

# World of Work

## Student Handbook

**Volume IV:**  
Enabling Learning Cluster

Module 1 and 2: Enabling Learning and Teaching

*Lesson Plan*

*Internal Assessment*

Teacher	Shekhar singh
Class	From 2 to 4
Duration	1 hour
Lesson	Verb

Pre-Teaching

Objective:-

- 1) To develop students thinking skills
- 2) To develop the concept of Verb.
- 3) Develop interest of student towards English.
- 4) To make their strong base.



*Engaging Activity*

**'ALPHABATE GAME'**

*Introduction* In this Game students have to take turn naming an alphabate according to which letter is next in the alphabate the next student must repeat all the words.

*Why this activity?* This activity is to connect students to the subject and start with fun.

*Clue Activity* Person, Place, Animal & thing

*Introduction* In this students are divided into team (one team 2 player)



Led by



World of Work Grade 9 & 10 is a specialised subject in the School of Specialised Excellence, Delhi Board of School Education, designed by **Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS), Mumbai**. The course aims to introduce students to the world of work and develop skills and perspectives through enquiry, projects, and interactions with industry experts. The full set of course material includes lesson plans, teacher professional development guides, students' and teachers' handbooks, and assessments.

Schools of Specialised Excellence are choice-based schools for grades 9 to 12 that allow students to specialise in their chosen fields of study. The Government of NCT of Delhi established Specialised Excellence in 2021 in order to cater to students who have a demonstrated interest and aptitude in specific domains. Schools of Specialised Excellence are affiliated to the Delhi Board of School Education (DBSE). They are designed as per the philosophy of DBSE that centers around moving away from rote memorisation through integrating assessment into the everyday practice of teaching-learning and using assessments for learning rather than restricting them to only being assessments of learning.

The Centre of Excellence in Teacher Education (CETE) at the Tata Institute of Social Sciences Mumbai (<http://bit.ly/cetewebsite>) aims to enable Right to Quality Education for all children in India by enabling teachers to respond to diverse and changing needs. Built around the central premise that professional qualified teachers can create lasting impact. The Centre focusses on empowering teachers, improving professional development standards, supporting teachers' education ecosystem and advocating to strengthen policy on teaching and teacher education.

Research at the Centre is on themes of quality in teaching, policy and scaling innovations inclusion, curriculum and pedagogy and Ed Tech. Academic teaching programmes include BEd-MEd (Integrated), MA Education, MA Education (Elementary), MA Education and Technology, doctoral research, short term programmes through blended learning and online offerings to enhance capabilities of teachers and teacher education faculty ([www.tissx.tiss.edu](http://www.tissx.tiss.edu)). Key field action projects are focussed on improving inclusive teaching learning at schools and employing technology thoughtfully in professional development of teachers. The Connected Learning Initiative ([www.tiss.clix.edu](http://www.tiss.clix.edu)) was awarded the UNESCO-King Hamad Prize for the use of ICTs in Education in 2018. CETE received seed support from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching. Government of India and TATA TRUSTS.

As knowledge partner of the DBSE for the Schools of Specialised Excellence, the CETE has developed the following six clusters of modules for Grade 9th and 10th specialised subject "World of Work". Each cluster comprises a skill/perspective building module and two/one career modules, detailed in a teacher handbook with an accompanying student handbook.

#### **Student and Teacher Handbooks:**

Volume I: Transmedia Storytelling Cluster: Transmedia Storytelling, Journalism, and Content Creation

Volume II: Mapping and Visual Representation Cluster: Mapping and Visual Representation, Geographic Information System (GIS) Analyst, and Urban Planning

Volume III: Working with People and Communities Cluster: Working with People and Communities, and Social Work

Volume IV: Enabling Learning Cluster: Enabling Learning, and Teaching

Volume V: Justice and Constitution Cluster: Justice and Constitution, Lawyering, and Public Policy

Volume VI: Research and Critical Thinking Cluster: Research and Critical Thinking, Academic Research, and Marketing Research

#### **World of Work Core team**

**Lead:** Prof. Padma M. Sarangapani

**Research and Coordination:** Ms. Tanya Mittal & Ms. Manvi Suyal

With inputs from Bhavishyath Counselling

(For the course development team of the modules, please refer to the respective handbooks)

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# **World of Work**

## **Student Handbook**

### **Teaching and Enabling Learning**

This handbook belongs to:

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Section: \_\_\_\_\_

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# Introduction

## I.I World of Work

One of the components of the vision for Schools of Specialised Excellence (SoSE) is increasing exposure of students to careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The World of Work (WOW) course aims to address all the above requirements during the 9<sup>th</sup> and 10<sup>th</sup> grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers (‘masterclasses’), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material including videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work take them out of the classroom to engage with the environment they live in. These also demand developing time management, creativity, working collaboratively and good presentation skills. All this nurtures students for all round development and at the same time sets them up for success in their chosen area of specialization.

The role of the teacher in the World of Work is both challenging and rewarding, offering exciting opportunities for professional growth. While teachers may not be subject matter experts, their extensive training positions them as facilitators of student learning. Embracing this role involves stretching boundaries to familiarize themselves with a diverse array of skills and careers within the course. Engaging students in group and individual projects is a key component, requiring teachers to develop new skills in project facilitation and navigate the inherent ambiguity in project evaluation. Classroom discussions, another vital aspect of the course, demand adaptability to various formats.

This journey may necessitate teachers to step out of their comfort zones, letting go of traditional teaching methods in favor of innovative approaches—a humbling yet enriching experience. This presents an opportunity for teachers to explore new content areas and methodologies that can greatly benefit both them and their students. The true rewards lie in witnessing tangible growth and development in students, particularly in areas such as confidence, presentation, and communication. Simultaneously, teachers can anticipate significant personal and professional growth, making the journey in the World of Work an exciting and fulfilling one.

Assessment is an important part of the World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalize and apply. The assessment framework has components of “Knowledge and Understanding”, “Inquiry and Exploration”, “Critical Thinking and Decision Making” and “Presentation and Communication”. Assessment of each module of WOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually through the module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

## I.II Overview of the Curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Creation
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planning
Working with people and communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.

Below shows the classroom time allocation for the modules and the number of instructional days they will run over.

S.No.	Modules	Suggested time allocation/Instructional days
<b>Grade 9</b>		
1	Unit 1: Transmedia Storytelling	16 hours/12 days
2	Unit 2: Journalism	16 hours/12 days
3	Unit 3: Content Creation	16 hours/12 days
4	Unit 4: Mapping & Visual Representation	16 hours/12 days
5	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days
6	Unit 6: Urban Planning	16 hours/12 days
7	Unit 7: Working with People & Community	12 hours/ 9 days
8	Unit 8: Social Work	12 hours/9 days
<b>Grade 10</b>		
9	Unit 9: Enabling Learning	12 hours/ 9 days
10	Unit 10: Teaching	12 hours/ 9 days
11	Unit 11: Justice and Constitution	16 hours/12 days
12	Unit 12: Lawyering	16 hours/12 days
13	Unit 13: Public Policy	16 hours/12 days
14	Unit 14: Research and Critical Thinking	16 hours /12 days
15	Unit 15: Academic Research	16 hours/12 days
16	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, “Working With People and Communities” and “Enabling Learning”, there is a single career module associated with the skill module. In these two cases, the Skill module runs for 3 weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

### I.III Objectives of the curriculum

- To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.
- To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.
- To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.
- To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.
- To develop skills of critical thinking and creativity.
- To enhance students' presentation skills in different modes and media.

### I.IV Curriculum Framework

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfillment. While it is not possible to develop a skill in-depth in the time available, the engagement with the skill does result in concrete learning outcomes.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

**Skills:** The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

**Career Roadmap:** The career module will talk about way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

**'A Day in the Life':** The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

**Is this for me?':** The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, Content Writing, Film-making and more. Journalism is considered a career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.



## **I.V About this handbook**

This Handbook is written to provide the students with all information, support, and guidance they need as they work through World of Work modules. It guides the students through the two modules: “Enabling Learning” and “Teaching”, under the Enabling Learning Cluster to be delivered over a period of six weeks. It contains the handouts and worksheets that the students will use while going through the modules. It also contains the student planner for each module which will help them plan, organise and keep track of their work.

## **Cluster IV Module 1 and 2: Enabling Learning + Teaching**

## Credits

**Initial Module Conceptualization,  
Authoring and TPD sessions:**

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Ms. Tanya Mittal, Program Manager, CETE, TISS

## Student Planner

Session	Topic	Objectives and Description
<b>Week 1</b>		
<b>Session 1</b>	<b>Who is a teacher? What do teachers do?</b>	<ol style="list-style-type: none"> <li>1. Understand the basic concept of teaching.</li> </ol> <p><i>In the following week we will be focusing upon how teaching is a skill and it requires the ability to work with people and understand their context, fostering an ethical aim in guiding students' growth and development.</i></p>
<b>Session 2</b>	<b>Who is a learner and how do we understand learning?</b>	<ol style="list-style-type: none"> <li>1. Understand that learning can take place even outside school. This will help</li> <li>2. Understand the difference between memorizing and learning</li> </ol> <p><i>In this week we will focus on how learning can occur beyond the confines of school settings, emphasizing the importance of real-world experiences. The session will also help students in understanding the concept of a learner and distinguishing learning as a process of meaning making in which the learner plays an active role.</i></p>
<b>Session 3</b>	<b>Process of learning</b>	<ol style="list-style-type: none"> <li>1. Students will be familiarized with experiential learning</li> <li>2. Students will notice that learner engagement is significant in the process of teaching and learning.</li> </ol> <p><i>In this session we will be learning about the different types of learning. They will understand that learning can take place through traditional classroom settings, self-study, hands-on activities, visual aids, and collaborative approaches like peer learning and project-based learning. They will also focus on how the engagement of the learner plays a crucial role in aiding the process of learning.</i></p>
<b>Week 2</b>		
<b>Session 1</b>	<b>Observation of teaching</b>	<ol style="list-style-type: none"> <li>1. Understand the aspects of pre and post teaching.</li> </ol> <p><i>In this session we will be learning about the need and significance of planning for teaching. Students will be learning about the various components of pre and post teaching.</i></p>
<b>Session 2</b>	<b>How to plan for teaching?</b>	<ol style="list-style-type: none"> <li>1. The need to plan and the different elements of planning.</li> <li>2. Understanding the four aspects of teaching including, planning, execution, assessment and reflection.</li> </ol> <p><i>In this session we will be focusing upon the different components of planning by choosing an activity and planning for the same. They will also be learning about the four important aspects of teaching that are planning, execution, implementation and reflection.</i></p>

<b>Session 3</b>	<b>Teaching</b>	<p>1. To practice teaching through a small group activity.</p> <p><i>In this session, we will be carrying forward the activity prepared in the previous session and teaching it to the entire class. The students designated as teachers will be conducting the teaching of the crafts activity.</i></p>
<b>Week 3</b>		
<b>Session 1</b>	<b>Reflections on teaching process</b>	<p>1. To be able to reflect on the process of teaching.</p> <p><i>In the previous session the students have done teaching and this session will be focused around reflecting on their teaching. We will be focusing on questions such as what are the components they did not focus on, and what did they not plan for. We will also be looking at the several other intricacies of teaching.</i></p>
<b>Session 2</b>	<b>Content Selection</b>	<p>1. Reflect on the need to select the true knowledge from the domain.</p> <p><i>In this session we will be looking at the need to carefully select the text material and the teacher's role in appropriating the content accordingly. Through the means of a poem and a newspaper article, we will also look at how to dispel myths and stereotypes related to natural phenomena such as solar eclipse.</i></p>
<b>Session 3</b>	<b>What is assessment?</b>	<p>1. Understand the basic concept of assessment 2. Understand the significance and importance of assessment</p> <p><i>In this session we will be learning about the basic concept of assessment and its significance in understanding the learning levels of the learners. We will also be looking at the different types of assessments that are required to suit the individual needs of every child.</i></p>
<b>Week 4</b>		
<b>Session 1</b>	<b>Understanding Assessment</b>	<p>1. To become familiar with different aspects of understanding. 2. To identify different levels of understanding based on bloom's work.</p> <p><i>In this session we will be looking at the six different aspects of understanding that are: Remember, Understand, Apply, Analyze, Evaluate and Create. We will also be focusing on the project to be done by individual students that involves curating a lesson plan based on any theme of their choice.</i></p>
<b>Session 2</b>	<b>Reflection in teaching</b>	<p>1. To understand the process of reflections on teaching experience. 2. To analyze stereotypes and myths about teaching profession</p>

		<p><i>In this session plan we will understand the significance of reflections and the role they play in understanding and analysing the teaching learning process. We will also be looking at some popular myths and stereotypes that have been associated with the profession of teaching such as “ teaching is a noble profession, it is for women only, it is only related to classroom work. Students will be looking and debating around these perceptions and how they influence the profession at large.</i></p>
<b>Session 3</b>	<b>Teaching in different domains</b>	<ol style="list-style-type: none"> <li>1. To get exposure to different types of teachers.</li> <li>2. To relate teaching to other related professions that require similar skills.</li> </ol> <p><i>In this session we will be focusing upon the different types of teachers such as school teachers, university teachers, coaching institute teachers etc. We will also be focusing upon the nuances and skills that are pertinent to teaching and map it with other related professions requiring similar skills. This is to ensure that students understand the variety within the profession and give them opportunity to think about other possibilities</i></p>
<b>Week 5</b>		
<b>Session 1</b>	<b>Different pathways for becoming teacher</b>	<ol style="list-style-type: none"> <li>1. familiarize students with different routes to become a teacher</li> <li>2. To know about the procedure of application for teaching posts in different schools - Government and Private</li> <li>3. To know about the professional development avenues</li> </ol> <p><i>In this session we will be focusing on introducing diverse paths to become teachers, covering various educational routes and certifications. This will help students gain insights into the application procedures for teaching positions in Government and Private schools. Additionally, we will also be looking at the available professional development opportunities to enhance their teaching skills and foster career growth.</i></p>
<b>Session 2</b>	<b>Journey of a teacher</b>	<ol style="list-style-type: none"> <li>1. To get the opportunity to interact with exemplary teachers</li> </ol> <p><i>In this session we will be interacting with different teachers and learning about their journey of becoming a teacher and their experiences and learnings from the field so far.</i></p>
<b>Session 3</b>	<b>National recognition of teachers</b>	<ol style="list-style-type: none"> <li>1. To learn about teacher recognition in the country.</li> <li>2. listening to the experiences of the teachers.</li> </ol> <p><i>In this session we will be focusing upon the different kinds of awards and avenues which are in existence to recognise the exemplary teaching practices and the teachers. We will also be looking at the experiences of teachers through a video and understand what</i></p>

		<i>teaching means to them and how they look at the profession in changing times.</i>
<b>Week 6</b>		
<b>Session 1</b>	<b>ethical and Social aspect of teaching</b>	<p>1. To get the opportunity to discuss the ethical and social aspects of teaching</p> <p><i>In this session we will be looking at the teaching profession through a historical context of teacher work and how social change was initiated through teachers. We will also be focusing upon the various social and ethical aspects that are associated with the profession.</i></p>
<b>Session 2</b>	<b>Inclusion in classroom</b>	<p>1. To understand the significance of inclusion in classroom</p> <p><i>In this session we will be focusing upon the importance of inclusion within the classrooms and how it is imperative to provide equal learning opportunities to each and every student. We will be looking holistically at the role which schools and teachers play in making the classrooms inclusive and the various barriers which exist while addressing inequality and to ensure diversity.</i></p>
<b>Session 3</b>	<b>Assessment of the module</b>	<p>1. To assess and consolidate students learning from the module.</p> <p><i>In this session we will focus upon consolidating the various leanings and the key takeaways that the students have acquired over the course of the module</i></p>

## Teaching

**Instructions:** Read the following note about teaching and think about the points discussed in the class today.

**What is Teaching?** What does being a teacher mean to you?

When a person engages in the process of creating learning situations for others, they can be identified as a teacher. The process of teaching refers to the actions that a teacher takes to help learners to move to the next level of thinking about a particular concept or a skill. There are certain characteristics of the teaching. Let us read about them:

1. **Teaching is a systematic and structured process:** Teaching can be termed as a process in which both the teacher and the learner engage to bring about some form of learning. The imagination, creative abilities and artistic approach of a teacher creates an environment to enable effective learning.
2. **Teaching requires ability to communicate complex ideas:** Teaching uses various complex techniques and tools for making the learning process better, like the use of questioning or exemplifying to make the learner self introspect a concept. The use of media like audio-visual, human interaction and electronics also makes learning more interesting. In short, teaching requires the ability to select appropriate techniques, methods and media.
3. **Teaching requires knowledge of the learner and her context:** As we saw how approaches and teaching techniques of a teacher affect the learning, in a similar way some qualities of a learner also affect the process like their preferred way of learning, attitude towards learning, how they get motivated and their aptitude. Similarly, the mental state of the learners- whether they are emotionally healthy, also impacts the learning. To summarize, the manner in which teachers teach and the extent to which students learn are interrelated closely. So, teachers' ability to understand the learners and their contexts is an important skill.
4. **Teaching requires subject knowledge:** Teaching requires having a deep knowledge of the subject being taught and that this content is communicated effectively to the students.  
Teaching requires a strong understanding of the material being taught, along with an understanding of how students perceive and process the content. A good teaching practice requires that the teacher is aware about the problems students usually encounter while learning a concept, and is able to answer the questions. Teaching requires the ability to evaluate the thinking behind students' own methods, and identify students' common misconceptions.
5. **Teaching requires the ability to work with people:** Teaching requires the ability to empathize with multiple students and situations at the same time. It is a necessary skill for supporting students, but it is difficult to develop. Understanding why a student is acting in a certain way is critical to understanding how to manage that student's behavior. Being able to empathize with students' difficulties helps a teacher create a sense of belonging for all students.



Teaching also requires working with other teachers, staff members. When teachers come together to share information, resources, ideas, and expertise, learning becomes more accessible and effective for students.

6. **Teaching has an ethical dimension:** Teaching has a dimension of ethical involvement which sets it significantly apart from such standard professions as medicine and law. For example, if a child is sick, it would not matter if the doctor treating the child is, from an ethical point of view, a very nice man or not. However, if parents looking for a quality education for their child discover that the best available in terms of academic knowledge and teaching methods is someone who is personally known to be a liar, disloyal, shifty, sarcastic, and bullying, they may have serious reservations about placing their child in the care of that person, regardless of his or her approved academic knowledge and technical skill as a teacher. So, teaching is inherently an ethical endeavor, and has an ethical influence on the attitudes, beliefs, and behaviour of students.

## Situations for Learning

### Instructions

Read the following episodes carefully and discuss in your group if these situations will lead to learning or not.

### Episode 1

Teacher instructs the class

Teacher – yes, all of you repeat after me.

3 times 1 are 3

3 times 2 is 6

3 times 3 is 9.....

Students continued to recite the tables after the teacher for some time. Then the teacher appointed a child to recite the tables and others were asked to repeat.

After 3 repetitions, the teacher wrote the tables on the board and asked students to copy in their notebooks.

### Episode 2

(While discussing about different kinds of birds and the relationship between their claws and the beaks, Surita asked:

Surita- ...Sometimes when you come to school early and if you stand quietly, have you seen that there are some birds that come and sit in the ground in the morning? (Children responded together- yes ma'am.)

Surita- What are the birds that come here?

(Few children said pigeons, sparrows, parrots etc simultaneously making it difficult to know who said what.)

Surita- Now let Mehak tell whether she saw any bird sitting in the school ground. (Mehak was sitting quietly, but got up and said:

‘One day I saw that there was a blue coloured bird sitting here.’

Other children said very excitedly ‘yes ma'am’ ‘even we saw’ etc. and many raised their hands.

Three girls said- Ma'am that bird is called ‘*neelkanth*’.

Surita- Ok, tell me how did its beak look? One girl said ‘it was curved’.

Another girl- No Ma'am, its beak was straight. That bird eats fish. It is called kingfisher. I saw it on TV also. (Many other children also started shouting that even they have seen it in TV)

Surita- Ok..Ok..It is called Kingfisher...but where do you think it would have come from?

One child responded that it must have come from the lake nearby. Others also immediately started saying ‘*jheel jheel*’.

Surita- Yes.... There is a lake nearby na, so these birds come from there.... Sometimes the crane ‘*bagula*’ also comes and sits here.... Many children shouted ‘yes I saw it’...

(One girl was constantly raising her hand so teacher asked her what she wanted to say)

Girl- ...Ma'am Ji,... one day I saw that some children were hitting the birds with stones when they came to eat the grains....my brother also hits them with stones sometimes.....

Surita- So do you think he should do this?

Other children also said- No ma'am ji...we should take care of them.

### Episode 3

Suresh- The walls of the houses in Rajasthan are thick? ...Why do you think they are thick?... Why do people there make such thick walls?... Rahul you tell me....

(Rahul could not answer and the teacher waited.... But then he just changed the question.)

He asked:

Okay, first all of you tell me how you think Rajasthan would be?

Student 1- Sir, it is very hot.

Suresh-...Good

Student 2- ...Sir, there is a lot of sand and it doesn't rain.

Suresh-... Yes. ...So now you think that why would they make thick walls of the house?

Student 3- ...Sir, there is a lot of sand that is why....

Suresh-... So how do you think that will make a difference? Even if the wall is not very thick then also the sand will not come inside.

Student 2- ...Sir they are thick because it is very hot there.

Suresh-... So how do you think that thick wall will protect from heat?

Student 1- ...Sir if the wall will be thick then also it will feel hot and if it is thin then also it will feel hot....

Suresh- Ok...

Student 2- ...Sir no.... If it is thick then it will be cool inside.

Suresh- Bhai (brother)..Now there is a solid confusion. I agree with (Student 1) but not completely, so I will tell what will make it complete. Does someone else want to say something about it? (Nobody said yes). It's okay, if we can't tell then we can listen to what I am saying.

Children together- yes sir.

Suresh- Ok then listen. If the walls would be thin in Rajasthan then the heat will make the bricks hot very soon and they will get hot and the house will get hot. So they cover the walls with multiple layers of mud to make it thick so that the bricks do not become

hot easily and the house remains cool from inside. Earlier in my time, there used to be kutchha houses that were made in a similar way and they remained cool from inside....But concrete houses get hot very fast. Has somebody seen kutchha houses in villages?

## Experiential Learning: Newspaper Article

The Hindu

### Learning by doing

Geetanjali Khanna

MAY 08, 2016 17:00 IST

SOURCE:

[HTTPS://WWW.THEHINDU.COM/FEATURES/EDUCATION/LEARNING-BY-DOING/ARTICLE8570113.ECE](https://www.thehindu.com/features/education/learning-by-doing/article8570113.ECE)



A student participating in an adventure-based experiential learning camp

#### **Rote learning is passe. Experiential learning is gaining ground.**

Albert Einstein once said, “Learning is experience, everything else is information.” When my 12-year-old niece wanted to buy a game which has a DIY working model on photosynthesis, I knew that the experiential learning bug had bitten Indian students too.

Though the concept might look new, it was, in fact, embedded way back in the Indian education system. Gurukul is the quintessential experiential learning format — a learning initiated by an interaction between the learner and his environment. In the olden days, the gurukul system imparted key aspects of education to students in the form of various activities undertaken in an open environment under the supervision of a guru.

Experiential learning, in the digital world, is a blended form of learning which essentially has rich content including field trips, DIY experiments, simple videos, robotics and much more. Not a newbie to the world, experiential learning has been in vogue since the 1930s, and was popularized by education philosopher David A. Kolb, who, along with John Fry, developed the experiential learning theory in 1984.

Experiential learning requires a series of experiences in the real-world setup. The experiences involved are not required to be equally educational, with some being more engaging from cognitive, emotional, and physical standpoints. Unlike rote learning or curriculum learning, experiential learning may happen in a wink, or over days, weeks or months, depending on the topic.

The CBSE Board has been making attempts to move away from dependency on rote learning and inculcating more application-based learning. The introduction of Open Text Book Assessment (OTBA) in 2013 for Classes IX and XI, and in 2014 for Classes X and XII, has been received well. IGCSE and IB programmes are known to be application-based and have a broader spectrum of subjects, involving experiential learning in the form of

activity-based modules and grasping sessions without books. This has resulted in more challenging situations and put students' knowledge to test, rather than their memory and speed.

Experiential learning is a way of educating based on experience, where skills, awareness and understanding are acquired outside of the traditional classrooms. The activities may include internships, lectures abroad, excursion trips, field study, and service-learning job. Some of the benefits of experiential learning are:

**Real-world adaptability:** There is a general tendency among human beings to take an interest in learning facts that exist in the real world. Experiential learning takes information and data from the real world and makes students aware through hands-on tasks. As the students work with real-life information, it becomes authentic for them. Additionally, each student's learning and understanding will be guided by their past experiences, and thus, each student will approach the task in unique ways, generating different results. Thus, the experience will be real and will have a long-lasting impact.

**Increased motivation and commitment levels:** The students are provided an option to choose an activity, thus increasing their engagement and commitment. As the student is directly involved in the problem-solving activity or event, the level of commitment is high.

**Learning from mistakes:** Experiential learning is based on "trial by error." As you undertake the tasks, you find some approaches work better than others. This allows one to get rid of the methods that don't work, but the act of trying something and then leaving it — normally considered a "mistake," actually becomes an essential part in the learning procedure.

**Honing leadership skills:** Most experiential learning activities require that students work in teams. These team projects foster leadership and team-building skills.

*The writer is chief operating officer, Fastudent.*

## Teaching observation-1

It takes a lot of effort to create situations for learning. In order to create the learning situation in the given video, what do you think the teacher would have done for the following points? Observe the teacher carefully and write your notes for the following points.

<b>What is the teacher trying to teach?</b>	
<b>What is the learning situation?</b>	
<b>Before teaching</b>	
<b>During teaching</b>	
<b>After teaching</b>	
<b>Any other Observation</b>	

## Planning & Reflection

The following points may help you plan (Q. 1-7) for & reflect (Q. 8-13) on your teaching.

<b>1. What will you be teaching?</b>	
<b>2. What resources will you need? (plan as per the number of students)</b>	
<b>3. What will be your instructions?</b>	
<b>4. Is there anything in the learner's context that you may need to consider? What is it?</b>	
<b>5. What do you need to know about the previous knowledge of the learner?</b>	
<b>6. What kind of learning situation do you plan to create?</b>	
<b>7. How will you pay attention to those who have difficulty understanding your instructions?</b>	
<b>8. In what ways did you motivate the learner?</b>	

<b>9. Did you do any demonstration or modeling in class?</b>	
<b>10. What kind of questions did the learners ask?</b>	
<b>11. Do you think all learners understood what you were teaching?</b>	
<b>12. How would you change your teaching if you were teaching the same thing to a different age group?</b>	
<b>13. Did you have enough time and resources for your teaching?</b>	



## Teaching Observation-2

Watch the video on teaching again and this time, observe the following points carefully and write your thoughts.

What is the objective of the teacher's teaching?	
What resources is she using?	
Has the teacher used any cues/probing questions? Can you share an example?	
Do you think the teacher has considered the learner's context? In what ways?	
Is the teacher paying attention to any individual child? How is she addressing the needs of that particular child?	
Has the teacher taken into account the previous knowledge of the learner?	
What kind of learning situation has she created in her class?	
How is she managing the class?	

In what ways is she motivating the learner?	
What kind of questions was the teacher asking?	
What kind of questions were the students asking?	
Any other observations?	
If you were in place of the teacher, what would you have done to improve the class?	

# NCERT issues statement after furore over 'objectionable' language in a poem in Class 1 Hindi textbook

Education

## Times Now Digital

Updated May 21, 2021 | 21:49 IST

After a furore over the text of a poem in NCERT Class 1 Hindi Textbook, the council has issued a statement explaining the reason behind the same. It has also stated that new textbooks are being prepared.

National Council of Educational Research & Training, NCERT has issued a clarification regarding the poem included in Class 1 Hindi Text. The council has stated that the poem was included under the NCF 2005 perspective to give students an exposure to local vocabulary. It has also further stated that the process of new NCF (National Curriculum Framework) has been initiated under NEP 2020 and new textbooks would be accordingly created.

In its official reply, NCERT neither agrees or disagrees with the sentiments shared. Taking to the [official handle, NCERT](#) wrote, 'With reference to inclusion of poems in NCERT textbooks: It is to state that, "in consonance with NCF-2005 perspective and with an objective to provide children an exposure to vocabulary of local languages, these poems were included at that time.'

Adding to the same, it went on to say that 'In the light of NEP-2020, the process of new NCF has already been initiated. New textbooks will be developed based on the principles of NEP and recommendations of new NCF thereafter.'

Earlier in the day the words of a Class 1 Hindi Textbook poem were questioned on social media. The poem refers to a young girl as 'Chokri'. While many have pointed out that the word is common in certain local dialects and not considered derogatory, others countered and called it offensive. Some suggested that the word should have been replaced. The theme has also been criticised for 'promoting child labour'

It was first shared Thursday by Awanish Sharan, a 2009 batch Chhattisgarh cadre IAS officer, who works in the state's technical education department. Sharing a screenshot of the poem from the textbook, he called the literature low quality, questioned the credibility of the poet, and asked authorities to remove it from the syllabus.



### 3. आम की टोकरी



छह साल की छोकरी,  
भरकर लाई टोकरी।

टोकरी में आम हैं,  
नहीं बताती दाम है।

दिखा-दिखाकर टोकरी,  
हमें बुलाती छोकरी।

हमको देती आम है,  
नहीं बुलाती नाम है।

नाम नहीं अब पूछना,  
हमें आम है चूसना।



- बच्चों से बातचीत करें - क्या तुम किसी ऐसे बच्चे को जानते हो जो बाजार में कोई सामान बेचता है। पता लगाओ कि वह स्कूल जाता है या नहीं। यदि वह बच्ची/बच्चा स्कूल नहीं जाती/जाता है तो स्कूल में उसका नाम लिखवाने में तुम कैसे मदद करोगे?
- चित्र में लड़की आम बेचने का अभिनय कर रही है। बच्चों से अलग-अलग चीजों, जैसे - आम, नींबू, केला, गन्ना, मूँगफली, सेब और दवा की गोली को खाने का अभिनय करवाएँ।
- अभिनय के लिए कुछ और गतिविधियाँ सोचें तथा कक्षा में करवाएँ।

23

2020-21



यह लड़की सिर पर क्या लेकर जा रही होगी? चित्र बनाओ।

## Revised Bloom's Taxonomy

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
<b>Bloom's Definition</b>	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<b>Examples</b>	<p>Recite a poem or a passage from a novel</p> <p>Name any two books written by Jane Austen</p>	<p>Describe in your own words the meaning of "colonialism".</p> <p>Summarize events, theories, paintings, or movie plots.</p>	<p>Construct a model to demonstrate the center of gravity.</p> <p>Carry out pH tests of water samples to check the purity of water.</p>	<p>Compare and contrast two important characters in the story.</p> <p>Use a Venn Diagram to show how two topics are the same/different</p>	<p>Write a letter outlining changes that will be needed in the storybook prepared by your class.</p> <p>Attend a local play and write a critique of the actor's performance.</p>	<p>Develop a business plan, marketing materials, or a website for a fictional organization.</p> <p>Create a new character and explain how they would fit into the story.</p>

## Reflection by teachers

*Divide yourself in 3 groups. There are three reflections by teachers shared below, each group will be responsible for reading one of them. Discuss how reflection helps teachers in the process of teaching*

1. Iyer, P. (2020) *Reflections of an intolerant teacher*, Teacher Plus. Available at:  
<https://www.teacherplus.org/reflections-of-an-intolerant-teacher/>



2. Sagar, P. (2023) *Nurturing readers through reading aloud*, Teacher Plus. Available at:  
<https://www.teacherplus.org/nurturing-readers-through-reading-aloud/>



3. **Reflection by Teaching Intern**  
(Given on next page)

*Read the given reflection by a teaching intern (a student of B.Ed-M.ed integrated course).*

**Date: 25 August 2021**

**Contextual Details**

Time: 11:20 am

Class details: 6A SCIENCE (30-40 min class)

Subject taught: NCERT Chapter 5 Separation of Substances

Total Strength: 27 (Girls: 12 Boys: 15)

Girls Percentage: 44.4%

Video on by: 16

Interaction percentage of students: 8/27 (29%)

**Description of any one critical incident (of what you observe and/or your own teaching): What happened? No judgements; Only descriptions**

**(Context: In this specific anecdote, one of the students has a doubt, and sir is trying to clarify it)**

Teacher: Do you have any doubts?

XYZ: Sir, do we only separate non-useful things?

Teacher: What do you think XYZ? Do you remember the experiment we did in the school lab?

XYZ: Yes sir, (gave an answer)

Teacher: Recall the main aim of separation that we learned in the starting of chapter?

XYZ: Yes sir, we separate harmful things also.

**Feelings: What were your reactions and feelings?**

Whenever students had doubts, sir didn't address them directly, but told them to recall what practical he showed in the last class and in previous grade, what do you think? Guided him to reach the respective answer. I felt this approach helped the student to think critically, and analyse his own question more deeply. He went through a series of additional questions, which finally landed the student into the answer. As A Result, the student also felt confident and took responsibility for his own learning. If the teacher would have answered him directly, the student wouldn't have gone through so much thinking. With the help of this approach, the understanding may increase and the concept will become concrete, because he has not rote memorized it, but has understood it thoroughly.

**Analysis: What sense can you make of the situation? (Link to theory)**

Recently, I was reading an article on 'Found ways to help students answer their own questions' and I could relate many of the ideas explained in it. That article said, when we guide students to answer their own

questions through inquiry or problem solving, it imbibes active learning, empowers them in the process of discovery and I feel somewhere an element of metacognition is also present, where students actually undergo the process of thinking about their own notions of understanding.

When students want an answer to a question, there is a certain amount of concept they understand and something they do not know, and that is where the role of metacognition comes in. Even the New Zealand Curriculum (2007) emphasizes metacognition as one of the key competencies that needs to be integrated into the learning process. Thiede (2003) said that metacognition is prone to errors and there are various factors influencing metacognitive accuracy. That is why the teachers need to be skillful and strategic in their instruction. This teaching strategy is not easy, but understanding the approach and applying it in the class, may hone this ability. I cannot appropriately judge if the metacognition method applied by the teacher in this above context is perfect or not, because I could not write the exact conversation (verbatim). But it does have several elements which a metacognition approach should have, like guiding the student with less teacher involvement, telling the child to visualize previously done practical and also asking the student to make links to prior knowledge, which eventually proved to be effective, as the student was able to come up with the answer to that question.

Hence, the teacher's conscious effort had a positive impact on student achievement. So, in simple terms the teacher asked the student to think about what they had done to help themselves achieve this objective!

**Conclusions: What general conclusions can you draw? (Link to theory) What specific conclusions can be drawn to your own practice?**

To conclude, I would say there are two important things which play a major role, one is the skill-will of the teacher to implement the specific strategy and second is the strategy itself. In the current scenario, when we think about quality teaching, many times people carve for proper infrastructure, digital resources, meanwhile we forget about these simple but strategically effective teaching methods, which can play a major role in quality learning. And we cannot blame teachers entirely for it, because it again goes back to the kind of teacher education we impart to them and the opportunity and freedom to implement such strategies. Hence, this specific method of guided learning, discovery and questioning, was seen in this specific class and I was happy to know that the teacher knew about it and practically implemented it. I am further motivated to know, from where they have got their teacher education, and also what kind of in-service training they are getting on behalf of the school fraternity.

- Smruti Shovna  
(B.Ed-M.ed, Second Year)



## **Stereotypes and Myths about Teaching**

There are stereotypes and myths attached with the teaching profession. Some of them are listed below. Discuss and debate on these issues in your classroom.

### **1. Teaching is for women**

P1 : Teaching is the best suited profession for women. It is a half day job and they can go back home & look after their family.

P2: Teaching involves taking care of children therefore women are suitable for this job.

P3: But we know men are also good teachers. Ranjit Singh Disale who won the Global Teacher Prize is male teacher.

### **2. Teaching is a noble cause**

P1: Teaching is a noble cause- one works for the social upliftment and empowerment of the people.

P2: No! I do not agree; In today's world, teachers take tuition and run their business to earn more money.

### **3. Teacher's work is limited to classroom only**

P1 : Teachers' work is to teach only. What do they do the whole day? They teach their students in the classroom and come back home.

P2: Teacher' work is much more than teaching some students. They maintain a lot of documents of school related work such as accounts related work, they maintain registers of uniform distribution, midday meal and other schemes also. They perform tasks of maintaining the infrastructure of school, bill payments etc., specifically in the case of government schools.

### **4. Teaching is a social work**

P1: Teaching is a kind of social work. Teachers go door to door and bring students to the school. If they are not coming to school. Whenever required teachers participate in social awareness programmes and schemes run by the government. Teachers worked a lot and gave duties for COVID related programmes.

P2: But for Private school teachers it is not the situation. They just have to teach and come back home.

# Exploring Paulo Freire's "Pedagogy of the Oppressed"

## Understanding the Roles and Responsibilities of a Teacher

### **1. Banking Model of Education vs Problem-Posing Education:**

In Paulo Freire's influential work "Pedagogy of the Oppressed," he presents a revolutionary perspective on education. This handout will guide you through understanding the roles and responsibilities of a teacher according to Freire's ideas.

Freire critiques the conventional banking model of education, wherein teachers function as knowledge depositors, and students are passive recipients. This model transforms education into a one-sided process, requiring students to memorize and regurgitate information without fostering critical thinking. According to Freire, this approach dehumanizes learners, relegating them to mere objects rather than empowering them as active participants in the learning journey.

In contrast to the banking model, Freire advocates for problem-posing education. Here, learners actively participate in critical thinking and reflection, posing questions and collaboratively exploring solutions. This approach encourages learners to scrutinize the world around them, honing their analytical and problem-solving skills. Ultimately, problem-posing education equips learners to become catalysts for positive change.

### **2. Teacher-Student Relationship:**

According to Freire, the teacher-student relationship should be characterized by mutual respect and collaboration. Departing from the conventional role of teachers as mere knowledge transmitters, Freire envisions educators as co-learners actively engaged in collaborative knowledge acquisition. Additionally, teachers play a crucial role in facilitating critical thinking skills in students, promoting a more interactive and shared educational experience.

### **3. Dialogue and Critical Thinking:**

- At the core of Freire's educational theories lies the notion of dialogical education. He promoted an interactive and respectful dialogue between educators and learners, fostering mutual learning. In contrast to the conventional "banking" model, where teachers deposit knowledge into passive students, Freire highlighted a more dynamic approach. In this model, learners actively contribute to the creation of knowledge, leading to a learning environment that is both democratic and empowering.

### **4. Social Transformation:**

The impact of Freire's contributions extends to the realms of social justice and transformative action. He posited that education should not remain impartial but should actively oppose oppression and promote social change. Freire's educational approach inspires learners to engage in critical analysis, questioning unjust systems, and striving towards the creation of a just and equitable society. Teachers, therefore, have a responsibility to raise awareness of social injustices and inspire students to become agents of change.

## **The Animal School**

Once upon a time the animals decided they must do something decisive to meet the increasing complexity of their society. They held a meeting and finally decided to organise a school. The curriculum consisted of running, climbing, swimming and flying. Since these were the basic behaviours of most animals, they decided that all the students should take all the subjects.

The duck proved to be an excellent swimmer, better in fact, than his teacher. He also did well in flying. But he proved to be very poor in running. Since he was poor in this subject, he was made to stay after school to practice it and even had to drop swimming in order to get more time in which to practice running. He was kept at this poorest subject until his webbed feet were so badly damaged that he became only average at swimming. But average was acceptable in the school, so nobody worried about that-except the duck.

The rabbit started at the top of her class in running, but finally had a nervous breakdown because of so much make-up time in swimming - a subject she hated.

The squirrel was excellent at climbing until he developed a psychological block in flying class, when the teacher insisted he start from the ground instead of from the tops of trees. He kept attempting to fly until he became muscle-bound-and received a C in climbing and a D in running.

The eagle was the school's worst discipline problem; in climbing class, she beat all of the others to the top of the tree used for examination purposes in this subject, but she insisted on using her own method of getting there.

The gophers, of course, stayed out of school and fought the tax levied for education because digging was not included in the curriculum. They apprenticed their children to the badger and later joined the groundhogs and eventually started a private school offering alternative education.

*Source: NCF 2005 position paper on teacher education for curriculum renewal.*

### **Think and discuss in class:**

1. What are your views on differences among us?
2. What kind of diversity exists in our society?
3. What does the school need to do in order to address inequality and diversity?
4. How do you understand inclusion?
5. What role can a teacher play?

## **Making inclusion a habit**

**by Papiya Ganguli**

Reference: Ganguli, P., 2018. Making inclusion a habit. *Teacher Plus*, [online] Available at: <<https://www.teacherplus.org/making-inclusion-a-habit/>>

Access it here:



## **I Am a Teacher Who is Also a Student**

**by Lubna Ahmed**

Reference: Ahmed, L., 2017. I am a teacher who is also a student. *Learning Curve*, [online]  
Available at:

<[http://apfstatic.s3.ap-south-1.amazonaws.com/s3fs-public/1.%20Lubna%20Ahmed.pdf?Wnr\\_WwZIp0eJ83WwN.zE8oVS4jhb4quG](http://apfstatic.s3.ap-south-1.amazonaws.com/s3fs-public/1.%20Lubna%20Ahmed.pdf?Wnr_WwZIp0eJ83WwN.zE8oVS4jhb4quG)>.

Access it here:



## Lesson Plan Template

**A. Pre – Teaching** (what will you do before teaching the session)

**B. During Teaching**

Session title:

Grade:

Time period:

**What will students learn?** (Knowledge/skills/values)

Anticipated students' misconceptions

What ideas you think you may need to clarify/invoke before beginning the class

Centering students' attention  
How will you begin the session and what will you do to get students' attention?

**What material is needed?** (to be attached)

<b>Introduction of the topic</b> What instructions will be given? What probing question will you ask?	<b>What concepts/terminology will be introduced to students today?</b>
<b>Description of learning Activity</b>	<b>Individual support</b> How will you support the individual learner?
<b>Consolidation/closing of the session</b> What activity/instruction will you give to close the session?	
<b>C. After Teaching</b>	
<b>Follow up points</b>	
<b>Reflections</b>	
<b>Assessment Plan</b> How will you assess that learning has taken place ?	

## Module Project

You will have to do an individual project for this module. You will design a lesson plan for a particular topic and class. You will present the lesson plan in the final session of this module.

You can choose any topic and prepare a plan for elementary grade students. You can refer to the elementary grade textbooks, search the internet to select a topic. While designing the lesson plan, keep in mind the following:

1. Pre-Teaching (what will you do before teaching the session?)
2. During Teaching
  - Anticipated students' misconceptions
  - Centering students' attention (How will you begin the session and what will you do to get students attention?)
  - Resources needed
  - Process of the session (Introduction, learning activities, consolidation)
3. After Teaching (Follow up points-if there are any important points to be discussed in next class, reflection, assessment plan)

You can present it as a pdf, ppt, or handwritten format. Make sure all the components are included in the presentation.

In Session 12 of the module you will present your final work to the class. The presentation should be a maximum of 5 minutes. You need to stick to this strictly.

Use the different concepts that you have learnt through this module. Finally try to do a smooth and polished presentation.

Good luck!