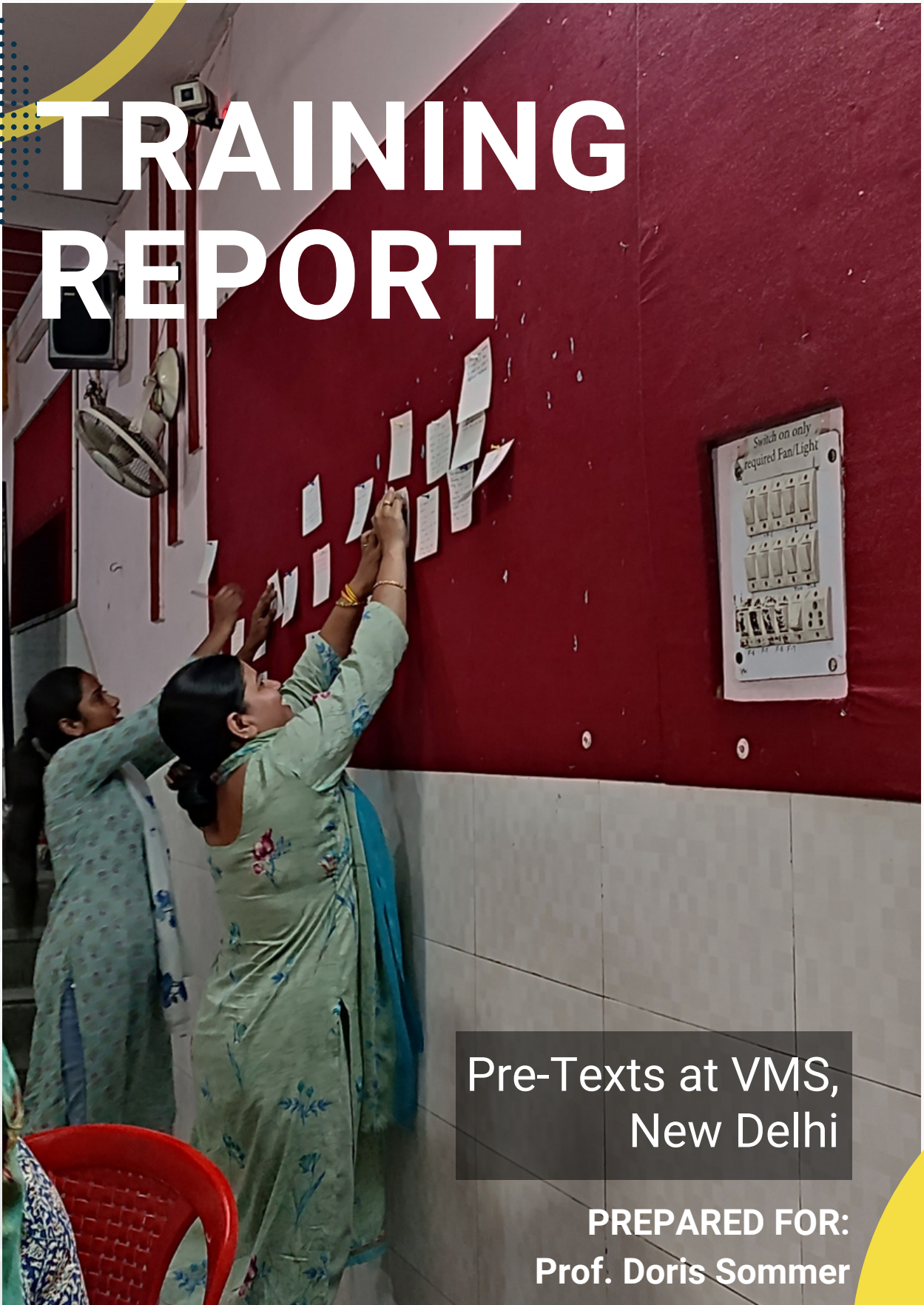


TRAINING REPORT



Pre-Texts at VMS,
New Delhi

PREPARED FOR:
Prof. Doris Sommer



School To Lead



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 'Vivek Modern School' located in Bhajanpura 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: Shruti Shukla, School To Lead Foundation
Co-facilitator: Shreyoshi Saha, ImmerseGo

29
JULY

Day 2:

The second session brought a lot of clarifications to the group. The doubts regarding Tangents & Leaf element of the protocol were clarified

Day 1

The group was overall enthusiastic and participated right away in the protocol. Being the first session, there was more absorption than reflection/questions.

08
AUG

Day 3:

Engagement and participation ratios were relatively higher as compared to the last sessions. Participants were highly enthusiastic. Time management improved from the previous session.

13
AUG

Day 4:

The group was feeling confident in using the protocol. They were eager to prepare a sample session plan for Pre-Texts implementation in their classrooms.

20
AUG

Day 5:

The group engaged in a rigorous evaluation of each other's session plans using pre-texts protocol and the session ended with a 'What did we do' segment that yielded many positives.

26
AUG

DAY 1: July 29th, 2022

INTRODUCTION

- Day 1 session opened with a brief 2-minute breathing activity for the teachers to reflect upon their day and bring themselves in for the space. Regardless of the lack of adequate resources, the supportive school management ensured proper logistical arrangements for the session including seating arrangements, textbooks, and acoustics.
- Participants introduced themselves while sharing how their day went. This helped the participants to be interactive and the concept of sharing came alive.
- ‘Pre-texts’ was introduced beginning with an understanding of Art-Integrated Learning and its difference from traditional learning techniques
- Participants were keen to learn about the pedagogy and showed interest by sharing their perspectives on the significance of art and its integration in the learning process to make it holistic.
- **The participants adapted themselves well to the idea of a learning circle and the idea of ‘Share and Tag’.**

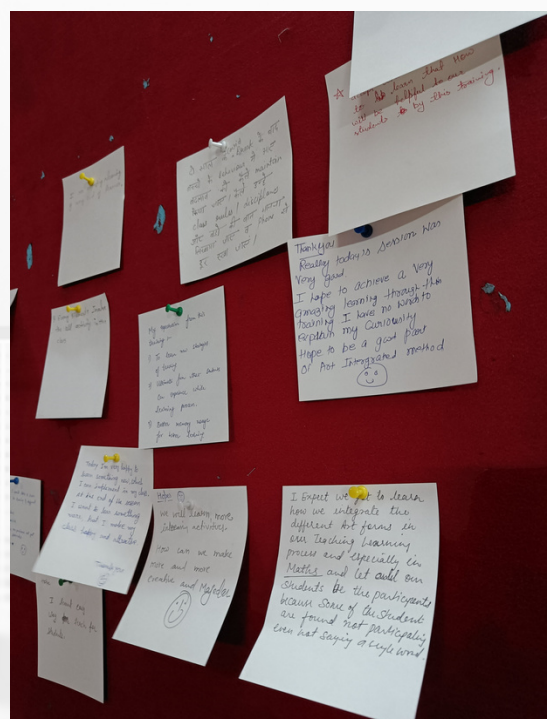
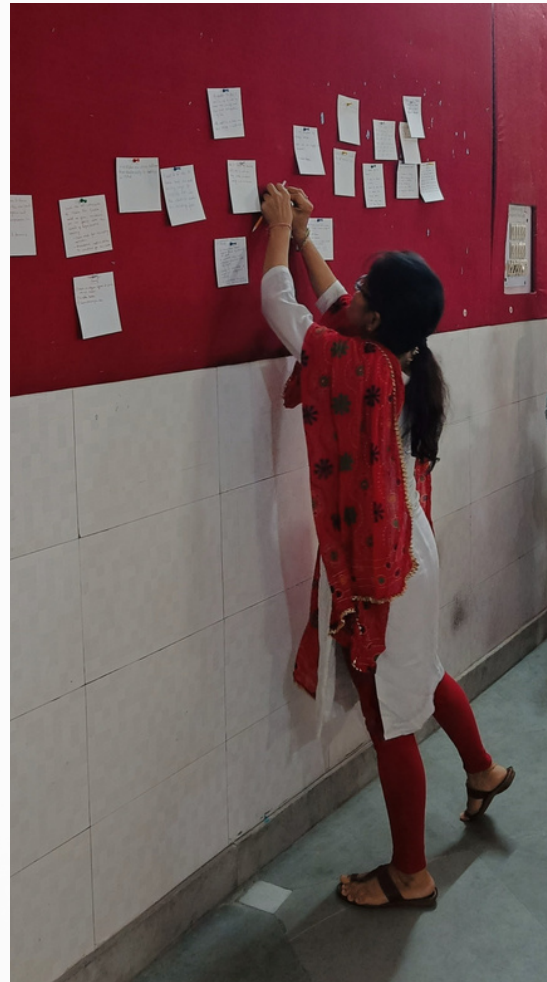


LECTOR ACTIVITY

- The idea of Lector Activity was established with the story of **'The Tobacco Factory Workers'** narrated to the participants. Activities like doodling/note-making while a challenging text is read aloud are proven to enhance the attention of the listener. The era of **'Cartoneras'** was shared with the group and it was encouraged to be used with the students while introducing a new chapter- this will allow them to have all their learning from the topic in one place.
- The initial grounding Text, 'Water and the People of Chennai' from the Grade- 8 Civics Text-book was read aloud, while the group doodled/took notes/made comic strips
- **Due to some surrounding noise disturbances outside the school, the group faced a little difficulty in hearing the lector but soon overcame the problem.**
- One of the participants shared that the lector activity was really interesting and they enjoyed doodling. He also shared that he didn't know of such a good concept previously. One of them shared that even though she could understand the text by listening to it but struggled to doodle much.



- Participants were given a chit to pose and note down a question related to the text to which they seek answers. The chits were collected in a basket, shuffled and taken out by participants randomly in order to exchange questions.
- Participants took turns reading aloud the question they got and shared their opinions on each other's questions. The questions were repetitive and some participants hesitated to share due to a lack of new points to the concept but it was also discussed that one positive thing about it was that it gave us an opportunity to listen to different perspectives on the same type of questions.
- Time ran a little short as 4-5 participants couldn't share and we had to improvise for the 'What did we do' segment.
- **Participants, while summarizing the process, shared how the lector activity can help enhance listening skills, and note-taking skills and build consciousness in learners.**



ART ACTIVITY:

- Participants chose to work in 2 teams of 12 members and 13 members each. The activity saw huge engagement and participation.
- Each participant enthusiastically decided the roles they wanted to play and was very prompt in structuring the play.
- The 2 groups showed healthy competition following the time limit well. Both the groups guessed each other's performance and shared their idea for selecting a particular part of the text.
- **The participants of both groups shared how the role-play required them to go through the text repeatedly and how they gained a better understanding of it at this stage.**

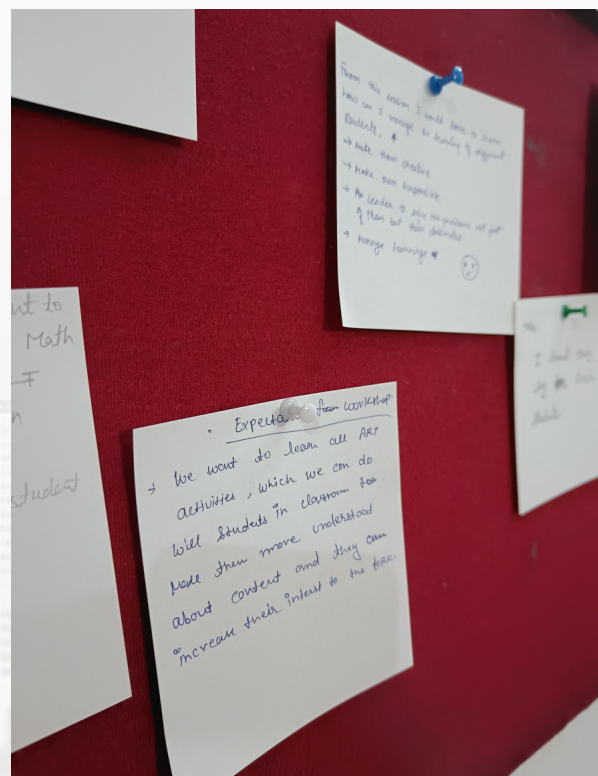
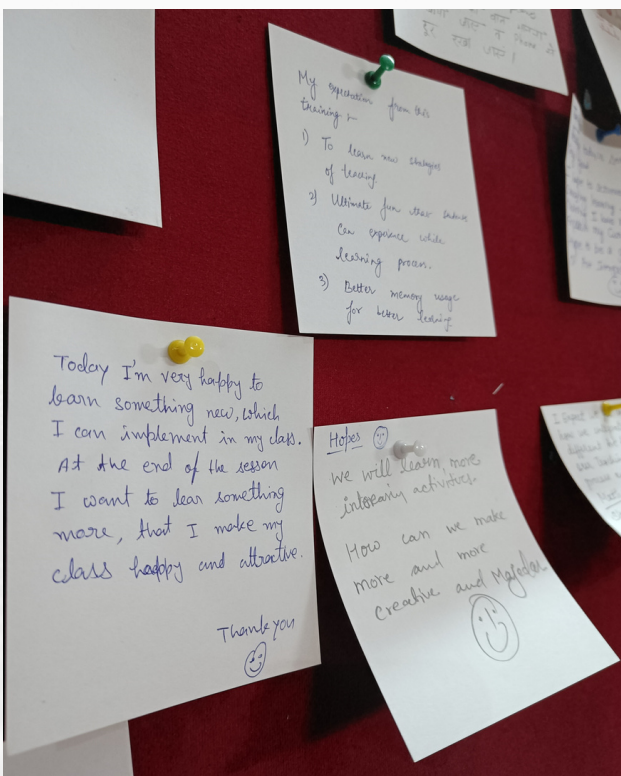




- In the 'What did we do?' segment, participants came forward to share how they adopted a part of the text and directed a play based on the context, which helped them to get a deeper understanding of the text and a new way to approach the same text. Overall this helped them brush their knowledge of the same text.
- This activity helped them with the skills like analysing, critical thinking, creativity, and teamwork.
- The participants acknowledged and appreciated that this activity helped their fellow teammates to speak up and hence enhanced their speaking skills and shared how it leads to socio-emotional learning. The Role-play activity brought fun into the process.
Quote from a teacher: It was fun to do role-play.
- Some participants shared that this is a great way of learning as students' retention power increase through visual learning.
- **Quote from a teacher: "When a student will play a character themselves, they will remember all the facts related to the character and the scene well."**

OPEN DISCUSSION:

- Discussions about the next session related to 'Tangent' and 'Leaf' was carried out. Participants took time to understand the concept but actively asked questions to clarify their doubts.
- The group decided to choose 'Tangent' from the course material.
- Timelines, as shared beforehand, helped in eliminating all kinds of logistical issues. Participants initially hesitated a bit to come forward as volunteers for the next session as they were not much confident about the concept. Some young participants eagerly took the opportunity to volunteer. The group members who got clarity on the concept helped their fellow members with their doubts.
- **The session wrapped up with participants jotting down their expectations from the 'Pre-texts' on chits given to them and putting them up on a display board for others to read and get a gauge of each other's expectations and work towards them as a team.**

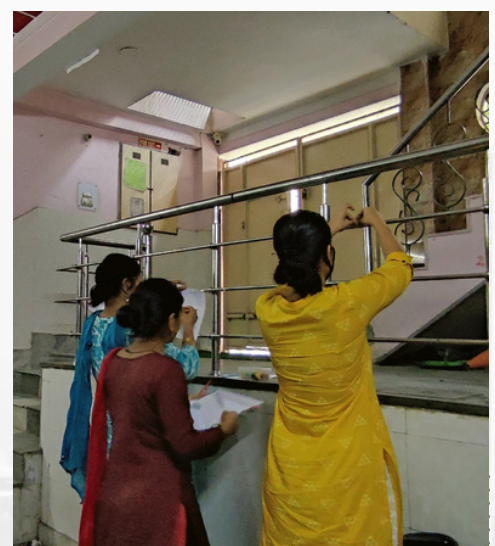


DAY 2: August 08th, 2022 OPENING WITH THE TANGENT

- The group started sitting in a circle by default.
- There were 3 absentees and the session started 10 mins later due to students' leaving time and the teachers arriving a little late.
- The participants were asked to share how their day had been by pointing at an emoji wall. Most of the participants pointed at the 'tired' and 'thoughtful' emojis.
- The group shared that it was a tiring day for most of the participants.
- As the Tangent Activity started and the participants were asked to put up their tangent on a cloth line to be adopted by other participants, it was noticed that only a few participants could bring their Tangent (even after several follow-up messages on WhatsApp)
- We asked the participants who brought tangents to adopt each other's tangents and share why they adopted a particular one. They were also asked to pose a question to the person whose tangent they have adopted.



- The tangents brought by some of the participants were not connected to the grounding text. Upon being interrogated about the reason, these participants shared that they had confusion choosing the tangent.
- Other participants expressed their support that they faced similar issues and hence couldn't bring any tangent.
- However, there was an exception as one of the participants was able to bring a tangent, related to the Grounding text. The participant shared that she brought the text related to the importance of water because it reminded her of her school and college days when she faced the problem of water scarcity and every single day it was challenging for her to reach school/college after filling water from the tankers.
- Thereafter, we opened the space for the participants to clear their doubts and/or confusion they had with respect to the 'Leaf' and 'Tangent'.
- **A group discussion followed where the participants showed no hesitation to ask any question related to the concept that they had.**
- The headmistress suggested giving examples from the textbook that we are referring to and a read-aloud for the participants to get full clarity.
- There was a read-aloud for the participants following which participants looked satisfied and excited to move forward with the session.



LECTOR ACTIVITY:

- There were 2 pre-decided volunteers whom we invited to conduct the Lector Activity.
- **One of the volunteers read the text as the Lector while the other distributed chits to the participants to pose their questions. The group seemed well-acquainted with the activity and most knew the to-dos.**
- Posing questions required a little push for some of the participants as they shared that they did not find any questions from the text.
- Questions posed were put up on the notice board and everyone adopted one question apart from their own from the board.
- Facilitators re-iterated how a participant has to answer the question he/she has adopted and tag the person who had posed it.
- This was followed by the 'What did we do?' segment.

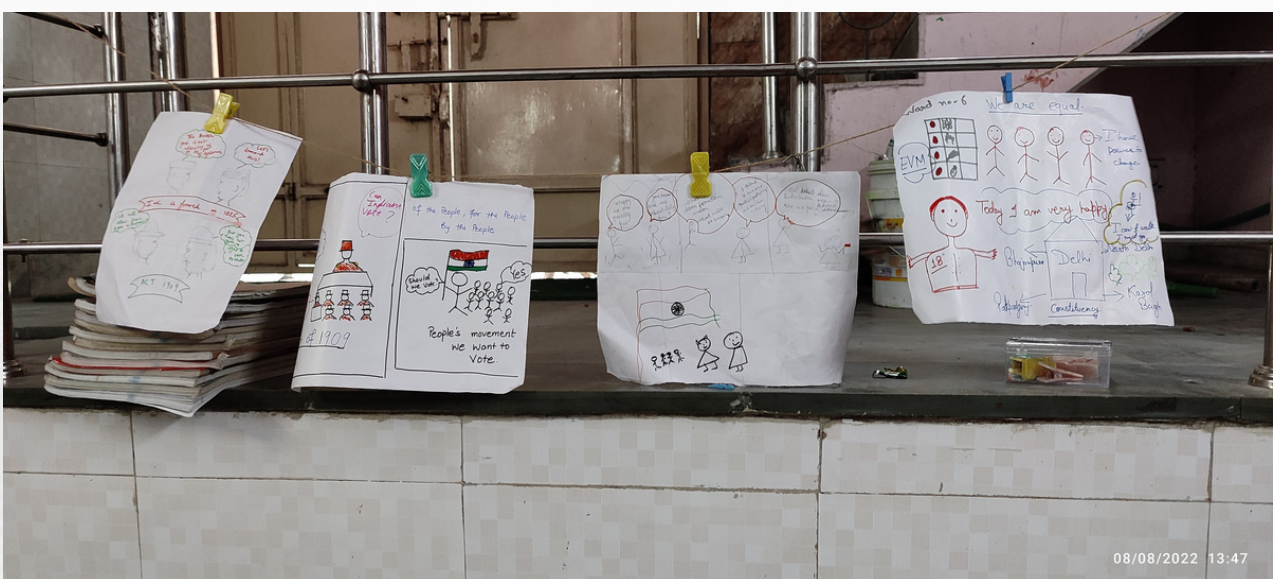


ART ACTIVITY:

- We invited volunteers to facilitate this session- while we had two volunteers decided from session 1, they weren't present due to health issues. 2 new volunteers replaced them and enthusiastically came forward to conduct the Activity
- As the original volunteers were not present, the decided activity couldn't be conducted in the presence of ambiguities and very less art component in it.
- Volunteers and the group were pushed to improvise. A discussion was carried out to seek suggestions on improvising the art activity or suggesting a new activity on the spot to move forward. **Some suggested playing a court scene, drawing what's in the text etc. A participant suggested drawing comic strips by choosing a scenario based on the context of the text. Everyone agreed on the idea.**
- Instructions were shared and a time of 10 minutes was given.
- The large group was divided into 4 groups of 6-7 members each.
- Chart Papers and sketch pens were made available to each group.



- After 10 mins, the chart papers were asked to be put on the cloth line for the other groups to adopt. Teams put their comic strips on the cloth line.
- Each team then adopted another's comic strip.
- The facilitators gave instructions to select one comic strip and guess the part of the text it has been ideated upon.
- The group rejoiced to do the activity.
- This was followed by the 'What did we do?' segment.
- **Participants shared that while doing the activity students will be excited even if not interested. They liked how there was a lot of expression on the same topic in different ways.**
- They felt that students will start to think and engage more with text. Even if some of the participants were not participating in sketching but they were engaged by giving ideas.
- One of the participants shared **how ideas sharpened with discussion in the groups and feelings came out on paper.**





OPEN DISCUSSION:

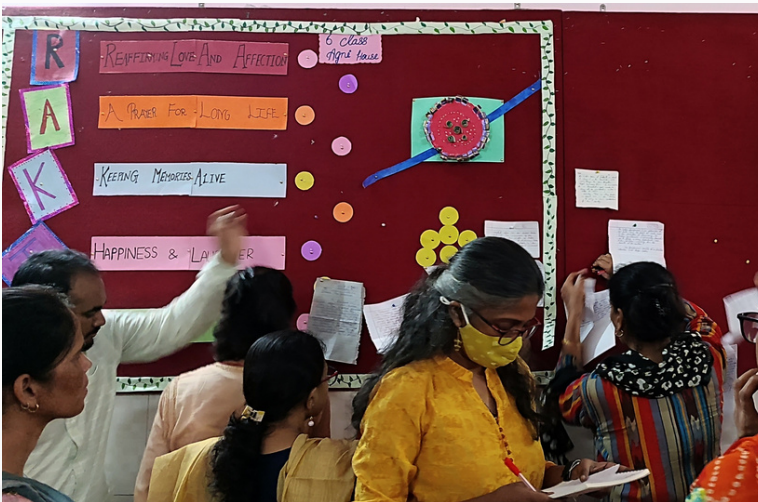
- The group decided to go on a leaf as they wanted to understand the concept better.
- Volunteers signed up for different activities in the 3rd session
- The participant who volunteered for the Lector activity will be bringing a new text for the group to indulge in from the Mathematics textbook.

DAY 3: August 13th, 2022 OPENING WITH THE LEAF(S)

- The group members were proactive in arranging themselves in a circle well before the session time and waiting for the facilitators to start the session.
- The session started with 2 minutes of sharing by the participants- 'how their day was?'
- The group shared that it was a day full of zest due to the Independence Day program at school.
- As the group decided to go on a leaf, participants brought their respective leaf(s).
- There were 2 absentees. The session started exactly on time.
- 90% of the participants were ready with their leaf(s). 2 of the participants couldn't bring their leaf and they shared the reason behind not being able to do so.
- As the leaf activity started, the participants were asked to pin up their respective leaf(s) on a notice board. 1-minute was given to do the same.
- After putting up the leaf(s), participants were asked to go through each other's leaf and adopt one, for the following 2-minutes.
- As participants adopted one leaf each, the next 1-minute was given to read the leaf that they had adopted and another 1-minute to frame a question for the person whose leaf they had adopted.



- The group asked for a volunteer to start the next part of the activity. **One of the participants readily raised her hand to go first.**
- As sharing started, most of the participants shared that they chose a particular leaf by its heading and also because it appeared interesting to them.
- Due to the stipulated time, 50% of the participants could participate in the questioning and sharing part of the activity, even though the engagement was 100%.
- **The group shared that it felt confident in the leaf activity, after the 'What did we do?' segment.**



LECTOR ACTIVITY:

- 2 volunteers had been pre-decided in the 2nd session, whom we invited to conduct the Lector Activity.
- One of the volunteers read the text as the Lector while the other distributed chits to the participants to pose their questions. The group was confident and well-acquainted with the activity and knew the To-dos very well.
- As Lector read the text, doodling and posing question was done simultaneously and effortlessly by other participants.
- After reading of the text, **facilitators asked all the participants to display their doodles on their seats and go on a round to see each other's work. The facilitators shared this was to ensure engagement and movement in the session.**
- Questions posed were put up on the notice board and everyone adopted one question apart from their own from the board.
- Facilitators re-iterated how a participant has to answer the question he/she has adopted and tag the person who had posed it.
- This was followed by the 'What did we do?' segment.
- **Participants discussed that displaying the doodles or annotations will help ensure full participation and engagement among students while bringing a sense of competitiveness.**



ART ACTIVITY:

- We had 2 pre-decided volunteers for this activity. The volunteers are Maths teachers and as the grounding text was based on Maths concept, the volunteers were excited to facilitate the art activity.
- There was an open discussion asking for suggestions for possible art activities. Some participants suggested making concept charts, flow charts, creative note-making etc.
- **It was decided upon by the facilitators that the art activity will include phrasing a poem based on the mathematical concept in a way which helps to grasp it very easily.**
- The group was divided into 4 sub-groups of 6-7 participants each.
- 10-minutes were allotted for the activity.



- On completion of 10-minutes, participants re-arranged themselves back into the circle.
- Facilitators asked each group to recite their poem in turns.
- Group 1 though performed well in forming the poem didn't go back to the text.
- This was followed by a discussion on the relevance of referring to the text again and again for better clarity on the concept.
- **In the 'What did we do?' segment, participants shared that they created a poem from the text and from a portion which they thought was very relevant for understanding the concept and forming a poem helped them remember the concept in a flash.**
- Participants discussed that in lower grades the activity might not be a suitable option as it takes a lot of time in the delivery and reiteration of instructions. Also. some students face difficulty in absorbing a particular activity and might get more confused.



NEXT SESSION:

- Participants shared that when they tried to implement 'Pre-texts' in their classroom, the Lector activity was confused with, and the students wrote questions from the text.
- One of the participants asked- "If a confident student shares an answer which is factually incorrect, what to do? Shall we pause the activity and correct the student or go forward with the activity?"
- The group decided to go on a tangent as they wanted to explore the application of Math concepts in other subjects or contexts.
- Volunteers signed up for different activities in the 3rd session.
- The participant who volunteered for the Lector activity will be bringing a new text for the group to indulge in from the Mathematics textbook.
- Engagement and participation ratios were relatively higher as compared to the last sessions.
- Participants were highly enthusiastic.
- Chairman Sir was present in the session to observe the ongoings of the session.
- Interactive session with lots of exchange of thoughts, discussions, and questioning.
- **The session started and ended on time. Time management improved from the previous session.**



DAY 4: July 20th, 2022 OPENING WITH TANGENTS

- The group started sitting in a circle by default.
- Only one absence was recorded. The session started 15 minutes later due to the participants arriving late.
- The session started with the participants settling down and closing their eyes for a silent reflection circle.
- The participants were asked to share how their day had been by picking up an emoji card. **The participants enjoyed the activity. Most of the participants showed the 'happy' card and the 'curious' card and they also shared that it was relatively a relaxing day as compared to the previous days of training.**





- As decided in the previous session, facilitators brought their tangents. 25 participants out of 27 participants had worked on the tangents out of which 19 participants brought physical tangents (including text in writing, counting blocks) and 6 participants shared the name of the movies they could connect to based on the grounding text “Cube and Cube Roots”
- A cloth line was arranged by the facilitator and the participants were asked to put up their tangents on the cloth line. 2 minutes were given to the participants to do so.
- The participants who had brought the tangents were then asked to get up from their seats one by one and after looking through all the tangents. Pick one which they liked the most or which they can relate to. The process was systematically completed and took 4 minutes.
- **The tangents brought by the participants were in sync with the grounding text except for 2 tangents. Upon being interrogated about the reason, the 2 participants shared that still they faced problems in choosing the tangent whereas others shared that they felt a bit more confident in choosing the tangent this time.**
- We opened the space for 5 minutes for the participants to help the participants (who couldn't get the tangents) in clear their doubts and/or confusion they had with respect to the ‘Leaf’ and ‘Tangent’.

- Thereafter, the next 1-minute was given to read the tangent that they had adopted and share in turns- why did they pick up a particular tangent and what did they like in the tangent or how they could relate to it?
- The participants volunteered and shared the response to the question. **Participants (who were Math teachers) shared that they picked up a particular tangent because the tangent gave them a good idea of taking up the topic in class and it fascinated them.** Other participants mostly shared that they picked up a particular tangent on the basis of their understanding of the subject and the topic.
- The participants were then given 2 minutes to frame a question to be asked to the participant whose tangent they had picked up.
- 100% of the participants could participate in the questioning and sharing.
- We had pre-decided volunteers for the following 2 activities.



LECTOR ACTIVITY:

- One of the volunteers read the text 'How does air get polluted?' as the Lector while the other kept a time-check. As the Lector finished reading the text, the chits for question-making were circulated by the other volunteer. The group seemed well-acquainted with the activity and the question-making was spontaneous.
- Questions posed were put up on the notice board.
- The volunteer thereafter asked all the participants to stand up from their seats, keep their notes/doodles open and leave them on their seats.
- **The participants were then instructed by the volunteer to move to others' seats in clockwise direction to look at others' notes/ doodles. The activity took 5- 6 minutes.**
- **The participants were then asked to share what they liked about others doodles.**
- The participants were then asked to adopt one question from the questions put up on the notice board and answer the question they have adopted.
- The participants read their questions and after answering, tagged the person who had posed them. **Tagging was spontaneous on this day.**
- This was followed by the 'What did we do?' segment.



ART ACTIVITY:

- We invited the other volunteers to facilitate this session- while we had two volunteers decided from session 1, one of them wasn't present due to health issues. The volunteer present took the activity forward.
- The art activity decided was 'Machine'.
- Instructions were shared and a time of 10 minutes was given.
- The large group was divided into 5 groups of 5- 6 members each.
- Each team was supposed to pick one sentence from the text to enact.
- The group rejoiced with the activity and above 90% engagement was recorded.
- This was followed by the 'What did we do?' segment.
- Participants shared that while doing the activity students will be excited. **Some of the participants shared that they didn't know of such an activity and are eager to take the activity to the classroom.** However, some of the participants were apprehensive about conducting the activity as it might create chaos in the classroom.





OPEN DISCUSSION:

- The group was asked to prepare a sample session plan for Pre-Texts implementation in their classroom according to their subjects based on their understanding of the Pre-Texts protocol by 24 August 2022.
- The next session was decided for 26 August 2022 where each participant would implement their session plans with the other participants as their target group.
- It was also decided that the moderators will visit the school on 24 August 2022 to help out facilitators in making session plan or clear any doubts/ queries if needed and also provide feedback to each participant on their session plan leaving enough scope for improvisation in the next 1 day.
- The participants were also asked to note down all their doubts/queries/thoughts/ apprehensions and keep it ready to be discussed in the 5th session.

DAY 5: August 26th, 2022 REVIEWING SESSION PLANS

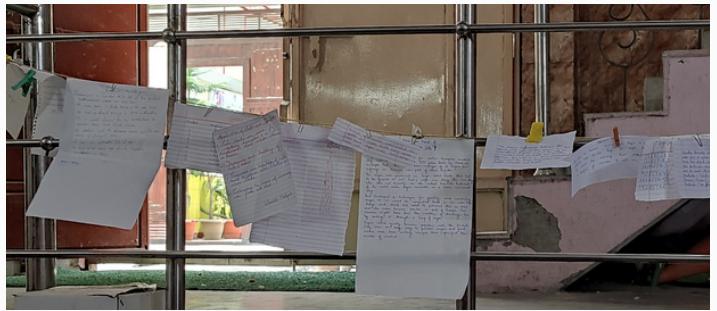
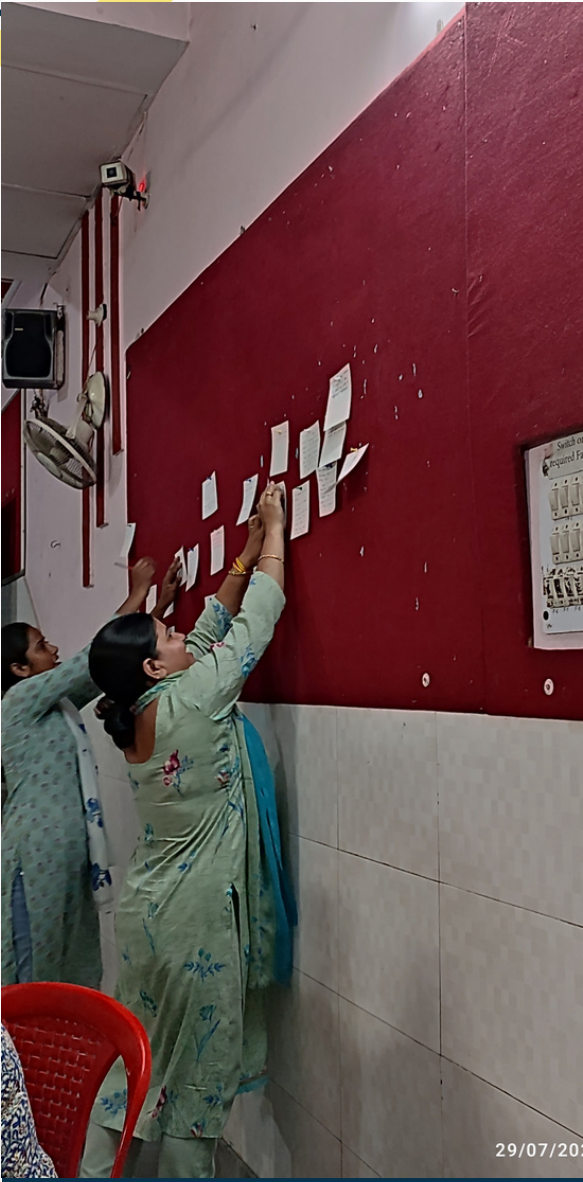
- The group started sitting in a circle. There were 3 absentees and the session began on time. The session started with participants sharing how their day had been.
- As discussed the participants brought in their session plans.
- However, after discussing with the group, it was decided to go through each participant's session plan thoroughly and share feedback.
- 48 minutes was decided for the activity considering that each participant will take 2 minutes to read each session plan thoroughly and write feedback for the same.
- **Participants were asked to keep their session plans on their seats and move in a clockwise direction to check out the lesson plans.**
- However, the activity took lesser time than expected as the participants got used to the process.
- Thereafter, the participants were asked to share some striking glows and grows from all the session plans they read.
- Most of the participants (except Teach For India fellows) said that they got a good idea of how to frame the session plan better.
- Then, the moderators picked up 9 exemplary session plans.
- The activity was followed by a 'What did we do?' round as per the Pre-Texts protocol.



REFLECTION & SHARING

- As discussed in the previous session, participants were asked to write down their queries and doubts on chits distributed to them.
- The chits were then put in a basket and mixed.
- Thereafter, the participants to asked to adopt one chit and whatever questions the chit might have, they would answer based upon their understanding and wherever required the moderators will intervene in case any further additions or improvisations are required.
- Most of the participants felt confident and answered the questions well. On the other hand, some of the participants who were struggling were helped by their fellow participants in answering the questions.
- This was followed by the 'What did we do?' segment.
- Thereafter, Implementation plans were to be designed collectively where teachers would be offered handholding while they attempt to bring Pre-Texts into their classrooms.





Complete media deck from the 15-hour training