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TEACHER IMMERSION PROGRAMME FOR EDUCATORS FROM BHUTAN

In collaboration with
the Ministry of Education & Skills Development, Bhutan

Date: 25th April 2025

Venue: Nehru World School, Ghaziabad, India

Nehru World School warmly welcomes the delegation of Bhutanese educators on a journey of shared learning and collaboration.

Teacher Immersion Programme

Nehru World School

Think about a time when you were a student and felt truly engaged and learnt deeply.
What made that experience stand out?

Active Learning

Pluses

Minuses

Interesting



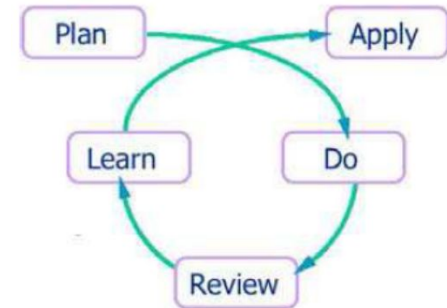
Active Learning

How do we go about it in our classrooms?

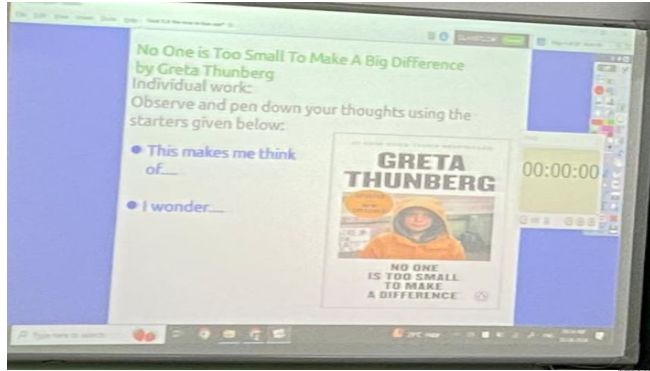
“Active learning on the one hand has to do with learners making decisions about learning and on the other hand making active use of thinking.”

Simons PR-J (1997), “Definitions and theories of active learning” in Stern D and Huber GL (Ed.), *Active Learning for Students and Teachers: reports from eight countries*. Frankfurt, OECD/Peter Lang

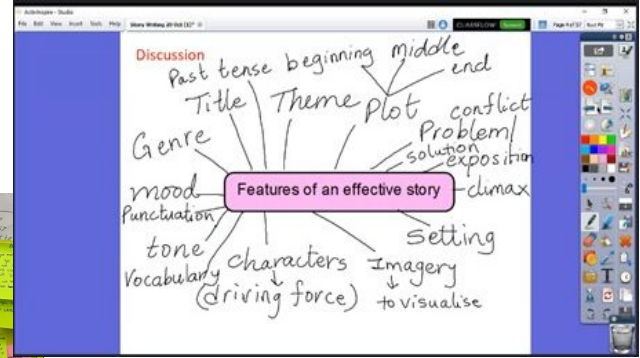
Plan: Intentional learning
Do: Engaged learning
Review: Reflective learning
Learn: Mindful learning
Apply: Consequential learning



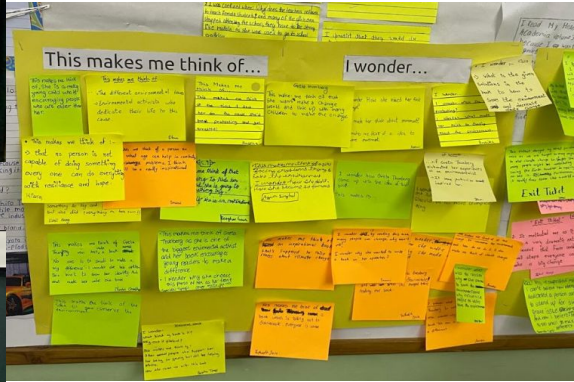
Fueling Engagement and Deeper Understanding



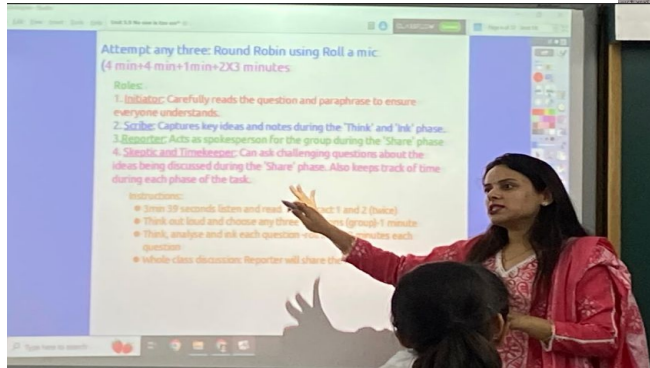
Clear and concise instructions



Collaborative work



Making Thinking visible



What active learning strategies have you been using in your classrooms to engage and motivate?

Transforming learning through strategies

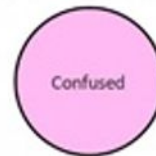
- Think Ink Pair Share
- Role Play
- KWL
- Learning Quadrant
- Self and Peer assessment
- Mind Maps
- Case Studies based on real life scenarios
- Group work
- Circle, Square, Triangle

<p>Schema Briefly list what you already know about Notice Writing.</p>	<p>Emotions How do you feel about writing a notice?</p>
<p>Connections How does this topic connect to previous topics?</p>	<p>Queries Pen down your queries on this topic before the class begins.</p>

Reflection Task

Complete the Exit Ticket.

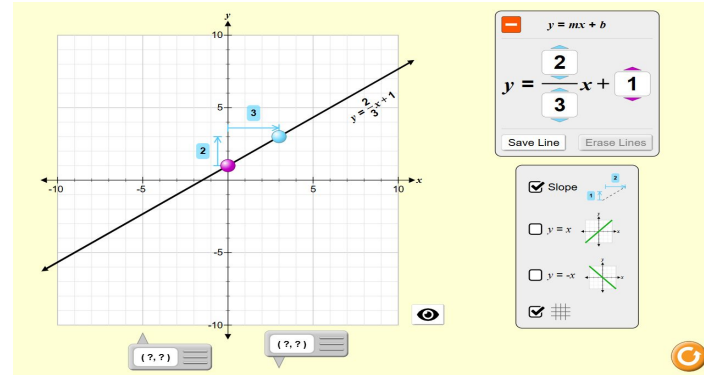
Circle, Square, Triangle?



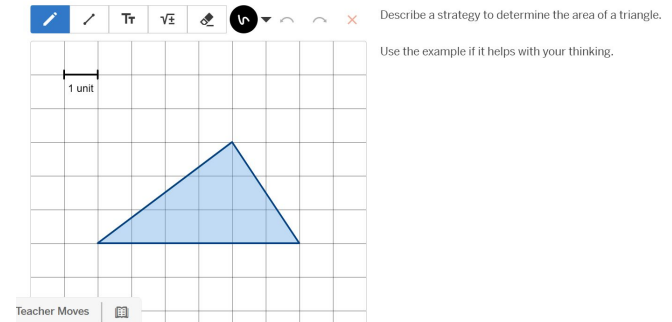
- something about story writing that is still circling around in your head
- something about story writing that is now "squared" with your thinking
- something about story writing that is pointed out in your brain

Integrating Technology

- Use of Cambridge digital resources: <https://www.cambridge.org/go/>
- Padlet : https://padlet.com/dashboard?filter=combined_recents&mobile_page=LayoutPicker
- Picker Wheel: <https://pickerwheel.com/>
- PhET colorado: <https://phet.colorado.edu/>
- Desmos: <https://teacher.desmos.com/>
- Transum: <https://www.transum.org/>
- Khan Academy: <https://www.khanacademy.org/>

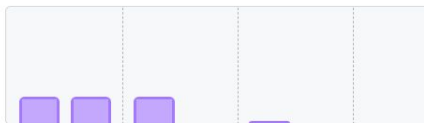


Phet colorado



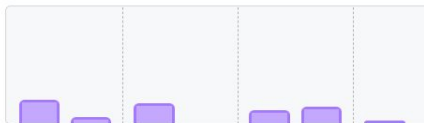
Desmos

Khan Academy: Overview



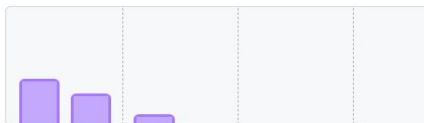
Lines and angles

Class median: 16% mastery



Data handling and presentation











Class median: 20% mastery



Perimeter and Area

Class median: 8% mastery

Course Content >

-  Last lesson
-  My course
-  Messages
-  Progress
-  Directed tasks
-  Tests
-  Lightning Round competitions
-  Dictionary
-  Games
-  Manage bookmarks

Chapter 14: Position and transformation

< 14.1 Maps and plans >

Lower Secondary Mathematics 7

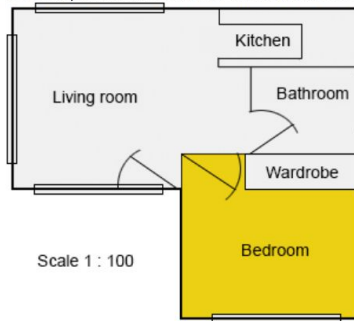
Section Exercise Resources Walkthroughs & quizzes



Walkthroughs

Walkthrough 1

Use the plan to calculate the dimensions of the bedroom.



Quizzes

Level 1	Level 2	Level 3	Challeng
★	★	★	★

Level 1

The answers are found in the lesson notes.

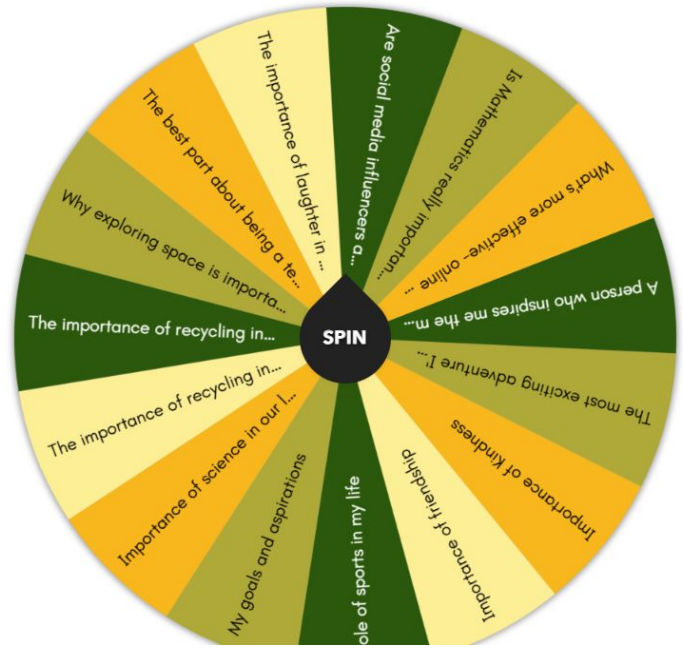
Level 2

These questions check your understanding of the basic skills covered in this lesson. They are similar to questions found in the lesson notes and walkthroughs.

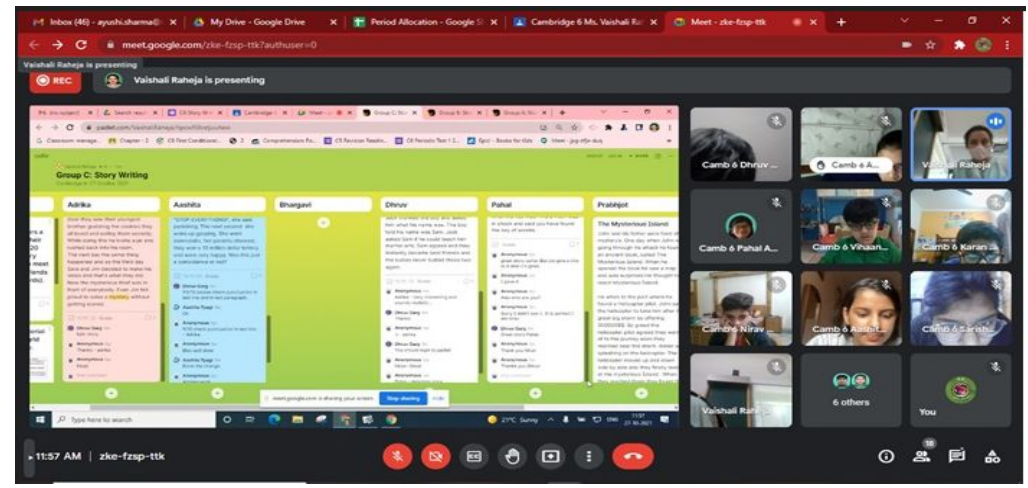
Level 3

These questions may require you to use pencil and paper. You will need to understand the maths in this lesson and aspects of earlier

Integrating Technology



Picker Wheel



Padlet

Unlocking Classroom Benefits

- Creates a **dynamic learning environment**.
- Enhances **engagement** and **motivation**.
- Improves **critical thinking** skills.
- Makes **thinking** visible.
- Fosters **collaboration**.
- Opportunities for **constructive feedback**.
- Augments **self-esteem** and **autonomy**.
- Sparks **creativity** and **innovation**.
- Promotes **inclusivity**.

	<i>English</i>	<i>Maths</i>	<i>Science</i>	<i>Drama</i>	<i>History</i>
Plan	Clarify purpose and point	Clarify the problem	Raise a question and design test	Imagine role and plot	Decide focus
Do	Create a draft	Try out strategies	Conduct experiment	Rehearse	Collect sources
Review	Try out with a reader	Compare their effects	Analyse results	Revisit	Identify standpoints
Learn	Consider the feedback received	Decide which strategy to choose	Relate to key ideas	Re-imagine	Evaluate
Apply	Redraft and publish	Use on another example	Predict another result	Perform	Consider other time or place

Empowering Learners: Metacognition



The Learning Cycle

Thinking about your own thinking processes and strategies.

Flavell's definition (1979):
Knowledge and regulation of cognition.



Making Learning Visible: Strategies to cultivate Metacognition



Think-Alouds

Model how to articulate thought processes.



Self-Questioning

Encourage students to ask questions about learning.



Reflection Journals

Promote regular self-assessment and goal tracking.



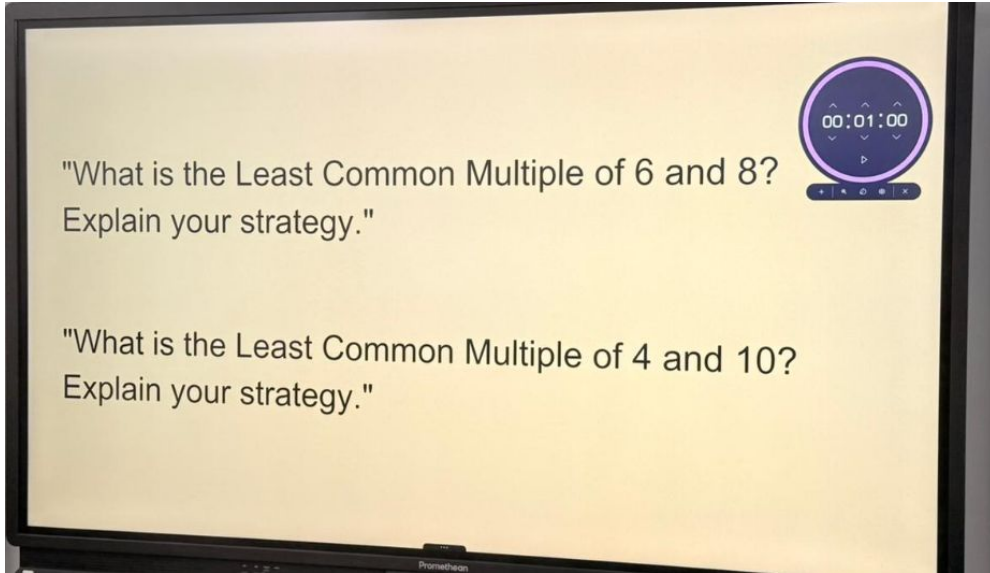
Error Analysis

Teach learning from mistakes to improve understanding.

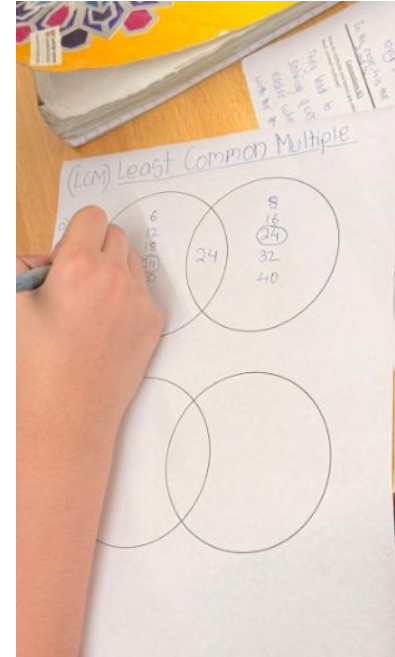
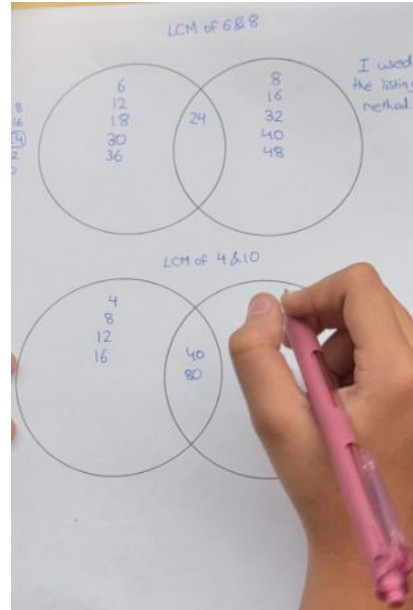


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Metacognition in Action



Self- review



Students' work

Real Life Scenarios

What components can you identify here?

During a math lesson, Liam tackles a word problem by picking out key numbers and thinking through the operation needed. As he works, he notices the result seems off and reconsiders whether he chose the correct method. He corrects his approach and later remarks that being more careful with the process helped him avoid mistakes.

During a literature lesson, students are divided into groups and each takes on the role of a character from a novel. They act out a mock courtroom scene where one character is on trial, using textual evidence to defend or accuse.



From Activity to Insights: Final Thoughts

Wellbeing



Pause and Feel A Mindful Moment

Sit comfortably and close your eyes gently.

Take a deep breath in... and slowly exhale.

As your mind begins to settle, reflect on this question:

“What emotion quietly surfaced during this moment of stillness?”



Emotions Wall

Helps recognise and name emotions.

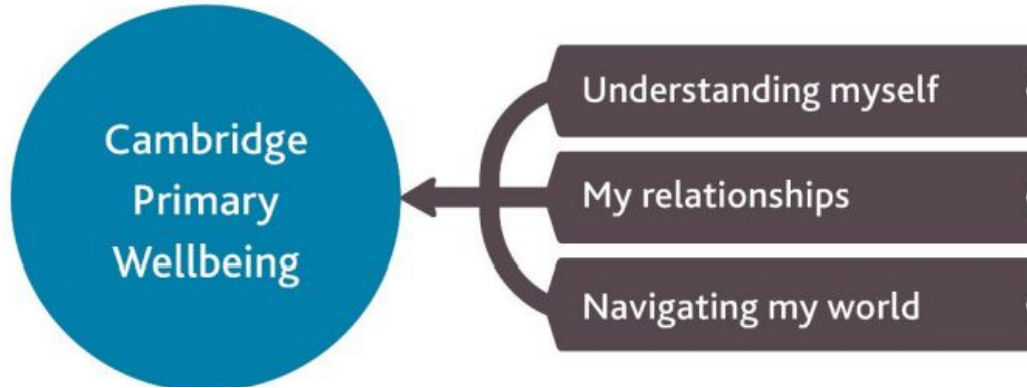
Promotes self-awareness and reflection.

Builds a culture of **empathy and connection**.

Gives insight into students' **emotional wellbeing**.



Wellbeing Planning



Understanding myself

- Identifying emotions
- Managing emotions
- Healthy habits

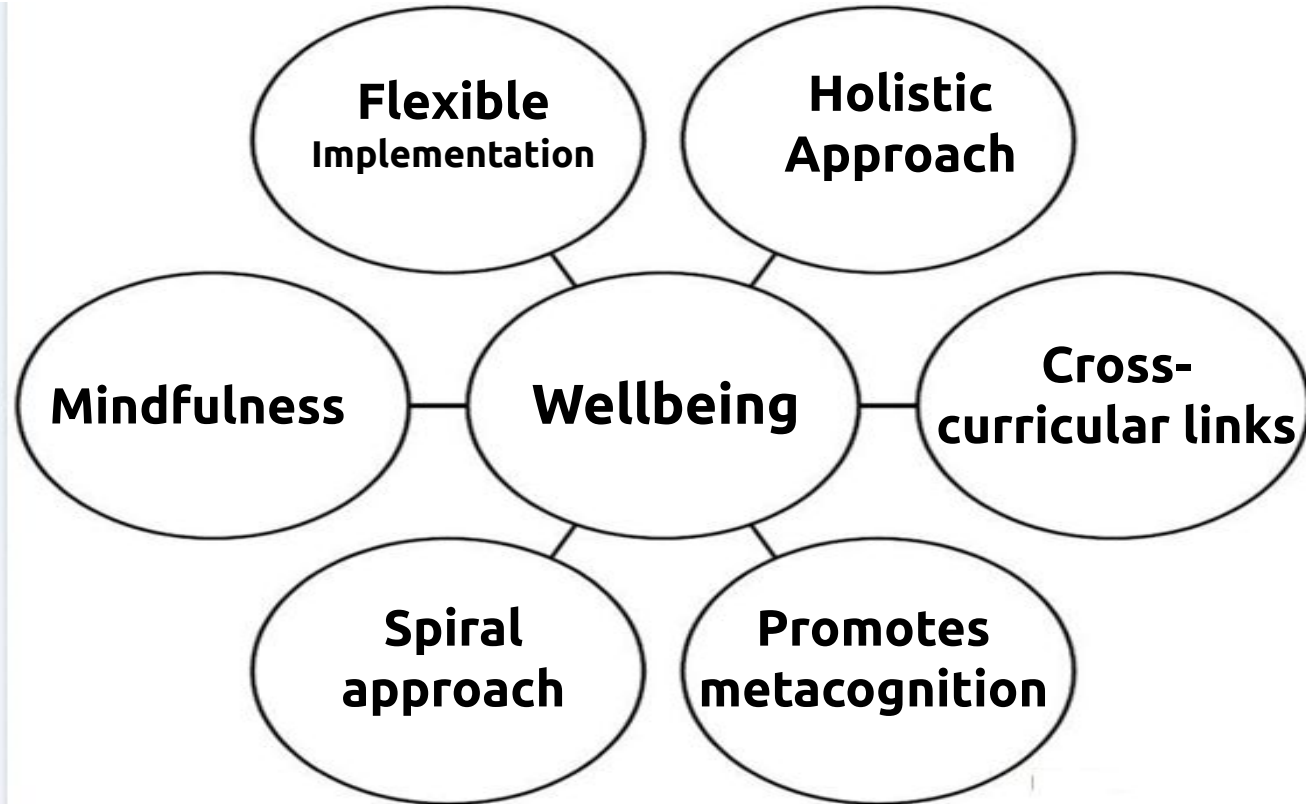
My relationships

- Healthy relationships

Navigating my world

- Staying safe
- Dealing with change
- Making a difference

Key features of the curriculum



Suggested Activities

- Doodle Therapy

<https://youtube.com/shorts/kpQlVtcxCkk?feature=shared>

- Writing Meditation

<https://youtube.com/shorts/1oip5bALatY?feature=shared>

- Monkey meditation

https://youtu.be/qtapT_dp5NQ?feature=shared

- To manage anger- deep breathing , belly breathing, reverse counting

<https://youtu.be/RiMb2Bw4Ae8?feature=shared>

- What to do when you feel nervous- EFT Tapping (reduces anxiety).

https://youtube.com/shorts/3jDPf_SzsRE?feature=shared

- Shake off your icky feeling

https://youtu.be/ORRdf_nLc_l?feature=shared

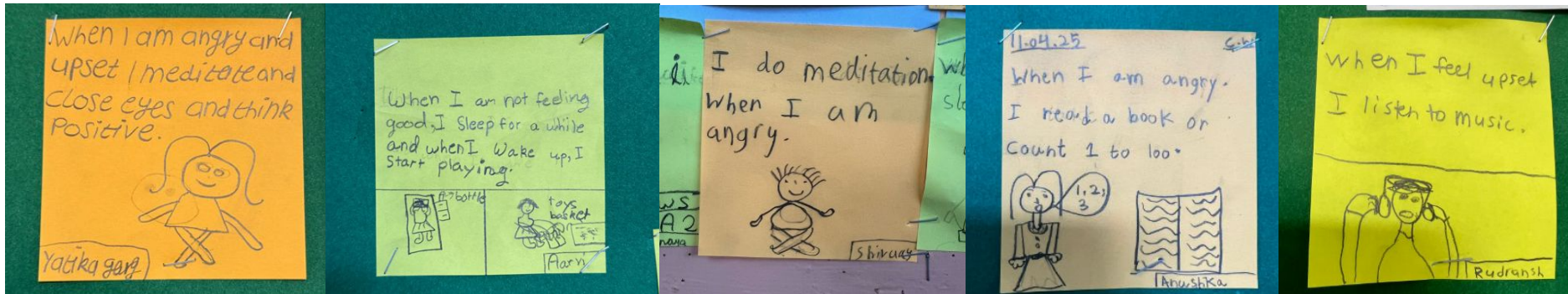
Worry to Wisdom



Wellbeing in Action

Worry Jars

- Identify patterns and individual concerns.
- From worries to solutions — let's reflect, express, and resolve together.



Wellbeing in Action

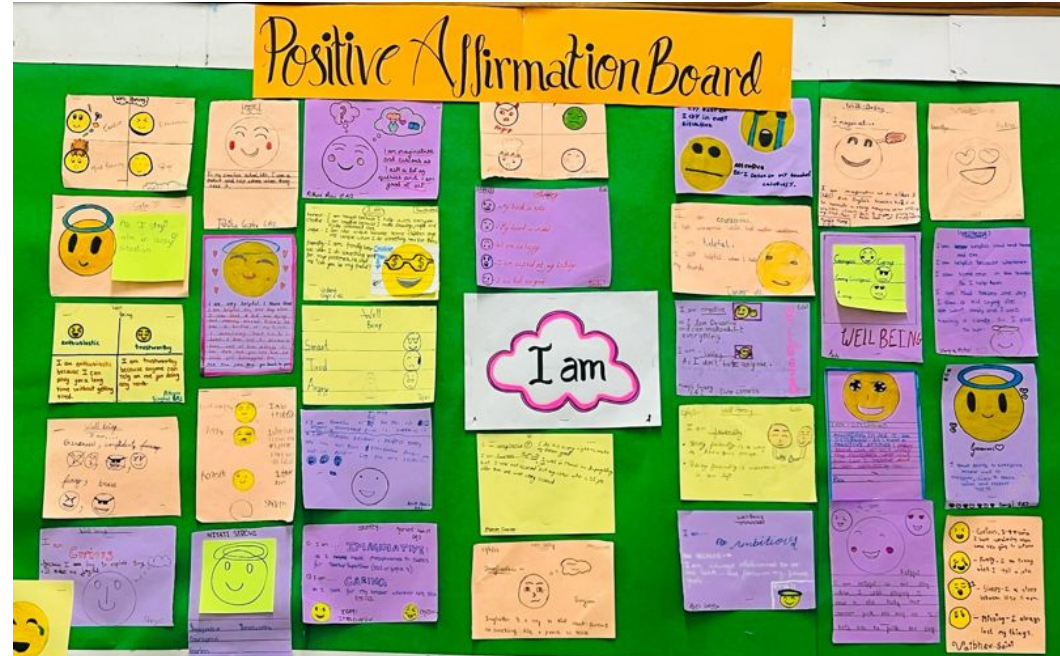
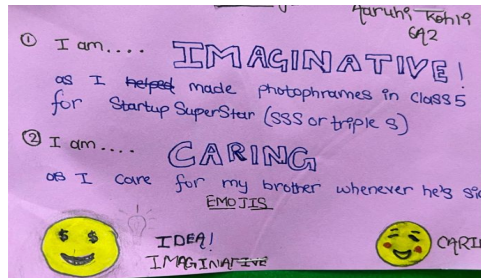
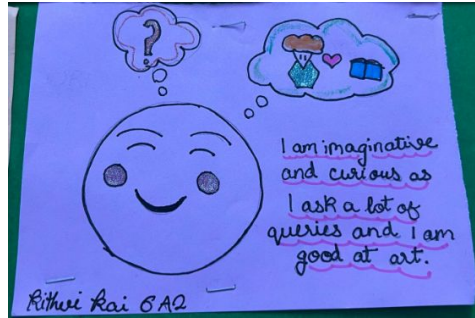
Mood meter

Livid	Panicked	Frustrated	Shocked	Stunned	Energised	Thrilled	Ecstatic	Euphoric	Exhilarated
Enraged	Terrified	Peeved	Worried	Annoyed	Positive	Connected	Joyful	Enthusiastic	Elated
Irate	Frightened	Angry	Nervous	Concerned	Glad	Inspired	Happy	Motivated	Excited
Furious	Anxious	Agitated	Unsure	Excluded	Amused	Focused	Cheerful	Proud	Surprised
Disgusted	Scared	Troubled	Restless	Uneasy	Satisfied	Pleased	Hopeful	Optimistic	Lively
Apprehensive	Ashamed	Guilty	Deflated	Complacent	Easy-going	Safe	Chilled	Respected	Blessed
Sullen	Glum	Disheartened	Discouraged	Bored	Relaxed	Secure	Content	Thankful	Fulfilled
Exhausted	Fatigued	Sad	Miserable	Pessimistic	Thoughtful	Composed	Calm	Grateful	Tranquil
Alienated	Depressed	Disappointed	Tired	Confused	Mellow	Peaceful	Balanced	At Ease	Collected
Despair	Inconsolable	Anguished	Hopeless	Lonely	Listless	Sleepy	Restful	Comfy	Serene

By-David Caruso, Marc Brackett
 Based on- Emotional intelligence and emotional literacy.
<https://www.templateroller.com/edit/2613844>

Wellbeing in Action

Positive Affirmation Boards



Wellbeing in Action

Circle Time



Wellbeing in Action

Read Aloud

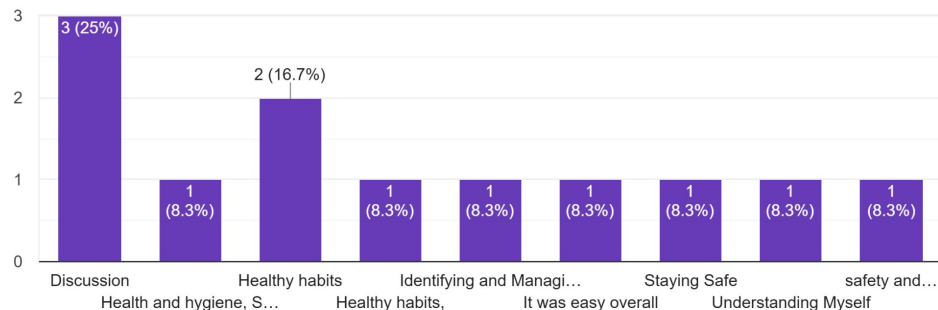
- Selecting a book aligned with the **emotional theme**.
- Using it as a **conversation starter**.



Evidence-Based Interventions

2. Which aspects of the Wellbeing curriculum did you find easiest to implement?(mention the topics)

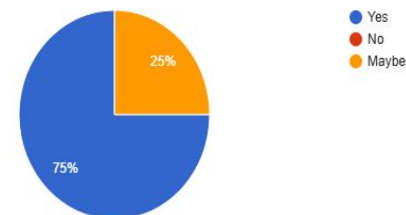
12 responses



5. Did you notice any positive changes in your students' behavior or well-being as a result of the curriculum?

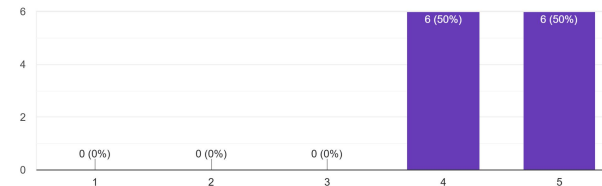
[Copy chart](#)

12 responses



4. How engaged were your students during the Wellbeing activities?

12 responses





Today's Wellness Whisper



- What was your biggest insight today?
- What's one thing you'll implement this week?