



# **CURRICULUM PROJECT**

**A Curriculum to Meet the Fundamental  
Needs of Children**

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There is a latent push in any man which is only a search for perfection. Rightly pursued, one finds this in one's awakening experience to one's real nature through the atmosphere between the real teacher and the taught. Education is only an attempt towards this. Atma Vidya Educational Foundation strives to perfect this aim.

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## CURRICULUM PROJECT

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## I. INTRODUCTION

Central to the KPM Approach to Children is acknowledgment of the individual child through the relationship with a teacher. Fundamental needs for security, self worth, and a sense of freedom are met in this relationship. When they are met the child is relaxed, happy, trusting, and confident and will readily approach any situation or activity with an openness and enthusiasm that allows for real learning to occur. Real learning comes from direct experiences that start from the child's interests, and therefore have meaning and are deeply integrated by the child. The first task of Sri Atmananda Memorial School (the model school for the KPM Approach to Children) then, is to meet these fundamental needs.

When the teacher values the child unconditionally and the child feels this, she develops a deep sense of self-worth and her need to explore and learn are fully awakened. This occurs most effectively when a child is of a young age. For this reason, the KPM model school prefers to enroll children at kindergarten.

The curriculum of the KPM model school starts with the fundamental needs of the child. Beyond the fundamental needs for security, self-worth (i.e., to be valued), a sense of freedom and physical security, children need the following:

- Fun
- Expression
- To belong and participate
- Order and clarity
- To know and explore
- Mastery

As these needs are addressed, the child feels confident to express his interests. Through his interests, the teacher enters the child's world, joins his activities, and brings in related academic skills and topics. The programmes below will show that various activities can then be introduced which will provide opportunities for teachers to bring in all the academic skills and topics.

The KPM model school, Lower Primary Section ('LP'), is organized in a way that allows the children to choose their own activities which are not limited by conventional timing and space. Because teachers are trained to operate in this fluid setting, a dynamic situation is created where a child can connect with the particular teachers who can help her. Through this genuine connection with a teacher, the child feels heard and understood, which is the lasting basis for acquiring knowledge. The child is also, most importantly, able to develop a strong and lasting sense of self-worth and confidence.

The KPM model school teacher training programme is based on the optimal use of this fluidity where each teacher's strengths can be brought out. When the teacher experiences a beneficial interaction with a child, he feels his own growth as well as tremendous satisfaction as a teacher.



The fundamental basis of valuing the child unconditionally continues throughout the K-12 years. As the children enter the Upper Primary Section ('UP'), they have developed higher levels of logic and longer attention spans. They are generally able to engage in more complex ongoing projects. The UP programme reflects this change. A range of planned activities is made available to the children in the different subjects, planned according to the interests of the child. The planned activities are supplemented by spontaneous activities generated by the children.

When the children enter the High School ('HS'), they are more mature and ready for a more structured day. This is reflected in the HS and Plus-Two programme where the students have a set timetable. Their classes, based on their interests and abilities, develop their academic knowledge to the level required to continue their education/follow their line of interest after twelfth standard. The classes are interactive and of various formats. Each student learns and expresses her knowledge in different ways depending what suits that particular student best.

Following this introduction, this document will first outline the *role of the teacher* in meeting the fundamental needs of the child. The *programmes* for the three levels, *KG and Lower Primary, Upper Primary, and High School and Plus 2*, are then given. These charts illustrate how a sample activity can bring in many academic topics and themes, and can develop in the child a number of personal, social, and cognitive skills. The full syllabus for K-12 is set out in the Appendix.



## II. THE ROLE OF THE TEACHER

Teachers have a central role in the KPM Approach to Children. Supported by the administration, the teachers, in their attitudes and approach to the children, create an atmosphere of caring and safety. Unconditional valuing means that the teacher's regard for the child is unchanging and the child knows that however she behaves or performs will not damage her relationship of trust and confidence with the teacher. In this atmosphere, children feel free to explore and learn, to make mistakes, and to develop self-worth and confidence.

In his attitudes and interactions with the child, the teacher provides the following which address the fundamental needs for security, self worth, and sense of freedom:

- Valuing and acknowledging each child
  - Regarding each child's feelings
  - Giving positive responses
  - Being sensitive to the right time and place for verbal interaction
  - Listening to each child's ideas
  - Showing interest in the child's activity
  - Seeking to know the child's tastes and interests
  - Understanding and acknowledging the child's idea
  - Following the child's interests and letting the child lead
  - Give the child positive guidance
  - Genuinely joining in the child's enjoyment of an activity
  - Following the child's instructions
  - Encouraging the child's ideas and efforts
  - Caring equally for all children during disagreements
  - Avoiding scolding or humiliating, labeling, or comparing
  - Letting each child know that she is in control of her own decisions
- a. The teacher continues to provide this support to students throughout their K-12 years. They are trained to know how to gain a trusting relationship and to provide what is needed by the child for his overall development. In addition, the teacher provides the following support to each child as the child goes on to have fun, express himself, interact with others, establish order, explore, and master:
- Finding ways to make each child feel successful and valued
  - Helping the child plan the activity
  - Helping the child get all the materials, etc. needed
  - Helping the child to research the topic
  - Broadening the existing activity, if given an opening, without imposing
  - Planning and preparing other activities of interest to the child
  - Helping children see that each person has her own strengths and skills
  - Facilitating cooperation
  - Modelling conflict resolution



### **III. CURRICULUM PROGRAMME FOR KG - LOWER PRIMARY (KG - STANDARD 4)**



**CURRICULUM PROGRAMME FOR KG AND LOWER PRIMARY**

For each fundamental need, a sample activity has been chosen to illustrate how an activity can bring in many academic themes, and develop in the child a number of personal, social and cognitive skills.

FUNDAMENTAL NEED OF THE LEARNER	SAMPLE ACTIVITY	ROLE OF THE TEACHER	RELATED ACADEMIC THEMES	SOCIAL & PERSONAL DEVELOPMENT	COGNITIVE STRATEGIES
1. THE NEED FOR FUN	<b>Playing in the rain: Dam building</b>	<ul style="list-style-type: none"> <li>➤ Genuinely join in the enjoyment of playing in the rain</li> <li>➤ Ask the child about the plan</li> <li>➤ Join in building as requested and bring in relevant concepts when appropriate</li> <li>➤ Offer different materials and ideas for the construction of a dam</li> <li>➤ Show related books, pictures on dams, rivers, water cycle, etc.</li> <li>➤ Discuss where dams are located in Kerala/India</li> <li>➤ Discuss how a dam works and the scientific properties involved</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rain</li> <li>➤ Need of water for life</li> <li>➤ Sources of water</li> <li>➤ Hydroelectric power</li> <li>➤ Dams - Kerala/ India</li> <li>➤ Irrigation systems</li> <li>➤ Water cycle</li> <li>➤ Evaporation</li> <li>➤ Buoyancy</li> <li>➤ Displacement</li> <li>➤ Solvency</li> <li>➤ States of matter</li> <li>➤ Forces</li> <li>➤ Measurement</li> <li>➤ Volume</li> <li>➤ Length</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>in undertaking the project</i>)</li> <li>➤ Initiative (<i>in planning the building of the dam</i>)</li> <li>➤ Imagination (<i>of how the dam and catchment area will work</i>)</li> <li>➤ Self expression (<i>in voicing the ideas of how to build the dam</i>)</li> <li>➤ Listening (<i>to others' ideas about how to make the dam and where it should be located</i>)</li> <li>➤ Flexibility (<i>in accepting others' ideas</i>)</li> <li>➤ Effective communications (<i>in coming to an agreement on how to build the dam</i>)</li> <li>➤ Getting along with</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comparing (<i>the heights of different dams and how the water flows into the catchment area</i>)</li> <li>➤ Researching (<i>how a dam works and where they are located nearby/in India</i>)</li> <li>➤ Planning (<i>where to locate the dams on the playground and how the water will flow and collect behind the dams</i>)</li> <li>➤ Creative thinking (<i>of different designs of dams and how water can be stored and channeled</i>)</li> <li>➤ Communicating (<i>explaining to friends/teachers their ideas on how to make the dams and where to put them</i>)</li> <li>➤ Decision making (<i>about the location of the dam, water catchment and dam design</i>)</li> <li>➤ Evaluating (<i>whether the dams are positioned and designed properly</i>)</li> <li>➤ Revising (<i>the dam design, catchment area, water flow, etc. and making needed changes</i>)</li> </ul>



<p><b>1. THE NEED FOR FUN (continued)</b></p>	<p>Playing in the rain: Dam building</p>			<p>others (<i>in dam-making</i>) Adaptability (<i>to changes as the dam is built</i>)</p> <ul style="list-style-type: none"> <li>➤ Cooperation (<i>with others in building together</i>)</li> <li>➤ Commitment (<i>in completing the dam and catchment area</i>)</li> </ul>	
<p><b>2. THE NEED TO CREATE</b></p>	<p>Making books</p>	<ul style="list-style-type: none"> <li>➤ Facilitate the child's wish to make a book</li> <li>➤ Discuss possible topics of the book</li> <li>➤ Help plan the layout</li> <li>➤ Help the child write the text as requested</li> <li>➤ Know how to provide tools for spelling, handwriting, etc. without imposing</li> <li>➤ Provide resource material related to the topic</li> <li>➤ Discuss, when appropriate, how real authors and illustrators write and illustrate books</li> <li>➤ Discuss parts of a book, i.e., title page,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Authors</li> <li>➤ Illustrators</li> <li>➤ Composition</li> <li>➤ Book binding</li> <li>➤ Parts of a book, (i.e. table of contents, introduction, etc.)</li> <li>➤ Measurements</li> <li>➤ Layout of the book</li> <li>➤ Sentence building</li> <li>➤ Paragraph building</li> <li>➤ Parts of a story</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>to undertake the project</i>)</li> <li>➤ Initiative (<i>in planning the book</i>)</li> <li>➤ Imagination (<i>about what the text of the book will include</i>)</li> <li>➤ Self-expression (<i>in writing and illustrating the book</i>)</li> <li>➤ Listening (<i>to others' ideas about the book</i>)</li> <li>➤ Flexibility (<i>in hearing and including others' ideas about the book</i>)</li> <li>➤ Independence (<i>in including what the writer thinks is important</i>)</li> <li>➤ Effective communication (<i>so the teacher understands the child's</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Creative thinking (<i>of what the book will contain, how it would look, etc.</i>)</li> <li>➤ Decision making (<i>about what to include in the book: stories, illustrations, etc.</i>)</li> <li>➤ Planning (<i>the steps to complete the book</i>)</li> <li>➤ Organising (<i>the materials needed for the book</i>)</li> <li>➤ Integrating (<i>all the parts of the book to make the finished product</i>)</li> <li>➤ Evaluating (<i>whether the book fulfills what the writer intended, and whether anything should be added or changed</i>)</li> <li>➤ Revising (<i>the book to better suit the writer's idea</i>)</li> </ul>



		<ul style="list-style-type: none"> <li>➤ table of contents, etc.</li> <li>➤ Recognize the child's accomplishment</li> </ul>		<ul style="list-style-type: none"> <li><i>ideas about the book)</i></li> <li>➤ Concentration (<i>in writing and illustrating the text</i>)</li> <li>➤ Commitment (<i>in carrying out one's ideas about the book</i>)</li> </ul>	
<b>3. THE NEED TO BELONG AND PARTICIPATE</b>	<b>Festivals</b>	<ul style="list-style-type: none"> <li>➤ Prepare and offering a variety of activities</li> <li>➤ Discuss the different activities with the child</li> <li>➤ See how a child wishes to participate in the festival</li> <li>➤ Accompany a child as she joins an activity</li> <li>➤ Help a child put a costume on</li> <li>➤ Provide materials and resources for a project</li> <li>➤ Join in the preparation of the food fest</li> <li>➤ Acknowledge and encourage a child's participation in a play</li> <li>➤ Know how and when to provide more related information and to share personal experiences about</li> </ul>	<ul style="list-style-type: none"> <li>➤ National holidays</li> <li>➤ Seasons</li> <li>➤ Mythology</li> <li>➤ Freedom fighters</li> <li>➤ Independence</li> <li>➤ Biographies</li> <li>➤ Cultures in India</li> <li>➤ Major religions of India</li> <li>➤ States of India</li> <li>➤ Folk crafts, dance and songs</li> <li>➤ Cooking: Measurement</li> <li>➤ Volume</li> <li>➤ Ratio and proportion</li> <li>➤ Our garden</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiative (<i>in planning a food fest</i>)</li> <li>➤ Openness (<i>to suggestions made by others</i>)</li> <li>➤ Participation (<i>in the festival activities</i>)</li> <li>➤ Perseverance (<i>in practising of a dance</i>)</li> <li>➤ Imagination (<i>in designing a costume</i>)</li> <li>➤ Commitment (<i>to the practise and performance of a dance</i>)</li> <li>➤ Having a sense of humour (<i>about mistakes made</i>)</li> <li>➤ Getting along (<i>with other children</i>)</li> <li>➤ Consideration (<i>for the wishes of another child</i>)</li> <li>➤ Cooperation (<i>with others in the preparation of food</i>)</li> <li>➤ Participating (<i>in the food festival</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analysing (<i>the activities of a festival</i>)</li> <li>➤ Comparing (<i>the different festival activities</i>)</li> <li>➤ Decision making (<i>about which activity she would like to participate in</i>)</li> <li>➤ Researching (<i>the costumes or foods for the activity</i>)</li> <li>➤ Interpreting (<i>dance steps</i>)</li> <li>➤ Predicting (<i>how a sequence of steps will look</i>)</li> <li>➤ Generalising results (<i>by applying a sequence of steps to different dances</i>)</li> <li>➤ Planning (<i>a food fest</i>)</li> <li>➤ Organising (<i>the preparation of specific dishes</i>)</li> <li>➤ Monitoring (<i>the time needed to prepare the food fest and sticking to a schedule</i>)</li> <li>➤ Revising (<i>a recipe to increase the number of servings</i>)</li> </ul>



		festivals	<ul style="list-style-type: none"> <li>➤ Special foods</li> <li>➤ Food and health</li> <li>➤ Community and Music</li> <li>➤ Visual arts</li> <li>➤ Drama</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communicating effectively (<i>with teachers and children about the way to serve the food</i>)</li> <li>➤ Appreciating (<i>other cultures and religions</i>)</li> </ul>	
<b>4. THE NEED FOR ORDER AND CLARITY</b>	<b>Building bridges and structures</b>	<ul style="list-style-type: none"> <li>➤ Converse with the child</li> <li>➤ Supply building blocks, shovels, etc...</li> <li>➤ Join in building as requested</li> <li>➤ Bring related pictures</li> <li>➤ Praise the child's design and structure</li> <li>➤ Offer different ideas on how to arrange the blocks</li> <li>➤ Suggest expansion of the idea e.g. highway, city, etc...</li> </ul>	<ul style="list-style-type: none"> <li>➤ Numbers</li> <li>➤ Sets</li> <li>➤ Operations</li> <li>➤ Measurement</li> <li>➤ Volume</li> <li>➤ Ratio and proportion</li> <li>➤ Symmetry</li> <li>➤ Shelter</li> <li>➤ Landforms</li> <li>➤ Relationships</li> <li>➤ Vehicles and transportation</li> <li>➤ Greater than and less than</li> <li>➤ Conservation of number</li> <li>➤ Conservation of length</li> <li>➤ Ordinal and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiative (<i>to build</i>)</li> <li>➤ Adaptability (<i>in fitting the design to the number of blocks available</i>)</li> <li>➤ Listening (<i>to others' suggestions</i>)</li> <li>➤ Imagining (<i>different designs</i>)</li> <li>➤ Independence (<i>in proceeding to build a structure on one's own</i>)</li> <li>➤ Acceptance (<i>of others' ideas</i>)</li> <li>➤ Effective Communication (<i>of one's ideas so that others understand</i>)</li> <li>➤ Inclusion (<i>of other children in the activity of building</i>)</li> <li>➤ Cooperation (<i>by working harmoniously with others</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analysing (<i>the shapes and sizes of building blocks</i>)</li> <li>➤ Inferring (<i>how to build a bridge using the different blocks</i>)</li> <li>➤ Researching (<i>the design of different bridges</i>)</li> <li>➤ Integrating (<i>several bridge designs into one bridge design</i>)</li> <li>➤ Communicating (<i>with the teacher and other children about different designs</i>)</li> <li>➤ Interpreting (<i>how to construct a model of a bridge from a picture of one</i>)</li> <li>➤ Predicting (<i>how many blocks are needed to make a model of a bridge</i>)</li> <li>➤ Trying out (<i>different block configurations</i>)</li> <li>➤ Organising (<i>the blocks needed to make a particular structure</i>)</li> <li>➤ Evaluating (<i>the stability of the bridge by driving toy cars on it</i>)</li> <li>➤ Reflecting (<i>on the arrangement</i>)</li> </ul>



			<ul style="list-style-type: none"> <li>cardinal numbers</li> <li>➤ Shapes and related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conflict resolution <i>(by helping to find a solution to a disagreement over the use of the blocks)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>which is more stable)</i></li> <li>➤ Revising <i>(the design of the structure)</i></li> <li>➤ Monitoring <i>(the work of building within a given time frame)</i></li> <li>➤ Planning <i>(activities making use of the structures built)</i></li> <li>➤ Formulating <i>(the major steps for making the bridge)</i></li> </ul>
5. THE NEED TO KNOW AND EXPLORE	Collecting insects	<ul style="list-style-type: none"> <li>➤ Discuss with the child how she plans to collect insects</li> <li>➤ Help various children come to an agreement of how to proceed with the activity</li> <li>➤ Make sure that all children feel satisfied with their part in it</li> <li>➤ Discuss ways to keep the insects safe and healthy</li> <li>➤ Discuss the life cycle of the insect being collected</li> </ul>	<ul style="list-style-type: none"> <li>➤ Insect world</li> <li>➤ Our garden</li> <li>➤ Food <i>(from plants)</i></li> <li>➤ Leaves and flowers</li> <li>➤ Life on earth</li> <li>➤ Natural habitats</li> <li>➤ Life cycles</li> <li>➤ Seasons</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiative <i>(to get the supplies needed to collect insects)</i></li> <li>➤ Expressing opinions <i>(about where to find larvae)</i></li> <li>➤ Perseverance <i>(in working on a shelter until it is suitable)</i></li> <li>➤ Taking care of possessions <i>(so the butterfly net doesn't tear)</i></li> <li>➤ Flexibility <i>(in using others' techniques to collect specimens)</i></li> <li>➤ Independence <i>(in carrying out the project by herself)</i></li> <li>➤ Confidence <i>(that she can collect specimens)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Observing <i>(the methods classmates use to collect caterpillars and/or pupa)</i></li> <li>➤ Analysing <i>(the methods)</i></li> <li>➤ Comparing <i>(the methods)</i></li> <li>➤ Inferring <i>(the best way to go about the project based on classmates' experiences)</i></li> <li>➤ Researching <i>(to find out what caterpillars eat, how long a pupa stays in its cocoon, what butterflies eat etc.)</i></li> <li>➤ Predicting <i>(where to find caterpillars or pupa)</i></li> <li>➤ Planning <i>(how to make shelters for collected specimens)</i></li> <li>➤ Organising <i>(materials needed to build shelters)</i></li> <li>➤ Creative thinking <i>(on how to build the shelter when the planned materials are not available)</i></li> </ul>



				<ul style="list-style-type: none"> <li>➤ Getting along with others</li> <li>➤ Participation (<i>in the project</i>)</li> <li>➤ Teamwork (<i>in distributing the tasks</i>)</li> <li>➤ Cooperation (<i>with others in the group</i>)</li> <li>➤ Leadership (<i>in getting the group to work together</i>)</li> <li>➤ Responsibility (<i>to make sure the caterpillars are well cared for</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluating (<i>the suitability of the habitat</i>)</li> <li>➤ Revising (<i>ways to build better shelters for the caterpillars/pupa</i>)</li> <li>➤ Communicating (<i>how to collect caterpillars and build shelters</i>)</li> <li>➤ Representing (<i>the life cycle using a diagram</i>)</li> <li>➤ Appreciating (<i>that caterpillars can metamorphose</i>)</li> </ul>
<p><b>6. THE NEED FOR MASTERY</b></p>	<p><b>Playing sports: Cricket</b></p>	<p>Be actively involved in the game            Help children decide on the rules of the game before it starts            Help children form teams            Know when and how to help the child improve his sports skills            Help children keep track of score (when appropriate)            Bring children of different levels of competency or enthusiasm to join the game</p>	<p>Sports around the world            Sportsmanship            Athletes            Human body and fitness            Rules and scorekeeping            Arithmetic            Nutrition            Physics of movement</p>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>that he can succeed in the game</i>)</li> <li>➤ Flexibility (<i>to accommodate the other children in the game</i>)</li> <li>➤ Independence</li> <li>➤ Perseverance (<i>to keep practicing until he can catch the ball</i>)</li> <li>➤ Expression (<i>of opinions about how a situation could be handled or why a fellow player was not out</i>)</li> <li>➤ Physical coordination</li> <li>➤ Getting along with</li> </ul>	<ul style="list-style-type: none"> <li>➤ Researching (<i>the rules of the game</i>)</li> <li>➤ Organising (<i>the group into two teams</i>)</li> <li>➤ Observing (<i>others' playing techniques</i>)</li> <li>➤ Analysing (<i>others' playing techniques</i>)</li> <li>➤ Comparing (<i>others' playing techniques</i>)</li> <li>➤ Inferring (<i>the best way to hold the bat</i>)</li> <li>➤ Deciding (<i>which direction to hit the ball so the other team can't catch it</i>)</li> <li>➤ Goal setting (<i>to make a certain score</i>)</li> </ul>



<p><b>6. THE NEED FOR MASTERY (continued)</b></p>	<p>Playing sports: Cricket (continued)</p>	<p>Discuss athletes, sportsmanship, techniques, etc. Help the child enjoy the game without having to win</p>		<ul style="list-style-type: none"> <li>➤ others (<i>in the game</i>)</li> <li>➤ Consideration (<i>for others' opinions on whether or not he was out</i>)</li> <li>➤ Participation (<i>in the game</i>)</li> <li>➤ Teamwork</li> <li>➤ Cooperation (<i>with other players</i>)</li> <li>➤ Listening (<i>to others' ideas/opinions</i>)</li> <li>➤ Acceptance of others' abilities(<i>or lack of ability</i>)</li> <li>➤ Conflict resolution (<i>between players</i>)</li> <li>➤ Leadership (<i>in getting the team to follow an agreed upon strategy</i>)</li> <li>➤ Sportsmanship (<i>towards fellow players</i>)</li>   <li>➤ Social responsibility (<i>for the well-being of all who are playing</i>)</li> <li>➤ Taking care of belongings (<i>including care for the sports equipment</i>)</li> <li>➤ Self-discipline</li> </ul>	<ul style="list-style-type: none"> <li>➤ Predicting (<i>where to stand to catch a certain player's ball</i>)</li> <li>➤ Integrating (<i>the skills observed</i>)</li> <li>➤ Applying (<i>the different playing techniques</i>)</li> <li>➤ Reflecting (<i>on how to improve techniques</i>)</li> <li>➤ Revising (<i>the techniques or strategies used</i>)</li> <li>➤ Communicating (<i>the rules, techniques or strategies</i>)</li> <li>➤ Appreciating (<i>others' skills</i>)</li> </ul>
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\*These cognitive strategies allow the child to build knowledge in all subjects in an integrated way. The subject matter or declarative knowledge provided to students K-12 is listed in the Syllabus in the Appendix.



## **IV. CURRICULUM PROGRAMME FOR UPPER PRIMARY (STANDARDS 5 - 7)**



**CURRICULUM PROGRAMME FOR UPPER PRIMARY**

For each fundamental need, a sample activity has been chosen to illustrate how an activity can bring in many academic themes, and develop in the child a number of personal, social and cognitive skills.

FUNDAMENTAL NEED OF THE LEARNER	SAMPLE ACTIVITY	ROLE OF THE TEACHER	RELATED ACADEMIC THEMES	SOCIAL & PERSONAL DEVELOPMENT	COGNITIVE STRATEGIES*
1. THE NEED FOR FUN	Mock Olympic Games	<ul style="list-style-type: none"> <li>➤ Find out the children's plan, listen with interest and join in the planning</li> <li>➤ Know when offering an idea will be welcome</li> <li>➤ Ensure, without imposing, that each child has the opportunity to participate</li> <li>➤ Discuss each sport and offer help on rules if requested</li> <li>➤ Discuss history of Olympic Games and help with research, according to the child's interest and indication</li> <li>➤ Show related books, materials on past Olympics</li> <li>➤ Provide maps to locate participating countries</li> <li>➤ Participate and/or help</li> </ul>	<ul style="list-style-type: none"> <li>➤ World geography</li> <li>➤ Human body and fitness</li> <li>➤ History of sports</li> <li>➤ Sportsmanship</li> <li>➤ Athletes</li> <li>➤ Rules and scorekeeping</li> <li>➤ Arithmetic</li> <li>➤ Nutrition</li> <li>➤ Physics of movement</li> <li>➤ Reading</li> <li>➤ Writing</li> <li>➤ Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>in competing in the Games</i>)</li> <li>➤ Initiative (<i>in planning the Games</i>)</li> <li>➤ Imagination (<i>in thinking of ways to make the Games attractive and interesting</i>)</li> <li>➤ Self expression (<i>in personal performance</i>)</li> <li>➤ Listening to others Flexibility (<i>in executing the plan</i>)</li> <li>➤ Effective communications (<i>in organizing and keeping the Games going</i>)</li> <li>➤ Teamwork (<i>in the team Games and in the planning</i>)</li> <li>➤ Adaptability (<i>to others' ideas</i>)</li> <li>➤ Cooperation (<i>in showing good</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goal setting (<i>to define the purpose of Games and the goal of each sport</i>)</li> <li>➤ Analysing (<i>how to build sports skills</i>)</li> <li>➤ Comparing (<i>the similarities and differences of various sports</i>)</li> <li>➤ Formulating (<i>the format of the Games and giving them shape</i>)</li> <li>➤ Researching (<i>information about the individual sports, countries, etc.</i>)</li> <li>➤ Appreciating (<i>the value of athletic effort and practice in relation to results</i>)</li> <li>➤ Planning (<i>the Games</i>)</li> <li>➤ Organising (<i>the execution</i>)</li> <li>➤ Integrating (<i>the information from research and combining it into a presentation of the Games</i>)</li> <li>➤ Communicating (<i>their ideas among themselves, and to</i></li> </ul>



<p><b>1. THE NEED FOR FUN (continued)</b></p>	<p><b>Mock Olympic Games (continued)</b></p>	<p>officiate in the Games, as requested, and be able to</p> <p>referee in such a way that all children are satisfied</p> <ul style="list-style-type: none"> <li>➤ Assist with practice</li> <li>➤ Become involved in the Games and participate in supportive roles such as interviewer</li> <li>➤ Discuss athletes, sportsmanship, teamwork and the aim of the Olympics</li> <li>➤ Acknowledge each child's contribution</li> <li>➤ Help the children prepare the playing field and arenas</li> </ul>		<p><i>sportsmanship and in planning)</i></p> <ul style="list-style-type: none"> <li>➤ Conflict resolution (<i>in solving any disputes</i>)</li> </ul>	<p><i>their audience)</i></p> <ul style="list-style-type: none"> <li>➤ Decision-making (<i>in where and how to arrange things</i>)</li> <li>➤ Problem-solving (<i>of logistical problems in presenting the Games</i>)</li> <li>➤ Reflecting (<i>about the Games - what worked and what didn't</i>)</li> </ul>
<p><b>2. THE NEED TO EXPRESS</b></p>	<p><b>Making a Newspaper</b></p>	<ul style="list-style-type: none"> <li>➤ Find out the children's plan, listen with interest and join in the planning</li> <li>➤ Assist the children in presenting the plan to their peers</li> <li>➤ Ensure, without imposing, that each</li> </ul>	<ul style="list-style-type: none"> <li>➤ Journalism</li> <li>➤ World news</li> <li>➤ Interviewing</li> <li>➤ Newspapers from around the world</li> <li>➤ Visit a press</li> <li>➤ Papermaking</li> <li>➤ Graphic design</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiative (<i>in planning the making of a newspaper</i>)</li> <li>➤ Teamwork (<i>in distributing the tasks</i>)</li> <li>➤ Effective communications (<i>with each child about her part in the project</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning (<i>the steps to make a newspaper</i>)</li> <li>➤ Setting a goal (<i>by fixing a date by which the paper is to be completed</i>)</li> <li>➤ Researching (<i>information about a the topic of one's article or illustration</i>)</li> <li>➤ Organising (<i>the materials</i>)</li> </ul>



<p><b>2. THE NEED TO EXPRESS (continued)</b></p>	<p><b>Making a Newspaper (continued)</b></p>	<p>child has the opportunity to participate</p> <ul style="list-style-type: none"> <li>➤ Know when offering an idea will be welcome</li> <li>➤ Assist with research and writing according to the child's interest and indication</li> <li>➤ Provide research material as requested</li> <li>➤ Become involved in the making of the newspaper and participate in supportive roles such as organizer of special guest interviews</li> <li>➤ Discuss the process of making a newspaper and accompany the children on a field trip to a local newspaper printing factory</li> <li>➤ Acknowledge each child's contribution</li> <li>➤ Support the children's efforts by making their work known to a wider audience</li> <li>➤ Organize a press conference in which the children are invited</li> </ul>	<ul style="list-style-type: none"> <li>➤ Layout</li> <li>➤ Advertisement</li> <li>➤ World sports</li> <li>➤ Press conference</li> <li>➤ Oral and written English</li> <li>➤ Reading comprehension</li> <li>➤ Research</li> <li>➤ Systems of a newspaper</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>in taking on the different tasks</i>)</li> <li>➤ Listening (<i>to others on how to write an article or on how to conduct an interview</i>)</li> <li>➤ Self-Expression (<i>in writing about different topics for the newspaper</i>)</li> <li>➤ Participation (<i>in the different stages of making a newspaper</i>)</li> <li>➤ Cooperation (<i>with others in putting the newspaper together</i>)</li> <li>➤ Flexibility (<i>in accepting others ideas</i>)</li> <li>➤ Getting along with others (<i>in making the newspaper</i>)</li> <li>➤ Imagination (<i>in finding headlines and in designing the lay-out of the newspaper</i>)</li> <li>➤ Concentration (<i>in writing and illustrating articles</i>)</li> <li>➤ Perseverance (<i>in writing an article</i>)</li> </ul>	<p><i>needed to write an article, report or interview</i>)</p> <ul style="list-style-type: none"> <li>➤ Analysing (<i>information collected</i>)</li> <li>➤ Comparing (<i>information gathered</i>)</li> <li>➤ Synthesising (<i>data</i>)</li> <li>➤ Formulating (<i>one's ideas on a topic</i>)</li> <li>➤ Monitoring (<i>one's time to bring the project to completion by a given date</i>)</li> <li>➤ Revising (<i>one's work</i>)</li> <li>➤ Decision-making (<i>about the lay-out of the newspaper</i>)</li> <li>➤ Problem -solving (<i>in finding a fair and attractive way to include all the children's contributions</i>)</li> <li>➤ Communicating effectively (<i>the process of making a newspaper</i>)</li> <li>➤ Appreciating (<i>the contributions of each child</i>)</li> </ul>
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		and encouraged to speak to a supportive audience of adults about their work		<i>that is satisfying</i> ➤ Commitment ( <i>in bringing the project to completion</i> ) ➤ Appreciating ( <i>each one's contribution to the newspaper</i> )	
<b>3. THE NEED TO BELONG AND PARTICIPATE</b>	<b>Expo</b>	➤ Find out if a child has a particular interest he would like to present ➤ Be able to assist a child in such a way that he takes up responsibility ➤ Listen without judgment to any child's suggestions for projects ➤ Be interested in the child's idea and help him find a way to realise it ➤ Be able to modify a project without imposing or upsetting the child if his project is too elaborate or unfeasible ➤ Offer to help prepare	➤ Depending upon the project, various subject matter ➤ History ➤ Mathematics ➤ Biology ➤ Physics ➤ Chemistry ➤ Music ➤ Language ➤ Culture etc. ➤ Construction methods ( <i>i.e. how to develop scientific experiments, build plaster</i> )	➤ Confidence ( <i>to participate in Expo</i> ) ➤ Initiative ( <i>in planning a project</i> ) ➤ Imagination ( <i>to picture the final project before undertaking it</i> ) ➤ Self expression ( <i>to articulate how the project should look</i> ) ➤ Listening ( <i>to the ideas of teachers and friends</i> ) ➤ Flexibility ( <i>in adapting to changes if needed in space and time</i> ) ➤ Effective communications ( <i>to be able to</i> )	➤ Goal setting ( <i>to complete a project to present at the Expo</i> ) ➤ Formulating ( <i>how one wants to present it</i> ) ➤ Researching ( <i>all the information possible on the project</i> ) ➤ Integrating ( <i>the different information one has gathered into the project</i> ) ➤ Appreciating ( <i>what will be of interest to the audience</i> ) ➤ Planning ( <i>the steps to complete the project</i> ) ➤ Self-monitoring ( <i>the time and resources to do what one wants</i> ) ➤ Organising ( <i>the needed materials</i> ) ➤ Communicating ( <i>to explain the project</i> ) ➤ Creative thinking ( <i>in finding ways to realize the project</i> )



<p><b>3. THE NEED TO BELONG AND PARTICIPATE (continued)</b></p>	<p>Expo (continued)</p>	<p>the project and follow instructions from the child</p> <ul style="list-style-type: none"> <li>➤ Be able to see when suggestions may be welcome and helpful</li> <li>➤ Offer information connected to the project without imposition</li> <li>➤ Help plan and encourage the child's presentation skills</li> <li>➤ Be able to give a child the confidence to see a project through</li> </ul> <p>➤ Be able to find a way to integrate children who don't want to participate</p>	<p><i>models, draw explanatory posters, etc.)</i></p> <ul style="list-style-type: none"> <li>➤ Written English</li> <li>➤ Oral English</li> <li>➤ Reading comprehension</li> </ul>	<p><i>explain the project to others)</i></p> <ul style="list-style-type: none"> <li>➤ Getting along with others (by adapting personally to those one works with)</li> <li>➤ Cooperation (as a participant in a group project)</li> <li>➤ Commitment (to complete the project and present it at Expo)</li> <li>➤ Concentration (in focusing on presenting one's project well)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Deciding (<i>how to represent it</i>)</li> <li>➤ Reflecting (<i>to determine if the project and delivery are good</i>)</li> </ul>
<p><b>4. THE NEED FOR ORDER AND CLARITY</b></p>	<p>Community Bank</p>	<ul style="list-style-type: none"> <li>➤ Find out the children's organizational ideas</li> <li>➤ Listen with interest, and help implement the ideas</li> <li>➤ Be able to bring out various aspects of banking in an interesting way</li> </ul>	<ul style="list-style-type: none"> <li>➤ Arithmetic</li> <li>➤ Business finance</li> <li>➤ Management</li> <li>➤ Public relations</li> <li>➤ Reading</li> <li>➤ Writing</li> <li>➤ Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiative (<i>in setting up the bank</i>)</li> <li>➤ Listening (<i>to others' ideas about how to set up the bank</i>)</li> <li>➤ Teamwork (<i>in executing the plan</i>)</li> <li>➤ Participation (<i>in all aspects of the bank operation</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goal setting (<i>to decide the aim of the bank</i>)</li> <li>➤ Analysing (<i>to decide the parts of the bank and its operations and what a customer needs</i>)</li> <li>➤ Formulating (<i>to give shape to the children's idea of a bank and its functions</i>)</li> <li>➤ Appreciating (<i>the value of money and how a bank works in a community</i>)</li> </ul>



		<ul style="list-style-type: none"> <li>➤ Help prepare personalised materials such as cheques, passbooks, etc.</li> <li>➤ Be able to help children write cheques and prepare demand drafts, etc., as they participate in the activity</li> <li>➤ Become involved in the bank and participate in supportive roles such as setting up individual bank accounts and loan schemes or participating as a customer or employee</li> </ul>	<p>comprehension</p> <ul style="list-style-type: none"> <li>➤ Organizational systems</li> <li>➤ Inflation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cooperation (<i>for the smooth running of the bank</i>)</li> <li>➤ Communicating effectively (<i>to the customers the various aspects of the bank</i>)</li> <li>➤ Confidence (<i>to carry out transactions</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning (<i>the bank and its systems</i>)</li> <li>➤ Organising (<i>the various banking systems</i>)</li> <li>➤ Integrating (<i>financial information</i>) and</li> <li>➤ Applying (<i>it to customer inquiries or transactions</i>)</li> <li>➤ Communicating (<i>how the bank works to others</i>)</li> <li>➤ Creative thinking (<i>to come up with new banking practices that work</i>)</li> <li>➤ Problem solving (<i>to figure out how to solve a customer's problems</i>)</li> </ul>
5. THE NEED TO KNOW AND EXPLORE	World Cup Broadcast	<ul style="list-style-type: none"> <li>➤ Show an interest in and join the children's discussions about the World Cup</li> <li>➤ Encourage the children to share their knowledge about the different</li> </ul>	<ul style="list-style-type: none"> <li>➤ Countries from around the world</li> <li>➤ Football players and personalities</li> <li>➤ History of the World Cup</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiative (<i>in planning a World Cup broadcast</i>)</li> <li>➤ Teamwork (<i>in distributing the tasks</i>)</li> <li>➤ Effective</li> </ul>	<ul style="list-style-type: none"> <li>➤ Researching (<i>about the World Cup players and their game</i>)</li> <li>➤ Predicting (<i>how particular players will perform in the games</i>)</li> <li>➤ Generalising results (<i>by applying events of previous games to the current games</i>)</li> <li>➤ Formulating (<i>one's ideas about a player and his game</i>)</li> </ul>



<p>5. THE NEED TO KNOW AND EXPLORE (continued)</p>	<p>World Cup Broadcast (continued)</p>	<p>World Cup teams</p> <ul style="list-style-type: none"> <li>➤ Offer to bring newspaper clippings about the World Cup as requested</li> <li>➤ Find out which is each child's favourite player and encourage each child to represent his favourite player in a World Cup Broadcast</li> <li>➤ Ensure, without imposing, that each child has the opportunity to participate</li> <li>➤ Assist the children in doing research on the player of their choice</li> <li>➤ Provide maps, magazine articles, and other research material</li> <li>➤ Assist the children in locating the countries of the different teams on a world map</li> <li>➤ Assist the children in writing interview questions for a World Cup broadcast</li> </ul>	<ul style="list-style-type: none"> <li>➤ International time zones</li> <li>➤ Radio and television</li> <li>➤ Human body and fitness</li> <li>➤ Sportsmanship</li> <li>➤ Rules and scorekeeping</li> <li>➤ Arithmetic</li> <li>➤ Oral and written English</li> <li>➤ Reading comprehension</li> </ul>	<p>communications (with each child about his part in the broadcast)</p> <ul style="list-style-type: none"> <li>➤ Confidence (in taking on the different tasks)</li> <li>➤ Listening (to others on how to conduct an interview)</li> <li>➤ Concentration (in researching and writing about the players)</li> <li>➤ Self-expression (in speaking about the different players and their games)</li> <li>➤ Participation (in the different stages of preparing for the broadcast)</li> <li>➤ Cooperation (with others in setting up and conducting the broadcast)</li> <li>➤ Imagination (in designing the stage for the broadcast)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning (a World Cup Broadcast)</li> <li>➤ Organising (materials, information and equipment needed for a broadcast program)</li> <li>➤ Comparing (different athletes and their strategies)</li> <li>➤ Revising (written evaluations of the players before the broadcast)</li> <li>➤ Communicating effectively (one's understanding of the games and players)</li> </ul>
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		<ul style="list-style-type: none"> <li>➤ Help the children organise and plan a World Cup broadcast</li> <li>➤ Ensure that the necessary equipment is available-i.e. microphones, loudspeakers, chairs, table etc</li> <li>➤ Practise the interviews with the children</li> <li>➤ Invite special guests to the World Cup broadcast</li> <li>➤ Assist the children in conducting the World Cup broadcast</li> <li>➤ Make a video of the broadcast</li> </ul>		<ul style="list-style-type: none"> <li>➤ Flexibility (<i>in making room for each child's participation</i>)</li> <li>➤ Commitment (<i>in organizing the broadcast</i>)</li> <li>➤ Appreciating (<i>each one's contribution to the broadcast</i>)</li> </ul>	
<b>6. THE NEED FOR MASTERY</b>	<b>Vegetable Gardening</b>	<ul style="list-style-type: none"> <li>➤ Listen to each child's ideas about what they want to grow</li> <li>➤ Discuss how to locate seeds or cuttings and help get them</li> <li>➤ Help research the proper conditions for each plant, i.e., earth, sun/shade, amount of water</li> <li>➤ Add suggestions without interfering or</li> </ul>	<ul style="list-style-type: none"> <li>➤ Botany (parts of a plant, uses of blossoms, uses of plants, etc.)</li> <li>➤ Ecology (O<sub>2</sub>, CO<sub>2</sub>, animal dependency on air and food)</li> <li>➤ Water (H<sub>2</sub>O)</li> <li>➤ Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>that one can make a garden</i>)</li> <li>➤ Initiative (<i>in finding a plot</i>)</li> <li>➤ Imagination (<i>in thinking of the products' uses</i>)</li> <li>➤ Flexibility (<i>in making modifications if some plants die</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goal setting (<i>to make a garden</i>)</li> <li>➤ Formulating (<i>by planning what to grow and where to place it</i>)</li> <li>➤ Researching (<i>which kind of plants will grow in the season and climate</i>)</li> <li>➤ Interpreting (<i>the growth patterns in the garden</i>)</li> <li>➤ Predicting (<i>the size of the grown plants</i>)</li> </ul>



<p><b>6. THE NEED FOR MASTERY (continued)</b></p>	<p><b>Vegetable Gardening (continued)</b></p>	<p>discouraging, i.e., how much the ground needs to be prepared and if the expectations and reality of the final product will be in harmony</p> <ul style="list-style-type: none"> <li>➤ Be willing to dig in the earth along with the child</li> <li>➤ Find a way, without scolding or pressure, to remind the child to maintain care for the plants</li> <li>➤ Discuss uses of grown plants and broader subjects such as gardening around the world</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seasons (general, and for planting)</li> <li>➤ Fertilizers</li> <li>➤ Sunlight - light sources</li> <li>➤ Geography (where certain crops grow best)</li> <li>➤ Exports and imports of crops</li> <li>➤ Knowing the local flora</li> <li>➤ Soil types</li> </ul>	<ul style="list-style-type: none"> <li>➤ Effective communications (<i>in discussing ideas with the teacher</i>)</li> <li>➤ Adaptability (<i>in being able to make a garden from rough ground</i>)</li> <li>➤ Commitment (<i>in staying interested until the plants grow</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning (<i>the layout of the garden and finding the water supply</i>)</li> <li>➤ Organising (<i>the planting process</i>)</li> <li>➤ Deciding (<i>where to plant certain crops</i>)</li> <li>➤ Reflecting (<i>on the growth of the garden</i>)</li> <li>➤ Evaluating (<i>the garden and seeing how to do it better next time</i>)</li> </ul>
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\*These cognitive strategies allow the child to build knowledge in all subjects in an integrated way. The subject matter or declarative knowledge provided to students K-12 is listed in the Syllabus in the Appendix.



**V. CURRICULUM PROGRAMME FOR HIGH SCHOOL AND  
PLUS-TWO (STANDARDS 8-12)**



**CURRICULUM PROGRAMME FOR HIGH SCHOOL AND PLUS-TWO**

For each fundamental need, a sample activity has been chosen to illustrate how an activity can bring in many academic themes, and develop in the child a number of personal, social and cognitive skills.

FUNDAMENTAL NEED OF THE LEARNER	SAMPLE ACTIVITY	ROLE OF THE TEACHER	RELATED ACADEMIC THEMES	POSSIBLE AREAS OF SOCIAL & PERSONAL DEVELOPMENT	COGNITIVE STRATEGIES*
1. THE NEED FOR FUN	Study tour to Cochin	Preparation: <ul style="list-style-type: none"> <li>➤ Facilitating research of sites to be visited</li> <li>➤ Providing students with options of sites that could satisfy students of varied interests and satisfy syllabus requirements</li> <li>➤ Helping the students come to a consensus on exactly which sites they want to visit</li> <li>➤ Being a resource and discussing history and facts about the sites to be visited, including maps and routes</li> <li>➤ Helping students come up with a list of the things they need/want to take on the trip</li> </ul>	<ul style="list-style-type: none"> <li>➤ Kerala history</li> <li>➤ Colonial powers in India</li> <li>➤ Eco-friendly traveling habits</li> <li>➤ Map reading</li> <li>➤ Roads and transportation</li> <li>➤ Historical sites in Cochin including:               <ul style="list-style-type: none"> <li>➤ Thripunithura Palace (on the way)</li> <li>➤ The Jewish Synagogue and Vasco da Gama's grave</li> <li>➤ Jew Street</li> <li>➤ Chinese fishing nets</li> <li>➤ Archeological Museum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>in dealing with unfamiliar situations during the tour</i>)</li> <li>➤ Self awareness (<i>in knowing how one's behavior will affect others in the group</i>)</li> <li>➤ Initiative (<i>in organizing when and where the whole group will reconvene</i>)</li> <li>➤ Adaptability (<i>in dealing with unfamiliar situations</i>)</li> <li>➤ Flexibility (<i>in dealing with unforeseen situations during the tour</i>)</li> <li>➤ Sense of humour (<i>during the bus ride and throughout the tour</i>)</li> <li>➤ Personal responsibility (<i>for one's behavior and</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Goal setting (<i>in deciding the sites to visit on the tour</i>)</li> <li>➤ Observing (<i>the salient features of each site</i>)</li> <li>➤ Comparing (<i>the interesting points about each site</i>)</li> <li>➤ Inferring (<i>how or why certain things at a particular site are they way they are</i>)</li> <li>➤ Formulating (<i>a plan for how to visit all the sites in the limited time available</i>)</li> <li>➤ Researching (<i>details about the sites</i>)</li> <li>➤ Applying (<i>previously studied material to make sense of sites visited</i>)</li> </ul>



<p><b>1. THE NEED FOR FUN (continued)</b></p>	<p><b>Study tour to Cochin (continued)</b></p>	<p>On the trip:</p> <ul style="list-style-type: none"> <li>➤ Modeling social behavior in a group while in restaurants, buying tickets, looking at exhibits, etc</li> <li>➤ Modeling environmentally friendly behavior (like not littering)</li> <li>➤ Actively participating in and enjoying the tour along with the students</li> <li>➤ Being aware and in the middle of all that is going on to encourage positive adolescent behaviour</li> <li>➤ Keeping the group together</li> <li>➤ Facilitating negotiations among students to solve any disagreements that arise during the trip</li> <li>➤ Constant spontaneous problem-solving to ensure that all enjoy the trip</li> <li>➤ Helping students be responsible for personal valuables</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bolgatti Palace (History museum)</li> </ul> <p>Other sites in Cochin including:</p> <ul style="list-style-type: none"> <li>➤ FACT</li> <li>➤ Oil refinery</li> <li>➤ Cochin ship yard</li> <li>➤ The port</li> <li>➤ Science &amp; Technology Museum</li> <li>➤ The EVS Dept. of Cochin University</li> <li>➤ The Oceanography Dept. of Cochin University</li> <li>➤ The Weather Dept. of Cochin University</li> </ul>	<p><i>how it will reflect on the group)</i></p> <ul style="list-style-type: none"> <li>➤ Getting along with others (<i>throughout the trip</i>)</li> <li>➤ Consideration for others (<i>and helping them as needed</i>)</li> <li>➤ Participation (<i>in the guided tours at specific sites</i>)</li> <li>➤ Respect for differences (<i>among people met on the tour</i>)</li> <li>➤ Cooperation (<i>among members of the group</i>)</li> <li>➤ Listening (<i>to others ideas of how to deal with a situation on the tour</i>)</li> <li>➤ Acceptance of others (<i>and seeing their needs</i>)</li> <li>➤ Conflict resolution (<i>among members of the group</i>)</li> <li>➤ Leadership (<i>in helping the group organize the plan for the day</i>)</li> <li>➤ Social responsibility (<i>in not throwing trash out the bus window</i>)</li> <li>➤ Citizenship (<i>in behaving responsibly with respect to the sites visited</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciating (<i>the historical importance of a site</i>)</li> <li>➤ Planning (<i>the order in which to visit the sites so that the maximum number of places can be visited</i>)</li> <li>➤ Organising (<i>the time allotted for each site so that all the students' interests are satisfied</i>)</li> <li>➤ Integrating (<i>the knowledge gained to write a report</i>)</li> <li>➤ Evaluating (<i>the usefulness and fun of the tour</i>)</li> <li>➤ Communicating (<i>what one gained from the tour in an oral presentation</i>)</li> <li>➤ Decision making (<i>at various points throughout the tour</i>)</li> <li>➤ Reflecting (<i>how the tour changed one's perceptions</i>)</li> </ul>
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<p><b>1. THE NEED FOR FUN (continued)</b></p>	<p><b>Study tour to Cochin (continued)</b></p>	<p>brought on the trip</p> <ul style="list-style-type: none"> <li>➤ Following up afterwards in the class by having</li> </ul> <p>discussions/activities based on the study tour, and finding ways to continue to relate the tour to their studies and their lives</p>		<ul style="list-style-type: none"> <li>➤ Personal safety (<i>while crossing the road, in the bus, etc</i>)</li> <li>➤ Personal hygiene (<i>while snacking, etc</i>)</li> <li>➤ Taking care of one's belongings (<i>including cameras, Walkmans, etc</i>)</li> </ul>	
<p><b>2. THE NEED TO CREATE</b></p>	<p><b>Student Forum</b></p>	<ul style="list-style-type: none"> <li>➤ Be aware if the students have ideas or opinions for which they need an outlet</li> <li>➤ Suggest the idea of a forum</li> <li>➤ Discuss in advance the aim of a forum and the structure so all the students feel they will get their chance to participate</li> <li>➤ Discuss a venue and how to arrange the furniture and gather the props and</li> </ul>	<ul style="list-style-type: none"> <li>➤ The student forum has the advantage of being open to almost all academic themes.</li> <li>➤ It is not a place where a student could teach maths or physics, but they could talk about the subjects as they are</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>in expressing one's opinions and having them heard</i>)</li> <li>➤ Self awareness (<i>in knowing how one's opinions affect others</i>)</li> <li>➤ Initiative (<i>in organizing the forum</i>)</li> <li>➤ Adaptability (<i>in adjusting to others' points of view</i>)</li> <li>➤ Participation (<i>as one voice in the forum</i>)</li> <li>➤ Respect (<i>for different points of view</i>)</li> <li>➤ Cooperation (<i>among members of the group</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goal setting (<i>in deciding which issues are to be taken up and what the outcomes of the Forum should be</i>)</li> <li>➤ Analysing (<i>issues in the course of debates</i>)</li> <li>➤ Comparing (<i>different issues</i>)</li> <li>➤ Formulating (<i>ideas into a convincing presentation</i>)</li> <li>➤ Researching (<i>issues to be presented</i>)</li> </ul>



<p>2. THE NEED TO CREATE (continued)</p>	<p>Student Forum (continued)</p>	<p>microphones</p> <ul style="list-style-type: none"> <li>➤ Discuss and be able to give advice on how the students can best get across to others their main points</li> <li>➤ Show how to research facts to back up opinions</li> <li>➤ Discuss the formats of various forums, i.e., panchayat meetings,</li> </ul> <p>Nobel Prize award ceremonies, State of the World Forum, the Indian Parliament, United Nations General Assembly, etc.</p> <ul style="list-style-type: none"> <li>➤ Help publicize the programme in the school</li> <li>➤ Help pick a moderator or be the moderator</li> <li>➤ After the forum, discuss how each participant feels about his or her delivery, and if they thought they got their points across (or, if they were</li> </ul>	<p>related to their lives.</p> <ul style="list-style-type: none"> <li>➤ Giving information on current events: environmental, political or social</li> </ul> <p>Speech and communication</p> <ul style="list-style-type: none"> <li>➤ English or Malayalam oral expression</li> <li>➤ The rules of debate</li> <li>➤ Opportunity to do research on subjects of interest</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listening (<i>to others' ideas</i>)</li> <li>➤ Acceptance of others (<i>and their ideas</i>)</li> <li>➤ Conflict resolution (<i>on the spot mediating among opposing points of view</i>)</li> <li>➤ Leadership (<i>in helping the group organize the Forum</i>)</li> </ul> <p>Citizenship (<i>in addressing civic issues</i>)</p>	<ul style="list-style-type: none"> <li>➤ Interpreting (<i>issues based on gathered knowledge</i>)</li> <li>➤ Applying (<i>the knowledge gained from research to the presentation and/or discussion</i>)</li> <li>➤ Appreciating (<i>the value of others' arguments</i>)</li> </ul> <p>Planning (<i>all the details of the Forum</i>)</p> <ul style="list-style-type: none"> <li>➤ Organising (<i>materials and information to marshal your argument and effectively communicate it</i>)</li> <li>➤ Integrating (<i>other people's points into your own argument</i>)</li> <li>➤ Decision-making and problem-solving (<i>in the course of figuring out how the Forum should be arranged</i>)</li> </ul>
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		<p>entertaining, whether they felt they were successful)</p> <ul style="list-style-type: none"> <li>➤ Make sure the participants either feel they were successful or that they learned how to be successful next time</li> </ul>			
<p><b>3. THE NEED TO BELONG AND PARTICIPATE</b></p>	<p><b>Graduation Programme</b></p>	<ul style="list-style-type: none"> <li>➤ Find out the students' plan, listen with interest and without judgment to any student's suggestion, and join in the planning</li> <li>➤ Help the students find a way to realize their ideas</li> <li>➤ Be able to convince a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Speech and communication</li> <li>➤ Drama</li> <li>➤ Dance</li> <li>➤ Composition</li> <li>➤ English written and oral expression</li> <li>➤ Design</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiative (<i>in planning, designing, and creating the graduation programme</i>)</li> <li>➤ Teamwork (<i>in assigning the tasks</i>)</li> <li>➤ Effective Communications (<i>with each student about her part in the programme</i>)</li> <li>➤ Confidence (<i>in taking up</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Setting a goal (<i>to present the programme for the graduation</i>)</li> <li>➤ Researching and discussing (<i>ideas for the programme</i>)</li> <li>➤ Formulating (<i>one's ideas to give shape to a programme</i>)</li> <li>➤ Problem-solving (<i>in</i></li> </ul>



<p>3. THE NEED TO BELONG AND PARTICIPATE (continued)</p>	<p>Graduation Programme (continued)</p>	<p>student to modify an idea without imposing or upsetting the student if his idea is too elaborate or unfeasible</p> <ul style="list-style-type: none"> <li>➤ Ensure, without imposing, that each student has the opportunity to participate in the way that he wishes</li> <li>➤ Assist with research, writing, costume design, stage decor, etc., according to the students' interest and indication</li> <li>➤ Arrange for performance equipment and props, as requested</li> <li>➤ Offer to help prepare the programme, according to the students' ideas</li> <li>➤ Help encourage the students' presentation skills</li> <li>➤ Support the students'</li> </ul>	<ul style="list-style-type: none"> <li>➤ Martial arts</li> <li>➤ Literature</li> <li>➤ Any relevant academic topic</li> </ul>	<p><i>the different tasks and in presenting the programme on stage)</i></p> <ul style="list-style-type: none"> <li>➤ Self-Expression (<i>in conveying one's experiences to an audience</i>).</li> <li>➤ Participation (<i>in all aspects of the preparation for and presentation of the programme</i>)</li> <li>➤ Cooperation (<i>with others in putting together the programme</i>)</li> <li>➤ Flexibility (<i>in accepting others' ideas</i>)</li> <li>➤ Getting along with others (<i>during the preparation and rehearsals of the programme</i>)</li> <li>➤ Imagination (<i>in finding the form and medium through which to convey one's ideas</i>)</li> <li>➤ Concentration (<i>in writing, designing, presenting or performing in the programme</i>)</li> <li>➤ Perseverance (<i>in the face of differences of opinion, obstacles or difficulties</i>)</li> </ul>	<p><i>finding a fair and attractive way to include all the students' ideas)</i></p> <ul style="list-style-type: none"> <li>➤ Synthesizing (<i>different ideas and styles to convey a unique message</i>)</li> <li>➤ Planning (<i>the steps to realise the programme</i>)</li> <li>➤ Organising (<i>the materials needed e.g. music, costumes, text, stage décor and props to present the programme</i>)</li> <li>➤ Monitoring (<i>one's time to bring the project to completion by a given date</i>)</li> <li>➤ Revising (<i>one's work during rehearsals</i>)</li> </ul>
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		<ul style="list-style-type: none"> <li>➤ confidence to see the programme through</li> <li>➤ Be able to integrate students who are reluctant to participate</li> <li>➤ Acknowledge and encourage each student's efforts and ideas</li> </ul>		<ul style="list-style-type: none"> <li>➤ Commitment (<i>to seeing the programme through to completion</i>)</li> <li>➤ Appreciation (<i>of each one's contribution</i>)</li> </ul>	
<p><b>4. THE NEED FOR ORDER AND CLARITY</b></p>	<p><b>PowerPoint presentation</b></p>	<ul style="list-style-type: none"> <li>➤ Be aware if the students have ideas or opinions they need to express and how the PowerPoint medium can serve that</li> <li>➤ Discuss how a PowerPoint presentation is put together and experiment on the computer</li> <li>➤ Find out the students' plan for the Power Point, listen with interest, and join in the planning to realize it</li> <li>➤ Be interested in the students' ideas and help them find a way to realize</li> </ul>	<ul style="list-style-type: none"> <li>➤ Computer skills</li> <li>➤ Design</li> <li>➤ Written expression in English and Malayalam</li> <li>➤ Composition</li> <li>➤ Topics that have been covered in Power Point presentations:</li> <li>➤ History: Ancient civilizations, World Wars</li> <li>➤ Physics: aerodynamics, building structures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiative (<i>in planning, designing, and creating the PowerPoint presentation</i>)</li> <li>➤ Effective communications (<i>with one another about how to create the PowerPoint presentation</i>)</li> <li>➤ Confidence (<i>in creating a PowerPoint presentation</i>)</li> <li>➤ Participation (<i>in all the stages of the making of a PowerPoint presentation</i>)</li> <li>➤ Adaptability (<i>to various technical challenges</i>)</li> <li>➤ Self-expression (<i>of one's ideas in this format</i>)</li> <li>➤ Independence (<i>in taking responsibility for one's part of the programme</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Setting a goal (<i>to present a PowerPoint presentation</i>)</li> <li>➤ Researching and discussing (<i>ideas for the PowerPoint presentation</i>)</li> <li>➤ Formulating (<i>written ideas into a visual medium</i>)</li> <li>➤ Applying (<i>knowledge learned in computer classes to generate a PowerPoint presentation</i>)</li> <li>➤ Decision-making (<i>about the content and form of the programme</i>)</li> </ul>
<p><b>4. THE NEED</b></p>					



<p><b>FOR ORDER AND CLARITY (continued)</b></p>	<p>PowerPoint presentation (continued)</p>	<p>them and express them in a clear and simple way</p> <ul style="list-style-type: none"> <li>➤ Be able to convince a student to modify an idea without imposing or upsetting her if her idea is too elaborate or unfeasible</li> <li>➤ Assist in the planning and execution of the programme</li> <li>➤ Provide material, such as photos, music recordings, CDs, and others as requested</li> <li>➤ Be able to see when suggestions may be welcome and helpful</li> <li>➤ Encourage the students' presentation skills</li> <li>➤ Help the students to solve any technical problems that may arise</li> <li>➤ Acknowledge the students' effort</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chemistry: Structure of an atom, chemical reactions</li> <li>➤ Biology: the systems of the body</li> <li>➤ Literature: Shakespeare and his characters</li> <li>➤ Geography: landforms, water resources</li> <li>➤ Education: The KPM Approach to Children</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cooperation (<i>with others in designing and putting together the PowerPoint presentation</i>)</li> <li>➤ Flexibility (<i>in accepting others' ideas</i>)</li> <li>➤ Getting along with others (<i>during the making of the presentation</i>)</li> <li>➤ Imagination (<i>in finding the form through which to convey one's ideas</i>)</li> <li>➤ Concentration (<i>in writing, designing, and realising the PowerPoint presentation</i>)</li> <li>➤ Perseverance (<i>in the face of differences of opinion and technical challenges</i>)</li> <li>➤ Commitment (<i>to seeing the PowerPoint presentation through to completion</i>)</li> <li>➤ Appreciation (<i>of each one's contribution to the Power Point presentation</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Problem-solving (<i>in finding away to include all the students' ideas and in finding the technical means to express your ideas</i>)</li> <li>➤ Synthesizing (<i>various inputs into a unified expression</i>)</li> <li>➤ Planning (<i>the procedure to create the PowerPoint presentation</i>)</li> <li>➤ Organising (<i>the materials needed e.g. text,, photos, music to develop the PowerPoint presentation</i>)</li> <li>➤ Predicting (<i>the outcome of certain visual effects based on previous knowledge</i>)</li> <li>➤ Monitoring (<i>one's time to bring the project to completion by a given date</i>)</li> <li>➤ Revising (<i>one's work</i>)</li> </ul>
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<p><b>5. THE NEED TO KNOW AND EXPLORE</b></p>	<p><b>Rainwater harvesting</b></p>	<ul style="list-style-type: none"> <li>➤ Provide an opportunity for the discussion of environmental issues including water conservation</li> <li>➤ Find out the students' ideas, listen with interest, and help them find ways to implement them</li> <li>➤ Give suggestions about research sources</li> <li>➤ Be able to supply information about or expertise in rainwater harvesting</li> <li>➤ Help in the preparation of materials and be ready to suggest economical and efficient means of setting up the project</li> <li>➤ Support and encourage the students to see the project through to the end</li> <li>➤ Help the students find information resources in the community, such as state water</li> </ul>	<ul style="list-style-type: none"> <li>➤ Environmental science and applications</li> <li>➤ Ecology</li> <li>➤ Conservation</li> <li>➤ Chemistry (chemical composition of water)</li> <li>➤ Civics (community resources)</li> <li>➤ English expression</li> <li>➤ Art (poster making)</li> <li>➤ IT skills, use of Internet for research and information gathering</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>in taking on a project in the real world</i>)</li> <li>➤ Initiative (<i>in deciding how to implement the project</i>)</li> <li>➤ Imagination (<i>in finding innovative ways to solve problems</i>)</li> <li>➤ Self expression (<i>in seeing one's own ideas made concrete</i>)</li> <li>➤ Listening (<i>to others in working as a team</i>)</li> <li>➤ Flexibility (<i>in finding new solutions</i>)</li> <li>➤ Effective communications (<i>in expressing the issues to others</i>)</li> <li>➤ Teamwork and cooperation</li> <li>➤ Adaptability (<i>to others' ideas</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goal setting (<i>in deciding which environmental issues to research and to express what the outcomes of the project should be</i>)</li> <li>➤ Analysing (<i>the process of rainwater harvesting, understanding its component parts</i>)</li> <li>➤ Comparing (<i>different methods of rainwater harvesting and deciding which would work best</i>)</li> <li>➤ Inferring (<i>from materials and data which system would work</i>)</li> <li>➤ Interpreting (<i>how a harvesting system will work based on gathered knowledge</i>)</li> <li>➤ Formulating (<i>ideas into an objective system</i>)</li> <li>➤ Researching (<i>data on ecology and water</i>)</li> </ul>



<p>5. THE NEED TO KNOW AND EXPLORE (continued)</p>	<p>Rainwater harvesting (continued)</p>	<p>preservation agencies</p> <ul style="list-style-type: none"><li>➤ Facilitate the presentation of the project</li><li>➤ Articulate the needs of the project to the school</li></ul> <p>administration and/or parents</p> <ul style="list-style-type: none"><li>➤ Become an advocate for the project</li><li>➤ Find ways to extend the life of the project and suggest them to the students</li><li>➤ Acknowledge the students' effort</li></ul>			<ul style="list-style-type: none"><li>➤ Applying (<i>the knowledge gained from research to the construction of the system</i>)</li><li>➤ Appreciating (<i>the value to the environment of such a system, and also the efforts of everyone involved</i>)</li><li>➤ Planning (<i>all the details of the harvesting system</i>)</li><li>➤ Organising (<i>materials and information about the system so as to effectively communicate it</i>)</li><li>➤ Integrating (<i>classmates' materials into a unified whole</i>)</li><li>➤ Decision-making and problem-solving (<i>in the course of figuring out how to harvest rainwater</i>)</li><li>➤ Perseverance (<i>in seeing the project through</i>)</li></ul>
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<p>6. THE NEED FOR MASTERY</p>	<p>Peer teaching project and mentoring</p>	<ul style="list-style-type: none"> <li>➤ Grouping students who work well together</li> <li>➤ Helping students develop/improve their social skills of working as a group</li> <li>➤ Being aware of the interrelationships between the students and helping solve social/personal problems</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and written English</li> <li>➤ Reading comprehension</li> <li>➤ Research and study skills</li> <li>➤ Communication skills</li> <li>➤ Any topic in any subject</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidence (<i>to teach others</i>)</li> <li>➤ Self awareness (<i>in knowing how others will be affected by the way he teaches or responds to the 'teacher'</i>)</li> <li>➤ Initiative (<i>to form or lead a study group</i>)</li> <li>➤ Adaptability (<i>in the different ways one explains a topic so that all the members of the group understand</i>)</li> <li>➤ Flexibility (<i>in accepting and using others explanations</i>)</li> <li>➤ Independence (<i>in finding suitable material for the study group</i>)</li> <li>➤ Perseverance (<i>to keep trying to explain the topic in different ways until all members of the group understand</i>)</li> <li>➤ Commitment (<i>to come prepared to teach a particular topic</i>)</li> <li>➤ Imagination (<i>in finding visual ways to present a topic</i>)</li> <li>➤ Sense of humour (<i>to keep</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Goal setting (<i>to present a particular topic and make it understood</i>)</li> <li>➤ Observing (<i>how other students learn</i>)</li> <li>➤ Analysing (<i>how another student grasps a topic</i>)</li> <li>➤ Comparing (<i>study methods</i>)</li> <li>➤ Formulating (<i>a way to present a particular topic</i>)</li> <li>➤ Researching (<i>to find various explanations of a particular theory</i>)</li> <li>➤ Applying (<i>teachers' methods one has observed</i>)</li> <li>➤ Appreciating (<i>another student's view of a topic</i>)</li> <li>➤ Planning (<i>how to present a particular topic</i>)</li> <li>➤ Self monitoring (<i>how one is helping others understand the topic</i>)</li> <li>➤ Organising (<i>the materials needed to</i></li> </ul>
<p>6. THE NEED FOR MASTERY (continued)</p>	<p>Peer teaching project and mentoring (continued)</p>	<ul style="list-style-type: none"> <li>➤ Making sure that mentors have the necessary academic and social skills</li> <li>➤ Giving the groups specific assignments or allowing them to set their own goals</li> <li>➤ Finding areas and topics that each student will be confident to teach or lead the group in learning</li> <li>➤ Making sure each student feels he has a role in the group</li> <li>➤ Observing and redirecting discussions or asking probing</li> </ul>			



<p><b>6. THE NEED FOR MASTERY (continued)</b></p>	<p>Peer teaching project and mentoring (continued)</p>	<p>questions to help a group that is stuck</p> <ul style="list-style-type: none"> <li>➤ Encouraging students and giving them ideas of how to proceed when they are in doubt or unsure of themselves</li> <li>➤ Organising the situation so he students feel empowered and in control</li> <li>➤ Making sure that mentors have the skills (academic and social) needed to work with a given student</li> <li>➤ Giving the mentor any encouragement he needs</li> <li>➤ Helping a mentor come up with a plan for his presentation if needed</li> <li>➤ Helping the mentor see the value of his mentoring</li> <li>➤ Making sure the student being mentored likes his mentor and the way he is being mentored</li> <li>➤ Giving the mentor feedback on his efforts</li> </ul>		<p><i>the atmosphere happy and light)</i></p> <ul style="list-style-type: none"> <li>➤ Self expression (<i>while explaining one's doubts</i>)</li> <li>➤ Personal responsibility (<i>for his preparation</i>)</li> <li>➤ Self management (<i>in knowing how to prepare or present material</i>)</li> <li>➤ Self appraisal (<i>in assessing how one communicated one's ideas</i>)</li> <li>➤ Time management (<i>so that all complete the planned material in the allocated time</i>)</li> <li>➤ Getting along with others (<i>in the group</i>)</li> <li>➤ Consideration for others (<i>so that all members feel appreciated</i>)</li> <li>➤ Participation (<i>in the study group</i>)</li> <li>➤ Respect for differences (<i>among students who have different grasping abilities</i>)</li> <li>➤ Cooperation (<i>so that all members are happy in the group</i>)</li> <li>➤ Teamwork (<i>in making sure all members understand the concept</i>)</li> <li>➤ Listening (<i>to others'</i></li> </ul>	<p><i>explain a topic)</i></p> <ul style="list-style-type: none"> <li>➤ Integrating (<i>various points of view to come to a clear understanding</i>)</li> <li>➤ Synthesising (<i>ideas to come up with a different way to present a topic</i>)</li> <li>➤ Evaluating (<i>how well the study group is working</i>)</li> <li>➤ Revising (<i>presentation methods</i>)</li> <li>➤ Communicating (<i>one's ideas of how to study a particular topic</i>)</li> <li>➤ Representing (<i>a topic using diagrams</i>)</li> <li>➤ Creative thinking (<i>to find a quick way to memorize a definition</i>)</li> <li>➤ Decision making (<i>about the most effective way to convey an idea</i>)</li> <li>➤ Reflecting (<i>about the way one has interacted in the group or in a mentoring relationship</i>)</li> </ul>
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				<p><i>suggestions</i></p> <ul style="list-style-type: none"><li>➤ Effective communication <i>(among members of the group)</i></li><li>➤ Acceptance of others <i>(in the group)</i></li><li>➤ Conflict resolution <i>(among participants)</i></li><li>➤ Leadership <i>(to make sure that the group completes its aim)</i></li><li>➤ Taking care of one's study materials</li></ul>	
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\*These cognitive strategies allow the child to build knowledge in all subjects in an integrated way. The subject matter or declarative knowledge provided to students K-12 is listed in the Syllabus in the Appendix.



## VI. APPENDIX I

### APPENDIX I: K-12 SYLLABUS

(You are referred to the: Syllabus of the Inter-State Board for Anglo-Indian Education (K-8), syllabi of the Council for the Indian School Certificate Examinations (9-10 and 11-12).)



## VII. APPENDIX II

### DEFINITIONS OF COGNITIVE STRATEGIES

These cognitive strategies allow the child to build knowledge in all subjects in an integrated way. The subject matter or declarative knowledge provided to students K-12 is listed in the Syllabus in Appendix I.

1. Goal setting - establishing direction and purpose
2. Observing - carefully noting the whole as well as the details
3. Analysing - breaking something down into its parts; clarifying information by examining parts and relationships
4. Comparing - noting similarities and differences
5. Inferring - going beyond available information to identify what may reasonably be true
6. Formulating - giving shape to an idea
7. Researching - gathering information for the project at hand; conducting inquiry for the purpose of confirming or validating one or more hypotheses
8. Interpreting:
  - 8a. Predicting - anticipating an outcome based on the use of one's personal knowledge
  - 8b. Generalizing results - applying what was learned to a similar situation or a larger domain
  - 8c. Hypothesis testing - testing ideas through experience or manipulation of variables
9. Applying - using knowledge in a new area
10. Appreciating - recognizing the value of something
11. Planning - developing strategies to reach a specific goal
- 11a. Self monitoring - examining and regulating one's own activities/learning processes
12. Organizing - arranging materials, events, or information so that they can be used more effectively
13. Integrating - connecting and combining information



14. Synthesizing - creating something new by putting parts of different ideas together to make a whole
15. Evaluating - assessing ideas or a product according to a chosen standard
16. Revising - making necessary changes or applying corrections on the basis of evaluations
17. Communicating - using listening, speaking, reading, writing and gesturing to express a thought or conclusion
18. Representing - changing the form of information to show one's own interpretation of the material
19. Creative thinking - forming new combinations of ideas; developing new solutions
20. Decision making - thinking carefully of alternatives and selecting the one that is best
21. Problem solving - analyzing a perplexing or difficult situation for the purpose of generating a solution
22. Reflecting - thinking about oneself in relation to one's experiences