

# TDC PROGRAM

Nov. 2019 -  
Jan. 2020



## Teacher Portfolio

LIC 6

LIC Theme: Teaching and Learning Strategies (Part 2)

Name of the Teacher:

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Name of Mentor Teacher:

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Name of School:

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School ID:

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- Mr. Vikas Shrivastav

*Thank you*

*What are some successes of classroom routines that you observed during LIC 5?*

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*What were some challenges you faced in implementing the classroom routines? What did you do to tackle them?*

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*What would you like to continue using in LIC 6?*

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*We have covered 5 LICs so far. Which of the different strategies can you use for the following:*

**Building a Culture of Trust and Communication:**

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**Building Retention:**

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**Check for Understanding:**

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# How do I use this portfolio?

The portfolio is designed to help you make the best use of this LIC's theme and strategies centered around effective teaching and learning practices. As a teacher, you play a vital role in building conceptual understanding for your learners.

You as the teacher know your learners better than anyone else. As a result, you are uniquely placed to make decisions about what will work best for your learners. As a result, this portfolio does not contain all the answers; instead, it is designed to help you to reflect, structure your thinking and plan how to adapt teaching strategies in a way that will have the most impact in your classroom. As teachers, you are the group with the answers on what this will look like, and you will give and receive support from your fellow teachers in this process.

The portfolio also consists of all the material you will be using during your ART meetings.

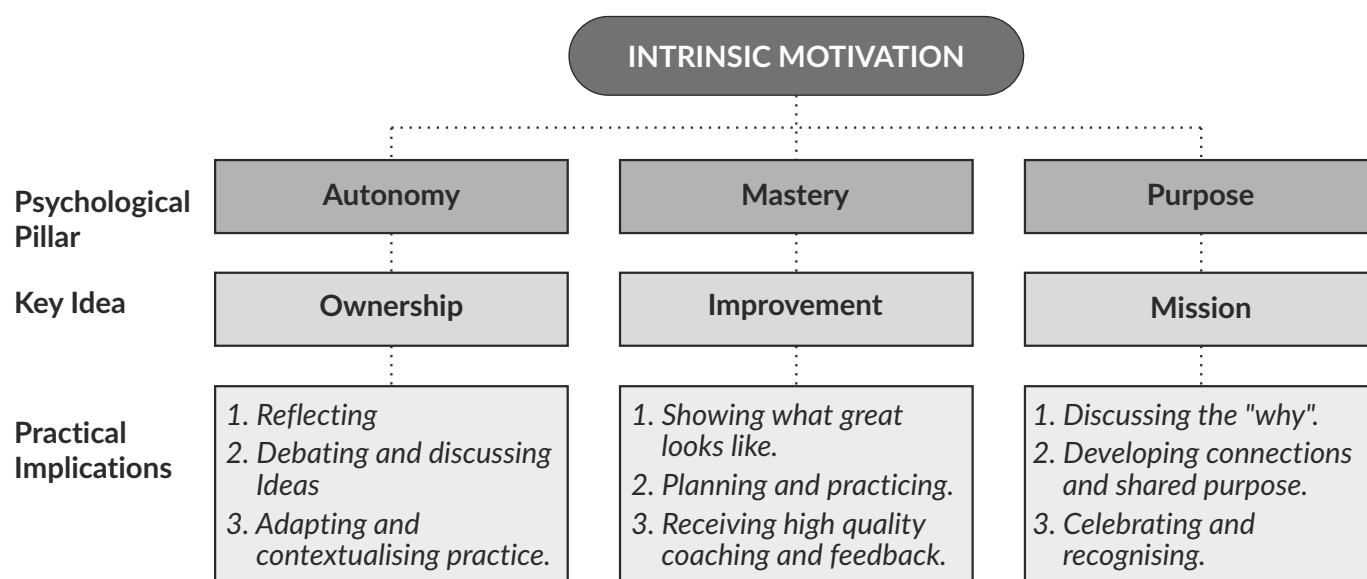


# What is the aim of the TDC Programme?

While each LIC introduces a new theme and new strategies, the main aim of the TDC Programme is not just mastery of those specific strategies but the **creation of an environment in schools that helps teachers sustain their intrinsic motivation to teach.**

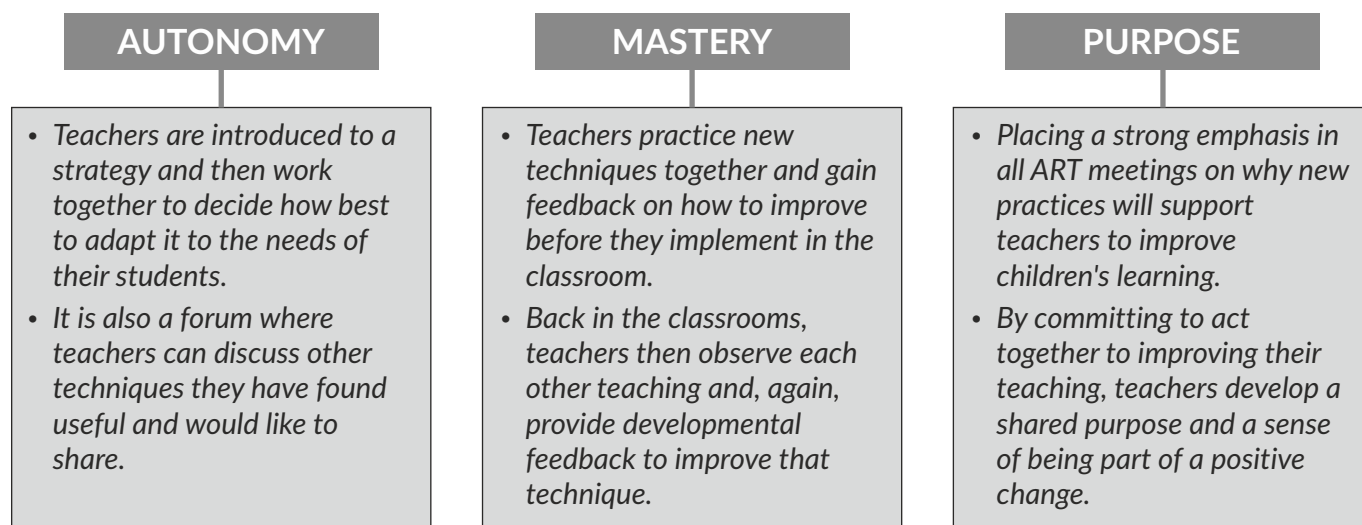
Research tells us that intrinsic motivation can be sustained if a person's need for autonomy, mastery, and purpose is fulfilled:

- **Autonomy:** Being able to decide for ourselves how best to do our work.
- **Mastery:** Constantly being able to engage in opportunities for professional growth; to become better consistently and to be able to see our growth.
- **Purpose:** Being able to see a shared purpose for the work we do.



## Intrinsic Motivation in Action: ART Meetings

At the heart of the TDC programme are the Academic Resource Teams (ART) in every school. **ART meetings are designed specifically to increase teacher intrinsic motivation through building autonomy, mastery and purpose:**



**Teaching and Learning Strategies (Part 2)**

Research has long supported writing as an instrument to facilitate learning (Deshler, Palincsar, Biancarosa & Nair, 2007) as it enhances conceptual understanding (Abell, 1992) by asking students to “pay closer attention to details, organize data more logically, and structure the arguments in a more coherent way” (Kober, 1993, p. 45). There is also a growing body of research around how the human brain learns and its implications on the teaching learning process. According to Allan Paivio's Dual Coding theory, the brain has two ways of processing: the visual and the verbal. The combination of the two leads to the most powerful results. Students will remember more when they've mixed language and imagery.

However, while writing is an important tool for learning, so is talk! Talk is a part of human development that helps us to think, learn and make sense of the world. People use language as a tool for developing reasoning, knowledge and understanding. Therefore, encouraging students to talk as part of their learning experiences will mean that their educational progress is enhanced. Talking about the ideas being learnt means that those ideas are explored, and reasoning is developed and organized.

Keeping these principles of learning in mind, we will be focussing on the following two strategies this LIC:

- 1) Supporting Student Discussions
- 2) Student Reflection Diary/Learning Log





# ART MEETING 1

## OBJECTIVES

1. To discuss and practise the strategy of 'Supporting Student Discussions' in order to consolidate students' learning and improve communication skills.
2. To collaborate and plan peer support through developmental feedback.



## ACTIVITY 1 INTRODUCE

Take 5 minutes to read the following:

### Strategy 1: Supporting Student Discussions\*

**What:** After teachers finish explaining a concept and check for understanding, based on their students' needs, they provide elaborative questions for student discussions (in pairs or groups) that help students elaborate on key concepts. The teacher also provides several support structures such as initial modelling, suggested sentence structures, list of key ideas etc. The students then discuss in pairs or groups, and share with the larger class. As the students get more comfortable with this approach, teachers can also start including broader questions or asking students to create their own questions for discussion. This strategy can be used as and when the teacher sees fit based on how much time they have.

Why is it important?	How to use it effectively?
<ul style="list-style-type: none"><li>• Builds on the effectiveness of elaborative questioning to consolidate learning while also helping students improve their communication skills.</li><li>• Providing support structures helps students develop their skills by taking away support slowly and also models for students what effective communication looks like around a specific topic.</li><li>• Can be used to start laying the foundation for effective group working.</li></ul>	<ul style="list-style-type: none"><li>• When introducing this strategy in your class, ask students to discuss in pairs so that every student contributes to the discussion. As students become more confident, teachers can create bigger groups to introduce more variety in discussions.</li><li>• In classrooms with fixed desks or limited space, ask students to turn around to make groups or get them to pair up with the person sitting next to them.</li><li>• Ensure that the pairs and groups are different every time.</li><li>• Use elaborative questions, as discussed in LIC 4, to create discussions questions.</li><li>• It is also important to listen to student interactions in order to intervene and support wherever required.</li></ul>

Whenever possible, use these discussions to get students to make connections between the lesson and their real lives!

\*(The Behavioural Insights Team: EAST – Four Simple Ways to Apply Behavioural Insights)

**Now, take 5 minutes to reflect on the following:**

1. Do you agree or disagree with the reasons in the portfolio for why Supporting Student Discussions are important?
2. How can Supporting Student Discussions help strengthen the strategy you already use for student discussions?

## Model

**Let's read the following example to understand the strategy a little better!**

Meena is a Mathematics teacher in Delhi who has been using No Hands for the past few months. While she is happy that more of her students are now participating in class, she still sees them struggle to express their opinions and communicate their thoughts verbally. While observing her colleague, Vimal – an English teacher, she sees that he uses part of his lesson to let students discuss their ideas with each other. She wants her students to be able to do this in Math as well and decides that twice a week she will include some 'Talk Time' in her lessons.

Meena explains to the students that during the last ten minutes of the class, they will get time to revise what they will learn by discussing it with a partner. Having previously discussed the concept of averages, Meena guides the students through a worked (solved) example. Then, she puts up another solved example on the board:

*Ashish studies 4 hours, 5 hours and 3 hours respectively on 3 consecutive days. How many hours does he study on an average daily?*

$$\begin{aligned}\text{Average study hours on a daily basis} &= (4+5+3)/3 \\ &= 12/3 \\ &= 4 \text{ hours}\end{aligned}$$

Under the worked example, Meena writes 3 questions:

- **Why did we add 4, 5 and 3 in the first step?**
- **What do you understand by average/mean?**
- **Where do you find use of averages in your real life?**

Since this is the first time she is trying to get students to have focussed discussions, she supports the activity by preparing a student beforehand to model the discussion with her for the rest of the class to see.

Meena then asks students to begin their discussion with the first question. As students begin their discussions, Meena goes around the classroom and gives support to the students who are having difficulty getting started. At the end of the ten minutes, she invites one pair to come up and share their thoughts with the rest of the class. Due to the different kinds of support structures she provides, she notices that students gradually start becoming better at expressing their thoughts verbally. She also realizes that this is a great way to get students to revise concepts!

## Discussion

**Take 5 minutes to write down your answers to the following questions before discussing with your partner:**

1. Do you feel that 'Supporting Student Discussions' is a useful strategy for students? Why/why not?

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2. What are some challenges that you might face? What can you do to address them?

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3. Is there anything you would do to improve Meena's use of the strategy? What would it be and why?

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## TABLE 1

## PRACTICE

Take 10 minutes to think of a lesson in which you might use Supporting Student Discussions. In the following table, plan how you might use Supporting Student Discussions for that topic:

<p><b>Using Elaborative Questions</b> What are some questions you can ask as prompts for the discussion?</p>	
<p><b>Provide Adequate Support Structures</b> What will you do to make sure students have the support they need to carry out discussions? (e.g. <i>providing a script, providing a list of key concepts, etc.</i>)</p>	
<p><b>Identify Students Who Need Help</b> What strategy can you use to ensure you are listening to different groups of students to identify those who need help?</p>	
<p><b>Promoting Growth Mindset</b> How will you use this opportunity to further promote Growth Mindset?</p>	



## TABLE 2

## FEEDBACK AND ADAPT

Read through your partner's plans and give feedback on how to improve. Make sure you give ONE area of strength, and ONE area where they can improve. Your feedback should refer to the Success Criteria in the box below.

AREA	SPECIFICS	NOTES <i>(Write down the feedback your partner gives in the space below)</i>
<b>Using Elaborative Questions</b>	What are some questions you can ask as prompts for the discussion?	
<b>Provide Adequate Support Structures</b>	What will you do to make sure students have the support they need to carry out discussions? <i>(e.g. providing a script, providing a list of key concepts, etc.)</i>	
<b>Identify Students Who Need Help</b>	What strategy can you use to ensure you are listening to different groups of students to identify those who need help?	



## TABLE 3

## ACTION PLAN

After today's planning and feedback, you will now have a plan in place to practise using 'Supporting Student Discussions' with your learners. The following pages outline the details for your peer classroom observation. At the end of ART Meeting 1, you should agree with a peer the following:

What do you hope to achieve using the Supporting Student Discussions strategy?	
When will your peer/TDC come to observe you?	
When will they give you feedback?	
When will you observe your peer?	
When will you give them feedback?	



## ACTIVITY 2

# Reflecting on LIC 5

*Please use Page 1 of your Portfolio (Use this empty space to make any other notes)*

A series of horizontal dotted lines for writing notes.

# Classroom Observation

## Strategy: Supporting Student Discussion



### BEFORE THE LESSON (Teacher to complete)

What do you hope to achieve by using 'Supporting Student Discussions' today?	<b>Example:</b> I would like the students to be able to explain to each other what the features of the different types of tissues are.
What will you do to achieve this? (For example: what support will you provide students so they are able to do this?)	<b>Example:</b> I will provide students a list of terms/phrases that are associated with the types of tissues. This might help reduce the load on them and they can focus on expressing their thoughts.
What would you like the observer to focus on during the observation?	<b>Example:</b> I would like the observer to note if the support structures I am providing are enough and efficient in helping students express their thoughts verbally.
What is the agreed time and lesson for the observer to come?	



### 2. DURING THE LESSON (Observer to complete - teacher to give observation sheet to observer in advance)

Is the teacher implementing the action steps outlined in Point 2 above? What is the impact on students? Make notes about what you observe.	<b>Example:</b> Most students seemed to find the list helpful and used it as a reference. This helped them be more confident while answering.
Write down 1-2 things the teacher does well in using 'Supporting Student Discussions' (use the success criteria in the next table for help). Why?	<b>Example:</b> The teacher was able to create an atmosphere that helped the students relax. She emphasised consistently that this is an exercise for them to practice talking about the subject and they did not have to worry about their grammar or if they were getting all the answers right. This also motivated the students to help their partners. She provided adequate support structures to the students by having a pair model the activity first and by providing the list of key terms.
Suggest ONE AREA FOR DEVELOPMENT for the teacher in using 'Supporting Student Discussions' (use the success criteria). Why?	<b>Example:</b> The teacher might focus a little more on monitoring the conversations. There were pairs who were either not talking at all or talking about something entirely different.

Write down any questions that can help the teacher identify how they might improve.	<i>Example: What do you think you might do to ensure that all students are engaged in the task?</i>
Write down one thing YOU have learned from observing this lesson	<i>Example: You used the support structures for the discussion very effectively. I would like to talk to you and learn more about the process you follow to decide what support to provide!</i>
Write down any other strategies from previous LICs you saw the teacher implement	

### 3. SUCCESS CRITERIA

CRITERIA	OBSERVATION
Does the teacher use elaborative questions as prompts for discussion?	Yes / No
Has the teacher provided adequate support structures to help students lead the discussions?	Yes / No
Does the teacher go around the room to identify students who need support?	Yes / No

### Post-Observation Discussion (Observer and teacher talk through section 2 together)

- Observer shares strengths from the lesson
- Observer shares area for development, and asks probing questions
- Teacher responds to probing question
- Observer shares one thing they have learned from the lesson

### ACTION (After discussion – teacher to complete and share with observer)

As a result of the feedback, what ONE thing will you do differently when you use Supporting Student Discussions?	
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# ART MEETING 2

## OBJECTIVES

1. To inspire teachers through reflection and sharing their experiences on using 'Supporting Student Discussions'.
2. To discuss and practice a second strategy – 'Student Reflection Diary/Learning Log'



## ACTIVITY 1 INTRODUCE

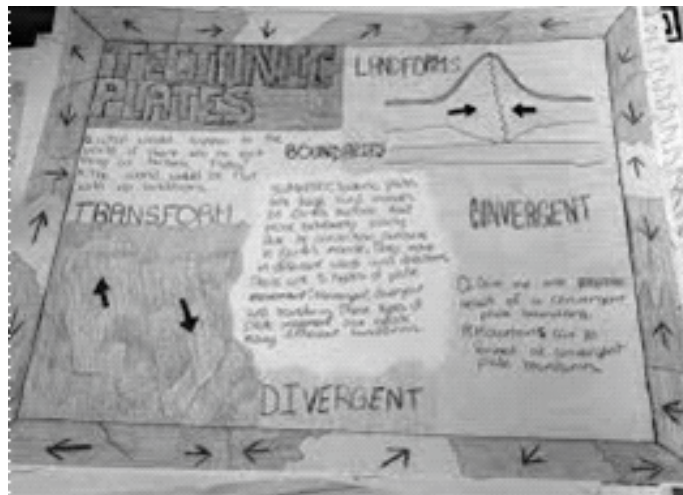
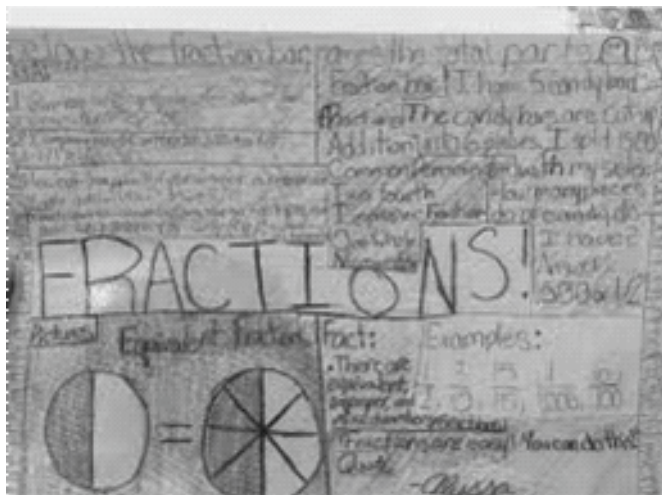
Take 5 minutes to read the following:

### Strategy 2: Student Reflection Diary/Learning Log

**What:** A 'Student Reflection Diary/Learning Log' is a notebook students use to reflect on what they learnt. It is one of the various activities under 'Writing to Learn' - short, informal writing tasks that help students think through key concepts or ideas presented in a course. Students, either during the last five minutes of class or as part of Do Now, reflect on and summarize what they learnt during that, or the previous, class. Then, teachers provide students with an opportunity to self-check their responses by referring to class notes or textbooks. Building on the effectiveness of retrieval practice in consolidating learning, Student Reflection Diary/Learning Logs encourage students to recall information they had previously learnt while also providing a safe space for them to practice their writing.

Why is it important?	How to use it effectively?
<ul style="list-style-type: none"><li>• Writing is an important tool for facilitating learning and enhancing conceptual understanding of students. However, students often associate writing only with examinations and struggle to become comfortable with writing.</li><li>• Writing to Learn activities present writing as non-threatening opportunities for students to put their thoughts into words, developing confidence and skill.</li><li>• As discussed in LIC 4, long-term memory is enhanced when students try and recall information that they had previously received.</li><li>• Retrieval is made more effective if students get a chance to check for accuracy and points they may have missed.</li><li>• This makes Student Reflection Diary/Learning Logs an ideal, yet simple, way to help students revise and retain what they learnt in class.</li></ul>	<ul style="list-style-type: none"><li>• Student Reflection Diary/Learning Logs are most effective when they are not used as assessments. The most important aspect of the strategy is to use it to let students write down their thoughts without the fear of being judged.</li><li>• Ask students to make a separate notebook that will be their Student Reflection Diary/Learning Log. Let them know that this will be only for them!</li><li>• While Student Reflection Diary/Learning Logs should not be corrected like other notebooks, go around the classroom to ensure that all students are engaged and offer support where required.</li><li>• Ensure that students get a chance to self-correct their work.</li></ul>

A great variation is to get students to use images along with text to summarise their learnings. According to Allan Paivio's dual coding theory, the brain has two ways of processing: the visual and the verbal. The combination of the two leads to the most powerful results. Students will remember more when they've mixed language and imagery. Plus, one-pagers provide variety, a way for them to share what they've learned that goes beyond the usual written options.



**Now, take a couple of minutes to reflect on the following:**

Do you agree or disagree with the reasons in the portfolio for why Student Reflection Diary/Learning Logs are important?

Model

**Let's read the following example to understand the strategy a little better!**

Hema, a Biology teacher in Meena's school, has been wondering how she can get students into the habit of writing down their thoughts. Currently, she notices that her students feel nervous showing their answers and this often leads to them copying answers off of other students. She comes across the concept of Writing to Learn and decides to use Student Reflection Diary/Learning Logs in her class to get students to record their learning and reflections every day. As always, when she enters the classroom, she writes down the learning outcomes for that lesson. When there are 5 minutes left, she tells the students to take two minutes to read the learning outcomes of the lesson again.

She then asks her students to take the last five minutes of the class to write down whatever they remember related to the learning outcomes. She tells the students that they can use diagrams and words to summarise what they have learnt. Their homework, Hema tells them, is to go home and look at their books in the evening to see how much of what they remembered was accurate. Whatever was inaccurate, they must correct.

After a week of doing this, Hema decides to club Do Now and Student Reflection Diary/Learning Log to save more time. She gets students to fill in their Student Reflection Diary/Learning Logs as part of the Do Now, and asks them to self-correct when they go home.

Through this activity, Hema is able to make her students more comfortable with writing and is also able to take advantage of strategies that help build long-term memory. Slowly, she starts encouraging students to also look out for spelling mistakes to help them self-monitor and improve. By focusing on self-correction, she ensures that students do not feel afraid of getting things wrong and, instead, see it as an opportunity to learn.

## Discussion

**Take 5 minutes to write down your answers to the following questions before discussing with your partner:**

1. Do you feel that 'Student Reflection Diary/Learning Log' is a useful strategy for students? Why/why not?

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2. What are some challenges that you might face? How can these be addressed during the ART meeting?

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3. Is there anything you would do to improve Hema's use of the strategy? What would it be and why?

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## TABLE 1 PRACTICE

Take 10 minutes to use the following table and plan how you might use Student Reflection Diary/Learning Logs with your students:

<p><b>Ensure Participation of All</b> What can you do to ensure that students feel comfortable in using their journals? (e.g. <i>allow a variation of responses such as using words instead of full sentences, using captions and images, etc.</i>)</p>	
<p><b>Opportunities for self-correction.</b> What will you do to make sure students have the opportunity to check their responses? (e.g. <i>provide time during Do Now for students to refer to their textbook.</i>)</p>	
<p><b>Encourage the use of images.</b> How will you help students use images in their reflections? (e.g. <i>show students examples of one pagers with images</i>)</p>	



## TABLE 2

## FEEDBACK AND ADAPT

Read through your partner's plans and give feedback on how to improve. Make sure you give ONE area of strength, and ONE area where they can improve. Your feedback should refer to the Success Criteria in the box below.

AREA	SPECIFICS	NOTES (Write down the feedback your partner gives in the space below)
<b>Ensure Participation of All</b>	What can you do to ensure that students feel comfortable in using their journals? (e.g. allow a variation of responses such as using words instead of full sentences, using captions and images, etc.)	
<b>Opportunities for self-correction.</b>	What will you do to make sure students have the opportunity to check their responses? (e.g. provide time during Do Now for students to refer to their textbook.)	
<b>Encourage the use of images.</b>	How will you help students use images in their reflections? (e.g. show students examples of one pagers with images)	



## TABLE 3

## ACTION PLAN

After today's planning and feedback, you will now have a plan in place to practise using 'Student Reflection Diary/Learning Log' with your learners. The following pages outline the details for your peer classroom observation. At the end of ART Meeting 2, you should agree with a peer the following:

What do you hope to achieve using the Student Reflection Diary/Learning Log strategy?	
When will your peer/TDC come to observe you?	
When will they give you feedback?	
When will you observe your peer?	
When will you give them feedback?	



## ACTIVITY 2

# Reflection

Take a few minutes to write down your reflections based on the following questions. Then, discuss with your peers.

1. *What do you consider to be your highest point of success while you implemented:*

- i) Supporting Student Discussions*
- ii) Developmental classroom observation*

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2. *Share any challenges you faced while implementing 'Supporting Student Discussions'. What did you do to address those challenges?*

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# Classroom Observation

## Strategy: Student Reflection Diary/Learning Log



### BEFORE THE LESSON (Teacher to complete)

What do you hope to achieve by using 'Student Reflection Diary/Learning Logs' today?	<b>Example:</b> I would like to get the students to focus their reflection on the focus of the learning outcomes.
What will you do to achieve this?	<b>Example:</b> I will explain the learning outcomes clearly at the beginning of the class. I will then connect them to the students' reflection in the Student Reflection Diary/Learning Log.
What would you like the observer to focus on during the observation?	<b>Example:</b> I would like the observer to note if at the end of the class, I am able to explain to the students clearly what they should focus their reflections on.
What is the agreed time and lesson for the observer to come?	



### 2. DURING THE LESSON (Observer to complete - teacher to give observation sheet to observer in advance)

Is the teacher implementing the action steps outlined in Point 2 above? What is the impact on students? Make notes about what you observe.	<b>Example:</b> The teacher wrote his learning outcomes on the board and explained each one to the students clearly. He also explained why it is important to be able to achieve each of the learning outcomes.
Write down 1-2 things the teacher does well in using 'Student Reflection Diary/Learning Logs' (use the success criteria in the next table for help). Why?	<b>Example:</b> The teacher connected the Student Reflection Diary/Learning Log very clearly with the learning outcomes. He also emphasised on using diagrams and images while writing down their reflections.
Suggest ONE AREA FOR DEVELOPMENT for the teacher in using 'Student Reflection Diary/Learning Logs' (use the success criteria). Why?	<b>Example:</b> The teacher should try and create some time and space for students to self-correct their reflections. This is important so that students can rectify any misunderstandings they may have.

Write down any questions that can help the teacher identify how they might improve.	<i>Example: What do you think we can do to make sure students get into a habit of self-correcting their work?</i>
Write down one thing YOU have learned from observing this lesson	<i>Example: I really learnt the importance of thinking about providing focused reflection questions to students. This ensures that students use their time thinking about the concepts that are most important for their learning – I will try to do the same in my class.</i>
Write down any other strategies from previous LICs you saw the teacher implement	

### 3. SUCCESS CRITERIA

CRITERIA	OBSERVATION
Does the teacher encourage all students to participate by allowing a variation in responses (eg. using words instead of full sentences, using images and captions, etc.)?	Yes / No
Does the teacher give students the chance to self-correct their responses?	Yes / No
Does the teacher encourage the students to use images along with text during their reflections?	Yes / No

### Post-Observation Discussion (Observer and teacher talk through section 2 together)

- a. Observer shares strengths from the lesson
- b. Observer shares area for development, and asks probing questions
- c. Teacher responds to probing question
- d. Observer shares one thing they have learned from the lesson

### ACTION (After discussion – teacher to complete and share with observer)

As a result of the feedback, what ONE thing will you do differently when you use 'Student Reflection Diary/Learning Logs'?	
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# ART MEETING 3

## OBJECTIVES

1. Teachers to provide evidence of implementation of Teaching and Learning Strategies (2)' strategies by sharing successes, challenges and lessons learned over the term.
2. Teachers to exhibit awareness of their development as a result of developmental classroom observations and feedback.
3. Teachers to celebrate their effort in improving learning outcomes in their classrooms, school and district.



## TABLE 1 PREPARATION

You will prepare a short presentation (no more than 5 minutes) to share with your peers on what you have learnt from this Learning Improvement Cycle, and what you will do going forward to further improve. Use the following table to help structure your presentation, and use the space to write notes/script out your presentation:

<b>Explain briefly one thing you did during the LIC</b> (for instance, explain how you used either 'Supporting Student Discussions' or 'Student Reflection Diary/Learning Logs', or how you responded to feedback from your observation.)	
<b>What was your biggest success during the LIC?</b> (for instance, something you did that improved your thinking, helped a colleague, made learners happier, helped learners learn. Explain your evidence for how you know this happened.)	
<b>What was your biggest challenge during the LIC?</b> (What did you struggle with? What did you try to do that didn't work? Why do you think this was the case?)	
<b>How did you adopt a Growth Mindset during the LIC?</b> (for instance, explain how your mindset changed over the LIC, or how you promoted it amongst peers or learners, and what the effect of this was)	
<b>What will you do going forward in order to improve your use of Teaching and Learning Strategies?</b>	



## TABLE 2

## PRESENTATION

Get into groups of 5-6. Each person will have a chance to share their reflections from the LIC as structured above. Use the space below to note down some specific feedback for the groups as they present:

- **the efforts they have made (activities done/actions taken),**
- **changes they have seen in their classrooms and**
- **challenges they have encountered ...**

... as a result of implementing teaching and learning strategies.

Name of teacher presenting	What did you see/hear in the presentation that was useful in relation to the strategy that they implemented in the classrooms?	What did you see/hear in the presentation that could have been improved?

Remember! Make sure that your feedback is grounded in evidence rather than personal opinion.

**TABLE 3****ACTION PLAN - Adapt & Consolidate**

While this LIC is finished, this does not mean that it is the end of your engagement with the Teaching and Learning theme. In fact, it is only just beginning. This activity is therefore intended to help you to improve/adapt your practices to achieve greater successes with respect to student learning.

<b>Questions</b>	<b>Actions</b> <i>(What will you do before the next meeting?)</i>	<b>Reflection</b> <i>(Why are these actions important?)</i>
Based on the presentations, what is your key take away that you will update or newly implement in your classroom strategies going forward?		
How do you plan to embed and regularly practice these strategies in your classroom moving ahead?		
What do you still see as a major challenge (if at all) in your classroom with respect to using these strategies?		
What will you do to address this challenge?		

# APPENDIX 1: Subject Specific Examples

## Supporting Student Discussions

### Science, Grade 9, Chapter 3 – Atoms and Molecules

Yesterday and today we learnt about the Mole Concept. With your partner, discuss the following two questions:

- 1) Why are molar mass and molecular mass not the same?
- 2) Why was the unit 'mole' introduced by scientists?

### English (Flamingo), Grade 12, Chapter 3 – Deep Water

Talking About the Text (Question 1) - "All we have to fear is fear itself". Have you ever had a fear that you have now overcome? Share your experience with your partner. Make sure you mention:

- 1) What were you afraid of?
- 2) Why were you afraid?
- 3) How did you stop feeling afraid?

### Social Science (Democratic Politics – 1), Grade 9, Chapter 4 – Electoral Politics

- Country X is about to hold their first democratic election next month. They come to you to ask for advice. What are the different challenges that they may face in conducting a free and fair election? What will you suggest they do so that they can tackle those challenges?
- Ramit did not vote in the previous elections. When the government implements a policy that Ramit does not like, his father says, "You didn't vote. So you chose this." How does abstaining from exercising your right to vote affect a democracy?

#### Chapter 3 – Working of Institutions

We have seen in history lessons that many times when trying to dismantle a democracy, dictators try to destroy the independent judiciary. Why do you think an independent judiciary is so important for a democracy?

### Hindi (वसंत), Grade 8 – (कामचोर)

- घर के किन कामों को आप रुचि के साथ करते हैं और किन कामों को करने में आपको मज़ा नहीं आता?
- आपके अनुसार कहानी क्या संदेश दे रही है?

### Happiness, Grade 7 (माँ का प्यार)

- Have you ever appreciated yourself? If yes, when and why?
- How can you help your younger siblings or other friends to develop self-confidence?

### EMC (Field Project)

- How was your first day experience in running the project outside the school?
- What new did you learn?
- Where do you think you or the team could have done better?

# Student Reflection Diary/Learning Log: *Providing a format for reflection*

Name \_\_\_\_\_ Date \_\_\_\_\_

## Learning Log: Visual Learning Log

Topic/Big Idea:	
<p><b>What I Learned</b> Picture, diagram, or illustration of main ideas</p>	<p><b>My Reaction</b> Your thoughts, questions, and connections</p>

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Learning Log: Student Prompts & Sentence Frames

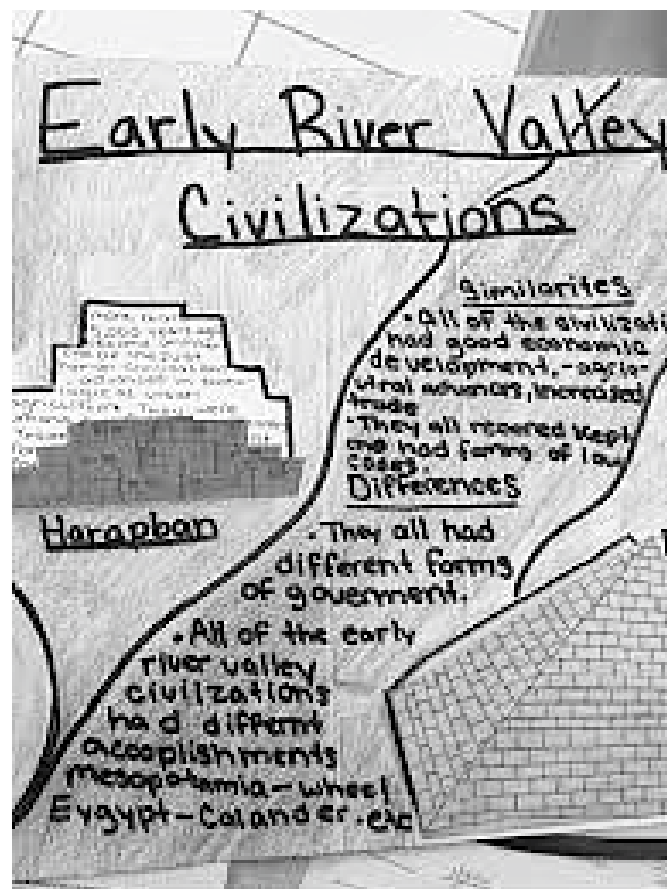
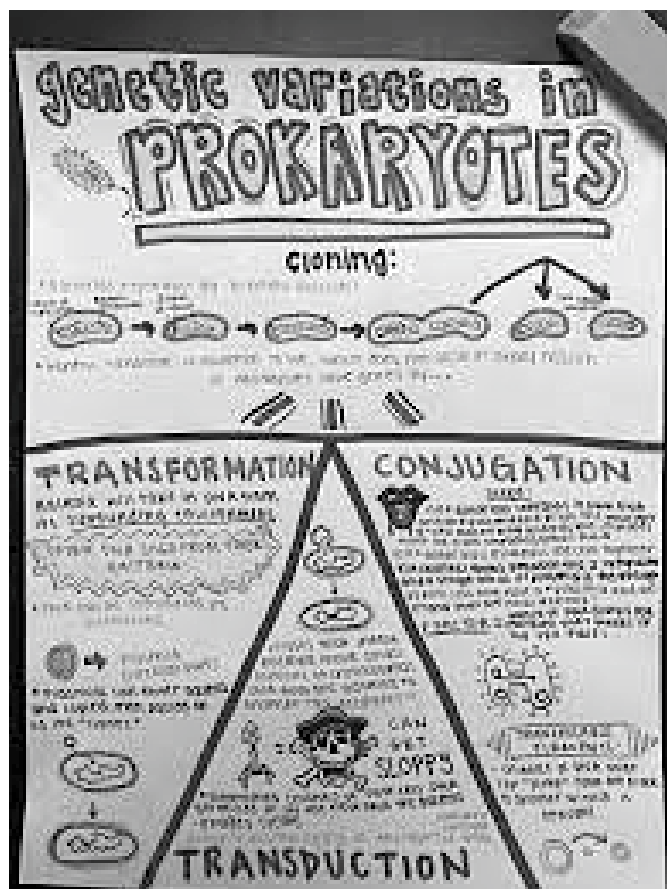
Topic/Big Idea:	
<p>What were the main ideas and important facts you learned from the lesson?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>How do these ideas connect to things you have already learned?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What did you find most interesting in what you learned?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What questions do you have from the lesson? Are there any ideas that you are still confused about?</p> <p>_____</p> <p>_____</p> <p>How do you feel after today's lesson?</p>	<p>Today, I learned</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>One important idea I'll remember is</p> <p>_____</p> <p>_____</p> <p>What I learned reminds me of</p> <p>_____</p> <p>_____</p> <p>One really interesting idea from the lesson was</p> <p>_____</p> <p>_____</p> <p>I'd like to know</p> <p>_____</p> <p>_____</p> <p> <input type="checkbox"/> I understand!                    <input type="checkbox"/> A little confused                    <input type="checkbox"/> I need more help             </p>

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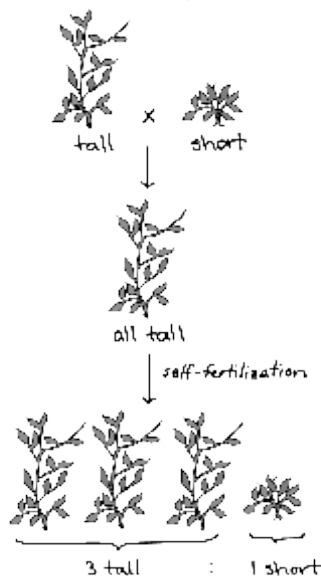


## Using images to represent learning:



## Different types of prompts for Student Reflection Diary/Learning Logs:

- 1) Gregor Johann Mendel conducted experiments to work out the rules of inheritance. Write down what you remember of these experiments and their significance.
- 2) Write what comes to your mind when you see the image below:



- 3) Imagine you are a scientist. You conduct an experiment in which you breed tall pea plants bearing violet flowers with short pea plants bearing white flowers. The progeny all bore violet flowers, but almost half of them were short. What do you know about the tall parent?

# NOTES

A series of horizontal dotted lines for writing notes.



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