



MULYAVARDHAN  
SHANTILAL MUTTHA FOUNDATION

# The Mulyavardhan Voice

December 2018 Issue

FROM THE EDITORS

Hello everyone! Hope you all had a happy holiday season with family and loved ones.

We are back with another issue of “**The Mulyavardhan Voice**”, and we hope that more of you are reading our monthly newsletters after our recent visits to your schools. Most of you met us -Joti, Aparna, Pallawi, Madhavi, and Kanan–when we observed your Mulyavardhan class and gave feedback.

This issue is all about these observations, and each of our training team members will share their thoughts about what they’ve noticed in the classroom on the major Mulyavardhan strategies, with more feedback for you all.

Three teacher forums took place in December, and we have sent the transcripts on the WhatsApp groups, so please go through them to see what your fellow teachers shared! A summary of the forums has been included in this issue as well.

Finally, we have a resource page that will help you when you train the teachers, who recently joined, in Mulyavardhan. We recommend you print out and give the page to the new teachers, as it has all the main points to remember about the programme.

Overall, well done teachers, we see that you are getting a grasp of the strategies. It is quite different from your other subjects, but we hope you are finding it to be a teaching adventure!

Let us begin with this chart of the positive impact that Mulyavardhan is having on students and teachers. Some of these great points were mentioned during our three forums, and some were observations from our visits!

THE STUDENTS	THE TEACHERS
Children seem to like the idea that they are expressing their views and getting a chance to talk in class. They are more involved and eager to listen and do their work.	Teachers, most of you seem to be really interested in the programme! We like the enthusiasm.
Children are reminding each other of the class rules – they are learning to control and correct their behavior.	In many schools, class rules have been made and some teachers are consistently using the same to manage behaviour.
Students are especially involved and enjoy activities that require them to express themselves through art.	Teachers appreciate how engaged children are with Mulyavardhan and the fabulous ideas they share.
While doing group discussions students actively listen to their peers and are confident in sharing their group’s work with the rest of the class.	Some teachers are innovating in their own ways (mostly with the use of posters and pictures) to ensure students achieve the learning outcome.
Students are gaining a practical understanding of how to collaborate with their peers during group work.	Teachers come to class prepared and could be seen following the procedure of the activities given the teacher activity book.
Students are able to make real world connections and arrive at the learning outcome for the activities.	Teachers have expressed that they have become self-aware; as they implement Mulyavardhan they are also inculcating the values in themselves as well.
Many children who aren’t so fluent in English attempt to speak English and communicate in Mulyavardhan class.	Teachers are calm, more patient and are finding that they are shouting much less.
There is less bullying and fighting / there is no pushing and pulling.	These changes have led teachers to become more loving towards children; truly listening to them, taking care of them and trying to help them if they have any difficulty.

ALSO...

- 1. Many HMs are showing their support!
- 2. The atmosphere of each classroom, though chaotic, is one of fun and learning, and that should be viewed in a positive light.
- 3. Students and teachers both enjoy this space that allows them to build a strong sense of a classroom community.

Keep up the great work teachers!  
And HMs, we’re happy to see how involved you are.

Now, in the following pages, each SMF team member will go deeper into the main Mulyavardhan strategies.





# A PHOTO GALLERY

Here are some photos that we took during our observations!



**Bela Oliveira**  
Our Lady of Snow, Raia



**Betsy D'Costa**  
St. Mary's, Varca



**Carmelina D'Souza**  
St. Joseph's, Pernem



**Janet Pereira**  
Saviour of the World, Loutolim



**Luizinha Souza**  
Kiran Niketan, Zuarinagar



**Geeta Prabhu Porobo**  
St Francis Xavier, Mapusa



**Maria Menez**  
St. Andrew's Institute, Vasco



**Clara Fernandes**  
St. Anthony's, Majorda



**Monica Vaz**  
St. Mary of the Angels Convent,  
Chinchinim



**Rofina Fernandes**  
Our Lady Mount Carmel, Arambol



**Sushma Mainkar**  
St. John of the Cross, Sanquelim



**Sony Coelho**  
St. Ann's, Tivim



**Isabel D'Silva Fernandes**  
Holy Cross, Bastora



**Mary Almeida**  
Our Lady of Help, Ribandar



**Maria Rita Rodrigues,**  
Mary Immaculate, Panjim



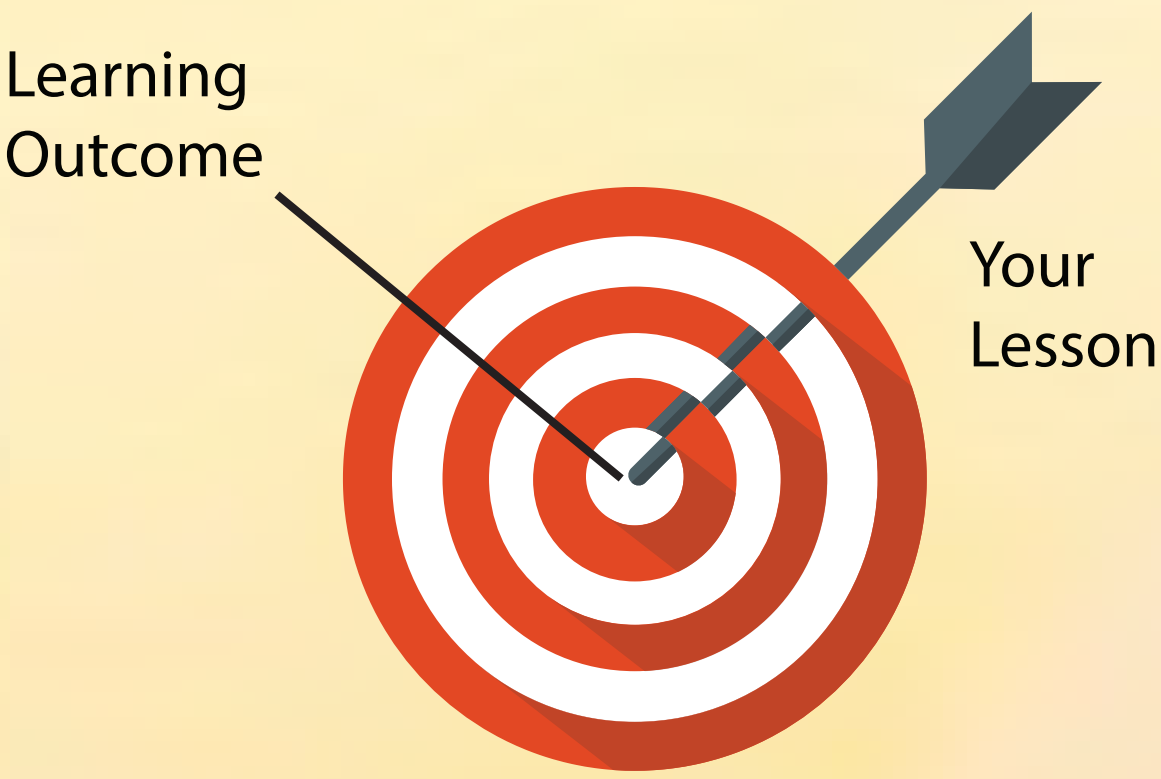
# LET’S THINK DEEPLY ABOUT THE LEARNING OUTCOME

-by Kanan Gole

Teachers, I made one important observation, and in order to address it, I need you all to think deeply. This can be applied to your other lessons as well. When you all open your Teacher Activity Books, one of the first things you look at and keep in mind is the learning outcome of the activity you’re conducting. What is the learning outcome? It is what the students

should know how to do after the lesson has been completed. It is a way to determine whether or not the lesson has been carried out successfully. What I noticed is that many of you are following the procedure without paying attention to its relationship to the learning outcome.

## LET’S LOOK AT THIS FIGURE



You cannot hit the target without aiming your arrow. So when you’re planning your lesson, there is one thing that you can do to achieve this. In every step of the procedure, ask yourself:



Is this a necessary step to achieve the learning outcome? Why is this step important?

Let’s look at the “My Vote” activity and practice asking “why” in each step. It was an activity that I observed often. It appears in every standard and becomes more complex in each. Try to dissect each lesson plan in this way so your teaching arrow hits the learning outcome target!

15. My vote		
Learning outcomes	<div>1. Children practise voting</div> <div>2. They give reasons for liking/not liking Mulyavardhan.</div>	<div></div>
Procedure	<div><div>1. Tell the children: Till now we have done a number of things in our Mulyavardhan class. Today I want to know what you think about Mulyavardhan. For this purpose, we will have voting. That means, you will say whether you like or do not like Mulyavardhan by making a mark on a slip of paper. That paper is called a voting slip.</div><div>2. Make arrangements for voting as follows:<ul style="list-style-type: none"><li>Seat a student with blank voting slips on one side of the classroom.</li><li>Ask another student to sit near him, with a pencil.</li><li>Put the voting box on a table.</li></ul></div><div>3. Give children the following instructions:<ul style="list-style-type: none"><li>One by one, each of you should collect a voting slip from the student with the blank slips.</li><li>Then, pick up the pencil from the second student and go to the table that has the voting box on it.</li><li>If you like Mulyavardhan, mark ✓ on your voting slip.</li><li>If you do not like Mulyavardhan, mark ✗ on your voting slip.</li><li>Make only one mark on the slip. Your vote will not be counted if you put both marks.</li><li>Make your mark in such a way that no one else can read what you have written.</li><li>Fold your voting slip twice and drop it into the box.</li><li>Then return the pencil and go back to your seat.</li></ul></div><div>4. Draw both marks on the blackboard to serve as samples.</div><div>5. Ask each student to cast his vote quietly.</div><div>6. Ask the students with the blank voting slips and the pencil to also cast their votes.</div><div>7. Call four students to count the votes. Tell them:<ul style="list-style-type: none"><li>One of you will open each slip and put slips with the ✓ mark on one side of the table, and slips with the ✗ mark on another side of the table.</li><li>One student will count all the slips with the ✓ mark and tell the total.</li><li>Then another student will count the slips with the ✗ mark and tell the total.</li><li>The fourth student will observe carefully and see that the counting is done correctly.</li></ul></div><div>8. As counting is done, ask the rest of the class what they felt about expressing their vote in this way. If required, help the children count the votes correctly.</div><div>9. Announce the voting result and write it on the blackboard.</div><div>10. Tell the children: You have given your opinion about Mulyavardhan. Now I want to know the reasons for your opinion.</div><div>11. Ask children questions such as the following:<ul style="list-style-type: none"><li>Why do you like Mulyavardhan? Which kind of activities do you like?</li><li>Which kind of activities do you not like?</li></ul></div><div>12. Make a note of the children’s responses and share them later with officials concerned.</div><div>13. Tell the children: Just as we had voting about Mulyavardhan, we have voting in our country to elect our representatives.</div></div>	<div><div>When reading the learning outcome (LO), think: “I want the children to be able to do this, as a result of this activity.”</div><div>Why? – To introduce the lesson. Ask yourself if this intro is sufficient. Is there anything you can add to make this more effective? I would also ask my students if they have heard this word before and if not, I’ll give them a definition that connects a new concept to their previous experiences.</div><div>Why? – To begin the voting process. (LO 1)</div><div>Steps 3. – 7. – Why? – So students can learn the voting procedure by practicing. Take note of #3, bullet 6. It introduces that voting is anonymous. (LO 1)</div><div>7 and 8 are about counting votes – introduces that each votes matters! (LO 1)</div><div>Steps 10.and 11. - Why? – To help students understand the reason behind their vote. To connect the thought to the action.To become self-aware.(LO 2)</div><div>12. Why? – To show that voting has an impact. (LO 1)</div><div>13. Why? – To connect voting to the real world. (LO 1)</div></div>



# LET’S THINK DEEPLY ABOUT THE LEARNING OUTCOME

Cont’d...

- Learning outcomes
1. Children practise voting.

2. They give reasons for liking/not liking Mulyavardhan.

Let’s take the reflection a bit further.  
Let’s look at the learning outcomes again.

**Now think:** How do these learning outcomes help achieve the Mulyavardhan values and competencies?  
(For a review of the values and the competencies, refer to the corresponding modules in the CD.)  
Both 1 and 2 are related to **autonomy** (forming independent thought and expression) and **self-awareness** (being aware of one’s own thoughts and feelings).

In the higher standards, the learning outcomes will also address the competencies of **social awareness** and **responsible decision making** and the values of **responsibility** and **active contribution**.  
I encourage you to practice this sort of reflection when you’re planning your lessons. It will help you understand the importance of each step in the bigger picture. You will also see how each step is inculcating the competencies and values in the students.

## ON CLASSROOM MANAGEMENT

-by Aparna Tirmale

Hello HMs and teachers! I was in some of your schools and classrooms in December trying to understand how the Mulyavardhan programme has progressed in your schools. I want to thank each and every one of you for being so gracious in accommodating the SMF team despite the whirl-wind of activities that you were busy with in December. I hope you’ve read the editorial note which outlines all the positive things we saw during our visit to your schools. While there are a lot of positives there is always scope for improvement and I’ve identified one such area. It

was encouraging to see that almost all of your classrooms had beautiful charts with the class rules written on them, but I saw very few teachers use those rules and consequences to manage students behaviour in the class. Since it is the beginning of a new year, let’s review and renew our classroom management plans for better managed classrooms in 2019. In the space below I will be taking you back to the basics of making class rules. When creating classroom rules, please consider the following steps.

1

Discuss the Importance of Rules

Children are always told to follow rules, but are almost never given an opportunity to think about the “why” behind rules. This discussion ensures that children reflect and understand the “why” for rules and are excited to form rules for their own class.

Ask students to give examples of rules they follow. Ask them to think about how and why rules are important.

Avoid lecturing students on the importance of rules!

2

Achieve Consensus on Rules

Determining the rules together with your students tells them that you value them as equals in the classroom. Facilitating a discussion on what is acceptable behaviour and why it is needed gives students a sense of ownership over the rules.

Identify problem areas together and ensure rules are suggested for all important aspects of behaviour.

Avoid enforcing your own rules on the students.

3

Frame Rules in Simple. Clear and Positive Language

If I tell you to not think about gulaab jamun, what would you think about? Yep! A gulaab jamun. Similarly if you tell students not to fight in class, it entices them to do just that. Write rules in positives. Another thing to keep in mind is to not make more than 5 rules!

Make rules for the most pressing behaviour issues. Once those are resolved, review the rules along with the students and come up with a new set of rules.

Refrain from starting rules with “do not”. “Do not talk in class” is a bad rule to make, not to mention an unfeasible one. Instead say “keep quiet when the teacher is talking”.

4

Establish Positive and Negative Consequences

Only having rules for your class is not enough. The students have to feel motivated to follow these rules. Positive consequences encourage students to follow rules. Negative consequences dissuade students from breaking the rules and give them an opportunity to correct their own behaviour.

Remember to encourage the students who are consistently following rules. For every negative consequence you give out make sure to give at least three positive consequences to maintain a positive class culture,e.g. students who consistently follow rules will be made class monitors.

Come up with a list of negative consequences along with the students, e.g. the student who breaks a rule will have to pick up the wrappers lying in his/her class.

5

Consistently Observe Class Rules and Consequences

This is the most important and difficult aspect of class rules. As teachers, we are quick to expect students to give us signed declarations of good behaviour, but often forget that the biggest driver of good behaviour is the teacher. If the teacher does not observe rules and consequences herself, the students will be quick to forget about the same and go back to misbehaving.

Prepare a chart with the rules and consequences and put it up in a place where it can be seen by everyone. Promise the class that you will follow the system of rules and consequences.

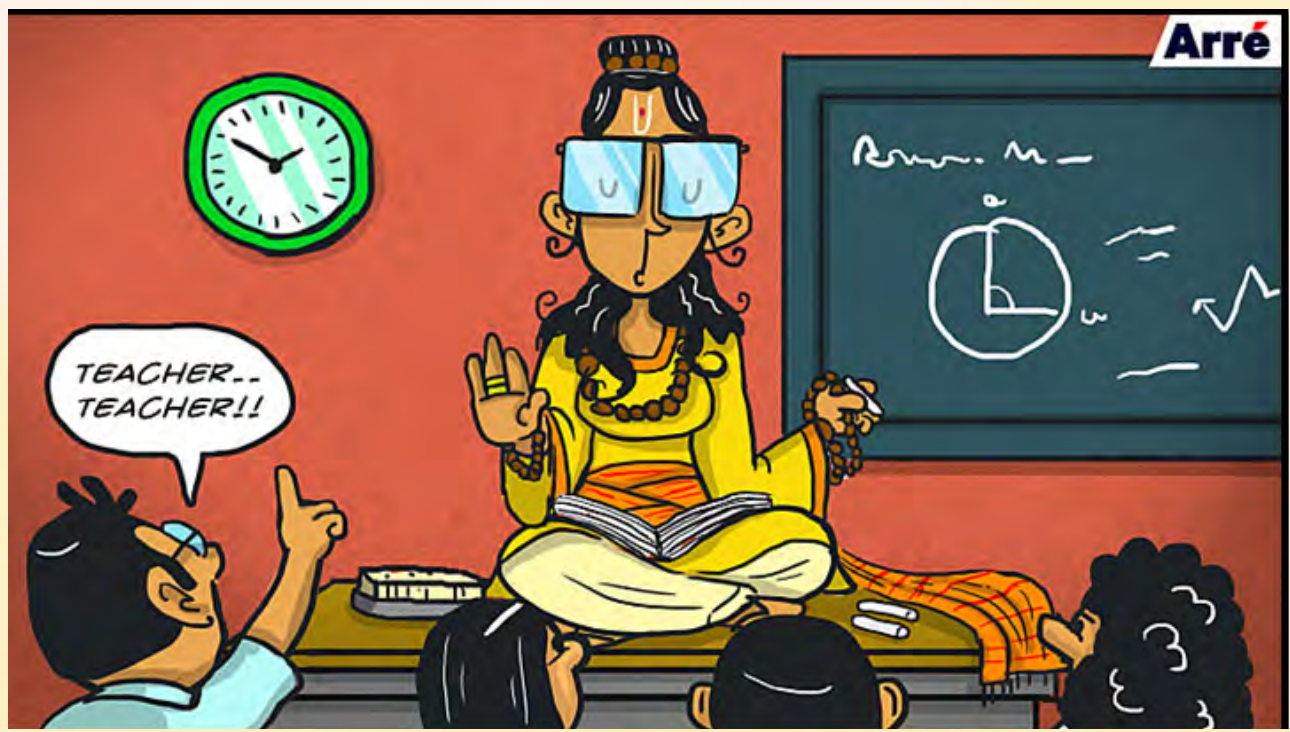
Refrain from “punishing” the students for breaking rules. Remember that there is a difference between consequences and punishment. Frame negative consequences such that students want to avoid them but are not fearful of them.

4

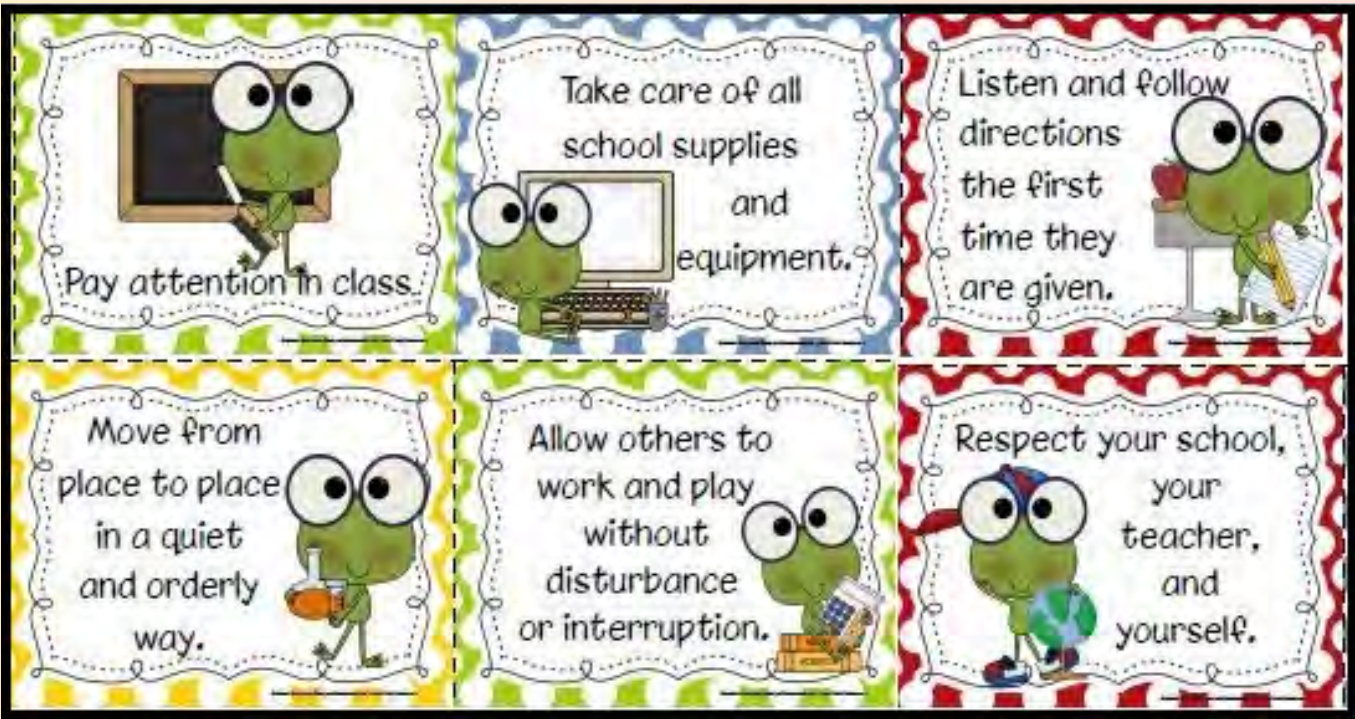


A good place to start practicing class rules

Students can get excited about sharing something with you and you are faced with a class full of students shouting “Teacher, teacher!” “Teacher, me!” In such a situation, remind students of the class rule that says “Raise your hand to talk”. Accept responses only from students who raise their hands and patiently wait to be called upon by the teacher. Do not hesitate from giving students who talk out of turn a negative consequence. Consistency is the key here!



This is an example of what good class rules look like!  
Just an idea, please do not copy these.



Source - <http://candauscrew.blogspot.com/>

QUESTIONING SKILLS

-by Kanan Gole

LET THE STUDENTS FORM OPINIONS AND EXPRESS THEMSELVES

Teachers, we know that you are tensed about completing your portions and making sure your school has as close to a 100% passing rate as possible. We know that the syllabus is huge. We know the classroom is full of 50 students who won't sit still.

There is no “Mulyavardhan portion”.  
So feel free to explore the guiding principal of Mulyavardhan.

The only way to do this is by asking them open-ended questions.  
What is an open-ended question? Refer to your Teacher Guidebook, page 25.

Whenever you are using a cooperative learning structure, make sure that you are asking strong open-ended questions.



How are open-ended questions linked to autonomy (the ability to form independent opinions and express them)? Well, first decide, which type of student do you want in your class?



We’re assuming that you would enjoy the students who are entirely involved and thinking for themselves, like the first one. That girl will also give great responses, based on the way she is thinking! That can be achieved by asking questions that help students use logic and creativity. Those who are of primary school age enjoy these more than closed-ended questions.

When it comes to value education, students will only learn values when they can connect the Mulyavardhan lessons to their own lives, to personal situations.

In your next Mulyavardhan class, be mindful of the questions that you are asking, especially in the cooperative learning structures.

We have a challenge for you: Ask at least one open-ended question consistently in your future Mulyavardhan classes. To get started, use one from the diagram below.



The first thing said in response to open-ended questions is that “They are too difficult for students to answer, compared to closed-ended questions.” But that is false!

I’ll tell you, when I was in 2nd standard, my teacher would ask us to write stories based on questions like “What happens when a milk tooth falls out? Write a story about the tooth’s journey!” In our stories, some of us sent our teeth to the moon, to Mars, to the corners of our rooms, and the tooth had adventures to the places that we humans haven’t seen. Many of our stories didn’t make sense, but the teacher did not stop us from thinking creatively. This was one of my favorite memories of childhood. I still love to write stories, and I accredit it to the creativity encouraged by my teachers.

Also, a note about leading questions. They are questions that are “expressed [via tone] in such a way that it suggests what the answer should be.” Here are some leading questions that I observed that can easily be replaced with a particular open-ended question.

You ask...	Replace it with...
Isn't it, students?	What do you think about this?
Yes or no?	
Right or wrong?	

See how the students’ thinking will totally change when the question is rephrased into an open-ended one?

MULYAVARDHAN  
is all about forming opinions and expressing them, and it can be done simply by rephrasing a question to open your students’ minds.



# MOVING TOWARDS CHILD CENTERED CLASSROOMS

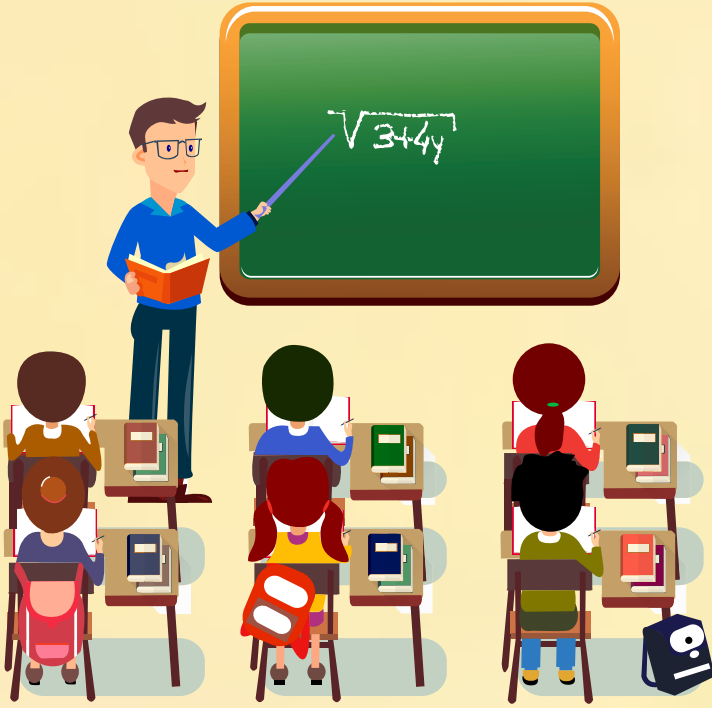
-by Pallawi Singh

During my classroom observations, I realized we still need to work towards creating child centered classrooms. I noticed that you all are making great efforts to do so, however, still follow many practices that are not child centered. For example; many times, we use cooperative learning structures, but we don't give children

enough space to express. Also, many times we impose our thoughts and instruction on children. These things are done unconsciously. From the time we have started our careers, we have seen teacher centered classrooms, and so, this method has been adopted.

### What does a teacher centered classroom look like?

- Focus is on the teacher
- Lots of "teacher talk"
- No interaction among students in the class
- Teacher holds the knowledge and the children receive it
- Children are silent



### What does a child centered classroom look like?

- Focus is on the students
- Fair amount of interaction between teacher and students and among students
- Emphasis is on greater involvement of students in the learning process
- Teacher facilitates this process



### How to make your classroom child centered?

#### (1) Pair work, Group work and Community circle

During observations, I noticed most of you are using cooperative learning structures, but there is room to give children more space to express themselves. I noticed that there is more teacher-talk, even when using these structures.



#### Tips on how to use these structures more effectively:

- Ensure that instructions are heard and understood by the students.
- Give students enough time to think independently first and then discuss.
- Avoid giving too many instructions or questions at a time.
- Every pair/group deserves a chance to stand up to share.
- Always appreciate each pair and group after they share.



Be mindful of these points while using cooperative learning structures. They are important because children will have the *space* to fully express themselves. For more tips on how to reduce teacher talk, please refer to the article in October's newsletter by Mr. Ashok Gopal, **"10 Way to Increase Student Talk"**.



#### (2) Avoid imposing your own views/thoughts on the children

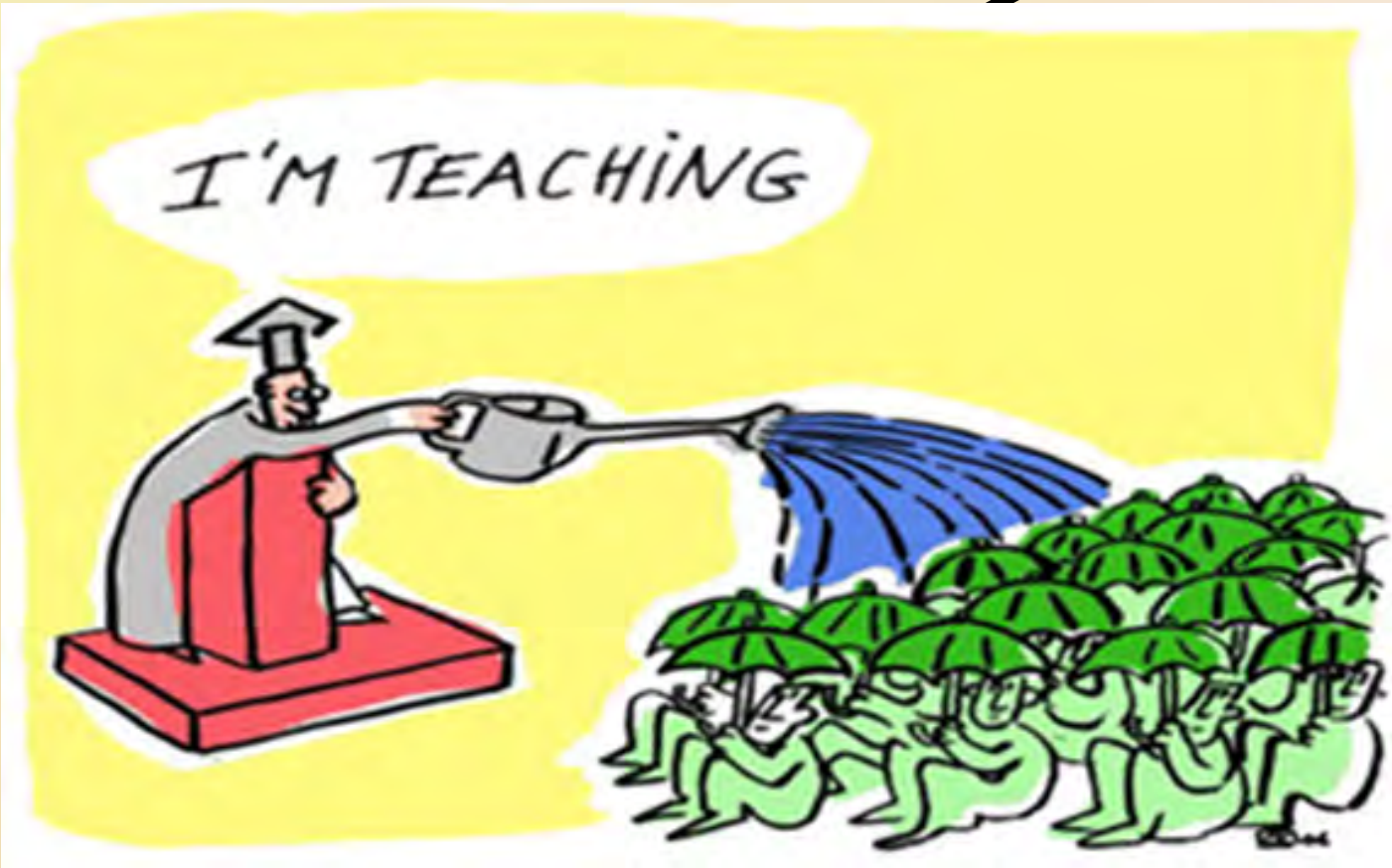
Sometimes, through leading questions ("Isn't it?") and by answering our own questions ("What color is the sky children? The sky is blue!"), we aren't giving students a chance to truly think. Here are a few tips to spark your students' thought process:



#### Tips on how to use these structures more effectively:

- Believe that children have the wisdom and knowledge and they can do wonders!
- Remind yourself that you are a facilitator and will guide children through the learning process.
- Establish friendly environment in class; instead of a fearful one.
- Try to listen to the children as much as possible.
- Believe that each child is unique, so treat all the children equally.
- Appreciate your students' autonomy.
- Give them the freedom and time to think and analyse.
- Let them come up with their own answers, ideas and solutions.

Move yourself from first picture to second picture





# DECEMBER TEACHER FORUMS

-by Navjot Koli

## Second Teacher Forum December 1, 2018



Aparna Tirmale (SMF), Annabelle D'souza (Teacher Coordinator), Angela Lacerda (St. Anthony's Primary School, Majorda), Betsy Christan De Costa (St. Mary's High School, Varca), Luizinha Almeida D'souza (Kiran Niketan Primary School), Angela Carvalho (Our Lady of Lourdes High School, Utorda), Sarojini B. Ferrao (St. Xavier's High School, Velim), Sr. Benedicta D'Souza (St. Joseph High School, Shiroda), Mysie Fernandes (St. Theresa of Jesus High School, Cnacona)

## Third Teacher Forum December 8, 2018



Mr. J M Fernandes: HM (Our Lady of Mercês High School), Ms. Valancia D'souza (Santacruz Primary School), Ms. Julie Fernandes (MAE DES Deus High School), Mrs. Sushma Mainkar (St. John of the Cross Primary School), Ms. Nazim Khan (Auxilium High School), Mrs. Violet Nazargth (St. Thomas Boy's Primary School), Mrs. Olivia Picardo (Auxilium Convent Primary School), Mrs. Natalia Rodrigues (Our Lady of Mercês High School), Ms. Auxilia Pereira (Our Lady of Mercês High School), Mrs. Shubhada Chari (St. Bartholomew's High School) Kanan Gole (SMF), Madhavi Kalbele (SMF)

## Fourth Teacher Forum December 15, 2018



Niyati Shiroadkar, Holy Cross Primary School (Siolim), Suvidha M. Narulkar, St. Anne's School (Tormas), Olinda Mascarenhas, St. Francis Xavier's Primary School (Siolim), Carmelina D'Souza, St. Joseph's High School (Pernem), Ana C. Fernandes e Dias, St. Michael's Convent High School (Anjuna), Bindiya Ohdar, St. Joseph High School (Arpora), Nazima Fernandes, Holy Cross Primary School (Siolim), Clara Vaz, St. Francis Xavier High School (Mapusa), Madhavi Kalbele, SMF.

SMF and ABE conducted three teacher forums in December. These forums have become an excellent platform for sharing experiences. It is very encouraging to see how much we are learning from each other's experiences and the insights these provide in supporting teachers towards a smooth implementation of Mulyavardhan.

First of all, thanks to all the teachers who attended and shared their valuable experiences. Special thanks to teachers trained this year for attending the forums, some of whom had the opportunity to implement only a few activities, due to the late arrival of books. There is a lot to share from the forum discussions but here are some things that many teachers shared.

## IMPACT ON TEACHERS

Even for us teachers, we are also becoming more patient with them, with our staff also. We know how to behave with others, treat everyone equally, give respect to the peons, they are also human beings, sometimes they do small work for us but we have to say thank you to them to respect their job.

Earlier, we have always demanded the respect but now we give the respect.

## IMPACT ON STUDENTS

Their behaviour has changed. If someone breaks the rule, they themselves point out and say we should not do so and so.

Earlier if someone touched their things they would start screaming and shouting. Now they are better and sharing with each other.

No competition, no assessment in Mulyavardhan is helping children to contribute more. They even tell each other, "tell tell, you won't lose any marks!"

During this activity, the worst child from my class who was not ready to sit on the place... never listens to anyone but nicely designed his identity card and nicely jotted down about his partner... That was the happiest moment for me because this child never does anything in the class... really I was happy.

This Mulyavardhan class has helped my students in many ways. Children are very much interested, because there is no burden of by-hearting, they are free to learn, they can colour however they want to colour. It helps them in controlling anger too. Many times they fight. I did the lesson about "King and the Ring", they were interested and they liked the story as well, and they have learned how to control their anger. Mulyavardhan is changing their lives.

## CHALLENGES

The forum discussions also looked at the challenges some teachers are facing.

- Timetabling still remains an issue. While some schools might be able to address this challenge this year, others will only overcome this challenge in the next academic year.
- Mulyavardhan sessions take place during the Bible studies period. This means that only non-Catholic students benefit from Mulyavardhan. This will result in only some children benefitting from the changes noted above, when all students should benefit from Mulyavardhan.
- It is important to reiterate that there are no marks or assessments for Mulyavardhan. How Mulyavardhan can be assessed is clearly explained in the teacher guidebook on pages 37-39. Also, in the Appendix you can find student observation sheets from pages 46-50.

- Dealing with the conflicts that arise between the migrant and Goan children is of concern to many teachers. This is something that is not only taking place in the class but happening in the communities these children come from. Mulyavardhan's whole school approach which is expected to start in some of the schools next year will support in overcoming this challenge as diversity will be addressed in both the school and class.

Once again thanks to all the teachers for the enriching discussions. The full transcripts have been sent to you on WhatsApp and we encourage all of you to read them and get more insights from your fellow teachers. The two January forums took place on January 4 and 5 and we will send the transcripts soon. The final two forums will take place in February.

A big thank you to Sister Jasmine for support in making the necessary arrangements and St. Mary's of Angels Convent High School, Chinchinim, Our Lady of Mercês High School, Mercês, and St Xavier's Primary School, Siolim, for hosting the forums.


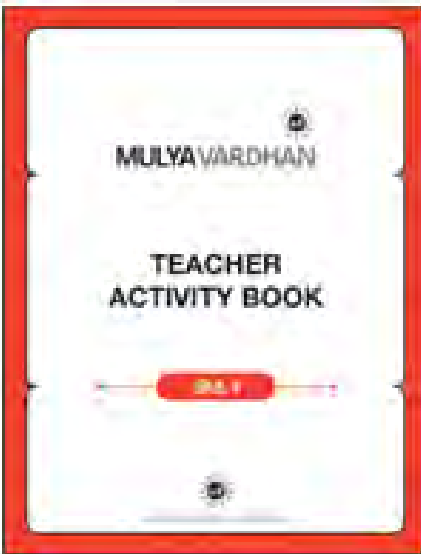
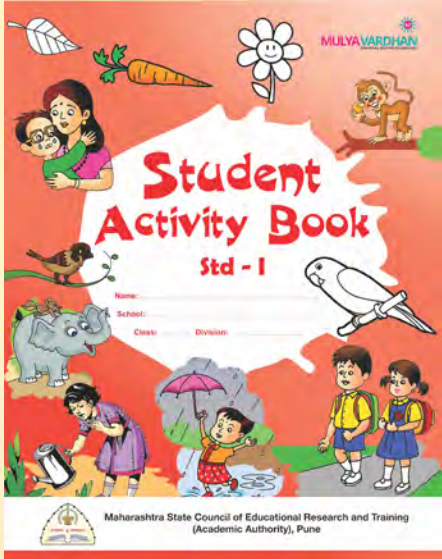


MULYAVARDHAN RESOURCE PAGE

-by Kanan Gole

Many of you asked if we will have training for the new teachers appointed in your schools. It is up to those who have been trained to guide the new teachers. We decided to make this resource page that can help. Please print out this page and give it to your new teachers.

1 Let’s get familiar with the Mulyavardhan material

Teacher Guidebook (for teachers)		Teacher Activity Book (for teachers)		Student Activity Book (for students)	
This is a revision of the Mulyavardhan programme and major strategies (basically, a mini-training). Please read this and then go through the Mulyavardhan CD that each school has been given.		Use this to plan your lessons. All lesson plans are included. Follow the activities in the order given, with the exception of the “class rules” and “quiet signal” lessons, which we encourage you to do first, for classroom management.		This is a supplementary activity book that is only required when it says in the Teacher Activity Book’s “Materials” section that it is necessary in the lesson. This not a textbook. Do not assign “homework” in it. Students should not take it home.	
					

The first page of each Teacher Activity Book has a table of contents, like the one on the right. On the left side are the activity names in the Teacher Activity Book. On the right side are the corresponding pages in the Student Activity Book. For some activities listed on the left, there is no need for the student activity book (indicated by dash on the right column of the table).

Contents				
No.	Activity Name	Page	Related Content in Student Activity Book	Page
Unit 1: Me and My Capabilities				
1	Where is .... ?	1	Join the dots and colour	1
			Draw lines	2
			Draw and colour	3
2	What is your name?	2	-	-
3	Where do you live?	3	-	-
4	My family	4	-	-
5	My school	5	I'm off to school	5
6	Exploring my school	5	-	
7	My favourite bird/animal	6	Birds and animals	5
8	My favourite colours	7	Colour the circle	4

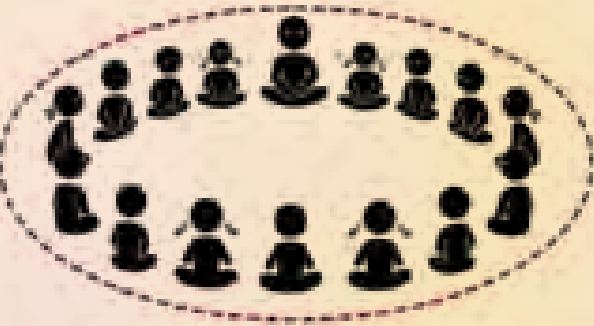
2 Let the students express themselves

The most important guiding principal of Mulyavardhan is “Let the students express themselves.” – Being able to form an opinion is necessary in becoming a democratic citizen. We would like you to use “Cooperative Learning Structures” (Teacher Guidebook Page 19) to do that.



Think-Pair-Share

1. Pair up children and form a triad if you have an odd number.
2. Ensure distance between pairs.
3. Ask an open-ended question and ensure students understand it.
4. Each child thinks independently at first.
5. They present their view to their partners.
6. After all pairs finish discussing (give adequate time), call some pairs up in front to share.
7. Ask the pair questions to clarify their thoughts, and ask the rest of the class what they think.



Community Circle

1. Ask children to form a circle –take students to a bigger space if necessary.
2. If the group is large, form two “concentric circles”(refer to “Community Circle” animation in the CD)
3. Include yourself in the circle.
4. Ask the open-ended question to the circle and start with the student on the left; each student should present their answer.
5. If a child cannot think of anything, s/he can say “pass” and then move on to the next student.

Group Work



1. Tell children to sit in groups of 3 to 5 (max), depending on how many students there are in your class.
2. Ensure sufficient space between groups, if your classroom permits.
3. Ask an open-ended question and ensure students understand it.
4. Each student thinks independently first.
5. Then students discuss in their groups; each student should participate equally.
6. Move around the room and listen without interfering.
7. After the groups have finished discussing, call some groups to the front, one by one, to share their views with the class.
8. Ask the other students what they think after a group has presented.

3 Manage your classroom

Nervous about managing a class of 50, especially when they are in their pairs or groups? We recommend you use the “Quiet Signal”, but only to give important instructions when the children are engrossed in their discussions. The quiet signal is not to be used to keep children quiet!

Here are the steps:

Quiet Signal



1. Raise one of your arms without saying a word.
2. When the children see you doing this, they too have to raise an arm, and stop whatever they are doing and look at you.
3. When all children are quiet and looking at you with their arms up, lower your arm and give your instructions.

4 Other important Mulyavardhan terms

Home Activity	Cooperative Games	Assessment in Mulyavardhan?
At the end of each activity, encourage students to discuss what they have learned with their family or community.	These games don’t have winners or losers, but rather encourage the spirit of cooperation and shared responsibility in the students. They can be found in Unit 5 in the Teacher Activity Book.	No exams! There are no exams in Mulyavardhan. The only assessment is one based on CCE format. Learn more about this on Page 37 of the Teacher Guidebook.
Open-ended Questions		
Ask students questions that will encourage them to think creatively and step into the shoes of others. For more about this question type, refer to Page 25-26 in the teacher guidebook.		