



School To Lead



# TRAINING REPORT

Pre-Texts at AES,  
ITO, New Delhi

PREPARED FOR:  
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# Pre-Texts in India

Pre-Texts is an educational protocol that can support a range of goals for your organization, whether you start with literacy, innovation, or citizenship.

The objective of this project is to bring Pre-Texts in India. One of the 2 schools selected for the training and implementation is 'Andhra Education Society' located in ITO area of New Delhi. This report encompasses the summary of training a batch of 25 teachers over 15 hours, divided into 5 days with a weekly session of 3 hours each day.

**Facilitator: Shreyoshi Saha, ImmerseGo**

**Co-facilitator: Shruti Shukla, School To Lead Foundation**

31  
JUNE

**Day 2:**

Overcame logistical and technological hiccups to have a more conducive environment. Participation clearly increased and we got volunteers for the next session.

16  
JULY

**Day 4:**

We saw an understanding being built around this concept as they shared examples from their classrooms  
Active participation was seen along with volunteer sign ups

30  
JULY

**Day 1**

Mix of logistical issues and slight apprehension from the teachers, set us out for a rocky start. Progress was made after lunch break by making tweaks to our original plan

09  
JULY

**Day 3:**

There was an improved fluency in the group regarding the tangent activity and the tagging was also more intuitive. The group co-created solutions

23  
JULY

**Day 5:**

'What did we do' provided a platform for the group to put their learning into words and they were excited to see the possibility of applying the protocol to a math lesson

# DAY 1: June 30th, 2022

## INTRODUCTION

- The initial logistical issues made the start a little rocky.
- Seating arrangement and acoustics were an obstacle for the training flow
- Participants were keen to hear about the pedagogy but distractions (seating, rain, low volume, Smart Screen) posed a challenge
- Response to the movement activity was good, despite of the no-sound situation
- Introduction was a little less interactive where teachers shared how they couldn't grasp a lot of information.
- Quote: "It got a little boring to hear a monologue about the presentation"
- Participants shared their ideas about 'Art' and 'Art Integration' quite enthusiastically
- The round where everyone share their name and favourite art was interactive but the concept of sharing with the whole group couldn't really come alive due to acoustics and seating issue
- The group had a hard time adjusting to the concept of 'Share and Tag' at this point
- Quote: "We have tried to integrate body movement in maths lessons"
- The round where everybody wrote on chits about their opinion on 'ALL' and 'expectations' was well-timed and productive. It couldn't be summarised though since we never got a chance to circle back to it
- The Left and Right Sides of the Room couldn't really come together for this part of the session

# LECTOR ACTIVITY

- The group learned about 'The Tobacco Reader' and shared their opinion about the theory
- Quote: "As a child, I was able to concentrate more on Maths while I listened to music but not anymore as an adult- there's a certain lack of concentration"
- A few participants shared their agreements and disagreements about the 'Tobacco Reader' theory
- The story of 'Cartoneras' was shared with the participants. They shared how a cardboard book can be a good starting point for students about a topic and help them keep their notes
- After the grounding text was read aloud by the lector, the participants shared their experiences
- Quote: " Could not doodle much but understood the summary of the text"
- After reading their questions aloud, the participants collected the chits in a bowl which were later adopted by one person each
- Participants were enthusiastic about sharing their opinions of each other's questions while they still struggled with the tagging part of the activity
- Again, due to the seating and acoustics issue, participants couldn't keep track of who has shared and who is left
- Time ran short at this point and we had to improvise for the 'What did we do' section
- Participants summarised the process and few pointed out how the whole activity made them closely focus on the text
- **It was observed that a lot of participants got confused between 'art integration' and 'art appreciation' showing that the grounding text ran too close to the concept of pedagogy being discussed**
- During lunch break, we improvised the second activity and decided to break the group into 2 instead of 3

# ART ACTIVITY:



- Role-play was chosen as the art activity
- This activity went rather smoothly, as the group were aware of the time constraints and helped each other in staying within the timelines
- The 2 groups were showing a healthy competition and group members with high and low participation made a good mix
- Putting the timer at a visible position and pointing to the left time made it easier for the groups to remain within the allotted time limits
- The groups guessed each other's performance and were curious to discuss more about the process of the role playing
- Group 1 was not agreeing with Group 2 about the paragraphs that they had chosen and that made the groups go back to the text multiple times
- Quote: " We don't see how it was Paragraph 3, it was little bit of Para 2 as well as Para 3"
- The 'What did we do' part was the smoothest by this time. The participants helped each other in tagging and the importance of being attentive was brought to light
- **Quote: "We are beginning to understand how this makes the participants read the text again and again"**

# NEXT SESSION:

- Discussions about the next session were done related to 'Tangents' and 'Leaf'
- The group decided to chose tangents from the course material although, the concept of them being related to the grounding text was a little unclear to the group
- Timelines were shared and a few logistical issues came up, pertaining to the date and time of the next session
- Participants wanted to share their fears and anticipated challenges about the pedagogy
- We got a few volunteers for the art activity in the next session
- **At this point, the group members were helping each other out with their questions and doubts and the facilitators were beginning to take a back seat**
- **Quote: "I can help ma'am with her doubt"**



# OPEN DISCUSSION:

- Discussions about the next session were done related to 'Tangents' and 'Leaf'
- The group decided to chose tangents from the course material although, the concept of them being related to the grounding text was a little unclear to the group
- Timelines were shared and a few logistical issues came up, pertaining to the date and time of the next session
- Participants wanted to share their fears and anticipated challenges about the pedagogy
- We got a few volunteers for the art activity in the next session
- **At this point, the group members were helping each other out with their questions and doubts and the facilitators were beginning to take a back seat**
- **Quote: "I can help ma'am with her doubt"**
- To address their fears and challenges as a group while making sure that we don't try to provide them with an answer, rather leave the questions to be pondered upon in the next session, a list was made
- Participants shared enthusiastically about the challenges they could anticipate
- The facilitators simply took note and shared that they will bring back some ideas although the solutions will need to be co-created as a group only





## DAY 2: July 09th, 2022 OPENING WITH THE TANGENT

- The group sat in a circle- which in turn made the whole session way more interactive than before
- There were a few absentees and the 8 AM session started, 30 minutes later due to the teachers arriving a little late. Irrespective, we were able to finish up in time
- The group was enthusiastic about the 'Tangent' activity and a few pointers were discussed about it while we waited for everyone to join
- Guidelines were discussed about sharing of tangents on the Google doc and the process of adopting a text
- The group shared a few digital hiccups they had encountered- solutions were discussed in the group
- We began with a little recap and setting the agenda for today- we had volunteers for all the activities



# LECTOR ACTIVITY:

- One of the teachers volunteered to be the Lector and the activity was done smoothly
- The group shared the text they had adopted and what stood out to them, it was followed by an invitation to the owner of the text to share their context
- There was a visible progress in the way that the group was tagging each other, as compared to the first session
- The activities were being timed and that enabled us to finish in time.
- The questions about not being able to doodle/make notes while listening to the lector came up. The group brainstormed the possible reasons behind it- different learning styles
- It being a large group of educators brought up a lot of discussions about the tangents they had chosen
- The group asked one question each from the text and the questions were collected in a basket
- Setting a timer for 10 minutes, the group started picking one question from the basket and shared their opinion of it while inviting the question owner to pick next
- This was followed by a 'What did we do' reflection. This time we asked the group to write down their answer before sharing it aloud with the group



# ART ACTIVITY:

- We invited volunteers to facilitate this session- while we had two volunteers decided for session 1, they weren't present due to health issues
- The group was pushed to improvise and a participant offered to facilitate blackout poetry for the group
- Instructions were shared and a time of 2 minutes was decided, after which the group shared their poems while tagging each other
- One participant shared a drawing of their interpretation of the text instead of sharing a poem
- The group handled it beautifully, where everyone first appreciated the art and then the group discussed the course of action in such situations
- Multiple ideas were discussed and the group decided to offer support to the individual in terms of giving them extra time while others shared and a peer to help them out with the activity, i.e blackout poetry
- This was followed by a 'What did we do' reflection. This time we asked the group to write down their answer before sharing it aloud with the group

# NEXT SESSION:

- The group decided to go on a leaf
- Volunteers signed up for different activities in the 3rd session
- A poster-making activity was co-created in the session and 2 participants agreed to be co-facilitators
- The participant who volunteered for the Lector activity will be bringing a new text for the group to read from the same textbook

## DAY 3: July 16th, 2022 OPENING WITH THE LEAF(S)

- The group shared what they liked about their adopted Leaf texts
- There was an improved fluency in the group regarding the tangent activity and the tagging was also more intuitive
- There were instances of text repetition and adoption of the same text, to which the group co-created a solution
- The guidelines to text submission and selection were reiterated

## LECTOR ACTIVITY:

- Sharvari- our volunteer facilitator brought a new text for the group, along with a copy of the text from the group
- The lector read out the text while the group made notes/doodled
- Time was given to pose a question to the grounding text while the copies of the texts were made available
- The questions were collected in a basket and a volunteer kick-started by adopting a question randomly
- The owner of the chosen question picked next and the activity progressed at a steady pace
- Facilitation by the lector was inspiring and the group responded beautifully



# ART ACTIVITY:

- Two volunteers lead the poster-making activity where the group was divided into 4 smaller groups
- Each group had to make posters with a message based on the grounding text
- Facilitators gave 15 minutes for each group to discuss and finish the poster
- On completion, one volunteer from each group shared their poster while describing their intent behind the final product
- The activity ended with an applause
- Facilitation by the volunteers was inspiring and the group responded actively to it

# NEXT SESSION:

- The group decided to go on a leaf from the Grade 5, EVS textbook
- Volunteers signed up for different activities in the 3rd session
- The group requested the lector to bring a new text form a Maths textbook
- Volunteers for the Art activity decided in a craft-based activity for the group



## **DAY 4:** July 23rd, 2022 **OPENING WITH THE LEAF(S)**

- Volunteers took up the Leaf activity and the group shared their adoptions
- Leaves were chosen from the Class-5 EVS Book as decided mutually in the previous section
- The concept of Leaves and Tangents were reinforced as members pointed out how all the chosen texts should always be connected to the grounding text
- We saw an understanding being built around this concept as they shared examples from their subjects and classrooms

## **LECTOR ACTIVITY:**

- Lector volunteer was supposed to bring a maths text- right out of the textbook but due to misunderstanding the text was literature on a maths pedagogy
- The facilitator finished the lector activity beautifully although the group was not satisfied with the selection of text as they were expecting to see the protocol being applied to a maths chapter
- The round of 'What did we do' was highly interactive
- The group voiced multiple concerns about the application of Pre-Texts pedagogy in Indian classrooms
- A few teachers had tried a few parts of the protocol in the classroom and shared a mix of successes and failures with the group
- The activity ended with a decision of bringing a maths text in the next session and the group requested the facilitators to carry out the lector activity in the next session

# ART ACTIVITY:

- Two volunteers had prepared an activity to be applied on a maths text
- The group spent substantial amount of time on improvising as the grounding text was literature and not maths
- A lot of ideas were bounced off and finally a maths topic- 'shapes and angles' was adopted to base the art activity on
- The volunteers divided the group into 4 smaller groups and they were times as they came up with a poster
- Group presentations were carried out and the activity ended with an applause
- A round of 'What did we do' helped reinforce the learning that improvisation is a big part of this protocol and the art activity should always make the group re-read the text

# OPEN DISCUSSION:

- The group wished to have both Maths and Science Text to be taken as examples for the last session
- We voted on having the tangents taken from a Maths Textbook and the grounding text will be brought from a Science Textbook
- Volunteers for Lector and art activity were decided



## **DAY 5:** July 30th, 2022 **OPENING WITH THE TANGENTS**

- Tangents were brought and adopted from the Grade 6 Maths Textbook
- The group set some time aside to go over the concepts of Tangents and Leafs again, the members helped each other in clarifying the doubts and build an understanding about the two
- Tangents were shared and a few ideas were discussed on how the art activities can look like in a maths lesson
- 'What did we do' provided a platform for the group to put their learning into words and they were excited to see the possibility of applying the protocol to a maths lesson

## **LECTOR ACTIVITY:**

- The facilitators repeated the instructions to the activity and tweaked the lector activity by pausing for 30 seconds after each line of the Science Text as it was too much information to absorb
- The group listened intently and drew doodles/notes by processing each line
- After the lector was done, the group took a minute to go around the room and observe each others doodle this time
- Then time was allotted for the group to frame questions to the text and adopt each other's questions
- What did we do: The group shared that it was fruitful to observe each others doodles/notes as it expanded their horizons of what's possible
- The group was excited to see that the protocol can be very helpful in introducing a challenging science text to the students



# ART ACTIVITY:

- The art activity was chosen to be a mime
- The group was divided into three and the theme was 'A day in the life of wind'
- Each group had randomly chosen one of the three stages of wind- No wind, Pleasant Wind, Vigorous Wind
- Each group enacted their chosen stage and the other two groups guessed what they represented
- It was a successful representation of how a science chapter can be rigorously engaged with through art activities
- What did we do: The group shared how they are begging to understand how to protocol is flexible and can be applied to a lot of different topics

# GETTING ACTION-READY:

- Logistical issues were discussed and the group came up with a few ideas to tackle each issue
- The teachers who had tried implementing the protocol shared their successes and failures with group which were encouraging for all
- Teachers were mapped with sections and an implementation roster was created for further handholding and support in their classrooms

## Media Deck:

<https://photos.app.goo.gl/gn64cJQcwKTS7u5S8>



# Training a second batch:

After due consideration of the ground realities at the school, it was decided to go ahead and training another batch of teachers. Since the dates were clashing with our engagement in the other school- Vivek Modern School, Shruti was only able to attend 2 training sessions out of the 5 ( September 22nd and September 29th ). A colleague from School To Lead Foundation- Sudeshna was able to attend another 2 sessions with Shreyoshi where she helped with the co-facilitation to an extent.

Surprisingly, this batch was much more enthusiastic and we believe we had also grown as Pre-Texts facilitators- having facilitated 2 trainings previously. All factors combined, it was an energetic first day and the engagement ratio from the participants was a whopping 100% more than the previous batch.

## Highlights:

- We could get the participants to volunteer for facilitation since Day 2 itself.
- There was active engagement while breaking down the Pre-Texts protocol and participants shared their favourite parts of it.
- Almost 90% of participants brought their Leafs & Tangents (why it's significant is because this shows that the participants engaged themselves with the protocol outside the sessions as well, which did not happen with the previous batch)
- Differentiation of the protocol was discussed extensively based on the grade-levels, class composition and subjects.

**Media:** <https://photos.app.goo.gl/ToAwJtL3bSheic797>