

# **MANUAL LONG-TERM TEACHING PRACTICE/ INTERNSHIP**

**CODE No: 8487**



**Department of Special Education  
Allama Iqbal Open University, Islamabad**

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## **COURSE DESCRIPTION**

The Long Term Teaching Practice (8487) course plays a vital role in the professional development of trainee teachers in Special Education. It bridges the gap between theoretical knowledge and real-world application by offering practical teaching experiences. This teaching practicum helps trainees refine their teaching skills, especially in managing classrooms and addressing the specific needs of students with disabilities. The practicum provides a hands-on opportunity for trainees to develop confidence and competence as educators while impacting the educational outcomes of students with special needs. This course is comprised of 3 days of the workshop and the eight-week teaching practicum. The workshop (3 days) focuses on developing key teaching skills such as lesson planning, classroom management, assessment techniques, and instructional aids. It also covers the challenges of school administration, including school development and inclusive practices, preparing trainees for real classroom situations in their specialization. Teaching Practicum (240 hours total): After completing the workshop, trainees will participate in an intensive eight-week practicum. They will be assigned to a school specializing in one of the seven specializations: Hearing Impairment, Visual Impairment, Physical and Health Impairment, Intellectual Disability, Autism Spectrum Disorder, Learning Disability, or Inclusive Education. Site approval form for the school, where a prospective teacher wants to perform teaching practice, must be submitted for approval to the respective regional centre of the Allama Iqbal Open University. The submission of the 'Site Approval Form' for approval of the practicum school must be completed at least 02 to 03 weeks before the start of teaching practice. The regional centre of the University will issue a teaching practice letter to the trainee teacher in the name of the head of that school. This letter aims to facilitate trainee teachers getting permission from the head for teaching practice in that school. Trainees will gradually take on teaching responsibilities, applying the theories and techniques learned during the workshop to their classroom settings. At the end of the practicum, trainees will present a final lesson/Model lesson and viva voce for evaluation by an expert/s, appointed by the Department of Special Education, Allama Iqbal Open University. The centre for the presentation of lessons will be communicated to the trainee teachers by the regional offices.

## **Course Learning Outcomes**

By the end of the Long Term Teaching Practice (8487) course, trainees will be able to:

- Create and implement lesson plans tailored to the needs of students with disabilities in their chosen specialization.
- Establish and manage a learning environment that caters to the individual needs of students, ensuring an inclusive space for all.
- Build professional relationships with teachers and school staff to enhance student learning and contribute to the overall development of the school.

- Use a variety of assessment tools to evaluate students' progress and adjust teaching methods to meet their specific needs.
- Reflect on teaching experiences, using feedback and self-assessment to improve teaching strategies and personal growth.
- Apply inclusive education principles to ensure equal access to learning opportunities for all students, regardless of their disabilities.
- Gain experience in the administrative aspects of running a special education school, including record-keeping and resource management.
- Use the knowledge of special education theories to address the needs of students and improve their educational experiences.

## **Components of 'Teaching Practice (Course Code: 6997)**

'Teaching Practice' course consists of the following components:

### **1. Workshop - 18 hours of work**

- a) 15 hours for face-to-face interaction for lesson planning, practice and presentation
- b) 03 hours for home tasks related to lesson planning and AV aids, etc. during workshop days

### **2. Teaching Practice- 112 hours of work (04 weeks)**

- a) Teaching in the classroom- 36 hours (1-2 hours/day to teach in the classroom at the school level)
- b) Teaching Support activities in school- 36 hours (1-2 hours/day in the school)
- c) Lesson planning and preparation- 40 hours (1 hour × 40 lesson plans 40 hours)
- d) Practicum report (see page# 20-21)

### **3. Final Lessons - 14 hours of work**

- a) Presence at the presentation venue for final lessons presentation and observation of lessons presented by their colleagues (5 hours× 2 days = 10 hours)
- b) Preparation of Lessons and AV aids for 'Final Lessons' (2 hours× 2 final lessons = 4 hours)

## **Assessment**

Final lessons and lesson plans will contribute towards the assessment of the trainee teacher during this course. Passing marks in Long Term Teaching Practice are 50%. The passing marks in the final lesson and the lesson plans components are also 50%. The percentage for various components is as follows:

### Evaluation Scheme of Long-Term Internship

	Components	Marks
A	Marks Distribution of Workshop Component	
	Attendance & Participation	10
	Development of Teaching Resources (Lesson Plans, A.V. Aids & IEP)	20
B	Marks Distribution of Teaching Practice	
	Preparation of 30 Lessons, 10 Observations, IEP	30
	Final Lesson and Viva	40
	Total	100

**Pass Criteria:** 50 % marks in each component of Workshop and Teaching Practice

### Workshop

Workshop is a mandatory part of Long-Term Teaching Practice. Attending a workshop is compulsory to pass the course of Long-Term Teaching Practice. The purpose of the workshop is to equip trainee teachers with the strategies, skills and techniques for effective teaching practicum. The workshop will be for 03 days with 05 hours duration per day.

The workshop will be conducted before the teaching practicum. The workshop includes training on components like:

- Lesson planning, Lesson presentation
- Development of AV aid/artwork
- Practical issues of teaching and learning in the classroom: Preparing lesson plans.

### Workshop - 30 hours of work

- 15 hours for face-to-face interaction for lesson planning, practice and presentation
- 15 hours for home tasks related to lesson planning and AV aids, etc., during workshop days.

Session/ Days	Activities
Day 1	Introduction of Course Objectives of Course Lesson Planning and its Components Selection of Lesson Methods of different areas Selection of A.V Aids

	Individualized Educational Plan (IEP): Introduction, Components, Steps Lesson Planning for VIC/HIC/LD Lesson Planning for PHC/MRC/ASD Lesson Planning for an Inclusive Classroom <b>Homework:</b> <ul style="list-style-type: none"> <li>➤ Students will use the template shared in the 2-day session as per their area of disability and formulate two lesson plans</li> <li>➤ Students will share their recorded video through a Google Drive link in class (private Chat room in LMS)</li> <li>➤ Resource Person may play the presentation during the remaining 4 days' sessions for 2 to 4 minutes maximum and observe students' performance and give feedback.</li> <li>➤ The Resource Person makes sure that every trainee teacher must present their lesson during the workshop.</li> <li>➤ Trainee teachers with Weak lesson presentation may be asked to record their presentation again send it through Google Drive on whatsapp after the workshop.</li> </ul>
Day 3	Checking Students' Lesson Presentations and giving feedback according to assessment criteria Classroom Observation: Introduction, practice Introduction of Lesson Plan: Introduction, Components, Steps Audio Visual (AV) Aids: Introduction, Preparation, Selection

## Teaching Practicum

The trainee teacher would be present at the teaching practicum school from 7:30 a.m. to 1:30 p.m. (from opening to closing time of the school), spending at least 05 hours/day at the teaching practicum site. Every week, the trainee teacher will gradually take more responsibilities, thus leading to assuming the full range of responsibilities in the 4th and 5th week of teaching practicum. Attendance of trainee teachers must be maintained a daily by the school at the teaching practicum school.

- Teaching Practice- 244 hours of work
  - Teaching in the classroom- 72 hours (2 hours/day to teach in the classroom at the school level)
  - Teaching Support activities in school- 72 hours (2 hours/day to teach in the school)
  - Lesson planning and preparation- 100 hours (2.5 hours×40 lesson plans=100)



## Schedule of Teaching Practicum

A general plan of teaching practicum is given below. The tutor, cooperating teacher and the trainee teacher must ensure to follow this plan.

Week	Tasks to be Performed
01	<ul style="list-style-type: none"> <li>✓ Awareness about school resources, school records, community relationships, discipline procedures and policies</li> <li>✓ Interaction with school teacher and student(s) to gain information about the working of the school.</li> </ul>
02	<ul style="list-style-type: none"> <li>✓ Working on tasks assigned by school administration/cooperating teacher i.e. lesson-planning, copy checking, test development, guiding a group of students, invigilation or paper-checking.</li> <li>✓ Observing the practice of school teacher for teacher-student interaction and lesson delivery.</li> </ul>
03	<ul style="list-style-type: none"> <li>✓ Co-teaching lessons with a teacher at school for one subject every day.</li> <li>✓ Performing duties as a helper teacher for the rest of the day throughout the week</li> </ul>
04	<ul style="list-style-type: none"> <li>✓ Assuming responsibility for lesson planning</li> <li>✓ Teaching and assessment of one subject (full lesson) throughout the week</li> <li>✓ Performing duties as a helper teacher for the rest of the day throughout the week.</li> </ul>
05	<ul style="list-style-type: none"> <li>✓ Assuming responsibility for lesson planning</li> <li>✓ Teaching and assessment of subjects (full lesson) taught at secondary school level throughout the week.</li> <li>✓ Performing duties as a helper teacher for the rest of the day throughout the week.</li> </ul>
06	<ul style="list-style-type: none"> <li>✓ Continue to assume the responsibility for lesson planning.</li> <li>✓ Teaching and assessment of subjects (full lesson) taught at secondary school level throughout the week while carrying out the various teaching and nonteaching activities under the supervision of a cooperating teacher at the</li> </ul>

## **Final Lessons**

At the end of the teaching practicum, the trainee teacher would be required to prepare two final lessons and present them before the panel. The panel will consist of a tutor, cooperating teacher, and expert(s). The marks allocated to the trainee teacher during final lessons will add up in his/her final score for the course “Long Term Teaching Practice”. Therefore, the successful presentation of the two final lessons is compulsory for a trainee teacher to pass the course.

## **Plan of Action for Long Term Teaching Practice (8487)**

The Long Term Teaching Practice (8487) is a critical component of the B.Ed Special Education program, providing trainees with the opportunity to gain practical experience in teaching students with disabilities. The course is structured in two main phases: a workshop and a teaching practicum. Below is the step-by-step plan of action for successful completion of the course.

### **Phase 1: Workshop Preparation (30 hours total)**

#### ***Pre-Workshop Activities (1-2 weeks prior):***

- Finalize the workshop schedule, locations, and facilitators.
- Ensure trainees have access to the necessary resources (e.g., lesson plan templates, AV aids).
- Distribute reading materials and pre-workshop tasks.
- Collect biodata forms and workshop feedback forms from trainees.
- Workshop Sessions (3 days, 30 hours total):

#### **Day 1:**

- Introduction to the course and objectives.
- Discuss the importance of teaching practice and its impact on professional development.
- Sessions on lesson planning and classroom management.
- Develop low-cost/no-cost instructional materials and AV aids.

#### **Day 2:**

- Sessions on school administration, resource management, and inclusive practices.
- Discuss assessment techniques and teaching strategies for students with disabilities.
- Preparation for the teaching practicum (e.g., understanding the school environment and responsibilities).

Day 3:

- Presentation of draft lesson plans by trainees.
- Group discussions on classroom management and handling challenges in special education.
- Finalizing action plans and lesson plans for the upcoming practicum.

***Post-Workshop Activities (After 3rd day):***

- Provide feedback on lesson plans and action plans presented during the workshop.
- Ensure trainees submit their finalized lesson plans and teaching materials before beginning the practicum.

**Phase 2: Teaching Practicum (6 weeks, 240 hours total)**

***Pre-Practicum Activities (1-2 weeks prior):***

- Approve practicum sites by submitting the Teaching Practicum Site Approval Form.
- Ensure that trainees are assigned to appropriate schools based on their specialization (Hearing Impairment, Visual Impairment, Physical and Health Impairment, Intellectual Disability, Autism Spectrum Disorder, Learning Disability, or Inclusive Education).
- Issue Practicum Letter to schools, requesting permission for trainee participation.
- Distribute Practicum Report Templates to trainees for daily reflections and activities.

***Week 1: Orientation and Observation:***

- Familiarize trainees with the school environment, policies, and teaching resources.
- Observe and assist in classroom teaching for the first few days.
- Begin daily journaling and field notes using the Gibbs Reflective Cycle for self-assessment.
- Trainees will participate in co-teaching activities and gradually take on teaching responsibilities.

***Week 2-5: Active Teaching and Lesson Planning:***

- Trainees will take responsibility for planning and delivering lessons in their chosen specialization.
- Each trainee will prepare at least 5-6 lessons per week, adhering to the structure learned in the workshop.

- Trainees will focus on classroom management, assessing student progress, and making necessary adjustments to lesson plans.
- Weekly reflective journaling and feedback from cooperating teachers will guide improvements.

***Week 6-7: Full Responsibility for Teaching:***

- Trainees will be responsible for a full teaching schedule (5+ lessons per week).
- Focus on individualized education plans (IEPs) and differentiated instruction based on the students' disabilities.
- Continue assessment and adjustment of teaching strategies based on student progress.
- Trainees will attend staff meetings and collaborate with other school personnel on administrative tasks.

***Week 8: Final Preparation and Reflection:***

- Trainees will prepare and present their final lessons before a panel of evaluators, including tutors and school professionals.
- Reflect on the practicum experience, identifying areas for improvement and further professional growth.
- Complete the Practicum Report and submit it, including daily field notes, lesson plans, and reflection on school management.

***Final Review:***

- Final assessment by supervisors and cooperating teachers, focusing on lesson delivery, classroom management, and professional growth.
- Trainees will submit their final lesson plans and action plans for evaluation.
- Feedback will be provided, and trainees will discuss the application of the course in their future careers.

**Evaluation and Feedback**

***Workshop Evaluation:***

- Assess trainees on participation, lesson planning, and presentation skills during the workshop.
- Provide constructive feedback to trainees for improving their lesson plans and teaching strategies.

***Practicum Evaluation:***

- Trainees will be evaluated based on the lesson plans, teaching performance, classroom management, and the final lesson presentation.
- Supervisors will provide feedback on professional conduct and reflective practices.
- The final report, including the practicum report and attendance records, will contribute to the overall grade.

**Activities During Teaching Practice in Schools**

The Long Term Teaching Practice (8487) course is designed to immerse trainees in a real-world teaching environment, allowing them to apply theoretical knowledge and gain hands-on experience working with students with disabilities. During the eight-week practicum, trainees will participate in a variety of activities that are essential for their professional development and the growth of their teaching skills. These activities include both teaching and non-teaching tasks that ensure a comprehensive learning experience.

**1. Classroom Teaching**

**Lesson Planning and Delivery:** Trainees will develop and deliver lesson plans tailored to the needs of students in their specific specialization (e.g., Autism Spectrum Disorder, Hearing Impairment, Intellectual Disability). This includes planning activities that incorporate differentiated instruction to accommodate the diverse learning needs of students.

**Individualized Instruction:** Based on the specialization, trainees will focus on creating and delivering content that is accessible to students with varying disabilities, ensuring each student can participate meaningfully in the lesson.

**Assessment and Feedback:** Trainees will use various assessment tools to evaluate student progress and modify instruction accordingly. Regular formative assessments will help guide teaching decisions and improve student outcomes.

**2. Classroom Management**

**Behavioral Management:** Trainees will implement strategies to maintain discipline and foster a positive classroom environment. This may include managing specific behavioral challenges related to different disabilities and creating a structured, predictable learning space.

**Establishing Routines:** Trainees will establish and maintain classroom routines that promote student engagement and minimize disruptions. This is especially important in special education settings where consistency and structure are vital for student success.

Engagement Techniques: Trainees will employ various techniques to engage students actively in lessons, such as using interactive activities, visual aids, and technology to cater to different learning styles.

### **3. Collaborating with School Staff**

Teamwork with Teachers: Trainees will collaborate with cooperating teachers, special educators, and other school staff to discuss students' progress, adapt lessons, and address specific learning needs. This teamwork is essential for the holistic development of students with disabilities.

Participation in Staff Meetings: Trainees will attend regular staff meetings to understand the school's curriculum, policies, and educational strategies. This will help them integrate into the school's professional community and understand the administrative aspects of teaching.

### **4. Supporting Non-Teaching Activities**

Classroom Support: Trainees will assist in activities beyond lesson delivery, such as helping students with assignments, organizing classroom materials, and setting up learning environments that accommodate diverse student needs.

Co-Curricular Activities: Depending on the school's schedule, trainees may also assist with co-curricular activities, providing support during school events, sports activities, and other non-academic events that promote social interaction and skill development.

Administrative Tasks: Trainees will engage in various administrative activities, including helping teachers track student progress, maintaining attendance records, and organizing student files, particularly for those with special educational needs.

### **5. Observation and Reflection**

Observing Classroom Dynamics: Trainees will spend time observing the teaching practices of experienced educators, learning how they manage classrooms, engage students, and address individual needs. These observations are crucial for understanding the practical application of teaching strategies.

Daily Reflection: Trainees will maintain a daily journal to reflect on their teaching practices and experiences in the school. They will apply reflective models like the Gibbs Reflective Cycle to assess their progress and identify areas for improvement. Feedback from mentors and school staff will play a critical role in this reflective process.

### **6. Final Lesson Presentation**

At the end of the practicum, trainees will prepare and deliver a final lesson to a panel of evaluators, demonstrating their ability to apply what they've learned

during the teaching practice. The lesson will be assessed based on factors such as lesson delivery, classroom management, student engagement, and the use of appropriate teaching methods and materials.

These activities are designed to ensure that trainees gain a well-rounded understanding of what it means to be an effective educator in special education settings. The combination of teaching, collaboration, and reflection helps build a strong foundation for a successful career in Special Education. Through this practicum, trainees will not only develop their teaching abilities but also deepen their understanding of how to meet the diverse needs of students with disabilities.

## **Model Lesson Plan for Trainee Teacher – Hearing Impairment**

**Subject:** English Language

**Topic:** Introduction to Simple Sentences

**Grade Level:** Primary (Grades 1-3)

**Duration:** 45 minutes

**Objective:**

By the end of the lesson, students will be able to:

1. Understand and identify simple sentences.
2. Construct simple sentences using basic vocabulary.
3. Use visual aids and gesture support to reinforce learning.

**Materials Needed:**

- Flashcards with simple sentences (e.g., "The cat runs.")
- Large visual aids for sentence structure (subject + verb + object).
- Whiteboard and markers.
- Visual dictionary with pictures of common objects and actions.
- Sign language charts for key vocabulary (if applicable).
- Pre-prepared sentence strips.

**Classroom Seating Arrangement:**

- **Seating:** Arrange students in **semi-circular or U-shaped** seating around the whiteboard. This allows all students to have a clear view of the teacher and the visual aids. It also promotes interaction, especially in a group activity where students are encouraged to participate and share their answers.
- **Peer Support:** Pair students who may benefit from peer assistance (e.g., those who have stronger language skills) with those who might need extra help with vocabulary or sentence construction. This encourages collaborative learning.
- **Visual Aids Placement:** Place the **visual sentence structure chart** at the front of the class, clearly visible to all students, and ensure there is enough space for students to come up and point to the cards or participate in sentence-building activities.



## Lesson Procedure:

### 1. Introduction (5 minutes):

- **Greeting and Setup:** Begin by greeting the students and introducing the lesson with simple signs or gestures for “Hello,” “Today,” and “Sentence.”
- **Activate Prior Knowledge:** Ask students if they know what a sentence is. Provide a simple example (e.g., “The dog runs”) and point to the key parts on the visual chart (subject, verb, object).
- **Purpose of the Lesson:** Explain that today they will learn how to recognize and create simple sentences. Reinforce the concept using visual support.

### 2. Direct Instruction (10 minutes):

- **Presenting Sentence Structure:** Use a visual chart to show the structure of a simple sentence (e.g., "Subject + Verb + Object").
  - Example 1: “The cat (subject) runs (verb).”
  - Example 2: “The boy (subject) eats (verb) an apple (object).”
- **Sign Language/Visual Support:** For each sentence example, show the corresponding signs for key words (e.g., “cat,” “runs,” “boy,” “apple”) or use pictures to reinforce the meaning.
- **Clarify Vocabulary:** Ensure that all new vocabulary (e.g., "cat," "runs") is supported with visuals, sign language, or gestures.

### 3. Guided Practice (15 minutes):

- **Interactive Sentence Building:** Write a few incomplete sentences on the whiteboard and ask the students to help complete them. Use flashcards for subjects, verbs, and objects, and ask students to pick cards and place them in the correct order.
  - Example: Write "The \_\_\_\_ runs" and ask the students to choose a subject (e.g., "dog," "cat").
  - Example: Write "\_\_\_\_ eats an apple" and ask the students to choose a verb (e.g., “boy,” “girl”).
- **Visual Cues:** Display visual aids of subjects, verbs, and objects for students to select from and build their sentences.

### 4. Independent Practice (10 minutes):

- **Sentence Construction Exercise:** Hand out pre-prepared sentence strips with missing parts. Ask each student to fill in the blanks with the correct subject, verb, and object. Allow them to choose from visual word cards or pictures.

- **Support and Guidance:** Circulate the room to support students with the sentence construction, ensuring they are using appropriate vocabulary and sentence structure. Use sign language or gestures to reinforce instructions.

#### **5. Review and Reinforcement (5 minutes):**

- **Sentence Sharing:** Ask each student to share one of their sentences with the class. Encourage peer interaction through visual aids or gestures to enhance understanding.
- **Review Vocabulary:** Go over key vocabulary from the lesson, reinforcing each word using the corresponding sign, picture, or written word.
- **Recap the Structure:** Ask students to repeat the sentence structure "Subject + Verb + Object" aloud, or use gestures/signs to reinforce the concept.

#### **6. Conclusion and Closing (5 minutes):**

- **Wrap-Up:** Summarize the lesson by briefly reviewing the main points: what a simple sentence is and its structure.
- **Homework/Extension:** Give students a short activity where they can draw pictures of subjects, verbs, and objects and write simple sentences at home (e.g., "The boy eats" with a drawing of a boy eating).
- **Goodbye and Reinforcement:** End with a positive sign or gesture, such as "Goodbye" and "Great job!"

#### **Assessment:**

- **Formative Assessment:** During the guided practice, observe each student's ability to form simple sentences. Provide feedback and assistance as necessary.
- **Peer Assessment:** Allow students to correct or reinforce each other's sentences as they share them.
- **Independent Work:** Assess the students' ability to independently complete the sentence construction task.

#### **Reflection:**

- **Teacher Reflection:** After the lesson, reflect on the students' engagement and understanding. Consider what strategies worked best in helping students with hearing impairment engage with the lesson (e.g., visuals, sign language, gestures).
- **Adjustments for Future Lessons:** Based on student responses, think about adapting future lessons with additional visuals or more hands-on activities to further support comprehension.

## **Model Lesson Plan for Trainee Teacher – Visual Impairment**

**Subject: Mathematics**

**Topic: Introduction to Shapes**

**Grade Level: Primary (Grades 1-3)**

**Duration: 45 minutes**

**Objective:**

By the end of the lesson, students will be able to:

1. Identify and name basic geometric shapes (circle, square, triangle, rectangle).
2. Understand the characteristics of these shapes (e.g., number of sides, angles).
3. Use tactile materials to differentiate between the shapes.

**Materials Needed:**

- Tactile shapes made from textured materials (e.g., fabric, foam, or rubber) to represent a circle, square, triangle, and rectangle.
- Braille labels for each shape.
- Raised-line diagrams of shapes on paper.
- A tray with objects of different shapes (e.g., a round ball, a square block, a triangular object).
- Verbal descriptions of each shape and its features.
- Blindfolds (optional, for sensory exploration or comparing visual vs. tactile perception).

**Classroom Seating Arrangement:**

- **Seating:** Arrange students in a **semi-circle** around the teacher, allowing easy access to tactile materials on a table or a tray in the center. This seating allows students to engage with the materials and facilitates interaction between the teacher and all students.
- **Peer Support:** Pair students with sighted peers who can help explain shape-related vocabulary and guide tactile exploration. This can be particularly helpful for children with partial sight who can still benefit from visual cues.
- **Materials Accessibility:** Ensure that tactile shapes and materials are within easy reach of all students, allowing them to independently explore the shapes.

## **Lesson Procedure:**

### **1. Introduction (5 minutes):**

- **Greeting and Setup:** Greet the students with a friendly tone, making sure each child feels acknowledged. Use appropriate verbal cues to indicate the start of the lesson.
- **Activate Prior Knowledge:** Ask the students if they have heard of shapes before. Give them a brief overview of what shapes are and why they are important in our daily lives (e.g., shapes of objects, houses, etc.).
- **Purpose of the Lesson:** Explain that today's lesson will help them learn to identify and explore basic shapes, focusing on how they feel and their different characteristics.

### **2. Direct Instruction (10 minutes):**

- **Introducing Shapes:** Begin with the **circle**. Provide a tactile model of the circle (e.g., a fabric circle) and describe it aloud: "This is a circle. It has no corners, and all sides are the same length. You can feel it is smooth all around."
  - Repeat this process for the **square**, **triangle**, and **rectangle**:
    - **Square:** "This is a square. It has four sides that are all the same length and four corners."
    - **Triangle:** "This is a triangle. It has three sides and three corners."
    - **Rectangle:** "This is a rectangle. It has four sides, but two sides are longer than the other two, and it has four corners."
- **Braille Labels:** Attach Braille labels next to each tactile shape for students to feel and recognize the corresponding name.
- **Comparison:** Ask students to feel the different shapes and describe the differences they notice (e.g., number of sides, corners).

### **3. Guided Practice (15 minutes):**

- **Tactile Exploration:** Give each student a tactile shape to explore (circle, square, triangle, rectangle). Allow them to feel each shape and describe its properties using the verbal cues.
  - **Example Questions:** "How many sides does the square have?" "Can you feel the corners of the triangle?" Encourage students to feel the shapes and share their answers.
- **Shape Sorting Activity:** Give students a tray of mixed objects (e.g., a ball, a block, a toy, and a rectangular object). Ask them to sort these objects based on the shapes they feel, and describe their sorting process aloud.

#### **4. Independent Practice (10 minutes):**

- **Shape Identification:** Hand each student a set of mixed-up shapes (made from tactile materials) and ask them to identify and name each one.
- **Use of Braille Labels:** Encourage students to match the Braille label with the shape they are holding.
- **Teacher Support:** Walk around the class, offering support where needed, and assist students in identifying the shapes correctly. Use guiding questions like, “Is this shape a circle or a square?”

#### **5. Review and Reinforcement (5 minutes):**

- **Shape Recap:** Review the shapes by holding them up (or having the students hold them) and asking them to name each shape. Reinforce key characteristics, like the number of sides and corners.
- **Peer Interaction:** Allow students to pair up and quiz each other, asking questions like, “Which shape has three sides?” or “Can you find the shape with four equal sides?”
- **Verbal Reinforcement:** After each student shares their answer, offer verbal reinforcement and praise, like “Great job, that’s a triangle!” or “You’re correct, that’s a rectangle!”

#### **6. Conclusion and Closing (5 minutes):**

- **Wrap-Up:** Summarize the lesson by briefly reviewing each shape and its defining characteristics. Ask students to share which shape they liked best and why.
- **Homework/Extension:** Give students a simple homework task: ask them to identify objects at home that match the shapes they learned today (e.g., a clock for a circle, a book for a rectangle, etc.).
- **Goodbye and Reinforcement:** End with positive encouragement and say goodbye using verbal cues, e.g., “Good job today, everyone! Keep practicing your shapes at home. See you next time!”

#### **Assessment:**

- **Formative Assessment:** Observe each student’s ability to identify shapes during the guided and independent practice. Pay attention to whether they are using tactile information and verbal cues to distinguish between shapes.
- **Peer Assessment:** During the peer interaction, observe how students help each other identify shapes, fostering collaboration and learning.
- **Independent Work:** Assess each student's ability to independently name and describe the characteristics of the shapes during the independent practice segment.

**Reflection:**

- **Teacher Reflection:** After the lesson, reflect on how well students were able to interact with tactile materials and understand the concepts. Were the materials accessible and effective for students with visual impairments?
- **Adjustments for Future Lessons:** If students struggled with specific shapes, consider adding more detailed tactile features (e.g., textures, varied materials) or repeating the lesson in future classes.

## **Model Lesson Plan for Trainee Teacher – Intellectual Disabilities**

**Subject: Art / General Awareness**

**Topic: Learning About Colours**

**Grade Level: Primary (Grades 1-3)**

**Duration: 45 minutes**

### **Objective:**

By the end of the lesson, students will be able to:

1. Identify and name basic colours (red, blue, yellow, green).
2. Match coloured objects to their corresponding colour name.
3. Understand where different colours are found in the environment.

### **Materials Needed:**

- Colourful flashcards (with images of objects in red, blue, yellow, and green).
- Real coloured objects (such as a red ball, a blue pen, a yellow block, a green leaf).
- Coloured paper squares or cloth.
- Colourful markers or crayons.
- A large colour wheel or chart with colour names.
- Picture books or images depicting colourful environments (e.g., flowers, rainbow).

### **Classroom Seating Arrangement:**

- **Seating:** Arrange students in a **circle** or **semi-circle** around the teacher to allow for easy interaction with the materials and ensure that each student has a clear view of the visual aids.
- **Hands-on Materials:** Place the colourful objects and flashcards on a table in the centre or distribute them among the students so they can touch, hold, and manipulate the materials during the lesson.
- **Supportive Pairing:** Pair students who may need additional support with peers who can guide them in matching the colours and identifying objects.

### **Lesson Procedure:**

#### **1. Introduction (5 minutes):**

- **Greeting and Setup:** Begin by greeting students with enthusiasm. Use simple and clear language, such as "Good morning, everyone! Today, we are going to learn about colours."
- **Activate Prior Knowledge:** Ask students if they know the names of any

colours and encourage them to say them aloud. Give simple examples: "This is a red apple!" and ask, "Can anyone show me something red?"

- **Purpose of the Lesson:** Explain the goal of the lesson: "Today, we will learn to name and match colours. We will also find colours around us!"

## 2. Direct Instruction (10 minutes):

- **Introducing Colours:** Show the colour flashcards one at a time. For example, show a **red card** and say, "This is red. Red is the colour of an apple, a fire truck, and a stop sign." Allow students to repeat the colour aloud with you.
  - Show the **blue card**: "This is blue. Blue is the colour of the sky and the ocean."
  - Show the **yellow card**: "This is yellow. Yellow is the colour of the sun and bananas."
  - Show the **green card**: "This is green. Green is the colour of leaves and grass."
- **Pointing to Real Objects:** After each colour introduction, hold up real objects in that colour (e.g., a red ball, a yellow block). Ask the students, "Can you feel this colour? What colour is this?"
- **Verbal and Tactile Reinforcement:** Allow students to touch the objects and confirm their colours using the names you've introduced. For instance, as they touch a red ball, say, "This ball is red. Can you say red with me?"

## 3. Guided Practice (15 minutes):

- **Matching Colours:** Give each student a set of **coloured objects** (such as a red ball, a blue pen, a yellow block, and a green leaf). Ask them to **match** the objects to the corresponding **colour cards** or **colour squares**.
  - Example: "Can you put the red ball with the red card?" Help students if needed by guiding their hands toward the correct match.
- **Interactive Q&A:** Ask questions such as, "What colour is this block?" or "Can you show me something green in the room?" Provide encouragement and praise when students respond correctly.
- **Colour Sorting:** Ask students to sort small, coloured objects (such as buttons, paper clips, or coloured fabric) into different piles based on their colour. For example, "Put all the red things in this pile and all the blue things in that pile."

## 4. Independent Practice (10 minutes):

- **Colour Drawing:** Provide students with **coloured crayons or markers** and **coloured paper**. Ask them to draw a picture that uses all the colours they've learned in the lesson. They can draw shapes or objects they like, using each colour for its appropriate section (e.g., a red heart, a blue sky, a yellow sun).



- **Support and Guidance:** Walk around to support students if they need help choosing or using the correct colour. Encourage them to talk about the colours they are using: “What colour is the sun in your picture? Yes, it’s yellow!”

#### 5. Review and Reinforcement (5 minutes):

- **Colour Recap:** Go over the colours one last time. Hold up the **colour cards** and ask students to name each colour.
- **Peer Interaction:** Ask students to take turns holding up an object and saying its colour. “Can you show me something red?” Then let them ask the question to a peer, encouraging interaction and language practice.
- **Matching Activity:** Quickly review the matching of colours with a few real objects, saying, “This is the green leaf! What colour is the leaf?”

#### 6. Conclusion and Closing (5 minutes):

- **Wrap-Up:** Summarize the lesson by reviewing the four colours learned: red, blue, yellow, and green. Reinforce their importance in the world around us.
- **Homework/Extension:** Ask students to find **three things at home** of each colour (red, blue, yellow, and green) and bring them to class the next day. This encourages observation and colour recognition in everyday life.
- **Goodbye and Reinforcement:** End with positive reinforcement: “Great job today, everyone! You learned about colours, and I’m so proud of you!”

#### Assessment:

- **Formative Assessment:** Observe each student’s ability to match objects to their corresponding colours during the guided practice. Provide support where necessary and offer praise for correct responses.
- **Peer Assessment:** Allow students to work together to review colours by asking each other questions like, “Can you show me something yellow?”
- **Independent Work:** Assess each student's ability to correctly use colours in their drawings during the independent practice activity.

#### Reflection:

- **Teacher Reflection:** After the lesson, reflect on how well the students engaged with the hands-on materials. Were they able to correctly identify and match colours? How well did they use verbal language to describe the colours?
- **Adjustments for Future Lessons:** Consider whether additional tactile experiences, such as fabric swatches, could be used to further reinforce colour recognition. If students struggled with a specific colour, consider providing more focused practice on that colour in future lessons.

## **Model Lesson Plan for Trainee Teacher – Physically Handicapped Children**

**Subject: Life Skills / Personal Hygiene**

**Topic: Introduction to Personal Hygiene**

**Grade Level: Primary (Grades 2-4)**

**Duration: 45 minutes**

### **Objective:**

By the end of the lesson, students will be able to:

1. Understand the importance of personal hygiene.
2. Identify key hygiene practices (e.g., washing hands, brushing teeth, bathing).
3. Demonstrate hygiene practices using adaptive techniques (e.g., with assistive devices or peer support).

### **Materials Needed:**

- Picture cards depicting different hygiene practices (e.g., washing hands, brushing teeth, combing hair, bathing).
- Tactile materials such as sponges, toothbrushes, and small towels for demonstration.
- A large visual hygiene chart for reference.
- A hand sanitizer and water for a demonstration of handwashing.
- A plastic mirror or hand-held mirror for personal grooming.
- Adaptive devices or tools (e.g., a long-handled sponge, an adaptive toothbrush).

### **Classroom Seating Arrangement:**

- **Seating:** Arrange students in a **circle or semi-circle** to facilitate interaction and ensure each student can see and participate in the demonstration. For students with mobility challenges, ensure seats are positioned so that they can comfortably engage with the lesson and the materials.
- **Accessible Materials:** Place hygiene materials (e.g., sponges, hand sanitizer, toothbrushes) within reach of all students, ensuring that adaptive devices are available for those who need them (e.g., for students with limited hand mobility).
- **Peer Support:** Pair students who may require additional assistance with peers who can help guide them through tasks like brushing their teeth or washing their hands.

## Lesson Procedure:

### 1. Introduction (5 minutes):

- **Greeting and Setup:** Greet students warmly and engage them in a short, friendly conversation. Ask them about their day or if they know why it's important to keep our bodies clean.
- **Activate Prior Knowledge:** Ask students: "What do you think it means to be clean?" and "Why is it important to wash our hands and brush our teeth?" Listen to their responses and reinforce the importance of hygiene.
- **Purpose of the Lesson:** Explain that today they will learn about personal hygiene and practice some simple tasks to keep their bodies clean.

### 2. Direct Instruction (10 minutes):

- **Introducing Hygiene Practices:** Use **picture cards** to introduce various personal hygiene practices:
  - **Washing hands:** Show a picture card of someone washing their hands. Say, "It's important to wash our hands with soap to remove germs, especially after using the bathroom and before eating."
  - **Brushing teeth:** Show a picture card of someone brushing their teeth. Say, "We brush our teeth twice a day to keep them clean and healthy."
  - **Bathing:** Show a picture card of a person taking a bath. Say, "We bathe to keep our skin clean and feel fresh."
  - **Combing hair:** Show a picture card of someone combing their hair. Say, "Combing our hair helps keep it neat and clean."
- **Explanation with Visuals and Demonstration:** As you explain each hygiene practice, use the actual materials (e.g., a toothbrush, hand sanitizer, sponge) to demonstrate how to perform each task. Use simple language and ensure that each student understands how the task is done.

### 3. Guided Practice (15 minutes):

- **Handwashing Demonstration:** Have students practice washing their hands using **water and soap** or **hand sanitizer**. For students with mobility challenges, demonstrate how to wash hands with adaptive techniques or assistive devices (e.g., a long-handled sponge to reach their hands).
  - Walk students through the steps: wet hands, apply soap, scrub for 20 seconds, rinse, and dry with a towel.
  - For students with limited hand use, demonstrate and guide them through the actions with adapted tools.
- **Teeth Brushing Demonstration:** Pass out **adaptive toothbrushes** (with grips if necessary) or regular toothbrushes and **toothpaste**. Encourage

students to practice brushing their teeth with the assistance of peers or the teacher.

- Demonstrate the technique: Apply toothpaste, brush in small circles for two minutes, and rinse.
- Help students with limited fine motor skills by providing additional support or allowing peer assistance.
- **Adaptive Devices:** For students with limited mobility, demonstrate the use of adaptive devices, like a **long-handled comb** or a **toothbrush with a built-up handle**, to facilitate independence in grooming.

#### 4. Independent Practice (10 minutes):

- **Activity Stations:** Set up stations around the room with different hygiene tasks (e.g., one station for handwashing, one for tooth brushing, one for hair combing). Allow students to rotate through the stations and practice independently or with assistance.
  - For each station, guide how to perform the task and offer praise for effort and participation.
- **Peer Interaction:** Encourage students to help each other at the stations, reinforcing the idea of peer support and collaboration.

#### 5. Review and Reinforcement (5 minutes):

- **Discussion:** After the practice stations, gather students together and ask them to share what they learned about hygiene. Use guiding questions like, “Why do we wash our hands?” or “When do we need to brush our teeth?”
- **Recap the Key Points:** Review the four hygiene practices learned in the lesson (handwashing, brushing teeth, bathing, combing hair). Use the **hygiene chart** to visually reinforce these practices.

#### 6. Conclusion and Closing (5 minutes):

- **Wrap-Up:** Summarize the importance of personal hygiene and how these practices help keep our bodies clean and healthy.
- **Homework/Extension:** For homework, ask students to practice at least one hygiene task at home (e.g., brushing teeth, washing hands) and share what they did in the next class.
- **Goodbye and Reinforcement:** End the lesson with positive reinforcement, such as, “You all did a great job today practicing hygiene! Keep up the good work!”

#### Assessment:

- **Formative Assessment:** Observe each student’s ability to perform the hygiene tasks independently or with assistance. Ensure they understand

the basic procedures and feel confident performing them.

- **Peer Assessment:** During the independent practice, encourage students to provide feedback and help their peers, reinforcing the value of collaboration.
- **Independent Work:** Assess how well students engage in the stations and practice hygiene tasks, offering feedback and praise for participation.

**Reflection:**

- **Teacher Reflection:** After the lesson, reflect on the students' engagement and participation. Were the adaptive materials and techniques effective in helping students with physical disabilities perform the tasks?
- **Adjustments for Future Lessons:** Consider incorporating more hands-on activities, such as sensory exploration with different textures of soap or sponges, or integrating more visual or verbal cues for students who need additional support.

# **Model Lesson Plan for Children with Autism Spectrum Disorder (ASD)**

**Subject: Social-Emotional Learning**

**Topic: Understanding Emotions and Feelings**

**Grade Level: Elementary (Grades 4-5)**

**Duration: 45 minutes**

**Objective:**

By the end of the lesson, students will be able to:

1. Identify and name different emotions (happy, sad, angry, surprised, scared).
2. Recognize how facial expressions and body language relate to emotions.
3. Practice expressing emotions using words or non-verbal cues (e.g., facial expressions or gestures).

**Materials Needed:**

- Emotion cards with facial expressions (happy, sad, angry, surprised, scared).
- A mirror or handheld reflective surface for students to observe their facial expressions.
- A large poster with a "Feelings Chart" listing various emotions and related scenarios.
- Visual aids depicting various scenarios (e.g., pictures of children in different situations).
- Markers and paper for drawing.
- A calm-down sensory box with items such as stress balls, a soft blanket, or a weighted object (to demonstrate coping with intense emotions).

**Classroom Seating Arrangement:**

- **Seating:** Arrange students in a **circle or semi-circle** to ensure they can see each other and the teacher. This seating promotes engagement and makes it easier for students to share their feelings and practice recognizing emotions with their peers.
- **Personal Space:** Ensure each student has enough personal space, especially for students with sensory sensitivities, which are common in children with ASD. Seating should be spacious enough to avoid crowding.
- **Visual Supports:** Place emotion cards and visual aids in front of the students on a board or a table where they can easily access and interact with them.

## Lesson Procedure:

### 1. Introduction (5 minutes):

- **Greeting and Setup:** Begin with a calming greeting. Acknowledge each student individually by name, which helps to establish a connection.
- **Activate Prior Knowledge:** Ask students if they know what emotions are and if they can name a few emotions they have felt. Encourage responses and use simple, clear language: "Emotions help us understand how we feel inside."
- **Purpose of the Lesson:** Explain that today's lesson will help them recognize different emotions, understand their feelings, and learn how to express emotions appropriately.

### 2. Direct Instruction (10 minutes):

- **Introduce Emotions:** Show emotion cards one by one and explain each emotion. Use clear, simple language:
  - **Happy:** "This is a happy face. When we feel happy, we might smile or feel excited."
  - **Sad:** "This is a sad face. When we feel sad, we might cry or feel like we want to be alone."
  - **Angry:** "This is an angry face. When we feel angry, we might frown or feel upset."
  - **Surprised:** "This is a surprised face. When we feel surprised, we might have our mouth open and our eyes wide."
  - **Scared:** "This is a scared face. When we feel scared, we might feel like we want to run away or hide."
- **Use the Feelings Chart:** Display the **Feelings Chart** with pictures or written descriptions for each emotion. Have students identify the emotions they see and describe a situation in which they might feel that way.
- **Interactive Discussion:** Ask students, "Can you think of a time when you felt happy or angry? What happened?"

### 3. Guided Practice (15 minutes):

- **Facial Expression Practice:** Using a **mirror**, ask students to try making different facial expressions to match the emotions on the cards. For example, "Let's all make a happy face together. Can we make a face like the card?"
- **Emotion Identification Activity:** Show different scenarios (e.g., a child playing with a toy, a child being yelled at, a child receiving a gift). Ask students, "How do you think the child feels in this situation? Why do you think they feel that way?"

- Allow students to discuss or point to the emotion cards that match each scenario. If necessary, provide prompts or use visual aids to guide them.
- **Role Play:** Have students act out certain situations with you. For example, "Let's pretend we are at a birthday party. How do you feel when you get a present?" Have them practice the happy expression and discuss how the birthday child might feel.

#### 4. Independent Practice (10 minutes):

- **Emotion Drawing:** Provide students with paper and markers. Ask them to draw a situation in which they felt one of the emotions (happy, sad, angry, surprised, scared). Encourage them to draw the situation and the face they made.
- **Sharing:** Once students have finished, invite them to share their drawings and explain the emotion they are showing. This helps them express themselves and practice articulating feelings.
- **Non-Verbal Expression:** For students who might have difficulty with verbal expression, encourage them to use gestures or facial expressions to convey their feelings.

#### 5. Review and Reinforcement (5 minutes):

- **Review the Emotions:** Quickly go over the five emotions (happy, sad, angry, surprised, scared) and ask students to make the corresponding facial expressions.
- **Interactive Recap:** Ask students to point to a picture or emotion card and describe a time they felt that emotion. This can be done as a group or individually.

#### 6. Conclusion and Closing (5 minutes):

- **Wrap-Up:** Summarize the lesson by reinforcing that it's important to recognize and talk about our emotions. Remind students that emotions are normal and it's okay to feel different things.
- **Calm Down Technique:** Introduce the **calm-down sensory box** and demonstrate how to use items (like a stress ball or a soft blanket) when feeling upset or overwhelmed.
- **Goodbye and Reinforcement:** Close the lesson with positive reinforcement, such as, "Great job today, everyone! You did an amazing job recognizing and showing your emotions!"

#### Assessment:

- **Formative Assessment:** Observe each student's ability to identify and express emotions during the guided practice and role-playing activity.



- **Peer Support:** Encourage students to help each other identify emotions, promoting peer interaction and support.
- **Independent Work:** Evaluate students' ability to identify emotions through their drawings and verbal descriptions. Provide feedback as necessary.

### **Reflection:**

- **Teacher Reflection:** After the lesson, reflect on how well the students understood the different emotions. Did they engage with the activities? How effective was the use of visual aids and role-playing in helping them identify and express emotions?
- **Adjustments for Future Lessons:** If some students had difficulty with specific emotions, consider revisiting those emotions in future lessons with more hands-on practice or using social stories to reinforce understanding.

## **Model Lesson Plan for Children with Learning Disabilities**

**Subject: Mathematics**

**Topic: Basic Addition (Using Objects and Visual Aids)**

**Grade Level: Primary (Grades 1-2)**

**Duration: 45 minutes**

**Objective:**

By the end of the lesson, students will be able to:

1. Understand the concept of addition as combining two groups of objects.
2. Solve simple addition problems (e.g.,  $3 + 2$ ) using physical objects.
3. Use visual aids to represent addition problems and solutions.

**Materials Needed:**

- Counting objects (e.g., blocks, counters, buttons, or small toys).
- Large addition flashcards with simple problems (e.g.,  $3 + 2$ ,  $4 + 1$ ).
- A number line (either a physical number line or a large visual one on the board).
- Paper and markers.
- A large chart with pictures representing addition (e.g., two groups of apples).

**Classroom Seating Arrangement:**

- **Seating:** Arrange students in a **semi-circle** or **circle** the teacher to allow easy access to materials and foster engagement. This seating promotes a calm, interactive learning environment.
- **Workstations:** Set up small workstations with counting objects, where students can work independently or in small groups. This allows hands-on practice, which is especially beneficial for children with learning disabilities.
- **Peer Support:** Pair students who need additional support with peers who can guide them through the activities, especially during problem-solving tasks.

**Lesson Procedure:**

**1. Introduction (5 minutes):**

- **Greeting and Setup:** Greet students with a positive and engaging tone. “Good morning! Today we’re going to learn about adding things together.”
- **Activate Prior Knowledge:** Ask students if they’ve ever added things together. For example: “When you put two apples on the table and then

add two more, what do you get?"

- **Purpose of the Lesson:** Explain the goal: "Today, we'll learn how to add numbers by using objects, and then we'll practice adding together numbers with our hands."

## 2. Direct Instruction (10 minutes):

- **Introduce Addition:** Start by explaining the concept of addition in simple terms: "Addition is when we put two groups of things together to make one bigger group."
- **Visual Representation:** Show students an example on the board using a visual aid. Write:
  - $3 + 2 = \underline{\hspace{2cm}}$
  - Draw 3 objects (e.g., apples) in one group and 2 objects in another group.
  - "Here we have 3 apples. Now, let's add 2 more apples."
  - Physically move the objects together to show the sum: "When we put them all together, we have 5 apples!"
- **Verbal Explanation:** "See how we started with 3 apples and added 2 more? Now we have 5 apples. 3 plus 2 equals 5."

## 3. Guided Practice (15 minutes):

- **Interactive Addition Activity:** Give each student a set of **counting objects** (such as small toys, buttons, or blocks). Write a simple addition problem on the board, such as  $4 + 1$ .
- **Hands-On Practice:** Ask students to use their objects to solve the problem. "How many blocks do you need to add to 4 blocks to make 5?"
  - Allow students to physically add the objects together and count the total.
  - Walk around the room to provide guidance and ensure students are adding the objects correctly.
  - Ask questions like, "What do you get when we add 1 more block to 4?" Encourage students to count aloud as they combine the objects.
- **Visual Aid Use:** For students who are struggling, provide them with a **number line** and show them how to count forward. "Start at 4, and then count 1 more step to find the answer."

## 4. Independent Practice (10 minutes):

- **Individual Addition Problems:** Give students a worksheet with several simple addition problems (e.g.,  $2 + 3$ ,  $5 + 1$ ). Have them use the **counting objects** to solve the problems.
- For each problem, ask them to:
  - Use objects to represent the addition.
  - Count out the total number of objects.

- Write the answer on the worksheet.
- Walk around the room to assist students individually, making sure they are counting correctly and using the materials.

#### **5. Review and Reinforcement (5 minutes):**

- **Group Review:** Go over some of the addition problems with the class, asking students to volunteer answers. Show them again how to use objects to represent each problem.
- **Reinforcement with Visuals:** Use flashcards or the number line to review the addition problems.
- **Encourage Discussion:** Ask questions like, “How did you solve the addition problems?” and “What helped you understand how to add?”

#### **6. Conclusion and Closing (5 minutes):**

- **Wrap-Up:** Summarize the lesson by reinforcing the key point: "When we add, we put things together to make a bigger group."
- **End with Positive Reinforcement:** “Great job today, everyone! You all did excellent work adding your blocks together.”
- **Homework/Extension:** For homework, give students 2 or 3 more simple addition problems to practice at home with objects (e.g., "5 + 2"). Encourage parents to provide objects for counting.
- **Goodbye:** End with a positive farewell, reinforcing what was learned: "Keep practicing adding things together! See you next time!"

#### **Assessment:**

- **Formative Assessment:** Observe each student’s ability to use objects to add and solve problems. Ensure they are correctly counting and combining the objects.
- **Peer Assessment:** Encourage peer support during group activities, allowing students to assist each other when needed.
- **Independent Work:** Review students' worksheets to see if they correctly answered the addition problems and used the objects properly.

#### **Reflection:**

- **Teacher Reflection:** After the lesson, reflect on students' engagement and understanding. Which activities worked well? Did students with learning disabilities need extra support, and if so, what strategies were most effective?
- **Adjustments for Future Lessons:** If some students struggled, consider using more tactile or visual aids, such as more interactive objects or a greater focus on using the number line for additional practice in future lessons.

## **Model Lesson Plan for Trainee Teachers in Inclusive Education**

**Subject:** Education / Pedagogy

**Topic:** Introduction to Inclusive Education

**Grade Level:** Teacher Training (Trainee Teachers)

**Duration:** 45 minutes

### **Objective:**

By the end of the lesson, trainee teachers will be able to:

1. Understand the principles and importance of inclusive education.
2. Identify various strategies and practices that foster inclusivity in the classroom.
3. Discuss how to adapt teaching methods and materials to meet the needs of diverse learners.

### **Materials Needed:**

- PowerPoint presentation or visual aids explaining inclusive education.
- Handouts with key terms and definitions related to inclusive education.
- Case studies or scenarios illustrating inclusive education practices.
- Whiteboard or flipchart for brainstorming and discussions.
- Markers for group work.

### **Classroom Seating Arrangement:**

- **Seating:** Arrange trainees in a **circle** or **small groups** to encourage discussion, collaboration, and active participation. This arrangement promotes an interactive learning environment, which is essential for discussing inclusive practices.
- **Workstations:** Set up small workstations with case studies or materials that trainees can refer to during group work or scenario discussions.

### **Lesson Procedure:**

#### **1. Introduction (5 minutes):**

- **Greeting and Setup:** Begin by greeting the trainee teachers and introducing the topic: "Today, we will explore the concept of **Inclusive Education**—what it is, why it's important, and how we can implement it in our classrooms."
- **Activate Prior Knowledge:** Ask the trainees, "What comes to your mind when you hear the term 'Inclusive Education'?" and encourage a brief discussion to gauge their existing knowledge.

- **Purpose of the Lesson:** Explain that the lesson will provide a foundational understanding of inclusive education and introduce strategies to ensure all students, regardless of their abilities, are included in the learning process.

## 2. Direct Instruction (10 minutes):

- **Define Inclusive Education:** Present a clear definition of inclusive education: "Inclusive education is about ensuring that all students, regardless of their background, abilities, or challenges, are provided with equal opportunities to learn and participate in the school community."
- **Principles of Inclusive Education:** Explain the key principles of inclusive education:
  - **Diversity:** Recognizing and embracing the diversity of students.
  - **Equality:** Providing equal access to educational opportunities for all students.
  - **Participation:** Encouraging active participation of all students in the learning process.
- **Benefits of Inclusive Education:** Discuss the benefits, such as fostering a sense of belonging, improving social skills, and promoting respect for diversity.
- **Visual Aid:** Use a PowerPoint slide or visual chart to display the principles of inclusive education and their associated benefits.

## 3. Guided Practice (15 minutes):

- **Case Study/Scenario Discussion:** Present a case study or scenario that demonstrates an inclusive classroom practice. For example:
  - "In a class with students who have diverse learning needs, the teacher adapts the lesson plan to include visual aids, hands-on activities, and peer collaboration. How does this reflect inclusive education principles?"
- **Group Work:** Divide the trainees into small groups and ask them to read a different case study or scenario that involves inclusive education (e.g., a student with a disability, a student with behavioural challenges, a student from a different cultural background).
- **Discussion:** Have each group discuss the strategies and adaptations the teacher could make to include all students. Encourage them to think about how to use differentiated instruction, accessible materials, and positive behavioural strategies to support diverse learners.
- **Group Presentation:** After discussing the case studies, ask each group to share their findings with the class. Use the **whiteboard** to record their ideas and strategies.

#### **4. Independent Practice (10 minutes):**

- **Reflection Activity:** Ask the trainees to reflect individually on how they could apply inclusive education practices in their future classrooms. Provide them with prompts:
  - "Think of a class you will teach. How will you ensure that students with different abilities, needs, or backgrounds are included?"
  - "What strategies will you use to make your lessons more accessible?"
- **Sharing Reflections:** After a few minutes, invite trainees to share their reflections with the class. Encourage them to discuss any challenges they anticipate and how they plan to address them.

#### **5. Review and Reinforcement (5 minutes):**

- **Recap Key Points:** Review the main ideas from the lesson:
  - Inclusive education is about ensuring that every student is valued and included.
  - Teachers need to adapt their teaching strategies, materials, and classroom environment to support all learners.
- **Interactive Q&A:** Encourage trainees to ask questions or share any concerns about implementing inclusive education in their classrooms.

#### **6. Conclusion and Closing (5 minutes):**

- **Wrap-Up:** Summarize the lesson's key takeaways: "Inclusive education is about making sure that all students are given the support and opportunities they need to succeed. As future educators, you will play an essential role in creating inclusive environments."
- **Closing Thoughts:** End with a reflective question: "How will you ensure your classroom is inclusive of all students, and what steps will you take to make this a reality?"
- **Homework/Extension:** For homework, ask trainees to write a short plan outlining how they would adapt a lesson plan to include students with different abilities or needs.

#### **Assessment:**

- **Formative Assessment:** Observe trainees' participation during the group work and scenario discussions. Assess their understanding of inclusive education principles by how well they apply these principles to real-life teaching situations.
- **Peer Assessment:** Allow trainees to share their ideas during group presentations and provide feedback to each other.

- **Reflection Assessment:** Review the reflections written by trainees to gauge their understanding of how inclusive education practices can be applied in their future classrooms.

### **Reflection:**

- **Teacher Reflection:** After the lesson, reflect on the effectiveness of the group activities and discussions. Were the case studies relevant to trainees' experiences? Did they engage with the material and share ideas effectively?
- **Adjustments for Future Lessons:** Consider using more interactive examples or videos of inclusive classroom practices to enhance understanding. Incorporating role-play exercises could also help trainees practice applying inclusive strategies in realistic settings.



## **APPENDIX I**

### **TEACHING PRACTICE SITE APPROVAL FORM**

This form must be completed and submitted to the concerned Regional Office/Center of the Allama Iqbal Open University for approval at least 01 week before the start of teaching practice.

Student Name: .....

Registration No: .....

Name & Address of School: .....

Phone Number of School: .....

Principal/Head Teacher Name: .....

## **APPENDIX II**

### **TEACHING PRACTICE LETTER**

**Respected Head of the Institution,**

Mr./Ms./Mrs. \_\_\_\_\_ Is a student of B.Ed. (1.5/2.5/04 years) under registration number \_\_\_\_\_ in Allama Iqbal Open University, Islamabad. He/she needs to perform teaching practice in the school as a requirement of his/her degree program. Kindly facilitate him/her by providing this opportunity in your institution.

**Director,  
Regional Center, AIOU,  
Islamabad.**

### APPENDIX III

#### TEACHING PRACTICE COMPLETION CERTIFICATE

**Note: The teaching practice completion certificate must be printed on a page with the school letterhead. It must have the signature of the school principal, contact information (official phone number and email of the school principal) and the official stamp.**

It is certified that Mr./Ms./Mrs. \_\_\_\_\_ Son/Daughter of \_\_\_\_\_,  
Roll No. \_\_\_\_\_ Registration number \_\_\_\_\_,  
has completed the teaching practice of 04 weeks duration from date-month-year till  
date-month-year for the course 'Teaching Practice (code: 6997)' in  
school \_\_\_\_\_  
(mention the complete school name here). He/she was an active and responsible  
teacher during his/her teaching practice in the above-mentioned school.

(Headteacher Name & Signature)  
(School Name)

## APPENDIX IV

### ATTENDANCE RECORD FOR TEACHING PRACTICE IN SCHOOL

School Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Registration: \_\_\_\_\_

S#	Date	Arrival Time	Teacher's Signature	Departure Time	Teacher's Signature
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