>Poem (5 m)</b></p>	<p><b><u>Your Children are not Your Children</u></b></p> <p><b>Purpose:</b> To reflect on the importance of encouraging children to pursue their own dreams, rather than imposing ours on them.</p> <p><b>Process:</b> Ask volunteers to read the poem aloud – they can each read one line and pause, then the next person read the next line, etc.</p> <p>Your children are not your children. They are the sons and daughters of Life's longing for itself. They come through you but not from you, And though they are with you yet they belong not to you You may give them your love but not your thoughts, For they have their own thoughts You may house their bodies but not their souls, For their souls dwell in the house of tomorrow, which you cannot visit, Not even in your dreams You may strive to be like them, but seek not to make them like you. For life goes not backward nor tarries with yesterday. ~ Kahlil Gibran</p> <p><b>Reflection:</b> What do you think this poem is saying? Do you agree or disagree?</p>	<p>Handout</p>
<p><b>Demonstration (15 m)</b></p>	<p><b><u>Egg and Seeds</u></b></p> <ul style="list-style-type: none"> <li>• Pass around the bag of seeds asking each participant to take a few seeds in their hands.</li> <li>• Hold up the egg in your hand, and ask participants: What do you see? (Egg). Suppose I said that the only food that we have is this one egg. How many people could we feed with this egg?</li> <li>• Ask participants: what are you holding in your hand? (seeds)</li> <li>• What if we look with different eyes? Suppose I tell you – you are holding a forest in your hand? This one single seed, if planted, could lead to many more plants and eventually an entire forest. So you are holding a forest in your hands.</li> <li>• Same thing with the egg: In an egg there is flock and more eggs and more flocks and eggs...innumerable. Theoretically, the entire nation can be fed if this single egg is nurtured with warmth and care and allowed to hatch and propagate and multiply.</li> <li>• <b>Why are we here?</b> Not because of SSA, but because of the children of our State. India is the richest nation in the world – because we have the most number of children in the world. This is a tremendous potential – but it depends on what eyes you see them with. God has created every child to be precious, every child is unique and equal, and deserves the same opportunities. We cannot afford to leave 60% of our children rotting in the gutters. When we have every single child in India getting love, food and care, and a quality education, we will be far beyond any other nation in the world. With good teaching methods, even the very poorest and most deprived child has got the brains to succeed, and to transform our society.</li> <li>• We are here because of these precious children of Maharashtra and the incredible potential they have – and how much we are losing out by allowing these minds to just lie unused. Imagine the possibilities if we unleash their minds and their creativity, to create a better India.</li> </ul>	<p>A raw egg, and a packet of seeds</p>

## 9. Understanding Active Learning (3 hr)

Activity	Process	Preparation
Icebreaker (10 min)	Begin with some activity or energiser from the list provided, to get participants comfortable.	
Individual reflection , Large group discussion  20 min	<p><b><u>Thinking back to our own learning</u></b><sup>18</sup></p> <p><b>Purpose:</b> To reflect on our own learning experiences, and what were the elements that helped us to learn</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Explain to participants that in this session you are going to get them to think about their own learning experiences, and ask them to write down responses to each of the 4 questions on the handout provided ('Reflecting on our own learning'). Give them 5-7 minutes to do this.</li> <li>• Now get feedback from the group on each of the four questions, and write down their responses on the board, under the following headings:                     <ol style="list-style-type: none"> <li>1. <i>How you became good at something</i></li> <li>2. <i>How you know you can do something well</i></li> <li>3. <i>What kept you going when you didn't want to learn?</i> <ol style="list-style-type: none"> <li>4a. <i>What went wrong in your learning?</i></li> <li>4b. <i>Who was to blame?</i></li> </ol> </li> </ol> </li> </ul> <p>Below are some examples of answers given by other groups – you may wish to add some of these after the participants have shared their own responses (10 m):</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>1. How you became good at something</b></p> <p>Through constant practice – and more practice. 'Practice makes perfect'                      Hard work, discipline                      By doing, making mistakes, and learning from them; Failing and trying again                      I learned from experience, from working on the job                      By watching others, Copying my mother                      Encouragement of others                      Asking for help                      Reading books, journals and magazines                      I liked it/ was passionate about the subject                      I admired people who did this</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>2. How you know you can do something well</b></p> <p>From feedback from my friends, or peers / colleagues                      People tell me I am good                      I feel confident &amp; comfortable when doing it                      When I'm appreciated                      When I can show it to others                      When I see the benefits/ good results from the work I've done                      When I'm asked to do something many times                      Colleagues &amp; superiors publicly saying they are proud of my work</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>3. What kept you going so you succeeded in something you didn't want to learn</b></p> <p>It was something I badly needed to do                      I had invested time, effort and money into it                      Encouragement from friends/ family; others who believed in me                      I saw the utility in everyday life                      Pressure of examinations and marks                      Lack of alternatives                      It was our family's only source of income                      I was interested</p> </div>	Handout

	<p>Someone kept pushing me A teacher who kept encouraging me Worked hard to succeed Desire for self esteem</p>	
	<p><b>4a. What went wrong in my learning</b></p> <p>I couldn't see the point of it – I didn't find it relevant; I didn't understand it well enough - I found it too difficult; I couldn't make sense of it Insufficient information I convinced myself I didn't have the aptitude for this subject I didn't like it; It wasn't interesting Not being given the chance to practise The teacher was not friendly; The teacher had little interest in me as a learner The teacher was too fast; didn't stop to see if I was understanding or not; The teacher didn't think I was capable of learning the material; I was afraid of the teacher My lack of self-confidence Felt that the training was imposed on me</p>	
	<p><b>4b. Who might have been to blame for whatever went wrong</b></p> <p>Myself for not working hard at it, for not enduring My teachers for not making it fun My teachers for punishing me for not doing well The teachers who didn't care for us My parents The supervisor of the course My parents who didn't have the resources to send me to a better school Society/the culture</p>	
<p><b>Discussion</b> 15 min</p>	<p><b>Principles of Effective Learning</b></p> <ul style="list-style-type: none"> <li><b>Discussion Question:</b> Ask the group to look at each list of responses that participants have given. Ask: What does this information about our own learning tell us about learning in general? (For each of the 4 points, wait for participants to respond first, and then guide the discussion towards the points mentioned below): (15 m)</li> </ul> <p><b>1. 'Learner's desire/ need to learn' (Enjoyment, Excitement)</b></p> <p>DQ: Look at some of the responses to the question about <b>"What kept you going?"</b> What do you notice about some of the responses?</p> <p>⇒ Try to get them to see that what often kept us going was that we <b>needed to learn something</b> if we were going to make progress or we needed it for our jobs.</p> <p>"Wanting" is a powerful, basic human drive – and we all know that when people REALLY want something, they usually get it sooner or later (whether it's good for them or not!). Unless a person "wants" to learn, they will not learn! And one of the main reasons why learning can fail is because people don't want to learn – or they lose their desire to learn (for a variety of reasons!). If we want people to learn, it's important that they "want" to learn! We need to create in them the desire to learn.</p> <p>Another important motivator for learning is the 'need' to learn. However, whereas "Wanting to Learn" comes from within us, "Needing to Learn" is something that is external. We may need to develop new skills in order to develop our work; or we may want to change our work and that change depends on us acquiring new skills or qualifications.</p> <p>A reality check –</p> <ul style="list-style-type: none"> <li>how many of you are here because you <i>want</i> to learn how to become a more</li> </ul>	

	<p>effective trainer?</p> <ul style="list-style-type: none"> <li>• How many of you are here because you <i>need</i> to learn how to become a more effective trainer – or in fact because you need to learn how to train?</li> <li>• How many of you are here because someone else has told you to be here – and you neither want to learn nor feel that you need to learn about being more effective as a trainer?</li> </ul> <p><i>You might comment that when people are in a class who neither “want to learn” or feel the “need to learn”, then the learning facilitator has some real challenges!</i></p>	
	<p><b>2. ‘Application’</b></p> <p>Look at the responses to Q1 “<b>how you became good at something</b>”. What do you notice about some of the responses?</p> <p>⇒ <i>Try to get them to see that a key to becoming good at something is <b>practice</b> and also by <b>trying things out</b></i></p> <p>In answering the questionnaire, a lot of people answered the question about how they became good at things by using words and phrases like “through practice”, “by hands on experience”, “by experimenting”, by “trial and error”, “by getting it wrong at first and then trying again”. Many of the answers to this question are all about “doing” something. Another word for this is “experiential learning”. If you need to learn effectively – you need to actually <b>do</b> something.</p> <ul style="list-style-type: none"> <li>• when we learn to drive a car – we learn by doing;</li> <li>• when we learn to cook – we learn by doing;</li> <li>• when we learn to speak a language – we learn by practising it – by doing it.</li> </ul> <p>In fact there’s nothing new about this – Confucius said it thousands of years ago, and now even the latest research supports this quote:</p> <p><i>What I hear, I forget</i>  <i>What I hear and see, I remember a little</i>  <i>What I hear, see, and ask questions about or discuss with someone else, I begin to understand</i>  <i>What I hear, see, discuss, and do, allows me to acquire knowledge and skill.</i>  <i>What I teach to another, I master.</i></p>	
	<p><b>3. ‘Reflection’</b></p> <p>Look at some of the responses to the question about “<b>what went wrong in your learning?</b>” What do you notice about some of the responses?</p> <p>⇒ <i>Try to get them to see that the reason why we often couldn’t do things was because we <b>couldn’t make sense</b> of what we were trying to learn</i></p> <p>Learning by doing doesn’t just work on its own! If we don’t process what we are learning in some way, it will never become part of what we KNOW – it’ll never become our knowledge. When we have a meal, our bodies need to digest the food to do us any good! In the same way, as our minds receive new information, unless we digest that information, it will never become part of US. We need to process what we are learning.</p> <p>In fact in the questionnaire, when people were asked what went wrong with their learning, some typical answers included: “I couldn’t see the point of it”, “I didn’t understand it” or “I couldn’t make sense of it”</p> <p>To make sense of something needs time to think about something – it needs time for reflection. Often in our learning we take learners from one piece of information to the next, to the next, without giving them time to “digest” the information. We don’t give them time to think about it.</p> <p>Effective learning needs time for reflection and thinking. People who are good at learning tend to ask themselves questions like</p> <ul style="list-style-type: none"> <li>• “how did that go?”;</li> </ul>	

- “what worked?”;
- “what didn’t work?”;
- “how could I do better next time?”.

Making sense of what we’re learning requires quiet relaxed thinking time and as facilitators of learning we need to ensure that we make provision for our learners to “make sense” of what they are “learning by doing”.

#### 4. Feedback/ Encouragement

Look at some of the responses to Q.2 - “**how you know you can do something well**”. What do you notice about some of the responses?

⇒ *Try to get them to see that a key to knowing you’re good at something is **feedback from others** and that **others tell us we can do something well***

As humans, we like to know how well we’re doing! Research has indicated that one of the most enjoyable aspects of learning is getting feedback from friends and colleagues. We also get feedback when they say “well done”; “that was good”; or when we are asked to do something again. It tells us that what we’ve done is good – so it gives us confidence to try again. Thus there needs to be an encouraging environment for learners to have confidence to learn and try again. This is where **assessment** needs to come in – to give both the Teacher and the Learner feedback about what is the new knowledge that has been learned, or what has not been understood. This feedback is crucial in order for both Teacher and Learners to be able to take the next steps needed.

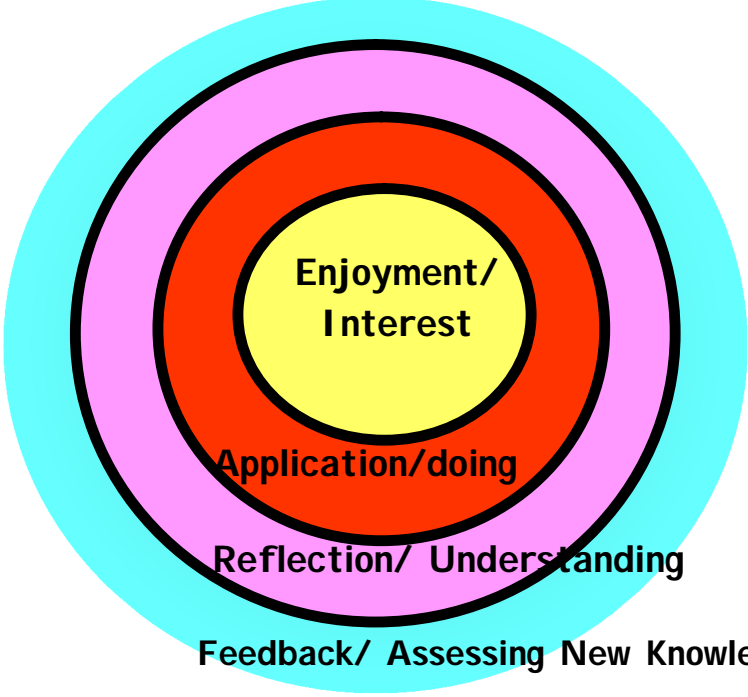
As trainers or facilitators of learning, we give **feedback** whenever

- we ask a question and someone answers it
- we hold a whole class discussion and we comment on people’s input
- we are taking feedback from small group discussions and we comment on the feedback which is given
- we provide hand-out material and other learning resources for the students to work though
- we talk with members of the group outside the class
- we review and comment on written work

Some important things to remember with feedback

- feedback needs to be provided very soon after the actions on which it is based.
- it needs to be positive – negative feedback isn’t very effective in helping people learn; but if learners are told or shown how they can do better the next time, then they can learn from it

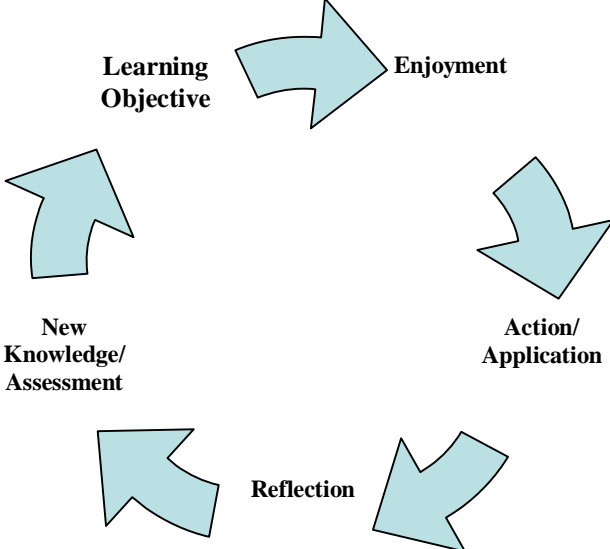
Although I’ve described these 4 aspects of learning in a sequential way, we need to remember that our brains work on overlapping areas all at once. In fact the best way of thinking about and describing these five factors is as ripples in a pond; because each of the 4 processes are in dynamic interaction with the rest.

		
<p><b>Small Group Discussion</b></p> <p>15 mins</p>	<p><b><u>Applying the Principles</u></b></p> <p><b>Objective:</b> To reflect on how participants can apply these 4 principles of effective learning to their own work as teachers or trainers.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• <b>Ask participants: What practical steps can we take to apply these 4 Principles of Effective Learning, to our role as Teachers? As Trainers?</b></li> <li>• Divide participants into 8 groups – 4 groups should think as Teachers, 4 should think as Trainers. Distribute each letter to one group – one as Teachers, one as Trainers. Ask each group to discuss and brainstorm some concrete practical steps they can take, to apply these principles to their work either as Teachers, or as Trainers.</li> <li>• Let them discuss for 5 mins, then ask them to share their responses. Summarize and record their responses on the board. Below are some suggestions and additional input you can give to each question.</li> </ul> <p>1. <b>Enjoyment/ Interest:</b> How do you think we can enhance the “wanting or needing to learn” among our learners?</p> <p><i>First get feedback from participants, then explain:</i></p> <p>Because all WANTING comes from within – we therefore need to motivate our learners by helping them remember what it is that motivates <b>them</b>. To do this we need to first listen to them, get to know them, find out what their interests and passions are, and also what their expectations and needs are. That’s why I asked in our first session together what you hope to gain out of this particular module!</p> <p>As a facilitator of learning, it’s important that you emphasis the benefits and the outcomes of the training for them – because that will enhance their WANT.</p> <p>Both WANTING and NEEDING to learn is focused on motivation. So to help our learners enhance their “need to learn”, helping them see how the training event links in with their needs is very important. Again this is why the introductions are so important – and why getting the learners to identify and</p>	



	<p>share with each other the reasons why they have attended the training and what they hope to benefit from the training is very important.</p> <ul style="list-style-type: none"> <li>• There are different types of motivation – positive (making it more "fun" or offering extrinsic motivation such as prizes or good grades), or negative (such as pressure, fear punishment, beating, low marks) – neither really helps children permanently learn the material, they are only temporary incentives. We need to try generate a genuine interest in the subject matter.</li> </ul> <p><b>2. Application:</b> What can we do to enhance the aspect of “learning by doing” among our learners?</p> <p><i>First get feedback from participants, then explain:</i> As effective learning requires an element of action, we need to make sure we give our participants something to do. A well-structured training session ought to have times when learners can actively engage in activities such as:</p> <ul style="list-style-type: none"> <li>• discussion</li> <li>• brainstorming</li> <li>• applying the learning to their own work/ teaching</li> </ul> <p><b>3. Reflection:</b> How do you think we can enhance the “thinking”, “making sense” or “digesting” among our learners?</p> <p><i>First get feedback from participants, then explain:</i> Effective learning needs to include some “digesting time”. We need to make sure we don’t bombard our learners with non-stop verbal material or with non-stop activities. We need to make sure we give them time to review what they are experiencing and we need to give them thinking time.</p> <p>One way of doing this is to encourage our learners to think about how the material will apply to and in their own setting – perhaps in their work or in their personal life.</p> <p>It’s also good to help them to work on concrete action plans – which can encourage learners to take what they are learning and to apply it.</p> <p><b>4. Feedback/ Encouragement:</b> What steps can we take to create an encouraging learning environment, to assess and provide feedback to the learners during the learning process itself?</p> <p><i>First get feedback from participants, then explain:</i> Feedback helps the learner assess how well they are doing. There are three sets of people from which learners can get feedback</p> <ul style="list-style-type: none"> <li>• themselves – as they reflect on their own learning</li> <li>• their peers – in discussion groups, in study groups (which is why during your self-study we encourage you to meet periodically in study-groups), in peer-assessed assignments</li> <li>• the facilitator of learning</li> </ul> <p>As facilitators of learning – we have a critical role to play in providing feedback – in class, informally in out-of-class activities, and (if the course requires the handing in of assignments) in providing feedback to assignments.</p> <p>What is critical is to provide feedback as soon as possible after the learning event. For example, for learning pay-off it is best if we can provide feedback on a written piece of work <b>as soon after</b> the learner has completed the writing as possible.</p>	
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<p>Trainer Input</p> <p>10 min</p>	<p><b>5 Elements of a Learning Activity</b></p> <p><b>Purpose:</b> To understand 5 elements that must be included in a learning activity.</p> <p><b>Process:</b> Ask participants: <b>What is the nature of a ‘learning activity’? What makes something a ‘learning activity’?</b></p> <p>Explain that ‘active learning’ is not some new or foreign method. It is based on basic universal principles of how people learn, which we discussed just now. These principles apply to all kinds of learners everywhere, learning all kinds of things – whether we are talking about children or adults, in our context or in other contexts. Remind the participants that they themselves came up with these principles when they thought about their own learning experiences!</p> <p>Share the following quote by Confucius: What I <i>hear</i>, I forget What I <i>hear and see</i>, I remember a little What I <i>hear, see, and ask questions about</i> or <i>discuss with someone else</i>, I begin to understand What I <i>hear, see, discuss, and do</i>, allows me to acquire knowledge and skill. What I <i>teach to another</i>, I master.</p> <p>These principles point us to 5 Key Elements that need to be kept in mind while designing any learning activity – whether in a classroom or in a training program – in order to actually make sure that learning takes place. We can easily remember these 5 Elements by the acronym ‘<b>L-E-A-R-N</b>’:</p> <ol style="list-style-type: none"> <li>1. <b>Learning Objective:</b> there should be a clear learning objective for what we are trying to teach through the activity. In designing any activity, we need to ourselves: what is the point or the concept or skills we are trying to teach through this activity? ‘Active Learning’ is not just about doing activity for activity’s sake! It has to have a clear point that leads to some new learning. The learning Objective should be clear in the teacher’s mind, and should also be clearly communicated to the students – so that they know what they are trying to learn. The learning objective should be holistic – not only dealing with knowledge or information, but also about values or skills that we want students to learn.</li> <li>2. <b>Enjoyment:</b> The topic should be linked to the learners’ interests in some way. The learning process or activity should have some element of fun or excitement for learners – so that the learners themselves are naturally motivated to learn. People learn much more easily when they actually enjoy what they are learning – because then they motivate themselves to keep going!</li> <li>3. <b>Action-oriented:</b> The process should allow learners to get involved in some way rather than sitting passively, to try things out for themselves, to apply a concept to a real life situation. Only then will it move from being an abstract concept, to something concrete that makes sense in their real life. It needs to be <b>Action-Oriented</b> – learners need to explore for themselves in order to discover knowledge for themselves.</li> <li>4. <b>Reflection:</b> The teacher should enable participants to think for themselves, to reflect on what is the point of the learning activity, to make sure that students actually understand what they are learning or doing, and not just doing it mechanically. That THINKING element is what moves something from just a mindless ‘activity’ to a real ‘learning activity’! We need to be careful to not just have ‘activity’ just for activity’s sake, or ‘joyful learning’ where it becomes ‘joyful’ without the ‘learning’! All activities must have a clear element where students are encouraged to think for themselves, to understand for themselves – leading to that ‘AHA!’ moment.</li> </ol>	<p>Handout</p>
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<p><b>Activity</b> 15 min</p>	<p><b><u>'Name the Object' game</u></b></p> <p><b>Objective:</b> To demonstrate an example of a learning activity.</p> <p><b>Process (10 m):</b> Ask participants to place about 15-20 small objects on a table in the middle of the room (coin, pen, mobile, comb, etc). Divide participants into Group A and Group B. Group A has to silently select one object from the table, without touching it or saying anything. Group B gets to ask 10 questions to Group A (to which the answer can only be Yes or No), and they have try and guess which object Group A has chosen, in less than 10 questions.</p> <p><b>Reflection Questions (5 m):</b> Ask the following discussion questions to the entire group, and elicit responses:</p> <ol style="list-style-type: none"> <li>1. What were the elements in this activity that made this a learning activity? <ul style="list-style-type: none"> <li>• <i>Whole class involved, element of competition, element of play and enjoyment, goal of success</i></li> <li>• <i>Concept of different objects</i></li> <li>• <i>Arousing curiosity, thinking, observation, raising questions, engaged, confidence, interaction, active participation, classification, categorising,</i></li> <li>• <i>Reasoning, logic</i></li> </ul> </li> <li>2. Which of the 5 elements of a learning activity did we see in this activity?</li> <li>3. What other subjects/ syllabus topics can this activity be used to teach? <ul style="list-style-type: none"> <li>• <i>Language: vocab, translate into different languages, colours, shapes, descriptions</i></li> <li>• <i>Science: different metals, materials, objects, properties of different objects,</i></li> </ul> </li> </ol>	

	<p><i>classification</i></p> <ul style="list-style-type: none"> <li>• <i>Maths: shapes, size, number, figures, colours, structures</i></li> </ul>	
<p><b>Group work (15 m)</b></p>	<p><b><u>Indicators of an Active Classroom</u></b>  <b>Objective:</b> To get participants to reflect on what are the indicators of active learning in a classroom</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Divide participants into 5 groups, and assign one of these 5 categories to each group: <ol style="list-style-type: none"> <li>1. Content/ Curriculum</li> <li>2. Method</li> <li>3. Materials</li> <li>4. Assessment</li> <li>5. Nature of Relationships</li> </ol> </li> <li>• Ask each group to brainstorm: what will be the indicators of an active classroom? If you are visiting and observing a classroom, what things will you look for in each category, to determine whether this is an active classroom or not? (3m)</li> <li>• Ask each group to share their points briefly</li> <li>• Then distribute and explain the Handout 'Active Learning – Observation Format'. Go over each item on the list, and explain how they would use this format in order to observe whether active pedagogy is happening in a classroom or not. They can use this format to assess their own pedagogy, as well as when they observe other teachers.</li> </ul>	<p>Handout: Active Learning Observation Format</p>
<p><b>Video Clip (15 m)</b></p>	<p><b><u>Video Clip of an Active Classroom</u></b>  <b>Objective:</b> To watch a video of active learning in practice, and use the indicators of active learning in order to assess what are the elements of active learning in this lesson.</p> <p><b>Process:</b>  Show a video clip which shows an example of a an active classroom. Ask participants to assess the extent of active learning in the lesson, using the 'observation Format' just discussed. After the clip, give them a few minutes to complete recording their observations in the format. Then go over each category and ask them to share their observations, what they thought was good or bad in the lesson.</p>	<p>Video clip of an active classroom</p>
<p><b>Discussion 10 m</b></p>	<p><b><u>Reflecting on This Workshop</u></b>  <b>Purpose:</b> To reflect on the elements of active learning being demonstrated in this training workshop.</p> <p><b>Ask participants:</b></p> <ul style="list-style-type: none"> <li>• Which features of active learning do you see reflected in this training workshop?</li> <li>• How are these elements different from other trainings you may have attended in the past?</li> <li>• How have these elements impacted your experience and learning in this workshop?</li> </ul> <p>Ask them to discuss in their groups (5m), and then share responses with the entire group (5m).</p>	
<p><b>Large Group Discussion 20 min</b></p>	<p><b><u>Active Learning: Good or Bad?</u></b>  <b>Purpose:</b> To reflect and discuss different concerns or misconceptions people might have regarding active learning.</p> <p><b>Process:</b>  Ask each of the following questions to the entire group, and discuss/ debate each of these issues. Allow participants to reflect for sometime, and to debate among</p>	

	<p>themselves to some extent. Then share your inputs – some suggestions are provided below.</p> <p><b>1. What is the reason behind using activities during the learning process?</b></p> <ul style="list-style-type: none"> <li>• Helps students understand more easily – seeing, touching, doing</li> <li>• To make an abstract concept more concrete – relating it to real life</li> <li>• Arousing interest and motivation for learning</li> <li>• Becomes child-centred and active</li> <li>• Builds students confidence – that they can do it themselves</li> <li>• Helps students discover new concepts</li> <li>• Students learn to observe, to experiment</li> <li>• Students start doing the activities even outside the classroom – so they automatically practice and review even on their own</li> <li>• Develops bonding between teachers and students</li> <li>• All-round development of the child</li> <li>• Students remember these activities much more easily than they remember facts they read in a book</li> <li>• as you start this activity, you slowly get lost in the activity and forget all else – that's the feeling we need to generate in the classroom.</li> </ul> <p><b>2. What are the pros and cons of Active Pedagogy?</b></p> <p><b>3. With Active Pedagogy, does it take more time to complete the syllabus?</b></p> <ul style="list-style-type: none"> <li>• More time is needed for preparation – but if teacher is well prepared, then it takes less time in the classroom itself</li> <li>• Activities help students understand more easily and quickly – so it saves time usually spent in explaining over and over</li> <li>• Since students' interest is increased, it saves time usually wasted in classroom management (i.e. less chance of students being distracted/ misbehaving, etc)</li> <li>• Since students begin to practice the activities outside the class, it saves time from reviewing – students practice by themselves</li> </ul> <p><b>4. What is the relationship between 'active pedagogy' and 'constructivism'?</b></p> <p>Very simply, constructivism involves:</p> <ol style="list-style-type: none"> <li>1. You start with what the learner already knows/ has experienced, and then you build on that in order to arrive at a new concept</li> <li>2. Instead of telling the learner something, let the learner think for themselves and discover on their own, through experiencing something for themselves and then reflecting on it themselves.</li> </ol>	
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## 10. Nature of Active Learning in Different Subjects (3h)

This will involve parallel sessions each for Language, Maths, Science, Social Science. Below is the broad template to be followed for each subject:

Activity	Process	Preparation
Large Group Discussion (20 m)	<p><b><u>Purpose of Language Learning</u></b> Discussion Questions:</p> <ol style="list-style-type: none"> <li>1. What is the reason why we learn language in the first place? What do we want children to learn through teaching language? <ul style="list-style-type: none"> <li>• Elicit responses.</li> <li>• Suggested response: To be able to effectively use reading, writing and oral skills to <b>interact</b> with others, to <b>express</b> one's thinking and to <b>acquire</b> information</li> </ul> </li> </ol>	
Large Group Discussion (20m)	<p><b><u>What do we want to change?</u></b> Discussion Questions:</p> <ol style="list-style-type: none"> <li>1. How is language typically taught in our average classrooms? What are the methods usually used?</li> <li>2. Are these methods sufficient for children to learn what we really want them to learn?</li> <li>3. Is there anything we want to change in the way language is currently taught in our classrooms?</li> </ol>	
Small Group Discussion (15 m)	<p><b><u>Language Learning in Everyday Life</u></b></p> <ul style="list-style-type: none"> <li>• Remind them that active pedagogy means starting with what children are already naturally interested in, and relating all teaching to what students already do in their day to day lives. Children are natural learners, and there is a lot of language learning they already do in their everyday lives. Thus we first need to identify what these elements are.</li> <li>• Break up into groups of 5 and discuss the following question: <ol style="list-style-type: none"> <li>1. What kind of 'language learning' activities do children already enjoy doing in their day to day lives? How can we appreciate what the child is already practicing (in her everyday life) that can be considered 'language learning'?</li> </ol> </li> </ul>	
Large Group Discussion (20 m)	<p><b><u>Effective Classroom Processes in Language Pedagogy</u></b> Discussion Question:</p> <ul style="list-style-type: none"> <li>• What kind of classroom processes can help nurture these natural skills further? Elicit responses.</li> <li>• (Refer to Hand-out: Active Pedagogy in different Subjects)</li> </ul>	
Trainer Input (10 m)	<p><b><u>Designing a Language Activity</u></b> Walk them through a step-by-step process of designing a language activity, using the template provided.</p>	
Group Work (40 m)	<p><b><u>Identifying &amp; Assessing Learning Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Explain how each topic that we teach needs to have a clear learning objective.</li> <li>• This learning objective should be in the form of a clear outcome – 'At the end of this lesson, the child will be able to...'</li> <li>• The learning objective should be holistic – it should not only include Knowledge to be remembered, but also Skills to be acquired, and Attitudes/ Values to be imbibed</li> <li>• Give a few examples of learning objectives.</li> <li>• <b>Group work:</b> <ul style="list-style-type: none"> <li>• Break them into groups of 4-5, and ask them to go through one of the textbooks, pick 5 lessons, and identify what the learning objectives would be for those lessons. Make sure they are explicit, and holistic.</li> <li>• Brainstorm creative ways of how the Teacher can assess whether the child has achieved that learning objective.</li> </ul> </li> </ul>	

Group Work (50 m)	<p><b><u>Brainstorming Activities</u></b> In the same groups, choose a Standard level, and brainstorm a list of ideas for activities that can be used to teach language at that level. Ask each group to present their ideas.</p>	
Trainer Input (10 m)	<p><b><u>Task for Day 5: Design an Activity</u></b> Discuss the task for Day 5: Each person will have to choose a certain lesson in the textbook, and then will have to identify a learning objective, and design an activity using the template provided, along with a method of assessing whether the learning objective has been achieved. They will each get 5 minutes to present their activity on the afternoon of Day 5. While each person presents, the rest of the class will evaluate their activities based on the Observation Format, and will share their feedback.</p>	

## 11. How Our Beliefs & Assumptions Shape our Teaching (3hrs)

Activity	Process	Preparation
<b>Introduction</b> 5 m	<p><b>Refer again to the Tree Diagram</b></p> <p><b>TRUTH: You cannot change the fruit without changing the root!</b></p> <p>Very often, our trainings focus only on teachers' knowledge, or sometimes their practice. But without first addressing their underlying attitudes and mindsets, we cannot bring change in their practice. Explain that over the course of this training, we will be looking at how to address all three layers – Teachers' mindsets, attitudes, and practice, in order to truly bring change in teachers and thus students.</p>	
<b>Pictures</b> 10 m	<p><b>Who Sees What?</b></p> <p><b>Objective:</b> To be aware that we approach the world around us from different perspectives or worldviews.</p> <p><b>Process:</b></p> <ol style="list-style-type: none"> <li>Hold up the following picture, and ask participants what they see. Get them to debate – is it a vase, or two faces looking at each other?</li> </ol>  <p><b>2. Sadhu-Sardar Picture</b></p> <p>Ask half the room to close their eyes while the other half takes a look at this picture. Then switch, and ask the other half to close their eyes, and ask the first half who closed their eyes to now look at the picture (in between, turn the picture upside down).</p> <p><b>Ask the whole group:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What did you see? (Was it a Saddhu, or a Sardar with a turban?)</li> <li><input type="checkbox"/> Why are we seeing different things?</li> </ul> <p><b>Reflection:</b></p> <p>Explain how we approach the world around us from different perspectives. The same thing can look different depending on our perspective.</p> 	Picture of faces/ vase Sadhu-Sardar Picture
Trainer Input 5m	<p><b>Worldview Glasses</b></p> <p><b>Objective:</b> To reflect on the concept of 'worldview' as a lens through which we see the world.</p> <p><b>Process:</b></p> <p>Explain that a worldview is like a pair of glasses. Ask a volunteer (who does not usually wear glasses) to stand up and put on a pair of power eye-glasses. Ask them to describe what they see.</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the world really fuzzy?</li> <li><input type="checkbox"/> For those who wear glasses what is the first thing we do when you wake up? The last thing you do before you sleep? In between, how much do you think about your glasses?</li> </ul> <p><b>Reflection:</b></p> <p>Worldview is a set of beliefs and assumptions about reality, about existence, about the nature of God and the universe and the purpose of life, the purpose of education, etc. These beliefs serve as a lens which influence the way we think and act.</p>	



	<p>Worldview is like a set of glasses for the mind. Our worldview determines what we are going to see, not what is actually there to be seen. Like eye-glasses most of the time we look through them instead of at them. For some of us this might be the first time we have ever considered we have a worldview.</p> <p>Just like when you look through a coloured lens everything seemed one colour and through another lens it all seemed another colour, each person has their own worldview. No two people have entirely the same way of looking at the same thing and the best part of this is that it is completely normal for each person to have their own worldview. You and I might differ in perception or in opinion but we know that one is not right and the other is not wrong (unless, of course, one is lying). Once we internalize this belief, we will learn that it is so easy to appreciate others and their differences.</p>	
<p>Trainer Input 10 m</p>	<p><b><u>What is 'worldview'</u></b></p> <p><b>Purpose:</b> To explore and clarify participants understanding of 'worldviews'</p> <p><b>Discussion Questions:</b></p> <p>1. What in your opinion is the definition of worldview? (view of the world, point of view, perception, opinion, out-look or anything else that suggests that it is a way in which an individual views and reacts to the world around them. Worldviews can be made up of views, opinions, actions, reactions, interaction, lifestyle, choices, belief system etc.</p> <p>2. What might be some examples of worldviews? (examples include religion, philosophies, mottos in life, choice of lifestyle, all kinds of "isms" and belief systems)</p> <p>Your family, your religion, your nationality, your culture, your educational background, your age, your gender are just a few of these factors. These and so many other aspects come together to make up your worldview. If you look at your entire thought and behaviour process as a tree then the roots of this tree is what your worldview is – your mindset or beliefs and assumptions.</p> <p><input type="checkbox"/> It is because of worldviews that we react to things in a certain way. You will find that some issues are offensive to some people while for others it is normal. It is our worldview that guides us in our ideas and beliefs about what is right/wrong, normal/abnormal, acceptable/unacceptable etc.</p> <p><input type="checkbox"/> Your worldview is the lens through which you see the world. You might or might not be conscious of the worldview that you have and it might even change with time and experiences. But, eventually, it is your worldview that will shape the way you see and react to the world around you</p> <ul style="list-style-type: none"> <li>• 'Active pedagogy' involves putting on a new set of glasses, changing some key beliefs or assumptions about the way we view children and teaching.</li> <li>• Ask participants to clap, - if they are right-handed, they will clap with their right hand, and vice versa. Now ask them to switch and clap with their left hand (if they are right-handed – this will uncomfortable.) When we are used to doing things a certain way, any change is uncomfortable – it does not feel natural – it has to be a conscious intentional effort</li> </ul>	
<p>Story (5 m)</p>	<p><b><u>Seven Blind Men and the Elephant</u></b></p> <p><b>Purpose:</b> To understand the importance of worldviews</p> <p><b>Method:</b> Participants will be able to understand the importance of worldview by reading the story of the three blind men and the elephant and answering a few questions about it.</p>	

	<p>Give participants a couple minutes to read the story of the three blind men and the elephant to themselves.</p> <p>Seven blind men in the village were friends and spent their days discussing things about the world. One day the topic of "elephant" came up. None had ever "seen" and elephant, so they asked to be taken to the elephant to find out what it was. One touched the side, another the tail, another the trunk, another the ears, another the legs, and so on. After their tour they got together to discuss what they had "seen."</p> <p>"Oh, an elephant is just like a wall," said one (who had touched its side). "No, it is like a rope," said another. "You are both wrong," said the third, "it is like a column holding up a roof." "It is like a python carcass," said the fourth. "It is like a chapati (roti)," said the one who had felt its ears. And on and on they argued.</p> <p><b>Questions about story:</b>  a) What does this story have to do with worldview?  b) How does each person touching a different part of the same thing give each of us a different perspective?  c) Who is right? Are any of them wrong?</p> <p><b>Conclusion:</b>  The concept of worldview is important to understand because we are all like those blind men to an extent. We have all lived different lives and have been exposed to different things and have different beliefs about rights and wrongs and truths and untruths. But that does not change the fact that you are still sharing a life with hundreds and millions of people who have a different worldview than yours. It becomes essential then that all of us not only become aware of the differences in the way we perceive the world but also learn to respect these differences.</p>	
<p><b>Individual Reflection (10 m)</b></p>	<p><b><u>Worldviews of Those Around me</u></b>  <b>Purpose:</b> To engage participants in thinking about the worldviews of those around them</p> <p><b>Process:</b>  Take a minute to think about a few people in your life (parents, siblings, friends, relatives, colleagues, etc). How do they see the world differently from you? Based on their upbringing and experiences, do they have any beliefs that are different from yours? Does that affect your relationship in any way?</p> <p><b>Reflection</b>  Ask 4 or 5 participants to share briefly what they learned in the exercise.</p>	
<p><b>Survey and Debate (30 m)</b></p>	<p><b><u>Beliefs Survey Questionnaire</u></b></p> <p>Distribute the 'Beliefs Survey Questionnaire'. Ask participants to fill out the survey individually, by ticking whether they Agree or Disagree on a scale of 1 to 4). Then ask them to discuss in groups of 5 – to debate until they arrive at a consensus within the group, for each answer. They must present logical arguments until each person in their group is convinced. Then discuss within the larger group.</p>	<p>Beliefs Survey Questionnaire</p>
<p><b>Small Groups (30 m)</b></p>	<p><b><u>Active vs. Passive Beliefs</u></b>  <b>Purpose:</b> To get participants to reflect on the difference in beliefs underlying an active pedagogy and a passive pedagogy</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Divide into groups of 5</li> <li>• Ask participants to look at the handout chart 'Active Vs. Passive Beliefs' listing different examples of current practice that is seen in many of our schools (with 'Root Beliefs' column left blank).</li> </ul>	<p>Handout</p>

- For each practice, ask them to brainstorm and think what must be the underlying root belief that may be contributing to the practice. Give one example – (eg. Focus on memorization, may be due to the teacher's belief that the textbook is the ultimate source of knowledge, and that the teacher's duty is to make sure students reproduce the textbook content)
- After groups have finished, go over each point, solicit responses from the groups. Supplement their answers by referring to the filled out table provided in your notes.

### Active vs. Passive Beliefs

	Current Practice	Root Belief
<b>1. Nature of knowledge</b>	Focus on memorization; teacher spoon-feeds the right answer	All the knowledge is possessed by the teacher/ textbook, and must be deposited in students' minds. There is ONE right answer, and no learning has taken place unless students write the 'textbook' answer.
<b>2. Control over learning process</b>	Teacher dominates, and fully decides the content and pace of learning.	Children seen as property, must be controlled, should not be given freedom or choice
<b>3. Teacher-student relationship</b>	Hierarchical; Only teacher talks, student must listen without questioning	Child is seen as blank sheet, empty vessel. Authority figures should decide, and others should listen & obey. Children should not be given freedom or choice.
<b>4. Responsibility for learning</b>	Teachers blame students for not paying attention in class	It is the student's job to pay attention and learn, not the teacher's problem
<b>5. Attention to each child</b>	Weak students are neglected	Students are born with a fixed level of intelligence. Some children are simply not capable of learning. Some children are more important than others.
<b>6. Students' potential</b>	Lower expectations from government school children	Poor children cannot learn as well as more privileged children – not all children are born equal
<b>7. Teaching methods</b>	One teaching style (lecture-based) for all students	All children learn at same pace and in the same way. People learn best by listening quietly
<b>8. Role of Activity and Play</b>	Teachers feel they don't have time for activities due to pressure to complete syllabus	'Playing' is seen as separate from learning
<b>8. Students' mistakes</b>	Students not allowed to make mistakes, are punished if they do	Mistakes are bad, they are a sign of lack of learning
<b>10. Purpose of education</b>	Large focus placed on exam results.	The purpose of education is to help ME get ahead in life What matters most is memorizing information that will help students succeed in exams.
<b>11. Accountability</b>	Teachers often remain absent or don't teach	If you can get away with something without getting caught, it's ok

Small Group Discussion 20 m	<p><b>Key Beliefs that Make a Difference</b></p> <p><b>Purpose:</b> To understand what are the alternate beliefs underlying the approach to NCF 05, and to think through what would be the implications for classroom practice if each of these beliefs were changed.</p> <p><b>Process:</b> Ask participants to discuss in their small groups again, the next two columns of the table:</p>	Handout
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	<p>1. For each belief that we identified as underlying a passive pedagogy, what would be the opposite of that belief?</p> <p>2. If that belief were to change, what would be the implications for classroom practice? How would our practice change based on a change in belief?</p> <p>After groups have finished discussing, go over each point, solicit responses from the groups. Supplement their answers by referring to the filled out table provided in your notes.</p>	
<p><b>Sharing personal stories</b> 15 m</p>	<p><b><u>What Changed Me?</u></b></p> <ul style="list-style-type: none"> <li>○ Ask participants to look at the list of Active vs. Passive beliefs, and to choose one example of a belief that they may have previously held and that over time got changed. Ask them to share that experience with a partner, of how that belief got changed</li> <li>○ If they do not feel there has been any change in their beliefs, ask them to explain why. What would it take to change their beliefs?</li> </ul>	
<p><b>Trainer Input</b> 10 m</p>	<p><b><u>How to Change Worldviews?</u></b></p> <p>Purpose: To reflect on the process of how worldviews are changed.</p> <p>Ask participants: How do you think we can help to change some of these beliefs among teachers? Allow them to discuss and share their ideas.</p> <p>Present the following suggestions in addition to what they shared:</p> <ul style="list-style-type: none"> <li>● <b>Experiencing a new approach:</b> Teachers must themselves experience a different approach – eg. a democratic Trainer-teacher relationship, giving them freedom and choice, valuing each and every teacher</li> <li>● <b>Encourage critical self reflection:</b> Teachers must be made aware of these assumptions – must be given opportunities to question, discuss, reflect on these assumptions, to engage in dialogue with others and consider alternative perspectives</li> <li>● <b>Create a safe emotional environment:</b> through group activities which allow the group to bond together, feel safe to share their personal experiences and views, and where every individual feels valued</li> <li>● <b>Empower confidence and motivation:</b> Help teachers identify their strengths; give them small tasks where they can experience success; constantly affirm their experiences or responses.</li> <li>● <b>Inspire with a vision of what is possible:</b> Show concrete evidence of children’s capabilities and creativity, or examples of what teachers in similar contexts have been able to innovate</li> <li>● <b>Creating cognitive dissonance:</b> Exposure to new information, knowledge, insights, or values through role play, critical debates, case studies, simulations, games, life histories, which allow teachers to encounter a point of view that is different from their own.</li> <li>● <b>Utilize soul work:</b> use of journal writing, reflection, artistic projects, poetry, inspiring quotes, novels – strategies that allow teachers to reflect on their own values, goals, sense of purpose and motivation, creativity</li> <li>● <b>Practice small changes:</b> Teachers must leave the training with a concrete plan of action with specific but small changes and doable strategies that they can implement in their classroom which will yield visible student learning outcomes, which will further enable an experience of success and change of beliefs</li> </ul>	
<p><b>Personal reflection</b> 10 m</p>	<p><b><u>Personal Reflection</u></b></p> <p>Ask participants to reflect individually and write in their notebooks:</p> <ul style="list-style-type: none"> <li>● To what extent are the NCF 2005 beliefs evident in my practice?</li> <li>● Are there any steps I can take to begin to reflect these belief more in my day to day life and work?</li> </ul>	

## 12. From Classroom to Community (2.5 hrs)

Activity	Process	Preparation
<p>Read and Reflect (10 m)</p>	<p><b><u>NCF 2005 Quotes</u></b></p> <p>Remind participants of one of the 5 key dimensions of the NCF 2005 vision – “connecting knowledge to life outside of school.”</p> <p>Ask different participants to read each of the following quotes from the NCF:</p> <p>“Learning takes place both within school and outside school. Learning is enriched if the two arenas interact with each other” (15).</p> <p>“In this document, we emphasize the significance of contextualising education: of situating learning in the context of the child's world, and of making the boundary between the school and its natural and social environment porous. ..because the aim of knowledge is to connect with the world.”</p> <p>"The child's community and local environment form the primary context in which learning takes place, and in which knowledge acquires its significance" (30).</p> <p>“Enabling learning through participation in the life of a community and the nation at large is crucial to the success of schooling. The failure to provide this will result in the failure of the system"</p> <p>“Our children need to feel that each one of them, their homes, communities, languages and cultures, are valuable as resources for experience to be analysed and enquired into at school; that their diverse capabilities are accepted; that all of them have the ability and the right to learn and to access knowledge and skills; and that adult society regards them as capable of the best.”</p> <ul style="list-style-type: none"> <li>• <b>Ask participants to share their reactions or thoughts on the above quotes. Do they agree or disagree? Why?</b></li> <li>• <b>Explain the following in your own words:</b></li> </ul> <p><b>Connecting learning to children’s daily lives (From NCF 05)</b></p> <p>Day after day children bring to school their experiences of the world around them the trees that they have climbed, the fruits they have eaten, the birds they have admired. All children are alive to the natural cycles of day and night, of the weather, the water, the plants and the animals that surround them. Children, when they enter Class I already have a rich language base of small numbers, and the rudiments of operations are already in place. Yet rarely do we hear the knowledge that they already have and which they bring into the classroom. Rarely do we ask children to talk about or refer to the world outside the school during our lessons and teaching. Instead we resort to the convenience of the printed word and picture, all of which are poor replicas of the natural world.</p> <ul style="list-style-type: none"> <li>• Before starting a lesson on living and non-living, if a teacher was to take her class out on a walk through a field near the school, and on returning asked each child to write the names of ten living things and ten non-living things that she/he saw, the results would be amazing. Instead, children are usually required to look at a drawing in the textbook, or a list of words, and sort the things out as living and non-living.</li> <li>• During a lesson on water pollution, children could examine the water sources and water bodies and then connect these with different types of pollution. This exercise could also raise issues regarding how lack of safe water affects health. Instead, children are expected to see pictures of polluted water and comment on them.</li> </ul>	<p>Handout</p>

	<ul style="list-style-type: none"> <li>When studying the moon and its phases, how many teachers actually ask the children to look at the moon at night and then talk about it the next day?</li> </ul> <p>The local environment is thus a natural learning resource, which must be privileged when making choices regarding what should be included. The local environment consists not only of the physical and natural world but also the socio-cultural world. All children have a voice at home, and it is essential for the school to ensure that their voices continue to be heard in the classroom as well. Communities also have rich cultural resources: local stories, songs, jokes and riddles, and art, all of which can enrich language and knowledge in schools. They also have rich oral histories. By imposing silence we stifle children.</p>	
<p><b>Group Discussion</b> (15 m)</p>	<p><b><u>Why Community Linkages?</u></b></p> <p>Ask the following discussion questions to the entire group (elicit responses, then add your inputs):</p> <ol style="list-style-type: none"> <li>Why is it important to connect learning to life outside the school?</li> <li>Why is it important for the school to encourage children to learn about and value their own culture and community?</li> <li>To what extent are our schools enabling this at present?</li> <li>In what other ways can we help connect learning to life outside the school?</li> </ol> <p><b>Reflection:</b> To help children learn, we have to help them strengthen their self esteem. This process can be helped by making sure that what children learn is meaningful to them. They should know their culture, their customs, their songs, poems, riddles, jokes, games, and also understand their local environment with its plants and animals. Popular traditions help children discover their culture whilst having fun. They can enjoy their local language, religion, folklore, popular knowledge, etc. If learning is connected to children's daily life then new knowledge will be learned more easily and be retained, and children will be more competent.</p> <p>Explain that we will look at four ways of moving learning from classroom to community (These are just a starting point, and they can suggest other ways as well):</p> <ol style="list-style-type: none"> <li><b>Connecting to knowledge and experiences</b> that children already bring from their daily lives</li> <li><b>Bringing in materials from outside:</b> through TLMs and Learning corners, consisting of materials brought from home or made at school</li> <li><b>Bringing in Resources/ Resource Persons</b> from outside</li> <li><b>Taking children outside the classroom</b></li> </ol>	<p>Handout</p>
<p>Group Activity (30 mins)</p>	<p><b><u>Linking learning to students' knowledge and experiences</u></b></p> <p><b>Objective:</b> To reflect on how we can make learning relevant to children's everyday lives</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Divide participants into 8 groups. Give one SSC textbook to each group (ideally from different subjects, and different class levels – eg. Lang, Math, Sci, Social Sci, one from primary, one from upper primary level)</li> <li>Ask each group to choose one topic in the textbook (or more than one, if they have time).</li> <li>For the topic they chose, they have to ask the following questions:             <ol style="list-style-type: none"> <li>What do students already know about this topic?</li> <li>What do students want to know about this topic?</li> <li>What do students naturally like or are interested in, that could be related to</li> </ol> </li> </ul>	<p>Handout</p>

	<p>this topic?</p> <p>7. How is this topic useful and relevant to students' daily lives?</p> <ul style="list-style-type: none"> <li>Once they have answered these 4 questions, they have to brainstorm: How can the above be used in the classroom? List ways in which the teacher can bring in the knowledge, interests and experiences that students have, in order to teach the topic in a manner that is interesting, meaningful and relevant to students' daily lives?</li> <li>For e.g. 'money' – used to buy items at a shop, payment and change (also involves addition and subtraction, taught as interactive play – set up shop in school with empty boxes / packets etc. and 'play' shops, buying and selling, giving change etc.</li> <li>Ask different groups to share what they came up with.</li> </ul> <p><b>Reflection:</b> While planning to teach any topic, we should first ask ourselves these 4 questions. If we use these as a starting point for planning our lesson, and build whatever we teach based on the knowledge and interest students already have, then they will be naturally motivated to learn – we will not need to force them to learn! Asking these questions will help children to relate to the topic, and help them to understand and learn more quickly. Moreover, some children may be “experts” on certain topics, such as fishing or growing vegetables, and these children should be given opportunities to present their knowledge for the benefit of others in the class.</p>							
<p>Pair Activity (25 m)</p>	<p><b><u>Bringing materials from Outside</u></b> <sup>19</sup></p> <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Ask participants: What is a TLM?</li> <li>Ask: Why is it important to use materials other than textbooks while teaching?</li> <li>Ask: To what extent are teachers using TLMs in their classrooms? Why are teachers sometimes reluctant to use TLMs?</li> <li>Discuss the concept of TLMs – It is not about having expensive materials that ends up being kept in the cupboard most of the time because teachers are afraid of spoiling them! Instead, any material from around us can be used as a TLM.</li> <li><b>Demonstration:</b> Hold up a pen, and ask participants to estimate: how many lengths of the pen will it take to measure the entire blackboard? (Ask them to guess. Then use the pen to measure the length of the blackboard, and see who was right).</li> <li>Explain how TLM is not in the object- it is in the teacher's mind. When a teacher starts thinking creatively, anything can become a TLM!</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Ask participants to pair up with 1 partner. Each pair has to get up, and collect any 3 items from their immediate environment that could be used as a TLM. They can search inside or outside the training hall, but they can take <b>no more than 20 steps</b> from the door of the training hall.</li> <li>Each pair must bring back the 3 items they found, and then brainstorm a list – for each item you found, list a learning objective/ topics that you could teach using that TLM, and describe an activity that you could do using that TLM to teach that topic (10 m).</li> <li>Give 1 or 2 examples, and ask them to draw a similar table for their items.</li> <li>Ask them to share their ideas with the whole group.</li> </ul> <table border="1" data-bbox="316 1951 1276 2009"> <thead> <tr> <th data-bbox="316 1951 491 2009">Item</th> <th data-bbox="491 1951 683 2009">Learning Objective</th> <th data-bbox="683 1951 1276 2009">Activity</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Item	Learning Objective	Activity				
Item	Learning Objective	Activity						

	<p><b>Small stones</b></p> <p>Counting in fives</p> <p>In groups of 3, learners place 5 stones on the ground. They draw a circle around each group of 5 stones. Learners continue making groups of 5 stones until they have 50 stones.</p>
	<p><b>Straw /Grass</b></p> <p>Addition</p> <p>Have students collect 14 pieces of straw (or grass). Then have them count the straws into one group of tens. They should tie the group of 10 with string and place the new group in the “tens” tin. The last four pieces can be placed in the “ones” tin. Make sure they write out: one ten plus four ones equals fourteen. (<math>10 + 4 = 14</math>). Once they understand how the tins work you can do more difficult problems such as 2 “tens” plus 3 “ones” equals 23.</p>
	<p><b>Sticks</b></p> <p>Measuring</p> <p>Measuring is an important skill for learners to have. You can begin with learners measuring objects in the class with their hands, fingers, length of step, etc. Once they have done this they can move on to an actual measuring stick. The measuring sticks (or strings, etc.) can be used to measure each other’s legs, arms, height, etc. They can also be used to measure the length of objects in the room (desk, door, window) or even the room itself.</p>
Trainer Input (10 m)	<p><b><u>Learning Corners</u></b><sup>20</sup></p> <p><b>Explain about the importance of Learning Corners:</b></p> <p>Children are often curious about the natural world around them. Science and mathematics corners can stimulate children’s curiosity and improve learning. Children can collect and organize all of the things that interest them, and these resources can be available for use by <b>ALL</b> children.</p> <p>Children may grow seeds in these corners, collect fruits, and display objects they have found, such as seashells. You will need to think carefully where these learning corners should best be located so that <b>ALL</b> children can work in these areas without disturbing others.</p> <p>Some Examples:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> For science and nature corners, living things like fish can be very appropriate in an active classroom. However, children need to learn how to care for living things, to reduce cruelty, and to return them to the wild after study, if possible.</li> <li><input type="checkbox"/> <input type="checkbox"/> In the mathematics corner, empty cans (with lids) and packets can fill the shelves. They can serve as learning materials themselves (for instance, equating numbers with objects), as well as places to keep other materials, such as coins and bank notes. Such “paper money” can be made from cardboard and paper and used in role-playing activities, such as going to the market. Scrap materials can also be stored here for future use, such as cardboard, string, wire, tape, pieces of dress material or other cloth, plastic, etc.</li> </ul> <p>Objects found, labelled, displayed, and used by the children help them to make the link between school, daily life, and the local community.</p> <p>Local craftspeople and musicians can visit the school and talk with children. Perhaps they can leave objects, such as tools and instruments, for children to explore and draw, at least for a short time.</p> <p>Children should participate fully in organizing and managing the classroom and learning materials. There can be small groups, teams, or committees that can establish and maintain the learning corners. Their participation will help to manage classroom learning materials, and it will help the children to develop responsibility</p>



<p>Small Group Discussions (10 m)</p>	<p>and citizenship skills. Classroom committees can comprise a coordinator and secretary who are held accountable by the rest of the class to take their responsibilities seriously.</p> <p>The important thing with all of these learning materials is that they are used by the children.</p> <p><b>CLASS LIBRARY</b></p> <p>Many rural communities lack library facilities, thus children do not have access to many books. A class library can be created just by using a cardboard box that is decorated and then filled with locally made books.</p> <p>When children create their own books, no matter how simply made, they take pride in seeing their story “in print.” They also learn about how books are made, classified, and cared for. You can even have children make “zig zag” books. These books are made from pieces of paper that are folded two or three times, with text on each “page,” like a brochure. The children can illustrate these “books,” and they can become treasured reading materials when few books are available.</p> <p>Books made by children can be very effective teaching aids. The explanations or illustrations that children include in their books may help another child to understand an important concept. Children look at problems in a different way than adults; they use language that is easier to understand; and they may communicate important information successfully, even more so than the teacher.</p> <p><b>Group Discussions:</b></p> <ol style="list-style-type: none"> <li>1. Divide into groups. Choose one subject and list the sort of materials that we can collect to use in a learning corner for that subject.</li> <li>2. Make a timetable of the actions a teacher would need to take to establish learning corners and to organise the children to label materials, catalogue them and look after them.</li> </ol>	
<p>Video Clip &amp; Discussion (15 m)</p>	<p><b><u>Bringing Resource Persons from Outside</u></b></p> <ul style="list-style-type: none"> <li>• Show a 5-min Video Clip from ‘Young Historians’, showing how children can be taken to interview older members from their community to learn about historical events.</li> <li>• Ask them to discuss and share ideas: How else can people from the community be used as Resource Persons in the classroom? What kind of experiences, knowledge and talents can be identified among community members, that can be used in the classroom?</li> </ul>	<p>Video Clip: Young Historians</p>
<p>Group Discussion (15 m)</p>	<p><b><u>Taking children to the community</u></b><sup>21</sup></p> <ul style="list-style-type: none"> <li>• Talk about the importance of also taking children outside of the classroom, in order to allow them to participate in the community, and to link what they are learning to the community around them. Share some examples of how this can be done.</li> <li>• Eg. In one school, fifth Std. students <b>studied the environment</b> of their community for science class during the year. They documented signs of deforestation and interviewed community members about the history of the forest in the community. They also discussed ways of planting trees in their community. At the end of the year, the students presented their study to all of their parents. These parents actually learned about the community from the students! They were impressed with what the students had learned, and the ways in which students presented the information. Parents and students together joined together to find solutions to the environmental problems in their community.</li> <li>• Children can also participate in <b>community service activities</b>. Eg. in another school, children regularly volunteered to clean the houses of elderly persons who were living alone. At the end of the day, they shared a meal and the</li> </ul>	

	<p>elderly talked about the community's history and culture. Despite their differences in age, everyone developed closer relationships and better caregiving practices. In addition, the children also worked to keep roadways and paths in the community clean in order to avoid accidents.</p> <ul style="list-style-type: none"> <li>• <b>Field Visits:</b> In field visits, children go outside of the classroom, for instance, to the school garden, to a well or a community dam. They can observe specific organisms or natural phenomena, as well as learn from experts. Eg. In visits to the school garden, each group can perform a single task, with each task complementing the others. For instance, they can catalogue the types and estimate the numbers of insects; catalogue the kinds and numbers of plants; look for signs of mammals, such as holes, burrows, or gnawed roots; or map and measure the garden. In the classroom, the groups can add their reports to a class "garden reports centre" or create a class garden display. The field visit allows for meaningful learning. It also is an example of integrated learning where, for instance, research on the garden involves mathematics, science, language, and social studies.</li> </ul> <p>Ask them to discuss in groups of 3 and then share with the whole group:</p> <ol style="list-style-type: none"> <li>1. Brainstorm some ways in which students can get more involved in their community or share in their community's activities as part of learning.</li> <li>2. Identify what are the resources that your community might have, which can be useful for children's learning. <ul style="list-style-type: none"> <li>• Start with the school. Does the school keep farm animals or other types of animals? Is there a garden plot? Are there trees or fields? Are there bird nests or ant hills? Within the school circle, list the names of every learning opportunity outside the classroom. Are you able to create a new learning environment for children, for instance, a school garden?</li> <li>• Next, move on to the community, town, or district. Consider the shops and businesses that might be interesting for the children to study. Is there a farmer with special crops, or special animals? Is there a museum, a forest, park, or a field? Write the names of these learning opportunities in the circle.</li> </ul> </li> </ol> <p>After getting ideas from the group, you can your own ideas or suggestions. Examples:</p> <ul style="list-style-type: none"> <li>• Children can find articles or get information from their home or community that relate to a lesson at school.</li> <li>• Children can interview parents or grandparents about their childhood.</li> <li>• They can find plants or other materials that relate to a lesson.</li> <li>• They can bring materials (such as used cardboard) that teachers can use to make teaching and learning materials.</li> <li>• Children can map their communities and assist in finding children who are not in school, but should be.</li> <li>• <b>Student Participation in Meetings.</b> Students can also participate in school-parent meetings, community meetings, or other civic events. You can role play the meeting in advance with pupils in the classroom and practice when they will participate and how. Students can organize activities and projects from their classroom lessons and show them in a student fair, or a small group of students can present a dramatic play, song, or poem. In this kind of activity, students get to explain to their parents or guardians what they are learning. This improves communication between the school and parents, and it reinforces for the child what he or she has learned.</li> </ul>	
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### 13. Classroom Free From Fear: Positive Classroom Management (4h)

Activity	Activities	Preparation
Activity (10 m)	<p><b><u>Conflict?</u></b> <sup>22</sup> Purpose: To reflect on the nature of conflict and how much of it can be avoided!</p> <p>Process: Divide participants into two teams. One team each person gets a small pebble. They then pair with a partner from the other team, without a pebble. The only instruction to the second team partner is that he or she should try to get the pebble. They will break up into a lot of physical struggle, and will likely get quite rough with each other. After they have all stopped, the point to be made is that at no point did you tell them they could not simply request the partner for the pebble. Also you did not tell the pebble holding partner that she or he should prevent the partner from getting it. So the point is: we often tend to get into conflict situations when in fact there is no need to most of the time. Children too take conflict position when approached in this mode. The opposite can be done, and this will lead to much less conflict in our classrooms.</p>	20 Pebbles
Activity (10 m)	<p><b><u>Agree or Disagree</u></b></p> <p>Work independently and decide whether the following statements are true or false</p> <ul style="list-style-type: none"> <li>• Giving children freedom is bad.</li> <li>• A child should be given positive alternatives to follow</li> <li>• Children need to be controlled.</li> <li>• If a child doesn't do his/her homework he/she should be punished</li> <li>• Punishment leads to loss of confidence, low self esteem and aggressiveness</li> <li>• Punishment is needed to make sure students are learning properly.</li> <li>• If the child is not punished he/she will never change</li> <li>• Corporal Punishment is the only way one can control the children, when there are so many children in one class.</li> <li>• My teacher punished me and I use the same methods I was subjected to</li> <li>• Corporal punishment works best. Other methods don't work as well</li> <li>• Punishing a child could lead to want of medical attention.</li> <li>• Children who are punished may develop anti-social behavior</li> <li>• As teachers we should model appropriate behavior for our students</li> <li>• Good behavior need not be praised or rewarded.</li> </ul> <p>Ask participants to stand up, and move to the right side of the class if you agree and left side if you don't.</p> <p>Elicit reasons why teachers are standing where they are, and let participants debate amongst themselves. Separate the myths from the facts.</p>	
Discussion 20 m	<p><b><u>Punishment vs. Discipline</u></b> <sup>23</sup></p> <p><b>Ask participants to discuss in their groups: what is the difference between punishment and discipline?</b></p> <p><b>The Meaning of Punishment</b> Punishment is an action (penalty) that is imposed on a person for breaking a rule or showing improper conduct. Punishment aims to control behaviour through negative means. Two types of punishment are typically used with children:</p>	

- Punishment involving negative verbal reprimands and disapproval; this type of punishment is also known as negative discipline.
- Punishment involving severe physical or emotional pain, as in corporal punishment.

Unfortunately, both forms of punishment focus on the misbehaviour and may do little or nothing to help a child behave better in the future. Moreover, the child learns that the adult is superior, and the use of force – be it verbal, physical, or emotional – is acceptable, especially over younger, weaker persons. This lesson can lead to incidents of bullying and violence in school, where older children dominate younger ones and force them into giving the bullies money, food, homework, or other valuable items. Furthermore, rather than leading to a child with inner control, such punishment makes the child angry, resentful, and fearful. It also causes shame, guilt, anxiety, increased aggression, a lack of independence, and a lack of caring for others, and thus greater problems for teachers, caregivers, and other children.

### The Meaning of Positive Discipline

Discipline is an often misused word, especially when it is mistakenly equated with punishment. To many teachers, discipline means punishment. "This child needs disciplining" translates into "This child needs spanking or caning." This is WRONG!

**Discipline is the practice of teaching or training a person to obey rules or a code of behaviour in both the short and long terms.** While punishment is meant to **control** a child's behaviour, discipline is meant to **develop** a child's behaviour, especially in matters of conduct. It is meant to teach a child self-control and confidence by focusing on what it is we want the child to learn and what the child is capable of learning. It is the basis for guiding children on how to be in harmony with themselves and get along with other people. The ultimate goal of discipline is for children to understand their own behaviour, take initiative, be responsible for their choices, and respect themselves and others. In other words, they internalize a positive process of thinking and behaving that can last a lifetime. For instance, when you think of a "disciplined person," what do you think of? An Olympic gymnast, someone who has given up a bad habit, such as smoking, someone who remains calm in the midst of chaos. All of these require self-control, which is the goal of discipline.

Ask participants to read over the following list, and share their thoughts.

<b>Punishment is:</b>	<b>Discipline is:</b>
Being told only what NOT to do	Giving children positive alternatives
Reacting harshly to misbehaviour	Acknowledging or rewarding efforts and good behaviour
When children follow rules because they are threatened or bribed	When children follow rules because they are discussed and agreed upon
Teaching children to behave well only when they risk getting caught	Teaching children to internalize self-discipline
Controlling, shaming, ridiculing	Consistent, firm guidance
Negative and disrespectful of the child	Positive, respectful of the child
When children are punished for hurting others, instead of being shown how to make amends	When children must make amends when their behaviour negatively affects someone else
Criticising the child, rather than the child's behaviour: 'you are stupid, you were wrong'	Directed at the child's behaviour, never at the child: 'your behaviour was wrong'

**Reflection:** Make a note to participants that this does not mean we should not have

	any consequences when students misbehave. We should not have extreme undue punishment that harms the child, but we need to think of what kind of 'consequences' we should enforce when students do misbehave.	
Reflection (20 mins)	<p><b><u>Discipline in Our Schools</u></b></p> <p><b>Objective:</b> To evaluate discipline in our own schools</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask participants to share in their groups any experiences they remember of being punished and/or disciplined as a child.</li> <li>• Ask them to make a list in their groups of what were the discipline strategies that were used in their schools by their teachers when they were students</li> <li>• Now ask them to make a list of what are the kind of discipline strategies that are usually used in their current schools where they are teaching (they should be honest)</li> <li>• Now ask them to go through both lists, and mark which ones are 'Punishments', and which ones are 'Positive Discipline' strategies</li> </ul> <p><b>Reflection:</b></p> <p>Discuss with participants how their strategies, whilst producing 'visible discipline', may or may not be the most effective for developing well balanced children or long term effectiveness. Punishment by fear does not work long term.</p> <p>There is a mistaken notion that 'discipline' of children comes from punishment and fear. However, educationists the world-over are clear that what matters to creating a mature citizen is the provision of a 'learning environment' in the formative years, which is what the school must become, and not a 'correctional' centre, which has the connotations of a jail. Physical punishment and mental trauma are counter-productive, and may cause a child to become even more defiant and rebellious than before. Children's bodies are tender and vulnerable. There are many examples of grievous injury to children on account of physical punishment. Even a minor punishment can result in injury - a slap may result in a child going deaf. Physical punishment is invariably accompanied by mental trauma. All physical punishment and mental trauma is potentially unsafe and injurious to health.</p>	
Newspaper article (5 m)	<p><b><u>Story of Shanno</u></b></p> <p>Ask one of the participants to read aloud the newspaper article about the death of Shanno:</p> <p><i>THE HINDU, Apr 18, 2009, NEW DELHI: Eleven-year-old Shanno, who slipped into coma after her teacher made her stand in the hot sun crouching at school two days ago, died in a government hospital here on Friday. The Class II student of the Municipal Corporation of Delhi-run school at Bawana was punished by teacher Manju allegedly after she failed to recite the full English alphabet string. After returning from school on Wednesday afternoon, she fell unconscious and was taken to the Maharishi Valmiki Hospital by her parents.</i></p> <p>Ask them to share their thoughts and reactions.</p> <ul style="list-style-type: none"> <li>• Have you heard of other similar instances of such things happening in our schools?</li> <li>• Why do you think this kind of thing continues to happen in our schools?</li> </ul>	Handout
Trainer Input (5m)	<p><b><u>Corporal Punishment and the Right to Education Act</u></b></p> <p>Share the following from various important policy documents:</p> <p>The RTE Act lays out the following rules that all schools in our country must follow:</p> <ul style="list-style-type: none"> <li>• "No child shall be subjected to <b>physical punishment</b> or <b>mental harassment</b>"</li> </ul>	Handout

	<ul style="list-style-type: none"> <li>• “Making child <b>free from fear, trauma and anxiety</b>, and helping the child to <b>express views freely</b>”</li> </ul> <p>The RTE Act bans physical punishment and mental harassment. It requires that we create classrooms that are free from fear and anxiety. When we think of the current situation in so many of our schools as we saw just now, how can we make this happen?</p> <p><b>NCF 2005 Quotes:</b>  “Children will learn only in an atmosphere where they feel they are valued. Our schools still do not convey this to all children. The association of learning with fear, discipline and stress, rather than enjoyment and satisfaction, is detrimental to learning. Physical and emotional security is the cornerstone for all learning.”  “An enabling learning environment is one where children feel secure, where there is absence of fear, and which is governed by relationships of equality and equity. Teachers should nurture their classroom spaces as places where children can ask questions freely, engaging in a dialogue with the teacher as well as their peers, during an ongoing lesson. Unless they can share their related experiences, clarify their doubts and ask questions, they will not engage with learning.”</p> <p><b>From the Constitution of India:</b>  Art 39 (e): ‘<i>The state shall ensure that ...the tender age of children are not abused...</i>’  Art 39 (f): ‘<i>The state shall ensure that children are given opportunities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment</i>’.</p> <p>There is explicit use of the word ‘dignity’ in Article 39(f). It is not conceivable for dignity and punishment to co-exist.</p> <p><b>United Nations Convention on Child Rights (UNCRC):</b>  The UNCRC provides an internationally agreed minimum set of standards for law, policy and practice for all countries regarding children. The UNCRC encourages a positive image of children as active holders of rights. It spells out what those rights are and makes the countries accountable for realising them. The UNCRC encourages international cooperation through a common framework of obligations for countries to assist each other to realise their children’s rights. A convention has the force of an international law.</p> <p>Article 19: <i>State parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child.</i></p>	
<p>Trainer Input (10m)</p>	<p><b><u>Effects of punishment on Child Development</u></b> <sup>24</sup></p> <p>Remind participants of the important areas of child development that we discussed yesterday: Their social, emotional and physical development.  Ask them to brainstorm, in the form of a table, what might be the effects of Punishment, and of positive discipline, on these three areas of the child’s development:</p> <ol style="list-style-type: none"> <li>1. Social Consequences</li> <li>2. Psychological consequences</li> </ol>	

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Activity (10 m)	<p><b><u>Does Punishment Help or Hinder Learning?</u></b> <sup>25</sup></p> <p><b>Intro:</b> Can you remember a child in one of your classes who was unusually timid, didn't like to participate, never raised his or her hand in class, and also was not learning well? One of the reasons for this child's behaviour may be that he or she has low self-esteem. This child is not confident in his or her abilities, or he or she may think that they are not a valuable class member. Studies have shown a close relationship between how children see themselves and their learning performance. They found that a child whose self-esteem is lowered by negative feedback (criticism) soon learns that it is better not to try. Rather than failing, the child just avoids the task.</p> <p><b>Activity:</b> Take a piece of paper and draw a simple face. Imagine this is one of your children. Think of the things that adults might say to this child that may make him or her feel badly about themselves. For each example that you can think of, tear a piece of the paper away. It only takes three or four of these comments to tear away a child's sense of self-esteem.</p> <p><b>Reflection:</b></p>													

	<p>Before they will fully participate in learning, children need to believe that they can learn. Children are developing their self-esteem and their identity as they grow, and adults have a strong role to play in this growth. We cannot give children positive self-esteem, but we can provide the right environment and conditions for it to develop.</p> <p>ALL children should:</p> <ul style="list-style-type: none"> <li>• feel that they and their contributions are valued;</li> <li>• feel safe (physically and emotionally) in their learning environment; and</li> <li>• feel that they are unique and their ideas are valuable.</li> </ul> <p>In other words, children should be valued for who they are. They should feel safe, be able to express their views, and be successful in their learning. This helps children to enjoy learning, and teachers can reinforce this enjoyment through creating a more joyful classroom. Such a classroom is one where children’s self-esteem is promoted through praise; where cooperative and friendly groupings are encouraged; and where children feel successful and have fun learning new things.</p>	
<p>Sharing Personal stories  (15 min)</p>	<p><b><u>The Power of Words</u></b></p> <p>To reflect on how words can have a powerful effect on children, and stay with us throughout our lives, shaping who we become</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Think back to when you were a child. Think of something that an adult said or did to you when you were a child, which shaped your self-esteem in some way – either positively or negatively.</li> <li>• Share your story in groups of 2 or 3</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Ask a few volunteers to share examples. Ask them what the activity made them think or feel.</li> <li>• Discuss the impact that words can have on children – either positively or negatively – and how important it is for us to be very careful in what we say to children.</li> </ul>	
<p>Drawing and story  (15 m)</p>	<p><b><u>Importance of Making Mistakes</u></b></p> <p><b>Purpose:</b> To reflect on children’s natural confidence in trying things, and the importance of a fear-free environment and the confidence to make mistakes in order to be able to learn and develop our talents.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>○ Ask each participant to draw a picture of his or her mother. Insist that each one draws, even if they have difficulty or seem reluctant (3 min)</li> <li>○ Most people find it difficult to be able to draw their mother when asked to! Talk about how when we were children, we could all draw – talk about children’s natural creativity and artistic skills, and also self-confidence in trying new things, without being afraid of being told they’re wrong.</li> <li>○ Ask: Why do many of us lose these abilities and freedom and creativity as we grow older? What role do teachers and schools play in this? (Lead them away from taking drawing literally, to the fact that many of our natural talents and abilities get buried under social sanctions and expectations, or due to fear of making mistakes or of looking bad.)</li> <li>○ Ask them to read the handout ‘Story of a Scientist’. Ask them to share their reflections</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of having freedom to make mistakes, in order to have the confidence to try new things without fear of being punished for making mistakes. Talk about how teachers usually respond when children make mistakes, and how being scolded or punished will stop children from wanting to try next time, and will greatly hinder their learning.</li> <li>• Discuss what are some alternate ways of responding to students’ mistakes: Eg.</li> </ul>	<p>Handout: Story of a Scientist.</p>



	<p>Giving clues to help the child figure out the correct answer, or asking other students to help the child. Similarly during training: Incorrect answers by participants can be made more "acceptable" by the facilitator's re-phrasing the question, or by asking what the group thinks. The right answer will normally come from the group itself so the facilitator does not have to always correct negative or wrong answers.</p>	
<p>Small Groups (20 m)</p>	<p><b><u>Creating a Classroom Free From Fear</u></b> <sup>26</sup></p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Divide a large piece of poster paper or other suitable writing surface into three equal columns.</li> <li>• In the left hand column, list situations in your classroom or school where students may NOT feel valued, safe, or unique.</li> <li>• In the middle column next to each situation, list why you think that the outside environment or people make the children feel this way.</li> <li>• In the right hand column, list what can be changed to make the children feel valued, safe, and unique, as well as how these changes can come about?</li> </ul> <p>Use this activity as a starting point for developing action plans to improve children's self-esteem and learning in your classroom, school, and community.</p> <p>Children may misbehave if they are not noticed or cared for. They may need attention, particularly if they are not receiving adequate care or attention at home. Our students need to know that we <b>value</b> them. That they are important, not just there for us to teach.</p> <ul style="list-style-type: none"> <li>• Ask the following questions. Do we value our students? Are we interested in them? Are they individuals or just one big group? Students recognise if we value them, if we want a genuine relationship or if we simply want to impart knowledge and leave. Students who feel valued generally have more confidence, are willing to take risks and try things, they think they can do it.</li> </ul> <p>Moreover, we (as adults) may disapprove of certain behaviours, but this should never mean disapproving of the child as a person. It is important to separate the behaviour from the child! Some of the ways to deal with misbehaviour include the following.</p> <ol style="list-style-type: none"> <li>1. Classrooms need one main rule, namely: Respect One Another (This applies to the children as well as the teacher!)</li> <li>2. If we create an interesting curriculum with materials that are meaningful to children, then they will be interested and become involved.</li> <li>3. We need excellent observation and recording skills to determine what causes a particular behavioural problem.</li> <li>4. Most importantly, we need to create an environment where children are actively engaged and motivated. That will be good teaching for all children. It also means the teacher is not always the person in control, but she is one of a team of problem-solvers including children, parents, and other teachers.</li> <li>5. When we hear negative comments being made to children, we need to turn them into positive ones. For example, the negative comment, "Look at how many answers you got wrong!" could be changed to "Look at how many answers you got right! Let's find a way for you to get even more of them right next time. What helped you to remember the answers to the ones you got right?"</li> </ol> <p><b>Reflecting on our own classrooms:</b></p> <p>Points to think about:</p> <ul style="list-style-type: none"> <li>• Often with classroom management issues we can view children as being the main problem. But first we need to be prepared to look at ourselves! As teachers we need to be enthusiastic and enjoy our subject as well as the teaching process. If we don't enjoy it how can we expect students to?</li> </ul>	<p>Handout</p>

	<ul style="list-style-type: none"> <li>Ask participants to reflect for a few moments on how enthusiastic they are in their teaching, and how much they themselves enjoy their teaching and their subjects.</li> </ul> <p>As teachers we have <b>authority</b> – how do we communicate it? We should:</p> <ul style="list-style-type: none"> <li>Avoid displays of power.</li> <li>Not instill fear in children.</li> <li>Not misuse or abuse our authority</li> <li>Be a good role model!</li> <li>Respect the students</li> <li>Ensure there is no violence of word or action.</li> <li>Express displeasure at wrong behaviour but never attack a child's character.</li> </ul> <ul style="list-style-type: none"> <li>Ask participants to reflect upon these statements and mark themselves on a scale of 1 to 10</li> </ul>	
<p>Trainer Input (15 m)</p>	<p><b><u>Practical Strategies for Positive Discipline</u></b><sup>27</sup></p> <p>How can you establish a positive disciplinary environment in your classroom? Here are some ways to create a positive culture of learning and teaching.</p> <ol style="list-style-type: none"> <li><b>Adopt a whole school approach</b> and make sure that your classroom discipline reflects the school's policies.</li> <li><b>Establish ground rules</b> in your classroom and get your children to participate in setting them. Be serious and consistent in implementing these rules.</li> <li><b>Know your children</b> and focus on developing positive relationships with them.</li> <li><b>Manage the learning process and the learning environment enthusiastically and professionally.</b> Be always one step ahead through good planning. For example, anticipate that some children may finish their work before others, and have something for them to do while they wait, such as involving them in setting up classroom displays.</li> <li><b>Be inclusive.</b> Leaving learners out, or not understanding their needs and circumstances, can alienate them.</li> <li><b>Give learners the opportunity to succeed.</b> Learners who feel positive about themselves and their ability to succeed will make better learners.</li> <li><b>Allow learners to take responsibility.</b> Provide them with opportunities to be responsible, be it in the way they conduct themselves in class, in running a community project, or in filling in the class attendance sheet for the teacher.</li> <li><b>Give attention seekers what they want – ATTENTION!</b> Even if a learner constantly seeks attention through misbehaviour, find ways that you can engage him or her in a positive way, even if it is through simple strategies like giving them a task to do, sending them out of the room for a few minutes on an errand, giving them responsibility for something, or anything else that will acknowledge them.</li> <li><b>Be a model.</b> Children always imitate the adults in their lives. They will copy manner, tone of voice, language, and actions, both appropriate and inappropriate. The most powerful teaching skill you can learn is to model the behaviour that is expected from the child. Setting a good example is critical in teaching.</li> <li><b>Talk respectfully.</b> Communicating with a child cannot be done effectively from a distance. The time spent talking to a child and making eye contact with him or her is quality time. Many teachers have noticed a dramatic change in a “problem child” after spending five minutes simply sharing what they both like and do for fun.</li> <li><b>Tell them what you want.</b> Children respond better to being told what to do rather than what not to do; for example, instead of saying, “Stop kicking the desk!” say, “Please keep your feet on the floor.”</li> <li><b>Give choices.</b> Giving a child choices allows him or her some appropriate power over his or her life, and it encourages decision-making. The choices offered must be within acceptable limits and the child's developmental and</li> </ol>	<p>Handout</p>

	<p>temperamental abilities. As children grow older, they may be offered a wider variety of choices and allowed to accept the consequences of their choices.</p> <p>13. <b>Silent Signals.</b> Effective teachers deal with disruptive behavior by developing certain practices to check misbehavior without interrupting classroom instruction. Some teachers use silent signals with students to communicate nonverbally when they feel the students are interfering with the lesson. What other actions can you think of?</p> <ul style="list-style-type: none"> <li>• • Touch your watch. (When a student is wasting time)</li> <li>• • Touch your ear. (When a student is not listening.)</li> <li>• • Touch your mouth. (When a student is talking out of turn.)</li> <li>• • Hold up your pencil. (When a student should be writing.)</li> <li>• • Hold up a book. (When a student should be reading.)</li> <li>• • Look at the student. (Make eye contact.)</li> <li>• • Walk near the student.</li> <li>• • Touch the student's desk or shoulder.</li> <li>• • Call on the student to respond.</li> <li>• • Speak to the student after class.</li> <li>• Move the student to a different desk.</li> </ul> <p>17. <b>Regular classroom routines</b> help children to start work quickly and meaningfully at the beginning of their school day. Children should agree on the rules and routines and, better yet, they should organize them. For example, a student group or committee can be in charge of taking the register and reporting to the teacher about absences. When developing routines with children, it is important to explain and decide upon: (i) what is to be done; (ii) who is to do it; (iii) when is it to be done; and (iv) why is it important to do this routine activity regularly. Following are some ideas about routines that you can organize with your children:</p> <ul style="list-style-type: none"> <li>• what work they need to do at any one time, particularly for those</li> <li>• who may arrive late because they have far to walk, as well as for</li> <li>• those children who are waiting for the class to start;</li> <li>• how books and other learning materials should be distributed, collected, and stored, and who should take responsibility for these activities (perhaps rotating this responsibility among individual children, girls as well as boys, or teams of children);</li> <li>• how children can get help from each other when they need it and the teacher is unavailable;</li> <li>• what to do when they have finished an activity;</li> <li>• how to get the teacher's attention in a non-disruptive manner;</li> <li>• what are acceptable levels of noise;</li> <li>• how to move around the classroom in a non-disruptive manner; and</li> <li>• how to leave the classroom.</li> </ul>	
<p>Application (15 m)</p>	<p><b><u>Developing Classroom Rules</u></b> <sup>28</sup></p> <p><b>Objective:</b> To look at classroom rules as a proactive strategy</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask participants to individually list what are the rules that they have in their classroom, or if they don't have a list, to develop a set of 'Golden Rules' for their classroom.</li> <li>• If a participant has more than 5 rules, ask them to choose their 5 most important</li> <li>• Then asks participants to give 1 rule (out of their 5) at a time and write them on the blackboard. Keep going until all the different rules are listed (similar rules can be covered by 1 statement only)</li> <li>• Ask participants to look at the rules listed and see if they are negative or positive instructions e.g. stop running (negative) or walk slowly (positive).</li> <li>• Ask participants to see if they can change any of the negative rules into a positive</li> </ul>	

	<p>statement i.e. telling the students what to do rather than what not to do</p> <ul style="list-style-type: none"> <li>• Ask participants if there are any rules than can be combined together under an 'umbrella' rule e.g. 'keep your hands to yourself' rather than stop fiddling, don't touch things, don't hit, don't poke etc.</li> <li>• Work together with the participants to narrow the list of rules down to 5.</li> </ul> <p><b>Reflection:</b> A classroom shouldn't have any more than 5 rules. These rules need to be positive and clear e.g. 'Do as the teacher asks' is much clearer than 'listen to the teacher' or 'follow the teacher's instructions' etc. T emphasizes the need for these rules to be known by the students and to be displayed on the wall either written or with pictures for younger students. Teachers should refer to them often when needed but not as a set of statements to be parroted.</p>	
<p>Discussion (5 m)</p>	<p><b><u>Involving Children in Classroom Management</u></b> <sup>29</sup> Children should actively develop some of these rules because they are more likely to abide by them if they have participated in setting the rules (Just like we did at the beginning of this workshop!) <b>ALL</b> children should participate in helping with classroom duties and tasks. In this way, you will be helping yourself to manage the classroom while also teaching your children responsibility. <b>Ask participants:</b> What are some examples of responsibilities that you can assign to children that they can help with classroom management?</p> <p>Some suggestions:</p> <ul style="list-style-type: none"> <li>• a teacher for younger children or those who may need special help in learning;</li> <li>• a group leader or committee member who makes sure that a learning activity or routine is completed, and who successfully reports back on what has been learned or accomplished;</li> <li>• a member of a health committee who makes sure there is water and soap or ash for hand washing and clean water for drinking;</li> <li>• taking the attendance register and recording it on an attendance chart</li> </ul> <p>Choosing which responsibilities to give children depends upon their ages and levels of maturity. However, not just the brightest or the most "sensible" children should benefit from being given real responsibilities. ALL children in your classroom should be involved, no matter what their sex, learning ability, or cultural background. Moreover, we need to be careful not to reinforce gender stereotypes by asking girls to water the plants and boys to move the desks. Given the right support, ALL children can participate in and benefit from all classroom tasks and routines.</p>	
<p>Group Discussion (15 mins)</p>	<p><b><u>Why Students Misbehave</u></b> <sup>30</sup> <b>Objective:</b> To ascertain actual behaviour problems that exist in our schools / classrooms <b>Process:</b></p> <ul style="list-style-type: none"> <li>• Ask participants in groups to list the kind of behaviour problems they face in their classrooms / schools (Participants must be honest)</li> <li>• Get feedback from each group, and list the behaviour problems on the blackboard. (These should be actual behaviours not reasons why)</li> <li>• Then ask participants to think about classrooms in the light of the training on an active classroom. Ask: 'Are there any additional behaviour issues that may arise from a change to this style of teaching?' Add these to the list on the blackboard</li> <li>• Go back to the list on the blackboard and asks participants why they think students may exhibit some of these behaviours</li> </ul>	<p>Black board</p>

	<ul style="list-style-type: none"> <li>Go through the list, and list one by one the reasons on another blackboard (reasons do not need to be repeated, just listed once)</li> </ul> <p>Some of the most common reasons that are believed to contribute to misbehaviour are:</p> <ul style="list-style-type: none"> <li>The work may be too easy or too hard for the student.</li> <li>The work is not interesting and the student is bored.</li> <li>The teaching methods may not fit the student's learning style.</li> <li>The student may not be prepared.</li> <li>The expectations are unclear or unreasonable.</li> <li>The student has poor social skills, cannot communicate well with you or others, or has low self-esteem.</li> </ul> <p>All of these reasons may cause students to become discouraged, and misbehaving students are discouraged students. They do not believe they can belong in useful ways. Therefore, they seek to belong through misbehaviour.</p> <p><b>Reflection:</b> Reflect with the participants on the relatively small number of reasons for misbehaviour. Distinctions must be made between mistakes, immaturity and wilful misbehaviour</p>	
<p><b>Interaction</b> <b>(15 mins)</b></p>	<p><b><u>How can I solve the problem?</u></b></p> <p><b>Objective:</b> To identify the reasons behind misbehaviour that a teacher can affect</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Go through the list of reasons one by one asking the teachers if they are able to do something about it e.g. if a student is bored can the teacher address this? Yes. For all those a teacher can directly do something about, circle them in coloured chalk. Brainstorm some ideas of what steps can be taken.</li> <li>There may be some reasons that a teacher cannot directly influence e.g. tiredness, but the teacher can talk to the parents and give advice about bedtimes etc. Reasons like these should be underlined with a wavy line in a different colour</li> </ul> <p><b>Reflection:</b> Highlight the fact that almost all the reasons can be affected by the teacher. If the reasons for misbehaviour are eliminated then the misbehaviour will disappear. Teachers have a responsibility to be proactive and not be the cause of misbehaviours. We need to be <b>proactive</b> working to eliminate problems <b>before</b> they occur Explain to participants that as teachers we must find out 'Why' a misbehaviour occurs. The reason <b>why</b> someone is misbehaving should affect our reaction. We must take time to find out if there is a problem, be understanding and respond appropriately. We need to ask ourselves is it a mistake, immaturity and wilful misbehaviour? Did we as a teacher in some way cause the problem e.g. set work that is too hard, give unclear instructions?</p> <p><b>Share the following Story:</b> In one school, a young girl was often disruptive in class, and she stole items and money from her fellow students. She was also classified as a chronic learning falterer because she failed her exams almost continuously. Rather than continually punishing the girl for her misbehaviour, or seeking to have her expelled from school, her teacher began to give her more responsibility. For instance, the teacher asked her to be the class "monitor" when the teacher needed to leave the room for a short time. The teacher asked her to help younger children with their studies and to help to</p>	<p>2 colours of chalk</p>

	organize learning materials before and after class. Almost immediately, the girl stopped misbehaving and adopted a different personality. She became calm and caring towards her fellow students and attentive in class. Moreover, her learning performance improved dramatically.	
<b>Trainer Input (5 m)</b>	<p><b><u>5 Steps of Positive Discipline</u></b> <sup>31</sup></p> <p>While punishment is a single act, positive discipline is a four-step process that recognizes and rewards appropriate behaviour in the following manner.</p> <ol style="list-style-type: none"> <li>1. <b>The appropriate behaviour is described:</b> “Everyone quiet down now, please.”</li> <li>2. <b>Clear reasons are provided:</b> “We are going to start our mathematics lesson and everyone needs to listen closely.” This means that quieting down quickly will show respect for others.</li> <li>3. It is a good example of treating others as you would like them to treat you.</li> <li>4. <b>Acknowledgement is requested:</b> “Do you see why quieting down is so important?” Or “When can we all talk without disrupting others and their opportunity to learn the lesson.”</li> <li>5. <b>The correct behaviour is reinforced:</b> eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, extra credit points, having a success mentioned in front of the class or school (social recognition is the greatest award). When rewards are used, they should always be immediate and small, yet gratifying This process is effective for individual children. Moreover, for those of you who are working in large classes, it can also be effective for groups of children. The “trick” is to make the children feel they are on a “winning team” (the class as a whole) and to praise each child’s efforts in being a good team member.</li> </ol> <p><b>Remember: Catch students doing the right thing and reward them immediately. This is the core of positive discipline.</b></p>	
<b>Role Play (20 m)</b>	<p><b><u>Classroom Scenarios</u></b> <sup>32</sup></p> <p><b>Purpose:</b> To get participants to act out the process of Positive Discipline in a practical classroom scenario.</p> <p><b>Process:</b> Divide participants into 6 groups. Distribute to each group a piece of paper with one of the following classroom scenarios written on them:</p> <ol style="list-style-type: none"> <li>2. Two 6 year olds want to look at the same book and snatch it from one another.</li> <li>3. An 8 year old constantly disturbs the person next to him and annoys other students.</li> <li>4. A 7 year old won’t stop talking to her friend.</li> <li>5. The class is constantly noisy because children all shout out the answers together so you can’t hear what they are saying.</li> <li>6. You discover a student cheating in a test – this is the third time this has happened.</li> <li>7. A student regularly ‘forgets’ to bring her paints to the Art classes.</li> </ol> <p>In each group, one person should play the role of the Teacher, 3-4 should be students, and one should be an Observer. Each group needs to act out one of the following scenarios, and the Teacher needs to try and respond using the ‘5 Steps of Positive Discipline’ just discussed. The Observer then needs to give feedback on how effective was the discipline strategies used, and any suggestions for improvement.</p>	6 Strips of paper with Classroom Scenarios written on them
<b>Application (10 m)</b>	<p><b><u>Making an Action Plan</u></b></p> <p>Make an action plan based on the <b>strategies you have learned in this session</b></p>	

	<p><b>which you can apply in your classroom.</b> Think about a class you work with.</p> <ol style="list-style-type: none"><li>1. What positive discipline strategies will you apply in your classroom?</li><li>2. What punishment methods have you used in the past that you no longer wish to use in your teaching?</li><li>3. What steps will you take to ensure that your Classroom becomes free from fear?</li></ol> <p>Discuss with one partner.</p>	
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## 14. Mentoring and Motivating Teachers for Change (3h)

Activity	Activities	Preparation
<b>Read &amp; Reflect</b> (5 mins)	<p><b><u>Inspiration</u></b>            Read the following quote: “If you want to build a ship, don’t drum up the men to gather wood, divide the work, and give orders. Instead, teach them to long for the vast and endless sea.” - Antoine de Saint Exupery            Ask participants what is the meaning of this quote, and how does it apply to our work as trainers?            Discuss the importance of inspiring teachers for change. To ensure the success of SSA in bringing an overall change in the system, teachers must be the key players. This sort of change in teachers cannot be imposed by the system from the top; the desire and vision for change must come from within teachers themselves.</p>	
<b>Individual</b>  (5 min)	<p><b><u>Definitions</u></b>  <b>Objective:</b> To allow teachers to reflect on what they think motivation is, and what is mentoring.  <b>Process:</b></p> <ul style="list-style-type: none"> <li>Ask participants to try and write in their own words: What is motivation?</li> </ul> <p>Ask a few volunteers to share their responses. We will revisit this later.</p>	
<b>Group discussion</b> (20 m)	<p><b><u>Factors that motivate teachers</u></b>  <b>Objective:</b> To get participants to reflect on their own experiences and think about factors that affect teachers’ motivational levels.  <b>Process:</b></p> <ul style="list-style-type: none"> <li><b>Ask the participants</b>, “<i>What are the factors that motivate teachers?</i>”</li> <li>Elicit a few examples from the participants. (for example, salary, students scoring well in exams)</li> <li>Divide the class into groups of 4 or 5</li> <li>In groups, discuss and make a list from the group on a flip-chart.</li> </ul> <p>Once, the charts are ready put them up on the wall. Ask each group to look at a list made by another group and mark which factors are intrinsic (coming from inside) and which are extrinsic (coming from outside).</p> <p>Walkabout - look at everybody’s charts and challenge whatever you want to.</p> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>Open discussion if there are any challenges.</li> <li>Elicit which factors are important to us as trainers.</li> <li>Look back at the definition of motivation that you have written. Would you make any changes?</li> </ul>	Chart paper Markers
<b>Think, pair, Share</b> (20 m)	<p><b><u>Principles of effective mentoring</u></b>  <b>Objectives:</b> To consider what are some important principles of mentoring</p> <ul style="list-style-type: none"> <li>Ask participants: “What is mentoring? What is the difference between mentoring and training?” Elicit responses, then add any additional points.</li> <li>Ask the participants, “If you have to be mentored, what are the most important things that you would look for in a mentor?”</li> <li>Divide the class into pairs. In pairs, make a mind map about what you would look for in a mentor.</li> <li>Elicit answers, Make a final-list on the board/chart.</li> </ul>	



	<p>(Eg. Ensure you have establishing a rapport, working within the mentee's agenda, pre-decided areas of observation, positive feedback, confidence building, supportive mentor etc.)</p> <p>For Individual Reflection (5 m)</p> <ol style="list-style-type: none"> <li>1. Think about a work place situation in which you mentored someone. What did you do then?</li> <li>2. If you have to do it again, what would you do differently?</li> </ol>	
<p><b>Trainer Input</b> (10m)</p>	<p><b><u>The 'CARE' Approach for Teacher Mentoring</u></b></p> <p>Teachers like any other human beings are capable of delivering much better in their own classrooms if they are given <b>exposure</b> to different ideas, <b>support</b> in the form of capacity-building and resources, and if they are allowed <b>freedom</b> to experiment. In this scenario, the role of the system is not to 'impose' change on teachers, <b>but to 'empower' teachers</b> to think, reflect, and themselves take ownership over their teaching process. Some key principles of Teacher Mentoring are:</p> <ol style="list-style-type: none"> <li>a. <b>Continuous Collaboration</b> by building caring and democratic relationships between Trainers and participants, encouraging peer learning among teachers through regular Sharing/Reflection meetings, and conducting follow-up throughout the year.</li> <li>b. <b>Attitudinal Changes</b> by targeting teachers' affective domain through stories, films, activities and discussions that touch teachers' hearts and inspire them with a desire and vision for change.</li> <li>c. <b>Reflective Learning</b> by getting teachers to critically reflect on their previous experiences, their own teaching practice, their philosophy of education, and some of their underlying beliefs and assumptions about children, the purpose of education, etc.</li> <li>d. <b>Experiential Learning</b> through practical workshops where everything in the training (including training processes, set-up of training hall, relationship between Trainer and participants, etc.) all model the Active approach; and where teachers get a chance to actually plan and practice teaching active lessons (if possible with real children), with the support of the trainers.</li> </ol>	
<p>Group Discussion &amp; Trainer Input (20 m)</p>	<p><b><u>Applying the CARE approach:</u></b></p> <p>For each of the 4 principles of the 'CARE' approach, ask participants in groups of 4-5 to brainstorm: What are some practical ways in which we can promote this through our training programs and teacher support in the coming year? Give them 3 minutes to discuss each point in their group, then elicit responses, and add suggestions from the list below.</p> <ol style="list-style-type: none"> <li>1. <b>Continuous Collaboration</b> <ul style="list-style-type: none"> <li>• by building caring and democratic relationships between Trainers and participants,</li> <li>• conducting follow-up throughout the year.</li> <li>• Effective monitoring and on-site support (Using the template for classroom observations, plan for school visits)</li> <li>• encouraging peer learning among teachers through regular Sharing/ Reflection meetings.</li> </ul> </li> </ol> <p>Some Suggestions for Monthly Reflection Meetings:</p> <ol style="list-style-type: none"> <li>1. Decide <b>Theme</b> for the Month</li> <li>2. Exposure to new idea (preferably related to the theme): Either a demonstration visit, or a practical demonstration lesson by the RP, or a video of an Active Learning classroom, or an inspiring story/ article/ book, or describing an innovative experiment, etc.</li> <li>3. Reflective Discussion related to this Exposure/Input</li> <li>4. Q 1. Describe one success you have experienced this month – what was it that led</li> </ol>	

	<p>to this success? (Let few teachers share). OR: Share something new that you learned (about children, about learning, about teaching, from your classroom experiences, etc)</p> <ol style="list-style-type: none"> <li>5. Q 2. Describe one difficulty/ challenge you have faced this month – what was it that led to this challenge? (Let few teachers share)</li> <li>6. Review progress in children’s learning enhancement – which children are struggling and why? Which are the learning difficulties that children are facing? (Let teacher share)</li> <li>7. Make a List of the various classroom challenges or learning difficulties that teachers identified, then divide teachers into groups, and let each group brainstorm and come up with solutions/ strategies for each difficulty (with help/ additional suggestions to be provided by RP)</li> <li>8. Give each teacher time to set one or two goals (ADEPTS performance indicators) to work on this next month. Review progress from previous month’s goals.</li> </ol> <p><b>2. Attitudinal Changes:</b>          What factors helped to change your attitude or mindset? What elements can we bring to help change teachers’ attitudes? (Let participants discuss – 3 min, solicit responses, then add suggestions:)</p> <ul style="list-style-type: none"> <li>• by targeting teachers’ affective domain through stories, films, activities and discussions that touch teachers’ hearts and inspire them with a desire and vision for change.</li> <li>• Exemplar role models</li> <li>• Watching inspiring films</li> <li>• Reading inspiring books</li> <li>• Hearing about people who have sacrificed</li> <li>• Seeing tragic events or hardships firsthand</li> <li>• close relationships</li> <li>• The role of mentors (who believe in you, encourage you, and are willing to invest their energy to help you grow).</li> <li>• Meeting people who are passionate about something</li> <li>• Visiting some innovative school</li> </ul> <p><b>3. Reflective Learning:</b>          How can we promote reflective learning during our Training Workshops/ Monthly Reflection Meetings? (Let participants discuss – 3 min)</p> <ul style="list-style-type: none"> <li>• Asking thought-provoking questions</li> <li>• Circulate good quotes and let teachers think about it and discuss</li> <li>• Let teachers discuss and debate about Key Beliefs and Assumptions, or controversial statements</li> <li>• Give opportunities for teachers to reflect on their past practice – their own childhood experiences, the things they liked/ didn’t liked about their own schooling, the teachers/adults who influenced them or hurt them, their own teaching practice and what needs to improve</li> <li>• Activities that involve group discussion, brainstorming</li> <li>• Help them to become aware of their worldview – their underlying beliefs and assumptions</li> <li>• Give time during sessions for personal reflection (especially through writing)</li> <li>• Ask teachers to keep a Reflection Journal during the Training Workshop (and after), where they can record their insights, new learnings, questions, etc.</li> <li>• Instead of GIVING teachers the answers, first make them think, discuss, and try to come up with the answer themselves</li> <li>• When someone asks a difficulty or question, instead of answering right away, first throw the question back to the group, and ask: ‘Does anyone else have any ideas?’</li> </ul>	
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	<p><b>4. Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Everything in the training (including training processes, set-up of training hall, relationship between Trainer and participants, etc.) should all model the Active approach - The workshop should be conducted in a democratic and participatory mode, (motivate Learners' Interest, Encouraging Environment, Application Activities, and opportunities for Reflecting)</li> <li>• Training Hall may be set up to look like an actual Active classroom, with Learning Corners, group seating, availability of TLMs, etc</li> <li>• Discussions should deal with PRACTICAL classroom scenarios</li> <li>• Give lots of examples of actual activities that teachers can use for different subjects</li> <li>• Give demonstrations of active pedagogy (preferably with real children, so that teachers can see for themselves children's response)</li> <li>• Videos that show examples of active pedagogy in different subjects</li> <li>• Give teachers a chance to also think and design their own activities for different topics</li> <li>• Give teachers a chance to design TLMs related to specific concepts/ learning difficulties</li> <li>• Give teachers a chance to actually plan and practice teaching LEAP lessons, using the TLMs they have created. Let the Trainer and other participants observe and give positive feedback/ constructive suggestions for improving (not fault-finding!)</li> <li>• Consult teachers, give them choices, let them make decisions</li> </ul>																					
<p><b>Rank and prioritize</b> (20 min)  Wiki</p>	<p><b><u>Factors for Effective Training</u></b> <b>Objective:</b> To consider factors that are important while designing and conducting a training session</p> <ul style="list-style-type: none"> <li>• Make groups of 6</li> <li>• Give the teachers a list of factors and in groups let them rank and prioritize the factors that affect a training session (see list below)</li> </ul> <table border="1" data-bbox="279 1205 1292 1550"> <tr> <td>Qualifications of the participants</td> <td>Social background of the participants</td> <td>Venue</td> <td>Equipment/ materials</td> </tr> <tr> <td>Learning styles</td> <td>Trainer's clothes</td> <td>Refreshments</td> <td>Voice</td> </tr> <tr> <td>Knowledge of the subject</td> <td>Trainer's facilitation skills</td> <td>Size of the training hall</td> <td>Take-away materials</td> </tr> <tr> <td>Number of participants</td> <td>Use of Interactive activities</td> <td>Language of delivery</td> <td>Furniture &amp; Seating Arrangement</td> </tr> <tr> <td>Relationship between Trainer and participants</td> <td>Follow-up</td> <td>Class timings</td> <td>Practical examples</td> </tr> </table> <p>Reflection:</p> <ul style="list-style-type: none"> <li>• To elicit answers do a board-wiki.</li> </ul> <p>(Procedure – Keep one set of cut-ups near the board – one member from one group comes and ranks them on the board in the order that their group decided. Other groups take turns to come and re-order the cutups according to their group's decisions. Other participants take note of which factors are similar and which are different when compared to their group's ranking.)</p> <p>Reflection</p> <ul style="list-style-type: none"> <li>• Elicit why the factors change and what similarities are there.</li> <li>• Are there any other important factors that have been left out?</li> </ul>	Qualifications of the participants	Social background of the participants	Venue	Equipment/ materials	Learning styles	Trainer's clothes	Refreshments	Voice	Knowledge of the subject	Trainer's facilitation skills	Size of the training hall	Take-away materials	Number of participants	Use of Interactive activities	Language of delivery	Furniture & Seating Arrangement	Relationship between Trainer and participants	Follow-up	Class timings	Practical examples	<p>Cut ups of factors that affect a training session One additional set in large font for the wiki</p>
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<p>Small group discussions (15 m)</p>	<p><b><u>What makes training effective?</u></b></p> <p>Ask participants to brainstorm in groups of 5, and then share:</p> <ul style="list-style-type: none"> <li>• What are the elements of an effective training workshop? (5 m)</li> <li>• Ask participants if they remember what were the 4 principles of effective learning, which we discussed on Day 3. Ask them – how can they apply these principles to their work as trainers?             <ol style="list-style-type: none"> <li>1. Enjoyment/ Interest</li> <li>2. Application</li> <li>3. Reflection</li> <li>4. Feedback/ Encouragement</li> </ol> </li> <li>• Refer to the 'Classroom Observation Format'. Ask participants, in groups, to assess this training workshop using that template. What were the effective elements in this workshop? How did it apply these different principles? What suggestions would you make for further improvement?</li> </ul>	<p>Classroom Observation Formats</p>
<p>Individual reflection (10m)</p>	<p><b><u>Personal Application</u></b></p> <p>Ask participants to reflect and write down individually:</p> <ul style="list-style-type: none"> <li>• How will you incorporate these elements into your own training? What will you do differently when you conduct training next time?</li> </ul>	
<p>Small Group Discussion (15 m)</p>	<p><b><u>Training Design</u></b></p> <p>Look over the list of training topics that we covered in this workshop.</p> <p>When you go to train the teachers in the next round of training:</p> <ul style="list-style-type: none"> <li>• What changes would you make? Would you change or remove any topics or activities?</li> <li>• What other elements or topics would you add?</li> </ul>	<p>Workshop Sessions Outline</p>
<p>Small group discussions (20 m)</p>	<p><b><u>Preparing for Challenges</u></b></p> <p>Ask participants to discuss in small groups for 5-10 mins, then solicit responses from various groups and brainstorm strategies for each question together.</p> <p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>• What are some possible challenges or resistance you may face as a trainer when you try to implement these things?</li> <li>• What are potential concerns/ difficulties/ negative reactions that teachers may have to this approach?</li> <li>• What are the challenges teachers will face once they go back to the school, in trying to implement this new approach?</li> <li>• What can we do to prepare ourselves/ prepare our teachers to deal with these challenges?</li> </ul>	

## 15. Planning for Change (3 hr)

Activity	Process	Preparation
<p>Activity (15 m)</p>	<p><b>Coin-toss</b>  <b>Objective:</b> To reflect on the process of goal-setting.</p> <p><b>Process:</b>            Explain that this game is related to objective setting.            Explain that each person will have a chance to toss three coins into the basket.            Each person can decide how far away from the basket he or she will stand for each toss. You will mark a line at three different distances. Each person can then stand for his turn where ever he or she wants.            Ask volunteers, one at a time to come forward to try his luck. Have someone keep a record of how far away each person stands and how many times each hits the target            Each person can decide at which line they will stand for each toss.</p> <p>When all have had their turn, discuss the following questions:            1. How did you decide on your goal?            2. How did you feel before, during and after the turn?            3. Did you take a risk and set a higher goal than you could actually achieve?</p> <p><b>Reflections:</b>            If we do it a second time we will find that practice improves our chance of success and a desire to succeed.            The greater the risk the less chance of success.            The greater the risk, generally the greater the sense of accomplishment even if we do not do as well.            The more careful we are at aiming the greater the chance there is of success.            People have a desire to meet the goals they have set themselves.            As we meet these goals we are encouraged.            Planning is better when we can see what has happened as a result of our planning.            We plan and evaluate unconsciously in our normal daily life.            A project will not succeed unless it has goals and a plan which are based on their problems, agreed upon, and defined by the community.</p>	<p>Dustbin/            basket; coins            or small            stones; chalk</p>
<p>Trainer            Input            (10 m)</p>	<p><b>Goal-setting</b></p> <p>Talk about the process of goal-setting.            First think of your project as a ladder or a series of steps extending from where you are now to where you want to go.</p> <ul style="list-style-type: none"> <li>• Describe clearly and specifically what your project will produce or result in when it is completed.</li> <li>• Think of your project as a ladder and identify where you stand now. The beginning is the bottom step and the end is the top step. Specify the steps in the ladder from the beginning to the end.</li> <li>• List the tasks in order in which will be completed and number them 1,2,3.</li> <li>• List the materials, people, and timeline needed to accomplish your objective.</li> <li>• Think what will be the monitoring mechanism to ensure that each things actually happens as planned.</li> </ul> <p>People can agree that a problem exists and is important and still not solve it. This can happen even if everyone agrees that something should be done. People must agree on what they will do about the problem. A project will not succeed unless it has goals or objectives which are based on their problems, agreed upon, and defined by the stakeholders involved.            Explain that we need to ask 5 questions after we have written the objective to test it.            After we have written a goal, we must ask several things:            Is the goal SMART</p> <p style="text-align: center;"><b>S</b> Specific</p>	

	<p><b>M</b> Measurable  <b>A</b> Achievable  <b>R</b> Realistic  <b>T</b> Time bound</p>	
Small group discussions (30 m)	<p><b><u>Finding Solutions</u></b></p> <p><b>Purpose:</b> To work together to come up with creative solutions to the problems they identified on Day 1.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Refer back to the list of 8 key issues/problems that the group identified on Day 1.</li> <li>Remind them of the tree diagram, and what we have reflected over the last few days about what are the roots of these issues.</li> <li>Explain that now we are going to think creatively to see what solutions we can come up with for these issues that they themselves identified.</li> <li>Assign one issue to each group, and ask them to brainstorm: What positive steps or solutions can you think of that could address this particular issue? Ask them to think creatively, to think outside the box, and to be as concrete and descriptive as possible.</li> <li>Ask each group to share, record their ideas.</li> </ul>	List of 8 key issues identified on Day 1. Chart paper, sketch pens.
Large Group Discussion (20 m)	<p><b><u>Building Community Ownership</u></b></p> <p><b>Purpose:</b> To reflect on why and how to build community ownership of the vision</p> <p><b>Process:</b> Discuss the importance of involving the community in taking ownership of this vision for our schools. Ask each of the following questions to the entire group, solicit responses and record on the board, and add suggestions if necessary.</p> <ol style="list-style-type: none"> <li>What are the strengths and resources available in our community?</li> <li>To what extent is the community <b>already</b> involved in school quality improvement?</li> <li>In what <b>other</b> ways could the community be involved in helping improve the quality of our schools?</li> <li>What are some reasons why communities may <b>NOT</b> be currently actively involved in school improvement? What may be some of the resistance we may face from the community, and why?</li> <li>What <b>steps</b> can we take to in the next 3 months in order to start generating more community ownership and support for achieving this vision for our schools?</li> </ol>	
Group Work (40 min)	<p><b><u>Planning to Achieve our Vision</u></b></p> <p><b>Purpose:</b> To brainstorm practical goals, steps and timeline that we will take in order to achieve our vision for the schools in our District.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Refer back to the vision that the participants came up with on Day 1. If possible, paste the charts they had designed on the walls, and give them a chance to walk around and see them again.</li> <li>Ask participants if they can list what are the 6 common elements of the vision of NCF and RTE</li> <li>Explain that we are now going to brainstorm practical steps for how we can bring this vision into reality.</li> <li>Divide participants into 8 groups. Assign one of the following topics to each group (20 m):</li> </ul> <ol style="list-style-type: none"> <li><b>Physical environment/ organization of the school</b></li> </ol>	Vision Charts from Day 1; Blank chart papers, sketch pens

	<p>2. <b>Holistic, All-round development of the child</b>          3. <b>Variety of Learning materials/ Learning Corners</b>          4. <b>Active Learning processes</b>          5. <b>Child-friendly Assessment</b>          6. <b>Inclusive &amp; Democratic Relationships</b>          7. <b>Classroom Free from Fear</b>          8. <b>Community Linkages &amp; Partnerships</b></p> <ul style="list-style-type: none"> <li>Ask each group, for their specific topic, to fill out the following Planning Table (draw the template on the board so they can see):</li> </ul> <table border="1" data-bbox="320 528 1273 658"> <thead> <tr> <th>1-year Goals</th> <th>Strategies/ Steps</th> <th>Who Will do What</th> <th>Timeline</th> <th>Monitoring Mechanism</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Ask them to list goals as specifically as possible – what changes will we see when we visit our schools at the end of one year? It can be a list of several specific goals for each category.</li> <li>When deciding on the strategies, ask them to keep the issues they identified, and how they make sure to address the underlying root issues restricting change. Keep the Tree Diagram in mind – how will we address all levels of the tree – the practice, values and beliefs, in order to truly bring transformation?</li> <li>Ask them to think about how they will roll out the change across different levels, to the school level. What will be the roll of different stakeholders? Teachers, parents, Community members, children, Administrators, BRP/CRPs, etc?</li> <li>Ask each group to draw their table on charts, and display around the room, and then to briefly share what they came up with. As each group shares, ask other participants to comment/ add points as they wish. (20 m)</li> <li>This will become the action plan for the group for the coming months, for rolling out this vision across schools.</li> </ul>	1-year Goals	Strategies/ Steps	Who Will do What	Timeline	Monitoring Mechanism											
1-year Goals	Strategies/ Steps	Who Will do What	Timeline	Monitoring Mechanism													
(20 m)	<p><b><u>Designing School Improvement Plans</u></b></p> <p>Change will happen only when each person themselves thinks and applies themselves. It cannot be a readymade package prescribed from the top. Each school is unique, and each school must be treated as a unit for change.</p> <p>Thus, the role of the Trainers, when carrying this process forward, will be to take the teachers and parents through the same process that they have experienced in this workshop:</p> <ol style="list-style-type: none"> <li>Getting them to design their own vision of their dream school</li> <li>Getting them to identify what they see as the biggest problems holding us back from achieving this vision</li> <li>Helping them to analyse what are the deeper roots of these problems</li> <li>Helping them to think, discuss and brainstorm themselves what can be the plan and strategies for addressing the issues and achieving the vision they created</li> <li>Getting each stakeholder to identify what will be their own role and contribution in this process.</li> </ol> <p>This will best be done by getting each school to design a <b>School Improvement Plan</b>, which is also mandated by the Right to Education Act. Each school community (including teachers, children, HM, parents &amp; community members) will come together to take stock of the school by identifying the school's strengths and challenges. Together they will decide on simple goals for improving the school in the form of a</p>																

	<p>School Improvement Plan, with a clear roadmap to achieve these goals, and a specific role for each player. This Plan will become the target of everyone's efforts, and progress against it should be tracked in a time-bound manner.</p> <ul style="list-style-type: none"> <li>○ Brainstorm: What will be the process and plan of action for designing the School Improvement Plan?</li> <li>○ What will be the template? (Eg. we can use the same 8 categories that 'Planning our Vision' exercise earlier in this session.)</li> </ul>	
Individual (15 m)	<p><b><u>Setting Personal Goals</u></b></p> <p>Ask participants to reflect individually and write down personal goals or areas in which they wish to improve in their teaching in the coming year. Then ask them to choose 1 or 2 goals that they will begin to focus on in the coming month.</p> <p>Allow some time for people to share their key goals for the coming month with the person sitting next to them.</p>	
Individual Reflection and Sharing (30 m)	<p><b><u>Reflection &amp; Sharing: Key Personal Learnings &amp; Commitments</u></b></p> <p>Getting participants to reflect and share what were their key learnings during the workshop, and what personal commitments they will take regarding their beliefs, attitudes and practice (refer to Tree Diagram)</p>	Feedback forms



## Appendix 1: Handouts for Participants

### 1. Our Vision for Our Schools

#### Reflections on Schooling

##### Students' views on school space

Is life divided up into sections? No, I say.

Then why have subjects at school?

Teach living at school,

And living means understanding,

And understanding is all.

The school we'd like is:

- A beautiful school
- A comfortable school
  - A safe school
  - A listening school
  - A flexible school
- A school without walls
- A school for everybody

##### Abraham Lincoln's Letter to his Son's Teacher:

"My son starts school today. It is all going to be strange and new to him for a while and I wish you would treat him gently. It is an adventure that might take him across continents. All adventures that probably include wars, tragedy and sorrow. To live this life will require faith, love and courage.

So dear Teacher, will you please take him by his hand and teach him things he will have to know, teaching him - but gently, if you can. Teach him that for every enemy, there is a friend. He will have to know that all men are not just, that all men are not true. But teach him also that for every scoundrel there is a hero, that for every crooked politician, there is a dedicated leader. Teach him if you can that 10 cents earned is of far more value than a dollar found. In school, teacher, it is far more honorable to fail than to cheat. Teach him to learn how to gracefully lose, and enjoy winning when he does win. Teach him to be gentle with people, tough with tough people. Steer him away from envy if you can and teach him the secret of quiet laughter. Teach him if you can - how to laugh when he is sad, teach him there is no shame in tears. Teach him there can be glory in failure and despair in success.

Teach him to scoff at cynics. Teach him if you can the wonders of books, but also give time to ponder the extreme mystery of birds in the sky, bees in the sun and flowers on a green hill. Teach him to have faith in his own ideas, even if every one tell him they are wrong. Try to give my son the strength not to follow the crowd when everyone else is doing it. Teach him to listen to every one, but teach him also to filter all that he hears on a screen of truth and take only the good that comes through.

Teach him to sell his talents and brains to the highest bidder but never to put a price tag on his heart and soul. Let him have the courage to be impatient, let him have the patient to be brave. Teach him to have sublime faith in himself, because then he will always have sublime faith in mankind, in God. This is the order, teacher but see what best you can do. He is such a nice little boy and he is my son. – *Abraham Lincoln*

##### LIGHT THE LAMP WITHIN, TEACHER -Subroto Bagchi

Dear Teacher,

**I pray to you to teach me to communicate.**

- to communicate with the simplicity of the child and the nakedness of a flower.
- to communicate with people less gifted less privileged than I am.
- to communicate with those who have come before me and those who will follow.

**I pray to you to teach me to understand the nature of things.**

- Teach me such that I am able to, and willing to receive inputs from everywhere and wisdom from some. But in moments of crisis, teach me such that I am able to come to my own conclusions.

**I pray to you to make me learn. More than that, Teacher, teach me how I can learn to learn.**

- As you prepare me for the wide world in which I need to fend for myself and for others, one-time learning will not be good enough. I will have to have the ability to learn newer things and more difficult things. Help me to learn newer ways to learn. And that will make learning a joy for me.

**I pray to you to teach me to learn from unusual sources.**

- Teach me how I can learn from small people - things that no classroom will ever teach.
- Teach me to learn sense of duty from the driver of the school van who must rise before I do.
- Teach me to learn to work unsupervised like the ant and the bee who do not need anyone to breathe down their neck so they add value each new day as they wake up to work.

**I pray to you to teach me not just the ability to answer, but also the power to question.**

- It is because everyone is telling me to do as told. Only if we ask questions, we can get answers. If we get the answers, we can explore how to establish a higher order of things. If we ask the questions, we will also learn to be accountable. We will be more willing to accept that when we ask the questions, we can be questioned too.

**As you teach me the ability to ask questions, I also pray to you to teach me to say "I do not know."**

- I all humility, I must admit Teacher, that not always will I have all the answers. When I do not have the answer, teach me to say, "I do not know." I know it takes courage and self-confidence to say that I do not know. Because teacher, when I develop the self-confidence to say that I do not know, I will be comfortable in being who I am. That will make me more real in an increasingly make-believe world.

**Just as you teach me to say, "I do not know," I pray to you to teach me to actively seek help.**

- Higher my achievements and greater my position of power, the more helpless I will become; the less I will know about the state of things. In those moments of my helplessness, my ego will come in my way of seeking help. Teach me to seek help from small people. Teacher, teach me that flower needs help from the bee to pollinate. The water needs help from the air to raise it self to the sky. I have no shame in seeking help from others.

### The Genius Tailor

Once time, a man had gone to the tailor to have a suit made cheaply, but when the suit was finished and he went to try it on, it didn't fit him at all.

Complaining that the jacket was too big in back, the right arm was too long, one pant leg was too short and three buttons were missing, the man was justifiably upset.

"No problem," said the tailor, "just hunch your back, bend your arm, walk with a limp, and stick your fingers through the button holes and you'll look just fine!"

The man contorted his body to fit the suit and feeling duped by the tailor, he left. He had not walked one block when he was approached by a stranger.

"Who made that suit for you?" asked the stranger. "I'm in the market for a new suit myself."

Surprised, but pleased at the compliment, the man pointed out the tailor's shop.

"Well, thanks very much," said the stranger, hurrying off. "I do believe I'll go to that tailor for my suit. Why, he must be a genius to be able to make a suit that can fit a crippled person like you!"

## 2. Exploring our schools

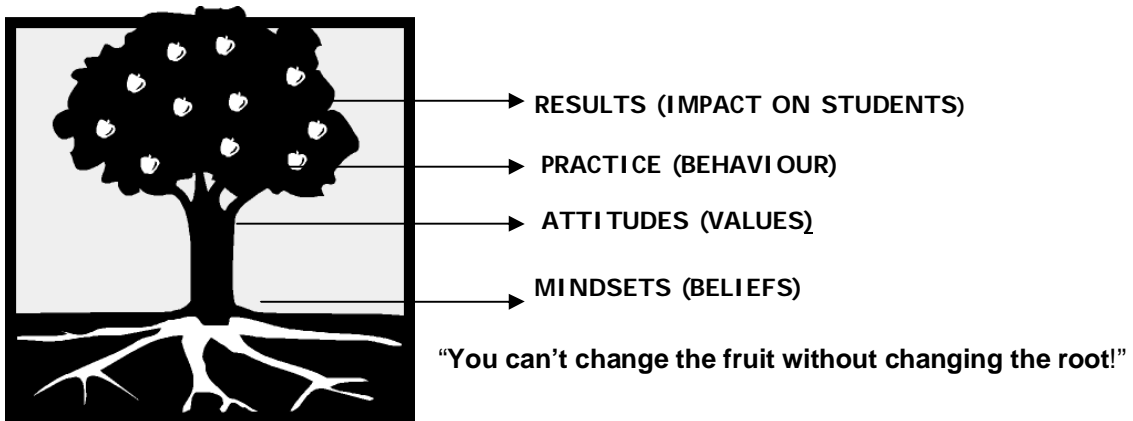
### Why children fail

“Children fail because they are **afraid, bored, and confused**. They are **afraid**, above all of failing, of disappointing the anxious adults around, whose limitless hopes and expectations hang over their heads like a cloud. They are **bored** because the things they are given to do in school are so trivial, so dull and make such limited demands on the wide spectrum of their intelligence, capabilities and talents. They are **confused** because the most of the torrent that pours over them makes little or no sense... Nobody starts off stupid...”

- John Holt, “How children fail”

### Examining Our Schools:

1. What are the biggest problems or issues in our present-day schools or education system (from the perspective of children, teachers, parents, and administrators)?
2. What are the possible root causes of each of these issues? For each cause that you list, dig as deep as you can by repeatedly asking ‘Why?’ to get deeper to the root of the problem. Discuss whether there could be any underlying attitudes or mindsets (in our overall social ethos, or among teachers, parents, administrators, etc) that may be contributing to that issue.

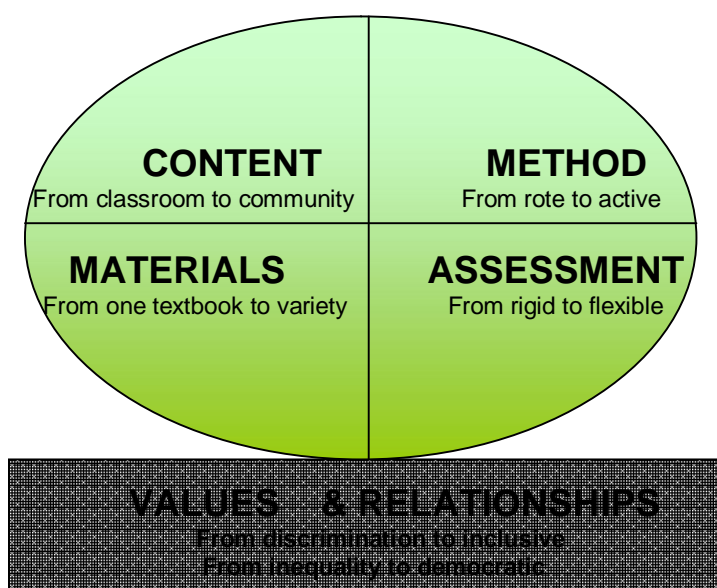


### 3. Vision for Change: NCF 2005 / RTE

“A warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial teaching. As the child grows, the component of cognitive learning will be increased and skills organized through practice. The policy of non-detention at the primary stage will be retained, making evaluation as disaggregated as feasible. Corporal punishment will be firmly excluded from the educational system and school timings as well as vacations adjusted to the convenience of children”

National Policy on Education, 1986/92

### National Curriculum Framework 2005: Vision



The National Curriculum Framework (NCF) 2005 has been written by NCERT (National Council for Educational Research and Training, Delhi). NCF 2005 is the official national document that currently provides the framework for guiding syllabus, textbooks and teaching practices for the entire school education system in India. NCF 2005 describes the new vision of school education that is being promoted by the Government of India for schools throughout the country. The entire document can be downloaded from [www.ncert.nic.in/html/framework2005.htm](http://www.ncert.nic.in/html/framework2005.htm).

NCF 2005 centres around five key guiding principles:

1. Connecting knowledge to life outside the school (CONTENT)
2. Ensuring that learning shifts from rote methods (METHOD)
3. Enriching the curriculum so that it goes beyond textbooks (MATERIALS)
4. Making examinations more flexible and integrating them with classroom life (ASSESSMENT)
5. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country (VALUES)

## Right to Education Act

One of the most significant recent developments in Indian education reform has been the adoption of The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), which was passed by the Indian parliament in August 2009 and implemented in April 2010. For the first time in India's history, the Act makes education a fundamental right of every child between the ages of 6 to 14 and specifies minimum norms in government schools. The full Act can be downloaded from the MHRD website:

<http://www.education.nic.in/elementary/elementary.asp>

The following are some of the major themes included in the RTE Act:

1. **Inclusive Values for every child:**
  - Conformity to constitutional values
  - Ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against
  - Ensure and monitor admission, attendance and completion of elementary education by every child
  - no donation or capitation fees and no interview of the child or parent for admission
  - reservation of 25% of places in private schools for children from poor families
2. **All-round development of the child:**
  - All-round development of the child,
  - Building up child's knowledge, potentiality and talent
  - Development of physical and mental abilities to the fullest extent
  - Library, play material, games and sports equipment in every school
  - Part time instructors for Art, Physical education, Work Education
3. **Active Learning processes:**
  - Learning through activities, discovery and exploration in a child-centred and child-friendly manner
  - Pupil-Teacher Ratio will be no more than 30:1 in primary schools and 35:1 in upper primary schools.
4. **Classroom Environment Free from Fear:**
  - Making child free from fear, trauma and anxiety, and helping the child to express views freely;
  - No child shall be subjected to physical punishment or mental harassment
  - The child's mother tongue serving 'as far as practicable' as the medium of instruction
5. **Child-friendly Assessment:**
  - Provide for comprehensive and continuous assessment of ability to understand and apply knowledge;
  - No detention or expulsion till Class VIII;
  - No Board examinations till completion of Elementary Education (Class VIII)
  - Teacher should assess the learning ability of each child and supplement additional instructions
6. **Community Partnerships:**
  - School Management Committee to monitor the working of the school, prepare and recommend school development plan, monitor grants utilization, etc;
  - Every school to develop a School Development Plan ;
  - Teachers should hold regular meetings with parents and guardians to share learning progress

Other provisions in the Act:

- To make necessary arrangements for providing free pre-school education for all children age 3 to 6
- For schools with above 100 children, at least 1 full-time Head Teacher
- Prohibits unrecognized schools from practice
- No teacher deployed for non-educational purpose except census, disaster relief, or election duty
- Minimum of 45 teaching hours per teacher per week, including preparation hours
- No teacher shall be engaged in charging for private tuitions

### **Savitribai Phule**

Even in our own country, it was thanks to individuals who had a different set of beliefs and a different vision, and who worked hard to implement that vision, that our schools are where they are today.

Savitribai Phule, along with her husband Mahatma Jyotiba Phule, started the first ever school for lower castes and for girls in India, in 1854. It was located here itself in Pune, Maharashtra. Since no one was willing to teach in this school, Phule trained his wife Savitribai, who began teaching here. Savitribai's work was not easy. On her way to school, the orthodox Brahmins in the locality would pelt stones at her, and shower her with cow dung and curses. She would stop in the street and say gently to her persecutors: 'God forgive you. I am doing my duty. May He bless you.' The couple faced much economic and social hardship but did not give up their work of educating women and the lower castes.

Savitribai and Jotirao believed that lack of education was one of the main obstacles holding Indian society in oppression, poverty, and blind faith in superstitions obstructing their progress. They saw mass education, teaching lower castes and girls to think for themselves, as the key for the liberation and transformation of India. This was inspired by their belief that *all* children are created in the image of God: equal, unique and special. They believed each and every child deserves to be nurtured with the best education that will allow them to flourish to their full potential. This means struggling to provide quality education for every child – education that is sensitive to the child's needs, allows them to enjoy learning and think for themselves, and is geared towards creating a more just and inclusive society.

If it had not been for the efforts of Savitribai and others like her, half the people in this room would not even be sitting here today (all the women, and everyone except Brahmin males). We personally owe a lot to the efforts of people like her. Are we going to pass on this blessing that we have received, in order to also help others be able to achieve the privileges that we have received?

**“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.” -- Margaret Mead**

### **What Teachers Make!**

A group of people were sitting together at a party. Dinner was just over, when the talk veered to different professions. One man, who ran a successful business, decided to explain the problem with education. He argued, "What's a child going to learn from someone who decided his best option in life was to become a teacher?" He reminded the other dinner guests what they say about teachers: "Those who can, do. Those who can't, teach." To stress his point he said to another guest; "I make computer equipment that is exported to a dozen countries. I provide employment to almost 500 people. And even after paying them well, I make a tidy profit. You're a teacher, Medha. Be honest. What do you make?"

Medha, who had a reputation for honesty and frankness replied: "You want to know what I make? (She paused for a second, and then began...)

"Well, I make children work harder than they ever thought they could.

"I make 50 children sit through 40 minutes of class time when their parents can't make one child sit for 5 without the support of a TV set or a computer . . . or a slap. You want to know what I make?" She paused again and looked at each and every person at the table.

"I make children wonder about the world around them, about what life was like a hundred years ago and what it will be like a hundred years from now . . . I make them question the things they see around them . . . I teach them to write and then I make them write . . . I make them read, read, read . . . When they make mistakes, I make them apologize and mean it . . . I make them have respect for everyone, rich or poor, and take responsibility for their actions . . . I make my classroom a place where all my students feel safe.

"Finally, I make them understand that if they use the gifts they are given, work hard, and follow their hearts, they can succeed in life."

Medha paused one last time and then continued, "Then, when people try to judge me by what I make, I can hold my head up high and pay no attention because they are ignorant.

You want to know what I make? **I MAKE A DIFFERENCE.**"

## 4. Teaching as Relationships

### THE STORY OF AMIT

As Miss Geeta stood in front of her 5<sup>th</sup> Std. class on the first day of school, she told her students a lie. Like most teachers she looked at her students and said that she loved them all the same. However that was wrong, because there in the front row slumped in his seat was a little boy named Amit. Miss Geeta had watched Amit the year before and noticed that he didn't play well with other children and that his clothes were messy, and that he constantly needed a bath. And, Amit could be unpleasant. To be honest, Miss Geeta did not really like Amit. It got to the point where Miss Geeta would actually take delight in marking Amit's test papers with a big red pen making bold X's and then putting a big "Fail" at the top of his paper.

At the school where Miss Geeta taught, she was required to review each child's past Report Cards; and she put Amit's off until the last. However, when she reviewed his file, she was in for a surprise. Amit's first grade teacher wrote: "Amit is a bright child who likes to laugh. He does his work neatly and has good manners. He is such a joy to be around." Amit's second grade teacher wrote: "Amit is an excellent student, well liked by his classmates, but he is troubled because his mother has a terminal illness, and life at home must be a struggle." His third grade teacher wrote: "His mother's death has been hard on him. He tries to do his best, but his father doesn't show much interest, and his home life will soon affect him if some steps aren't taken." Amit's fourth grade teacher wrote: "Amit is withdrawn and doesn't show much interest in school. He doesn't have many friends and he sometimes sleeps in class".

By now, Miss Geeta realized the problem and felt ashamed herself. She felt even worse when her students brought her Diwali presents, wrapped in beautiful ribbons and bright paper, except for Amit's. His present was clumsily wrapped in an old newspaper. Miss Geeta took pains to open it in the middle of the other presents. Some of the students started to laugh when she found an old bangle with some of the stones missing, and a bottle of perfume that was one-quarter full. But she stopped the children's laughter when she exclaimed how pretty the bangle was, putting it on, and dabbing some of the perfume on her wrist. Amit stayed after school that day long enough to say, "Miss Geeta, today you smell just like my Mother used to". After the children left she cried for at least an hour.

**On that very day she stopped teaching reading, writing and arithmetic. Instead, she began to teach children.** Miss Geeta paid special attention to Amit. As she worked with him his mind began to come alive. The more she encouraged him the faster he responded. By the end of the year Amit had become one of the smartest children in the class. And despite her lie that she would love all the children the same, Amit became one of her "teacher's pets".

A year later she found a note under the door from Amit, telling her that she was the best teacher he'd ever had in his whole life!

Six years went by before she got another note from Amit. He then wrote that he had finished his 12<sup>th</sup> Std. and stood third in his class, and she was still the best teacher he ever had in his whole life.

Four years later after that, she got another letter, saying that while things had been tough at times; he'd stayed in school. He'd stuck with it and would soon graduate from college with first class honours. Then four more years passed, and another letter came. After he got his college degree he had decided to study a little further. She was still the best and favorite teacher he'd ever had. But now his name was a little longer...the letter was signed "Dr. Amit".

The story does not end here. There was yet another letter next year. Amit said that he was going to be married. He explained that his father had died a few years ago, and he was wondering if Miss Geeta would agree to sit at the wedding in the place that was usually reserved for the parents. Of course she agreed. And guess what? She wore that old bangle; the one with several stones missing. Moreover she made sure she was wearing the perfume that Amit remembered his mother wearing on their last Diwali together. They hugged each other and Dr. Amit whispered in Miss Geeta's ear: "Thank you for believing in me. Thank you so much for

making me feel important and showing me that I could make a difference.” Miss Geeta with tears in her eyes, whispered back. She said “Amit you have it all wrong. You were the one who taught me that I could make a difference. I didn’t know how to teach until I met you”.

You can never tell what type of impact you may have on another’s life by your actions...or lack of action. Please consider this fact in all your ventures through life, and everyday try to make a difference in someone else’s life.

*Adapted from ‘The Teddy Stallard Story’ by Elizabeth Silance Ballard; 1974*

### Teaching as Relationships – Quotes:

- 1 “You cannot teach everything you want to, you cannot teach everything you know, you can only teach what you are.”
- 2 “Teaching is about building relationships, and that means it is teaching from the heart, to touch hearts”
- 3 “There are three important qualities of a good family. These are love, cooperation, and positive expectations. So it should be in a good school.” ~ William Cooper Smith
- 4 In all things we learn only from those we love. ~ Goethe
- 5 “They may forget what you said, but they will never forget how you made them feel.”

### Reflection Questions:

1. What does it mean to teach from the heart?
2. Can you think of any teachers you have met who taught from the heart? Can you think of a teacher who did not? What was the difference?
3. What is the nature of relationships we wish to see in the kind of New School we wish to create?
4. Are we seeing these things in our present classrooms? Which of these things are we not seeing?
5. What are the difficulties teachers face in implementing this idea of teaching as relationships, not just teaching of subject matter?

### “Values are caught, not taught”.

The best way to ‘teach’ values is to **‘live out’** those values – not to lecture about them, but to demonstrate them. Teachers themselves have to live out of those values, all of the time in their day to day lives. They have to have those values internally themselves – rather than just telling children about them.

Thus the foundation of a good teacher is someone who themselves is whole as a person, who has a positive self-image and self-confidence, and who has strong core values that they are able to live by. Thus an important component of training is to help teachers reflect on their own self image and core values, and help them to truly internalise these things. “The only person who knows how to love, is that person who has been loved, who has seen love and experienced love”.

That is why teaching as well as training is first and foremost about **relationships** – not only between teachers and their students, but also between we as Trainers and our teachers. If I come in as a Trainer or ‘expert’ to criticise what teachers are already doing and tell them they need to do everything differently, they will immediately reject me, or simply tolerate me. It is only when I come in as a **friend**, and offer them new alternatives or suggestions that they find helpful, that they will be open to me. They need to first feel valued and trusted, before they listen and accept what I have to say.

### At my memorial

Imagine and visualize that you have gone to attend a memorial service of a person whom you know very well. As you reach the hall where everyone is seated in a solemn atmosphere you see that it is actually your photo is put up in the front with the garland. It is your memorial service that is being held some years from now. In the list of the program schedule that is



handed to the people there are names of 3 categories of people who would be sharing about your life and what you meant to them.

1. One member of your immediate family
2. One of your closest friends
3. One of your students

Think deeply. What would you like each of these speakers to say about you and your life. What kind of husband, wife, son, daughter, father, mother would you like their words to reflect? What kind of friend? What kind of teacher? What character would you like them to have seen in you? What contributions, what achievements would you want them to remember? Look at the people seated there. What difference would you like to have made in their lives? Write down your impressions.

## 6. Core Values: Equality & Inclusion

### Stories from Around us

For being bold enough to complete her schooling, a Dalit girl had acid thrown on her face.
In Uttar Pradesh a young boy had his eyes pulled out. His fault was that he touched a 'paan shop' belonging to an upper caste.
In many places even today, village barbers refuse to cut the hair of Dalits
In most parts of Uttar Pradesh, Madhya Pradesh, Bihar and Andhra Pradesh, Dalit teachers are not allowed to ride bicycles when passing through an upper caste area.
In Delhi, girls belonging to the Bhangi community who went to school dropped out after constantly being snubbed and harassed by upper caste teachers. They were constantly asked, 'What use is education to you? Why don't you go back to your brooms?'
In village Nuapada, Orissa, journalists visiting a school at lunch time, saw Dalit children sitting separately from children of other castes. "We are Harijans, that is why we sit here," little Prithvi Jagat said innocently. "If we go to that side, they say, bhago yahan se (run away from here). If we touch their glasses, they will turn over their plates and throw out the food. So we always sit here." Even the Dalit children did not see anything wrong here. They spoke of themselves as dom lok (people of the Dom community) and called the other children bhal lok (good people).

### **Dalit children discriminated in schools even today**

**Express News. Ahmedabad, October 15 2007**

Excerpt from : <http://www.expressindia.com/latest-news/Dalit-children-discriminated-in-schools-even-today/228750/>

Mid day meal schemes are on. But if you are a dalit child in Amreli or Banaskantha districts, in all probability, you will be asked to get your own dish or plate from your home and be served separately. The rice may contain worms and food will be insufficient. In other districts like Sabarkantha, Navsari, Dang and Bharuch, the discrimination may not be there, but the quality of food served may not be any better.

A sample survey undertaken by a city based NGO Centre for Social Justice (CSJ) during September 17 to September 21, 2007 across 99 villages in six districts of Amreli, Bharuch, Sabarkantha, Dang, Navsari and Banaskantha to assess the status of implementation of centrally sponsored food security schemes in Gujarat revealed that while in 61.61 per cent villages, the PDS shopkeepers keep the ration cards with them and enter wrong details, in 54.5 percent villages the shop keepers indulge in black marketing.

Sharing the details of the survey, Nadeem an activist from CSJ said that while the cases of caste discrimination is rampant, most of such cases have been reported from Amreli district. Shobhini Vora, from Kanuni Seva ane Margdarshan Kendra, Amreli pointed out that in number of schools, Dalit children are asked to get their own plates or dishes from home for mid day meals. "In a number of schools, the children from lower castes are made to sit separately and they are even asked to bring drinking water from their homes," she added. The study also revealed that not only the children are being discriminated, but also the quality of food provided under the scheme is a cause of concern.

### Reflection Questions:

- Why do you think discrimination continues to happen in our schools and society?
- Think back to the 'Tree Diagram'. Are there certain values or beliefs that may be contributing to these acts of discrimination?
- Is it possible for this situation to change? If so, how?
- Does education have a role to play in changing this situation?

### Our National Pledge

India is my country & all Indians are my brothers and sisters.  
I love my country and I am proud of its rich and varied heritage;  
I shall always strive to be worthy of it.  
I shall give my parents, teachers and all elders respect and treat everyone with courtesy.  
To my country and my people, I pledge, my devotion.  
In their well-being and prosperity alone, lies my happiness.

## 7. Core Values: Democratic Relationships

### Our Democracy and our Schools

Quotes from NCF 2005:

- "Education should function as an instrument of **social transformation** and an egalitarian social order"
- The "participation of children [is] a most fundamental step in this process" to realising the dream of India's constitutional values (p.83).
- "Thus, in order to make it possible for marginalised learners, and especially girls, to claim their rights as well as play an active role in shaping collective life, education must empower them to overcome the disadvantages of unequal socialisation and enable them to develop their capabilities of becoming autonomous and equal citizens."
- "Democracy is based on faith in the dignity and worth of every single individual as a human being. ... The object of a democratic education is, therefore, the full, all-round development of every individual's personality." (p. 20)
- "The first thing is a commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights. Education should aim to build a commitment to these values, which are based on reason and understanding."

## 8. Seeing the World through Children's Eyes

### Inside a child's shoes

"Close your eyes and think back to a typical government school that you have recently been in, and a class that you may have observed or taught. Imagine you are a child sitting in that class who is struggling with her studies. Try going into the mind of that child, and imagine sitting through a full lesson. Which parts of the class do you like or not like? What would you like to express or communicate to your teacher that would enable you to reach your full potential and to feel value and meaning in life? Record on your paper with words, sentences or pictures."

## How Children Learn

An overview of latest research about how children learn:

- McCilchrist, Myers and Reed: “Learning involves questioning, understanding, making connections between existing and new information, and being able to make use of this new ‘processed’ information. ...It is dependent upon the feelings, motivation and self confidence of the person concerned”
- Howard Gardner (1983) - conducted research on intelligence, and found that all learners have the capacity to develop at least seven types of intelligence, although not all to the same degree. Thus a diversity of learning styles and approaches have to be built in to learning materials and teaching methods.
- Daniel Goleman (1996) – his research emphasizes the importance of emotions and the senses in learning, more so than genetic intelligence or cognitive ability.
- Kolb (1994) – conducted research on ‘learning styles’, which suggests that children learn in different ways – thus teachers have to provide a variety of learning opportunities.
- Vygotsky (1978) – highlighted that in order to learn, children need to have opportunities to ‘construct’ their knowledge – by linking new information with information that they already know. This is called ‘constructivism’. This is what the NCF 2005 talk about, and we will explore this concept a bit more later. Talking and asking questions together (social interaction) can improve learning, which is why pair and small group work is so important.
- John Dewey (1916) – talked about how schools need a certain kind of environment in order to promote democratic values and skills – the classroom itself should be democratic, as we discussed earlier.

## Understanding Child Development

**Purpose:** To understand different areas of child development, and different factors influencing child development

Needs of the child during the developmental process are changing, and society has to give and respond adequately to these needs. Development for the child entails:

- Growing
- Changing
- Communicating
- Learning
- Moving towards self independence
- Taking on a social role

The main principles which guide this development are:

1. It is holistic. It consists of interdependent dimensions, which means that a child's development is both influenced by and influences all those who share a bond with him/her. There are also other factors at play such as the culture, society and the environment.
2. It begins before the child is even born.
3. The first eight years of a child form the foundation for all later development, hence attention to the child's needs in early childhood is critical.
4. Children's needs differ across early childhood years.
5. Development is multi-determined and varies according to a child's nutritional and bio-medical status, genetic inheritance and social and cultural contexts.
6. Children are active participants in their own development and learning.
7. Development and learning occurs as a result of the child interacting with people and objects in his/her environment.
8. Children live within a context – family, community, culture - and their needs are most affectively addressed in relation to that context.

### Factors influencing child development:

1. Natural factors include genetic and hereditary factors.
2. Environmental factors which include:
  - Security and acceptance for the child and love and support from attachment figures.
  - A child-friendly environment where:
    - A child's basic needs are fulfilled
    - The child has an opportunity for equal participation
    - There is possibility of self-expression
    - Children's rights are guaranteed
    - Protection from any form of violence is guaranteed

### Areas of Development:

Once we have understood the process of development it is necessary to establish the different areas of development. These are:

5. Physical development, which includes health, brain development, biological development and motor development.
6. Emotional development, which includes the creation of attachment relationships, self-esteem and confidence, and self-identity.
7. Cognitive development, which includes language, intelligence, thinking, problem solving and analytical skills.
8. Social development, which includes communication, relationship-building, attitudes, social skills, integration in a social environment (norms, limits and rules), conflict resolution skills, participation and association. As part of social development, it is important to include the ethical and moral development of the child.

These areas are all interrelated. The affective or emotional development is the basis for the rest of the development, because all information which the child receives and internalises is from attachment figures, who act as a mirror for the first years of a child's life. Building a bond with a child allows us to give meaning to their experiences that form the basis of their psychological and emotional development.

### Reflection Questions:

Think about the above research on how children learn, and on what children need in order to develop properly. Discuss the following 2 questions:

3. Are there any aspects of what children need to learn and develop, that are not currently being provided in our schools?
4. What steps can we take in our classrooms in order to make sure that all of children's needs are provided for, to help them learn and develop properly?

### The Pygmalion Effect

In the 1960s, two American researchers, Rosenthal and Jacobson, conducted a study which became very famous. They found that prior expectations that teachers have about their students' abilities can influence the students' achievement. This could have a positive or negative influence.

In other words, when teachers expect students to do well, the students tend to do well; when teachers expect students to fail, the students tend to fail.

They carried out an experiment in an elementary school, where first they gave an intelligence test to all of the students in the school, at the beginning of the school year. Then, they chose a group of 30 students completely randomly – not based on their test results, so there could have been a mix of bright, average or slower students in that group. However, they told all the teachers the opposite – they told the teachers that this class has only the most intelligent children, who have the highest potential to do well.

At the end of the year, they came back and re-tested all the students in the school. For this particular class, where the teachers thought that they were the smartest students, even though they were actually just an average class, they found that these students actually performed the

best in the whole school – they showed the biggest increase in their test scores. However the other students in other classes did not show this same improvement.

Thus they found that it was the teachers' expectations of them that made the difference. When the teachers believed that these were all bright students, the students actually ended up performing better. However, the opposite effect is also true – when the teacher believes that a student is slow and will not do well, the student will actually start performing worse. Thus, how teachers view their students and their abilities, makes a big difference in how students will actually perform. In order to learn and perform well, students need their teachers to believe in them, so that the students can believe in themselves.

**Discussion Question:**

- How does this research apply to our classrooms? What are the implications for our teaching?

**Story of The Eagle**

A man found an eagle's egg and put it in a nest of a barnyard hen. The eaglet hatched with the brood of chicks and grew up with them. All his life the eagle did what the barnyard chicks did, thinking he was a barnyard chicken. He scratched the earth for worms and insects. He clucked and cackled. And he would thrash his wings and fly a few feet into the air.

Years passed and the eagle grew very old. One day he saw a magnificent bird above him in the cloudless sky. It glided in graceful majesty among the powerful wind currents, with scarcely a beat of its strong golden wings.

The old eagle looked up in awe. "Who's that?" he asked.

"That's the eagle, the king of the birds," said his neighbour. "He belongs to the sky. We belong to the earth-- we're chickens." Looking at it, the old creature sighed and said to itself, "If only I'd been born an eagle". So the eagle lived and died a chicken, for that's what he thought he was.

- From *Awareness: The Perils and Opportunities of Reality* by Anthony de Mello

**Reflection Questions:** How does this story relate to the research conducted by Rosenthal and Jacobson? How does what teachers believe about students, and what students believe about themselves, influence what students are able to achieve?

**Tagore flunked school!**

Times of India, 8 May 2009

KOLKATA: For those who are struggling in the back benches, here's some hope: India's best known poet and Nobel laureate Rabindranath Tagore was an utter failure in school and an inattentive student to boot.

According to documents sifted by researchers to be made public on Tagore birth anniversary on Friday, the poet enrolled in Calcutta's St Xavier's school in 1875. According to a document prepared by alumni of St Xavier's School and the college, Tagore joined the school in his fifth year along with his older brother Somendranath and his nephew Satyaprasad, who too was two years older than him. However, while the other two managed to get promoted to the entry-level class, Rabindranath did not and after a while was taken out and home tutored.

The documents found by the college include details of Tagore joining the school four months after the session began. Hence, he was charged five rupees less as fees by the school. The total fees for a whole year then was a princely eight rupees.

Yet, St Xavier's is planning a grand celebration of one of its weakest students. The college will celebrate the birth anniversary of Tagore on Friday as a run up to its 150th year celebrations

that culminates in January 2010.

“Tagore was a genius who didn’t need the confines of a school for his education. We are proud that he had once studied in this institution and hence we will be celebrating the birth anniversary of this illustrious alumnus as part of our 150th year celebrations,” said Father Felix Raj, principal of the college.

“While his family tried to keep him in school, he tried all kinds of tricks to run away. After his admission to St Xavier’s, his elder brothers and sisters tried to counsel him against using such tactics but he couldn’t manage a promotion and eventually dropped out,” the document says.

**Reflection Questions:**

- What if you had been one of Tagore’s teachers – how would you have reacted, to a student who kept not paying attention, running away from school, failing, and eventually dropping out from school?
- What if you do have a future Tagore among one of the students sitting in your class? What steps will you take to discover and nurture the unique hidden talents and potential that each child has?

Your Children are not Your Children

Your children are not your children.  
 They are the sons and daughters of Life's longing for itself.  
 They come through you but not from you,  
 And though they are with you yet they belong not to you  
 You may give them your love but not your thoughts,  
 For they have their own thoughts  
 You may house their bodies but not their souls,  
 For their souls dwell in the house of tomorrow, which you cannot visit,  
 Not even in your dreams  
 You may strive to be like them, but seek not to make them like you.  
 For life goes not backward nor tarries with yesterday. ~ Kahlil Gibran

**Reflection:** What do you think this poem is saying? Do you agree or disagree?

**9. Understanding Active Learning**

**Reflecting on our own learning experiences**

1. Think about something you are good at and have always **enjoyed** doing and which is something which you know you do well. (It could be something connected with your job, a particular academic subject, or a hobby or skill – it can be anything which you are good at)

Now, write down a few words about HOW you became good at this.

2. Think about something you FEEL positive about – something you like about yourself or something about yourself that you’re proud of.

Now, write down a few words about how you KNOW that you can be proud of this – in other words, upon what evidence is this positive feeling based?

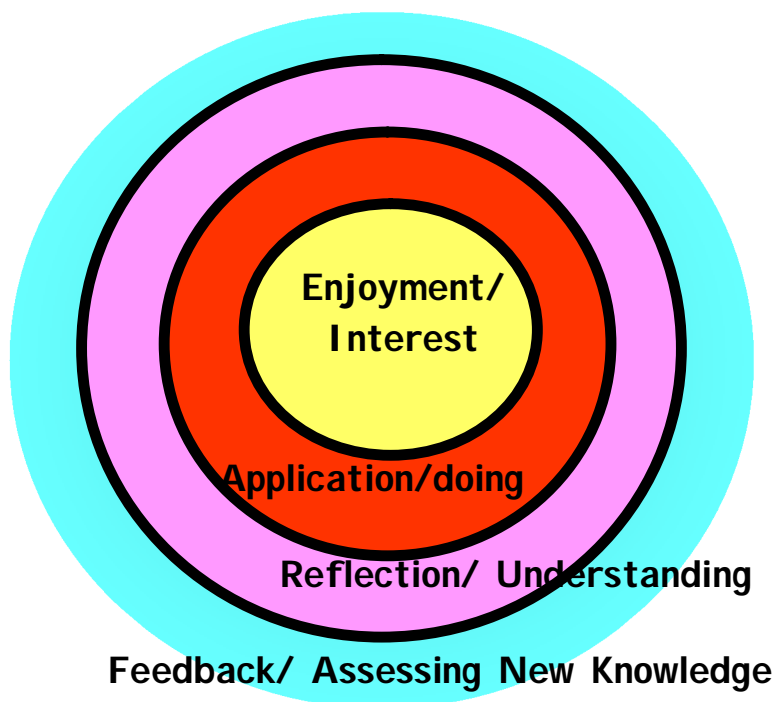
3. Think about something you can do well, but that you didn’t WANT to learn at the time you learned it. This could be something like driving, swimming, cooking or it could related to a particular area of academic study – perhaps statistics or economics etc. Whatever it is, you are probably pleased NOW that you succeeded with it – because it could be useful to you now.

Write down a few words about what kept you going, so that you DID succeed in this particular episode of learning.

4. Think about something you DON'T do well! This could be the result of an unsuccessful learning experience, maybe long ago or maybe recently.

Now, write a few words about each of the following:

- a. what do you think went wrong in your learning relating to whatever it is you don't do well?
- b. who, if anyone, might have been to blame for this?

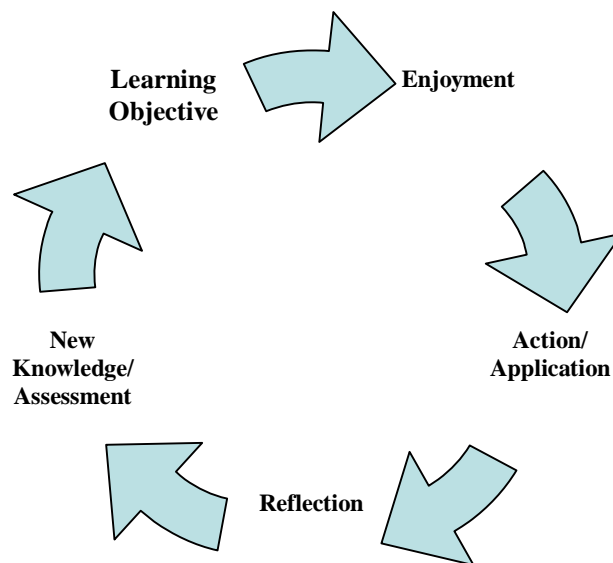


## 5 Elements of a Learning Activity

'L-E-A-R-N':

1. **Learning Objective:** there should be a clear learning objective for what we are trying to teach through the activity, which should be clearly communicated to the students. In designing any activity, we need to ourselves: what is the point or the concept or skills we are trying to teach through this activity? The learning objective should be holistic – not only dealing with knowledge or information, but also about values or skills that we want students to learn.
2. **Enjoyment:** The topic should be linked to the learners' previous knowledge and interest in some way, by asking the following questions, and then using them while designing the activity:
  - a. What do students already know about this topic which can be drawn out?
  - b. What do students want to know about this topic?
  - c. What do students naturally like or are interested in, that could be related to this topic?
3. **Action-oriented:** The process should allow learners to get involved in some way rather than sitting passively, to try things out for themselves, to apply a concept to a real life situation. Learners need to explore for themselves in order to discover knowledge for themselves.

4. **Reflection:** The teacher should enable participants to think for themselves, to reflect on what is the point of the learning activity, to make sure that students actually understand what they are learning or doing, and not just doing it mechanically. That THINKING element is what moves something from just a mindless 'activity' to a real 'learning activity'! All activities must have a clear element where students are encouraged to think for themselves and to understand for themselves.
5. **New Knowledge:** The activity should lead to learners discovering some new knowledge – i.e. linked to the learning objective. The role of the teacher is to ensure that the activity leads to the learning goal being achieved. We can only know this through continuously assessing the learners – at the end of each activity, there has to be some means the teacher uses in order to know whether students have obtained new knowledge or skill. This has to be done everyday, throughout the teaching learning process – we cannot wait until the end of the month for a unit test, because then it's too late. So the means of assessment should be in-built into the learning activity. Also, the teacher should provide clear **feedback** to the learner about their learning – through feedback, praise, encouragement.



Quote by Confucius:

What I *hear*, I forget

What I *hear and see*, I remember a little

What I *hear, see, and ask questions about or discuss with someone else*, I begin to understand

What I *hear, see, discuss, and do*, allows me to acquire knowledge and skill.

What I *teach to another*, I master.



### **Active Pedagogy – Format for Classroom Observations**

Based on your lesson observation, answer the following questions, giving a score from 1 (low) to 5 (high) (1 = Never, 3 = A few times; 5 = Often). Next to each number, write examples or reasons to support your score.

Category	Question/ Indicator	Score (1-5)	Explain evidence or examples
<b>1. Holistic Learning</b>  (L - Learning Objective)	Is there a clear learning objective for the lesson, which is clear to all the students?		
	Does the teacher encourage all-round development of students (developing their attitudes/ values, emotional, creative, physical, social skills)?		
<b>2. Links to students' lives &amp; community</b>  (E – Enjoyment)	Does the teacher make connections between what students are learning, and the students' interests, daily lives and community?		
	Does the teacher give opportunities for students to share what they already know from their everyday experience, while teaching a new topic?		
	Do the teacher and students seem passive/bored, or enthusiastic/ engaged? 1 = Passive/ bored; 5 = Engaged and enthusiastic		
<b>3. Variety of Learning Materials</b>  (A – Action-Oriented)	Does the teacher use a variety of teaching-learning materials (TLMs) besides the textbook or blackboard during the lesson?		
	Does the teacher give a chance for students to handle TLMs themselves?		
<b>4. Student exploration &amp; active involvement</b>  (A – Action-Oriented)	Does the teacher give opportunities for students to try things themselves, to interact with each other, to handle TLMs, or to move around and explore for themselves?		
	Does the activity help to increase students' interest in or understanding of the topic, or give them a chance to apply their learning in real life?		
<b>5. Reflection</b>  (R – Reflection)	Does the teacher spoon-feed the 'correct' answer, or does she encourage students to think about the activity themselves and to discover knowledge on their own?		
	Does the teacher encourage the students to ask questions, and to express their own thoughts or ideas in their own words?		
<b>6. Child-Friendly Assessment</b>  (N – New Knowledge)	Does the teacher stop to check whether all students have understood and achieved the learning objective?		
	Does the teacher provide feedback, encouragement and support to help each individual student overcome their difficulties?		
<b>7. Inclusive &amp; Democratic Relationships</b>	Is every child valued and encouraged to participate equally, or are some students ignored or discriminated against?		
	How does the teacher respond to 'weaker' students – does she ignore or humiliate them, or does she give them extra help and attention?		
<b>8. Classroom Free from fear</b>	Is there an environment of fear in the classroom - is the Teacher harsh and strict with students, or is s/he friendly and approachable towards students? (1= fear, 5 = friendly)		

	When students make mistakes or do not know the answer, does the teacher scold or punish them, or does she encourage them to keep trying and find the right answer on their own?		
	To maintain discipline in the classroom, does the teacher use hitting or shouting, or does s/he use positive ways of gaining the students' attention & correcting them gently?		

## 10. Nature of Active Learning in Different Subjects

### Vision of 'Active Learning' in Each Subject

SUBJECT	PURPOSE & Teaching Approaches
<b>Language</b>	To be able to effectively use reading, writing and oral skills to <b>interact</b> with others, to <b>express</b> one's thinking and to <b>acquire</b> information
<i>Teaching Approach</i>	<ul style="list-style-type: none"> <li>opportunities for active participation and <b>interaction</b> of children with each other, with teachers, with community members, etc</li> <li><b>print-rich environment</b> with wide variety of graded reading materials that are age-appropriate and related to the child's own context and surroundings, to encourage an interest in reading</li> <li>emphasis on reading with <b>understanding</b> and writing with <b>meaning</b></li> <li>children should feel free to <b>express their own thoughts</b> and feelings in their own way, without fear of making mistakes</li> <li>wide range of opportunities for <b>exposure to different sources of spoken language</b> (eg. through radio, tape recorders, interaction with community members)</li> </ul>
<b>Maths</b>	To be able to apply basic mathematical skills in order to undertake financial transactions, use basic measurements, and think analytically in daily life
<i>Teaching Approach</i>	<ul style="list-style-type: none"> <li>should promote more of <b>mathematization in thinking process</b> of both teachers and children - Promoting logical thinking, and helping children understand the reasons behind concepts, instead of just memorizing them</li> <li>Use of concrete objects and visual/ 3-dimensional <b>TLMs</b> to help children's conceptual understanding of abstract concepts</li> <li>Practical and enjoyable activities related to <b>application of mathematics in real life</b> situations</li> <li><b>activities</b> related to estimation, measurement, calculation, derivation, justification, mental mathematics, etc</li> </ul>
<b>Science</b>	To develop an investigative approach to learning about the world and the way things work
<i>Teaching Approach</i>	<ul style="list-style-type: none"> <li>promoting more of <b>hands-on exploratory activities</b> related to local nature and locally available materials.</li> <li>Both teacher and students engage in more of <b>out of class explorations</b> to study the world of plants, animals, physical elements and chemical elements.</li> <li>Science learning should nurture the natural <b>curiosity and questioning abilities</b> of children.</li> </ul>
<b>Social Science</b>	To give children a sense of themselves, their family and community, in relation to their environment and the wider world
<i>Teaching Approach</i>	<ul style="list-style-type: none"> <li>scientific explorations of <b>own local surroundings</b> and community practices (land, people, culture, market, past and society management, etc.)</li> <li>making the learning of history, geography, political science and economics more <b>interesting and exciting</b> for children</li> <li><b>culture of discussion</b> in the classroom, to promote critical thinking about children's own social context.</li> </ul>

## 11. How Our Beliefs Shape our Teaching

### What is 'worldview'

Worldview is our mindset, a set of beliefs and assumptions about reality, about existence, about the nature of the universe and the purpose of life, the purpose of education, etc. These beliefs serve as a lens which influence the way we think and act. Worldview is like a set of glasses for the mind. Our worldview determines what we are going to see, not what is actually there to be seen. No two people have entirely the same way of looking at the same thing – we each have a unique worldview.

### Seven Blind Men and the Elephant

Seven blind men in the village were friends and spent their days discussing things about the world. One day the topic of "elephant" came up. None had ever "seen" and elephant, so they asked to be taken to the elephant to find out what it was. One touched the side, another the tail, another the trunk, another the ears, another the legs, and so on. After their tour they got together to discuss what they had "seen."

"Oh, an elephant is just like a wall," said one (who had touched its side). "No, it is like a rope," said another. "You are both wrong," said the third, "it is like a column holding up a roof." "It is like a python carcass," said the fourth. "It is like a chapati (roti)," said the one who had felt its ears. And on and on they argued.

- What does this story have to do with worldview?
- How does each person touching a different part of the same thing give each of us a different perspective?
- Who is right? Are any of them wrong?

### Beliefs Survey Questionnaire

For each statement, circle one of the following:

1 = Strongly disagree. 2 = Disagree. 3 = Agree. 4 = Strong agree

1.	All students are capable of learning challenging content	1	2	3	4
2.	A good teacher should focus on the 'brightest' students, those who are most likely to succeed academically	1	2	3	4
3.	Activity-based learning makes the teacher lose her authority or control of the class	1	2	3	4
4.	If a teacher tries to become 'friends' with the students, they stop respecting him/her	1	2	3	4
5.	Students should follow the teacher's instructions without raising any questions	1	2	3	4
6.	A silent class is a hardworking class; a noisy class is an undisciplined class	1	2	3	4
7.	A teacher's primary duty is to help students do well in the exams.	1	2	3	4
8.	Students learn better when they are afraid of failing the exams	1	2	3	4
9.	The most important reason to go to school is to do well so that you can get a good job	1	2	3	4
10.	Realistically, only a few students are capable of succeeding academically	1	2	3	4
11.	In a class, it's better when all the students are similar in age and background (eg. language, culture, social status)	1	2	3	4
12.	If a teacher wants to complete the syllabus, s/he cannot spend too much time on activities	1	2	3	4
13.	When a child is repeatedly getting low marks, it usually means the child is not working hard enough or that the child is a 'slow learner'	1	2	3	4
14.	If a child is not paying attention, it is the teacher's responsibility to make the lesson more interesting	1	2	3	4
15.	Children should be encouraged to question established traditions	1	2	3	4

Now, discuss your answers to each question in groups of 5. If there are differences in your responses, debate with the rest of the group until you arrive at a consensus on a single answer for the entire group.

### Active vs. Passive Beliefs

Fill out the empty columns:

	Current Practice	Root Belief	NCF 05 Belief	Implications for Practice
1. Nature of knowledge	Focus on memorization; teacher spoon-feeds the right answer			
2. Control over learning process	Teacher dominates, and fully decides the content and pace of learning.			
3. Teacher-student relationship	Hierarchical; Only teacher talks, student must listen without questioning			
4. Responsibility for learning	Teachers blame students for not paying attention in class			
5. Attention to each child	Weak students are neglected			
6. Students' potential	Lower expectations from government school children			
7. Teaching methods	One teaching style (lecture-based) for all students			
8. Role of Activity and Play	Teachers feel they don't have time for activities due to pressure to complete syllabus			
8. Students' mistakes	Students not allowed to make mistakes, are punished if they do			
10. Purpose of education	Large focus placed on exam results.			
11. Accountability	Teachers remain absent or don't teach			

### How to Change Worldviews?

Factors that can help promote change in teachers' worldviews beliefs:

- 1. Experiencing a new approach:** Teachers must themselves experience a different approach – eg. a democratic Trainer-teacher relationship, giving them freedom and choice, valuing each and every teacher
- 2. Encourage critical self reflection:** Teachers must be made aware of these assumptions – must be given opportunities to question, discuss, reflect on these assumptions, to engage in dialogue with others and consider alternative perspectives
- 3. Create a safe emotional environment:** through group activities which allow the group to bond together, feel safe to share their personal experiences and views, and where every individual feels valued
- 4. Empower confidence and motivation:** Help teachers identify their strengths; give them small tasks where they can experience success; constantly affirm their experiences or responses.
- 5. Inspire with a vision of what is possible:** Show concrete evidence of children's capabilities and creativity, or examples of what teachers in similar contexts have been able to innovate
- 6. Creating cognitive dissonance:** Exposure to new information, knowledge, insights, or values through role play, critical debates, case studies, simulations, games, life histories, which allow teachers to encounter a point of view that is different from their own.
- 7. Utilize soul work:** use of journal writing, reflection, artistic projects, poetry, inspiring quotes, novels – strategies that allow teachers to reflect on their own values, goals, sense of purpose and motivation, creativity
- 8. Implement small changes:** Teachers must leave the training with a concrete plan of action with specific but small changes and doable strategies that they can implement in their classroom which will yield visible student learning outcomes, which will further enable an experience of success and change of beliefs

## **12. From Classroom to Community**

### **NCF 2005 Quotes**

“Learning takes place both within school and outside school. Learning is enriched if the two arenas interact with each other” (15).

“In this document, we emphasize the significance of contextualising education: of situating learning in the context of the child's world, and of making the boundary between the school and its natural and social environment porous. ..because the aim of knowledge is to connect with the world.”

“The child's community and local environment form the primary context in which learning takes place, and in which knowledge acquires its significance” (30).

“Enabling learning through participation in the life of a community and the nation at large is crucial to the success of schooling. The failure to provide this will result in the failure of the system”

“Our children need to feel that each one of them, their homes, communities, languages and cultures, are valuable as resources for experience to be analysed and enquired into at school; that their diverse capabilities are accepted; that all of them have the ability and the right to learn and to access knowledge and skills; and that adult society regards them as capable of the best.”

### **Taking children to the community: Some Ideas**

- Field Visits: In field visits, children go outside of the classroom, for instance, to the school garden, to a well or a community dam. They can observe specific organisms or natural phenomena, as well as learn from experts.
- Children can participate in community service activities. Eg. in one school, children regularly volunteered to clean the houses of elderly persons who were living alone. In addition, the children also worked to keep roadways and paths in the community clean in order to avoid accidents.
- Children can find articles or get information from their home or community that relate to a lesson at school.
- Children can interview parents or grandparents about their childhood.
- They can find plants or other materials that relate to a lesson.
- They can bring materials (such as used cardboard) that teachers can use to make teaching and learning materials.
- Children can map their communities and assist in finding children who are not in school, but should be.
- Student Participation in Meetings. Students can also participate in school-parent meetings, community meetings, or other civic events. Students can organize activities and projects from their classroom lessons and show them in a student fair, or a small group of students can present a dramatic play, song, or poem. In this kind of activity, students get to explain to their parents or guardians what they are learning.

## **13. Positive Classroom Management**

### **Agree or Disagree**

Work independently and decide whether the following statements are true or false

- Giving children freedom is bad.
- A child should be given positive alternatives to follow
- Children need to be controlled.

- If a child doesn't do his/her homework he/she should be punished
- Punishment leads to loss of confidence, low self esteem and aggressiveness
- Punishment is needed to make sure students are learning properly.
- If the child is not punished he/she will never change
- Corporal Punishment is the only way one can control the children, when there are so many children in one class.
- My teacher punished me and I use the same methods I was subjected to
- Corporal punishment works best. Other methods don't work as well
- Punishing a child could lead to want of medical attention.
- Children who are punished may develop anti-social behavior
- As teachers we should model appropriate behavior for our students
- Good behavior need not be praised or rewarded.

### Punishment vs. Discipline

Punishment is an action (penalty) that is imposed on a person for breaking a rule or showing improper conduct. Punishment aims to control behaviour through negative means. Two types of punishment are typically used with children:

- Punishment involving negative verbal reprimands and disapproval; this type of punishment is also known as negative discipline.
- Punishment involving severe physical or emotional pain, as in corporal punishment.

Discipline is the practice of teaching or training a person to obey rules or a code of behaviour in both the short and long terms. While punishment is meant to control a child's behaviour, discipline is meant to develop a child's behaviour, especially in matters of conduct. It is meant to teach a child self-control and confidence by focusing on what it is we want the child to learn and what the child is capable of learning.

<b>Punishment is:</b>	<b>Discipline is:</b>
Being told only what NOT to do	Giving children positive alternatives
Reacting harshly to misbehaviour	Acknowledging or rewarding efforts and good behaviour
When children follow rules because they are threatened or bribed	When children follow rules because they are discussed and agreed upon
Teaching children to behave well only when they risk getting caught	Teaching children to internalize self-discipline
Controlling, shaming, ridiculing	Consistent, firm guidance
Negative and disrespectful of the child	Positive, respectful of the child
When children are punished for hurting others, instead of being shown how to make amends	When children must make amends when their behaviour negatively affects someone else
Criticising the child, rather than the child's behaviour: 'you are stupid, you were wrong'	Directed at the child's behaviour, never at the child: 'your behaviour was wrong'
It teaches children that people who love them hurt them (link between love and violence) and people who have authority can abuse it (link between authority and violence)	It includes non-violent forms of punishment, and is based on love

# THE HINDU

## Corporal punishment kills Delhi schoolgirl

Saturday, Apr 18, 2009

*Teacher of municipal school accused of extreme measures*

NEW DELHI: Eleven-year-old Shanno, who slipped into coma after her teacher made her stand in the hot sun crouching at school two days ago, died in a government hospital here on Friday.

The Class II student of the Municipal Corporation of Delhi-run school at Bawana was punished by teacher Manju allegedly after she failed to recite the full English alphabet string. After returning from school on Wednesday afternoon, she fell unconscious and was taken to the Maharishi Valmiki Hospital by her parents.



She was referred to the LNJP Hospital the following day after her condition deteriorated and she slipped into a coma. Shanno's elder sister Sahina, who studies in the same school, said: "The teacher made her stand in a *murga* position for over two hours in the hot sun and even placed seven bricks on her back. When Shanno asked for water, the teacher kicked her. Her head hit a wall, she began to bleed from the nose."

Demanding exemplary punishment for the teacher, Shanno's father Ayub Khan, a restaurant waiter, said: "I have lost my daughter. Nothing can bring her back. But I want justice for her..."

### Corporal Punishment and the Right to Education Act

The RTE Act lays out the following rules that all schools in our country must follow:

- "No child shall be subjected to **physical punishment** or **mental harassment**"
- "Making child **free from fear, trauma and anxiety**, and helping the child to **express views freely**"

This requires that we create classrooms that are free from fear and anxiety. When we think of the current situation in so many of our schools as we saw just now, how can we make this happen?

#### **NCF 2005 Quotes:**

"Children will learn only in an atmosphere where they feel they are valued. Our schools still do not convey this to all children. The association of learning with fear, discipline and stress, rather than enjoyment and satisfaction, is detrimental to learning. Physical and emotional security is the cornerstone for all learning."

"An enabling learning environment is one where children feel secure, where there is absence of fear, and which is governed by relationships of equality and equity. Teachers should nurture their classroom spaces as places where children can ask questions freely, engaging in a dialogue with the teacher as well as their peers, during an ongoing lesson. Unless they can share their related experiences, clarify their doubts and ask questions, they will not engage with learning."

#### **From the Constitution of India:**

Art 39 (e): 'The state shall ensure that ...the tender age of children are not abused...'

Art 39 (f): 'The state shall ensure that children are given opportunities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment'.

There is explicit use of the word 'dignity' in Article 39(f). It is not conceivable for dignity and punishment to co-exist.

#### **United Nations Convention on Child Rights (UNCRC):**

The UNCRC provides an internationally agreed minimum set of standards for law, policy and practice for all countries regarding children. The UNCRC encourages a positive image

of children as active holders of rights. It spells out what those rights are and makes the countries accountable for realising them. The UNCRC encourages international cooperation through a common framework of obligations for countries to assist each other to realise their children's rights. A convention has the force of an international law.

Article 19: *State parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child*

### **Effects of punishment on Child Development**

	<b>Effects of Punishment</b>	<b>Effects of Positive Discipline</b>
<b>Social Consequences</b>	Children's rights violated No child-friendly environment Constraints on children developing as active citizens with same rights like adults Link between authority and violence Risk of fear Violent models of relationship Little/no communication between children and adults No autonomy, dependence on fear and sanction of others No opportunities for full social development Risk of mistrust of adults Risk of isolation	Children's rights fulfilled and promoted Trust towards adults Children are equal citizens Link between authority and respect for other's dignity Cooperation Non-violent models of relationship Communication skills improved (to listen, express and forgive) Negotiation skills and conflict resolution skills Problem solving abilities Analytical skills improved Social integration
<b>Emotional consequences</b>	Link between love and violence Risk of degrading self-image and self-esteem Risk of guilty feelings Risk of anxiety and insecurity Risk of possibility of depression Risk of lack of confidence Risk of lack of autonomy, dependence on adults Risk of damage to attachment relationships and cognitive models internalised Risk of feelings of revenge and anger Risk of emotional instability Risk of slow learning	Link between love and protection Self-confidence promotion Self-image and esteem promotion Good attachment relationships Feelings of security Emotional stability Autonomy Better learning process
<b>Physical consequences</b>	Risk of physical damage Risk of damage: injuries, disabilities, even death	Protection and healthy physical development

### **Story of a Scientist**

This is a story about a famous research scientist who had made several very important medical breakthroughs. He was being interviewed by a newspaper reporter who asked him why he thought he was able to be so much more creative than the average person. What set him so far apart from others?

He responded that, in his opinion, it all came from an experience with his mother that occurred when he was about two years old. He had been trying to remove a bottle of milk from the refrigerator when he lost his grip on the slippery bottle and it fell, spilling its contents all over the kitchen floor—a veritable sea of milk!



When his mother came into the kitchen, instead of yelling at him, giving him a lecture, or punishing him, she said, "Robert, what a great and wonderful mess you have made! I have rarely seen such a huge puddle of milk. Well, the damage has already been done. Would you like to get down and play in the milk for a few minutes before we clean it up?"

Indeed, he did. After a few minutes, his mother said, "You know, Robert, whenever you make a mess like this, eventually you have to clean it up and restore everything to its proper order. So, how would you like to do that? We could use a sponge, a towel, or a mop. Which do you prefer?" He chose the sponge and together they cleaned up the spilled milk.

His mother then said, "You know, what we have here is a failed experiment in how to effectively carry a big milk bottle with two tiny hands. Let's go out in the back yard and fill the bottle with water and see if you can discover a way to carry it without dropping it." The little boy learned that if he grasped the bottle at the top near the lip with both hands, he could carry it without dropping it. What a wonderful lesson!

This renowned scientist then remarked that it was at that moment that he knew he didn't need to be afraid to make mistakes. Instead, he learned that mistakes were just opportunities for learning something new, which is, after all, what scientific experiments are all about. Even if the experiment "doesn't work," we usually learn something valuable from it.

### **Creating a Classroom Free From Fear**

Some of the ways to deal with misbehaviour:

1. Classrooms need one main rule, namely: Respect One Another (This applies to the children as well as the teacher!)
2. If we create an interesting curriculum with materials that are meaningful to children, then they will be interested and become involved.
3. We need excellent observation and recording skills to determine what causes a particular behavioural problem.
4. Most importantly, we need to create an environment where children are actively engaged and motivated. That will be good teaching for all children. It also means the teacher is not always the person in control, but she is one of a team of problem-solvers including children, parents, and other teachers.
5. When we hear negative comments being made to children, we need to turn them into positive ones. For example, the negative comment, "Look at how many answers you got wrong!" could be changed to "Look at how many answers you got right! Let's find a way for you to get even more of them right next time. What helped you to remember the answers to the ones you got right?"

### **Authority Scale**

1 = never

5 = 50% of the time 10 = always

	1	2	3	4	5	6	7	8	9	10
Avoid displays of power										
Not instill fear in children.										
Not misuse or abuse our authority										
Be a good role model										
Respect the students										
One action speaks a thousand words (show not tell)										
Ensure there is no violence of word or action										
Express displeasure at wrong behaviour but never attack a child's character										

## Practical Strategies for Positive Discipline:

How can you establish a positive disciplinary environment in your classroom?

Here are some ways to create a positive culture of learning and teaching.

1. **Adopt a whole school approach** and make sure that your classroom discipline reflects the school's policies.
2. **Establish ground rules** in your classroom and get your children to participate in setting them. Be serious and consistent in implementing these rules.
3. **Know your children** and focus on developing positive relationships with them.
4. **Manage the learning process and the learning environment enthusiastically and professionally.** Be always one step ahead through good planning. For example, anticipate that some children may finish their work before others, and have something for them to do while they wait, such as involving them in setting up classroom displays.
5. **Be inclusive.** Leaving learners out, or not understanding their needs and circumstances, can alienate them.
6. **Give learners the opportunity to succeed.** Learners who feel positive about themselves and their ability to succeed will make better learners.
7. **Allow learners to take responsibility.** Provide them with opportunities to be responsible, be it in the way they conduct themselves in class, in running a community project, or in filling in the class attendance sheet for the teacher.
8. **Give attention seekers what they want – ATTENTION!** Even if a learner constantly seeks attention through misbehaviour, find ways that you can engage him or her in a positive way, even if it is through simple strategies like giving them a task to do, sending them out of the room for a few minutes on an errand, giving them responsibility for something, or anything else that will acknowledge them.
9. **Be a model.** Children always imitate the adults in their lives. They will copy manner, tone of voice, language, and actions, both appropriate and inappropriate. The most powerful teaching skill you can learn is to model the behaviour that is expected from the child. Setting a good example is critical in teaching.
10. **Talk respectfully.** Communicating with a child cannot be done effectively from a distance. The time spent talking to a child and making eye contact with him or her is quality time. Many teachers have noticed a dramatic change in a "problem child" after spending five minutes simply sharing what they both like and do for fun.
11. **Tell them what you want.** Children respond better to being told what to do rather than what not to do; for example, instead of saying, "Stop kicking the desk!" say, "Please keep your feet on the floor."
12. **Give choices.** Giving a child choices allows him or her some appropriate power over his or her life, and it encourages decision-making. The choices offered must be within acceptable limits and the child's developmental and temperamental abilities. As children grow older, they may be offered a wider variety of choices and allowed to accept the consequences of their choices.
13. **Silent Signals.** Effective teachers deal with disruptive behavior by developing certain practices to check misbehavior without interrupting classroom instruction. Some teachers use silent signals with students to communicate nonverbally when they feel the students are interfering with the lesson. What other actions can you think of?
  - Touch your watch. (When a student is wasting time)
  - Touch your ear. (When a student is not listening.)
  - Touch your mouth. (When a student is talking out of turn.)
  - Hold up your pencil. (When a student should be writing.)
  - Hold up a book. (When a student should be reading.)
  - Look at the student. (Make eye contact.)
  - Walk near the student.
  - Touch the student's desk or shoulder.
  - Call on the student to respond.
  - Speak to the student after class.
  - Move the student to a different desk.
14. **Regular classroom routines** help children to start work quickly and meaningfully at the beginning of their school day. Children should agree on the rules and routines and, better yet, they should organize them. For example, a student group or committee can be in charge of

taking the register and reporting to the teacher about absences. When developing routines with children, it is important to explain and decide upon: (i) what is to be done; (ii) who is to do it; (iii) when is it to be done; and (iv) why is it important to do this routine activity regularly.

Following are some ideas about routines that you can organize with your children:

- what work they need to do at any one time, particularly for those
- who may arrive late because they have far to walk, as well as for
- those children who are waiting for the class to start;
- how books and other learning materials should be distributed, collected, and stored, and who should take responsibility for these activities (perhaps rotating this responsibility among individual children, girls as well as boys, or teams of children);
- how children can get help from each other when they need it and the teacher is unavailable;
- what to do when they have finished an activity;
- how to get the teacher's attention in a non-disruptive manner;
- what are acceptable levels of noise;
- how to move around the classroom in a non-disruptive manner; and
- how to leave the classroom.

### **5 Steps of Positive Discipline**

While punishment is a single act, positive discipline is a four-step process that recognizes and rewards appropriate behaviour in the following manner.

1. **The appropriate behaviour is described:** "Everyone quiet down now, please."
2. **Clear reasons are provided:** "We are going to start our mathematics lesson and everyone needs to listen closely." This means that quieting down quickly will show respect for others.
3. It is a good example of treating others as you would like them to treat you.
4. **Acknowledgement is requested:** "Do you see why quieting down is so important?" Or "When can we all talk without disrupting others and their opportunity to learn the lesson."
5. **The correct behaviour is reinforced:** eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, extra credit points, having a success mentioned in front of the class or school (social recognition is the greatest award). When rewards are used, they should always be immediate and small, yet gratifying. This process is effective for individual children. Moreover, for those of you who are working in large classes, it can also be effective for groups of children. The "trick" is to make the children feel they are on a "winning team" (the class as a whole) and to praise each child's efforts in being a good team member.

**Remember: Catch students doing the right thing and reward them immediately. This is the core of positive discipline.**

## Acknowledgements

<sup>1</sup> Quote taken from “Inspiring spaces: creating creative classrooms”. *Creative Spaces For Learning*, Vol 5 NO 2 2007

<sup>2</sup> By Subroto Bagchi. From the convocation address at the International Academy for Creative Teaching, Bangalore. Downloaded from [www.arvindguptatoys.com](http://www.arvindguptatoys.com)

<sup>3</sup> Adapted from [www.inspirationalstories.com](http://www.inspirationalstories.com)

<sup>4</sup> Activity adapted from the In-service Teacher Training programme designed and developed by the Avehi-Abacus project, Mumbai.

<sup>5</sup> Source: Presentation by MHRD to the 11<sup>th</sup> Joint Review Mission of SSA, 2010

<sup>6</sup> Story taken from Module 1 of the Pre-service Teacher Training curriculum designed and developed by the Avehi-Abacus project, Mumbai.

<sup>7</sup> Adapted from ‘The Teddy Stallard Story’ by Elizabeth Silance Ballard; 1974

<sup>8</sup> Adapted from the ‘Foundations – Character First’ curriculum developed by Basic Foundations Training Pvt. Ltd. [info@foundationsintl.com](mailto:info@foundationsintl.com)

<sup>9</sup> Adapted from Stephen Covey, ‘The Seven Habits of Highly Effective People’

<sup>10</sup> Adapted from Module 1 of the Pre-service Teacher Training curriculum designed and developed by the Avehi-Abacus project, Mumbai.

<sup>11</sup> Activity adapted from the In-service Teacher Training programme designed and developed by the Avehi-Abacus project, Mumbai.

<sup>12</sup> Adapted from the ‘Foundations – Character First’ curriculum developed by Basic Foundations Training Pvt. Ltd. [info@foundationsintl.com](mailto:info@foundationsintl.com)

<sup>13</sup> Adapted from activity narrated by Ms. Zakiya Kurrien, Centre for Learning Resources, Pune.

<sup>14</sup> Contributed by Joy Townsend, Destiny Education Mumbai Pvt Ltd, 2010

<sup>15</sup> Activity adapted from the In-service Teacher Training programme designed and developed by the Avehi-Abacus project, Mumbai.

<sup>16</sup> Adapted from ‘A Toolkit on Positive Discipline: with Particular Emphasis on South and Central Asia’, Published by Save the Children, 2007.

<sup>17</sup> From *Awareness: The Perils and Opportunities of Reality* by Anthony de Mello. Downloaded from [www.quotatio.com](http://www.quotatio.com)

<sup>18</sup> Adapted from the ‘Facilitating Effective Learning’ Curriculum developed by Development Associates International, 2008.

<sup>19</sup> Some ideas adapted from “In My Classroom: A Guide to Reflective Practice”, published by USAID, 2002.

<sup>20</sup> Adapted from ‘Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments’, published by UNESCO, 2004

<sup>21</sup> Adapted from ‘Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments’, published by UNESCO, 2004

<sup>22</sup> Idea contributed by Mini Srinivasan, Education Consultant, Pune, 2010.

<sup>23</sup> Adapted from “Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments: Specialized Booklet 1 – Positive Discipline in the Inclusive, Learning-Friendly Classroom”. Published by UNESCO, 2006

<sup>24</sup> Adapted from 'A Toolkit on Positive Discipline: with Particular Emphasis on South and Central Asia', Published by Save the Children, 2007.

<sup>25</sup> Adapted from 'Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments' – Toolkit 4. Published by UNESCO, 2004

<sup>26</sup> Adapted from 'Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments' – Toolkit 4. Published by UNESCO, 2004

<sup>27</sup> Adapted from 'Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments' – Toolkit 5. Published by UNESCO, 2004

<sup>28</sup> Contributed by Joy Townsend, Destiny Education Mumbai Pvt Ltd, 2010

<sup>29</sup> Adapted from 'Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments' – Toolkit 4. Published by UNESCO, 2004

<sup>30</sup> Contributed by Joy Townsend, Destiny Education Mumbai Pvt Ltd, 2010

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<sup>32</sup> Contributed by Joy Townsend, Destiny Education Mumbai Pvt Ltd, 2010