

Quarterly  
**TRC Newsletter**

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Dear Readers,  
Eid Mubarak, Merry Christmas and Happy New Year from all of us at TRC. A new year gives us the opportunity to reflect on the changes we might want to bring into our lives... here is a set of ABC's that you might find helpful.

#### Remember Your ABC's!

Avoid negative sources, people, places, things and habits.  
Believe in yourself.  
Consider things from every angle.  
Don't give up and don't give in.  
Enjoy life today. Yesterday is gone. Tomorrow may never come.  
Family and friends are hidden treasures. Seek them and enjoy their riches.  
Give more than you planned to.  
Hang on to your dreams.  
Ignore those who try to discourage you.  
Just do it.  
Keep trying no matter how hard it seems. It will get easier.  
Live well, love lots, and laugh often.  
Make it happen.  
Never lie, cheat or steal. Always strike a fair deal.  
Open your eyes and see things as they really are.  
Practice make perfect.

Quitters never win and winners never quit.  
Read, study and learn about everything important in your life.  
Stop procrastinating.  
Take control of your own destiny.  
Understand yourself in order to better understand others.  
Visualise it.  
Wake early and enjoy the morning.  
Xcellerate your efforts.  
You are unique. Nothing can replace YOU.  
Zero in on your target, and go for it!!

Preparations for TRC's special event, 'Celebrating Communities', are in full swing at TRC. We hope to see you at the event with your family and friends.

TRC now has a website: <http://www.trconline.org> which was launched on 26 November, the day TRC was formally inaugurated fifteen years ago. Do visit!

Thank you St. Michael's School for sending poems in response to our request in the activity sheet for the Universal Children's Day. The poems are published in the Urdu section.

Once again, a Happy New Year to all of you and Happy Reading!

# The Daily Routine

Velma Doran, Professor,  
Sheridan College, Canada



Most of us, at some point in our busy lives, have prepared lists of things to do before actually commencing the tasks - for example, a list of items to purchase at the store or a list of tasks to complete in a day. We might even go so far as to prioritise that list and complete the items on the list in a specific order, based on their importance to us. By using a list, we often avoid purchasing unneeded items and are able to feel some sense of satisfaction and control when we can tick off the items on the list as being completed.

Just like us, young children need 'lists' of what to expect during their day. These 'lists' are commonly referred to as the schedule or daily routine in early childhood programmes. The Daily Routine provides a consistent, predictable sequence of events that gives children a sense of control over what happens in their day. Within this stable and secure psychological environment created by a consistent schedule, they are free to make choices and initiate activities. They know what to expect and consequently are more likely to feel a sense of co-operation and trust in their world. When children feel a sense of

routine in their lives, they are more likely to take risks and learn through trial and error. For children the Daily Routine with all of its components is part of a larger experience of living and learning.

A typical day in any programme for young children includes a blend of play experiences and daily life activities such as eating, resting, toileting that are linked by smooth transitions such as arrival, departure and clean-up. Many daily routines differ depending on several factors such as the age of the children, the values and concerns of parents and the community, the length of the

programme day, the physical setting, and the time of year. However, there are common components that are necessary for a daily routine to be effective. The components of a Daily Routine should provide opportunities for: planning, playing and discussing or reviewing; interactions through small and large groups that include adult to child interactions and child-to-child interactions; indoor and outdoor play. The Daily Routine should be planned in such a way as to provide a balance of both adult-initiated and child-initiated activities.

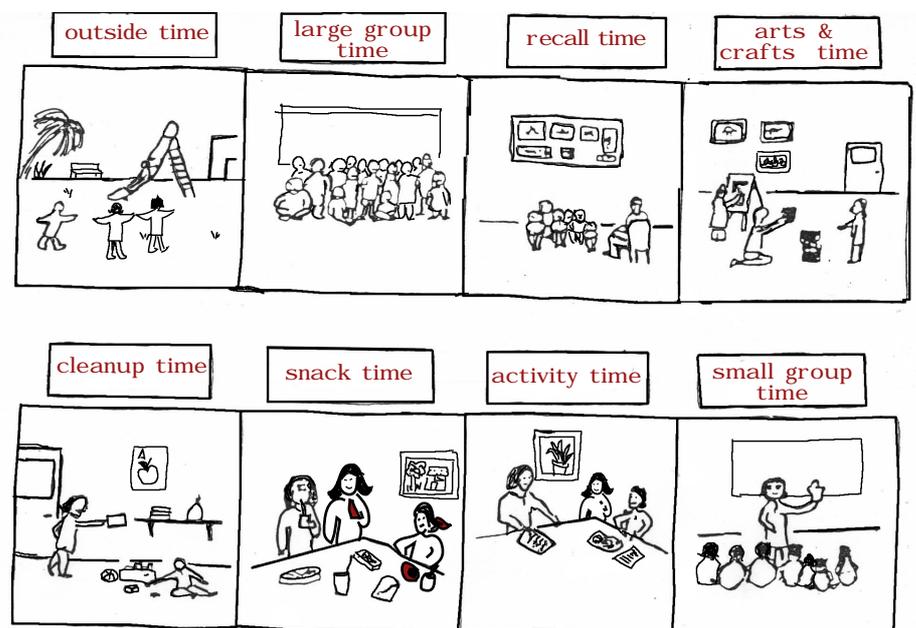
The main component of the Daily Routine should provide children with opportunities to plan their own play, conduct their own play and then review their play experiences. While this particular terminology, 'plan, do, review,' is used in High/Scope programmes, most early childhood programmes provide opportunities within the Daily Routine for children to plan what they would like to play and engage in child-initiated play followed by opportunities to discuss their activities with each other or adults in the programme. Research indicates that there is a positive long term impact from child-initiated learning within the Daily Routine. Disadvantaged youngsters who attended preschool programmes that provided many opportunities for children to initiate and plan their own activities report less juvenile delinquency in their teenage years than compared to youngsters who attended preschool programmes with a direct instruction curriculum format. This was one conclusion

from a long term research study that compared 3 curricula – a traditional nursery school, a High/Scope curriculum and a language training curriculum that was an early version of the Distar Programme. Planning opportunities for children in the Daily Routine facilitates language development in children, provides an understanding of time, and helps them to see they can make things happen for themselves. This 'empowerment' enables them to develop a sense of control over their own lives and to take responsibility for the consequences of their own choices and decisions (findings from High/Scope's long-term curriculum Comparison Study).

One technique to ensure that children are aware and can understand the Daily Routine in their programme is to post the routine in the playroom. This also ensures that parents understand what their children are doing each day. The posted schedule should be written in a format that is

consistent with the children's ability to think in symbolic ways. Each part of the routine could be described with both words and pictures. Real photographs of each component of the daily routine accompanied with the word labels could symbolise for the children what happens in each part of the programme. In some programmes this technique becomes a chart-like poster with each component of the routine in either a horizontal or vertical sequential manner displayed at the children's height. They can learn to make the connections between what is posted on the chart with the activity that is happening at that point in time. If real photographs are not available teachers can choose other symbols or objects to represent each part of the programme. By posting the daily routine for the children, teachers are facilitating children's understanding of the events in their day and also the passage of time.

Most teachers in play-based



programmes follow a daily schedule that allows adequate time for play/work and a balance between active and quiet experiences. At least one hour of uninterrupted free play time or work time is recommended for young children (Bredekamp & Copple, 1997; Johnson et al., 1999). Some researchers have reported that even this is not long enough, as some children may take 45 minutes to plan their day – designing play sets, negotiating roles and discussing themes. At the end of the hour, some children may just be preparing to begin actual play. The Daily Routine in

a quality early childhood programme has a relaxed pace. Children are not rushed from activity to activity but rather are offered lots of choices and large blocks of time in which to fully explore the activities chosen.



“Transitions occupy 20% to 35% of activity time in nursery schools”. (Hendrick, 1988) This surprising statistic certainly emphasises that transitions are worth thinking about and managing well so that children can move as smoothly as possible from

one activity to the next. Transition times could be considered those times in the Daily Routine when change is occurring and children are moving from one type of activity to another. Clean-up time could be one of those transitional activities. Change is not an easy concept for children (and some adults!) to understand. Teachers and children may view transitions differently. Teachers feel the responsibility for moving the children safely from one activity to the next one, according to the Daily Routine. Children who do not know the Daily Routine or the reason for the change in the activity, may respond to the transition as an interruption of something they would like to continue doing. However, transition times can be smooth and relaxed if they are well planned and if children are prepared for them with a signal prior to the activity completion. Transitions can often be avoided by having children go to the next activity independently. For example, when children have finished cleaning up their area, they could proceed to outdoor play without having to wait for the whole group to finish tidying the playroom. If children must wait for the whole group for safety reasons, the waiting can be

Teachers should establish a Daily Routine within the first few weeks of pre-school. Establishing a routine is important for the following reasons:

- Children feel comfortable and secure when they know what to expect next.
- A routine helps children to understand the concept of time passing, of past, present and future, e.g. ‘First we will tidy up, then have a snack and afterwards you can go out and play.’
- A routine helps children learn about sequencing, that one period of time is followed by another, e.g. ‘After singing it will be time to go home.’
- A Daily Routine should provide the time in the day for children to be part of a large group, a small group, interact with each other, interact with the teacher, work on their own, to have a snack and to play outside.

- A well planned and consistent daily routine helps to create an organised learning environment.
- An organised learning environment gives a teacher the opportunity to carry out teacher initiated activities and children the opportunity to make choices and carry out their plans.
- A routine helps children realise that an activity has to be completed within a set time frame.

#### How to implement a Daily Routine

- A Daily Routine should be established from the beginning of the term.
- Familiarise the children with the names of the different time periods.
- You can make a pictorial time period separately. Move a marker along to indicate the current time period. This will help to re-inforce the children’s concept of time and sequencing.

turned into productive time by sharing songs, fingerplays or recalling their previous play activities. Having young children line up to move quietly to the next part of the schedule is not a realistic expectation of pre-schoolers. Since children often react strongly to changes or transitions in their daily routine, it is important for adults to plan carefully and realistically for transitions. Well-planned transitions that are developmentally appropriate could mean the difference between a 'bad day' and one that goes smoothly.

Arrival and departure are significant parts of the Daily Routine. Arrival each day should be a friendly, predictable event. It is important to greet each child and their family member when they arrive. This creates a relaxed and inviting atmosphere that

conveys the message of 'you're important to us and we want you to be here.' At this time, teachers can also notice if each child is in good health and appears to be ready to participate in the programme. This is also a good time to have regular contact with the children's families for exchanging information. In some programmes it is the same teacher each day that greets the children and helps each child make the transition into the classroom.

The end of the programme day should provide a smooth transition back into life at home. If all of the children leave at the same time, departure can be structured to provide opportunities for children to recall their play activities and bring closure to each day. Perhaps there will also be some planning for the next day. If children leave at different times there should be a consistent staff member who is

available to discuss with the child and share information with the family member who picks up the children. This sharing of information may help the family to know what kind of day the child had and to understand what needs and behavior the child may have when they get home. If it is not possible to share this information verbally with families, teachers should use some form of written dialogue to provide families with daily updates. Departure time is an important component of the Daily Routine and requires as much careful planning as the other components of the programme. Some children may form close bonds with the children and staff in their programme and it can be painful for them when it ends each day. This requires great sensitivity and insight to plan appropriate departure times.

A safe and happy place for

## Sample Daily Routines

### Half-Day Programmes (2-5 years) (High/Scope)

1. 8:30 - 8:45 Greeting Time, Arrival Time  
 8:45 - 9:00 Planning Time  
 9:00 - 9:50 Work Time, Play Time  
 9:50 - 10:00 Clean-up Time  
 10:00 - 10:15 Recall Time  
 10:15 - 10:30 Snack Time  
 10:30 - 10:45 Large Group Time  
 10:45 - 11:00 Small Group Time  
 11:00 - 11:30 Outside Time, Departure  
 11:30 - 12:00 Team Planning
2. 8:30 - 8:45 Greeting, Arrival Time, Washing Hands  
 8:45 - 9:10 Large Group Time  
 9:10 - 9:20 Planning Time  
 9:20 - 10:10 Work Time  
 10:10 - 10:25 Clean-up Time  
 10:25 - 10:35 Recall Time  
 10:35 - 10:50 Small Group Time  
 10:50 - 11:05 Outside Time  
 11:05 - 11:30 Lunch, Departure  
 11:30 - 12:00 Team Planning

What problems/issues can you identify with these schedules?

### Possible Daily Routines for Revision

1. 8:30 - 9:00 Morning Circle Time  
 9:00 - 10:00 Learning Centres Time  
 10:00 - 10:10 Cleanup Time  
 10:10 - 10:30 Snack Time  
 10:30 - 10:45 Arts and Crafts Time  
 10:45 - 11:00 Large Group Time  
 11:00 - 11:30 Outside Time
2. 8:30 - 8:40 Greeting Time  
 8:40 - 9:30 Choice Time  
 9:30 - 9:40 Cleanup Time  
 9:40 - 10:00 Outside Time  
 10:00 - 10:45 Learning Centres Time  
 10:45 - 11:00 Large Group Time  
 11:00 - 11:30 Lunch Time

children and a comfortable, satisfying place for staff – that is the goal of creating an effective daily routine. Safety and health, beginnings and endings, learning activities and daily routines are the framework around which the daily routine should be created. Programmes for young children will be more effective when this framework is developed with sound developmentally appropriate principles. When teachers know that children are safe and healthy in the environment that you have designed, they are able to devote their energy to helping children to benefit from the programme. When children know that both you and the environment are trustworthy, they can direct their energy to exploring and experimenting in a setting designed to help them learn, grow and develop.

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*The Daily Routine, Participant Guide*, Second Edition, High/Scope Press, Ypsilanti, Michigan, 1995

"Consequence of Three Preschool Curriculum Models Through Age 15," *Early Childhood Research Quarterly*, Vol. 1, pp. 15 – 45, March 1986.

# Lightning Strike

A fierce electrical storm often brings our skies to life during the summer months - but have you ever wondered why thunder and lightning happen and what causes this spectacular phenomenon?

When a flash of lightning streaks across the sky, we hear a crack of thunder several seconds later. The time between seeing the flash and hearing the thunder tells us roughly how far away we are from the lightning strike. Because light travels at just under 300 million kilometers per second, we see the lightning the instant it flashes. However, the thunder travels at about 1km every three seconds. To find out how far away the lightning is in kilometers, count the number of seconds between the flash and hearing the thunder and divide by three. To calculate the distance in miles, divide by five.

As a thunderstorm grows, electrical charges build up in the clouds and

positive particles gather on the ground below. The attraction between the negative charge in the clouds and the positive charge on the ground eventually becomes so strong that the air's natural resistance to electric flow is overcome. The electrons surge towards each other and when they connect, a charge from the ground surges upwards at a third of the speed of light causing a bright flash of lightning. The lightning strike heats the air around it to temperatures as high as 30,000 degrees Celsius and this is what causes thunder. The quick and intense heat creates shock waves which create the low, rumbling sounds. A typical thunderstorm lasts between 30 minutes and an hour.

#### Did you know?

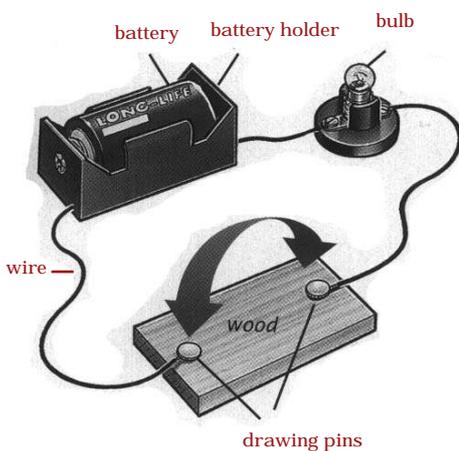
- Throughout the world there are 16 million thunderstorms every year and 100 lightning flashes every second!
- Thunder can be heard up to 18 km away in normal conditions. At night, the lightning in clouds can be seen more than 100 km away.
- Each lightning flash contains 100 million to 1 billion volts and 10-20,000 amperes of current.
- The speed of a flash of lightning is about 100,000 km per second.
- Scientists are still trying to find out how clouds develop the electric charges that cause lightning.
- When lightning hits an aircraft, the electrical charge follows the outer surface of the plane and then disappears into the air.

## Classroom Activities

### Conductors and Insulators

Make a simple electrical circuit to test a range of materials for their electrical conducting and insulating properties. You could use:

wood	nails
coins	aluminium cans
rubber	pencils
paper clips	plastic
paper	steel
copper	pottery



Test each type of material using the electrical circuit by placing each one across both drawing pins. If the bulb lights up, the material is a conductor and if it remains unlit then the material is an insulator. Divide your materials into conductors and insulators. Which materials could be used for a lightning conductor?

### Static Electricity

Create electrical charges by rubbing a balloon on a sweater or piece of cloth. The balloon will create a positive charge and will attract negatively-charged materials. Once you have rubbed the balloon, hold it over some pieces of shredded paper. The paper is attracted to the balloon and will stick to its surface. Carry out the same experiment using a comb. Run the comb through your hair or rub it on a woolen surface.

The comb will also pick up the shredded paper as it becomes positively charged.

### Lightning Conductors

Many tall buildings have lightning conductors made of copper attached to them. These direct the lightning around the building to the ground and protect it from damage. Do we have any lightning conductors in Karachi? Look out for lightning conductors on nearby buildings - tall buildings often have one and there may even be one on your school.

### Research Activity

Find out if there are any stories of lightning strikes in your locality. Ask your parents and grandparents if they know of any lightning strikes in the area and if any damage was caused by them.

## Types of Lightning

### Cloud to cloud lightning:

This is the most common form of lightning but only 20 per cent of it ever reaches the ground. Some of it is jagged or forked and these shapes are caused by the lightning path trying to find its way through areas of least resistance. As air is a poor conductor of electricity, the lightning takes a haphazard route through the atmosphere.

### Ball lightning:

This type of lightning is rarely seen and consists of phantom-like, luminous spheres which travel slowly towards the ground.

### Sheet and heat lightning:

A lightning strike often illuminates a number of clouds. When the thunder can be heard, this is called sheet lightning, but when the flash is too far away to hear the sound of thunder it is called heat lightning.

### St Elmo's Fire:

A luminous green or bluish glow above pointed objects on the ground or sea is known as St. Elmo's Fire. The 'fire' is created by the soft glow of an electrical field which is generated by a continuous flow of positive charges moving upwards towards the negative charges in the clouds above the object.

## Vocabulary

Use the following list to enrich children's vocabulary and spelling. You could create a class word bank or ask the children to redefine the terms in their own words, using reference materials to help them.

**Ampere:** A unit for measuring the quantity of an electric current.

**Circuit:** A path that allows an electrical charge to flow through it when complete.

**Clouds:** Clouds are made up of billions of tiny droplets of water formed when warm air rises and cools.

**Conductor:** A material that allows the movement of electricity.

**Current:** The flow of electricity in a circuit.

**Electricity:** A flow of electric charges in a conductor.

**Insulator:** A material that does not allow the movement of electricity.

**Lightning:** The flow of electricity from the cloud to the ground and the ground to a cloud.

**Static electricity:** Electricity at rest, waiting to move.

**Storm:** High winds with rain or snow. Very severe storms become hurricanes.

**Thunder:** The sound caused by air being heated to a very high temperature along the path of a lightning strike.

**Thunderstorm:** A storm with thunder and lightning.

**Volts:** A measure of electric energy in a circuit.

Source: Junior Education  
June, 2001

# A Parent's Woe

Tehmina Abbas

A parent from a school in Karachi

My heart sinks every night at the thought of sending my six year old son to school. I don't want to send him to a place where his personality and character is being suppressed by the sheer load of learning.

It all started when we came back from abroad; the issue of choosing schools was a big one. So, after recommendations from friends and family members we decided on a school, supposedly one of the very good schools in the Defence area. My son cleared the test and was admitted to KGII. We were so happy to see him excited and eager to start in this new school - new uniform, new school bag - it was all very pleasant!

On the first day of school, 14th August celebrations were going on. Parents were invited too. Being very enthusiastic, we went along. When we entered the gate my heart sank. There were about 250 children cramped in the so called "play area" (a drive way) of the school where older children were performing. I searched for my son frantically but couldn't locate him in the confusion. Anyway we sat down. As the programme proceeded the younger children become very restless, sitting

outside in the unbearable sweltering heat. Teachers started scolding the children, "Don't be noisy - sit still". I looked at my son and I will never forget the way he looked at me. He was trying hard not to cry, trying to be brave, since it was a school for big children; he even tried to smile but the tears trickled down his face - we could not do anything. Well, my brave son came back home smiling and said that he'd had a good time after all.

The first few weeks went by quickly. My son was learning a lot, pretty fast and also enjoying his homework. After the initial three weeks, the excitement of homework, the new uniform and new copies fizzled out and he was no longer the eager, energetic little person who used to jump out of bed at the thought of school.

I'm not sure what went wrong or where it went wrong, but there was something extremely wrong with the school system. I felt that the teachers were not sensitive enough to understand a small child's needs. There was an obvious lack of encouragement and appreciation on the teacher's part. No greetings in the morning, no smiles and no "How are you today?" Not having a playground,

or extra-curricular activities made the learning dry, dull and boring. There was a lot of cramming to do - learning spellings, making sentences and even essay writing at the KG level.

One day my son came back home crying. When asked, he said the teacher told him that if he talks in class she will not let him go back home. What an insensitive thing to say to a 6 year old? Another day, I arrived in school to see my son sitting in the drive-way and crying; some older girls were trying to comfort him. I later learned that school had closed half an hour early that day and my son had not got the notice. Moreover there were no teachers on duty (they were planning to implement this). The only people concerned about a crying boy were the students from higher classes, the ayas and the chowkidars. Where are the people responsible: the teachers and the administration personnel?

My son had looked forward to Sports Day, but after a 10 minute

race, all the children were told to put their fingers on their lips and watch the older children perform for the next five hours. How utterly boring!

By the end of the term it was getting more and more difficult to send him to school. He would not complain but I could see that he was extremely unhappy. The only thing that he learned in this school, was to hate school. I just don't believe that all schools are like that.

I have another son, four years old, who had never been to school and he was not too anxious, either. Initially, we sent him to the same school with my

older son. He was so miserable in the first week that we took him out and sent him to another school. At the new school he came back happy and eager to go back. He is still going to the same school, enjoying learning and making friends and is above all HAPPY!

The impact that a school has on a child got my husband and me thinking about whether we were being fair to our older son. After much contemplation, at the end of the term we decided to send him to another school. My son is happy again and really looks forward to going to school. I pray that everything goes well this time.

### Vowel Play

1. There is at least one English word in which a single vowel is repeated six times. What's the word?
2. Can you think of at least three words of five letters or more, none of which contains the letters A, E, I, O, or U?
3. How far do you have to count before using the letter A in spelling a number?

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## Bringing Nature In Learning:

Sabiha S. Daudi, Ph.D.  
Ohio State University, USA

The word 'nature' is usually associated with the environment that is represented by non-human living things such as plants and animals, and with natural resources including air, water and soil. Active teaching about these elements includes not only knowledge

dissemination and acquisition but also hands-on experiential learning. Educators commonly believe that these experiences can only be provided when the learner/student interacts with a learning situation in nature. An example is, providing students an

opportunity to plant trees outdoors or visit a farm or the beach. A field trip or an extracurricular activity during the school year can ensure this goal. However, the challenge for teachers is to sustain this experience as well as relate it to a purely academic learning situation.

A bigger question is, how can teachers with a limitation on time and teaching resources give their students a 'natural' experience without compromising hard core learning and teaching plans that they must accomplish in a given time.

In this articles, I hope to provide you with some guidelines and a framework that may help in bringing nature and its resources into your classroom. I would however like to emphasise the fact that the opportunity to directly experience a natural setting has its values, and whenever possible, the learning adventure should include and build upon an experience in nature.

### Learning enhanced through an experience in nature

We, as teachers have sometimes been given an opportunity to plan an excursion or a field trip. However, recent years have seen turmoil and chaos in the political and social environment in Pakistan. This has raised various safety and security issues when planning outdoor activities for students, making school administrators uneasy and uncomfortable with the idea. Quite often, any outdoor activity is not even considered a part of learning. This is a real barrier that prevents the teacher from designing and providing environmental experiences for learners.

For a creative teacher who is committed to promoting

environmental education and including it in the teaching of different subjects, the challenge is to strengthen the learning by providing an experience and sustaining it by follow-up activities. Let us take a topic such as identification of local flora and design a lesson plan around it to provide such an experience. Please remember that planning the event well in advance and with the whole team is as important as implementation itself.

### Activity: Local Flora

#### Objective:

To identify and be able to name local flora through a combination of outdoor and indoor experiences.

#### Skills developed:

Observation, investigation, acquisition of knowledge, analysing information, documentation, team work.

#### Target:

Classes 4 to 6

#### Time required:

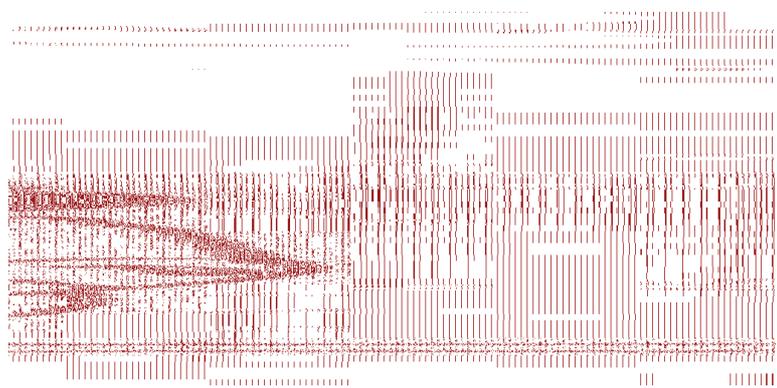
2 - 3 hours for an outdoor experience; one class period for a follow-up indoor activity.

#### Process:

As this activity will require more time than a usual teaching period, please remember to include all those who will need to share their time with you at the planning stage. This includes your colleagues, principal, management, support and office staff

#### Preparation:

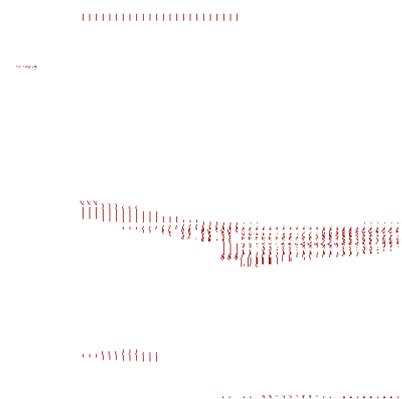
- Identify and list partners in the activity. This could include subject teachers, syllabus developers for your grade level, parents, and staff responsible for logistical support.
- Survey the area you want to visit for this activity such as a nearby park
- If resources allow for transportation, then a farm or an agriculture site would be ideal.
- Identify a resource person. This could be a parent who either works in the field of agriculture, is a botanist, or is simply interested in gardening and is familiar with local and indigenous plants. A mali from the park or garden is also a wonderful resource that needs to be recognised for the wealth of knowledge he possesses have about local flora.



- Share your plans with science, mathematics, social studies and language teachers as they need to be included in the planning team in order to identify the part of the syllabus they would cover in the follow up activity.
- Develop some simple worksheets for recording the observations.

the natural resources of water, air, and soil with us every day. Describe the worksheet and explain what you need from them.

- Take the children for the planned visit and let them independently observe for at least one hour. The children can work in groups on their worksheets during this period.



The questions in the sample worksheet are guidelines only. Please design your questions based on the aspect you want to teach. However, I would strongly advise keeping it simple by not increasing the list to more than four.

### Follow-up indoors

- After returning to the classroom, select a few of the worksheets you have developed to reinforce the outdoor activity.
- Use responses to each question to lead into a different lesson in

To make the activity more interesting and to foster a sense of wonder, you can camouflage or hide the plants in containers and ask the children to identify them by touch or smell without looking at them.

No.	What did you see?	Can you name it?	Draw the shape	What do you think it does for the plant?
1.	Example: A leaf			
2.	Example: A flower			
3.	Example: A piece of bark from a tree			

- Set a date, make logistic arrangements, and invite willing parents to help you with the activity. This is important for safety reasons. Depending on the number of volunteers, the ideal ratio would be one parent per five children.

### Out of doors

- Spend 20 - 30 minutes with the students and explain the goals of the visit . . . to learn about plants that surround us and share

science, social studies, mathematics and language.

### What if there is no opportunity to go out of doors?

Bringing nature indoors is not as hard as it seems. For the activity, ask your children to collect various parts of any indigenous plant and/or bring potted plants that thrives in the neighbourhood. For example parts of a neem tree, a branch of eucalyptus, or a potted rose bush.

If you have any questions or suggestions on the ideas presented in this article, please contact the author at [sabihad@msn.com](mailto:sabihad@msn.com).

### Answers for Vowel Play on page 9

1. Indivisibility
2. Crypt, gypsy, lymph, myrrh, pygmy, sylph, tryst
3. One thousand

## Primary Education Programme (PEP)

A sense of closure is setting in as the Primary Education Programme enters its final stage. This quarter, besides the regular classroom support visits, was busy with meetings of school stakeholders where the school development plans were reviewed. Schools were also busy in preparing and conducting their mid-term exams. Parents were called before and after the exams to discuss students' progress.

Work also continued in Machar Colony as part of PEP. A workshop on Health Education was conducted for teachers where they learned to integrate health topics in their annual scheme of studies. Innovative teaching strategies for Health Education were also introduced in this workshop.



## Workshop Programme

In the period, October to December, 2001, TRC conducted a total of nine workshops; eight were multi schools while one was school focused. A total of 182 participants attended the workshops. *Promoting Talk in the Classroom*, conducted by Ms. Lina Millwala received the highest participation. *Enhancing Listening Skills* was repeated a second time on popular demand.

A number of drawings, paintings and craft work came out as a result of the workshop, *Children and their Art*. These were displayed throughout TRC lobby for a while.