Child Development

COURSE GUIDE
Associate Degree in Education/
B.Ed. (Hons) Elementary

2012
This product has been made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of the authors, and do not necessarily reflect the views of USAID or the United States Government.

Technical Support: Education Development Centre (EDC); Teachers College, Columbia University
Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programs.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country’s youngsters. Colleges and universities that use programs like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College-Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR. SOHAIL NAQVI,
Executive Director,
Higher Education Commission,
Islamabad
How this course guide was developed

As part of nation-wide reforms to improve the quality of teacher education, the Higher Education Commission (HEC) with technical assistance from the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The process of designing the syllabi and course guides began with a curriculum design workshop (one workshop for each subject) with faculty from universities and colleges and officials from provincial teacher education apex institutions. With guidance from national and international subject experts, they reviewed the HEC scheme of studies, organized course content across the semester, developed detailed unit descriptions and prepared the course syllabi. Although the course syllabi are designed primarily for Student Teachers, they are useful resource for teacher educators too.

In addition, participants in the workshops developed elements of a course guide. The course guide is designed for faculty teaching the B.Ed. (Hons) Elementary and the ADE. It provides suggestions for how to teach the content of each course and identifies potential resource materials. In designing both the syllabi and the course guides, faculty and subject experts were guided by the National Professional Standards for Teachers in Pakistan 2009 and the National Curriculum 2006. The subject experts for each course completed the initial drafts of syllabi and course guides. Faculty and Student Teachers started using drafts of syllabi and course guides and they provided their feedback and suggestions for improvement. Final drafts were reviewed and approved by the National Curriculum Review Committee (NCRC).

The following faculty were involved in designing this course guide: Dr. Anjum Bano Kazmi, Karachi University; GCEE Bakhtiar Ahmad, RITE (M) Peshawar; Bushra Ghaus, Fatima Jinnah Women University, Rawalpindi; Khadija Khatoon, GECE Hussainabad, Karachi; Nasreen Zaheer, RITE (F) Abbottabad; Shoaib Mohsin Ali, University of Sindh; Sarfaraz Ahmad, GCET Faisalabad; Masood Anwar, GCET Faisalabad; Saeeda Mujahid, GCEE Pishin; Naseem Begum, GCEE Pishin; Sadaf Naz, Hazara University, Mansehra; Dr. Wasim Khan, IER Peshawar University; Saeed Tariq, GCEE Panjgoor; Shams-un-Nisa, GCET (W) DG Khan; Zahra Jabeen, Karakorum International University, Gilgit; Dr. Javed Iqbal, Karakorum International University, Gilgit; Tariq Mehmood, IER Punjab University, Lahore; Muhammad Iqbal, GCE(M) Gilgit.
Subject expert guiding course design: Professor Emeritus Dr. Frances Schoonmaker, Teachers College Columbia University

Date of NCRC review: 3 March 2012

NCRC Reviewers: Dr. Jamil Ahmed, Shah Abdul Lateef University; Dr Abdul Hameed, University of Management and Technology Lahore; Ms. Aziz un Nisa, Karachi University
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Child Development

Syllabus
The primary focus of this course is learning about children in order to become an effective teacher. It provides Student Teachers with an overview of child development and growth as a holistic process. The latest research and thinking about the conditions that affect children’s learning and development will be addressed across developmental domains and stages of development. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored. Student Teachers will form their own child development theories. Implications of child development theory for schools, teachers, and society will be considered. Student Teachers will be provided with real experiences to study and observe children at different levels of development. They will have an opportunity to enhance their understanding of how people learn, individual differences and learning styles, and how theories of learning and development relate to classroom learning and teaching. The course will enable Student Teachers to create learning environments that suit the needs of an individual child as well as children in general.
Course outcomes

After completing this course, Student Teachers will be able to:

• describe major theories and themes about how children develop
• compare the characteristics of various developmental stages according to different theorists
• identify factors influencing the learning process
• design age-appropriate teaching methods based on developmental theory
• identify individual differences of students and children with special needs
• reflect on their conceptions about child development and its implications for teaching and learning.

Learning and teaching approaches

A variety of learning and teaching approaches will be used throughout the course, such as group work, peer learning, class debates, and discussions. Student Teachers will collaborate on performance-based tasks such as role playing, making informational posters, and writing letters to teachers. The course links learning approaches with assessments to provide Student Teachers with opportunities to accept responsibility for their own learning.
### UNIT 1: Introduction to child development (2 weeks / 6 hours)

Unit 1 gives an overview of the course and the key models, theorists, and debates in child development. Child development is presented as a holistic process.

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### UNIT 2: Early childhood development (2 weeks / 6 hours)

Unit 2 examines the first three stages of child development: infant, toddler, and preschool. It focuses on knowledge essential for primary and middle school teachers about how children grow and how to apply this knowledge to inform teaching practice in children’s later years.

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### Unit 3: Primary school-age child development (3 weeks/9 hours)

Unit 3 explores the physical, cognitive, emotional, and social development of elementary school-age children (6–12 years old). Emphasis is placed on understanding the whole child. Student Teachers will analyse stages of development during this critical period of growth. They will have opportunities to consider how early childhood development can inform their study of primary child development.

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### Unit 4: Adolescence and development (3 weeks/9 hours)

Unit 4 explores the complex changes children undergo as they reach adolescence. The impact these changes have upon adolescent cognitive development, social development, and behaviours such as motivation and identity formation is examined. Critiques of adolescent developmental theory are considered.

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## UNIT 5: Differences in classrooms: Developmental variation and special needs (3 weeks/9 hours)

Unit 5 focuses on learning differences. The role of the school and Instructor in managing and accommodating learning differences in classroom practice is considered. Perspectives on national educational policy in Pakistan on accommodating diverse developmental needs are explored.

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Child development review II |
| 12     | Recognizing disability and learning disorders I: Emotional and behavioural  
Recognizing disability and learning disorders II: Language, physical, and sensory  
Cognitive differences: Delays and giftedness |
| 13     | Addressing special needs in the classroom: Differentiated instruction  
School resources and support services for special-needs students  
Reflection and review |

## UNIT 6: Teachers, family, schools, and society (3 weeks/9 hours)

Unit 6 investigates how families, society, schools, and teachers influence child development. Student Teachers will reflect on major concepts of child development and their implications for teaching and learning. The role of the teacher will be considered.

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| 16     | Schools, families, and communities as partners in child development  
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Course reflection and review |
Textbooks and references

Books


Web resources
Child Development Institute website, designed to provide information and tools parents need to understand their children.
- [http://childdevelopmentinfo.com](http://childdevelopmentinfo.com)

Early Childhood Development (ECD) Pakistan website.
- [http://www.ecdpak.com](http://www.ecdpak.com)

*Encyclopedia on Early Childhood Development* (available in English and Urdu).

*Nurture: Pakistan’s Pioneer Publication on Early Childhood Development*.
- [http://www.ecdpak.com/nurture/about_nurture.html](http://www.ecdpak.com/nurture/about_nurture.html)

Search Institute® is a leading global innovator in discovering what children and adolescents need to succeed in their families, schools, and communities. They present a ‘Developmental Asset Lists’ at

Assignments
Assignments will be listed on a separate handout. These assignments will contribute to your learning and count toward your final grade.

Grading policy
A variety of assessments will be used in the course, including mid-term and final examinations.
Planning Guide
Summary of essential knowledge

The course provides examples of theorists who look at child development from different perspectives. Each has implications for teachers. Although the course includes units on children with special needs and the influence of society and culture, the central emphasis is always on development. (Student Teachers will have the opportunity to study special needs and society/culture in more depth through other course work.)

This summary is for the Instructor’s use in preparing for the course. It has been prepared for educational use only and may not be used for commercial purposes. Instructors may feel free to duplicate any parts of the summary they would like to share with Student Teachers, but they should give proper attribution when citing material for other purposes.

Psychosocial theory

Erik Erikson is an example of a psychosocial theorist. He followed Sigmund Freud’s psychoanalytic theory but altered it. He is best known for his theories on the stages of human development, from infancy to old age. Erikson identified a series of life stages, each of which is related to a life crisis. For Erikson, the way an individual resolves (or fails to resolve) the crisis affects their overall social, psychological, and cognitive development. Erikson theorized that each crisis becomes the goal of a particular stage, and the crisis must be resolved before one can move to the next stage.

There are many implications of Erikson’s theory for education, among them:

- Children need support for resolving developmental tasks. For example, a young child who has not been able to develop trusting relationships with adults at home may have difficulty trusting their teachers. Therefore, teachers working with preschoolers will need to be aware of the need to respond in ways that build trust among their children to enable them to progress to the next stage of their development.

- Children also need classroom environments that provide opportunities for private thinking, interaction with materials, and social interaction.

Behaviourist theory and social learning theory

Behaviourism has had enormous influence on educational psychology. Its influence lingers in outcomes-based perspectives that view learning as a product that can be measured. Behaviourism, also known as the learning perspective, proposes that all things that people do, from acting to thinking and feeling, can be regarded as behaviours. This perspective studies behaviour instead of constructs of the mind. The two most important behaviourist theorists are John B. Watson and B. F. Skinner.

Watson believed that directly observable events—stimuli and responses—should be the focus of study, not the internal constructs of the mind. Watson thought that children could be taught to develop in any way adults wanted if adults controlled the stimulus-response associations. Watson conducted the historic ’Little Albert experiment’ on classical conditioning in the 1920s with his graduate student-assistant Rosalie Rayner. In the experiment, an infant less than one year old was exposed to a white rat, to which he initially exhibited no fear. However, after researchers paired the rat’s
appearance several times with loud noises, the child exhibited distress and began to cry when the rat alone was presented. The child was also fearful of other objects that resembled the rat as well, such as fluffy white toys. In the late 2000s, investigations into the identity and health of the child as well as the experiment’s design raised questions about medical ethics and the validity of the findings. In its time, though, Watson and Rayner’s results were remarkably influential in moulding concepts of child rearing. Watson’s work also informed other psychologists’ efforts, such as Joseph Wolpe, who successfully applied behaviourist techniques to help individuals with phobias and can also be found today in some of the treatment approaches used to combat alcoholism, smoking, and other forms of addiction.

B. F. Skinner, a behaviourist heavily influenced by the ideas of Watson and pioneers such as Ivan Pavlov and Edward Thorndike, also proposed a conditioning theory that reinforcement and punishment form children’s behaviour. According to Skinner, a child’s behaviour can be encouraged by following it with a wide variety of forms of reinforcement, such as praise, a friendly smile, or a new toy. Other behaviours can be discouraged by punishments, such as withdrawal of privileges or disapproval.

*Social learning theory* accepted principles of conditioning and reinforcement of earlier behaviourists and built upon these principals. These theorists also considered inner motivational factors and challenged the assumption that learning represents a change in behaviour. Dr Alfred Bandura is typically associated with social learning theory.

Dr Bandura proposed that observational learning and modelling is the basis for a wide variety of children’s behaviour, such as aggression, helping, sharing, and gender responses. Children acquire skills in the absence of direct rewards and punishment by watching and listening to others around them. Social learning theory outlines three requirements for people to learn and model behaviour: retention (remembering what one observed), reproduction (the ability to reproduce the behaviour), and motivation (good reason to want to adopt the behaviour). Dr Bandura later introduced other cognitive elements to his theory including a focus on intrinsic reinforcement through such motivational factors as a sense of pride, satisfaction, and accomplishment. His idea that families and teachers should promote the self-efficacy of the child is very important in education. *Self-efficacy* is a person’s belief in his or her ability to succeed in a particular situation, and it is a powerful influence on how people think, behave, and feel.

Behaviourism and social learning theory have implications for education. Behaviour modification is often used with children who have behavioural problems. It refers to a set of practical procedures that combine reinforcement, modelling, and manipulation of situational cues to eliminate children’s undesirable behaviours and increase their adoption of socially acceptable responses.

Teachers who promote the child’s feeling of self-efficacy will help the child take risks and try new ideas. Teachers can promote self-efficacy by creating environments that are age appropriate and welcoming to children, accepting that every child has something important to offer and every child can learn, and using teaching methods that allow children to experience success and gain confidence.
Another theory that has proved influential in child development and cognitive psychology is Lev Vygotsky’s socio-cultural theory. Socio-cultural theory proposes that all human development is responsive to and influenced by social context and is the result of the interactions between children and their social environment. For Vygotsky, social interaction precedes development. Consciousness and cognition are the end products of socialization and social behaviour. Social context and environment can include interactions with parents, teachers, friends, and siblings and with objects such as books and toys. Children are active in making these interactions by constructing their own knowledge, skills, and attitudes and not just copying the world around them. Language is critical; people use social and cultural tools such as speech and writing to mediate their environment.

The zone of proximal development is an idea that Vygotsky developed to address a child’s development in relation to certain concepts or abilities. He had in mind those skills a child has begun to develop but has not yet mastered. He refers here to an understanding or skill that is a ‘bud’ or ‘flower’ rather than a fully developed ‘fruit’, in his metaphor. It is this stage of development that the teacher should seek to nurture and develop, helping a child to realize understandings and abilities.

Vygotsky’s theory is considered one of the foundations of the constructivist theory in education. Support of language development and helping to build bridges from the known to the unknown through a rich, interactive learning environment will support children’s learning.

Cognitive model of development
Cognitive models of child development focus on growth of the mind. The emphasis is on children’s logical thinking processes and how they change over time. In this theory, children play an active role in their own development.

Jean Piaget is the best-known cognitive development theorist. His research is known around the world and is very broad, touching on emotional development, peer relationships, moral reasoning, and cognitive development. Piaget argues that children’s thinking is different in kind than adult thinking and that children’s thinking is not a watered-down version of adult approaches, but that it follows a separate logic based on the appearance of things.

Piaget described the evolution of intellectual development from infancy to adulthood in four mostly sequential stages that are characterised as follows:

- Sensori-motor: Birth through 18–24 months
- Pre-operational: 18–24 months through age 7
- Concrete operational: Ages 7 to 12
- Formal operational: Age 12 and through adulthood
Following Piaget’s theory, teachers should:

- Give children opportunities to experiment with physical objects such as water, sand, balls, colour paints, and by going on nature walks. Adolescents can experiment with science lab equipment, cameras, food, and cooking tools.
- Help children reason through problem-solving tasks and deep questions.
- Remember the four stages when developing lesson plans to help guide thinking.
- Present new situations that challenge students to rethink their current understandings.
- Plan group activities so that children can share their beliefs and perspectives with one another.

In the 1960s, Jerome Bruner, another influential theorist, developed an approach that, in contrast to Piaget’s, balanced both environmental and experiential factors. His theory was influenced by Vygotsky and his seminal texts *The Process of Education* (1960) and *The Culture of Education* (1996), and it also paid attention to the social and political context of education.

According to his cognitive theory, categories are how we organize what we learn. He describes three modes of representation:

- Enactive representation (physical activity-based), or concrete thinking
- Iconic representation (image-based), or semi-concrete thinking
- Symbolic representation (language-based), or abstract thinking

Bruner does not propose ‘ages and stages’ in the same way as Piaget. For him, the ability to engage in modes of representation is only loosely associated with age. Bruner suggests that even young children can learn complex material if the instruction is organized in a way that allows progression from concrete to abstract. Often thought of as the father of constructivist education, Bruner presents a view of children as ‘active problem-solvers’ who are ready to explore difficult subjects, provided they are offered the appropriate scaffolding.

*Scaffolding* is a temporary framework erected to support a structure as it is being built, and a *spiral curriculum* is a curriculum that revisits and builds on basic concepts with increasing complexity. Bruner first suggested that scaffolding occurs in early language learning when parents seem to know intuitively how to scaffold their children’s attempts in communicating.

In the classroom, a child may not be able to articulate or explore learning independently, and so the teacher scaffolds learning by providing ways of handling the task that support greater independence; for example, by offering materials, a problem to work out, key questions, an outline, and an interesting task.
In summary, Bruner’s theory suggests:

- When facing new material, a child can follow a progression from concrete to abstract and achieve success.
- Teachers should provide scaffolding for students to differentiate instruction by using concrete, semi-concrete, and abstract examples and materials in their teaching.
- Children benefit from experiences that allow them to categorize information through use of materials as well as ideas.

**Key issues and controversies in developmental theory**

**Nature vs. nurture.** Nature refers to the fact that many human characteristics are inherited. They are part of our biological make-up. For example, most children have upright mobility (walking and running), develop language, and learn to use simple tools. Other genetic characteristics differ from one person to another. For example, people have different-coloured hair and eyes. Some people are tall, others are not. Also, people have different talents and skills. Such psychological traits as temperament (for example, being shy or outgoing), aggression, and intelligence may also be partly influenced by genes. Many characteristics develop slowly as a child matures. Within a wide variety of environments, people develop characteristics that are part of their genetic make-up.

Nurture refers to the influence of a person’s environments. Family, peers, schools, neighbourhoods, culture, the media, and society shape a child’s growth and development. Physical characteristics are affected by nutrition. Mental ability is enhanced by interaction with people in a stimulating environment. Social skills are influenced by the people around a child.

Historically, the relative influences of nature and nurture have been a source of debate among developmental theorists. Increasingly, however, those who study development are beginning to realize that nature and nurture are interconnected.

**Universality vs. context specific.** Some development seems universal. Almost all young children learn to sit, crawl, walk, and run in that order. Other changes are highly individualistic, reflecting a context-specific nature. For example, children differ in strength and the ability to keep running fast as they engage in physical activity. Some theorists propose that genetics lead to universality. Others say that children acquire similar ways of thinking about the world because, despite their unique interactions with objects and people, they are all likely to see similar things occur (for example, objects always fall down rather than up, and people often get angry when something is grabbed away from them).

**Continuity vs. discontinuity.** Sometimes development comes in sudden, dramatic changes in behaviour or thinking, reflecting discontinuity, or discontinuous change. For example, when children learn to run, they move their bodies forward in a way that is very different from walking. When they begin to talk in two-word sentences rather than with single words, they are, for the first time, using early forms of grammar that restrict the ways in which they combine words. More often, however, development occurs as a gradual process, with many small additions to behaviours and thought.
processes, reflecting continuity, or continuous change. Theorists’ fascination with discontinuous change is reflected in their tendencies to identify development in ‘stages’, or fixed periods of time during childhood and adolescence when changes occur.

Stages need to be thought of as theories that help us to explain progress. Many children display traits of two or more different stages at the same time. Thinking about stages is helpful because it is clear that children of different ages tend to think and act in extremely different ways.

There is a great deal of value at looking across the developmental span of preschool through adolescence. Primary and middle school teachers who understand how children grow are more equipped to engage in informed, intelligent practice in a child’s later years. Developmental ‘ages and stages’ are descriptive of what children tend to do, however, not prescriptive of what every child should do.

Differences in development and special needs

It is important to keep in mind that no child develops in exactly the same way as another. Some difference is normal. Children usually grow cognitively, socially, emotionally, and physically at different rates. Of course, some children develop outside of normal limits, and education works to accommodate those children, as well. Given the varied strengths (and weaknesses) of children and young adults in the realities of classroom practice, schools must be prepared to consider student differences. A number of strategies attempt to address special-needs children in the regular classroom; for example, through differentiated instruction and inclusive education. Student Teachers need to consider the role of the school and the Instructor in managing and accommodating learning differences in classroom practice.

While child development theories differ in their focus areas and attempt to explain how children learn, they are similar in their underlying assumption that all children can learn. The theories seek to explain why children learn differently and demonstrate different strengths and needs at different stages of growth.

In some cases, children have more constant needs, such as those with disabilities. Pakistan’s educational policy has shifted in the past decade and is working toward including more children with cognitive and physical disabilities in mainstream classrooms as well as developing separate facilities that work with students with special needs. Regardless of the approaches toward accommodating learning differences, it is important for teachers to recognize and seek to build on student strengths. Families, society, schools, and teachers all influence a child’s development and should work together to provide an environment in which the child can grow and thrive.
Common misconceptions about child development
Teachers in training are likely to enter their program with some or all of the following common misconceptions about child development and how it interacts with human learning. The Instructor needs to be aware of them and constantly search for ways to help Student Teachers confront and critique them.

Common misconceptions about human learning:
- The child is an empty vessel into which the teacher pours knowledge.
- Coverage of a broad set of key concepts in a discipline is essential (versus understanding a few concepts in depth).
- Memorization of key concepts and facts demonstrates learning (versus deep understanding and the ability to apply information in new situations).
- Teachers should aim to teach to the level of the average student (versus differentiating instruction so that each child is learning at their own level and pace).

Common misconceptions about developmental theory:
- Development is fixed and invariant across cultures (versus culturally situated).
- Theory tells us what children can and should do at different ages and stages (versus a description of possibilities).
- Intelligence is fixed and cannot be changed.
About the Planning Guide

The Planning Guide is organized to provide examples of what can be done with the course content without suggesting that there is one best way to plan and teach. Faculty members may prefer to create their own plans using the guide as an additional resource. All faculty are encouraged to accept the challenge of teaching in ways that promote active learning. Those who have not used active learning strategies may begin by experimenting with one or two ideas and trying out a small change, such as asking Student Teachers to read something in advance and talk about it in small groups at the beginning of a session, gradually moving to progressively more student-centred classroom practices.

The Planning Guide is structured in the following way:

Combined, the units cover 16 weeks of instruction. Each week, Student Teachers are expected to attend three sessions, each one hour long. This document provides faculty with up to two lesson options for each session that they can use to guide planning and teaching. For a few sessions, three options are provided.

In addition, lesson plans are provided for two lessons in Unit 1 for faculty who would prefer an illustration of planning from the unit options. Lesson plans, too, appear at the end of the unit.
Sample assignments

Assignments are suggested in many of the session plans. The Instructor will want to use his or her own judgment in using these or choosing others. In general, short-term assignments will include activities such as reading an article, preparing something for class, or bringing in materials. Longer-term assignments should allow Student Teachers to integrate their learning. Some examples are below. Assignments of long-term projects will need to be built into session plans at the Instructor’s discretion.

Sample assignment 1: Individual reflective journal from field observations

All Student Teachers taking the course will be expected to conduct observations of children. Student Teachers will be expected to find their own observation sites and secure permission to observe either at a local school or community organization working with children. Student Teachers’ observations of children will involve one hour outside of class each week. Observation notes will need to be maintained, and Student Teachers will also need to write a one-page reflection per week focusing on topics that the Instructor assigns. Weekly observation journal topics will encourage Student Teachers to connect course content with field observations. Specific data collection and observation techniques will be explained by the Instructor.

Sample assignment 2: Child study

Note: This assignment could incorporate the individual reflective journal. It is also a good assignment to coordinate with other faculty. For example, the Science Instructor or Islamic Studies Instructor might want to require observation of how children are learning these subjects. Components assigned by other faculty should be graded by that faculty. The assignment might also become part of a larger portfolio to be developed over the two to four years of the program.

Student Teachers taking the course will be required to write a study about a child between 5 and 10 years old. The purpose is to follow the child’s development in school. Ask the Student Teachers to arrange with a school that is convenient to conduct a child study. The class teacher may have suggestions about which child to study. Student Teachers should choose a child who does not seem to be a problem to the teacher and whose behaviour, learning needs, and the like are typical. Permission will need to be obtained from the child’s parents. The study will not evaluate the child but document growth. The child may be a relative or someone the Student Teacher has not met before. If the Student Teacher chooses a relative, they should obtain permission from the child’s teacher to visit the school and plan to observe at the school for 40 to 60 minutes a week for eight weeks.

Once the study is completed and graded, the Student Teacher should set up a time to meet with the class teacher and a separate time to meet with the parent or caregiver to go over what they have learned. The Student Teacher should also be prepared to discuss this with other Student Teachers in class.
The study should include the following headings:

- Introduction
- Subject’s first name
- Subject’s sex and age
- Setting where observation and interaction occurred
- Other persons present

Additional information that makes the report clear and descriptive should also be included. For example, Student Teachers should talk with the parents and teacher to find out all they can about the child. Information such as date of birth, when she or he first walked, first words should be collected. The Student Teachers should then write a description of the child, with the child’s interests, strengths, and needs, and include a physical description. The Student Teacher may also interview the child to gain additional information. Overall, the data collected may include:

- A description of the child at school (including their friends, interactions with peers and teacher, samples of schoolwork, etc.).
- A description of the child’s physical, cognitive, emotional, artistic, and self-help skills, as observed.
- Feedback from the child’s caregivers about their perceptions regarding the child’s physical, cognitive, and emotional skills.

During the semester, Student Teachers should collect information about the child by observing and taking notes. As they take notes, they should write down what they actually see, not opinion. For example, one might write, ‘Nida has a frown on her face and there are tears in her eyes. She hits the table with her fist’. This would let the reader see what the Student Teacher observed. If instead the Student Teacher wrote ‘Nida is angry’, the Student Teacher would be interpreting what they saw, but the reader would not be sure exactly what the Student Teacher actually witnessed.

Student Teachers should try to observe the child during each of the primary school subjects (e.g. science, mathematics, reading/language, arts, and calligraphy), at play, and at lunch. They should then write a brief summary of each observation focusing on what they observed. In a separate paragraph, the Student Teacher should describe how the observation connects to what they are learning about child development in class.

The Student Teachers’ reports should include:

- A narrative summarizing their observations and what they have learned.
- An analysis of how their observations link to the concepts taught in this course.
- Field notes as an appendix to the document. These will include, for example, notes from interviews, questionnaires they may have devised, and notes from observations.

The report may also include suggested recommendations for the class teacher. Depending on the context, these may or may not be shared by the Student Teacher with the class teacher.
Sample assignment 3: Group project and presentation

At the beginning of the semester, Student Teachers will choose one unit for a group project to present to their classmates. Topics will include pre-primary education, primary education, adolescence, special-needs education, and inclusive education. Each group will write a letter of advice to future teachers, making recommendations on how to best support child development and learning for each of the topics. Letters should include at least 10 suggestions for practice and give justifications based on theory, cases, and methods studied in class. In other words, Student Teachers will write and support what teachers can do in a classroom to foster positive development and why. At the end of each unit, the group assigned will prepare a presentation of their ideas in the letter to the class.

Assessments

Multiple forms of assessment will be used in the course. Many of these may be new to Student Teachers. By using multiple forms of assessment, the Instructor will have many windows into the knowledge, skills, and dispositions of Student Teachers. These assessments are in addition to college and university examinations. They will provide a good model for Student Teachers of how to assess student knowledge, skills, and dispositions. In general, you will find suggestions for assessment included with each unit.

Plan to collect information about Student Teacher progress to help adjust your teaching and to provide feedback to Student Teachers. This could include activities such as:

- **Short quiz.**
- **Minute paper.** Ask Student Teachers to take one minute to write a response to what they are learning in class.
- **Observing and recording.** Keep a log in a small notebook. Notice Student Teacher involvement in the activity that is underway. Make note of their engagement. From time to time, you may wish to look at the log and note who is not mentioned. Make a point to notice who does not contribute to small groups, who dominates, and the like. Write down questions you hear Student Teachers ask, facial expressions, body positions, and gestures. Consider what your notes tell you about how Student Teachers relate to the topic at hand. Your log should help you think about the class holistically and pinpoint issues that may need more attention or those that require additional support for a particular Student Teacher. Your notes also help you to judge whether you need to reframe the activity, clarify explanation, and the like.
- **Journaling.** Have Student Teachers keep a course journal. Following each session, have them record reactions to the session, what they are learning about themselves, and what they are learning about teaching. This can be an effective tool for metacognitive development.

For the journal to be effective as a learning tool, you need to periodically look at them and provide comments. (There is research on journaling that shows that when instructors fail to comment on dialogue journals, students write less and less in their journals.) You might check a few journals each day so that everyone gets feedback once over a two-week period.
Another strategy is for Student Teachers to share their journals and make these the subject of discussions about their own learning strategies and styles. This further helps develop their metacognitive skills and emphasis on collaborative community. You can also keep your own journal about yourself as an Instructor, your reactions to a session, and similar topics and share it with Student Teachers in an exchange.

- **Reading log**  
  Readings will be drawn from a variety of sources. Student Teachers are expected to develop a list of assigned readings with notes about each. These notes, or annotations, should be about a paragraph in length.

- **Portfolios.** There is no single standard formula for a course portfolio, but portfolios can spotlight student learning and record a process of scholarly inquiry of approaches into a particular subject. Course portfolios serve several functions: they serve as an aid to memory (‘what worked, what didn’t?’), they help in investigating student learning (‘are they learning what I am teaching?’), and they are available to others for discussion, feedback, and formal review. A course portfolio is a collection of work by Student Teachers that ‘tells the story’ and provides evidence of learning and development during the course. The portfolio for the Child Development course might include:
  - Extracts from the journal
  - Samples of work from the course, including all assignments and reflections as well as a selection of class work
  - Photographs
  - Peer observations
  - Project work

  Student Teachers should decide what to include in their portfolio and create a table of contents. Making decisions about what to include is part of the process of preparing a portfolio, and Student Teachers should be encouraged to think about what to include to best reflect their learning and development during the course. Remind them, though, that an ideal portfolio is brief and complete.

**Summative assessment** is important, too. In addition to the tests that are given by the college or university, you will want to have your own summative assessment. For example, if you assign the child study or the group project described above (in the section ‘Sample Assignments’), the completed product will make an excellent summative evaluation, offering you a window on to how well the Student Teachers have learned. Combined with formative assessments and journal reviews, a summative assessment will contribute to an overall picture of each trainee teacher’s progress.
Unit overview

Unit 1 gives an overview of the course and the key models, theorists, and debates in child development. Development is seen as a holistic process. Faculty Resources includes assignments and readings for the unit.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics/themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of growth and development</td>
</tr>
<tr>
<td></td>
<td>Psychosocial models</td>
</tr>
<tr>
<td></td>
<td>Behaviourism and socio-cultural models</td>
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<td>2</td>
<td>Cognitive models</td>
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<tr>
<td></td>
<td>Factors that affect the child: Key issues and controversies</td>
</tr>
<tr>
<td></td>
<td>Approaches to classroom development</td>
</tr>
</tbody>
</table>

Learning outcomes

- describe major theories and big themes about how children develop
- reflect on their conceptions about child growth and development
- compare and contrast views about the effect of nature and nurture on child development
- identify factors that influence child development.

Essential questions

- How much do children determine their own behaviour? How much does society determine a child’s behaviour?
- What does it mean for development to be normal?
- What happens to children who are not normal when we talk about normal development?

Enduring understandings

- Child development is not a static field. The theories it involves and the best practices that grow out of those theories are evolving and remain widely debated.
- Theories represent different perspectives on children. This is expected given the great variety in the way children develop.
- Many different people have many different, yet valid, theories on how children develop.
Additional resources

Books


Web resources

- [www.psyb.bbk.ac.uk/people/academic/thomas_m/MRCPsych_thomas_cog-dev_140305.pdf](http://www.psyb.bbk.ac.uk/people/academic/thomas_m/MRCPsych_thomas_cog-dev_140305.pdf)

‘Erik H: Erikson: A Life’s Work’ (video).
- [http://www.youtube.com/watch?v=mtlKXofxT-4](http://www.youtube.com/watch?v=mtlKXofxT-4)

Erikson’s stages. (PowerPoint presentation of all eight stages; you may wish to use through the slide for 15–18 years):

PowerPoint presentation with a detailed presentation of Piaget’s theory and critique:
- [www.virtualpsychology.co.uk/powerpoint/PiagetsCognitiveDevelopment.ppt](http://www.virtualpsychology.co.uk/powerpoint/PiagetsCognitiveDevelopment.ppt)

- [http://tigger.uic.edu/~lnucci/MoralEd/overview.html](http://tigger.uic.edu/~lnucci/MoralEd/overview.html)

Noam Chomsky’s nativist approach to language development.
- [http://www.chomsky.info](http://www.chomsky.info)

An overview of ‘Chomsky’s Stages of Language Development’ is available at:

Read ‘Carl Rogers, Core Conditions, and Education’ about Carl Rogers’ holistic theory of personality and its implications for education at:
- [http://www.infed.org/thinkers/et-rogers.htm](http://www.infed.org/thinkers/et-rogers.htm)
Resources for this unit in Faculty Resources

Student Teacher readings
‘Erik Erikson’s Theory of Child Development’
‘Behaviourism and Social Learning Theory’
‘Socio-Cultural Theory: Lev Vygotsky’
‘Cognitive Theories’
‘Piaget: Changing Ideas about Children’s Learning’
‘Key Issues and Controversies: Three Big Debates’

Faculty resources
‘Comparing Examples of Developmental Theory: Table’

Student Teacher activities
‘Identifying Erickson’s Stages of Child Development’
‘Review: Comparing Examples of Developmental Theory: Table’

Unit 1: Session planning guide

Week 1, session 1: Overview of growth and development

Notes for the Instructor
Many of the sessions require readings from Faculty Resources or assignments to be completed prior to the session.

Student Teachers who are not used to preparing before class discussion on a topic will need to be socialized into making preparation in advance. If a reading or assignment is required for a session, it will be listed at the beginning of the session option for which it is required. Look ahead to see if an assignment needs to be made or if you want to assign alternative readings.

Three options are provided for this session. Faculty who are comfortable with learner-centred active learning may want to try Option 3. Option 3 is also a good choice for assessing and building on Student Teachers’ prior knowledge.

Option 1

**Introduction to the course (15–20 minutes)**
Give a brief overview of the importance of child development for teachers.

**Brainstorming (5 minutes)**
Exploring conceptions of child development and growth: Ask the following questions and give Student Teachers a moment to write down the first ideas that come to mind.
There are no right or wrong answers.

- How do you think children grow and develop?
- What is the difference between growth and development?
- What part does a child’s heredity play in his or her growth and development?
- What part does family, culture, and environment (e.g. city or country) play on a child’s growth and development?

Pair-share (5–10 minutes)
Ask Student Teachers to talk to the person next to them or on either side about their lists and select a few responses to each question.

Whole group discussion (20 minutes)
Take as many ideas from Student Teachers as time permits for each question. (Ideas may be noted on chart paper by the Student Teachers or simply discussed and summarized on the board. Note ideas that are repeated or on which there is consensus across the class.)

Point out that during the semester, they will encounter different answers to these same questions.

Review of Syllabus (10 minutes)
Hand out copies of the Syllabus. Give Student Teachers an opportunity to look it over and then highlight the various sections.

Point out that the approach to teaching and learning that will be used in this course may be very different than their previous educational experiences. Some of them may find it uncomfortable at first. Encourage them to give it time, try to enter into activities, and do their best.

Option 2

Introduction (10–15 minutes)
Give a brief overview of the importance of child development for teachers.

Self-reflection on development (10–15 minutes)
Ask Student Teachers to complete the following list, working individually. Ask them to answer the questions quickly and to the best of their recollection. Tell them that answers will be used for discussion and not to worry about how accurate they are. Student Teachers should write down what they remember, not an exact description. (Some Student Teachers will not remember; they may want to think about a younger sibling or a relative.)

- What does your family tell you about your infancy? (For example, what was your appearance, interaction, temperament, and growth?)
- As a preschooler, what were you like? (For example, what were your food preferences, when did you learn to walk and talk, what was your appearance, how did you interact with others, what were your first words, what was your temperament and growth?)
• What were you like at school age? (For example, what was your level of achievement, did you like school, who were your friends, what were your food preferences and language, what did you like to play, when did you learn to read, and when did you learn to write?)

Small group share (15 minutes)

Ask Student Teachers to share in groups of three to five people.

Ask them to notice what is alike and what is different in their experiences.

Whole group discussion (15 minutes)

Elicit ideas from a few of the groups on the following question: ‘What do you think this activity can tell you about what to expect from a course on child development?’

Review of Syllabus (10 minutes)

Hand out copies of the Syllabus. Give Student Teachers an opportunity to look it over and then highlight the various sections. Point out that the approach to teaching and learning that will be used in this course may be very different than their previous educational experiences.

Option 3

Introduction (5 minutes)

Offer a brief introduction and welcome to the course.

Brainstorm (20 minutes)

Form groups of four to five Student Teachers.

Next, ask the class members to brainstorm answers to the following questions, based on what they already know from their own experiences:

• What are children like during: preschool, primary school, middle school, and as adolescents?

• What kinds of activities appeal to children during these periods? Which topics would you choose for each age group to learn at school?

Remind Student Teachers that there are no right or wrong answers, and to share their opinions.

Ask each group to create columns on chart paper (per the diagram below) to record their ideas.

Remind Student Teachers to not spend time making a decorative chart. They should list headings and quickly put down their ideas, filling in as much information as possible in the given time.

Note: New undergraduate students often spend energy on creating the poster rather than the ideas. Insist that they focus on substance, not form. Discourage drawing a table grid or borders around the page.
What are children like during this period?
What kinds of activities appeal to children during this period?
Which topics would you suggest for children to learn about during this period?

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Younger primary school</th>
<th>Older primary school/middle school</th>
<th>Adolescents</th>
</tr>
</thead>
</table>

**Gallery walk (10 minutes)**
Have groups post their work. Ask Student Teachers to walk around and look at what others have done. Do not comment on their choices.

**Mini-lecture and summary (10 minutes)**
Point out that based on our own common sense and experience, we know a lot about how children learn and grow. We have ideas about what they like to do and what they need to know. Use this activity to focus remarks on why the study of child development can benefit teachers.
Week 1, session 2: Psychosocial models

The readings for this session (listed below) are available in Faculty Resources. You may want to assign them prior to the session or as a follow-up.

- ‘Erik Erikson’s Theory of Child Development’
- ‘Identifying Erikson’s Stages of Child Development’

Option 1

Note: This option is also available as a fully developed lesson plan at the end of Unit 1.

Review (5–10 minutes)
Point out that we can learn a great deal about child growth and development by thinking about our own childhoods.

Ask questions to stimulate thinking. Ask Student Teachers to write down the first thought that comes to mind:

- What are one or two major events that occurred in your life as a child? or
- What major events are happening in the lives of your own children?
- Did the way you handled those experiences (as a child or parent) affect you (or your children) in positive or negative ways?

Lecture (20–30 minutes)
Review the stages of Erikson’s psychosocial development model.

For notes on making lectures more meaningful for Student Teachers, see Option Details at the end of Unit 1.

Pair work (15 minutes)
Ask Student Teachers to complete the ‘Identifying Erikson’s Stages of Child Development’ handout in pairs. Go over the answers with the class.

Reflection and discussion (10 minutes)
Ask Student Teachers if they agree with the linear structure of Erikson’s model.

Ask Student Teachers if children move on to other stages of development if they have not resolved previous stages.

Point out that Erikson did not believe so, but people have different opinions.
Option 2

Review (5 minutes)
Ask Student Teachers to reflect and write down ideas on the question: ‘What are some major social and psychological issues facing Pakistani children of different ages today?’

Lecture (30 minutes)
Elicit several ideas from the review and write them on the board or chart paper. Ask Student Teachers to keep their lists as they will refer to them at the end of the period.

Review the stages of Erikson’s psychosocial development model, referring to the list, if possible.

Reflection (10 minutes)
Ask Student Teachers to identify incidents in their own lives that demonstrate one or more of the first five developmental stages according to Erikson.

Ask how their actions affected their ability to resolve the ‘crisis’ of that stage, and to share briefly with a partner.

Group discussion (15 minutes)
Break the class into groups of four or five and discuss the points they wrote down at the beginning of class about issues facing Pakistani children. Ask the following questions:
• How would Erikson classify these problems into a stage/struggle?
• What are some suggestions for practices based on the model that could address these issues for Pakistani youth?

Week 1, session 3: Behaviourism and socio-cultural models

Readings for this session (listed below) are available in Faculty Resources. You may want to assign them prior to the session or as a follow-up.
• ‘Behaviourism and Social Learning Theory’
• ‘Socio-Cultural Theory: Lev Vygotsky’

Option 1

Review (5 minutes)
Lead participants to review the main concepts of the psychosocial perspective from the previous session.

Lecture (30 minutes)
Review the main ideas of behaviourism, social learning theory, and socio-cultural theory and the different theorists associated with these ideas.
Discussion (10 minutes)
Ask the following questions:
• How do these theorists’ ideas differ from the psychosocial theorists?
• What criticisms do you have of the theories?

Group work (15 minutes)
Ask Student Teachers to think of an example of how teachers or other children try to modify children’s behaviour using reinforcement or punishment.

Ask group members to share observations and anecdotes, and then choose one example to share with the whole class.

Take a few minutes for whole-class sharing.

Option 2

Review (5 minutes)
Lead participants to review the main concepts of the psychosocial perspective from the previous session.

Group work (20 minutes)
Divide participants in groups of four to five to review the readings. Assign a theorist (Watson, Skinner, Bandura, or Vygotsky) to each group and ask them to prepare to present the main ideas of the theorist assigned to them. Depending on the number of Student Teachers, there may be more than one group per theorist.

Ask participants to prepare to present the main idea of the theorist, criticisms, and an example of how a teacher would use the theory in the classroom.

Presentations (20 minutes)
Each group has four to five minutes to present a theorist’s main ideas to the class (depending on the number of groups). If there is more than one group for a theorist, notice any differences in interpretation.

Lecture (15 minutes)
Using the main ideas from each group presentation, correct understanding and highlight how the perspectives of theorists differ. Note that teachers usually use ideas from several theories.

Looking ahead
Option 2 in the next session (Session 4) requires some preparation. Ask Student Teachers to bring articles, pictures, or titles from newspapers or magazines that are related to children in some way. They may bring in more than one. The Instructor should bring additional material (sufficient to conduct a small group activity).
Week 2, session 4: Cognitive models

Reading for this session is available in Faculty Resources. You may want to assign them prior to the session or as a follow-up.

- Cognitive Theories
- Piaget: Changing Ideas about Children’s Learning

Option 1

Group work (jigsaw) (20 minutes)
Assign Student Teachers to small groups and ask them to discuss the reading. Assign half the group to consider Piaget and half to consider Bruner.

Ask the following question: ‘How is Piaget’s (or Bruner’s) cognitive model of development different from psychosocial, behaviourist, and socio-cultural models?’

Ask the groups who discussed Piaget to join a group that discussed Bruner. Have the combined groups each take five minutes to explain their discussion to each other.

Lecture (20–30 minutes)
Cover the key ideas of Piaget’s theory of cognitive development, present the four stages of cognitive development, and discuss the implications for teaching practice. (Alternatively, use a PowerPoint presentation; one is listed in references for this unit.)

Contrast these with Bruner’s ideas about modes of representation.

Think, pair, share (10 minutes)
Ask Student Teachers to work with a partner and think of one to three short classroom activities that reflect cognitive theory’s implications for teaching practice.

After working in pairs, call on several partners to share one activity idea with the class and explain how it reflects Piaget’s or Bruner’s cognitive theory.

Option 2
The lesson plan for this option is at the end of Unit 1.

Assignment
At the end of Session 3, ask Student Teachers to bring an article, picture, or title from newspapers or magazines that is related to children in some way. They may bring in more than one. The Instructor should bring additional material (sufficient to conduct a small group activity).
**Review (5 minutes)**
Ask Student Teachers to quickly write down the names of the theories studied in the course so far in their order of preference. Ask a few Student Teachers to share their first choice and why.

**Classifying articles and pictures (20–30 minutes)**
Ask Student Teachers to meet in groups.

Each group will spread their articles and pictures on a table or desks and look at them.

Ask them if they can find any categories that they could use to group the articles and pictures. Accept their groupings.

Provide chart paper, markers, and paste or tape and have them mount the materials on chart paper and label their categories.

Ask groups to post them in the room. (Move around the room to observe during the activity. Notice how groups make their decisions.)

Give Student Teachers a few minutes at the end to walk around the room and look at various ways people grouped pictures and articles and answer questions asked by their peers.

**Lecture (30 minutes)**
Talk about what you noticed as people developed groups. Point out that Bruner talks about how people categorize things. His theory describes categories of thinking: concrete, semi-concrete, and abstract. Compare Bruner’s idea of categorization to Piaget’s idea about how the mind creates categories or schema. You may want to show the PowerPoint presentation to describe Piaget’s theory in more detail available at:

- [www.virtualpsychology.co.uk/powerpoint/PiagetsCognitiveDevelopment.ppt](http://www.virtualpsychology.co.uk/powerpoint/PiagetsCognitiveDevelopment.ppt)

Ask Student Teachers if they have changed their preference for theories they have studied after the session on cognitive theory. Ask them to explain why or why not to the class, taking as many opinions as time permits.
Week 2, session 5: Factors that affect the child—Key issues and controversies

The reading for this session is available in Faculty Resources: ‘Key Issues and Controversies: Three Big Debates’. You will also need the handout from Faculty Resources ‘Comparing Examples of Developmental Theory’.

Option 1

Review (15 minutes)

This is an activity that will help Student Teachers review the unit and assess how well they are learning.

Before class, write the following on strips of paper, mix them up, and place randomly on tables:

These are the names of major theories studied, names of theorists studied, and major concepts proposed by each theorist.

<table>
<thead>
<tr>
<th>Theorist and theory</th>
<th>Birth: 18 months–2 years</th>
<th>Preschool: 2–4 years</th>
<th>Younger children: 4–6 years</th>
<th>Older children: 7–12 years</th>
<th>Adolescence: 13–19 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erikson</td>
<td>Psychosocial theory</td>
<td>Industry vs. inferiority</td>
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<tr>
<td>Watson</td>
<td>Behaviourist theory</td>
<td>Learning identity vs. identity diffusion</td>
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<tr>
<td>Skinner</td>
<td>Socio-cultural theory</td>
<td>Zone of proximal development</td>
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<tr>
<td>Bandura</td>
<td>Cognitive theory</td>
<td>Sensori-motor</td>
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<tr>
<td>Vygotsky</td>
<td>Trust vs. mistrust</td>
<td>Preoperational thinking</td>
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<tr>
<td>Piaget</td>
<td>Autonomy vs. shame and doubt</td>
<td>Concrete operations</td>
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<tr>
<td>Bruner</td>
<td>Learning initiative vs. guilt</td>
<td>Formal operations</td>
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<td>Enactive representation</td>
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<td>Iconic representation</td>
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<td>Abstract representation</td>
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</table>

Also before class, create the following headings across a wall or on a whiteboard:

Ask Student Teachers to walk around the room and ask them to group theory, theorist, and terms in the right categories. Everyone can consult and be involved. Provide tape to Student Teachers to post their groupings on the wall or a chalk/whiteboard. Do not correct them but allow Student Teachers to look at what they are doing and make corrections.

After 10 minutes, ask everyone to stop. Hand out ‘Comparing Examples of Developmental Theory’ from Faculty Resources. Give them five minutes to try to complete the groupings.

Note: This activity could be extended for the whole session with more discussion about choices and time for critique of decisions and correction of misconceptions.
Individual activity (10 minutes)
Ask Student Teachers to take out a piece of paper and write down their favourite food, favourite school subject, the age they stopped growing taller, a special talent or skill, and the way they prefer to spend time (with friends or family).

Active lecture (20 minutes)
Pose the question: ‘Where do our preferences, characteristics, growth patterns, and talents come from?’

Elicit the opinion of Student Teachers:

- How many people in the class think that who we are is basically inherited from our parents? (Ask for a show of hands.)
- How many people think we are basically shaped by our environment, by family and culture? (Ask for a show of hands.)

Talk about how the issue of heredity and environment has led to three interrelated debates: nature versus nurture, universality versus context specific, and continuity versus discontinuity. Provide an explanation for each.

Ask Student Teachers to follow up by reading ‘Key Issues and Controversies: Three Big Debates’ in Faculty Resources for homework.

Option 2

Review (15 minutes)
As above, in Option 1.

Lecture (25 minutes)
See Faculty Resources, ‘Key Issues and Controversies: Three Big Debates’. Give an overview of the three debates: nature versus nurture, continuity versus discontinuity, and universality versus context specific.

Pair activity (10 minutes)
Student Teachers break into pairs. Ask them to come up with an example of a situation for each debate (nature versus nurture, continuity versus discontinuity, universality versus context specific).

Discussion (10 minutes)
Ask the class to come together and have groups share their answers.
Week 2, session 6: Approaches to classroom development

Option 1

**Group discussion (5 minutes)**
Ask the Student Teachers to think back to their experiences in the classroom as children. Take an informal classroom survey of when they learned to read. Is there variation? What are some possible explanations for the variation?

**Lecture (20 minutes)**
Discuss the concept of diversity of developmental abilities in classrooms and how major instructional approaches respond to that diversity.

At the end of the lecture, ask Student Teachers to share with a partner one thing they learned.

**Unit review (10 minutes)**
Review the major concepts and themes of the unit.

**Concept web poster activity (20 minutes)**
Student Teachers consider the models discussed in the lecture. Ask Student Teachers to think about whether there are any connections that can be made to theorists and the major concepts discussed.

Ask Student Teachers to make a web of concepts and relationships in groups on a poster. These are shared with the class.

**3-2-1 (5 minutes)**
Ask Student Teachers to write down three things they have learned, two that they would like to know more about, and one idea or skill they have mastered from the unit.

**Option 2**

**Review (5 minutes)**
Lead a review of the major debates in child development.

**Think, pair, share (10 minutes)**
Ask Student Teachers to consider their strengths as learners. Ask them to share one of these strengths with a partner. Each partner reports the strengths of the other to the class. Discuss: ‘Are there differences within the class or does everyone have the same strength?’

**Lecture (20 minutes)**
Discuss the concept of diversity of developmental abilities in classrooms and how major instructional approaches respond to that diversity. At the end of the lecture, ask Student Teachers to share one thing they learned with a partner.
Self-reflection (5 minutes)
Ask Student Teachers, ‘Which models do you recognize? Which are foreign to you? Which model is typical of schools in Pakistan?’

Unit review (15 minutes)
Review the major theorists, themes, and concepts from the course.

Miniature essay (5 minutes)
Ask Student Teachers to write about one concept covered in the course that they are interested in learning more about. Ask them to explain how they intend to do so.

Sample lesson plans

Week 1, session 2, Option 1: Psychosocial models

Learning outcomes
Student Teachers will be able to:
- describe Erikson’s psychosocial theory and identify practical classroom applications
- reflect on their conceptions of child growth and development.

Prerequisite
Student Teachers will have read ‘Erik Erikson’s Theory of Child Development’ (in Faculty Resources).

Materials
One of the following:
- YouTube video on Erikson at: http://www.youtube.com/watch?v=mtlKXofxT-4
- PowerPoint presentation ‘Factors that Influence Youth Culture’ at: myclass.peelschools.org. (Use through the slide on page 18.) Search Factors that Influence Youth Culture + myclass.peelschools.org to download the PowerPoint.

Learning experiences and activities

Review session 1 (10 minutes)
Show the following quotation on an overhead or have it written on the chalk/whiteboard:

We are studying [children] from every possible biological and cultural angle, putting the results together for one common goal: that tomorrow’s children may have life more abundantly, because we are learning from today’s children.

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1 W. M. Krogman, 1953 Science, p.3. (http://www.sciencemag.org/content/117/3041/local/ed-board.pdf)
Ask Student Teachers to think about how the quotation applies to teachers. Elicit two to three opinions. (There is no right answer, but the quotation is thought-provoking.)

Point out that they can learn a great deal about the child growth and development theories they will be learning about by thinking about their own childhoods or observing the children in their families.

Ask questions to stimulate thinking:

- What are one or two major events that occurred in your life as a child, or what major events are happening in the lives of your own children?
- Did the way you handled those experiences (as a child or parent) affect you in positive or negative ways?

Ask Student Teachers to keep their answers to these questions in mind as you talk about child development from the psychosocial perspective of Erik Erikson.

**Active lecture (20–30 minutes)**

Review the stages of Erikson’s psychosocial development model. (This may be done by viewing the video or PowerPoint presentation about Erikson; two resources are listed above.)

Erikson’s developmental stages from birth to adolescence:

1) Trust vs. mistrust (0–1 year old)
2) Autonomy vs. shame/doubt (2–4 years old)
3) Learning initiative vs. guilt (4–5 years old)
4) Industry vs. inferiority (5–12 years old)
5) Learning identity vs. identity diffusion (13–19 years old)

Answer questions.

Ask if they can recall the stages of play that Erikson identifies and give an example.

- Autocosmic play (self-play)
- Microcosmic play (small toys and things)
- Macrocosmic play (social)

**Pair work (15 minutes)**

Student Teachers complete the ‘Identifying Erikson’s Stages of Child Development’ handout in pairs. Give Student Teachers a few minutes to work together, then go over answers with the class.
Reflection and discussion (10 minutes)
Ask Student Teachers if they agree with the linear structure of Erikson’s model.

Ask: ‘Can children move on to other stages of development if they have not resolved previous stages?’

Point out that Erikson doesn’t think so, but people have different opinions.

Summarize (1 minute)
Briefly summarize by stating that in this session we have thought about Erik Erikson’s psychosocial theory of development. In the next session we will look at behaviourist and socio-cultural theories.

Assessment
Use observation for ongoing (formative) assessment of this lesson. Notice who contributes to class discussion and who over-contributes. As Student Teachers engage in pair work, walk around the room and listen to their conversations. After class, you may want to make notes as part of a record of participation.

Week 2, session 4, Option 2: Cognitive models

Learning outcomes
Student Teachers will be able to:

- describe Piaget’s cognitive theory and identify practical classroom applications
- describe Bruner’s modes of representation and identify practical classroom applications
- reflect on their conceptions of child growth and development.

Prerequisite
Student Teachers will have read ‘Cognitive Theories’ (see Faculty Resources).

Materials

- Newspaper clippings, pictures from magazines, titles from newspapers or magazines, and advertisements that depict or describe children.
- Detailed PowerPoint presentation of Piaget’s theory and critique:
  - www.virtualpsychology.co.uk/powerpoint/PiagetsCognitiveDevelopment.ppt

At the end of Session 3, assign Student Teachers to bring in pictures, short newspaper articles, titles from newspapers of magazines, or advertisements that depict or describe children.
Learning experiences and activities

Review session 3 (5 minutes)
Ask Student Teachers to quickly write down the names of the theories they have studied in the course so far in their order of preference. Ask a few Student Teachers to share their first choice and why (e.g. psychosocial theory, behaviourist, socio-cultural models, or they may name theorists Erikson, Skinner, Watson, Bandura, or Vygotsky).

Classifying articles/pictures (20 minutes)
Have Student Teachers meet in groups of four to five members each. Each group will spread articles and pictures they have brought on a table or desks and look at them carefully. Ask them to group the articles and pictures into at least three groups or categories. They must be able to give their categories a name and explain why they have grouped them as they have.

Move around the room to observe during the activity. Notice how groups are making their decisions. Accept their groupings.

Provide chart paper, markers, paste, or tape and have them mount the materials on chart paper and label their categories. Have groups post their charts in the room.

Gallery walk (5 minutes)
Ask one member of each group to stand by their poster and be prepared to explain categories or answer questions about it.

Direct other Student Teachers to walk around the room and look at various ways people grouped their pictures and articles and answer questions asked by their peers.

Active lecture (30 minutes)
Talk about what you noticed as people developed groups of things. Point out that they were using a concept formation strategy. The activity is a reminder of how much we classify in our regular lives and how there are different rationales for different classifications.

His theory describes categories of thinking, or representation:
- Enactive representation (physical activity-based), or concrete thinking
- Iconic representation (image-based), or semi-concrete thinking
- Symbolic representation (language-based), or abstract thinking

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2 Read about using concept formation. Saskatoon Public Schools, "Instructional Strategies Online". http://olc.spsd.sk.ca/de/pd/instr/strats/formation/index.html
Compare Bruner’s idea of categorization to Piaget’s idea about how the mind creates categories, or schema. Key concepts and principles for Piaget’s theory of child development:

- Children are active and motivated learners. They are naturally curious about the world around them.
- Children organize what they learn from their experiences and construct a view of how the world operates by observations. The things that children learn are organized in schema, or groups of similar thoughts. Later, these schemas become part of larger mental processes, or operations.
- Children adapt to their environment through assimilation and accommodation. Assimilation describes when people deal with a new event in a way that is consistent with an existing scheme. When new events or objects are unfamiliar, people use accommodation, meaning they modify or create a new scheme.
- Interaction with the physical environment and with other people is critical for cognitive development.
- Children think in qualitatively different ways at different age levels or stages.

You may want to show the PowerPoint presentation to describe Piaget’s theory in more detail (see Materials, or refer to: www.virtualpsychology.co.uk/powerpoint/PiagetsCognitiveDevelopment.ppt rather than presenting this in lecture form).

**Summarize (5 minutes)**

Ask Student Teachers if they have changed their preference for theories they have studied after the day’s session on cognitive theory. Have them explain why or why not to the class, taking as many opinions as time permits.

Briefly summarize by reminding them that in this session they have thought about the cognitive theories of Jean Piaget and Jerome Bruner. In the next session they will think about three big debates in child development.

Assign reading ‘Key Issues and Controversies: Three Big Debates’, in Faculty Resources.

**Assessment**

Use observation for continuous (formative) assessment of this lesson. Notice how Student Teachers participate in cooperative groups. After class, you may want to make notes about participation.
UNIT 2
EARLY CHILDHOOD DEVELOPMENT
Overview

This unit looks at the first three stages of child development: infant, toddler, and preschool. It focuses on knowledge essential for primary and middle school teachers about how children grow and how this knowledge can inform intelligent practice in children’s later years.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics/themes</th>
</tr>
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| 3      | Unit introduction: Infant development  
The three domains of toddler development  
Developmentally appropriate practices for toddlers |
| 4      | The three domains of preschool child development  
Developmentally appropriate practices for preschool child development  
Unit review |

Learning outcomes

- identify perspectives on development for infant, toddler, and preschooler
- identify major transition points in pre-primary development
- associate developmental stages with daily interactions children have with other children
- design an age-appropriate stimulus to initiate or enhance development in a child
- defend the importance of balanced or wholesome development of a child
- justify knowledge of early childhood development in planning programs for older children
- identify the difference in application of ages and stage theory as descriptive versus prescriptive of what a child can and should do.

Essential questions

- How are the major developmental stages differentiated?
- What are indicators at each developmental stage?
- How does context influence the development of very young children?
- What are the roles of parents, caregivers, and peers in the lives of a developing child?
- How might over-reliance on developmental stage theory limit possibilities for children?
Enduring understandings

- Strong development in the earliest years of a child’s life is critical for future stages of development.
- Intensive care from family members and caregivers is crucial to balanced development.
- Love, care, and affection enhance pre-primary child development.
- Young children need to feel that they belong and that their ideas and needs are taken seriously.
- Every child is both unique from and similar to all other children.

Additional resources

Books
S. Bredekamp and C. Copple (eds.), Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (Washington, DC: National Association for the Education of Young Children, 1999)

Web resources
Martha A. Adler and Mary Trepainer-Street, ‘College Students’ Beliefs about Preschoolers’ Literacy Development: Results from a National Survey of Jumpstart’, Early Childhood Research and Practice, 9 (2007).
- http://ecrp.uiuc.edu/v9n2/adler.html


Early Childhood Development (ECD) Pakistan website.
- http://www.ecdpak.com


- http://ecrp.uiuc.edu/v5n1/lonigan.html

- http://ecrp.uiuc.edu/v4n1/marcon.html

M. Shahbodaghi, et al., ‘A Comparative Study on Language Features and Educational Situation of Orphan versus Non Orphan Children with 7 Years Old’, Tehran University of


Resources for this unit in Faculty Resources

Student Teacher readings
‘Ready to Learn or Already Learning?’
‘The Importance of Childhood Health and Care’

Faculty resources
‘Fact Sheet on Toddler Development’
‘Fact Sheet on Preschool Child Development’
‘College Students’ Beliefs about Preschoolers’ Literacy Development: A Discussion’

Note: Readings for each session may be listed within the Option Details for each session hereafter. It is assumed that faculty will check Faculty Resources in planning so that assignments prior to each session can be made when appropriate.

Unit 2: Session planning guide

Week 3, session 7: Unit introduction—Preschool child development

Option 1

Introduction to new unit (5 minutes)
Introduce the unit by pointing out that an understanding of how growth takes place over time helps us to understand how much a child has accomplished by the time they get to school. A great deal has been happening in their lives; they have already developed ways of understanding and coping with the world around them that began at birth. While we will look at landmarks in development, such as size and weight, this unit will not divide growth and development into domains (mind and body) but will look at the child as a whole.

You may want to ask Student Teachers to come prepared by having read the essay ‘Ready to Learn or Already Learning?’ in Faculty Resources. (Or it may be an assigned reading following the session.)

Note to Instructors: Having Student Teachers weigh and measure children is not a good use of time and it will raise concerns and questions among children and parents.
Recording experiences (10 minutes)
Ask Student Teachers to think about interactions they have had with infants and preschool-aged children. Ask: ‘What have you noticed? What have you heard?’ Ask as many Student Teachers as possible to share something. Record comments on the chalk/whiteboard. (There are no right answers.)

You can collect information quickly by asking two class members to be recorders. Have them alternate in writing comments. This will keep discussion moving.

Active lecture (30 minutes)
Give a general overview of each developmental stage: infant, toddler, and preschool. Use comments that Student Teachers have contributed to illustrate key points you want to make. (This cannot be comprehensive in 25 minutes. Focus on key concepts.)

Writing activity (10 minutes)
Ask Student Teachers to write the critical developmental milestones observed in each of the developmental stages.

Emphasize the need to look at the four domains of child development: physical, cognitive, social, and emotional.

Option 2

Introduction to new unit (25 minutes)
Divide the class into thirds. Assign each group a developmental stage: infant, toddler, or preschooler. Subdivide each developmental stage group to make subgroups of three to five members.

Brainstorm: Each group will think about what they have learned in Unit 1 and their own life experience with the age group to which they have been assigned and jot down key things that children can do at each age. Focus on their accomplishments.

Graphic representation: Have each group use their list to create a poster with some kind of graphic representation that shows developmental characteristics of the age group they’ve been assigned.

They may not make a list but should think of visual images such as trees, boxes, spirals, arrows, and symbols to show relationships between areas of growth that contribute to a whole child as they understand these areas.

They may create three-dimensional posters using scrap paper, scissors, glue, objects found in nature (such as twigs, leaves, or small pebbles), or other junk items.

The idea isn’t to be ‘pretty’ but to illustrate. Discourage complicated borders, making ruler lines, and the like. Encourage messy but illustrative work.
Circulate among groups to observe. Keep the group members productive—one member should not be making the chart for the group, and all members should work on part of the chart. Give a five-minute warning for finishing and clearing.

**Gallery walk and discussion (15 minutes)**
Ask one member from each group to remain with the group’s poster to explain it. Other members should examine as many posters as they can within the allotted time.

Ask Student Teachers to discuss major developmental milestones they have noticed in their observations or from children in their own lives. After about five minutes, ask the Student Teachers to discuss whether developmental milestones matter, and why or why not.

Ask Student Teachers to discuss practices that they see in observations or in their own teaching or parenting. What practices seem to support development? What practices might not be helpful?

Save graphic representations for the end of the unit review.

**Follow-up (10 minutes)**
Invite Student Teachers to think about why you have introduced the unit with this activity.

What do they think you were trying to accomplish? Elicit several opinions.

You may share your answer if you wish or ask them to continue thinking. (Two possible reasons: this is an active way of assessing what they recall from Unit 1 and how they can apply it to Unit 2, and it focuses them on children’s strengths and accomplishments rather than weaknesses.)

Elicit two or three answers to the question about whether developmental milestones matter, and why or why not. Note if there are differences of opinion. Do not comment except to note that the question will continue to be discussed.

**Reflection (5 minutes)**
Ask Student Teachers to write a one-minute paper in response to the question: ‘What kinds of criteria can you use in judging teaching practices as helpful or not helpful to toddlers or preschool children?’

Ask Student Teachers to save their papers and look at them again in about four weeks to check if their answers are similar.

Save the posters to revisit in the last session.

**Assignment**
Have Student Teachers read the essay ‘Ready to Learn or Already Learning?’ in *Faculty Resources*. 
Week 3, session 8: The three domains of toddler development

Option 1

Lecture (20 minutes)
Discuss the developmental changes that occur during the transition from infancy to the toddler stage.

Reflection (10 minutes)
Ask Student Teachers to refer to readings provided earlier to look at Erikson’s first and second developmental stages, and then write down how toddlers’ relationships with their parents change.

Group discussion (20 minutes)
Divide the class into small groups to discuss their views on Erikson’s theories on the developmental crisis (hope) and struggle (autonomy vs. shame/doubt). Ask them to jot down their opinions on the following questions:

• Based on your observation and life experience, what is your opinion on the capacity and limitations of toddlers?
• In what ways do you agree or differ with Erikson?
• How might early childhood teachers and/or parents support development at this time in a child’s life?
• How do Erikson’s descriptions compare with Piaget’s description of preschool development?

Ambassadors (10 minutes)
Have half of each group go to another group to share what they discussed. Each group receives about five minutes.

Option 2

Note: Option 2 requires Student Teachers to read in class. If they find reading English too much of a challenge at this point in their first year, you may wish to alter the plan by asking them to read the fact sheet prior to class and go over the longer article with them rather than have them work in groups. Then have them do a text-against-text activity but allow at least half the class time for their text-against-text discussion. Share main insights with the whole class at the end.
**Small groups (20 minutes)**
Hand out ‘Fact Sheet on Toddler Development’ from Faculty Resources. Give groups time to go over it and discuss the developmental changes that occur during the transition from infancy to the toddler stage. Point out that they will need to use the information in the handout. Move among the groups to answer questions or clarify. Ask the groups to think about how the information on the ‘Fact Sheet on Toddler Development’ compares with their personal knowledge of toddlers.

**Role-play activity (25 minutes)**
Working in pairs, Student Teachers will use the information about toddler development to inform their role play as either the parent or babysitter of a toddler.

The Student Teacher acting as the babysitter must think of a list of questions to ask about the needs and behaviours of the child, and the parent must think of a list of suggestions for activities or things to be aware of for the babysitter.

Pairs will work on their lists individually and share insights as a whole class.

**Reflection (5 minutes)**
Student Teachers are encouraged to think of suggestions they would give to parents of toddlers from the educator’s point of view about how to create a supportive, encouraging environment for their children at home.

**Week 3, session 9: Developmentally appropriate practices for toddlers**

**Option 1**

**Lecture (30 minutes)**
Review theories and practices that support healthy development for toddlers.

**Reflection and reading (15 minutes)**
Student Teachers complete brief written reflections on the relationship between health and nutrition, and cognitive thinking and development. Student Teachers then read the handout ‘The Importance of Childhood Health and Care’ (in Faculty Resources) or review it if the article has been assigned for this session.

**Class discussion (15 minutes)**
Guide the class to share the written reflections and new insights that they gained from the reading.

Review the main points and answers questions.
Option 2

Handout (10–15 minutes)
Hand out the ‘Fact Sheet on Toddler Development’ with practices supporting healthy development for toddlers. Review the handout with Student Teachers.

Reading (30 minutes)
Ask Student Teachers to work in groups of three to four to read the handout ‘The Importance of Childhood Health and Care’ (in Faculty Resources). Have them form their groups based on who is more or less comfortable reading English text. If possible, each group should have someone who can assist entering Student Teachers who may not yet feel as comfortable reading at this level.

Circulate among groups. Be ready to assist if the reading level is too challenging.

Summary, review (5 minutes)
Provide a quick summary of the article to ensure Student Teachers understood main points.

Text-against-text (10 minutes)
Ask small groups to compare the article with the ‘Fact Sheet on Toddler Development’.

Ask them what insights they may have when considering the two texts together.

Week 4, session 10: The three domains of preschool child development

‘College Students’ Beliefs about Preschoolers’ Literacy Development: A Discussion’, in Faculty Resources, may be used as the basis for a mini-lecture or assigned as a reading prior to class.

Looking ahead
If you choose Option 1 in this session, plan to use Option 1 in Week 4, session 11: Developmentally appropriate practices for preschool child development.

Option 1

Note: This option focuses on designing a field project for a group of Student Teachers to observe a three-year-old child and a five-year-old child. They will have an opportunity to think about observed developmental stages and the transition of a child from toddler to preschool child. If an early education centre is not nearby, they should identify family of group members who live close by and have siblings or faculty members with children. Develop a permission form for parents to sign, promising classroom use only of information and use of pseudonyms.
Introduction (10 minutes)
Introduce the unit. If the reading has been assigned, ask for several Student Teachers to briefly share their reflections. Ask the following questions:

- What value might understanding preschoolers have for people who intend to teach adolescents?
- What can we learn from the study of preschoolers we know from home and community?

Take one or two comments for each question.

Planning the project (about 20 minutes)
Choose a project or field observation. Form groups of three to five Student Teachers, which will plan their field project.

Student Teachers will be asked to locate behavioural differences between a three-year-old child and a five-year-old child.

Ambassadors (20 minutes)
Instruct groups to send half their group to meet with another group. Each half-group will have 10 minutes to present their plan of action for observing the children aged three and five to gather feedback. Groups will then return to their original planning groups. They will now have two sets of opinions on their plan to use in revision (one from the ambassadors who ‘travelled’ to another group and one from the ambassadors who visited their group).

Circulate among groups and make notes of ideas that are promising or that will present difficulty.

Plan revision (5 minutes)
Use observational notes made during the ambassadors activity to point out what will make a good plan for observation.

Groups will revise their plans during out-of-class time, prepare for and then discuss their subject, and prepare for the presentation in the second session of the unit.

The presentation of the plan may be made in Session 11, and of observations collected during out-of-class time and what they have observed in Session 12.

Option 2

Introduction (5 minutes)
Introduce the topic of preschool development. Have Student Teachers recall some of the developmental milestones of toddlers and preschool children.

Note on the board as many milestones that Student Teachers mention as time permits.

You may wish to make a ‘preschool child fact sheet’ and have Student Teachers develop their own fact sheet and compare with your fact sheet.
Active lecture (30 minutes)
Present the three domains of preschool child development—physical, cognitive, and emotional—using an active lecture approach. (See Week 1, session 2.) You may wish to include information from ‘College Students’ Beliefs about Pre-schoolers’ Literacy Development’ in Faculty Resources.

Designing an activity (20 minutes)
Ask Student Teachers to pair up and design an activity that is developmentally appropriate for the three domains of preschooler development. It should involve physical activity, thinking, and feeling.

As pairs are working, give each pair a large note card or paper (about one-half letter size). The participants may write down their ideas to post on a graffiti wall for others to see. Encourage the participants to design activities that are culturally relevant and sensitive.

Week 4, session 11: Developmentally appropriate practices for preschool child development

Note: Instructor should use Option 1 for Session 11 if they chose Option 1 in Week 4, session 10.

Option 1

Note: If you plan to use this option, remember that you will need to provide time for Student Teachers to discuss what they learned from observing. You may want to do this during the next session or give them more time to complete the activity. The expectation for this assignment is that they get out and watch children, not that they develop sophisticated plans and carry them out with perfection. The focus should be on what they learned, not the write-up of a report.

Introduction (5 minutes)
Talk briefly about the purposes of observing young children and establish the purpose for the lesson.

Presentations of observation plans (30–40 minutes)
Ask the groups to present their observation plans. Each has five minutes to present. Allow five minutes for questions and critique.

Lecture (10 minutes)
Review what makes a good observation. Without embarrassing groups with weaker plans, call attention to exemplary parts of plans from several groups (e.g. one that has selected a realistic setting, planned who will observe what and when, or developed an observation protocol).
Option 2

**Introduction** *(15 minutes)*
Ask Student Teachers to do a gallery walk to look at the activities posted on the graffiti wall.

After they have had about 10 minutes to look, ask if there is anything they notice about the activities they want to comment on. Remind them that this is not an evaluation activity but an activity to consider and think of ways of doing things. Ask: ‘What makes one activity more developmentally appropriate than another?’ Elicit three or four opinions without comment.

**Active lecture** *(30 minutes)*
Talk about developmentally appropriate practice using an interactive lecture. Be sure to point out that the concept of ‘developmentally appropriate’ has been criticized.

Pause in the lecture and give Student Teachers five minutes to brainstorm about why the concept of ‘developmentally appropriate’ might have come under scrutiny and debate. Elicit three to four ideas before continuing.

Point out how Bruner’s idea of scaffolding may help children go beyond what we traditionally expect of children.

You may want to review Vygotsky’s notion of the zone of proximal development.

**Student reflection** *(10 minutes)*
Ask Student Teachers to consider the challenges of using developmentally appropriate activities in classrooms they know about (e.g. where there might be crowded conditions or poor facilities). How could these challenges be overcome?

**Sharing** *(5 minutes)*
Elicit as many comments as time permits.

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**Week 4, session 12: Unit review**

Note: This would be a good time to organize Student Teacher presentations of their observations of children.

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Option 1

**Reflection** *(30 minutes)*
Ask Student Teachers to individually write one or two reflections on what they learned about toddler and pre-primary child development that changed their way of thinking about how children grow up and learn.

Have groups of three or four exchange papers to read one other person’s reflections.
Ask the group to discuss reactions and observations about what they have read. Ask Student Teachers to be prepared to share one shared observation or reaction with the class.

**Whole-class discussion (10 minutes)**

Lead the class in sharing what they noticed or observed when doing the activity and reading each other’s papers.

**Concept formation (20 minutes)**

Review the major themes and concepts of the unit by having Student Teachers categorize a list of characteristics of children in each of the three groups studied.

Place a complete set of labels/terms on each table and ask the group to organize them into infant, toddler, and preschool groups. Create a handout with the labels/terms in the three categories you are expecting. Distribute the handout about five minutes before the session ends so that Student Teachers can compare their categorization with yours. In this activity you are thinking of set groups, so you are checking for concept attainment.

**Summary and closure**

Make comments after observing the concept activity.

**Option 2**

**Revisiting our graphic organizers (40 minutes)**

Ask Student Teachers to return to the group that they worked in during Session 10. An easy way to do this would be to have them find their poster as well as a find a place to work.

Have each group who worked on a poster look at it again and consider what they might want to add or change before moving on.

Ask each group to find another group who worked on the stage immediately before or after the one they depicted (e.g. infant might choose toddler; toddler can choose either infant or preschool). Be sure every group has another group to work with.

Ask the combined groups to create a visual ‘bridge’ that shows transition points between the two stages. Hand out poster paper for them to use in creating their bridge. They may wish to choose another symbol for transition points.

**Question and answer (20 minutes)**

Display the bridge posters around the room. Invite the class to join you at each poster. Give each group a minute to say something about their bridge. Use the posters as a way of reviewing major themes and concepts of the unit. Point out items that might be added or need more clarification.
UNIT 3
PRIMARY SCHOOL-AGE CHILD DEVELOPMENT
Overview

The physical, cognitive, emotional, and social development of children aged 6 to 12 years is explored. Emphasis is on understanding the whole child. Student Teachers will analyse stages of development during this critical period of growth. They will have the opportunity to consider how early childhood development can inform their study of primary child development.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics/themes</th>
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| 5      | Introduction to primary school-age child development  
Aspects of physical development  
Encouraging healthy physical development |
| 6      | Cognitive development: Overview and Piaget’s concrete operational theory  
Cognitive development: Industriousness and intelligences  
Emotional development |
| 7      | Social development: Changes and parental roles  
Social development: Peer interaction, friendship, and growth  
Utilizing play in the classroom |
| 8      | Teacher’s influence on student motivation and unit conclusion |

Learning goals

- identify stages of development for primary-age children
- recognize the interconnected nature of physical, cognitive, emotional, and social elements of development for young children
- analyse developmental processes from the perspective of major theorists
- consider practices that support development for the whole child.

Essential questions

- What developmental changes take place around the time children begin primary school?
- Why do primary-age children learn and develop at different paces?
- How do family and peer relationships affect the way children think of themselves?
- How do aspects of children’s development affect their learning in and out of school?
Enduring understandings

- Development is an integrated system of parts, and strong development in each of these categories is essential for a happy and healthy child.
- Primary-age children should be engaged and active in and out of the classroom by having projects, activities, and ample time for free and structured play.
- Children need to be treated with love, affection, and respect by their parents and friends.

Additional resources

http://ecrp.uiuc.edu/v4n1/bergen.html

Early Childhood Development (ECD) Pakistan website.
http://www.ecdpak.com


Free Play Network. ‘Play in educational settings consultation paper’.
http://www.freeplaynetwork.org.uk/schools/index.html

http://aappolicy.aappublications.org/cgi/content/full/pediatrics;119/1/182

Hands on Scotland. ‘Emotional balance’.
http://www.handsonscotland.co.uk/flourishing_and_wellbeing_in_children_and_young_people/emotional_balance/emotional_balance.html


Resources for this unit in Faculty Resources

Student Teacher readings
‘Going Deeper: An Overview of Piaget’s Theory of Concrete Operations’
‘Gardner’s Theory of Multiple Intelligences’
‘Environmental Strategies to Support Multiple Intelligences’
‘Five Ways to Support Healthy Emotions’
‘Children and Stress’
‘Ways to Prevent Bullying in School’
‘Managing Conflict in the Classroom’
‘Myths about Conflict’
‘The Right Way to Play’
‘The Right to Play’
‘What Excellent Teachers Do’

Faculty resources
‘School Health Programme: A Strategic Approach for Improving Health and Education in Pakistan’

Student Teacher activities
‘Assessing Abilities in Primary Childhood’
‘Vignettes on Peer Interaction’
Unit 3: Session planning guide

Week 5, session 13: Introduction to primary school-age child development

Option 1

Introduction to the new unit (5 minutes)
Introduce the three-week unit on primary-age child development, looking at key physical, cognitive, emotional, and social developmental processes as well as major theorists.

Reflection and pair work (10 minutes)
Participants think about major aspects of pre-primary development discussed during the previous two weeks and how they affect children’s development.

Ask: ‘How might certain experiences foster or hinder the development of a primary-age child, and what actions were suggested to encourage healthy development?’ Student Teachers then discuss in pairs.

Lecture (25 minutes)
Give a brief overview of who the primary-age child is and the changes that take place during the primary stage of development. Also briefly note relevant theorists (Erikson, Piaget, Bruner, and Vygotsky) and the challenges that children at this age face as their bodies, minds, and experiences change.

Writing activity (15 minutes)
Ask participants to think about and write down notes from their field observations how teachers interact with their children.

Ask: ‘What are your impressions about how the teacher considers the developmental needs of their children?’ At the end of the course, Student Teachers may come back to these observations and thoughts and note what has or has not changed.

Option 2

Introduction to the new unit, writing activity (10 minutes)
Have Student Teachers think of a child they know between the ages of 6 and 11. Describe the child currently in as much detail as possible, including physical characteristics, language, and behaviours.

After they have written for about 10 minutes, ask: ‘What are the biggest changes you notice since last year about this time?’ Elicit four or five comments. Have Student Teachers keep their written descriptions out to refer to during the lecture.
**Active lecture (40 minutes)**

Give a brief overview using an active lecture method on who the primary-age child is and the changes that take place during this stage of development. Briefly note theorists they have studied and how they describe this period of development.

Pause after about 10 minutes and ask them to look at their notes about a child they know to consider if any of the information you have discussed applies. Make note if it does.

Ask Student Teachers to share their notes and ideas with a peer sitting next to them.

Continue the lecture. You should pause at least three times for Student Teachers to compare notes about their child with information you are sharing. Give them five minutes to compare and peer share.

**Reflection (10 minutes)**

Ask Student Teachers to write down one important thing they learned that applies to the child they described. Allow one to two minutes.

As time permits, have Student Teachers share their one written comment with the whole class.

Ask them to keep their notes about the child they know and bring them to the next session.

**Week 5, session 14: Aspects of physical development**

**Option 1**

In advance of teaching this option, prepare a fact sheet on physical characteristics of primary school-age children. (You could refer to the fact sheets in Faculty Resources about preschool children and toddlers for ideas about what to include.)

**Reflection (10 minutes)**

Ask Student Teachers to quickly write a description of the physical attributes of the child or children they are observing and compare with the physical characteristics of the child they described in Session 13. (If they are doing a child study, they should use this child.)

Ask: ‘Do the children seem to have the same physical characteristics?’

Participants who are not observing primary-age children can pair with peers who are observing primary-age children for this activity.

**Small groups read and discuss a text (30 minutes)**

If reading in English is still a challenge for the Student Teachers, consider reading the text with them and having them discuss the questions in small groups. Alternatively, work with a group or groups that will have more difficulty than others.
Distribute the pre-prepared fact sheet on physical characteristics of primary school-age children. Have Student Teachers work in groups of three to four to read and discuss the document. Make sure groups have at least one member who has good English-language reading skills.

Ask them to consider the following questions as they read together:

- What are the big changes that you notice in the transition from preschool to primary school age?
- What do you think these physical characteristics suggest about designing an appropriate school environment for children during this period?
- Why do you think physical activity is so important at this age?

**Summary and discussion (10 minutes)**
Make summary comments about physical growth, health, and safety based on what you hear Student Teachers discussing in their groups. Note any misconceptions or issues. If time permits, have groups share answers to the questions they discussed.

**Pair-share (10 minutes)**
As a concluding thought-provoking activity, have participants work with another Student Teacher and discuss the following: ‘How do children use space?’

To offer an example and to help get the discussion started, you could remind the class that primary-age schoolchildren share their time in many different types of indoor and outdoor spaces.

One question you could pose might be: ‘How do children utilize different types of spaces for non-classroom learning?’ Ask Student Teachers to name as many spaces as they can where they have noticed children playing.

**Option 2**
Prepare a fact sheet for physical characteristics of primary-age children. Give it to Student Teachers prior to this session as an assigned reading. Ask them to bring it to class.

**Active lecture (25 minutes)**
Ask Student Teachers to refer to the fact sheet during your lecture. Discuss the changes that occur during the transition from pre-primary to primary-age development and changes that continue over the course of the five- to six-year primary period. Focus on the importance of keeping children physically active. Chunk the lecture into two sections so there can be discussion about what you are presenting. You might ask Student Teachers to refer to the fact sheet to check which characteristics have been mentioned, or you might have them pair-share following a chunk, discussing the following question: ‘How will you use this information to plan appropriate school environments for children?’

**Group role-playing activity (25 minutes)**
Divide Student Teachers into groups of four or five. Give each Student Teacher a different content area to think about as a teacher (such as Urdu, literacy, math, or social studies teacher).
Explain the following role play:

- The school is planning an all-day outdoor field day event. You are especially focused on the content area you have been assigned and want to take advantage of the field day to strengthen children’s learning.
- Given your content area and desire to strengthen children’s learning, what are your learning goals for them on this day?
- Think of one or two outdoor activities for children that can help fulfil this goal.

**Discussion (10 minutes)**
Ask groups to share their ideas and make suggestions and critique. Summarize key points.

**Week 5, session 15: Encouraging healthy physical development**

**Option 1**

**Brief discussion (10 minutes)**
Pose each question to Student Teachers to discuss as a whole class. Invite opinions, including differences of opinion. Probe but do not evaluate their opinions (e.g. ask questions such as ‘Can you say more about that?’ ‘What makes you think so?’ and ‘Do other people share this opinion?’).

- What are some of the biggest health concerns facing children in Pakistan? In this province?
- What kind of knowledge about healthy living and disease prevention is age appropriate for primary-age children?
- Who should be responsible for imparting information to children about healthy living and disease prevention?

**Mini-lecture (20 minutes)**
Give an overview of the importance of supporting healthy physical development and of using the school as a place to encourage healthy practices related to nutrition, exercise, and oral care.

**Group activity (20 minutes)**
Ask Student Teachers to brainstorm games they know that introduce positive practices for physical development to primary-age children. Be prepared to explain what practices are promoted by the game.

Alternatively, ask Student Teachers to discuss and be prepared to present an idea of how they would teach primary-age children about one aspect of healthy living. Topics can include diet and nutrition, exercise, hygiene, oral hygiene, and disease prevention.
Sharing and discussion (15 minutes)
Ask Student Teachers to share what they have learned and give them the opportunity to ask questions about terms and concepts.

If there is not sufficient time, try using an ambassador activity so that every group can share its ideas with at least one other group. (See Unit 2, Week 3, Session 8 for more information about using Ambassadors.)

Assignment
Ask Student Teachers to read ‘School Health Programme: A Strategic Approach for Improving Health and Education in Pakistan’, in Faculty Resources. Those who have access may find the full document online.

Option 2
Assignment prior to class
Ask Student Teachers to read ‘School Health Programme: A Strategic Approach for Improving Health and Education in Pakistan’, in Faculty Resources. Those who have access may find the full document online (see reference located on the reading list). Ask them to bring the document to class.

Discussion (10 minutes)
Ask Student Teachers as a class to recall the first health-related habits they formed as children or the first habits they imparted to their children (if applicable). Elicit as many responses as time permits, and ask Student Teachers to avoid mentioning habits that have already been mentioned.

Ask: ‘Why don’t all children come to school with good health-related habits?’ Elicit as many answers as time permits. Do not judge the answers, simply receive them.

Discussion of reading (20 minutes)
Have Student Teachers meet in groups of four or five to review the assigned reading. Ask them all to take notes, as one of them will be asked to report for the group. Ask them to decide on a position as a group on the following questions:

• Are health and safety behaviours the responsibility of school? Be able to justify your position.
• In addition to what is mentioned in the strategic paper, what are obstacles that prevent children from learning and/or adopting healthy habits and practices?
• If a school is unable to provide all the facilities recommended in the strategic paper, what alternatives might be provided in order to have a school available for children? Are some facilities more crucial than others?
• Can or should teachers attempt to influence families and communities to adopt new health practices?
Reporting (15 minutes)
Ask someone from each group to report. Begin with the first question and have each group report on it before moving on to the next. Keep comments brief. Comment on points of disagreement in the first question. If there are none, question why or why not.

If you do not have time to get to all groups, appoint two members in each group to list their ideas and post them on the graffiti wall.

Group brainstorm activity (25 minutes)
Participants continue in their groups and come up with strategies to overcome children’s obstacles to forming healthy practices. Ask Student Teachers to share as a class. Debrief and review important points and answer questions.

Week 6, session 16: Cognitive development—Overview and Piaget’s concrete operational theory

Option 1

Reflecting on primary-age children (20 minutes)
Ask participants to individually complete the handout ‘Assessing Abilities in Primary Childhood’, in Faculty Resources, and compare in pairs.

Go over the answers as a class and discuss areas of disagreement or confusion. Note that many of the answers will depend entirely on the child. They may also bring out some of the criticisms of Piaget that you will address in the active lecture.

Active lecture (30 minutes)
Review how primary-age children construct knowledge and acquire new cognitive and linguistic skills and abilities using Piaget’s theory of concrete operations.

Discuss Piaget’s theory on the transition from the pre-primary preoperational stage to the concrete operational stage. Include critique.

Remember to chunk information in 10- to 15-minute segments, with time for Student Teachers to review notes taken or engage in a structured activity that you have planned to reinforce the lecture.
Reflection (10 minutes)

Ask Student Teachers to write a one-minute reaction paper to the class session, and then pair-share their reaction papers (each person reading and listening).

Ask: ‘Why do you think Piaget has had so much influence on primary education around the world?’ Accept opinions. Share your opinion in summary.

You may want to assign ‘Going Deeper: An Overview of Piaget’s Theory of Concrete Operations’, in Faculty Resources, as a follow-up to the reading.

Option 2

Assignment

Prior to class, ask Student Teachers to review ‘Going Deeper: An Overview of Piaget’s Theory of Concrete Operations’, in Faculty Resources.

Preparing a presentation for parents (45 minutes)

Ask Student Teachers to work together in small groups to prepare a 10-minute presentation suitable for parents using a poster, PowerPoint presentation, or overhead transparencies to describe cognitive development in primary-age children. Ask them to draw on readings and notes from Unit 1 (especially the reading and chart in Faculty Resources) as well as their assigned reading.

Include:

• Cognitive developmental characteristics
• Piaget’s theory of conservation
• Critiques of Piaget’s theory (their own or those they find in their research)

Have them make notes on slips of paper or note cards that you distribute about points they are unsure of and on which they would like you to provide clarification.

Question and answer (15 minutes)

Have groups meet as a whole and collect note cards. Take each in turn and provide an explanation. Point out that they will need to work on their presentation in out-of-class time and be prepared to share it with another group.
Week 6, session 17: Cognitive development: Industriousness and intelligences

Note: In this session, the theory of multiple intelligences is briefly introduced. You may want to spend more time on this topic. If so, additional information is provided at the end of the session.

Option 1

Small group classroom design (40 minutes)

Ask Student Teachers: Given what you now know about child development, including cognitive development, how would you set up a primary school classroom?

Ask them to work in pairs to create a classroom ‘map’, or three-dimensional design. They can use any of a variety of materials, such as small blocks, pebbles, cardboard cylinders from toilet paper and paper towel rolls, pieces of cardboard, and bits of paper. Invite them to show how they would set up a primary school classroom to encourage interaction and learning. Suggest that they label parts of their classroom with the name of a theorist they will use to justify their choice (e.g. if they have a large cardboard box with a hole cut in the top for ventilation where children can crawl to have quiet alone time, they might label it ‘Erikson’s macrocosmic play space’).

Gallery walk lecture (20 minutes)

Point out that you are going to give a lecture tour of the classroom designs. Have everyone walk around with you to see what others have done. One person in each group should be prepared to explain features if it is necessary. Look for examples in the designs that illustrate points you want to make about changes in children’s cognitive development, Erikson’s goals of encouraging industriousness by building competency, and how children exhibit different strengths at different times and in different activities. Introduce the concept of different kinds of intelligence.

Ask Student Teachers to think about the following two questions as they complete the assignment for this session in their out-of-class time:

- What do you think about Erikson’s view that healthy primary-age child development is contingent on building competency?
- What other concepts or skills are essential for building cognitive development?

Assignment

Have Student Teachers make a one-page informational sheet for parents. Choose one type of intelligence and list three activities that parents can do with their children to facilitate industriousness and build competency.

If you assign the information sheet activity, take about 10 minutes at the beginning of the next class to have Student Teachers do a pair-share of their activities. Ask them to be critical friends with each other. A critical friend will offer helpful, constructive feedback rather than accepting or agreeing with everything. A critical friend will not be harsh and demeaning.
Ask Student Teachers to read ‘Gardner’s Theory of Multiple Intelligences’, in Faculty Resources. Encourage them to use ‘Environmental Strategies to Support Multiple Intelligences’, in Faculty Resources, to compare with their list of activities. Ask them to bring these to the next class.

Option 2

Assignment

Prior to class, have Student Teachers read ‘Gardner’s Theory of Multiple Intelligences’, in Faculty Resources.

Presentations (40 minutes)

Pair each group with one other group. If necessary, three groups can work together or the whole class can view one of the presentations. (If so, select a group who volunteers.) Have each group take 20 minutes to share their presentation with their partner group and get feedback from their peers in the partner group.

Be sure to have someone keep strict time so that one group does not take all the time at the expense of the second.

Mini-lecture (15 minutes)

Talk about changes in children’s cognitive development, Erikson’s goals of encouraging industriousness by building competency, and how children exhibit different strengths at different times and in different activities. Introduce the concept of different kinds of intelligence.

Reflection (5 minutes)

Ask participants to reflect in journals about strategies for building competency in children from a parental or teacher’s perspective. Ask them to consider in what ways this promotes social development. Ask volunteers to share insights and suggestions and then summarize key points.

Note: Howard Gardner’s theory of multiple intelligences

Some faculty may want to spend more time on Gardner’s theory of multiple intelligences.

Most educators agree that the underlying principle that IQ cannot contain all intelligence is common sense. They also agree that individuals have different domains of knowing and strengths. Gardner’s theory was welcomed by primary school teachers as vindication that children learn in multiple ways, so you may want to spend more time than is allowed here on Gardner’s theory. This might be done by assigning ‘Gardner’s Theory of Multiple Intelligences’ in Faculty Resources or organizing a session around the topic.

However, it is important to note that the theory has been soundly critiqued. Any session plan that includes presentation of Gardner’s theory in detail should also examine critiques. Researchers argue that there are no published studies to confirm the validity of multiple intelligences. In 2004 Gardner asserted that he would be “delighted were such evidence to accrue” (p. 214), and he admitted that “MI theory has few enthusiasts among psychometricians or others of a traditional psychological background” because they require
Week 6, session 18: Emotional development

Option 1

Individual reflection (5 minutes)
Ask participants to write in their journals about the following questions:

- What environmental changes take place at the beginning of the primary years?
- What new stressors and challenges do children have to adjust to?

Active lecture (40 minutes)
Discuss key aspects of emotional development, focusing on helping children name and manage emotions, issues of stress, and self-esteem.

Consider having Student Teachers work in pairs following each 10- to 15-minute chunk of information to give examples from their experience to illustrate key points.

Group activity (10 minutes)
Ask participants to discuss in small groups examples of how emotions are treated in the classrooms they are observing. Ask them to discuss these questions:

- What examples of children expressing strong emotion have they seen in the classroom, on the playground, or as children go to and from school?
- What practices and daily strategies for managing stress do they notice (both negative and positive)?
- What support for healthy emotions and stress management would be helpful in the classrooms they are observing?

Summary (5 minutes)
Have Student Teachers share ideas generated in groups as time permits.

“Psychometric or experimental evidence that allows one to prove the existence of the several intelligences” (Waterhouse, p. 208.)


For additional critiques of Gardner’s multiple intelligences theory, refer to ‘Critiques by Those Who Question Multiple Intelligences Theory’ at:

- www.igs.net/~cmorris/critiques.html.
Assignment
Ask Student Teachers to read ‘Children and Stress’ in Faculty Resources.

Ask them to write in reflective journals a response to the questions: How should parents and teachers deal with overactive or stressed children? What is the place of punishment? What is the place of prevention?

Option 2
Assignment
Prior to class distribute and ask Student Teachers to read ‘Children and Stress’ from Faculty Resources. Have them bring their copies to class.

Introduction (10 minutes)
Have Student Teachers write in their journals. Ask the following: ‘Think of a time in primary school in which you had a very strong emotional reaction to something or somebody and write about it. Don’t spend time trying to choose something. Write about the first thing that pops into your mind. You may have been really angry or disappointed or frustrated, or you may have been really happy or excited’. Ask them to describe:

• What happened
• Where it happened
• Who was involved
• How they felt when it was over

Suggest that if they want to, they can find a group of peers and share what they have written during out-of-class time.

Point out that emotions as well as the events that trigger them have a lasting effect on us.

Text-against-text (40 minutes)
Hand out copies of ‘Five Ways to Support Healthy Emotions’ from Faculty Resources. Have Student Teachers read together and compare to ‘Children and Stress’. Ask them to answer the following questions:

• What are the author’s main points in each article?
• What would the author of ‘Five Ways to Support Healthy Emotions’ be likely to say to the author of ‘Children and Stress’?
• How can teachers benefit from these articles?

Discussion (10 minutes)
Lead the class in a large group discussion of the issues raised by the three questions. Help Student Teachers clarify their thinking and correct their misconceptions about emotional development and health.
Option 3
An additional option would be to show a PowerPoint presentation from the website Virtual Psychology (www.virtualpsychology.co.uk/powerpoint/PiagetsCognitiveDevelopment.ppt) or another website. There are several presentations available online and may be found with a quick search for ‘Piaget’ and ‘PowerPoint’. In addition, criticisms of Piaget’s studies are important for Student Teachers to consider.

Some researchers suggest that Piaget:
• Underestimated the importance of knowledge
• Underestimated the ability of children
• Underestimated the impact of culture
• Ignored the impact of the social setting and children’s reaction to the adults who guided the studies.

Week 7, session 19: Social development—Changes and parental roles

Option 1

Lead-in discussion (15 minutes)
Ask groups to create a web, map, or visual representation that shows as many different types of relationships that primary-age children have that they can think of, in order from the strongest relationship to the least strong. Put these on chart paper. Ask Student Teachers to do the following:
• Show how you weight or rank the relationships in terms of influence and importance to the child.
• Show how you think each relationship can support positive development.

Gallery walk (15 minutes)
Ask groups to visit the posters. They should try to visit as many of the posters as they can in the allotted time. Have one group member remain with the group’s chart to explain it to visitors.

Mini-lecture (15 minutes)
While Student Teachers are working and during the gallery walk, take notes that you will use to build on in the mini-lecture. Key points:
• The changing relationship between children and parents as children reach school age, emphasizing the importance of continued love, support, and affection.
• How parental relationships affect relationships children have at school with teachers and other children.
Small groups brainstorm (10 minutes)
Ask Student Teachers the following questions:

- What can teachers learn from parents that will help them be better teachers?
- What can parents do to support the child’s learning at school?

Option 2

Assignment
Prior to class, ask each person in half the class to each conduct a 15-minute interview with a primary school teacher to find out:

- What can teachers learn from parents that will help them be better teachers?
- What can parents do to support the child’s learning at school?

Ask the other half of the class to conduct a 15-minute interview with a parent of a primary school child to find out their opinions on the same two questions.

Have them bring notes to class for discussion.

Small groups compare interview notes (30 minutes)
Place participants in small groups of six. To the extent possible, half of each group should have parent interviews and half should have teacher interviews.

Have groups share answers to the two questions. Ask Student Teachers to think about how perspectives match or do not match.

Take notes. Be prepared to summarize the discussion without going into great detail.

Whole-class discussion (25 minutes)
Guide the class in sharing what they learned from conducting and comparing the interviews.

As the opportunity presents itself in the discussion, call attention to the changing relationship between children and parents as children reach primary school age. Emphasize the importance of continued love, support, and affection.

Reflection (5 minutes)
Ask participants to list ideas of strategies for both parents and teachers to encourage independence for their children or students.
Week 7, session 20: Social development—Peer interaction, friendship, and growth

Option 1

Assignment
Prior to class, assign Student Teachers one of the three readings from Faculty Resources for this session (‘Ways to Prevent Bullying in School’, ‘Managing Conflict in the Classroom’, and ‘Myths about Conflict’). Tell them that they will be responsible for sharing the basic ideas in the article they read with other class members.

Jigsaw of readings (30 minutes)
Place Student Teachers in groups of six. Where possible, include two members who have read each article so that all three assigned readings are represented. Assign one member to be a timekeeper.

Ask people who read each article to collaborate in summarizing its main points in no more than five minutes, allowing another five minutes for people to ask for clarification.

Applying readings (20 minutes)
Give each group ‘Vignettes on Peer Interaction’ from Faculty Resources. Have the groups choose ‘Naeem’ or ‘Qamar’ to work with.

Ask them to answer the questions posed in the vignette, using the text set they have just discussed in their jigsaw to support their decisions.

Reporting (10 minutes)
Lead the class in reporting their discussion as time permits. Listen for misconceptions of peer relationships, social competency, and indicators of challenging behaviour.

Option 2

Pair-share (20 minutes)
Using ‘Vignettes on Peer Interaction’ from Faculty Resources, hand out the vignette for ‘Naeem’ to half the pairs and give the other half the vignette for ‘Qamar’.

Ask pairs to take 20 minutes to read and come up with answers to the questions posed.

Observe pairs and take note of misconceptions, assumptions, and the like.

Discussion (10 minutes)
Lead the class in discussing how they went about their task. Ask the following questions:

- What did they find challenging?
- What did they want to know that wasn’t in the vignette?
- What misconceptions did they bring to the task?
Raise these questions to think about:

- Is the teacher’s job to solve all problems?
- Why? Why not?’

**Active lecture (25 minutes)**

Talk about children’s peer relationships, the importance of friendship, building social competency, and indicators of pro-social behaviour. You may want to draw on readings from *Faculty Resources* for this session and assign one or all of them as a follow-up to the reading. Chunk your lecture so that Student Teachers have time to compare notes or raise questions.

**Reflection (5 minutes)**

Ask participants to reflect individually and then discuss in pairs the prompt: how can conflict be a good experience?

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**Week 7, session 21: Utilizing play in the classroom**

Student Teachers should have observed children playing before this session. Ask them to consider while conducting their observations how play is encouraged and/or limited during school, if children go outside, what kinds of toys they play with, and if play is encouraged through class activities.

**Option 1**

**Assignment**

Ask Student Teachers to read ‘The Right Way to Play’ in *Faculty Resources*.

**Individual reflection (5 minutes)**

Ask participants to use field notes to estimate how much time the children they are observing spend playing at school. Ask:

- What kinds of activities and games are they playing?
- With whom are they playing?

**Text-against-text (40 minutes)**

Hand out copies of ‘The Right to Play’ (based on Article 31 of the UN Convention on the Rights of the Child).

Ask small groups of four or five Student Teachers to go over the article. Be sure to group Student Teachers so that at least one English-proficient person is in each group.

Ask Student Teachers to compare this article with ‘The Right Way to Play’. Ask them to consider the questions:

- Who is the target audience for each text?
- What is each article trying to convey?
- Are the purposes of play at home the same as play in school?
• Think of a primary-age school subject and a specific topic within that subject (for example, math and the topic of two-digit addition) you have observed being taught. In what ways might play be used to teach the topic?

**Group discussion (15 minutes)**

Consider using the graphic ‘Quotable Quotes: What Experts Say about Play’, on page 23 of volume V, Nurture, [http://www.ecdpak.com/nurture/nurture_5/quotable_quotes.html](http://www.ecdpak.com/nurture/nurture_5/quotable_quotes.html). You might look at each quotation with the class and use it to discuss an aspect of development (physical, cognitive, social, and emotional) enhanced by play discussed in the two articles.

An alternative would be to ask Student Teachers to write a statement in which they answer the question: why is play important in childhood? Organize discussion around their responses.

**Option 2**

**Analysing children’s play (20 minutes)**

Have Student Teachers meet in small groups of four to six members.

Ask Student Teachers to use field notes to compare how play is being used in different classrooms. Ask them to discuss the following:

- How much time do the children they are observing spend playing?
- What is the most time spent using play activities?
- What is the least time spent?
- What kinds of activities and games are they playing?
- Who are they playing with?

**Mini-lecture (15 minutes)**

Stress the importance of play in primary school classrooms, both structured and unstructured.

You might give Student Teachers the reading ‘The Right to Play’, in Faculty Resources, and focus on the description of the types of play that can be used in classrooms.

**Planning in small groups (20 minutes)**

Divide the class into groups of three or four. Ask Student Teachers to choose a primary grade, subject, and topic from the curriculum. Ask them to plan a classroom environment that will suggest unstructured play related to the topic. Ask the following:

- What might you put in different areas of the classroom?
- If the classroom does not have interest areas (e.g. building area with blocks, small boxes, and toilet paper and paper towel cylinders, for building things; math and science area with things to touch, feel, measure, and weigh; writing area with pencils, recycled paper, note pads, or little books to write in; or arts and crafts area with scissors, paste, crayons, old magazines, and paper), what areas might you want to create?
Plan a structured play activity to teach the topic.

Have a recorder write up notes about your plans to post on the graffiti wall for others to see.

**Summary (5 minutes)**

Ask Student Teachers to share one or two points about what they’ve learned about the importance of play or the challenges of implementing play in schools. Encourage groups to look at ideas on the graffiti wall and offer each other helpful critique.

**Week 7, session 22: Teacher’s influence on student motivation and unit conclusion**

**Option 1**

**Assignment**

Prior to the session, have Student Teachers read ‘What Excellent Teachers Do’ in *Faculty Resources* for class.

**Small group unit review (20 minutes)**

Form small groups of four to six members. You will need at least five groups.

Assign each group one the five things excellent teachers do in the article they have just read. (You might want to paste each passage on a card or paper and hand out one to each group.)

Have each group read the passage they have been given and check with each other if they all understand it. Circulate during this activity and assist if needed.

Ask them to brainstorm examples of how primary school teachers demonstrate this characteristic. They may draw on their observations, readings, or personal experience.

Choose one of the examples to share with the whole class.

**Readers’ theatre and sharing (20 minutes)**

Choose five Student Teachers who have good skills in English. Assign each of them a passage on one of the things excellent teachers do. Ask them to be prepared to read it aloud to the whole class.

- Ask the first reader to read their passage.
- Ask the group assigned this passage to share their example.
- Take turns until all five passages have been read and examples shared.

**Small group discussion (10 minutes)**

Ask group members to reflect on the following question: ‘How do teachers acquire the skills and characteristics described in the article and our activity?’

List insights and ideas.
Whole-class discussion
Take several ideas from the groups. Ask them to listen to each other so that if one group has already mentioned something they listed, they should not repeat but mention that they thought of it too.

If it has not come up, point out that if teachers understand child growth and development, they are more likely to be able to engage in the kinds of behaviours suggested by the article.

Point out that motivation should not be an external gimmick that the teacher uses to make children do things they do not like to do. Motivation is most effective when it is based on a deep understanding of how children grow and learn, and their physical, mental, and emotional needs.

Option 2

Assignment
Prior to the session, ask Student Teachers to bring something (an object or picture) that represents one or two major things they have learned in this unit. It will be a symbol. It should be something they will be able to attach to a class display (nothing too valuable to leave).

Reflection and pair-share (10 minutes)
Ask Student Teachers to remember a teacher from their childhood who really made them interested in learning about something.

Ask them to write a description of that teacher in three to four minutes. Ask:

- What was it about the teacher that drew you in?
- Give an example of something you remember learning about.

Pair-share: ask each person to read or describe what they have written.

Readers’ theatre and discussion (20 minutes)
Prior to class, choose five Student Teachers who have good skills in English. Give each of them a paper or note card with one of the five things excellent teachers do that are listed in the article ‘What Excellent Teachers Do’. Ask them to be prepared to read their assigned passage aloud to the whole class.

Ask the class: ‘What are some of the kinds of things that teachers you wrote about did that made you want to learn?’ Take several ideas.

Ask each reader to read their passage in turn.

Ask the class how the things they wrote about compare to these ideas. If time permits, you may want to have each reader go over the passage again and ask if anyone wrote about an experience that illustrates the point in the passage.
Ask: ‘How do you think teachers develop the skills and characteristics that describe excellent teachers?’ Take several answers.

If no one mentions it, point out that teachers who understand child growth and development are more likely to be able to engage in the kinds of behaviours suggested by the readers’ theatre.

Distribute the article ‘What Excellent Teachers Do’ in *Faculty Resources* and ask them to read it as an assignment.

**Small group sharing of symbols (20 minutes)**

Ask Student Teachers to each take about three minutes to share the symbol they selected. Ask them to explain:

- Why they chose it.
- What it means.
- How they think it might connect to learning to be an excellent teacher.

Ask group members to place their symbols on poster paper. (A cardboard box cut and opened makes a good display if resources are limited.) Ask each to write a brief explanation.

**Gallery walk (10 minutes)**

Ask groups to look at each other’s work and talk about what has been learned over this unit.
Overview

In this unit, Student Teachers will learn about the complex changes that children undergo as they reach adolescence. We will examine the impact of these changes upon adolescent cognitive development, social development, and behaviours such as motivation and identity formation. We will also consider critiques of adolescence as a developmental category.

<table>
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<tr>
<th>Week #</th>
<th>Topics/themes</th>
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| 8      | Introduction and overview of physical development  
Social and emotional development I: Erikson and development of self-identity |
| 9      | Social and emotional development II: The adolescent peer group  
Social and emotional development III: Motivation and self-regulation  
Cognitive and linguistic development I: Piaget |
| 10     | Cognitive and linguistic development II: Vygotsky  
Cognitive and individual differences  
Conclusion and review |

Learning goals

- demonstrate an understanding of the importance of adolescent development and how it fits into the broader context of child development
- understand the interrelatedness between adolescent physical development and theories of cognitive/linguistic and social/emotional development
- explain what major theorists said about adolescent development along the continuum of child and human development
- recognize social and individual patterns and differences among adolescents
- defend an opinion about the role of adolescence as a developmental category
- design age-appropriate classroom tasks and assessments.

Essential questions

- How do differences in adolescent physical development relate to differences in cognitive and social development?
- What role does society and culture play in adolescent growth and maturity?
- What is the appropriate role for the teacher in fostering an effective learning environment for adolescents?
- In what ways might the developmental category of adolescence be ‘socially constructed’?
Enduring understandings

- Although generalities can be made, there are wide discrepancies in the rate at which adolescents develop.
- Adolescents can’t be understood separately from the environment in which they learn and grow.
- Teachers have an important role to play in assisting adolescent growth and maturity.

Additional resources


IslamWay Sisters, ‘Adolescence’.

K. Cherry, ‘Background and Key Concepts of Piaget’s Theory’.
- http://psychology.about.com/od/piagetstheory/a/keyconcepts.htm


- http://www.yale.edu/ynhti/curriculum/units/1980/1/80.01.04.x.html

- http://www.imamreza.net/eng/imamreza.php?id=4243
Resources for this unit in Faculty Resources

Student Teacher readings
‘Adolescents and Youth in Pakistan 2001–2002: A Nationally Representative Survey’
‘Identity Formation in Adolescent Life’
‘Supporting Emotional Literacy’
‘The Adolescent Peer Group: A Problem or Necessity?’
‘Language Development in Adolescents’
‘Measuring Intelligence’

Faculty resources
‘Adolescence: A Social Construct?’
‘Key Points in Adolescent Development’
‘Research on Puberty Differences’
‘Gender Differences in Adolescent Development’
‘Cognitive Development of Adolescents’

Student Teacher activities
‘Beliefs about Adolescence’
‘What Studies of Adolescents Tell Us about Common Beliefs’
‘Adolescent Motivation: Student Scenarios’
Unit 4: Session planning guide

Week 8, session 23: Introduction and overview of physical development

Option 1

Readers’ theatre (10 minutes)
Have ‘Beliefs about Adolescence’ from Faculty Resources on tables or desks when Student Teachers arrive and encourage them to look at it as others arrive.

Point out that this is the beginning of a new unit on adolescent development and they will encounter very different views about the topic. The beliefs listed on the handout represent some of the ideas people have about adolescents.

Ask five people to stand, each reading one of the five beliefs.

Ask people to keep the handout to complete along with their assignment at the end of the session.

Text-against-text (40 minutes)
Divide the class into five groups. Hand out ‘Adolescents and Youth in Pakistan 2001–2002’ from Faculty Resources.

Review the introduction and conclusion sections with the whole class.

Assign each group one of the paragraphs reporting findings about the social context of people’s lives, education, work, etc.

Allow time for each group to read and understand the paragraph assigned to them (time will vary with the English skills of the Student Teachers).

Ask each group to report on its paragraph so that all groups are aware of the information in the report.

Hand out the ‘Physical Development’ section of ‘Key Points in Adolescent Development’ in Faculty Resources, or a summary of puberty and physical development you create.

Point out that some critics of adolescent development theory suggest that the idea of adolescence is a social construction and very Western, and that it is a more applicable to affluent societies where people between the ages of 14 and 19 have the leisure to live without having to support themselves and their families and the opportunity for continued education.

Challenge the group to look at the description of physical development and critique it in light of their own knowledge of Pakistani youth and ‘Adolescents and Youth in Pakistan 2001–2002’.
What suggestions, if any, do they have for the lists in ‘Key Points in Adolescent Development’ under ‘How do these changes affect teens? and ‘What can you do?’

Discussion (10 minutes)
Find out if there were any changes the groups wanted to make. Why? Why not?

Establish purposes for the unit, building on the activity they have just completed. Highlight physical developmental milestones.

Assignment
Complete the handout ‘Beliefs about Adolescents’ and read ‘What Studies of Adolescents Tell Us about Common Beliefs’.

Option 2

Brainstorming activity (10–15 minutes)
Student Teachers will need strips of paper (recycled would be good) and markers or crayons. Say:

- Think back to when you were 13 or 14 years old. Think about words or short phrases you would use to describe yourself at that time. Try to think of as many as possible.
- Choose one word or short phrase you feel is especially descriptive of your early adolescence and write it on the paper strip you have been given.

Have Student Teachers post their description on the white/chalk board.

Pair work: Thinking about physical development (40 minutes)
Hand out a description of adolescent physical development using an excerpt from ‘Key Points in Adolescent Development’ in Faculty Resources or a summary of puberty and physical development you create.

Give pairs some time to look at the document together and see if they can locate themselves in the description.

Ask if they think the description is reflective of Pakistani youth. What might they want to add to ‘How do these changes affect teens?’ and/or ‘What can you do?’ from ‘Key Points in Adolescent Development’ in the Faculty Resources.

Provide each pair with one of the following scenarios:

- A 13-year-old girl in your class has a very strong body odour. You have noticed that other girls avoid her.
- A 12-year-old boy cannot seem to sit still in class. Although he is bright and eager to answer questions correctly, he is disruptive and seems to lack the ability to concentrate for long stretches.
- A 15-year-old girl has gained a great deal of weight during the school year. Her clothing does not fit well. She is very sensitive about it.
- You notice that a 14-year-old boy has begun to engage in risky behaviour compared to his classmates. You catch him in the schoolyard one day smoking a cigarette.
Ask them how they would respond to this child. What might they do to help this young person address their issue(s)? Would they respond differently if the child were a member of the opposite sex than the one in their scenario?

Ask Student Teachers to keep their responses in their journals or with their notes and look at them as the unit continues to check if their ideas change during the unit.

**Summary (5–10 minutes)**

Point out that some critics of adolescent development theory suggest that the idea of adolescence is a social construction and very Western. It is a more common in affluent societies where people between 14 and 19 have the leisure to live without having to support themselves and their families and have the opportunity for continued education.

In earlier times, and in Pakistani society even today, societies did not mark out adolescence as [a] distinct time of life. People simply moved from childhood into young adulthood with no stopover in between. See:

- http://free-books-online.org/mix-books/introduction-to-sociology/
  socialization-and-the-life-course

Challenge the group to look at the description of physical development and critique it in light of their own knowledge of Pakistani youth and the executive summary of ‘Adolescents and Youth in Pakistan 2001–2002’ in Faculty Resources.

Ask: ‘What suggestions, if any, do you have for the lists under “How do these changes affect teens?” and “What can you do?”’

**Assignment**

Complete the handout ‘Beliefs about Adolescents’ and read ‘What Studies of Adolescents Tell Us about Common Beliefs’.
Week 8, session 24: Social and emotional development I—Erikson and development of self-identity

Looking ahead
If you select Option 1 for this session, you should also select Option 1 for the next session (Session 25: Social and emotional development II: The adolescent peer group).

Option 1

Review (10 minutes)
Student Teachers should have a copy of ‘Comparing Examples of Developmental Theory’ from Unit 1. Ask them to bring it to class or distribute copies. Ask Student Teachers to do the following:
- Look at the ages 7–12 and 13–19 on the chart.
- Identify ways theorists describe it.

Active lecture (30 minutes)
Prepare a lecture on Erikson and self-identity. Also prepare a handout with a summary of key points describing Erikson’s theory of identity development.

Organize your lecture so that you can stop at two or three points to allow Student Teachers to fill in notes using the handout or compare notes.

Brainstorming (15 minutes)
Ask Student Teachers to come up with five to ten ways children come to identify themselves as they reach adolescence (athlete, scientist, religious, ‘outsider’). Ask the following questions:
- What can the teacher do to encourage adolescents to engage in safe and enjoyable activities, keeping in mind what you just learned?
- What kind of activities did you want to do most in your early teen years?
- What kind of activities do you want to be identified with now?

Summary (5 minutes)
Ask Student Teachers to summarize what they have learned in the session. Call for volunteers or call on those you want to encourage to participate.

Assignment
Assign half the class to read ‘Identity Formation in Adolescent Life’ and half to read ‘Supporting Emotional Literacy’ from Faculty Resources. People are free to read both, but they will need to be prepared to be a resource person for the article.
assigned Option 2

Small groups analyse scenarios (20 minutes)
Introduce the topic by giving one of the vignettes below to half the class and one to the other (or construct vignettes targeted to a situation your Student Teachers might encounter).

Rabiah is one of the better students in your class, but she seems to be misbehaving more and more. Last week, she tried playing football with some of the boys during recess. One of the teachers scolded her and told her she should be with the girls during this time and that she was only looking for attention. Then yesterday, the Social Studies teacher said she was worried because Rabiah is questioning some of the things she is learning. The Social Studies teacher sent Rabiah to the principal and her parents were notified.

- How would you have responded to Rabiah in each of these situations?
- Keeping in mind some of the things we’ve talked about, recommend a course of action for the teacher to take (if any) regarding Rabiah.

Saleem seems to always be getting angry and losing his temper. The boys were getting ready to start a cricket game, and when he couldn’t be first he started shoving other boys. When you try to talk with him, he just looks down and shrugs his shoulders. Another time you handed out tests that you had graded and when he saw that he did not get a perfect score, he wadded up the paper and threw it in the trash. Then today, you learned that when he was in maths class, another boy laughed at him, and Saleem got up and hit him in the face.

- What can you do about Saleem’s angry behaviour?
- Taking into account some of the things we’ve talked about, recommend a course of action for the teacher to take (if any) regarding Saleem.

Have pairs read the vignette and try to answer the questions.

Reading groups (30 minutes)
Ask Student Teachers to form small groups of four or five based on their scenario. Make sure there is someone in each group who feels comfortable reading English.

Give one of the articles from Faculty Resources to each group. Give the Rabiah groups ‘Identity Formation in Adolescent Life’. Give the Saleem groups ‘Supporting Emotional Literacy’.

Ask the groups to read the article together and then look at their case study again to learn if there is additional information that might assist them.

Observe each group’s discussion and correct any misconceptions.

Mini-lecture (10 minutes)
Go over key points in Erikson’s theory of identity formation and connect it to the two cases.

Assignment (5 minutes)
Ask the Student Teachers to read the article that was handed to the other half of the class.
Week 9, session 25: Social and emotional development II—The adolescent peer group

Note: Use Option 1 in this session if you used Option 1 in the previous session, Session 25.

Option 1

Assignment
Prior to class, assign ‘The Adolescent Peer Group: A Problem or Necessity?’ in Faculty Resources.

Brainstorming about peer influence (15 minutes)
Tell the class that when you give them the following phrases, they should write down their first thought:

- Favourite kind of music
- Favourite musical group
- Favourite singer
- Favourite film
- Favourite actor
- Favourite way of dressing
- Favourite things to do

Ask them to move about the room and find as many people as they can in five minutes who have the same favourites that they do. Ask them to note down the names of people who have the same favourites.

Keep track of time.

Quickly survey by asking Student Teachers to raise their hands to find out who got the most for each item. Who and what is the favourite and how many agreed? Ask:

- ‘How much do you think your ideas have been influenced by peers?’ Take as many responses as time permits.
- ‘What favourites are influenced by culture?’ Take as many responses as time permits.

Mini-lecture (20 minutes)
You may want to review ‘Adolescence: A Social Construct?’ and ‘Key Points in Adolescent Development’ in Faculty Resources in preparing notes for the mini-lecture. At the end of the lecture or at points during the lecture, ask Student Teachers to discuss:

- The role of peers. (Note differences of opinion about the influence of peer groups in different cultural contexts.)
- Prosocial and aggressive behaviour in teens.
- The implication for teachers.
Pair work (20 minutes)
Ask Student Teachers to form pairs. Hand out ‘The Adolescent Peer Group: A Problem or Necessity?’ from Faculty Resources. Ask them to do the following:

- Think of examples of peer group influence they have observed in classrooms, from among younger adolescents they know, and their own experiences.
- Discuss pros and cons of peer group formation. Are they different for boys and girls?

Summary (5 minutes)
Summarize key points discussed in the session and respond to any questions.

Option 2

Rethinking scenarios (5 minutes)
Ask Student Teachers to return to the groups they were in during the previous session when they discussed the vignettes of Rabiah and Saleem. Ask them to keep their vignette in mind during the lecture as they will be applying new information to their discussion of the two vignettes.

Active lecture (40 minutes)
You may want to review ‘Adolescence: A Social Construct?’ and ‘Key Points in Adolescent Development’ in Faculty Resources. Ask Student Teachers to discuss the following:

- The role of peers. Note differences of opinion about the influence of peer groups in different cultural contexts.
- The place of peer groups in Pakistani culture, urban culture, rural culture, ethnic group, and minority culture.
- Pro-social and aggressive behaviour in teens.
- The implications for teachers.

Chunk information into 10-minute segments and give Student Teachers an opportunity to compare notes following each.

Rethinking scenarios (15 minutes)
Have Student Teachers rethink their cases now that they have the information from the lecture. Ask them to consider:

- How might peer pressure be influencing Rabiah or Saleem?
- How might peer influence be used in a positive way?
- Would it make a difference if you knew Rabiah or Saleem were members of a minority group? What would you do as teacher?
Week 9, session 26: Social and emotional development III—Motivation and self-regulation

In advance of both options, prepare a handout about strategies for ‘Fostering Motivation in the Classroom’ to distribute at the end of the mini-lecture. Use the resources for Unit 4 in Faculty Resources for ideas and your own experience to help make the handout.

Option 1

Small groups analyse scenarios (20 minutes)
Ask Student Teachers to organize into small groups. (When organizing small groups, make sure group membership varies so they have an opportunity to work with different peers.)

Hand out ‘Adolescent Motivation: Student Scenarios’ from Faculty Resources.

Assign one of the scenarios to each group.

Ask them to brainstorm about clues that might help them work with the child described, based on what they know about adolescent development. Ask: ‘What might be plausible reasons for the behaviour?’

Mini-lecture (15 minutes)
Point out, in reference to the scenarios, that we cannot always know what causes behaviour that we see in children. We have to think about how to help them become more effective even when we are not sure why they are acting as they do.

Summarize key points about motivating adolescents and how to help them become more self-regulating.

Scenario group work (15 minutes)
Ask Student Teachers:

• Use the ‘Fostering Motivation in the Classroom’ handout to consider the scenario assigned. What strategies might you use with your scenario?
• Is the behaviour the students exhibit necessarily negative? What kind of encouragement would you provide to make sure the student remains (or becomes) engaged in school?

Summary discussion (10 minutes)
Ask Student Teachers:

• What did they find challenging about dealing with the scenarios?
• What insights did they gain from the exercise?
Option 2

Mini-lecture (15 minutes)
Prepare and share a mini-lecture about motivation and self-regulation. Point out, in reference to the scenarios, that we cannot always know what causes behaviour that we see in children. We have to think about how to help them become more effective even when we are not sure why they are acting as they do.

Summarize key points about motivating adolescents and how to help them become more self-regulating.

Guided pair work (45 minutes)
Read each of the following descriptions in turn. Ask Student Teachers to use the handout about ‘Fostering Motivation in the Classroom’ and write down one or two ideas about how they might motivate the student.

Try the first one together as a whole class:
- ‘You have a 12-year-old girl in class who constantly needs to be the centre of attention. She is constantly around her peers and is often seen as the leader’.

Ask pairs to share ideas they have for working with the student. Ask probing questions to help them evaluate their ideas.

Then ask pairs to read each of the following, give time for pair discussion, and elicit ideas from Student Teachers as time permits.
- You have an 11-year-old boy who doesn’t associate much with his peers, and he is often picked on. He always seems to follow you around, trying to impress you with his knowledge and generally showing off.
- You have a very competitive 14-year-old boy in your class. He always raises his hand and often answers questions in class without being called on. He is very eager to contribute and at times even seems to get bored with the class.
Week 9, session 27: Cognitive and linguistic development I—Piaget

Option 1

Concept attainment (30 minutes)
Engage Student Teachers in this activity to help them think about the concept of adolescent cognitive development. Student Teachers are asked to think about attributes that can be used to say if something is an example or not an example, and to begin to identify and clarify properties of the concept.

Create a poster or write headings on the chalk/whiteboard that read ‘Positive Examples’ and ‘Negative Examples’.

Put two words on the chart or board: generalize and eating. Ask Student Teachers to look at the two words.

Explain: ‘Generalize belongs in a category we are going to think about. Eating does not. As we go through the exercise, I want you to try to decide what the category is that we will be thinking about’.

Add the next two words: symbols and clouds.

Say: ‘Look at this pair of words. Symbols is part of the category we are thinking about, clouds is not. What do generalize and symbols have in common that eating and clouds do not? Think about it’.

Continue by adding the next two sets of words, pausing after each: logical and cricket, future and sounds.

Ask: ‘Now what are you thinking? Please write down a hypothesis about what the category is that we are going to be working with. Think about what the positive examples have in common that they do not share with the negative examples’.

Present the next positive example (on a paper or write to the side of the lists): logical.

Ask: ‘Based on your hypothesis, should this be a positive example or a negative example?’ Ask for a show of hands.

Go on to give the next few words or phrases, but not in pairs. Have Student Teachers tell you which category they go in: future, reason, cricket, sounds, orange, concrete thinking, abstract thinking, club, school, and intelligence.

When most of the class seem to be able to put things in the right category, ask them if they will share their hypothesis about the concept you are looking for. If they are incorrect, give them some more words and have them place these in categories.

After you have added these, ask if someone can give you a positive example. If it is an attribute of adolescent cognitive development, accept it.
If you work through all of the words without anyone guessing, ask them to think of what these words are characteristic of. For example, if they guess *thinking*, help them see that *concrete thinking* and *abstract thinking* describe different kinds of thinking, and that the concept these are linked to is ‘adolescent development’. This activity should not take too much time.

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<tr>
<th>Positive Examples</th>
<th>Negative Examples</th>
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<tr>
<td>Generalize</td>
<td>Eating</td>
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<td>Symbols</td>
<td>Clouds</td>
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<td>Logical</td>
<td>Cricket</td>
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<td>Future</td>
<td>Sounds</td>
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<td>Reason</td>
<td>Orange</td>
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<td>Abstract thinking</td>
<td>Club</td>
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<td>Intelligence</td>
<td>School</td>
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<td>Think</td>
<td>Potato chip</td>
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<td>Rational</td>
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<td>Problem-solving</td>
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<td>Judgment</td>
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<td>Knowledge</td>
<td>Singing</td>
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<td>Mind</td>
<td>Raindrop</td>
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<td>Thought</td>
<td>Play</td>
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<td>Form hypotheses</td>
<td>Concrete thinking</td>
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<td>Formal operations</td>
<td>Conservation</td>
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<td>13–19-year-olds</td>
<td>Semi-concrete thinking</td>
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**Pair reading (20 minutes)**

Hand out ‘Cognitive Development of Adolescents’ from *Faculty Resources*.

**Summary (10 minutes)**

Summarize key concepts about adolescent cognitive development. Note the contrasting perspectives of Piaget and Vygotsky brought out in the reading.

**Assignment**

Ask Student Teachers to read ‘Gender Differences in Adolescent Development’ in *Faculty Resources*. Ask them to try out the task with a friend.
Option 2

Use information in *Faculty Resources* to prepare a handout on ‘Similarities and Differences between Piaget and Vygotsky’ and another on ‘Teaching Strategies’.

**Lecture (20 minutes)**
In the lecture, summarize adolescent cognitive development and offer contrasting views. Hand out note cards or slips of paper and ask Student Teachers to write down questions they have during the lecture.

**Question and answer (10 minutes)**
Collect the questions. Answer each in turn, skipping those that are written illegibly or are duplicate.

Distribute the handout comparing Piaget and Vygotsky for Student Teachers to read later as a review.

**Small group activity (20 minutes)**
Distribute the handout on teaching strategies. Ask groups to look at each one and talk about examples they have seen, if any, in their classroom observations.

**Discussion (10 minutes)**
Lead the class in discussing whether teachers use strategies listed on the handout, and ask why or why not. If time permits, offer examples of how these strategies are built into their course on child development.

**Assignment**
Ask Student Teachers to read ‘Gender Differences in Adolescent Development’ from *Faculty Resources*. Ask them to try out the task with a friend.

**Lecture (20–25 minutes)**
See ‘Piaget’ in the ‘Essential Knowledge’ section of the Course Guide.

‘Adolescent Brains Are Works in Progress’ is an interesting article that may be helpful. ➢ www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/adolescent.html

Week 10, session 28: Cognitive and linguistic development II— Vygotsky

Option 1

**Mini-lecture (15 minutes)**
Talk about Vygotsky’s theory of linguistic learning. Include the concept of scaffolding.

**Small group design activity (25–30 minutes)**
Ask Student Teachers to form small groups of three or four.
Explain: 'Imagine you are a secondary school Science, Literature, or Physical Education Instructor. With Vygotsky’s theory in mind, design an age-appropriate scaffolding task for students, with the idea that they should work collaboratively but the teacher will be looked to extensively for guidance. Be prepared to share your design'.

**Ambassadors (15 minutes)**

Ask Student Teachers to combine with another group of three or four. Tell them to take turns sharing what they designed.

**Option 2**

**Guest speaker**

Invite another faculty member or someone you know who is an expert/guest speaker in language development. Ask that person to give a 30-minute presentation on language development in adolescence and the challenges of adolescent second-language learners.

**Ask the expert activity (15–20 minutes)**

Arrange two chairs facing another chair at the front of the room.

Give everyone an opportunity to write down a question they have for the ‘expert’ on a strip of paper. Ask two volunteers to take turn writing answers to the questions as they are asked. Provide these volunteers with a stack of recycled paper and markers to use.

Choose two people with questions to sit in the two chairs facing the expert/guest speaker, who is invited to sit in the chair opposite.

The person in chair one reads his or her question and hands it to the speaker.

As the speaker answers it, one of the volunteers writes the answer and hands it to the person in the chair one who asked the question.

The person in chair one takes the question back from the speaker and posts it along with the answer on the wall or a display board.

The person in chair two moves to chair one and the Instructor chooses someone to sit in chair two and be ready to ask his or her question. Continue as long as there are questions.

After the questions have been answered, give the speaker a minute to make any additional comments.
Week 10, session 29: Cognitive and individual differences

Option 1

**Brainstorming and gallery walk (15 minutes)**
Have Student Teachers work in small groups of four or five.

Ask them to use chart paper to make a list of all the ways members of their group are different that they can think of in five minutes.

Post the lists and let other people look at the posted lists as time permits.

**Small groups, reading (30 minutes)**
Raise the question: ‘Do the ways we measure intelligence allow for differences?’

Hand out ‘Measuring Intelligence’. Have Student Teachers read and discuss the reading in groups.

Ask them to critique existing methods of measuring intelligence in adolescents, following the questions in the handout.

**Class discussion (15 minutes)**
Ask the groups to report on their answers. Ask each group to report on one question before moving to the next.

Option 2

**Assignment**
Prior to class, ask each Student Teacher observing in an adolescent class to get permission from the teacher to bring samples of adolescent student work taken from 5 to 10 students that were tasked with the same assignment. Explain to Student Teachers that the purpose will be to review them in the course class to better understand differences in student development. The work samples can be returned if the teacher wishes. Label the sample with the name of the school and class. Cover the name. Provide an explanation of what the assignment was for each set of papers.

**Analysing work samples (20 minutes)**
Place Student Teachers in small groups of four or five.

Ask Student Teachers to share the work samples they have brought. Divide them up so that each table has a set of at least three or four papers for the same assignment to examine.

Have Student Teachers look at the work and answer the following questions:
- What differences do you see in the work?
- What does the work tell you about individual differences?
- What does it tell you about adolescent thinking?
- What do the papers not tell you that you might need to know to assess cognitive ability?
Mini-lecture (15 minutes)
Talk about how intelligence is measured and problems with IQ tests.

Whole group discussion (10–15 minutes)
Lead the class in thinking about the questions raised during their analysis of the adolescent student’s work.

Ask: ‘What kinds of information might you collect in order to develop a good picture of a adolescents’ cognitive development?’

Week 10, session 30: Conclusion and review

Option 1

Cognitive mapping (20–30 minutes)
Ask Student Teachers to form pairs. Ask them to go through their notes and draw cognitive maps to relate the different topics discussed during the unit on adolescence. Post maps on a wall or in a display area.

Gallery walk (20 minutes)
Ask one member of the pair to stay with the map and explain it to visitors. After 10 minutes switch so that the second member stays with the map and the first makes the gallery walk.

Summary (10 minutes)
Ask Student Teachers to summarize what they learned during the gallery walk. Support or prompt them where necessary to ensure that they touch on the various topics covered during the unit on adolescence.

Option 2

Pairs write advice to teachers (40 minutes)
Instruct Student Teachers: ‘Based on what you have learned in this unit, write a letter to a hypothetical new teacher explaining key things about adolescents that they should know to be an effective teacher. Consider the whole child. Use your notes as you need’.

Sharing letters (10 minutes)
Pairs meet with another pair to read their letters to each other.

Summary (10 minutes)
Select one or two letters at random and ask Student Teachers to read them aloud to the class.

Summarize key points about adolescent development that may not be in the letters.
UNIT 5
DIFFERENCES IN CLASSROOMS: DEVELOPMENTAL VARIATION AND SPECIAL NEEDS
Overview

In this unit, Student Teachers will examine learning differences, both normal variation in learning styles and disabilities and disorders. Student Teachers will consider the role of the school and the Instructor in managing and accommodating learning differences in classroom practice. Student Teachers will additionally consider the strategies employed in national educational policy in Pakistan on accommodating diverse developmental needs.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics/themes</th>
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| 11     | Differences in student learning and performance strengths  
Child development review I  
Child development review II |
| 12     | Recognizing disability and learning disorders I: Emotional and behavioural  
Recognizing disability and learning disorders II: Language, physical, and sensory  
Cognitive differences: Delays and giftedness |
| 13     | Addressing special needs in the classroom: Differentiated instruction  
School resources and support services for special-needs students  
Reflection and review |

Learning goals

- demonstrate an understanding of children’s differences in learning styles and capacities
- recognize and categorize signs of developmental delays, disorders, and disabilities
- demonstrate awareness of the social perceptions of difference
- consider classroom needs from various perspectives, including those of children and teachers
- recognize the strengths that each child brings to the classroom
- identify factors that influence learning differences and special needs.
Essential questions

- How can schools best accommodate different learning needs?
- How can teachers use benchmarks for development without seeing children of difference as abnormal?
- What is the role of the school in accommodating children with special needs?

Enduring understandings

- Variation among children’s learning abilities and learning strengths is normal.
- Teachers can work to accommodate different learning abilities and disabilities in the classroom in a variety of ways.

Additional resources


Learning Disabilities’, Encyclopedia on Early Childhood Development.


➢ http://educat.tc.columbia.edu/search/t?SEARCH=The+Differentiated+Classroom%3A+Responding+to+the+Needs+of+All+Learners

Resources for this unit in Faculty Resources

Student Teacher readings
‘Classrooms for All Learners’
‘What a Child Can Do’
‘Models of Disability’
‘Autism’
‘ADHD Children and Classroom Management’
‘Understanding the Nature of Learning Disorders in Pakistani Classrooms’
‘What Do Gifted Children Need?’
‘Differentiated Instruction in the Inclusive Classroom’
‘Looking at Social Issues Holistically: The Rejected Child’

Faculty resources
‘Inclusive Education in Pakistan?’
‘Social Tasks Involved in Peer Relationships’
‘Developing Multiple Intelligences in Children’
‘General Categories of Learning Disability’
‘Meeting the Needs of Students With Cognitive Delay’
‘Characteristics of Gifted Children’
‘Characteristics of Gifted and Talented Children: Check-list’
‘Case Studies of Working Models of Inclusive Education in Pakistan’

Unit 5: Session planning guide

Week 11, session 31: Differences in student learning and performance strengths

Option 1

Assignment
Prior to class, have Student Teachers read ‘Understanding the Nature of Learning Disorders in Pakistani Classrooms’.

Introduction to the new unit (10 minutes)

Comment on the following:

- The course until this point has been describing typical child development. A range of behaviours and aspects of cognitive, social, emotional, and physical development have been presented characterizing what many people think of as normal development.

- We need to question what is actually normal, as everyone has differences.

- Real classrooms are full of very different children—children who have varied strengths in and out of the classroom and some who have special needs.

- This unit will cover ways in which learners differ and how schools can accommodate these differences.
Reflection (5 minutes)
Ask Student Teachers to reflect on their classroom observations. Ask the following questions:

- Have you seen evidence for the idea that children approach learning differently?
- What are some of the strengths and weaknesses of particular children you have observed in the classroom?

Pair work (10 minutes)
Ask Student Teachers to share their reflections with each other. Then ask them to brainstorm categories of differences that they have witnessed in the classroom.

Active lecture (40 minutes)
Begin by taking two minutes to ask Student Teachers to name some of the differences they have noticed. Alternatively, you may also want to use the quotation that introduces the reading 'What a Child Can Do' to initiate the lecture and give Student Teachers a minute to consider it. You might also want to include the following points.

Special needs are commonly defined by what a child cannot do—by milestones unmet, foods banned, activities avoided, experiences denied. These minuses hit families hard, and may make special needs seem like a tragic designation. Some parents will always mourn their child’s lost potential, and many conditions become more troubling with time. Other families may find that their child’s challenges make triumphs sweeter, and that weaknesses are often accompanied by amazing strengths.

Note the history of special education in Pakistan.

Set out some of the learning differences and disabilities that are encountered in classrooms in Pakistan (issues of diversity will be covered in Unit 6).

Pause after every 10 or 15 minutes to give Student Teachers an opportunity to compare notes or ask questions.

Minute paper (5 minutes)
Ask Student Teachers to write a reaction to the lecture for one minute. At the end of one minute, ask the following questions:

- Do you think teachers in the classrooms where you have observed are comfortable working with children with different learning needs?
- How comfortable do you think you will feel when working with children with different learning needs?
- What would be necessary to make you feel comfortable?
Option 2

Introduction to the new unit (5 minutes)

Comment on the following:

- The course until this point has been describing typical child development. A range of behaviours and aspects of cognitive, social, emotional, and physical development have been presented characterizing what many people think of as normal development.
- We need to challenge what is actually normal, as everyone has differences.
- Real classrooms are full of very different children—children who have varied strengths in and out of the classroom and some who have special needs.
- This unit will cover ways in which learners differ and ways schools can accommodate these differences.

Text-against-text (45 minutes)

Ask Student Teachers to form groups of six.

Hand out a text set with ‘What a Child Can Do’ and ‘Inclusive Education in Pakistan?’ from Faculty Resources or two other short articles of your choice that address special-needs issues.

Ask three members (half the group) to read one article and half the other article. Be available to assist with English or difficult concepts. Answer the following questions about their article:

- What is the main purpose or the article?
- What is the point of view of the author or authors?
- Do the ideas in the article address any issues you have experienced as a child or when observing in classrooms?
- Who should read this article?

Ask each half of the group to report on its article to the next group.

Ask the group to think of the two articles together and consider the following questions:

- Look at the list of kinds of special needs in ‘What a Child Can Do’. How feasible would it be to mainstream children with the differences mentioned?
- What kinds of strengths do you think the author had in mind in the first paragraph of ‘What a Child Can Do?’ What strengths might a child with special needs bring to the classroom?
Reflection (10–15 minutes)
Ask Student Teachers for the insights they have gained from comparing the readings and for any lingering questions. (These may not have answers.)

Personal reflection (5 minutes)
Ask Student Teachers to reflect on the ways they have seen schools manage differences in children’s learning.

Week 11, session 32: Child development review I
The next two sessions should involve Student Teachers going deeper into child development, looking at the span from preschool through middle school. The focus is on helping Student Teachers understand how this knowledge will help them as teachers of children at any age and help them to identify children who may have special needs.

Note that an alternative to this session is provided at the end of Unit 5; that session covers Gardner’s theories in more depth.

Option 1

Assignment
Prior to class, ask Student Teachers to read ‘Looking at Social Issues Holistically’ and to think about the questions.

Discussion of article (15 minutes)
Lead the class in discussing the assigned article. Ask the Student Teachers to leave aside the case of Shakeel and think about the argument the article makes. Ask the following questions:

• What questions does the article raise?
• Have you seen instances in classrooms where you are observing where children’s behaviour is a problem that may be masking larger issues?

Case scenario (20 minutes)
Ask Student Teachers to meet in small groups to discuss Shakeel. They should use the discussion questions below to further extend their thinking about the article.

• Ask them to identify steps they would take as Shakeel’s teacher.
• Ask them to use their knowledge of child development to justify their choices.

Tell them to be prepared to share their proposed steps and justification with the whole class.

Group reporting (25 minutes)
Each group has about five minutes to share steps and justification. Following each group presentation, raise questions to help sharpen their thinking about development.
Assignment
Have Student Teachers write a one-page description of a child they know (this could be their child study subject if they are doing a child study over the semester) and bring it to class. Ask them to bring their notes from the study of child development from preschool through adolescence.

Option 2

Assignment
Prior to class, ask the Student Teachers to bring their notes from the study of child development from preschool through adolescence to class.

Reflection (10 minutes)
Ask Student Teachers to take five minutes to write about the age group they most want to teach and why. They may write this in their journals or on a separate piece of paper.

Ask: ‘What is it about child development at this age that you find most interesting?’

Ask Student Teachers to take five minutes to write about the age group they least want to work and why.

Ask: ‘What is it about child development at this age that makes you less interested in working with children of this age?’

Small groups review development (40 minutes)
Organize groups according to age group they most want to teach. Keep groups at five or six maximum. If there is an age group that is not represented, leave it out for the present. Go with their choices.

Using their notes, have small groups meet and design a large graphic organizer on chart or poster paper, ‘Meet the ___ [age group] child’. Ask them to do the following:

• List developmental characteristics that have been studied in class, such as physical and emotional characteristics, in the centre of the chart.

• List developmental characteristics that precede and follow on the right-hand side of the display.

Encourage creativity but not at the expense of substance.

Move about during the activity to encourage all group members to share in the work. If they are unable to finish during the class time allotted, ask the group to arrange to meet outside of class to complete the chart.

Gallery walk and summary (10 minutes)
Encourage Student Teachers to visit each other’s displays (including those in progress).

Assignment
Ask Student Teachers to read ‘Looking at Social Issues Holistically’ and think about the questions.
Week 11, session 33: Child development review II

Note: An alternative to this session is provided at the end of this unit.

Use Option 1 here if you used Option 1 in Session 32. Use Option 2 if you used Option 2 in Session 32.

Option 1

**Lecture (20 minutes)**

Cover key points about development that you feel Student Teachers may have difficulty understanding or correct misconceptions you have observed during their group work.

**Small group work (40 minutes)**

Group Student Teachers by the age of the child they wrote about in their assignment for this session. (Groups should be no larger than six.)

Give each group large poster board or cardboard to create a map of an age-appropriate classroom environment. Ask them to keep in mind the following:

- Would this be a good environment for the child you have described?
- The article ‘Looking at Social Issues Holistically’.
- Your notes on child development.

Ask them to consider these questions as they complete their designs:

- How will your classroom allow for differences in learning, physical abilities, and emotional needs?
- What theorists can you use to defend your choices about what is age appropriate?

At the end of 20 minutes, have two members from each group visit another group to observe and ask questions about the choices they made in setting up the environment.

At the end of 30 minutes, have visiting members return to their groups. Send another two members to another group to observe and question.

Circulate to observe, question, critique, and correct misconceptions.

Option 2

**Using the displays (5 minutes)**

Place the displays of ‘Meet the Child’ where Student Teachers can see and refer to them.

Ask for two volunteers to be a ‘point person’ for each age-group display. Put their names on the board.
Small group work: Planning a classroom environment (40 minutes)
Organize small groups of no more than five Student Teachers according to the age group they wrote about that they least wanted to teach or age groups that were not represented in the displays made last session.

Point people will work with a group, but they may be called upon by another group to give advice or critique from time to time.

Explain the following: ‘Assume that you are assigned to teach the age group that you least wanted to teach. Set up an age-appropriate classroom environment for this group’.

Give each group large poster board or cardboard. Ask them to keep in mind the following:
- The article ‘Looking at Social Issues Holistically’.
- Their notes on child development.
- Children of all ages need environments that encourage active learning.

Remind them to consider these questions as they complete their designs:
- How will your classroom allow for differences in learning, physical abilities, and emotional needs?
- What theorists can you use to defend your choices about what is age appropriate?

At the end of 20 minutes, have two members from each group visit another group to observe and ask questions about the choices they made in setting up the environment.

At the end of 30 minutes, have visiting members return to their groups. Send another two members to another group to observe and question.

Circulate to observe, question, critique, and correct misconceptions.

Reflection (10–15 minutes)
Ask Student Teachers to think about the task they have just completed. Ask the following questions:
- What did you find most challenging about this task?
- Why might it be important to be able to set up a classroom environment for any age group?
- What developmental needs do all children seem to share in common?
- What developmental needs seem more age related?
Week 12, session 34: Recognizing disability and learning disorders I—Emotional and behavioural

Suggested reading for Student Teachers, for both options:

- ‘Autism’, in Faculty Resources.
- ‘ADHD and Classroom Management’, in Faculty Resources.

Option 1

**KWL (5 minutes)**

Have Student Teachers do a KWL about recognizing disability. They may want to keep it in their journal or use it to take notes during the lecture.

KWL is a strategy that provides a structure for recalling what students know about a topic, noting what students want to know, and finally listing what has already been learned and is yet to be learned.

The KWL strategy allows students to take inventory of what they already know and what they want to know. Students can categorize information about the topic that they expect to use as they progress through a lesson or unit.

**Active lecture (50 minutes)**

Present definitions of disability. (You might want to have short definitions and a summary of more extensive definitions on a handout to guide listening.)

Following definitions, have Student Teachers pair-share on the definitions they prefer and why.

Hand out two definitions of disability offered in ‘Country Profile on Disability: Islamic Republic of Pakistan’. The document is available at:


Explain to Student Teachers that while all children have unique needs, certain children have more consistent ones. These special-needs students may include those with disabilities or learning disorders. The types of disabilities discussed in this class are emotional and behavioural disabilities; language, physical and sensory disabilities; and cognitive differences.

Remind Student Teachers that these divisions are artificial and there is a lot of overlap among categories.

Pair-share at a stopping place in the lecture. Ask Student Teachers to think about their perceptions of disability and share with a classmate. Ask them to consider some of the attitudes toward disability they have seen evidenced in the classroom.
Present the two prominent models of disability: medical and social. (See ‘Models of Disability’ in *Faculty Resources*; you may wish to use this as a reading assignment before or following class.)

Present information on emotional and behavioural disorders, with particular emphasis on autism and ADD/ADHD.

**Summary and reflection (10 minutes)**

Ask Student Teachers to add to the KWL they created before class.

**Assignment**

There are several suggested readings in *Faculty Resources*. Choose those you think are most suitable for your group.

**Option 2**

**Assignment**

Prior to class, assign half the class the reading on ADHD/ADD and the other half the reading on autism. Ask them to be prepared to share their reading with those who did not get a chance to read it.

**Reflection (5 minutes)**

Ask Student Teachers how students with special needs are perceived in Pakistani society and in the classroom. Student Teachers can draw on their own experience as students, as members of society, and on their observations as Student Teachers.

**Pair-work (10 minutes)**

Ask Student Teachers to discuss their answers in pairs and brainstorm general attitudes held in their classrooms and social communities toward individuals with special needs. Ask them to discuss how their school experience may have been different if they had had special needs.

**Mini-lecture, introduction (15 minutes)**

Explain that while all children have unique needs, certain children have more consistent ones. These special-needs students may include those with disabilities or learning disorders.

Point out that there are a variety of different types of disabilities and they will be discussed during this class as emotional and behavioural disabilities; language, physical and sensory disabilities; and cognitive differences.

Explain that these barriers are artificial and there is a lot of overlap among categories.

Present the two prominent models of disability: medical and social (see ‘Models of Disability’ in *Faculty Resources*).
**Reading exchange (30 minutes)**
Place Student Teachers in groups of four or five according to the reading they completed.

Construct a list of the essential points from the reading as well as questions and concerns.

Ask Student Teachers to pair with someone responsible for the other reading and to take turns sharing the major points, their own insights, and questions about autism and ADHD/ADD.

**Assignment**
Prepare and distribute a handout for Student Teachers to think about:

- What similar challenges for teachers do the two disorders present?
- What are some of the differences?
- What strengths might children with each disorder bring to the classroom?
- Do you think the readings reflect a more medical or social perspective on disability?

**Week 12, session 35: Recognizing disability and learning disorders II—Language, physical, and sensory**

Note for Option 1 and Option 2: ‘General Categories of Learning Disability’ in *Faculty Resources* may be useful for Student Teachers as a follow-up to the lecture. A list with technical labels for the Instructor is found under Additional Information at the end of Unit 5.

**Option 1**

**Assignment**
Prior to class, ask Student Teachers to read 'Understanding the Nature of Learning Disorders in Pakistani Classrooms'.

**Review (5 minutes)**
Review material on ADD/ADHD and autism.

Introduce today’s topic and ask what characteristics of ADD/ADHD align with this session’s topic on language, physical, and sensory disabilities.

**Lecture (20 minutes)**
Present information on language, physical, and sensory disabilities. Note how these disabilities may be seen in classrooms.
Reflections on classroom practice (15–20 minutes)
Ask Student Teachers to reflect on the classroom they have been observing. Ask the following questions:
• What could the teacher do to accommodate children with language, physical, or sensory disabilities?
• Specifically, what adaptations could be made to one activity, lesson, or the environment?

Ask Student Teachers to write a brief description of the adaptation they suggest. Ask them to think about the following:
• How can the adaptation build on children’s strengths while supporting special needs?
• How does your adaptation include children so that they feel successful rather than ‘singled out’?

Pair critiques (10 minutes)
Ask Student Teachers to share their modified lessons in pairs and provide feedback. Incorporate this feedback into the revised activity description.

Summary and review (10 minutes)
Ask Student Teachers to write three things they have learned, two that they would like to know more about, and one idea or skill they have mastered from the unit so far (3-2-1).

Summarize key points.

Option 2

Assignment
Prior to class, ask Student Teachers to read ‘Understanding the Nature of Learning Disorders in Pakistani Classrooms’ and bring it along with handouts or readings on ADD/ADHD to use in class.

Text-against-text (40 minutes)
Ask Student Teachers to form small groups. Ask Student Teachers to imagine themselves as children in a classroom, with the following questions.
• If they had ADD/ADHD, what challenges would they face in the classroom?
• How would their experience be different from others?
• Highlight key points in the handouts that inform your thinking.

After about 10 minutes, ask Student Teachers to review the article ‘Understanding the Nature of Learning Disorders in Pakistani Classrooms’, asking the same questions as above.
Active lecture (20 minutes)
Present information on language, physical, and sensory disabilities.

Pair-share (4–5 minutes)
Pause about halfway through the lecture and ask what classroom modifications Student Teachers think the teacher would need to make for children with these disabilities. Ask them to talk with another Student Teacher about their ideas.

At the end of the lecture, challenge Student Teachers to continue thinking about how they would plan for children with so many different learning needs who might be in their classrooms.

Week 12, session 36: Cognitive differences—Delays and giftedness

Online resource:
Encyclopedia on Early Childhood Development


National Society for the Gifted and Talented (US)


Option 1

Readers’ theatre (20 minutes)
Select key paragraphs about gifted and talented children from ‘What Do Gifted Children Need?’ in Faculty Resources. Give one to each of several Student Teachers. Introduce the topic of children with cognitive differences.

Ask Student Teachers to stand at the front of the room or at their desks or tables to read aloud in turn. Have them pause for a moment after each reading to let their peers reflect.

Ask them what the cognitive difference is described by the readers. (The answer is giftedness or unusual talent.)

Give the list of characteristics from ‘Meeting the Needs of Students with Cognitive Delay’ to four readers. Have them take turns reading characteristics, pausing after each to let their peers reflect.

Ask them what the cognitive difference is described by the readers. (The answer is cognitive delay.)

Point out that in this session, we will briefly look at needs of these contrasting groups.
**Active lecture (20 minutes)**
Talk about cognitive delays and giftedness.

Pause halfway through the lecture to give Student Teachers time to compare notes, or try another type of active lecture.

Hand out three colours of cards or slips of paper. When Student Teachers are listening to your comments, ask them hold up a different colour that indicates:
- I understand.
- I don’t understand.
- I disagree.

Either stop and allow questions or adjust what you are saying so there are more ‘understand’ colours showing. If they disagree, give them an opportunity to explain the point of disagreement.

**Jigsaw (20 minutes)**
Ask Student Teachers to consider the ways in which children with cognitive difference are alike as they complete their part of the jigsaw.

Divide Student Teachers into small groups of four or five.

Give half of the class the article ‘What Do Gifted Children Need?’ and the other half ‘Meeting the Needs of Students with Cognitive Delay’.

Ask Student Teachers to go over the article together and be prepared to share it with another group.

Summarize key information and describe ways the article can be useful to teachers.

After 15 minutes, ask half of each group to trade places with a group who read the other article. Allow about five minutes for them to share.

**Option 2**

**Pair discussion (5 minutes)**
Ask pairs to think about the range of cognitive or intellectual development they have seen in the classrooms where they are observing.

**Whole-class anticipation guide (15 minutes)**
‘Anticipation guide’ is a strategy for reading and analysing what you think you already know. Students are presented with short, attention-grabbing statements. They decide whether or not they agree with the statements, pair up, and share their responses. Volunteers are asked to share whether or not they agreed. As they read the text, students are asked to determine if their opinions matched the information in the text and to share amended responses after the reading.
Create a handout using the characteristics list in two articles from Faculty Resources: ‘Meeting the Needs of Students with Cognitive Delay’ and ‘What Do Gifted Children Need?’

Mix up the characteristics, such as:

- Often such children are perfectionists.
- These students may have weak problem-solving ability related to academics.
- These students can have low self-esteem due to repeated failure both socially and academically.

Read each statement aloud and ask Student Teachers if it is a characteristic of students with cognitive delay, gifted students, or both.

**Jigsaw (40 minutes)**

Divide Student Teachers into small groups of five or six.

Give them no more than five minutes to compare their responses to statements in the previous exercise of other group members.

Give half the class the article ‘Meeting the Needs of Students with Cognitive Delay’ and the other half ‘What Do Gifted Children Need?’

Ask them to go over the article together and be prepared to share it with another group.

After 30 minutes, have half of each group exchange places with those from a group who read the other article. Allow Student Teachers about 10 minutes to share their responses.

**Summary (if time permits)**

Review any key points that you think may have been omitted in the readings or that Student Teachers seem to be missing in their text work.

**Assignment**

Reflection essay: ask Student Teachers to take about 30 minutes to write on both of the following questions they will bring to class.

- To what extent is it the school’s responsibility to accommodate children with unique abilities?
- Where should a teacher’s priority be in supporting children with different cognitive abilities?
Week 13, session 37: Addressing special needs in the classroom—Differentiated instruction

Note: In advance of both options for this session, ask Student Teachers to read ‘Differentiated Instruction in the Inclusive Classroom’ in Faculty Resources.

Option 1

Case studies (50 minutes)
Assign groups one of the four case studies described in ‘Case Studies of Working Models of Inclusive Education in Pakistan’ in Faculty Resources: the International School of Studies, Karachi; Collegiate School System, Lahore; Parvarish School, Lahore; and Hassan Academy, Rawalpindi/Islamabad. All are attempting to build inclusive education programmes.

Ask Student Teachers to take notes on the elements of inclusive education seen in the case studies and what models or theories the elements might be drawing from.

Ask the groups to share a few points with the class.

Assignment
Ask Student Teachers to consider the case they worked on in their group. Ask them to consider the following:
• Do they think that model would work in the classroom they are observing?
• Why or why not?

They should use the questions to prepare a reflection in their journal or in a short paper.

Alternatively, ask Student Teachers to make a map of an environment that would support active learning and differentiation.

Option 2

Presentation of case study (10 minutes)
Present one of the case studies to the class.

Pair-share (15 minutes)
Ask Student Teachers to discuss the following questions:
• Based on their reading of ‘Differentiated Instruction in the Inclusive Classroom’, what approaches to classroom instruction do they notice in the case study?
• Would that model work in the classroom you are working or observing in? Why or why not?

Burning questions (5 minutes)
Give the class note cards or slips of paper. Ask Student Teachers to think about one ‘burning question’ (a very important, persistent question) about differentiated instruction and inclusive classrooms that they would like discussed in your lecture.
Lecture (25 minutes)
Collect all the questions. Take a minute to organize them (if you do this, ask Student Teachers to write on a separate paper—that they do not give you—two guesses to the answer to their question) or address them in the order they appear without repeating.

Ask Student Teachers to take turns writing down the answers to post on the graffiti wall.

Present information about different models of instruction that target the diversity of needs as you answer questions.

Review key concepts.

Discussion (5 minutes)
Ask Student Teachers how feasible they think differentiated instruction/inclusive education is in Pakistan outside of private schools with multiple resources.

Week 13, session 38: School resources and support services for special-needs students


Option 1
If you have access to a computer lab, arrange to have the class meet there so that Student Teachers may use the computer to read the section of the Ministry of Education report on education and social inclusion. Alternatively, print copies of this section of the report so that there are enough for Student Teachers to share in groups of two or three for this session.

Small group report analysis (40 minutes)
Form groups of four to six; there should be at least two copies of the report available.

Ask Student Teachers to examine Pakistani education policies for handling children with disabilities.

Ask Student Teachers to brainstorm the major points. Ask them what the implications of this report are for:
• Colleges and universities with teacher education programs
• Provincial governments
• Schools
• Teachers

If you meet in a computer lab and small groups can share computers, ask them to search the report for information to aid in answering the implications as well as use their own judgment.
Group sharing and discussion (20 minutes)
Take ideas Student Teachers have about the implications of the report, examining each in the order you prefer.

As you have the opportunity, discuss shifts in disability policy and their effect on education.

Ask Student Teachers if any of the policies described are visible in the classrooms they work in. Ask for an example. Take several if they have seen examples.

Ask: 'If you could recommend one change in policy in the school where you are observing, what would it be? Why?'

Option 2

Mini-lecture (15 minutes)
Discuss shifts in disability policy and their effect on education.

Highlight the section on 'Education and Social Inclusion' from the Ministry of Education report of 2004 (see above).

Include major goals of the new policies on education in regard to disability.

Pair work (20 minutes)
If the 'Education and Social Inclusion' section of the report can be made available to Student Teachers, give a copy to pairs to analyse together.

If it isn’t possible to get the report, brainstorm with the class following the mini-lecture to list major elements of the education policy for students with special needs. List these on the board.

Ask Student Teachers to discuss the implications of this report for:
- Colleges and universities with teacher education programs
- Provincial governments
- Schools
- Teachers

Group discussion (20 minutes)
Ask pairs to form small groups. Ask them to discuss the following and take notes in order to post on the graffiti wall:
- What are the implications of the new policy?
- Does the new policy imply any form of instruction? If so, what?
- Are any of the policies described visible in the classroom you work in? If so, what are some examples?
Based on their study of differences in learning and new government policy, ask groups to come up with one recommendation for:

- Changes in schools
- Changes in classrooms

Have recorders post recommendations on the graffiti wall for others to see following class or before the next session.

Week 13, session 39: Reflection and review

Option 1

Assignment
Prior to class, ask Student Teachers to review their notes and come prepared to explain the new policy and implications for how teachers will set up classrooms. They will use this in class.

Small group presentations (30 minutes)
Organize the class into small groups of four to six.

Ask each group to prepare a 15-minute presentation for parents at the beginning of the school year, based on the following scenario:

Your school has decided to implement new government policies regarding education and social inclusion. You are a committee of teachers who have agreed to lead the way in setting up your classrooms for differentiated instruction. You know that children assigned to your classroom include those with cognitive delay, physical disability, learning disability, and those who are gifted and talented, as well as other children.

You want parents to understand the new policy and why it should achieve a better education for all.

Decide which level of education your class will be: preschool, primary, middle, or adolescent.

Include a map of what your classroom will look like and other visuals.

Be prepared to present your information to another group. Everyone must be involved in preparation and presentation.
Presentations (30 minutes)
Pair groups so that each will be able to present to another group. Move about the classroom during the presentations.

Option 2

Assignment
Ask Student Teachers to review their notes from the previous unit and bring to class, along with handouts and readings.

Forced choice (10 minutes)
Put up signs around the room of different instructional models for dealing with developmental difference in education.

Tell Student Teachers to quickly stand near the instructional model that best represents the child development class they are in. Ask them to explain their selection to someone standing nearby.

Ask two or three Student Teachers to explain their decision to the class.

Next, have them move to the sign that is most like their ideal classroom. Ask them to explain their decision to someone standing nearby.

Ask for several Student Teachers to explain their decision to the class.

Creating a classroom environment (30 minutes)
Divide Student Teachers into small groups (three per group is ideal).

Have groups select (or you can assign) an instructional model for which they have to then create a ‘classroom environment’; i.e. to ‘describe’ a classroom that is based on the principles of that instructional model to demonstrate that they understand the key points.

They should present their environment on a poster.

Poster exchange (10 minutes)
Ask each group to present their environment to another group. The group that is listening should listen and look for information that demonstrates that the other group understood the key features or principles of the instructional model.

Summary (10 minutes)
Invite a few groups to present to the whole class and to comment on the environments they created and whether they captured key points and principles of the instructional model.
Unit 5: Alternative sessions

Although Howard Gardner’s theory of multiple intelligences has been considered earlier, you may want to focus on a thorough review of development by re-examining his theories.

Week 11, session 32: Gardner’s multiple intelligences theory

This session is an alternative to the session ‘Child development review 1’.

Suggested reading: ‘Developing Multiple Intelligences in Children’ (in Faculty Resources).

Option 1

Reflection (10 minutes)
Ask Student Teachers to reflect on an ideal learning situation they have experienced, one in which they learned the information or skill well. Ask the following questions.

- What sort of activity was it?
- What skills or approaches did you draw on?
- Are you typically strong in this area of learning?

10 + 2 lecture (25 minutes)
Present background information on the development of the theory of multiple intelligences, including Gardner’s reaction to Piaget (10 minutes).

Ask Student Teachers to share the differences between Piaget’s and Gardner’s approaches (2 minutes).

Present the seven intelligences outlined by Gardner (10 minutes).

Ask Student Teachers to reflect on which intelligences they perceive to be their strengths (2 minutes).

Group work (25 minutes)
Ask Student Teachers to select one intelligence they feel to be their strongest (recognizing that usually people have multiple strengths) and form groups with those who favour the same intelligence.

Ask Student Teachers to review the list of ‘end results’ associated with that intelligence. They can add additional end results to the list.

Ask them to think of a profession associated with the particular intelligence and to discuss why this is so. Could someone with a different type of intelligence do the job as well?
Option 2

Reflection (5 minutes)
Write a list of different activities on the board. (These might include writing an essay, solving a math problem, performing a skit, drawing, or singing.)

Ask Student Teachers to reflect on which types of activities they prefer.

Handout (20 minutes)

Ask them to review the handout, reflect on which intelligences are their strengths and weaknesses, and then partner with someone to share strengths and weaknesses.

Lecture (20 minutes)
Present background information on the theory of multiple intelligences and go over Gardner’s seven intelligences.

Debate (15 minutes)
Present information on additional intelligences, an example of which is naturalist intelligence. This type of intelligence stresses sensitivity to the natural world and patterns and connections in nature. People with this type of intelligence like to be outside and enjoy observing nature and listening to nature sounds.

Pose this question for debate: ‘Is this type of intelligence an important addition to the list of intelligences?’

Ask half the class to create a list of reasons why it is an important addition and the other half to argue against it. Both opinions are shared at the end of class.
Week 11, session 33: Supporting multiple intelligences in classroom practice

This session is an alternative to the session ‘Child development review II’.


Option 1

Lecture (20 minutes)
Briefly review Gardner’s theory of multiple intelligences, soliciting some of this material from Student Teachers.

Discuss the strategies that can be applied in classrooms to help accommodate learners with strengths across diverse intelligences. Emphasis is given to differentiated instruction and assessment.

Personal reflection (5 minutes)
Ask Student Teachers to consider a classroom lesson they recently observed. Ask the following questions:

• To what extent did the lesson accommodate multiple intelligences during assessment activities?
• Which intelligences were accommodated?

Group discussion (10 minutes)
Ask Student Teachers to share in small groups their reflections on the visibility of multiple intelligences in their classrooms.

Lesson design activity (20 minutes)
Ask Student Teachers to choose one lesson that was shared and discuss ways that instruction and/or activities could be adapted to address intelligences beyond the ones already listed.

Ask them to write up a classroom plan for that activity.

3-2-1 (5 minutes)
Ask Student Teachers to write three things they have learned, two that they would like to know more about, and one idea or skill they have mastered from the unit so far.
Option 2
Student Teachers will need to bring in one lesson plan they have used or encountered in their studies.

Brief essay (10 minutes)
Student Teachers consider which approaches for accommodating different learning styles are visible in the lesson plan they have brought to class.

Lecture (30 minutes)
Present different strategies for accommodating different learning needs, with emphasis on differentiated learning strategies.

Pair work (15 minutes)
Ask Student Teachers to revisit the lesson plans they have brought in.

Choose one Student Teacher’s lesson. Ask Student Teachers to adapt it to include activities or assessment that favour a type of intelligence not previously addressed.

Reflection (5 minutes)
Ask Student Teachers to reflect on the following: ‘How appropriate is differentiated instruction for the school in which you observe (whether it is or is not used)?’
Unit 5: Additional information

Additional information for Week 12, session 35

Common types of learning disabilities

<table>
<thead>
<tr>
<th>Disability</th>
<th>Difficulty</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia</td>
<td>Difficulty processing language</td>
<td>Problems reading, writing, spelling, speaking</td>
</tr>
<tr>
<td>Dyscalculia</td>
<td>Difficulty with math</td>
<td>Problems doing math problems, understanding time, using money</td>
</tr>
<tr>
<td>Dysgraphia</td>
<td>Difficulty with writing</td>
<td>Problems with handwriting, spelling, organizing ideas</td>
</tr>
<tr>
<td>Dyspraxia (Sensory integration disorder)</td>
<td>Difficulty with fine motor skills</td>
<td>Problems with hand–eye coordination, balance, manual dexterity</td>
</tr>
<tr>
<td>Auditory processing disorder</td>
<td>Difficulty hearing differences between sounds</td>
<td>Problems with reading, comprehension, language</td>
</tr>
<tr>
<td>Visual processing disorder</td>
<td>Difficulty interpreting visual information</td>
<td>Problems with reading, math, maps, charts, symbols, pictures</td>
</tr>
</tbody>
</table>

A child with a learning disability cannot try harder, pay closer attention, or improve motivation on their own; they need help to learn how to do those things. A learning disability, or learning disorder, is not a problem with intelligence. Learning disorders are caused by a difference in the brain that affects how information is received, processed, or communicated. Children and adults with learning disabilities have trouble processing sensory information because they see, hear, and understand things differently.

Ø http://www.ldafs.org/information/information.php?itemId=31

Additional information for Week 12, session 3: Cognitive differences—Delays and giftedness


This article relates to cognitive delay, but it is also useful in thinking about the role of media in society, discussed in Unit 6. You may be able to draw on it in preparation for both units. The author notes, for example:

The sociocultural theory … essentially, states that a child’s development occurs in the direction of outward to inward. As part of this, Vygotsky devised three primary thoughts about cognitive development—internalization, the zone of proximal development and scaffolding. Most directly applicable to this paper is his concept of internalization, defined as the ‘process of taking in knowledge or skills from the social contexts in which they are observed’. There is a dynamic relationship between what a child observes, how they observe and how they apply their interpretation of what they observed.

3 R. J. Sternberg and W. M. Williams, Educational Psychology (Boston, MA: Allyn & Bacon, 2002).
UNIT 6
TEACHERS, FAMILY, SCHOOLS, AND SOCIETY
Overview

In this unit, Student Teachers will examine how families, society, schools, and teachers influence child development. Student Teachers will reflect on major concepts of child development and the implications for teaching and learning, and especially focus on the role of the teacher.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics/themes</th>
</tr>
</thead>
</table>
| 14     | The role of the nuclear and extended family  
Role of community, culture, and society within families  
Role of culture and society: Gender balance |
| 15     | Role of culture and society: Influence of media  
Role of school, peers, and teachers  
Teachers’ influence on child development |
| 16     | Schools, families, and communities as partners in child development  
Unit review  
Course reflection and review |

Learning goals

- demonstrate an understanding of how culture, society, family, and school influence child development
- analyse the role of the teacher in children’s learning
- reflect on teachers’ conceptions about child development and its implications for teaching and learning
- identify factors influencing the learning process.

Essential questions

- How do teachers influence children’s intellectual, social, and emotional growth? (What positive and negative influences can teachers have?)
- How do different cultures, societies, or families shape child development?
- How should teachers manage a classroom to promote age-appropriate development?
- What can teachers do in the classroom to promote the inclusion of all?
- How can teachers involve the community in children’s learning process?
Enduring understandings

- Children benefit from the collaborative support of family, community and school as they grow toward maturity.
- While all children follow similar patterns of growth and development, these are shaped by culture.
- Teachers have a lasting impact on the lives of children.

Additional resources

Books

Web resources
R. Stefanelli, ‘Gender Equity: Is There Gender Equity in Your Classroom?’ http://www.cedu.niu.edu/~shumow/itt/Gender%20Equity.pdf
Resources for this unit in *Faculty Resources*

**Student Teacher reading**
- ‘Parenting Styles’
- ‘Gender and Teaching’
- ‘Gender in Education Policy Project, from the Executive Summary’
- ‘Representation of Women in the Advertisements’
- ‘Media Influence on Society’
- ‘Role of the Media’
- ‘Television’s Effects on Children’
- ‘Parenting the Digital Generation’
- ‘The Classroom Environment as “Another Teacher”’
- ‘Role of the Elementary School Teacher’
- ‘Involving Parents’
- ‘Discipline Is Better Than Punishment: So What’s the Difference?’
- ‘Ensuring Desired Behaviour in Young Children’
- ‘Motivating Children to Learn’

**Faculty resources**
- ‘Is There Gender Equity in Your Classroom?’
- ‘The Influence of Teachers’
- ‘Peer Influence’
Unit 6: Session planning guide

Week 14, session 40: The role of the nuclear and extended family

Option 1

Introduction to the new unit (5 minutes)
Explain to Student Teachers that the last three weeks of the course will focus on how families, parents, teachers, school, and society affect child development. Explain the terms nuclear and extended family.

Self-reflection (5 minutes)
Ask Student Teachers to reflect on their own experiences and write about one or more of the following questions:

• What role do children play in your family?
• What roles do nuclear and extended families play in your family?
• What are some ways your family influenced the person you are today?

Pair work (10 minutes)
Ask Student Teachers to spend five minutes sharing ideas from their reflection with a partner.

Lecture (30 minutes)
Review major roles and functions of the family in Pakistani society and child socialization through the family. Points to emphasize:

• The diversity of family systems in Pakistan.
• The traditions, customs, and societal set-up in different parts of the country; for example, urban and rural.
• The differences in society and within families living in the same regions.
• The variety of child-rearing practices.

Group brainstorming (10 minutes)
Ask participants to work in small groups to create a list of functions of the family in society and in rearing children. Groups share their list with the class or write their list on the chalkboard.
Option 2

**Introduction to the new unit (5 minutes)**

Explain to Student Teachers that the last three weeks of the course will focus on how families, parents, teachers, school, and society affect child development. Explain the terms *nuclear* and *extended family*.

**Small groups create graphic organizer (30 minutes)**

Organize Student Teachers into groups of four or five.

Ask groups to create a visual or graphic organizer using poster or chart paper to show relationships:

- How families are influenced by and influence society.
- How nuclear families are influenced by and influence the extended family.
- How children are influenced by and influence the family.
- Include ways families help children learn and develop.
- Include ways families hinder children’s learning.

Ask Student Teachers to post their visual or graphic organizer where others can see it.

**Gallery walk and lecture (20 minutes)**

Give Student Teachers a few minutes to look at the graphic organizers others have created. Lead them around the room, looking at the different ways relationships have been depicted. Bring out key points you want them to focus on, including:

- The diversity of family systems in Pakistan.
- The traditions, customs, and societal set-up in different parts of the country; for example, urban and rural.
- The differences in society and within families living in the same region.
- The variety of child-rearing practices.

**Summary (5 minutes)**

Ask Student Teachers to share insights or questions they have had during the session. Elicit as many as time permits.
Week 14, session 41: Role of community, culture, and society within families

Option 1

Reflection (5 minutes)
If Student Teachers are keeping a journal, ask them to include the following:

- Think about past experiences from childhood in your community that have shaped your life.
- Write a two-minute paper describing one of these experiences. Write as much as you can recall in two minutes. Explain why you think it was so important.

Pair-share (10 minutes)
Ask Student Teachers to exchange journals (or papers) and read what their peer has written. Ask them to talk about positive and negative ways that communities shape who we are.

Anticipation guide (10 minutes)
Give Student Teachers a handout with the following statements (or others you choose from the lecture you prepare), arranged in the order in which you intend to address them in the active lecture to follow. Leave space after each statement for Student Teachers to take notes.

- Development occurs in the same pattern and rate for everyone throughout the world.
- Family parenting patterns are shaped by community, culture, and society.
- Socioeconomic role and status of the family influence a child’s development.
- Gender differences do not have an impact on development.
- Community values do not influence how girls develop.
- Gender roles are largely determined by biology and not by culture.

Read aloud each of the statements on the handout. Ask Student Teachers to mark whether they agree or disagree after you read each statement.

Point out that you will address each of the statements in the lecture. They will have an opportunity to check if their opinions match the information you share and whether or not they change their minds.

Active lecture (30 minutes)
Draw on Vygotsky and other theorists’ models to highlight the role that society and culture play in child development. Include different aspects of community, culture, and society that you have listed on the handout.

Pause for two minutes after each 8 to 10 minutes and allow Student Teachers to review their notes and check with peers next to them and compare.
At the end of the lecture, ask:

- How many people changed their minds on one or more opinions?
- If there are different experiences of development based on these aspects, then do we develop unequally?
- Do differences lead to inequalities?

Accept as many responses to each question as time permits.

**One-minute paper and discussion (10 minutes)**

Tell Student Teachers they may write in their journal, if they are keeping one, or in a notebook. Ask them to write as much as they can for one minute on the following question: How does society and culture affect child development differently for different people in Pakistan?

Ask Student Teachers to share their papers. Notice similarities and differences in the papers on the role of society and culture in communities in Pakistan.

**Option 2**

**Assignment**

Prior to class, ask Student Teachers to collect newspaper articles or pictures from magazines (these can be advertisements) about families (local or national) or family issues and life in the region.

Before class, set out tape or paste for placing the articles and pictures on cardboard or poster board displays around the room.

**Gallery walk (10 minutes)**

As Student Teachers arrive for class, ask them to place their pictures on one of the display boards and look at what others have brought. (Some may have the same articles, but don’t worry about duplicates.)

As they continue to add materials, have them make note of the different topics and issues that are affecting families regionally and nationally.

**Active lecture (30 minutes)**

Draw on Vygotsky and other theorists’ models to highlight the role that community, society, and culture play in child development. The lecture should include community, socioeconomic, and gender aspects and other impacts on development, and highlight the issue of universal versus context-specific development.

Pause after 10 minutes and ask Student Teachers to write a one-minute reaction.

After another 10 minutes, ask them to write another one-minute reaction.

Summarize and conclude.
Pair-share (10 minutes)
Ask Student Teachers to share their two reactions with each other. Ask them to talk about two questions:
- How does society and culture affect child development differently for different people in Pakistan?
- How does the surrounding community influence children’s growth and development in Pakistan?

Discussion (10 minutes)
Lead the whole class in discussing the following questions as time permits:
- How does society and culture affect child development differently for different people in Pakistan?
- If there are different experiences of development based on family, community, culture, and society, then do we develop unequally?
- Do differences lead to inequalities?

Assignment: Individual reflection
Encourage participants to write and reflect on their personal experiences and observation. Ask them to consider the following questions:
- When did you observe children treated differently, either in your school observation or previous experience in schools, due to a difference in class, culture, learning ability, or gender?
- Do you think the difference led to inequality? Why or why not?

Week 14, session 42: Role of culture and society—Gender balance
A text set is available in Faculty Resources. Although readings in the set offer different perspectives, all support gender balance in keeping with government policy. Faculty who teach in areas where this is a difficult political issue should examine their own views and be prepared to help Student Teachers confront their own misconceptions.

You will need the Internet resource: ‘Gender Equity: Is There Gender Equity in Your Classroom?’
Ø http://www.cedu.niu.edu/~shumow/itt/Gender%20Equity.pdf

Option 1
Assignment
Prior to class, if Student Teachers have Internet access, ask them to read ‘Gender Equity: Is There Gender Equity in Your Classroom?’ (see web address above). Assign one of the short articles ‘Gender and Teaching’, ‘Gender in Education Policy Support Project’, or ‘Representation of Women in the Advertisements of Contemporary Pakistani Magazines’ to each Student Teacher. Their task will be to summarize it for others.
Review (5–10 minutes)
Guide participants to review concepts from the previous class:
- How does the surrounding community influence children’s growth and development?
- How do different cultures, societies, or families shape child development?

Explain that while the previous session covered how society and culture can lead to different developmental outcomes and inequalities for children, this class session will cover how schools and teachers can promote positive development for all.

Individual reflection (5 minutes)
Ask Student Teachers to write in their journals about two of the questions listed in the introduction to the text set in Faculty Resources on gender balance:
- How do I feel about the issue being discussed?
- What are the stereotypes and misconceptions I bring when thinking about gender balance?

Small groups share (15 minutes)
Ask Student Teachers to form small groups of six or seven. Each group should have at least two members who have read each article.

Ask Student Teachers to think about the classrooms they have observed or worked in. Ask them to consider the following questions:
- Are teachers aware of gender balance as an issue?
- In what ways do they show their awareness or lack of awareness?

Use the ‘Causes of Gender Inequity’ list from the assigned article and ask them to think about whether they have seen instances of any of the items mentioned.

Jigsaw (20 minutes)
Ask Student Teachers to summarize the article to share with peers who did not read it. Ask them to discuss: ‘Do the articles reflect the needs and issues related to all or a part of Pakistani society?’

Move about during group work. Notice those who have strong opinions or are inflexible in their thinking about this issue.

Summary (10 minutes)
Summarize key issues related to gender inequalities in child development, the role of inclusive education, and the roles that schools and teachers can play in promoting equitable development.
Option 2

Assignment
Prior to class, ask them to read ‘Gender Equity: Is There Gender Equity in Your Classroom?’ In addition to the document in Faculty Resources, you will need to download the full resource from the Internet (see web address above).

Assign one of the short articles ‘Gender and Teaching’, ‘Gender in Education Policy Support Project’, or ‘Representation of Women in the Advertisements of Contemporary Pakistani Magazines’ to each Student Teacher.

Individual reflection (10 minutes)
Ask Student Teachers to reflect on their past primary school experiences and identify whether they were subjected to gender stereotyping either by their peers or teachers. Ask them how it influenced their motivation and learning process.

Textbook and curriculum analysis (30 minutes)
Ask Student Teachers to analyse a selection of primary-grade textbooks (from a mix of subjects including science, social science, English, Urdu, and math) to identify instances of gender stereotyping and the context in which it influenced or altered gender conceptions.

Class discussion (30 minutes)
Ask participants to engage in a dialogue on ways to eliminate gender stereotyping among classroom children. Give special emphasis to children’s motivation and learning.

Emphasize ways to utilize teaching strategies to promote inclusiveness.

Option 3
This option provides an alternative to textbook and curriculum analysis. Use the same articles as used in Option 1 and 2.

Text-against-text (40 minutes)
Have Student Teachers form small groups of six or seven based on the articles they read. Each group should have at least two members who have read each article.

Give each group a complete text set from Faculty Resources. Ask them to summarize the article to share with peers who did not read it.

Ask them to analyse and compare the articles, referring to the following questions:

- How does the article portray the issue of gender balance?
- How realistic do you think it is to address the issue of gender balance in all schools in Pakistan?
- What barriers do schools face in trying to achieve gender balance?
- Which articles appeal to you most? Why?
Move about during group work. Notice those who have strong opinions or are inflexible in their thinking about this issue.

**Summary (10 minutes)**

Summarize key issues related to gender inequalities in child development, the role of inclusive education, and the roles that schools and teachers can play in promoting equitable development.

**Week 15, session 43: Role of culture and society—Influence of media**

An additional article for use in preparation for class or as a reading prior to class is ‘Activating Media to Combat Worst Forms of Child Labour in Pakistan’, available online at:


**Option 1**

**Assignment**

Prior to class, ask Student Teachers to do the following:

- Collect a newspaper or magazine article or information from a website on children, diversity, and difference in Pakistan.
- Keep a log in which they write down things they notice about how media surround children (e.g. children seeing posters or signs advertising things and children watching television).

**Media review (10 minutes)**

Ask participants to share their article and log with a partner. Ask them to consider the following questions:

- What do their logs tell them about the ways children and adolescents are exposed to media?
- What does the article or website say about children and diversity?
- How does the source show the role of media in the community, society, or culture and its effects on children?

**Small group analysis (50 minutes)**

Form at least five groups of five or six members each. Ask pairs go to separate groups. Make sure that you have at least one Student Teacher in each group who has sufficient English proficiency to help with reading. Give each group one of the articles from the media text set:

- ‘Media Influence on Society’
- ‘Role of the Media’
- ‘Television’s Effects on Children’
- ‘Parenting the Digital Generation’
Ask groups to use their discussion in the media review as they analyse the text and consider the following questions:

- How does the writer support their opinion?
- Which examples are most effective?
- Does the article reflect needs and issues related to all or part of Pakistani society?

After about 30 minutes, or when Student Teachers have completed the reading part of group work, send one group member to each of the other groups so that all groups have at least one new member who has read the other articles. These members contribute to the discussion, referring to the article they read. Ask them to discuss:

- What challenges do teachers of children and adolescents face in facing media influence?
- Is there a ‘digital divide’ in your community or region (i.e. a division between families who have and do not have access to media, television, computers, mobile phones, iPods, and the like)?
- What challenges does a digital divide present for teachers?

If time permits, you may want to juxtapose the online article on child labour with some of the negative effects of media discussed in the text set.

**Reflection assignment**

Ask Student Teachers to write in their journals and reflect on their reaction to the session.

**Option 2**

**Assignment**

Assign one of the short articles from the text set in *Faculty Resources* to each Student Teacher. Include the online article as one of the articles if they have Internet access.

**Text-against-text (40 minutes)**

Ask Student Teachers to form small groups of six or seven based on the article they read. Each group should have at least one member who has read each article.

Give each group a complete text set from *Faculty Resources*. Ask Student Teachers to use information from their article to contribute to analysis and discussion of questions. Ask them to analyse and compare the articles, referring to the following questions:

- How do the articles portray the issue of media influence?
- What challenges do teachers of children and adolescents face in dealing with media influence?
- Is there a ‘digital divide’ in your community or region (i.e. a division between families who have and do not have access to media, television, computers, mobile phones, iPods, and the like)?
- What challenges does a digital divide present for teachers?

Move about during group work. Notice those who struggle with the reading and assist as needed.
Small groups design a brochure (20–25 minutes)
Organize Student Teachers into mixed groups according to the age they think they will want to teach. (Alternatively, ask them to remain in the groups they were in during the previous activity.)

Assign Student Teachers to make an informational brochure about children and the media, using ideas from the readings and class discussions. Have the group choose the target audience:

- Teachers
- Community members

Discuss why a teacher needs to know about children and the media, and why community members should know about children and the media. This will help Student Teachers develop content for their brochure.

Each brochure should include:

- Effects of different kinds of media.
- Suggestions for different age groups.

Ask groups to post their brochure on the graffiti wall.

Week 15, session 44: Role of school, peers, and teachers

Assignment
For both options, prior to class assign “The Classroom Environment as "Another Teacher"”.

Option 1

Lecture (20 minutes)
Talk about the impact that schools have on child development and give examples of how both the physical school environment and teaching styles might affect the learning process. Include the main points from the reading on creating the right environment.

Brainstorming and illustrating key ideas (20 minutes)
Ask Student Teachers to form small groups and give each a piece of chart paper and markers/crayons.

Ask them to use ideas from the class reading and their classroom observations to illustrate on charts ways to develop environments of schools and classrooms that are conducive to learning.

Ask them to use graphic organizers, pictures, or phrases.

Gallery walk and class discussion (20 minutes)
Take a gallery walk with Student Teachers to look at their posters. Use the opportunity to summarize the key elements that constitute a conducive school and classroom environment for effective learning.
Option 2

Class discussion and brainstorming (10 minutes)
Appoint two Student Teachers to write down ideas on the board or chart paper. Ask the class:
- In what ways does the school influence child development?
- How does the classroom influence child development?
- What are some ideas for creating a positive environment for child development that were mentioned in the assigned reading?

Elaborate and add to the list as necessary.

Dream classroom (15–20 minutes)
Ask participants to write a journal entry describing what the environment and teaching style would be like in their dream classroom to promote positive cognitive, emotional, and social growth for children (ask them to choose either a pre-primary, primary, or adolescent class).

Instead of writing in their journals, you might have each Student Teacher draw a classroom map with call-outs or balloons giving specific details such as teaching style, how they will promote diversity, and the like.

Share with partners (10 minutes)
Ask participants to share their journal (or map) with a partner and discuss how their narratives are similar or different and why.

Summary (10–15 minutes)
Review key points about the connection between classroom environment and child development. Point out that the government commitment to promoting active learning reflects understanding of the vital connection between how and what children learn.

Week 15, session 45: Teacher’s influence on child development

Option 1

Individual reflection (10 minutes)
Ask Student Teachers to write about their memories of teachers. Ask them to spend five minutes each to write about both a favourite teacher and a teacher they disliked. Ask them to describe the teacher and answer the following:
- What were the attributes of that teacher?
- Relate characteristics with their style of teaching, especially their styles of communication and social interaction with children.
- How did the teacher contribute to your learning and intellectual growth?
Triads share (10 minutes)
Ask Student Teachers to meet in groups of three to compare teachers.

Ask them to consider the following: What generalizations can they make, based on their own descriptions, about things that teachers do to promote child development and hinder child development?

Lecture (20 minutes)
Invite Student Teachers to compare their generalizations to your comments in the lecture.

Describe Erickson’s characteristics of a good teacher.

Introduce the idea of self-fulfilling prophesies in students based on teachers’ expectations.

Class brainstorming and discussion (20 minutes)
Ask: ‘What influence do peers have on children’s learning?’

Appoint two or three recorders to list ideas that come up.

Invite Student Teachers to brainstorm based on their own experiences.

After they have offered a list of suggestions, ask: ‘What place has peer influence had on your learning in this course?’ Accept all responses.

Ask: ‘What is the teacher’s role in mediating peer influence?’

Option 2

Assignment
Prior to the session, ask Student Teachers to collect small objects from the environment (e.g. scraps of cloth, magazine pictures, words or phrases clipped from magazines or newspapers, leaves, or small sticks) that they can use to create a symbol for their experiences with teachers and other children. They will be given more detail in class.

Ask them to read the student paper ‘The Influence of Teachers’ from Faculty Resources.

Individual reflection (15–20 minutes)
Give Student Teachers a variety of craft and junk materials to supplement what they have brought (e.g. packing material from boxes, soda straws, toothpicks, and glue).

Ask each Student Teacher to create some kind of symbol that represents the influence that teachers and other children had on their primary school experience.

Remind them that this is not an artistic competition but an activity to represent their experiences.

Ask them to include both positive and negative experiences.
Provide note cards or paper strips and have each Student Teacher write a brief explanation of their symbol so that others can understand it during the gallery walk to follow.

**Gallery walk (10 minutes)**

Ask Student Teachers to visit as many displays as time permits and look for common features in the experiences.

**Mini-lecture (15 minutes)**

Ask Student Teachers the following question: ‘What are some general statements we might make about the influence of peers, based on our own experiences?’

Take two or three responses.

Ask the following question: ‘What are some general statements we might make about the influence of teachers?’

Take two or three responses.

Describe Erickson’s characteristics of a good teacher.

Introduce the idea of self-fulfilling prophesies in children based on teachers’ expectations.

**Small group discussion (10–15 minutes)**

Give groups a copy of the student paper ‘The Influence of Teachers’ from Faculty Resources. Ask them to reflect on the paper. Ask groups to discuss the following questions:

- Given what you know about child development, what other theorists would you suggest that the writer include in their discussion about the role of the teacher in child development?
- If you were going to write a short paper on the influence of peers, what would be your key points? What theorists would you draw on?
Assignment
For both options, prior to class, ask Student Teachers to read 'Involving Parents' in Faculty Resources. Ask them to bring their copies to class.

Option 1

Concept formation groups (30 minutes)
Ask Student Teachers to form small groups of four to six members. Give each group a set of the following labels from the article 'Involving Parents'.

- Nurturing the child's learning needs
- Reviewing the child's performance at school
- Developing the child's language skills
- Introducing learning at home
- Participation in school events
- The lack of planning and mutual understanding between teachers and family members
- School's failure to value the contribution of families
- Family's misunderstanding of the school and classroom programme
- Family's lack of interest in what is happening at school

Ask groups to sort the labels into at least two categories and to be able to explain their grouping.

After about 10 minutes, ask the groups to report on their categories. Accept all decisions. There is no one way to categorize them, but all categories should be reasonable.

After all groups have reported, and if no group has already mentioned it, explain that some of the labels are headings in the article they read for class. Others represent barriers to family participation.

Ask: 'What connection is there between family parenting practices and family participation in a child's schooling?’ Take as many opinions as time permits.

Reading (15 minutes)
Review the four types of child-raising practices and how they affect child development. Remind Student Teachers that not only do caregivers affect how children learn and grow, but their involvement in school is also important.

Poster session (20 minutes)
Ask participants to work in small groups of four or five to design an informational poster for family members describing how they can become involved in their child's education.
Gallery walk (20 minutes)
Groups will hang their posters around the room and view posters made by the other groups. Debrief the activity, highlighting why caregivers should be involved in their children's education and reviewing the ways families can be active.

Class discussion (5 minutes)
Ask participants to review what teachers and schools can do to encourage family involvement.

Option 2

Lecture (10 minutes)
Review the four types of child-raising practices and how they affect child development. Stress that caregivers affect how children learn and grow and their involvement in school is important.

Group role play preparation (20 minutes)
Ask participants to work in groups of two or three to prepare a short role play of less than five minutes. The roles are a teacher and caregiver (parent or other family member).

In the role play, the teacher discusses with the family member(s) how he or she can become more involved in the child’s education.

Role-play presentation (20 minutes)
Randomly choose four or five groups to share their role plays with the class. Although all groups will not present their role play, ask class for other ideas that could be included at the end of the presentations.

Think, pair, share (10 minutes)
Ask participants to think and discuss with a neighbour how teachers can encourage certain families to take part in their children’s education. Then ask participants to share their ideas with the group. Summarize key strategies for partnering with families.
Week 16, session 47: Unit review

Option 1

**Essay exam (20 minutes)**
Ask Student Teachers to write an essay in which they discuss the question: ‘How do community, culture, and society interact in child development?’ Encourage them to time their responses to each item, taking no more than three minutes per topic so there will be a few minutes to review the final paper. Tell them to include a brief discussion of:

- Role of nuclear and extended family
- Gender balance
- Influence of media
- Role of school and the school environment
- Role of peers and teacher education college or university
- Role of parents as partners with teacher education college or university

**Peer review (40 minutes)**
Organize Student Teachers in groups of three or four, ensuring that there is a mixture of stronger and weaker participants. Ask the groups to discuss their responses to each question and note places where they are not clear or need more information.

**Question and answer and summary (10 minutes)**
As time permits, take questions from groups. Provide tips on how to take an essay exam. Encourage Student Teachers to take their exams home and check them against their readings and class notes.

Option 2

**Small group review (20 minutes)**
Organize Student Teachers into at least six small groups, including a mix of stronger and weaker participants in each group, to the extent possible. Give each group one of the following topics discussed in the unit:

- Role of nuclear and extended family
- Gender balance
- Influence of media
- Role of school and the school environment
- Role of peers and teacher education college or university
- Role of parents as partners with teacher education college or university

Ask the group to prepare a summary of important ideas and issues learned in studying the topic.
Group presentation and critique (30 minutes)
Ask each group to spend four to five minutes to present its summary.
Take about two minutes for Student Teachers questions or critique.
Respond to misconceptions or refer the class back to readings or class notes.

Week 16, session 48: Course reflection and review

If Student Teachers have completed a child study or portfolios, you may want to reserve this session for presentations. You can help them to review the course as they respond to presentations of the child study or portfolios.

You may also want to prepare a summary sheet listing the major topics covered in each unit and key points for them to review.

Option 1

Review game (20–30 minutes)
Prepare a question-and-answer game. Student Teachers work in teams and score points for each correct question. Questions can require them to name a theorist, describe a development issue, give examples relating development to practice, etc.

Question and answer (20–25 minutes)
Ask Student Teachers to write down questions about concepts, theorists, or issues they are unclear about following the review game.

Collect the questions. Read each in turn (set aside duplicate questions) and invite any Student Teacher to provide an answer or resource for finding the answer.

Reflection and feedback (10 minutes)
Ask Student Teachers to reflect on the course of the semester and provide feedback on the following questions:
- What did you learn that changed the way you think about child development?
- What ideas will you take from this course and use in your classroom practice?
- What suggestions do you have for the Instructor in teaching this course for Student Teachers next year or next semester?

Assignment
Ask Student Teachers to prepare a letter of advice to future teachers, making recommendations on how to best support child development and learning for diverse learners. Letters can include suggestions for involving parents, working with the community, inclusion, discipline and class management, and children’s motivation. Letters should include at least 10 suggestions for practice and give justifications based on theories, cases, and methods studied in class. In other words, Student Teachers will write and support what they would do in a classroom and why to foster positive, inclusive child development.
Option 2

Class discussion (15 minutes)
Guide the class to reflect on the course, using the following guiding questions:

- What did you learn that changed the way you think about child development?
- What ideas will you take from this course and use in your classroom practice?
- What questions do you still have about child development in general or as it relates to teaching?

Encourage everyone to share a few of their ideas with the class.

Quiz (15 minutes)
Prepare a short-answer or multiple-choice quiz, going over key concepts in the course.

Give Student Teachers 15 minutes to complete the quiz. (Set the test in English or Urdu, depending on which will most benefit your students in terms of learning the key concepts.)

Quiz review (20 minutes)
Go over the quiz with Student Teachers, discussing correct answers as well as readings and resources they will need to review for their examinations.

Feedback (10 minutes)
Ask Student Teachers to write a short anonymous letter to the Instructor addressing what they liked most about the course, one central understanding they have learned, and suggestions on how they would improve the course.
Additional topics

The topics and options below may be used if time allows.

Teacher’s influence on student motivation
Suggested reading: ‘Motivating Children to Learn’.

Option 1

3-2-1 (15 minutes)
Ask participants to write three things they have learned from the reading on motivation, two things they found especially interesting, and one question they have for the class or Instructor.

Ask participants to share what they wrote with a partner, and then review concepts and ask their questions to the class.

Group work (15 minutes)
Ask participants to work in small groups and review the difference between intrinsic and extrinsic motivation.

Participants should give an explanation for each, explain the benefits of each kind of motivation, and give several examples for each type.

Groups should organize their ideas on a poster or large sheet of paper to hang and share with the class.

Class discussion (15 minutes)
Ask Student Teachers the following questions:

- What can teachers do to engage children and encourage motivation for learning?
- What are things teachers can say or do to praise a learner?
- What are things teachers should not say or do in the classroom because they will discourage children’s participation?

Ask participants to share ideas and write them on the blackboard.

Unit review (15 minutes)
Review the major concepts, understandings, and themes of the unit.

Option 2

Think, pair, share (10 minutes)
Ask participants to reflect on the reading and write a paragraph about how to best motivate a child in the class (ask them to choose pre-primary, primary, or adolescent students).

Ask participants to share their ideas with a partner and then the class.
Lecture (20 minutes)
Explain the difference between extrinsic and intrinsic motivation and age-appropriate strategies of motivation for the classroom.

Observation journal reflection (15 minutes)
Ask Student Teachers to work in groups to share reflections from their classroom observation journal and to specifically highlight strategies and practices of teachers for discipline, classroom management, and motivation.

Unit review (15 minutes)
Review the major concepts, understandings, and themes of the unit.

Discipline versus punishment
Suggested reading: ‘Discipline Is Better than Punishment’ and ‘Ensuring Desired Behaviour in Young Children’ in Faculty Resources.

Option 1

Group brainstorming (15 minutes)
Drawing from the readings, guide participants to list characteristics of discipline versus punishment. Brainstorming should also include pros and cons for each.

The Instructor or participants can list different characteristics in a table on the blackboard. Use the opportunity to correct misconceptions and/or provide additional information.

Case studies (20 minutes)
Prepare one or two case descriptions of children who misbehave in the classroom and the teacher’s response to use as case studies. (Alternatively, you can ask Student Teachers to bring a description of a child who is misbehaving to use in class. Provide guidelines for writing up their description.)

Have the Student Teachers form small groups to read and discuss the classroom management strategy of a teacher described in the case.

Participants should discuss and prepare to present:
- How does the teacher use discipline or punishment in the scenario?
- What discipline practices are appropriate for the child development phase?
- Which practices are potentially harmful?

Group exchange and sharing (15 minutes)
Divide each group in half and exchange members with another group. Give members from each group about seven minutes to present their case study and helpful or harmful practices for discipline and classroom management from the case.
Summary (10–15 minutes)
Have Student Teachers take one minute to write a KWL list.

Lead a discussion on reactions to the class as well as their remaining questions.

Option 2

Active lecture (15 minutes)
Talk about the difference between punishment and discipline. Why is it important to consider children’s development and to use age-appropriate strategies for disciplining children? Chunk your comments into two-minute segments, with time for Student Teachers to compare notes or ask questions between the two.

Group work (20 minutes)
Ask participants to review the readings and compile a list of ideas for positive discipline in the classroom and classroom management.

Give Student Teachers a case study (see Option 1) and ask them to think about positive disciplinary measures that would help the teacher respond to the situation.

Alternatively, ask Student Teachers to prepare a presentation (poster session or PowerPoint presentation) for teachers that will help them understand and use positive discipline rather than punishment with children.

Group exchange (15 minutes)
Ask each group to share their presentation with another group.

Summary (5–10 minutes)
Ask Student Teachers to identify key concepts in the session. Summarize as needed.