KPESED
Khyber Pakhtunkhwa Elementary & Secondary Education Department

Continuing Professional Development (CPD) Program for

Primary School Teachers for the

Academic Year

2022-23

English
Session Plans

DIRECTORATE OF PROFESSIONAL DEVELOPMENT KHYBER PAKHTUNKHWA

Approved by: Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, Abbottabad Vide **Letter No. 3327-29/DCTE/DPD-IP/CPD/Session Plan/Primary. Dated 07-07-2022.**

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PREFACE

In 2017, the Continuing Professional Development (CPD) programme was launched by the Elementary and Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa, as it is a regular feature of the professional career of the Primary School Teachers (PSTs) across all districts of the province. The purpose of CPD is to enhance student learning by continually improving teachers' professional knowledge and skills through emerging teaching learning methods including ICT based cooperative learning.

The CPD programme is comprised of four components; these are Self-Reflection (SR), Classroom Observation (CRO), Quarterly Monitoring Meeting (QMM) and Professional Development Days (PDDs).

Professional Development Day (PDD) is the core element of the CPD programme. Overall, eight Professional Development Days (PDDs) are held in an academic year, attending by all primary school teachers. Keeping in view the evolving needs of ICT in the field of education, video based session plans have been developed for the academic year 2022-23. The contents of all the session plans, PDDs have been fully aligned with textual material of the relevant grades.

This document (PDD Session Plans) introduces the structure, design, and delivery mechanism of the PDDs. It provides detailed guidelines to facilitators along with tips on facilitation and teaching-learning strategies/methods.

I hope these session plans will enhance teaching skills and knowledge of the facilitators in order to conduct the PDDs effectively which will further augment the teaching skills of the teachers for efficient and effective delivery in the classroom.

Gohar Ali Khan
Director, Directorate of Professional Development
Khyber Pakhtunkhwa Peshawar

Table of Contents

Conducting PD Days
Pre-session Planning and Arrangements

Facilitators are requested to take necessary actions before the start of the Professional Development Day. They are required to perform the following actions. Please tick √ against each activity if completed.

S#	Activities	Status √							
		PDD 1	PDD 2	PDD 3	PDD 4	PDD 5	PDD 6	PDD 7	PDD 8
1	Gone through session plans and prepared all the required handouts/charts.								
2	Required videos are made available. Videos can also be downloaded from **https://www.youtube.com/channel/UCgkKtkSZRANgP1NDpwn_r3A**								
3	All required teaching and learning material (i.e. writing board, marker, charts, other material mentioned in the activities) is made available.								
4	Coordinated with primary schools in the PD Day centre to make sure that teachers bring Textbooks of Grade 1 to 5								
5	Informed Head of PD Day centre to make necessary arrangements for PD Day i.e. proper seating, room/training hall, drinking water etc.,								
6	The seating arrangement of the training room is made according to the session plans and supportive for adults teaching.								
7	Make sure the attendance sheet of the PD Day has been maintained and uploaded on CPD portal.								

PD Day Attendance

Step 1: Manual Attendance:	
1	Make sure that all the fields of the attendance sheet are properly filled.
2	Make sure that copy of attendance sheet is signed by the facilitators and Head of PD Day Centre.
3	Please keep the original attendance sheet in safe custody as it is an official record. You will have to attach the same attendance with your remuneration claims.
4	Submit attendance sheet to the CPD focal person in DEO office after each 04 PD Days. Please keep a copy of the attendance sheet in the centre and with you.
Step 2: Online Attendance Portal:	
5	Make sure that teachers' attendance is entered in the attendance portal with correct EMIS code within 05 days after conducting each PD Day. **Portal access:** http://175.107.63.41:8080/cpd **Use name:** EMIS code of the PD Day centre (example EMIS code is 36106). **Password:** Same EMIS code in reverse order (example password 60163.
6	For correct EMIS code refer to the CPD focal person of your respective district.
7	In case of any issue please contact: **First**: ASDEO of respective circle **Second**: District CPD focal person **Third**: DPD
Step 3: Submission of Attendance sheets (Manual and Online)	

8	To process **Remuneration:** Facilitators are required to submit both **manual and online attendance sheets.**
	Online Attendance:
	Within 05 days after conducting each PD Day**.**
	Manual Attendance:
	 After each 04 PD Days submit these documents to CPD focal person of your respective district.
	    I. Remuneration bill(s) of both facilitators
	    II. Hard copy/ies of attendance sheets, signed/verified by Principal/Head of PD Day

Format for Attendance Sheet

	Directorate of Professional Development, Khyber Pakhtunkhwa **Charsadda road Peshawar** **Phone & Fax No.** 091-9224783 **Email: director.dpd@kpese.gov.pk** **<u>ATTENDANCE SHEET FOR PROFESSIONAL DEVELOPMENT DAY</u>**

PD Day CENTER:_____ **EMIS Code:** _____
DISTRICT:_____ **Circle:**_____

S.No.	Name	Designation	School	CNIC No.	Contact Number	Signature			
						PDD __ / /	PDD __ / /	PDD__ / /	PDD __ / /
RESOURSE PERSONS/ FACILITATORS									
1									
2									
PARTICIPANTS									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
Observer (if any):				**Signature**					
Verified by Principal PD Day Centre									

AGENDA PD DAY-1

Start Time		End Time	Session/Activity	Mins
08:00	-	08:15	**Attendance, Registration and Recitation**	15
08: 20	-	08: 40	**Conducting PD Days** *Pre-session Planning and Arrangements* *PD Day Attendance* *Norms Setting*	20
08:50	-	09:25	**Introduction to CPD** *What and Why CPD?* *Introduction to PD Day* *How it is assessed?* *What are the roles and responsibilities of each stake holder?*	35
09:25	-	10:25	**English**	60
10:25	-	11:25	**Mathematics**	60
11:25	-	11:50	**Break**	25
11:50	-	12:50	**Urdu**	60
12:50	-	13:50	**Science**	60

SAMPLE AGENDA PD DAY-02 to 08

Start Time		End Time	Session/Activity	Mins
08:00	-	08:15	**Attendance, Registration and Recitation**	15
08:15	-	09:15	**Reflections**	
09:15	-	10:15	**English**	60
10:15	-	11:15	**Mathematics**	60
11:15	-	11:45	**Break**	30
11:45	-	12:45	**Urdu**	60
12:45	-	13:45	**Science**	60

Norms setting

1. Explain to the participants the idea of norms of conduct and why they are needed to make the training useful and effective.
2. Discuss with participant to suggest norms of conduct to follow in the training session.
3. List all the suggestions (reported by each group) on a chart and place it on the wall, for reference.
4. Keep this chart placed on the wall for the rest of the training.
5. Make sure that all key norms, especially the ones mentioned below, are listed and shared by all:

- **Punctuality:** We will respect the schedule, always be on time for the start of the session. We will complete all activities, including the breaks, within the time provided for these activities.

- **Use of phones:** We will keep our mobile on silent mode. In case of urgency we will attend call out of the training room.

- **Maximum Participation**: We will participate in all activities attentively with an objective to learn and contribute.

- **Respect**: We must respect each other and will be tolerant on different points of view with some reasonable suggestions.

Topic: Introduction to Continuing Professional Development(CPD) | 35 min

Objective: *After this session, the trainee teachers will be able to effectively teach the students to:*
- Explain meaning and need of Continuing Professional Development (CPD)
- Describe structure of PD Day

Required Materials: Chart of PD Day Structure, Markers, Writing Board.

Activity 1 Brainstorming | 10 min

1. Welcome participants in the first PD Day.
2. To brainstorm with participants about in-service trainings and CPD, ask following questions, one by one:

a) **Do we (as teachers) need to enhance our knowledge or learn new skills or concepts of teaching?**

b) **How often should teachers work on improving their knowledge?**
(Discuss the timings/ frequency of learning)

c) **How can we as teachers improve our knowledge?**

> **Use these rules for discussion:**
> To manage the time, take 2 to 3 responses on each question.
> Do not take long discussion on one question.
> To make sure that everybody has a chance to speak and participate, one person will share only once.

(Discuss different means and methods of learning/ different types/ forms of in-service trainings)

1. Ask participants what do they understand by **"Continuing/ Continuous Professional Development (CPD)"** and how it differs from professional development/ training we discussed above?
2. Conclude the discussion by explaining that through CPD activities the teachers can enhance teaching learning skills which result improvement in students' learning outcomes.
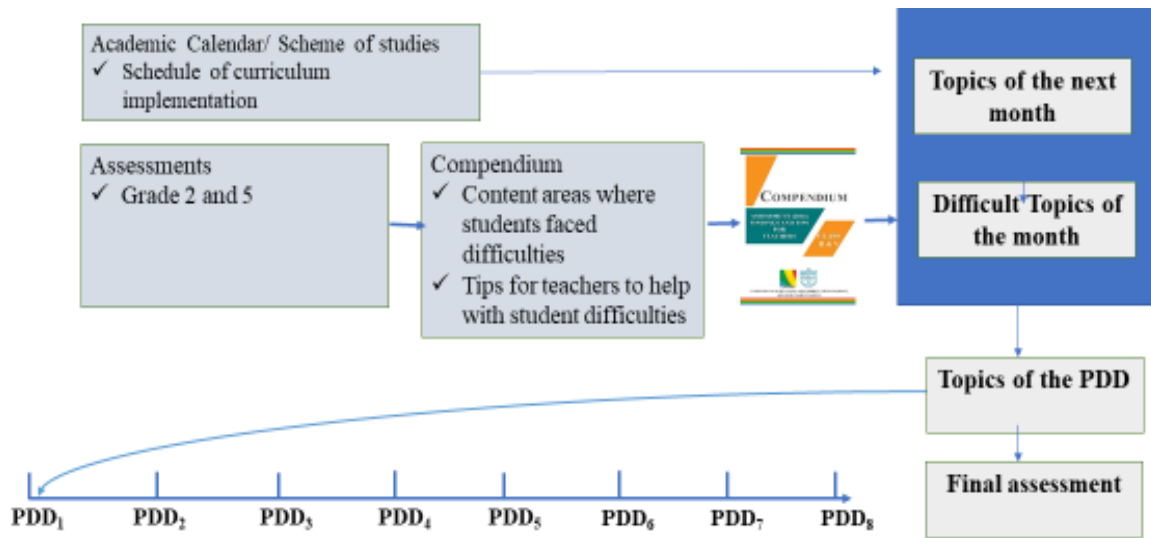
Activity 2	25 min

Inform participants that ;

1. PD Day will provide an opportunity for teachers to work together and learn from each other's experiences, ultimately helping them to improve their content knowledge and pedagogical skills.
2. Will be conducted at the end of the month (Schedule notified by Directorate).
3. Primary schools will remain close on PD Day (Notified by Directorate).
4. PD Day will be organized in notified cluster centres.
5. PD DAY Centre will be in a High/HS School/ Primary school with 4-5 primary schools and up to 30 teachers depending on the facility.
6. All teachers including Head Teachers from primary schools within the cluster MUST attend PD Day.
7. Total 8 PD Days in one academic year.
8. 2 SSTs/SS/CT (1 Language and 1 Science/Mathematics) notified by respective DEO office and trained by DPD will act as Facilitators.
9. Four main subjects are covered in PD Day (English, Mathematics, Science and Urdu)
10. PD Day will cover **difficult topics of the next academic month** identified through academic calendar, compendium and student assessments (Class 2 and 5).
11. Video based session plans have been developed for the academic year 2022-23. The contents of all the session plans, PDDs have been fully aligned with textual material of the relevant grades.
12. The referred videos in sessions of all subjects will be used. These videos can also be downloaded from the link:
https://www.youtube.com/channel/UCgkKtkSZRANgP1NDpwn_r3A

How topics of PD DAY session plan are selected?

Academic Calendar/ Scheme of studies
- ✓ Schedule of curriculum implementation

Assessments
- ✓ Grade 2 and 5

Compendium
- ✓ Content areas where students faced difficulties
- ✓ Tips for teachers to help with student difficulties

COMPENDIUM

Topics of the next month

Difficult Topics of the month

Topics of the PDD

Final assessment

PDD₁   PDD₂   PDD₃   PDD₄   PDD₅   PDD₆   PDD₇   PDD₈

I.   Topics of PDD are covered from the topics of next month academic calendar and compendium
II.   Only difficult topics are covered in PDD (topics identified in grade 2 and 5 assessments)
III. Teachers have to bring textbooks and Teacher Guides in the PDD

PDD-01 Video Based Session

Topic: Pronunciation — 60 min

Objective: *After this session, the trainee teachers will be able to effectively teach the students to:*

- Pronounce and match the initial and the final sounds of common words, depicted in pictures with their corresponding letters.

Required Materials: Video of PDD-01 English, Charts, Markers, Writing Board.

Activity 1 — 20 min

1. Divide the trainee teachers into manageable groups according to their strength.
2. Share the video (PDD-01 English) with the participants.
   NOTE: Please make sure that the video is available to all the groups.
3. Tell the groups that today we will learn the initial and final sounds of letters.
4. Ask the groups to watch the video till **(05:26 min)** and pause. **(05 minutes)**
5. Write down the following questions on writing board and ask the groups to discuss. **(10 minutes)**
   - i. How did the teacher give instructions while teaching in the video?
   - ii. Why is it important to give clear and stepwise instructions?
   - iii. How do you use instructions while teaching?
6. Take responses from different groups and discuss each response to the given questions.
   (05 minutes)
7. Encourage the participants to avoid repetition and participate actively.

Topic: Step by Step Instructions

Activity 2 — 30 min

1. Ask the groups to prepare an activity on teaching "Simple Present Tense" to Grade 5 students. **(10 minutes)**
2. Provide charts and markers to the groups and ask them to write down stepwise and clear instructions to execute the activity in the classroom.
3. Invite representatives from two groups for presentation. **(10 minutes)**
4. Write the following questions on the writing board and tell the participants to note down their reflections during the presentations. **(10 minutes)**
   - i. Were the instructions clear, coherent and appropriate?
   - ii. Are there any changes suggested in the instructions and why?
5. After each presentation generate discussion on the above questions.

Conclusion	05 min

Conclude the session with help of facilitator's input.

Facilitator's Input:

It is very important to give clear and step wise instructions to run the teaching-learning process smoothly and effectively to achieve the desired objectives. The instructions must be concise, to the point and easy to comprehend for the students.

Steps to Clear Instructions

1. **Break things down**: If the activity has several steps, give the instructions addressing each step. Once students are done with one step, stop the process and get them going with the second step. This helps the students to focus on each step piece by piece.

   Key Question: How do I break the activity down into chunks?

2. **Explain the activity**: Tell the students, what they are doing and how it helps students to connect with the task. We do not need to go into great detail; an overview is fine. Providing students with the purpose behind the activity, invite them into the activity.

   Key Question: How do I tell them briefly what they should do and why?

3. **Create step by step outline:** Having the instructions clearly and briefly written on the board, not only keeps the teacher focused while explaining an activity, but also gives students an anchor when they are doing the activity. At any point, they can refer to the given steps and redirect themselves.

   Key Question: How do I simplify the instructions?

4. **Let students see what the activity looks like:** Modeling for the class, first shows the students what it will look like. Showing and telling is an effective way to reach all types of students. It's also the first step to prepare students into being successful.

   Key Question: How should the activity look like?

5. **Experiment with a student:** Modeling the activity with a student is the next step in scaffolding. They have just seen the teacher do the activity; doing a piece of the activity with a student, increases confidence and understanding about how to complete the task.

   Key Question: How do I model this with a student to boost success?

6. **Assess their understanding:** Asking the students to tell and show, what they are supposed to do, is the best way to take the pulse of the class. When two students model the activity without the support of the teacher, the entire class gets a chance to clarify their understanding.

Key Question: *How do get the students to show me they are ready?*

7. **Repair misunderstandings:** If the students seem confused, stop the class, clear the confusion, and restart the activity. Students will get more out of the designed activity. You'll work less by not going from group to group, retelling the instructions.

Key Question: *How do I redirect the class effectively and efficiently?*

Source: https://www.tesoltrainers.com/

- At the end, ask the trainee teachers to design an activity by using the learning of this session. **(02 minutes)**
    a. Apply the activity in their classrooms.
    b. Write reflection.
        - Name the activity.
        - What materials were required to conduct the activity?
        - Subject, duration, grade and SLO of the activity.
        - Process of the activity implementation.
        - What went well?
        - What did not go well?
        - What are the areas of improvement?

Note: Tell the trainee teachers that reflection of the activity will be discussed in the upcoming PDD.

- **What we have learnt today?   (03 minutes)**
    Use the following statements to highlight the key learnings of the session:
    o Learnt different techniques to teach pronunciation of letters along with their characteristics.
    o Learnt about the technique of giving clear instructions in the classroom while teaching.

PDD-02 (Reflections)

Reflections	60 min

Objective: *The trainee teachers will be able to reflect upon the application of pedagogical skills in their classrooms, learnt in the previous PDD.*
Required Material: Charts, Markers and Writing Board.

Activity 1	05 min

8. Start the session with the recitation of few verses from the Holy Quran.
9. After a brief welcome note, brainstorm the trainee teachers about the task regarding application of pedagogical skills in their classrooms, they had learnt in the previous PDD.

Activity 2	55 min

6. Divide the trainee teachers into four groups according to the subject of their choice.
   Group-1: General Science
   Group-2: English
   Group-3: Mathematics
   Group-4: Urdu
7. Ask the trainee teachers to recall the refection questions and get themselves ready for presentation:
   - Name of the activity.
   - What material were used to conduct the activity?
   - Subject, duration, grade and SLO of the activity.
   - Process of the activity implementation.
   - What went well?
   - What did not go well?
   - Suggestions for improvement?

8. Invite a volunteer from group-1 to present his/her work.
9. At the end of his/her presentation, encourage rest of the trainee teachers to add if they have some new points.
10. Appreciate their efforts and reinforce them to apply the learnt pedagogical skills to improve the learning of students.
11. Repeat the same process for presentations of other subjects also.

Note: The same process should be used for taking reflections on each PDD.

PDD-02 Video Based Session

Topic: While Reading	60 min

Objective: *After this session, the trainee teachers will be able to effectively teach the students to:*

- Apply critical thinking to interact with text using intensive reading strategies (While reading to locate/scan specific information to answer short questions.

Required Materials: Video of PDD-02 English, Charts, Markers, White board.

Activity 1	25 min

1. Divide the trainee teachers into manageable groups according to their strength.
2. Share the video (PDD-02 English) with trainee teachers.
   NOTE: Please make sure that the video is available to all groups.
3. Ask groups to watch the video. **(02 minutes)**
4. Ask the trainee teachers the following questions. **(05 minutes)**
     i.   What do you think the video is about?
     ii. Which pedagogical techniques have been used in the video?
5. After taking their responses, tell them that the video is about scanning/locating specific information (difficult words) while reading.
6. Write the following paragraph on a chart and display it in front of the class. Ask the trainee teachers to read the given paragraph in groups. **(03 minutes)**

   Asad and Maha are making a card for their mother's birthday. Let's see how they do it. First, they make a list of things they <u>require</u>. For example: paper, scissors and markers. Asad takes the paper and cuts it with the scissors, he <u>folds</u> it in half and Maha <u>draws</u> some beautiful flowers in a cake on its cover. At the end, Asad writes "Happy Birthday Mom" in <u>bold</u> letters.

7. Tell the trainee teachers to answer the following questions: **(05 minutes)**
     i.   Name the tools mentioned in the paragraph.
     ii.   What was written on the cake?
     iii. Guess the meanings of underlined words?
8. Take responses from a few trainee teachers randomly.
9. Ask the following questions: **(05 minutes)**
     i.   How can the keywords help while reading to find specific information in a text?
     ii.   What we call the process of finding keywords in a text?
10. Tell the trainee teachers that this process of finding keywords in a text for locating specific information is called scanning. It helps in better understanding of a text in while reading. (Elaborate further with the help of Facilitator's input below). **(05 minutes)**

Activity 2	25 min

1. Tell the groups to prepare an activity on teaching "Scanning/ locating specific information" to Grade-04 students. **(10 minutes)**
2. Provide charts and markers to the groups and ask them to use the textbook of Grade-04 for activity preparation.
3. Invite representatives from the groups for presentation. **(10 minutes)**

4. Write the following questions on the writing board and tell the trainee teachers to note down their reflections during the presentations.
    i. Was the activity relevant to the given task?
    ii. Would they suggest any change in the delivery of the presentation and why?
5. After each presentation, generate discussion on the above questions. **(05 minutes)**

Conclusion	05 min

Conclude the activity by telling the trainee teachers that scanning is an important reading technique to locate specific information in a text.

Facilitator's Input:

<u>What is scanning?</u>

Scanning means looking through the text quickly to find specific information. Scanning is commonly used in everyday life, for example, Looking up a word in a dictionary or finding your friend's name in the contacts directory of your phone. Scanning and another quick reading skill, <u>skimming</u>, are often confused, though they are quite different. While skimming is concerned with finding general information, namely the main ideas, scanning involves looking for specific information.

<u>How to scan a text?</u>

Before you start scanning for information, you should try to understand how the text is arranged. This will help you locate the information quickly. For example, when scanning for a word in a dictionary or a friend's name in your contact list, you already know that the information is arranged alphabetically. This means you can go quickly to the part you want, without having to look through everything. For this reason, <u>skimming</u> can be a useful skill to use in combination with scanning, to give you a general idea of the text structure. Section headings, if there are any, can be especially useful.

When scanning, you will be looking for key words or phrases. These will be especially easy to find if they are names, because they will begin with a capital letter, or numbers/dates. Once you have decided on the area of text to scan, you should run your eyes down the page, in a zigzag pattern, to take in as much of the text as possible. This approach makes scanning seem much more random than other speed reading skills such as <u>skimming</u> and <u>surveying</u>. It is also a good idea to use your finger as you move down (or back up) the page, to focus your attention and keep track of where you are.

https://www.eapfoundation.com/reading/skills/scanning/

- At the end, ask the trainee teachers to design an activity by using the learning of this session. **(03 minutes)**
    a. Apply the activity in their classrooms.
    b. Write reflection.
        - Name the activity.
        - What materials were required to implement the activity?
        - Subject, duration, grade and SLO of the activity.
        - Process of the activity implementation.
        - What went well?
        - What did not go well?
        - What are the areas of improvement?

Note: Reflection of the activity will be discussed in the upcoming PDD.

- **What we have learnt today? (02 minutes)**

Use the following statement to highlight the key learning(s) of the session:
- Learnt different intensive reading strategies to locate/scan specific information to answer short questions.

PDD-03 Video Based Session

Topic: Preposition	60 min

Objective: *After this session, the trainee teachers will be able to effectively teach the students to*:
- Demonstrate the use of preposition showing position and time.

Required Materials: Video of PDD-03 English, Charts, Markers, White Board.

Activity 1	30 min

1. Divide the trainee teachers into manageable groups according to their strength.
2. Share the video (PDD-03 English) with trainee teachers.
   NOTE: Please make sure that the video is available to all groups.
3. Ask the groups to watch the video. **(10 minutes)**
4. Ask the trainee teachers the following questions. **(05 minutes)**
   i. How many techniques did they find in the video?
   ii. What do they know about close-ended questions?
   iii. Which topic has been explained in the video?
5. After taking their responses tell them that the video is about preposition of time and position using close-assessment technique.
6. Tell the trainee teachers that close-ended questions includes questions having specific and limited answers. Close-ended assessment is an effective way to conclude a lesson.
   (Elaborate further with the help of Facilitator's input below.) **(10 minutes)**
7. Ask the trainee teachers to play the video and pause at 07:28 and fill in the blanks with suitable prepositions. **(05 minutes)**
8. Take responses from trainee teachers randomly.

Activity 2	25 min

1. Ask the trainee teachers to design an activity about prepositions of time or position using a worksheet consisting of 'fill in the blanks'. **(10 minutes)**
2. Provide charts, markers and required materials to the groups.
3. Ask one representative from each group to present his/her activity. **(10 minutes)**
4. Write the following questions on the writing board and tell the trainee teachers to note down their reflections during the presentations.
   i. Was the activity relevant to the given task?
   ii. Would they suggest any change in the design of activity? If yes, why?
5. After each presentation, generate discussion on the above questions. **(05 minutes)**

Conclusion	05 min

Conclude the session by telling them that close-ended questions is a very useful technique for quick output from teachers and students. It gives a correct estimate regarding the achievement of learning outcomes.

Facilitator's Input:

Closed-ended questions can only be answered by opting from a limited number of options, usually multiple-choice questions with a single-word answer, 'yes' or 'no', or a rating scale (e.g. from strongly agree to strongly disagree).

Closed-ended questions give limited insight, but can easily be analyzed for quantitative data or a conclusion.

- At the end, ask the trainee teachers to design an activity by using the learning from this session. **(02 minute)**
    a. Apply the activity in their classrooms.
    b. Write reflection.
        - Name the activity.
        - What materials were required to conduct the activity?
        - Subject, duration, grade and SLO of the activity.
        - Process of the implementation of the activity.
        - What went well?
        - What did not go well?
        - What are the areas of improvement?

Note: Tell the trainee teachers that reflection of the activity will be discussed in the upcoming PDD.

- **What we have learnt today? (03 minutes)**
    Recap the following key learning points of the session:
        o Close-ended questions.
        o Preposition of time and position.

PDD-04 Video Based Session

| Topic: Punctuation (Capital Letters) | 60 min |

Objective: *After this session, the trainee teachers will be able to effectively teach the students to*:
- Recognize and apply capitalisation to the initial letters of the keywords in the titles of stories and books.

Required Materials: Video of PDD-04 English, Charts, Markers, Writing Board.

| Activity 1 | 30 min |

1. Divide trainee teachers into manageable groups according to their strength.
2. Share the video (PDD-04 English) with participants.
   NOTE: Please make sure that the video is available to all groups.
3. Ask groups to watch the video. **(10 minutes)**
4. Tell the trainee teachers to think about the content of the video for two minutes. **(02 minutes)**
5. Ask the trainee teachers the following questions: **(05 minutes)**
   i.   How many techniques did they find in the video?
   ii. Have they used illustration technique in their classrooms teaching?
   iii. Why some words have been capitalized in the title of stories and books?
6. After having their responses, tell them that the video is about capitalization in titles, using illustration.
   (Elaborate further with the help of Facilitator's input below.) **(05 minutes)**
7. Ask the trainee teachers to look at the cover page of their English book of Grade-4 and : **(08 minutes)**
   - Find keywords in the cover page.
   - Identify capitalized letters.
   - Why the initial letters in the keywords are capitalized?
8. Take responses from trainee teachers randomly and provide feedback.

| Activity 2 | 25 min |

1. Ask the groups to design an activity about capitalization of keywords by using illustration technique. **(10 minutes)**
2. Provide charts, markers and required material to the groups.
3. Ask representative from at least two groups to present their activities. **(10 minutes)**
4. Write the following questions on the writing board and tell the trainee teachers to note down their reflections during the presentations.
   i.   Was the activity relevant to the given task?
   ii. Would they suggest any change in the design of activity? If yes, why?
   iii. What did they like the most about the activity?
5. After each presentation generate discussion on the above questions. **(05 minutes)**

Conclusion	02 min

Conclude the session by telling the trainee teachers that illustration is an important technique for the explanation of a concept, idea or text.

Facilitator's Input

Illustration technique is a decoration of some words that define or explain a concept, explanation or visual indication of a text, idea or process.

Objectives of illustration:

Following are some objectives of illustration:

- To make a lesson interesting.
- To relate known to the unknown.
- To make a complex thing easy and interesting.

Major components of illustration are:

- Selection of simple, understandable and relative examples.
- Selecting interesting examples.
- Choice of proper medium for illustration.
- Selection of the right method for illustration.
- The appropriate number of examples say 5 to 4 in one topic.
- The relevancy of the examples with concept and the idea.

Precautions in using illustration techniques:

- All the examples should be related to the specific objectives.
- These examples should be related to the concept being taught.
- They must be interesting.
- All these examples should be according to the level of the students.
- They must be of different kinds.
  Adapted from: *https://www.learningclassesonline.com/2020/07/illustration-skill.html*

- At the end, ask the participants to design an activity by using what they have learnt the session. **(01 minute)**
    a. Apply the activity in their classrooms.
    b. Write reflection.
        i.   Name the activity.
        ii.   What materials were required to conduct the activity?
        iii. Subject, duration, grade and SLO of the activity.
        iv.   Process of the activity implementation.
        v.   What went well?
        vi.   What did not go well?
        vii.   What are the areas of improvement?

Note: Tell the trainee teachers that reflection of the activity will be discussed in the upcoming PDD.

- **What we have learnt today? (02 minutes)**

Use the following statements to highlight the key learnings of the session:

  o Learnt about the rules of capitalization in keywords in title of stories and books.
  o Learnt and applied illustration technique for teaching.

PDD-05 Video Based Session

Topic: Demonstrative Pronouns	60 min

Objective: *After this session, the trainee teachers will be able to effectively teach the students to:*

- Identify and demonstrate extended use of words that point to something

Required Materials: Video of PDD-5 English, Charts, Markers, Textbook and Writing Board.

Activity 1	30 min

1. Divide the trainee teachers into manageable groups according to their strength.
2. Share the video (PDD-05) with the trainee teachers.
   NOTE: Please make sure that the video is available to all groups.
3. Ask the groups to watch the video. **(10 minutes)**
4. Ask the following questions from the trainee teachers. **(05 minutes)**
   i. Which type of pronoun is discussed in the video?
   ii. What kind of teaching method has been used in the video?
5. After having responses tell them that the video is about demonstrative pronouns (This, That, These, Those) by using demonstration method. (05 minutes)
6. Ask the following questions from the trainee teachers randomly while pointing towards different objects in the classroom? **(05 minutes)**
   i. What is this?   (i.e. pointing towards the white board)
   ii. What is that?   (i.e. pointing towards the ceiling fan)
   iii. What are these/those?   (I.e. pointing towards the books)
7. Explain the trainee teachers about the demonstrative pronouns. Tell them that demonstrative pronouns are used to point towards objects. (nearer or farther)
   (Elaborate further with the help of Facilitator's input below.) **(05 minutes)**

Activity 2	25 min

1. Ask the groups to design an activity about teaching demonstrative pronouns by using demonstration method. **(10 minutes)**
2. Provide charts, markers and required material to the groups.
3. Ask one representative from each group to present the activity of his/her respective group. **(10 minutes)**
4. Write the following questions on the writing board and tell the trainee teachers to note down their reflections during the presentations.
   - Was the activity relevant to the given task?
   - Would they suggest any improvement in the presentation of activity? If yes, why?
   - Has demonstration method been used in the activity?
5. After each presentation, generate discussion on the above questions. **(05 minutes)**

Conclusion	02 min

Conclude the session by telling the trainee teachers that demonstration method is a way of teaching difficult concepts and topics, which require practical application.

Facilitator's Input:

Demonstration method is a teaching method used to communicate an idea with the aid of visuals such as flip charts, posters, power point, objects etc. A demonstration is the process of teaching someone how to make or do something in a step-by-step process. 'As you show how, you tell what you are doing'.

To achieve success in demonstration method, the teacher needs to do three necessary things:

- The object displayed for demonstration should be visible to all students.
- The demonstrator should use clear language and step-by-step procedure so the students may understand the concept of demonstration easily.
- The pupils should be given a chance to ask questions from teachers to clear their concept and difficulties about the topic.

Characteristics of Demonstration Method

- The demonstration should be done in a step by step and simple way.
- In demonstration method, attention should be given to all students.
- The aims and goals should be clearly stated.
- A well-planned strategy should be devise for demonstration.

Steps needed for Demonstration Method

Demonstration method needs proper planning for effective implementation. Keep the following points in mind before giving demonstration to students.

- Comprehensive preparation of the subject matter.
- Advance lesson planning before demonstration.

Merits of Demonstration Method

- Demonstration method helps students to understand the topic easily.
- Demonstration method helps students in teaching learning process and keep them active.
- Demonstration method leads to concrete learning.
- Demonstration method uses the principles of reflective thinking.
- Demonstration method helps to motivate students in teaching learning process.
- Demonstration method creates the spirit of discovery in students.
- Demonstration method imparts maximum knowledge to students.

- At the end, ask the trainee teachers to design an activity by using what they have learnt in the session. **(01 minute)**
  a. Apply the activity in their classrooms.
  b. Write reflection.
     - Name the activity.
     - What material was required to implement the activity?
     - Subject, duration, grade and SLO of the activity.
     - Process of implementation of the activity.

- What went well?
- What did not go well?
- What are the areas of improvement?

Note: Tell the trainee teachers that reflection of the activity will be discussed in the upcoming PDD.

- **What we have learnt today? (02 minutes)**

Use the following statements to highlight the key learning points of the session:

  o Learnt about demonstrative pronouns and their application.
  o Learnt and applied demonstration method for teaching.

PDD-06 Video Based Session

| Topic: Story Elements | 60 min |

Objective: *After this session, the trainee teachers will be able to effectively teach the students to*:

- Recognise and describe briefly story elements: tell when and where the story is set?

Required Materials: Video of PDD-06 English, Charts, Markers and Writing Board.

| Activity 1 | 30 min |

1. Divide the trainee teachers into manageable groups according to their strength.
2. Share the video PDD-06 English with trainee teachers.
   NOTE: Please make sure that the video is available to all groups.
3. Ask groups to watch the video. **(10 minutes)**
4. Ask the following questions from the trainee teachers: **(05 minutes)**
   i. Which elements of the story are shown in the video?
   ii. How many techniques do they find in the video?
5. After having responses, tell them that the video is about story elements, the focus is on the setting of the story.
6. Tell the trainee teachers that we will practice story map technique in this session.
7. Tell the trainee teachers that story map is a kind of graphic organizer which is used to find missing information. Story map helps in guessing and working on already provided information to find the missing information.
   (Elaborate further with the help of Facilitator's input below.) **(05 minutes)**
8. Write the following story on the chart and display it on the wall. **(10 minutes)**
   There was once a slave who was treated cruelly by his master. One day, he couldn't take it anymore and ran away to the forest to escape. There he saw a lion who couldn't walk because of the thorn in its paw. Although the slave was afraid, he mustered up his courage and took out the thorn from the lion's paw. The lion felt relief. One day, the slave was caught by his master's men. He ordered him to be thrown before a hungry lion. When the slave was brought before the lion, the lion did not kill him. It was the same lion. The lion licked the feet of the slave. All were surprised at the sight. The slave was set free.
9. Ask a couple of trainee teachers to read the story aloud.
10. Share the following story map with the trainee teachers.

   Story Map
   Characters: Slave, Master, Lion

   Setting:

   Problem (s):
   i. Cruel master
   ii. Lion not able to walk because of the thorn in the paw.
   iii. The slave was caught.

Solution
Slave helped the lion in trouble. The lion returned the favor, when the slave was thrown before it.

11. Ask the trainee teachers to complete the story map by writing setting of the story.
12. Tell the trainee teachers to take help from the video, if required.
13. Get responses from the groups randomly.

Activity 2	**25 min**

1. Ask the trainee teachers to design an activity about elements of story by using story map.
   (10 minutes)
2. Provide charts, markers and required material to the groups.
3. Ask a representative from one to two groups to present his/her activity.   **(10 minutes)**
4. Ask other groups to add if they have some new points.
5. Write the following questions on the writing board and tell the trainee teachers to note down their reflections.
   i.   Was the activity relevant to the given task?
   ii. Would they suggest any improvement in the design of activity? If yes, why?
6. After presentations, generate discussion on the above questions.   **(05 minutes)**

Conclusion	**02 min**

Conclude the session by telling them that a story map is a technique that uses a graphic organizer to help students learn the elements of a story.

Facilitator's Input:
A story map is a strategy that uses a graphic organizer to help students learn the elements of a story. Students read carefully by identifying story characters, plot, setting, problem and solution to learn the details. There are many different types of story map graphic organizers. The most basic focus on the beginning, middle, and end of the story. More advanced organizers focus more on plot or character traits.

Why do we use story maps?
They improve students' comprehension.

They provide students with a framework for identifying the elements of a story.

They help students of varying abilities organize information and ideas efficiently.

How to use story maps?
Discuss the main components of a story (e.g., characters, setting, plot and theme OR beginning, middle, end).

Provide each student with a blank story map organizer and model how to complete it.

As students read, have them complete the story map. After reading, they should fill in any missing parts.

https://www.readingrockets.org/strategies/story_maps

- At the end, ask trainee teachers to design an activity by using what they learnt in the session.   (01 minute)
  i. Apply the activity in their classrooms.
  ii. Write reflection.
     - Name the activity.
     - What materials were required to conduct the activity?
     - Subject, duration, grade and SLO of the activity.
     - Process of the activity implementation.
     - What went well?
     - What did not go well?
     - What are the areas of improvement?

Note: Tell the trainee teachers that reflection of the activity will be discussed in the upcoming PDD.

- **What we have learnt today? (02 minutes)**
Recap the key learning(s) points of the session:
  - o Elements of story writing
  - o Story Map

PDD-07 Video Based Session

Topic: Simple Sentences	60 min

Objective: *After this session, the trainee teachers will be able to effectively teach the students to:*

- Identify and practice making simple sentences to show instruction, commands, requests and strong feelings.

Required Materials: Video of PDD-07 English, Charts, Markers and Writing Board.

Activity 1	30 min

1. Divide the trainee teachers into manageable groups according to the strength.
2. Share the video PDD-07 English with trainee teachers.
   NOTE: Please make sure that the video is available to all groups.
3. Ask the groups to watch the video. **(10 minutes)**
4. Ask the following question from trainee teachers. **(05 minutes)**
   - i. What kinds of simple sentences are mentioned in the video?
   - ii. How many techniques do you find in the video
   - iii. Do you use any of these techniques in your classroom, if yes, which one?
5. After having their responses, tell them that the video is about different kinds of simple sentences to show instruction, commands, requests and strong feelings.
6. Tell the trainee teachers that we will use posing questions technique in this session. Posing questions help in developing critical thinking skills and make teaching learning process engaging.
   (Elaborate further with the help of Facilitator's input below.) **(10 minutes)**
7. Write the following sentence on the writing board. **(05 minutes)**
   Open the door.
8. Ask the trainee teachers whether the written sentence is a command, request or shows strong feelings?
9. After having responses, ask again.
   - Who can change this command sentence into a request?
10. After having their responses, ask again.
    - i. Can we change the given sentence to show strong feelings, if yes, what could be the sentence to show strong feelings?
    - ii. Ask the trainee teachers, can we use the given sentence as an instruction, if yes, how?

Activity 2	25 min

1. Ask the trainee teachers to design an activity about simple sentences to show commands, requests, instructions and strong feelings. **(10 minutes)**
2. Provide charts, markers and required materials to the groups.
3. Ask representatives from each group to present their activities. **(10 minutes)**
4. Write the following questions on the writing board and tell the trainee teachers to note down their reflection.
   - i. Was the activity relevant to the given task?
   - ii. Would they suggest any change in the design of activity? If yes, why?
5. After each presentation, generate discussion on the above questions. **(05 minutes)**

Conclusion	05 min

Conclude the session by telling them that posing questions is a useful technique to keep the learners engaged in the lesson and help them develop their critical thinking skills. It can also help the teacher to know about the students' understanding of the concept being taught.

Facilitator's Input:

Asking and answering questions is a key ingredient in the learning process and in effective teaching. using a variety of questions in the classroom can serve many different purposes — they can be used to:

- diagnose students' level of understanding.
- help students retain material but putting into words otherwise unarticulated thoughts.
- involve and engage students in their learning process, especially critical thinking and reflection.
- test students' knowledge.
- dispel misconceptions.
- summarize and review key points and highlighting main themes, ideas and skills.
- stimulate creativity.
- modifying students' perception of the subject.
- encourage students to become self-directed learners.

Basic rules around student questions:

- **take questions seriously** — treat every inquiry as a genuine attempt at intellectual curiosity, probing and exploration.
- **be positive and encouraging** — promote the idea that every student question is useful, important and appreciated.
- **draw all class members into the conversation** — whenever you field a question, repeat it to the entire class and answer to the entire class.
- **avoid embarrassing students who ask problematic questions** — avoid making the questioner feel foolish especially when a question reveals the individual student's lack of awareness or knowledge.
- **create an atmosphere of inquiry by continuously eliciting questions** — if you get a question during a break, before or after class, or during your office hours, raise it with the whole class.
- **be a good listener** — good questioning technique is as much about listening as it is about speaking.

How can you incorporate the use of effective questions in a tutorial/class?

The design and delivery of effective questions need advance preparation. These are some key considerations and strategies that you should keep in mind when planning the development and delivery of questions in our classroom:

Prepare your question in advance:

- decide the purpose of your question
- select the content of your question
- carefully choose the level of difficulty of the question ensuring that students have the necessary information and skills to answer it
- phrase the question carefully using vocabulary familiar to the students
- anticipate possible student responses
- write your main questions in advance

Prepare strategies for asking questions:

- think about different ways of using your questions
- strategize around inserting key questions into active learning activities such as:

  - debates
  - think-pair-share
  - small group discussions
  - low-risk writing activities such as one-minute papers

- decide whether you will be asking the question to individual students, pairs, groups or the whole class.

(Adapted from Hyman, 2003; and Rasmussen, 1984; Di Risio, TATP, 2006)

- At the end, ask trainee teachers to design an activity by using what they learnt in the session. **(01 minute)**
  i. Apply the activity in their classrooms.
  ii. Write reflection.
      - Name the activity.
      - What materials were required to conduct the activity?
      - Subject, duration, grade and SLO of the activity.
      - Process of the activity implementation.
      - What went well?
      - What did not go well?
      - What are the areas of improvement?

Note: Tell the trainee teachers that reflection of the activity will be discussed in the upcoming PDD.

- **What we have learnt today? (02 minutes)**

  Recap the key learnings of the session:

  - o Kinds of simple sentences
  - o Posing questions in the classroom.

PDD-08 Video Based Session

Topic: Study Skills	60 min

Objective: *After this session, the trainee teachers will be able to effectively teach the students to:*

- Identify and utilize effective study skills, e.g., Brainstorming for ideas, using illustrations and note taking.

Required Materials: Video of PDD-08 English, Charts, Markers and Writing Board.

Activity 1	30 min

1. Divide the trainee teachers into manageable groups according to their strength.
2. Share the video PDD-08 English with trainee teachers.
   NOTE: Please make sure that the video is available to all groups.
3. Ask the groups to watch the video. **(10 minutes)**
4. Ask the following questions from the trainee teachers: **(05 minutes)**
   - i.   What do you mean by study skills?
   - ii. How many techniques do they find in the video?
   - iii. Do you use any of these techniques in the classroom?
6. After having their responses, tell them that the video is about the use of study skills. These study skills include brainstorming, illustration and note taking. Study skills help in generating ideas, associating objects and organizing information.
7. Tell the trainee teachers that we will share the learning objectives in this session. Sharing learning objectives help to motivate the students for learning.
   (Elaborate further with the help of Facilitator's input below.) **(05 minutes)**
8. Write the following topic on the writing board. **(10 minutes)**
   ### Topic: Benefits of Education
9. Ask the trainee teachers to brainstorm about the given topic for two minutes.
10. Draw a spider diagram on the writing board.
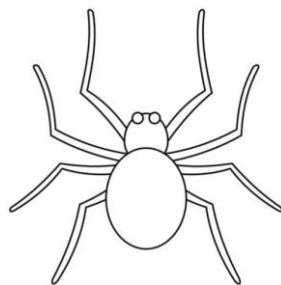
11. Have responses from the trainee teachers one by one and add in the spider diagram.
12. After having responses, ask them the following questions:
    - i.   What study skills does this activity elaborate?
    - ii. What could be the learning objectives of this activity?
    - iii. Should the objectives be shared at the beginning or at end of the activity?

13. After having their responses, tell the trainee teachers that it is better to share learning objectives with the students in the beginning of the lesson.

Activity 2	**25 in**

1. Ask the trainee teachers to select an activity from the exercises in Grade-05 English Textbook. **(05 minutes)**
2. Provide charts, markers and required materials to the groups.
3. Ask the trainee teachers to discuss about the possible learning objectives of their chosen activity and take notes of the discussion. **(10 minutes)**
4. Tell trainee teachers to share the possible learning objectives they have noted down about their chosen activity. **(10 minutes)**

Conclusion	**02 min**

Conclude the session by telling the trainee teachers that sharing learning objectives is helpful in allowing the students to learn about the expectations from the lesson being taught.

Facilitator's Input:
'Objectives' are goals and targets for learning. The bottom line is that no assessment, by anyone, is possible unless the purpose for judging is in place.
Objectives do not 'belong' to the teacher; they are for everyone. Being open promotes the idea that they are attainable by everyone.

Why use this technique?
Sharing objectives can have a number of uses and benefits, including:
- To encourage students to take more control of their learning.
- Students will know what and why they are learning.
- It gives an opportunity to connect up with previous sessions.
- Setting learning in context gives it greater relevance.
- A clear framework for learning gives reassurance.
- Students will know how to demonstrate achievement during the session.
- They provide a basis to regularly check the learning during the session (by students and teacher).

https://edu.rsc.org/assessment-for-learning/sharing-objectives-principles-of-assessment-for-learning/4012320.article

- At the end, ask the trainee teachers to design an activity by using what they learnt in the session.

(01 minute)

a. Apply the activity in their classrooms.
b. Write reflection.
- Name the activity.
- What materials were required to conduct the activity?
- Subject, duration, grade and SLO of the activity.
- Process of the activity implementation.
- What went well?

- What did not go well?
- What are the areas of improvement?

Note: Tell the trainee teachers that reflection of the activity will be discussed in the upcoming PDD.

- **What we have learnt today? (02 minutes)**
  Recap the key learnings of the session:
  o Different study skills i.e. brainstorming, illustration and note taking.
  o Sharing the learning objectives.