

The Thinking Classroom A Guide for Teachers

Introduction

This module containing seven primary level lesson plans (LPs) will lead you towards transforming your classroom into a Thinking Classroom.

The Aims of Education

“To educate Pakistanis to be:

- Seekers of truth and knowledge who can apply both for the progress of society;
- Creative, constructive, communicative and reflective individuals;
- Disciplined, productive, moderate and enlightened citizens;
- Capable of effectively participating in the highly competitive global knowledge-based economy and the information age; citizens committed to creating a just civil society that respects diversity of views, beliefs and faiths.”

(Ministry of Education, Government of Pakistan, 2006)

So with these aims, surely we need to change something in the way we teach!

Why we need Critical Thinking (CT)

Everyone thinks, but a lot of it is biased, distorted and uninformed. The quality of our life and what we create and build and the decisions we make depend on how we think. Poor thinking and lack of CT can lead us to many poor decisions.

What does CT entail?

- Assessing, analysing and reconstructing any problem, situation or content
- Making informed decisions
- Logical thinking and reasoning
- Being able to create and innovate; build something new and original
- Out of the box thinking and questioning deeply from different perspectives
- Thinking about thinking & how to improve it

Why it is difficult to be Critical Thinkers in our school system

- Too many facts
- Too much memorising and too little thinking
- Lecture and rote memorisation, which does not require critical thinking
- Students are not “trained” to think

Teaching Framework for the TTC Lesson Plans

You probably teach one new concept (or chapter) for one or maybe two weeks. We have developed these LPs on the premise that it is one five-day week. If it is two, or you carry on until the children have understood, you can explore the concept in more depth.

A suggestion for the Five-Day LP is that for the first three days you deliver the content from your textbook the way you always do and then spend the next two days on CT and active learning. Active learning is when children are engaged in hands-on activities and in making sense and meaning of the content themselves rather than listening passively to a teacher’s lecture on a topic. Some examples of active learning are: classroom discussions, small group work, working with materials, debates on an idea, problem solving and listing ideas, making presentations. So, how about creating some excitement in your classroom with active learning.

Guidelines for You the Teacher

Young children are not too young for complex concepts

You may think that some of the ideas or concepts being introduced in these LPs are too difficult for such young children. In reality, however, we are introducing them to ideas that they are already familiar with because they have either heard their parents talk about them or have heard someone else either in person or on television or radio. What we are doing here is giving them the opportunity to explore these ideas, to think about them in a focused manner. Please remember, we are not expecting them to give us correct, accurate answers.

Listen to and accept children’s answers no matter what

Let the children be inventive with their responses and if their answers sound amusing or strange, we still need to accept their answers and extend the conversation. Concepts are constructed gradually

over time by exploring their attributes and thinking critically about them and coming to our own understanding of them. Both children and adults go through this process when they encounter something new. The something new can be either concrete or abstract.

Engage with the children

It is important for teachers to create a climate of trust and comfort where the children don't feel threatened or inhibited. Talk to them conversationally, ask after them and show them that you are interested in them as individuals. When the activity says make a circle, you need to decide what will be most appropriate for that activity, whether to sit or stand in a circle and you should sit or stand with them.

Give children space and time to think

During discussions, remember that some children may need a little time and positive encouragement to express their thoughts and some may prefer to remain quiet for a few seconds or minutes. Do provide waiting time after asking a question to give less confident children an opportunity to formulate their responses. Remember to smile or laugh when something is funny. Your facial expressions should match what you are saying and remember to speak in a soft, natural, conversational tone.

Planning the lesson for the week ahead

As the teacher, you understand your local context, what your children can do and what their interests are. You also know how much space you have in your classroom and what resources are available to you, so it is up to you to decide how to implement the active learning CT LP in your classroom. Do please read through the entire LP carefully and decide before the new week begins, what to do each day for the week ahead and also prepare all the materials you will need.

Time required for the LP

We have not mentioned a time frame in each lesson plan but it will probably take about 80 to 90 and in some cases about 110 minutes, spread over two days. It depends on you, the number of children you have in class and your timetable. You may need more or less.

Group size

Some segments of the plan require the entire class and no small groups. When you need to divide them into groups, and the LP says divide the children into groups of five you can do this easily if you have 25 children present that day. If you have one or two children left, it is not a problem, just accommodate them into any group. If you have 36 children, you can divide them into groups of six.

Group roles

It is a good idea to assign roles to the members of each group so that everyone knows what to do. The entire group must participate and share their ideas and views and if the task calls for more roles than listed here, please go ahead and delegate the tasks. There must be:

A **timekeeper** who makes sure the work is done in the timeframe that you have given them.

A **note taker** who listens to what group members are saying and writes down everything based on the task you have given them.

A **presenter** who will present the group's work when everyone has finished and you give the signal to present.

Structure of The Thinking Classroom Lesson Plan

Each LP for Classes 1 to 5, ECE and Multi-age follow a similar structure. The ECE LPs have a couple of additional features that are not in the Primary Level LPs. These are differentiated with an * at the beginning. All the modules and topics are linked to The National Curricula, developed by the MoE, Government of Pakistan, 2006-07.

This is how the LPs have been structured:

1. Curriculum Link: The link is stated exactly as it is in the relevant curriculum. The Student Learning Outcomes (SLOs Primary Level) and Expected Learning Outcomes (ELOs ECE) and page numbers are mentioned so that you can find it easily in the document. In certain curriculum documents bullet points have been used to separate SLOs, in others letters and in some roman numerals have been used. We have used these exactly as they are in the respective curriculum. The SLOs and ELOs may not be in sequence, for example, i ii iii or a b c. This is because all the SLOs and ELOs for one topic or theme are not addressed in one LP. So only those that are being addressed are mentioned. So you may see, i iv & viii or a d & g.

2. Students' Learning Outcomes: These are the same as the objectives in a LP. We are familiar with objectives and have been taught that before we plan a lesson we have to be clear about our objectives for that lesson. We have to think about what we hope the children will learn when we have completed that lesson. So the SLOs are the objectives of the plan.

* **Expected Learning Outcomes:** These are also the objectives of the lesson plan. So why use the word 'expected' instead of student? The NC-ECE charts out learning outcomes that young children are *expected* to achieve. Given the diverse developmental levels, learning styles and pace of learning, many children may not achieve all the outcomes (objectives) at the end of the lesson or even in the one year that they are in the ECE/pre-primary class. Therefore, the outcomes for this age level have been termed as "Expected" and educators and supervisors should not be overly concerned about children completing all the activities or meeting each and every outcome. This however does not mean that teachers should not support children's curiosity and learning, but that they should not force them to learn something they are not yet ready to learn. It is the process and not a 'perfect' product that's more important at this age and stage.

3. Prior Knowledge: Studies show that learning progresses primarily from prior knowledge, and only after that from the materials we present to students. Think about this. We teachers spend so much time gathering materials, which is important no doubt, and necessary too for good teaching, but only if we build on children's prior knowledge. Many of us are also guilty of hurrying through teaching some concept or skill, and not taking the time to slow down or ask the children what they already know about the concept or topic. So if we want to ensure that children make important mental connections about the content we are about to teach, we must build on prior knowledge.

4. Resource Requirements & Preparation: This part of the LP will tell you what materials you will need to implement the lesson plan. To make it easier for you, it clearly indicates what you will need for the Three Phases of the LP: the Beginning, Middle and Conclusion (BMC phases) and what you need to prepare beforehand so that you don't waste any time during class. If the LP requires pictures of food, buildings, uses of water, anything at all, you can find pictures in calendars, diaries, newspapers and magazines. Don't forget to look online too. Whenever possible, please recycle! Save old magazines, newspapers, greeting cards and invitation cards and use these to make instruction cards and slips for group work. Empty biscuit and tea boxes and *gatta* are also handy for making resources. Empty shoeboxes are extremely handy for storage and they stack well too.

5. Methodology: Each LP is divided into three distinct phases based on a BMC Model. Here is a brief explanation on what each phase entails:

The **Beginning** Phase: In this phase, you can ask children to think about or ask questions about the topic. This phase will help you to:

- Informally assess what the children already know including any misconceptions
- Set the purpose for learning
- Focus attention on the topic

The **Middle** Phase: In this phase, you will lead children to explore the topic in more depth. They will engage in finding out, making sense of the material, answering their prior questions and finding new questions. This phase will help you and the children to:

- Revise expectations or raise new ones
- Identify the main points
- Make inferences about the material
- Make personal connections to the lessons

The **Conclusion** Phase: During this phase you will give children the opportunity to reflect on what they have learned, reflect on how their thoughts have changed and think about application of the new knowledge. This phase will help you and the children to:

- Summarize the main idea
- Share opinions
- Think about application

6. Assessment: This part will suggest ways in which you can assess what the children have learnt and evaluate whether the SLOs or objectives have been met. The assessment strategies suggested here are not traditional paper and pencil tests, but please do try out a different way of assessment.

* **Extension Activity:** In this section, you will find some activities you can engage the children in at a later stage. As the heading suggests, these activities will help children explore the ideas in the LP in different ways thereby helping them understand the concept better.

* **A Note for the Teacher:** Under this heading you will find tips to help you understand how to address the topic with young children or how you can work on the same concept throughout the year.

CT Questioning Techniques

Throughout the LPs you will see a reference to CT questioning techniques. In the questions below some names of girls and boys have been used. Needless to say, these are only examples; replace these names with names of children in your class. Try and make sure that you address each child over the course of a few days so that nobody feels left out. You can follow these steps to involve children in thinking critically.

Ask open-ended questions: These are questions that invite more than one plausible answer. They have no right answer and no wrong answer either. You need to listen to and 'accept' all answers. Open-ended questions allow the formulation of any answer, rather than a selection from a set of possible answers in the questioner's mind.

Ask follow-up questions: These are questions you will ask after one child has responded to a question, for example, "What can you add Nida?" or "What is your opinion, Omar?"

Provide feedback that neither confirms nor denies children's responses: If you provide this kind of feedback, then the discussion remains open. For example: "That is very interesting ... I hadn't thought about that before."

Survey the other children: This kind of questioning also takes place after a child has responded to a question. Rather than you saying that it is correct or incorrect, survey the children by asking, "Who agrees with Ali?" "Who disagrees with him?" "Why?" Tell them it is okay to agree or disagree as long as we don't hurt anyone's feelings and do it in a polite way. It does not mean we don't like the person we disagree with.

Encourage children to direct questions to other children: You can do this by saying, "Omar, ask Komal if she can add something to your response?"

Use think-aloud: When a child comes up with a solution to a problem that has been posed as part of the lesson, you can ask, "How did you figure out that answer Tariq?"

Call on all children: Involve the entire class, not only those who raise their hands. But move on quickly to another child if someone chooses not to answer.

Assure the children that there are no wrong answers: Encourage everyone to have a go at answering a question by saying, "There are many possible answers to this question. Come on, give it a try!"

Encourage the children to be imaginative: Quite a few LPs suggest this approach. You can use it in other LPs too. Just relate it to the topic and say, "Imagine what would happen if...?"

My Community

ECE

Curriculum Link: National Curriculum for Early Childhood Education, 2007. Key Learning Area: The World Around Us, Competency 2, page 31.

Competency 2: Children will develop an understanding of the people and places around them.

Expected Learning Outcomes

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- a. Talk about various community members and explore their roles.

Prior Knowledge

By the time children come to school, they are already aware of others in their community and about the roles they fulfil, for example: relatives, friends, teachers, doctors, lady health visitors, shopkeepers, carpenters, plumbers, builders, cobblers, shopkeepers, policemen, bakers, milkmen, sweepers, bankers, drivers and tailors.

Teaching Material & Preparation

- Beginning: A collection of tools that the various community members use for their profession.

A box or a basket to keep the tools of the trade in. If you can't get the tools for any profession, draw or find a picture or photograph of the community member in their workplace.

- Middle: No materials required

- Conclusion: Sheets of paper and crayons for each child

Methodology

- *Beginning:* Request the children to sit comfortably and respectfully in a circle, giving everyone some space. Sit in the circle with them and place the box of tools in front of you. When all of you are settled, tell them that you are going to pull out one tool at a time (or show them a picture) and they will have to guess which profession it belongs to. Then go ahead and pull out one tool (or picture) at a time and let the children guess. Prompt them gently if they are unsure.

- *Middle:* Now you have to pick one necessity of daily life from the professions you have talked about in the 'Beginning' section and engage children in reflecting and talking about its source. For example, you can choose 'Bread' as a topic and ask questions to help children trace the path to its source. You can begin by asking the children the following questions in a gentle, conversational tone:

- I wonder where our bread comes from? Does anyone know from where the baker gets the bread? What do you think bread is made out of? Wait for children to respond after each question before you pose the next question.

- Does anyone know from where the flour comes? Change your questions based on the kind of bread children are talking about, for example, fresh bread from a baker, commercial bread from a store or *naan/paratha* or homemade bread.

Move on to other professions and talk about what they do and about how important they are to the community. For example:

- How do doctors help us? What makes them important members of our community?

- What would happen if all the doctors in our community went away?

- Supposing all the cleaners decided to stay home and nobody cleaned our streets and roads for a week, what do you think will happen to our city, town or village?

Sum up by stressing on the value of each community member and how each one is important to the smooth working of our community. We must value and appreciate the work they do and respect them all.

- *Conclusion:* Hand out the paper and crayons to the children and say to them, “You can draw about any profession we discussed today. Children are usually good at putting their thoughts on paper and they use their own imagination to draw human figures and objects in the environment. We should encourage them to express their thoughts in whatever way they like. When they are done with their drawings display them in the classroom and talk to them about their drawings over the next couple of days.

Extension Activity: Invite various community members to your classroom to talk to children about their work. Encourage children to ask them questions and participate in discussions with them about what they do, how many hours in the day they work for, how much time they spend with their families and any other questions the children come up with.

Take the children for a walk in the neighbourhood for a ‘Profession Hunt’. Before you set out make a list of the professions in the community that you want to identify. When you are out and about on your walk, wait for the children to point out a bank, a shop, a school and whatever is on your list.

A Note for the Teacher: Throughout the year, you can nurture children’s ability to think about and discuss the need to value each profession. Look out for teaching opportunities when a situation arises that lends itself to this topic. Help children build respect for each kind of job however lowly or highly paid it may be because each person contributes to the functioning and wellbeing of the community. Also think of ways to honour people who have contributed to the community through their services.

Our Neighbourhood

Class 1

Curriculum Link: National Curriculum for General Knowledge Grades I – III, 2007. Neighbourhood. Neighbourhood. Page 14.

Students' Learning Outcomes

- Describe their neighbourhood (in terms of people, mosque, shop, street, park etc.)
- Identify key places on a pictorial map of a neighbourhood

Prior Knowledge

By this age children are familiar with the concept that members of a family live together in a home. They are also aware of the extended family members living together with them in the same house and in some cases separately in another house. They can name the family members living with them in their homes. They can identify the different kinds of houses families live in such as bungalows and apartments in the urban areas and smaller huts and mud houses in villages and/or the rural areas. They are familiar with the term 'neighbour' and can recognize that many families living in a locality make up neighbourhood. They know that people living in houses close to their home are their neighbours.

Teaching Material & Preparation

- Beginning: One chart paper, a pencil to draw the map and a marker to finalise the drawing. Designated space to put up the chart. Board and chalk
- Middle: Paper and pencils for each group to put down their views. Board and chalk
- Conclusion: Blank paper to draw on and pencils for each child. Designated space to display children's work

Methodology

- *Beginning:* Before beginning, you should think about the places for the map, within a certain radius of the school, i.e. places within a radius of three or five or more miles. It is up to you. Then initiate a discussion by talking about places on the way to and around the school. Say to the children, "Let us think about places close to our school. You can call out the names of places one at a time, and I will write them here on the board."

Write down children's responses on the board as they call them out. If they take names of places that are not in the neighbourhood beyond the radius you have decided on, say to them, "I wonder where that place is!" or "That is too far away and it is not in our neighbourhood."

When all the places in the neighbourhood have been listed on the board say to them, "Now we will make a map of the school's neighbourhood with all these places we have listed here. Does anyone know what a map is?" Wait and see how the children respond and say, "Let's see what a map of our school's neighbourhood might look like."

Using the places listed on the board draw a map on the chart paper. Start with the school and draw places that are closest first and then those that are a bit further and then the furthest places at the end.

Through this drawing you will take the children on a trip or tour around the school. There may be parks, empty plots, buildings, houses, masjids, clinics, schools, hospitals, shops, markets, malls and so on in an urban setting. A rural setting may have ponds, streams, fields, masjids, barns, stables, graveyards, roads, small shops and so on. Before putting anything on the chart get a consensus from the children if they agree to what is being put on the map or not.

When the map is ready say to the children, "What do you think would happen if we didn't have so many places in our neighbourhood?" Give children time to think about the question and share their responses. Remember to use the Critical Thinking techniques. Display the map in the classroom so that children can see and get familiar with the school neighbourhood.

- *Middle:* Moving on say to the children, "Now I will divide you into small groups based on where you live. In the group you will describe the neighbourhood around your home. Each of you will name any eight important people (*tailor, carpenter, green grocer, butcher, shopkeeper and so on*) and eight

important places that are surrounding your home, so we can compare and see some similarities and differences between neighbourhoods. I will signal you when your time is over and then we can share our group discussion with the whole class. I will ask each group about the people and places they came up with and list them on the board.”

Divide children into small groups based on where they live and ask them to begin. Then move around to support them in their discussion. Then make two columns and write two headings ‘*People*’ and ‘*Places*’ on the board.

When the children have finished their discussion, ask children to call out two words they have written in their lists: one from the ‘*People*’ list and one from the ‘*Places*’ list. Ask one group to call out two words then another group to call out two words and so on. If one group has already given a name remind the other groups that is already on the board.

Sum up this activity by helping children understand that neighbourhoods are made up of different people and places, some common in all and some not so common. Say to the children, “What do you think will happen if these places are not close by? What would happen if we only had these places and not the people working there?” or “What would happen if we only had the people and not the places for them to work in?” Encourage the children to think before responding to the questions asked.

- *Conclusion:* For the concluding session, say to the children, “I will give each of you a blank sheet of paper. On it I want you to draw a map of the neighbourhood surrounding your home. Remember the map we made of the school? In the same way you will draw a map with all the places that are in your home neighbourhood. You can take help from the school map we made earlier. It is on the board, so look at it again carefully to get an idea of how to draw your map. When you have finished your drawing you can put it on display here (pointing to the area reserved for their work display) Okay, get started now?”

As children finish their work, encourage them to display their work at the designated place and also have a look at the displayed work of their peers.

Assessment: The work done by the children in the ‘Conclusion’ part can be used to assess what they have understood of the topic.

Importance of Government

Class 2

Curriculum Link: National Curriculum for General Knowledge Grades I – III, 2007. Government in a City/Village. Rights and Responsibilities of a Government. Page 23.

Students' Learning Outcomes

- Identify some goods and services that government provides for the people of the village/ city (water, roads, electricity, education and hospitals).

Prior Knowledge

By the time children come to class 2 they are aware of their surroundings and their neighbourhood. They know that a neighbourhood consists of the home, school, places of worship, market place, park/ playground, and health care facilities. Earlier in class 1 they were introduced to the map of Pakistan, our flag, they have also studied about lives in the villages and cities. Most of them will know the names of some of the famous cities of Pakistan. They also recognize that parents head a family and are responsible for providing for the family.

Teaching Material & Preparation

- Beginning: Blank papers and pencils for each child. Board and chalk
- Middle: A tray with some easily accessible objects like a glass filled with water, a matchbox, a light bulb, a dustbin, a bandage and a strip of medicine.
- Conclusion: Blank A4 size paper, one for each child. Board and chalk

Methodology

- *Beginning:* As you greet the children say to them, "Today we will draw a flower to represent our family. I will give each of you a blank sheet. This is what you need to do. Draw a flower, which has one petal for each family member. For example, if I have 5 family members including myself I will draw 5 petals. After drawing the flower, write the name of each family member in a separate petal along with the responsibility they have towards the family. Have a brief discussion with the children about what different family members are responsible for.

Give the children 10-15 minutes to do this task. When done ask a few children who are willing, to share their work. Discuss how each one of the members is responsible to take care of the family and why it is important to do so. Ask questions such as, "What would happen if your mother gets ill one day and couldn't fulfil her duties? What would happen if your father goes to another city/ village for some work, who will take on his responsibilities in his absence?" Explain how each one of the petals/ members holds the family together by fulfilling their own responsibility towards the family and how important each role is in the effective functioning of the household.

Now using the above example say to the children, "Who do you think takes care of the school?" They might take the name of principal, teachers and/ or maids. Accept their answers and discuss the role of each member towards the school. Draw a flower on the board to represent the school and help the children to understand how the school functions with the help of all these people. Emphasize the importance of a system that holds each one together and makes the school or any institution run smoothly.

- *Middle:* Introducing the next activity, say to the children, "Today I have brought a few objects along with me. Let's see what they are and how they are useful to us." Saying this place the objects you have collected on a tray and place the tray where all the children can see it.

Begin the discussion by picking up one object at a time in your hand, for example, the glass of water and say to the children, "You know what this is now tell me what it is used for." Wait for their answers and accept their responses. To extend the discussion ask, "How does this come to us? Who is responsible to see that this water reaches us?"

For the other objects you can ask, "Does the match stick alone help us cook food or do we need something else? How does the light bulb work? Where does the electricity come from? Who is responsible to see that the electricity reaches our homes? Who collects the garbage from our homes, towns or neighbourhoods?"

When children have shared their views on the questions asked extend the discussion by using the critical thinking techniques.

Move the discussion towards letting the children know that just like the school has a system to ensure its effective functioning, the 'government' too is a system that is responsible to see that goods and services such as water, electricity, education, hospitals, are provided to the people in villages and cities. Talk about the importance of having a government and the rights and responsibilities they have, also about what makes a government effective and link it to the home and school example discussed in the beginning part of this plan. To bring this discussion to an end, ask the children, "What would happen if there was no government?"

- **Conclusion:** To conclude this plan, say to the children, "I will give each of you a blank sheet of paper. You need to make a drawing on it. On the board I'm writing a statement followed by a question. Think about that and draw whatever you think might happen?"

Give one child the responsibility to distribute the papers to the children. While that is happening write down this statement followed by the question on the board: "*One morning you wake up and realize that there is no government in your village/city/country. What do you think might happen?*"

Assessment: The work done in the 'Conclusion' part will be used to assess children's understanding and learning of this topic.

Solving Our Problems

Class 3

Curriculum Link: National Curriculum for General Knowledge Grades I – III, 2007. Making the World a Better Place. The Role of the Government and Citizens. Page 32.

Students' Learning Outcomes

- Identify key public issues in their local area (drinking water, school, sewage system etc.).
- Inquire into one issue, identify its causes, suggest solutions and take a responsible action to solve the issue.
- Suggest ways the government and people can work together to meet people's needs in the area.

Prior Knowledge

Children understand the concept of neighbourhood, community, city and country. They can identify the important places in their community such as, hospitals, schools, parks, mosques, bus stops, and markets and are aware of their purposes. They are familiar with some of the resources we require in our daily life such as water, electricity and fuel. Besides that, they are also aware of some of the common problems faced by people in their locality. However, they might not understand what causes those problems and how to solve them.

Teaching Material & Preparation

- Beginning: The story '*Amanpur*' on page 2. Board and chalk
- Middle: Chart paper with Questions for Small Group Discussion' written on it, given on page 12. Write them beforehand and put it up where everyone can see it. Paper and pencil
- Conclusion: Paper and pencil

Methodology

- *Beginning:* Begin the session by reading out the story '*Amanpur*'. After the story, begin a discussion with the whole class by asking these questions: "What would happen to Amanpur if Mr Zafar's family continue with the same lifestyle? What do you think might happen if Mr Zafar builds that plaza?"

Start a brainstorming session with the children by saying: "Now we are going to think about some problems we face in our areas. Take a few minutes, think about what you see in your area that upsets you?" As they come up with different problems, make a list on the board.

- *Middle:* Introduce the small group activity by saying, "For the next activity, you will be divided into five small groups. Look at the list on the board. In your group, discuss and select a problem that you would like to solve and one of you come and put a tick against that problem so everyone else knows which problem each group is working on. Please don't select a problem that has been ticked off already by another group."

Divide the children into five small groups and give them some time to discuss and select a problem to work on in their group. When all the groups have selected a problem, say to them, "Now, you will have to work on the problem that you have selected. For this you will need to discuss the answers to the questions on the chart paper. One group member will take down notes which will later be shared with the other groups."

Give children time to think and problem solve in their groups. During this group work move around the class, observe and listen to their discussions and assist them as and when needed.

- *Conclusion:* After all the groups are done with their discussion, invite them one by one to come forward and share the problem they had selected and their plan of action. As each group presents their work, encourage the other groups to ask questions and challenge them if they feel their suggestions seem doubtful. They can even offer alternate solutions the presenting group may not have thought of.

Assessment: To assess children's learning and understanding of the topic, ask them to put down five points in their notebook that they will personally carry out in their home to work towards the solutions that they have presented as a group.

Amanpur

Sana and Hassan live in a small town named Amanpur. It was a peaceful and clean place with green fields and a fresh water stream running at the edge of the town. People of Amanpur lived in harmony with each other and looked after their town. There was a playground for children and a park for families. Sana and Hassan used to go every evening to play with their friends while their parents chatted with neighbours. People of Amanpur were healthy, active and conscientious citizens who collectively worked at keeping their town clean.

One day, a new family came to live in Amanpur. The family consisted of three children and their parents. Mr. Zafar, the head of the family, was the owner of a construction company and had lots of money to spend. Sana and Hassan were very happy to see them, as they would now have new friends to play with. Mr Zafar and his family were very friendly people. Soon they developed a good rapport with their neighbours. Every now and then they used to have parties and get together at their home. On the days following such parties, there would always be loads of garbage and left over food dumped in the stream or in the playground.

One day, when Sana and Hassan went to the park with their family, they were shocked to see some people cutting down the trees and plants while some other people were breaking the ground with pickaxes. When they asked what was happening, they came to know that their neighbour, Mr. Zafar had a contract and he wanted to build a plaza on that land. Everybody was very sad and depressed but they didn't know what to do.

Questions for Small Group Discussion

1. What are the causes of this problem?
2. How would you solve it?
3. What help or support would you require from adults or other community members?
4. What will you do to avoid such problems in the future?
5. What would happen if the problem just cannot be solved?

Functions of a Court

Class 4

Curriculum Link: National Curriculum for Social Studies Grades IV – V, 2007. Government: The Way We Govern Ourselves. Government Institutions. Page 18 and 19.

Students' Learning Outcomes

- Identify the functions of a court.
- Explain the role of a judge in a court.
- Demonstrate understanding of the working of a court through a role-play.

Prior Knowledge

By now children have developed an understanding of how a family and school system functions. They are aware and can identify some services that the government provides for its people such as water, roads, electricity, hospitals and education. They are also aware of some of their basic rights and the responsibilities they have to fulfil as a member of their family, community and country at large. They can identify some key public issues in their community. During previous lessons, they have studied about democracy, government and law. They also read about the three branches of the provincial government (legislature, judiciary and executive). They may have watched the hearing of a case or trial in a film or drama and may have some vague ideas about what happens in a court.

Teaching Material & Preparation

- Beginning: Any relevant real life story or incident, which involves disobeying the law or violation of anybody's rights

- Middle: No materials required

- Conclusion: No materials required. Children can use some of the furniture as props for their role-play

Methodology

• *Beginning:* Begin the session by sharing the story or incident you have selected. Encourage children to share their views on the story. Ask them questions such as, "How do you feel after hearing this story?" "What can be done about such an issue in the future?" "Who do you think is responsible to safeguard the lives and property of the citizens of a country?"

After listening to their responses you can start a discussion by asking the children these questions, "What is a law? Who makes laws?" "Is it important to have laws? Why or why not?" "Who do you think ensures laws are obeyed and rights are respected?"

As the children discuss these questions and share their views and ideas, reinforce the concept of a court and judge, their functions, roles and responsibilities.

• *Middle:* Introduce the group activity by saying: "Working in a group you will plan and prepare a role-play. I will divide you into two groups. Each group will come up with a situation in which there is some disobedience of the law. Each group will then plan a role-play of a courtroom scene with characters of a judge, lawyers, witnesses and the people involved in the disobedience act. After you have planned and decided on the situation you want to show in your role-play, you will then get some time to prepare for it. You will need to create a script and you will have to rehearse the situation too. Is everyone clear on what you have to do?"

Repeat the instructions if needed. When they are clear on what they have to do divide the children into two groups.

Ask them to start a discussion on the situation, the script and the actors. Explain that they will be given time to practice their role-play later or the next day, depending on what you have planned.

• *Conclusion:* Begin by briefly reviewing what was done in the previous session. Ask them to get into their groups, discuss and get ready for their role-play. Give them at least 10 to 15 minutes for preparation.

When both groups are ready, invite them to come forward and perform the role-play. As one group performs, ask the other group to carefully watch and observe the different characters and note down their views, which they will share after the role plays have been presented.

After both the groups are done, ask the audience to share their feedback. Encourage them to share positive points first and then give suggestions about what else could have been done. During the feedback pose these questions to them,

- Do you think the conflict was resolved appropriately? Why or why not?
- If you were the judge, how would you have resolved the conflict?
- Do you think the role of a judge is important? Why or why not?
- Are there any important points that were ignored during the trial?

Assessment: To assess children's understanding of the topic, ask them to write a brief report in their notebook on the role-play they observed. They will need to highlight the functions of a court and the proceedings they observed, from the beginning till the verdict.

The Courts of Pakistan

Class 5

Curriculum Link: National Curriculum for Social Studies Grades IV – V, 2007. Government (Leaders, Community, Citizens). Federal Government page 28.

Students' Learning Outcomes

- Construct a simple chart to show the relationship and processes between the different courts in Pakistan.
- Discuss the importance and authority of Supreme Court over the High Court.

Prior Knowledge

By the time the children reach class five they have heard, understood and are familiar with the concept of a community. They have been introduced to terms such as society, democracy, law, government and constitution. However, their understanding of these terms may not be clear. In class four they have also talked about the three main branches of the provincial government (legislature, judiciary and executive) and have discussed how local and provincial government institutions serve and provide citizens with their rights. They have been briefly introduced to a court, its functions and workings. They still need to revisit these concepts in order to develop an understanding of the federal government and the constitution. During the week they have been introduced to the Supreme Court and High Courts of Pakistan and the importance and authority of both.

Teaching Material & Preparation

- Beginning: No materials
- Middle: Board and chalk. Two sheets of chart paper, each divided into half, one for each group. Pencils for each group
- Conclusion: The flow charts prepared by each group in the 'Middle' section of the plan

Methodology

- *Beginning:* You can begin by saying to the children, "I have misplaced my wallet and cannot find it. To whom should I make a complaint?" The children may come up with questions as to where the wallet was lost, what were the contents in it before suggesting where and to whom the complaint should be lodged. Some may even make suggestions without really thinking through the problem. If that happens, you can ask them questions to help them think through their suggestions.

Following their suggestions say to them:

- Do you know what a court is?
- When and why would we need to go to a court?
- Are you aware of the kinds of problems a court handles?

With these questions you will be able to assess their knowledge and understanding of courts in Pakistan.

- *Middle:* Moving on with the topic ask the children, "What are the different types of courts we have in Pakistan? Think about the topic we've covered about courts and give me names of the different types of courts we've come across so far. As you mention them, I will write them on the board."

The children may name the local courts set up at the district and tehsil level, which are called Session Courts. They may also mention the High Courts, set up across the different provinces and the Supreme Court. As they give you these names you will write them on the board as the children call them out.

When all these names have been put up on the board say to them, "Now you will work in four small groups and for this activity you will get 15 minutes. Each group has to make a simple flow chart showing the relationship between these courts. You also have to highlight which court has authority over the other. Discuss it in your group first and then begin working on your chart. When you have completed your flow chart, you will present it to the other groups. Is everyone clear on what needs to be done?"

Repeat the instructions as and when needed and if you haven't done flow charts yet, show them an example. Divide the children into small groups and give them the chart paper and pencils.

- *Conclusion:* When the children have completed their work, tell them to select a presenter to represent their group and then ask the presenters to present their charts and explain it to the others.

If you have run out of time and they will be presenting the next day, then given the groups ten minutes to review their presentations and go over what the presenter will say before starting the session on presentations.

Say to them, "Each group will get five minutes to present their flow chart to the other groups. If you have any questions to ask a presenter, then note it down for the Question & Answer session, which we will have at the end. We won't interrupt any presenter."

Once all the groups are done with their presentations let the children ask the questions they had jotted down. The flow charts prepared by the children can be put on the display boards showing children's work and understanding of the topic. To conclude the session, you can say to the children, "I wonder what would happen if there were no courts at all. What do you think? Any ideas?"

Assessment: To assess children's understanding of this lesson ask them to take out their notebooks and write down one responsibility for each of the different courts they have studied about.

Understanding Our Situations

Class: Multiage

Curriculum Link: National Curriculum for General Knowledge Grades I – III, 2007.

Class 1: Neighbourhood. Neighbourhood. Page 14.

Class 2: Government in a City/Village. Rights and Responsibilities of a Government. Page 23.

Class 3: Making the World a Better Place. The Role of the Government and Citizens. Page 32.

Curriculum Link: National Curriculum for Social Studies Grades IV – V, 2007.

Class 4: Government: The Way We Govern Ourselves. Government Institutions. Page 19.

Class 5: Government (Leaders, Community, Citizens). Federal Government. Page 28.

Students' Learning Outcomes

- Describe their neighbourhood (in terms of people, mosque, shop, street, park etc.).
- Suggest ways the government and people can work together to meet people's needs in the area.
- Demonstrate understanding of the working of a court through a role-play.

Prior Knowledge

Children understand the concept of neighbourhood, community, city and country. They can identify the important places in their community such as, hospitals, schools, parks, mosques, bus stops, and markets and are aware of their purposes. They are familiar with some of the resources we require in our daily life such as water, electricity and fuel. Besides that, they are also aware of some of the common problems faced by people in their locality. However, they might not understand what causes those problems and how to solve them.

Since you have children of different ages in your class, you can conduct activities in which all of them are involved at the same time. Having younger and older children at different levels of development and understanding can be used as an advantage that allows the children to learn from each other.

Teaching Material & Preparation

- Beginning: Chalk and board

- Middle: The story of 'Amanpur' on page 18. Simple props that children may need for the role-play

- Conclusion: Children's notebooks

Methodology

- **Beginning:** Begin by putting the words 'Our Country' in the centre of the board and say to the children, "Do you know the name of your country?" Listen to children's responses. If they come up with the correct name you can nod your head, if children give the name of their areas, a town or a city ask them, "Do you think that is your country's name? What about the others, do you agree with his/her answer? Why?"

After this little warm-up say, "Now take a minute and think about the words on the board and tell me what comes to your mind when you hear these words." Give the children some time and say, "I would like you to share what came to your mind. One at a time each one of you will tell me what you thought of when you read the words My Country, and I will write your thoughts on the board ... okay! So who will start?"

After writing their responses on the board sum up the discussion by addressing their responses.

- **Middle:** Begin this part by reading the story of 'Amanpur'. After the story, begin a discussion by asking these questions: "What would happen to Amanpur if Mr Zafar's family continue with the same lifestyle? What do you think might happen if Mr Zafar builds that plaza?"

You will need to accept children's responses based on their prior knowledge. The younger ones may have simpler answers or may not even say anything, which is okay.

Next, say to them, “Now you will plan a role-play around the story of Amanpur. The role-play will be of a courtroom scene. Do you know what a court is? When does anyone need to visit a court?” Not all children may be aware of a courtroom, however, hear what all the children have to say and summing up let the children know when one needs to go to the court.

Introducing the group activity say, “As I just said to you, you will now plan a role-play together about the people of Amanpur who are pleading their case to the court and trying to stop the construction of the plaza Mr Zafar’s company has started. For that we will need to think about the different roles each one of us can take on. When you have decided on the roles then you will have to develop a script for the different actors. And then you can take some time to practise your role-play. When you are ready you will present it to an audience who will comprise of your parents and different people from our neighbourhood.”

You will need to support children with planning the role-play, writing the script and during rehearsals. For this you will need to build in some extra time. This part can be spread out over two or three days with some time dedicated to the rehearsals and some time to the final presentation of the role-play.

- *Conclusion:* This part will be done after the role-play has been presented to the audience.

Begin by briefly reviewing the role-play and asking children to share their reflections about their performance and how they felt after the presentation of their role-play.

Say to them, “Each one of you will now share how you would like to see the park/play-ground in your neighbourhood. For this you will use your notebooks.”

The younger ones mainly of Classes 1 and 2 can draw what they have in their mind. Children of Class 3 can draw and label their drawing and write a couple of lines about their drawing. The children of Classes 4 and 5 can write in detail adding what they will need to do to look after their surroundings and who they can approach, within their community to make sure they get the help they need.

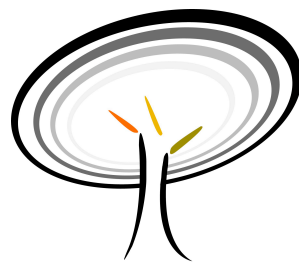
Assessment: The work done in the Conclusion part can be used to assess children’s learning of this topic.

Amanpur

Sana and Hassan live in a small town named Amanpur. It was a peaceful and clean place with green fields and a fresh water stream running at the edge of the town. People of Amanpur lived in harmony with each other and looked after their town. There was a playground for children and a park for families. Sana and Hassan used to go every evening to play with their friends while their parents chatted with neighbours. People of Amanpur were healthy, active and conscientious citizens who collectively worked at keeping their town clean.

One day, a new family came to live in Amanpur. The family consisted of three children and their parents. Mr Zafar, the head of the family, was the owner of a construction company and had lots of money to spend. Sana and Hassan were very happy to see them, as they would now have new friends to play with. Mr Zafar and his family were very friendly people. Soon they developed a good rapport with their neighbours. Every now and then they used to have parties and get-togethers at their home. On the days following such parties, there would always be loads of garbage and left over food dumped in the stream or in the playground.

One day, when Sana and Hassan went to the park with their family, they were shocked to see some people cutting down the trees and plants while some other people were breaking the ground with pickaxes. When they asked what was happening, they came to know that their neighbour, Mr Zafar had a contract and he wanted to build a plaza on that land. Everybody was very sad and depressed but they didn’t know what to do.



Teachers' Resource Centre
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