



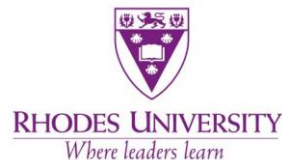
International
HANDPRINT
Network



Handprint CARE

Training Resource for Teacher Educators

Module 2 –How to use Handprint CARE pedagogy?



About Handprint CARE training module



- This module has been developed to support teacher educators to conduct trainings for primary and middle school teachers (teachers handling students of age 6 to 13 years).
- This module will help teacher educators:
 - to understand concepts and theories of Handprint CARE pedagogy
 - to understand the role of Handprint CARE in achieving SDGs through subject teaching
 - to confidently transfer this knowledge of facilitating effective classroom teaching/learning
- Module has two parts:
 - Part I introduces theory of Handprint CARE approach and pedagogy
 - Part II details out application of Handprint CARE in classroom transaction and implementing action projects
- The presentations can be used to conduct one or more sessions using interactive discussions, video screening, group exercises etc.

How to use the Handprint CARE pedagogy in classroom?



This module will elaborate on the following questions:

- How to plan a lesson using Handprint CARE pedagogy?
- How to use exemplars for primary and middle classes?
 - Start up stories
 - Inquiry and deepening knowledge
 - Review, analysis and critical thinking
 - Handprint action for change
- How to integrate the pedagogy in existing curriculum/ different school subjects?
- How to assess?
- How to use other Handprint CARE resources?

Lesson planning using Handprint CARE approach



- Identify the concept in the school subject
- Map out objectives
- List aspects to be introduced with focus on ESD and SDGs.
- Prepare tasks or activities like
 - simulations,
 - collaborative/cooperative inquiry,
 - problem analysis and solving and
 - storytelling
- Develop assessment plans

**Integrated across
subject disciplines**

**Leads to Ethics and
CARE**

**Student Centred
Lessons**

**Participatory
Learning**

**Locally
relevant**

Using Exemplars at Primary and Middle level



- Exemplars have been designed following four quadrant schema based on common environment and sustainability topics.
- Exemplars are developed around
 - true start-up stories that invite learners to share their own stories and experiences
 - to raise questions for learner-led inquiry,
 - evaluative deliberation and
 - action.

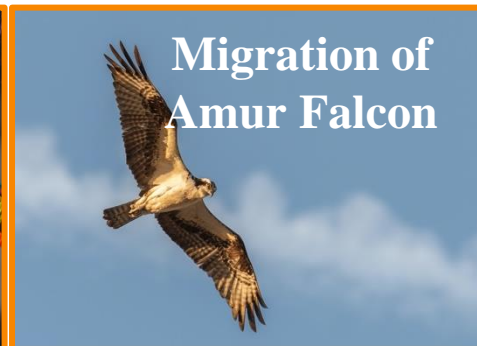


For more details on exemplars, refer to the Handbook.

Referring to Thumbnails



Set of **10 thumbnails** available for the use for teachers of primary and middle schools
Thumbnails helps teachers understand the various components of each exemplar.



Start up Stories



Locally significant real life stories can initiate various pedagogically important processes in primary and middle schools (age 6 to 13) which helps learners to:

- react to the story
- ask questions
- share their own experiences (that are similar or quite different from those in the story)
- hear different points of view
- present and discuss their tentative understandings of scientific theories.

These stories are helpful in:

- gripping the attention of audience;
- characterizing short introduction to place, time and the main actor(s),
- picking and sharing a local sustainability related problem
- initiating thinking towards a possible solution which can and should be formulated by the students.



Using Storytelling Approach

Initiate discussions

ex: a lesson on water can start with a story related to local river or stream (in the water exemplar) to help understand the importance of clean water

Connect academic content

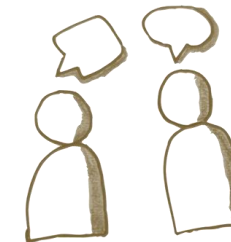
ex: stories in the plastic exemplar can be linked to various concepts like including water pollution, biodiversity, waste management, etc

Add sustainability element

ex: a lesson on pollination can have sustainability twist by telling a story of conventional food industry and honey adulteration



Keep the stories conversational



Use local indigenous stories



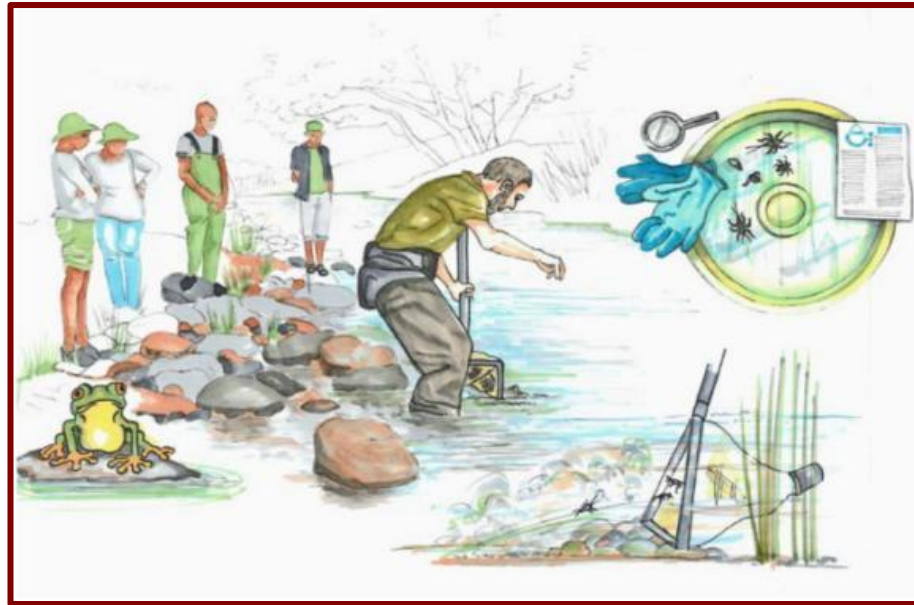
Explore and discover dimensions of story



Using Pictures for Storytelling



- An ancient form of storytelling using pictures called *Kamishibai*, or paper drama.
- Story-sharing with photo and picture are quite effective with younger children.
- Handprint CARE picture stories are open-ended and incomplete in many ways which are helpful in promoting discussions around story.



Part III of the Handbook has five picture stories & this can be used as references for developing your own picture stories.

Inquiry and Deepening Knowledge



- Adapt/use the activities like **interviews, field visits, experiments** etc. to allow local in-depth inquiry work around the emerging matters of concern.
- Share facts and other information to provide learners a necessary base/ perspective.
- Help them expand their inquiry work within their own surroundings.

Review, Analysis and Critical Thinking



After inquiry process, learners will be able to build their knowledge about local matters of concerns. Now, the next step is to help them to:

- Review and analyze information gathered in local context.
- Critically think that while some stories/ideas may be valid or ethical in the past, it might not be the same in relation to sustainability, ethics and care.
- Deliberate possible solutions for various issues around a particular topic.



Handprint CARE Actions for Change



- After going through the quadrants, learners will be able to understand the ground realities which will help them to take individual and collective handprint actions.
- Teachers can use the four quadrant model to take Handprint actions and then guide learners to take up the inquiry process, review and analyze it and learn from real life stories.

How to integrate the pedagogy in the existing curriculum or in different school subjects ?



- Local culture is a necessary foundation to grasp what is known by learners and to develop an understanding of things.
- At primary and middle school level, different subject teachers can plan co-engaged learning pathways to enable their students to explore real-world issues.

Exemplars in the handbook suggests several ways as to how various subject disciplines can be linked, for example:

- Start up stories are directly helpful for language subject teacher, which very well connects to EVS (natural and social sciences)
- Through activities like interview, survey, subjects like languages, social sciences, EVS, science, maths can be integrated.



How to assess learners?



- Assessing both the **quality of ESD programmes and the learners' attainments** (knowledge, competencies, attitude, and values) needs to be a continuous process.
- Assessment in **school subject disciplines** is done both informally and formally using multiple techniques of evaluation continually and periodically
*Ex: eco-puzzles, surveys, collecting data, etc. help assess students' ability to recognize & understand interconnectedness. This will help in assessing **systems thinking** and **collaboration competencies***
- Assessment in **non-school subject disciplines** is done using multiple techniques on the basis of identified criteria, while social or personal qualities assessment is done using behaviour indicators for various interests, values, attitudes
*Ex: start up story and experience sharing by students could assess **critical thinking, self-awareness** and **anticipatory competencies***

How do I assess?



How well have students understood a concept?

- giving them puzzles to solve
- asking them to prepare a flow chart/diagram
- employing any other form of assessment and also to assess their system thinking ability

What are students doing with that learning/understanding?

How students recognize issues around them ?

Ex: Are they able to recognize the dwindling population of bees in their locality or elsewhere? Why there has been such decline?

How students assess values around such issues?

Ex: Are they able to connect the importance of the dwindling population of bees with that of food production and livelihood of people or with their life?

How students decide to take action/find solutions?

Ex: what ideas do students come up with to increase the bee population? How seriously do they participate in such activities?

ESD COMPETENCIES must be met

How other resources can be used?



HANDPRINT
Action Towards Sustainability

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About Handprint

The Handprint represents the belief that we can make a difference through individual and collective actions to solve environmental problems.

We are experiencing drastic changes in environmental conditions which can sometimes bring a sense of fear and helplessness especially among children. Hence, it is important for us to educate future generations that positive actions can help cope with these challenges. This is where the **HANDPRINT** appears as a symbol of hope, to make us believe, have the courage and commitment to solve environment and sustainability problems. It captures the energy of young minds, who have the caring attitude for building sustainable societies and to inspire all to be responsible for a healthier planet.

What does Handprint stand for?



Along with Handbook, you can refer to web resources available at: www.handprint.in

Powerpoint presentations

Detailed thematic exemplars

Thumbnails

Video references

Educational Resources and publications

Thank You!

*Learning to look after others and
To care for each other and the surroundings we all share
To act towards achieving sustainability*



@handprint
#handprintCARE



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