

3.2 Activity Assessment

Read the following Scenario:

Ms Shazia is a teacher of grade 2. She is teaching her class about the “sense of touch”. For this purpose, she brings different objects like a sponge, rock, cotton, and plastic toy. She holds each object and tells the students how each one feels (e.g., “The sponge is soft, the rock is hard”). Students are only asked to repeat after the teacher and memorize descriptions without touching or examining the objects themselves.

Select the correct answer:

1. What type of teaching method did the teacher mostly use in the lesson?

A. Experiential Learning



1. What type of teaching method did the teacher mostly use in the lesson?

- A. Experiential Learning
- B. Analytical Thinking
- C. Direct Instruction
- D. Collaborative Learning

2. Which important step was missed during the activity?

- A. Giving students objects to explore themselves
- B. Asking students to memorize facts
- C. Describing objects accurately
- D. Showing objects only through pictures

3. Which skill did the teacher NOT encourage during the activity?



3. Which skill did the teacher NOT encourage during the activity?

- A. Critical thinking
- B. Memorization
- C. Problem-solving
- D. Hands-on exploration.

4. How could the teacher improve the lesson to encourage analytical thinking?

- A. Let students touch the objects and describe them.
- B. Give a lecture on the sense of touch.
- C. Show pictures of different objects.
- D. Ask students to copy notes from the board.

5. What questioning

5. What questioning technique would promote analytical thinking in this scenario?

- A. How does this object feel when you touch it?
- B. Is the sponge hard or soft?
- C. Repeat after me: the rock is hard.
- D. What color is the plastic toy?

6. Which method was missing that could improve students' thinking process?

- A. Active participation
- B. Visual aids
- C. Storytelling
- D. Group reading

7. What kind of questions would promote higher-order



7. What kind of questions would promote higher-order thinking?

- A. What is the name of this object?
- B. Why do you think the sponge feels soft?
- C. Is the rock heavy or light?
- D. What is the color of the cotton?

8. Why is it important for students to touch objects in this activity?

- A. It helps them explore and think critically.
- B. It keeps them entertained.
- C. It makes the class noisy.
- D. It helps them memorize the teachers explanation.

9. Which teaching approach was NOT used but would



9. Which teaching approach was NOT used but would improve the activity?

- A. Inquiry-based learning
- B. Repetition and memorization
- C. Direct instruction
- D. Visual presentation

10. How could the teacher encourage students to compare objects?

- A. By asking, Which object is softer, the sponge or the rock?
- B. By saying, The sponge is soft, remember that.
- C. By showing objects without asking questions.
- D. By giving definitions only.

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3.3 Understanding Analytical Thinking Reflection

**Select the correct
answer:**

1. WHAT IS THE PRIMARY GOAL
OF TEACHING ANALYTICAL
THINKING TO STUDENTS?

- A) MEMORIZING FACTS
- B) SOLVING PROBLEMS
LOGICALLY
- C) INCREASING TEST SCORES
- D) FOLLOWING INSTRUCTIONS
BLINDLY

2. WHICH OF THE FOLLOWING
IS NOT A COMPONENT OF
ANALYTICAL THINKING?



2. WHICH OF THE FOLLOWING IS NOT A COMPONENT OF ANALYTICAL THINKING?

- A) Observation
- B) Reflection
- C) Guesswork
- D) Problem-solving

3. HOW DOES ANALYTICAL THINKING BENEFIT STUDENTS?

- A) It enhances their ability to copy others.
- B) It improves their logical reasoning and decision-making skills.
- C) It reduces their need for group activities.
- D) It discourages creativity in problem-solving.

4. WHICH ACTIVITY BEST

4. WHICH ACTIVITY BEST PROMOTES ANALYTICAL THINKING IN A PRIMARY SCHOOL CLASSROOM?

- A) Asking students to memorize multiplication tables
- B) Encouraging group discussions about a story's moral
- C) Assigning repetitive handwriting tasks
- D) Giving direct answers to student questions

5. WHAT ROLE DOES OBSERVATION PLAY IN ANALYTICAL THINKING?

- A) It allows students to guess the answer quickly.
- B) It helps students gather information and identify patterns.
- C) It teaches students to avoid making mistakes.

5. WHAT ROLE DOES OBSERVATION PLAY IN ANALYTICAL THINKING?

- A) It allows students to guess the answer quickly.
- B) It helps students gather information and identify patterns.
- C) It teaches students to avoid making mistakes.
- D) It replaces the need for critical thinking.

6. WHY IS ENCOURAGING TEACHERS TO MODEL ANALYTICAL THINKING IMPORTANT?

- A) Students imitate the teachers ability to memorize facts.
- B) It prevents students from making errors.
- C) It helps teachers avoid answering student questions.

6. WHY IS ENCOURAGING TEACHERS TO MODEL ANALYTICAL THINKING IMPORTANT?

- A) Students imitate the teachers ability to memorize facts.
- B) It prevents students from making errors.
- C) It helps teachers avoid answering student questions.
- D) It demonstrates how to approach problems systematically.

7. WHICH OF THE FOLLOWING IS A SIGN THAT A STUDENT IS DEVELOPING ANALYTICAL SKILLS?

- A) The student copies solutions from a peer.
- B) The student asks questions to understand the root cause of a problem.
- C) The student gives up easily



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- A) The student copies solutions from a peer.
- B) The student asks questions to understand the root cause of a problem.
- C) The student gives up easily when faced with a challenge.
- D) The student memorizes definitions without application

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Read Carefully and Match the following statements with their options mentioned Above

1. Discuss and list the characteristics of each plant like sunlight, water needs

2. Choose a plant based on the class's needs and the environment

3. Compare the pros and cons of each plant based on the information you gathered.

4. Find out what the garden environment (space, light, soil) is like and what plants would grow best.

3.4 Activity Strategies For Developing Analytical Thinking Reflection

Options

A: Breaking Information

B: Brainstorming

C: Deciding

D: Interpreting

Read the following Scenario:

Imagine a group of primary school students working on a project to find the best plant for their class garden. They are asked to choose between three types of plants.

Below is a table showing the steps taken by students while working towards their target. However, the steps are presented in a jumbled order. Your task is to organize them correctly and identify the skills or strategies used in each step.

Read Carefully and Match the following statements with their options mentioned Above

1. Discuss and list the characteristics of each plant like sunlight, water needs **D**

2. Choose a plant based on the class's needs and the environment **A**

3. Compare the pros and cons of each plant based on the information you gathered. **C**

4. Find out what the garden environment (space, light, soil) is like and what plants **B**

After watching the video, read three key takeaways from the video.

10:16 am

I would choose collaborative learning as a strategy in my classroom. This approach encourages students to work together, share ideas, and solve problems collectively, which builds communication and teamwork skills. It allows learners to learn from each other's perspectives, fostering critical thinking and deeper understanding.

10:16 am

After watching the video, I would choose collaborative learning as a strategy in my classroom. This approach encourages students to work together, share ideas, and solve problems collectively, which builds communication and teamwork skills. It allows learners to learn from each other's perspectives, fostering critical thinking and deeper understanding. I would implement group projects, discussions, and peer feedback sessions to ensure active participation. This strategy also helps shy or hesitant students engage more comfortably, promoting an inclusive environment. Overall, collaborative learning creates a dynamic classroom where students are actively involved in their own and each other's learning.

10:16 am

After conducting the lesson, share your reflections below and in discussion forum.

10:21 am

After conducting the lesson, I realized that students were more engaged when activities encouraged participation and collaboration. They asked thoughtful questions and were eager to share their ideas, which showed deeper understanding. Some students needed more guidance, highlighting the importance of clear instructions and scaffolding. I also noticed that using visuals and real-life examples helped make abstract concepts more accessible. Reflecting on the lesson, I plan to incorporate more interactive activities and allow time for peer discussions. Overall, the experience reinforced the value of student-centered learning and the need to adapt strategies to meet diverse learners' needs.

10:22 am

3.6 Teachers Resource

Reflection

Select the correct answer:

1. Which of the following best demonstrates analytical thinking in the 3D dice-making activity?

- A. Students memorizing the properties of 3D shapes
- B. Students brainstorming different shapes and evaluating pros and cons
- C. Students copying a premade dice design
- D. Students folding a net without understanding the 3D shape

2. In the traffic sign activity, what decision-making process is involved when students decide where to place traffic signs?

- A. Following teacher instructions only
- B. Choosing signs randomly
- C. Surveying areas, discussing, and suggesting appropriate signs
- D. Drawing signs without checking the schools needs

3. Which method best promotes collaborative decision-making in the traffic sign activity?

- A. Individual drawing and designing
- B. Teacher-directed placement of signs
- C. Group discussion after observing the assigned areas

3. Which method best promotes collaborative decision-making in the traffic sign activity?

- A. Individual drawing and designing
- B. Teacher-directed placement of signs
- C. Group discussion after observing the assigned areas
- D. Watching videos about traffic safety

4. In the friction experiment, asking students, Why did the car travel farthest on a smooth surface?
encourages:

- A. Memorization skills
- B. Creative writing
- C. Analytical thinking and reasoning
- D. Artistic expression

5. Which of the following is an example of problem-solving in the friction experiment?

- A. Measuring the distance without comparing surfaces
- B. Rolling the car on one surface only
- C. Predicting which surface will slow the car the most and testing it
- D. Ignoring recorded data from the experiment

6. While working on the traffic sign design project, students analyze traffic conditions around the school. Which of the following demonstrates analysis?

- A. Suggesting a sign without checking the area

6. While working on the traffic sign design project, students analyze traffic conditions around the school. Which of the following demonstrates analysis?

- A. Suggesting a sign without checking the area
- B. Drawing signs based on favorite colors
- C. Observing areas, noting traffic behavior, and proposing signs accordingly
- D. Placing signs at random spots for fun.

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Read Carefully and Match the following statements with their options mentioned Above

To develop analytical thinking, teachers
1. should encourage students to engage in

Problem Solving

Group Discussion

help students learn to
2. analyze different perspectives and reach a consensus.

Using
Real Life

3. makes abstract concepts easier to understand and apply.

Encouraging
Brain Storming

allows
4. students to generate multiple solutions to a problem.

Activities that
promote
Collaboration

are
5. effective for teaching decision-making skills.

Teaching strategies should focus on

6. **Creativity** rather than rote memorization

Allowing time for
Reflection

helps
7. students evaluate their decisions and think critically

Visual Aids can

8. simplify complex ideas and support analytical thinking.

Role-playing scenarios are an excellent way to

9. build **Decision Making** in students.

Critical Thinking

Structured tasks that
10. involve collaboration foster teamwork and



3.7 Activity End Of Module Assessment

**Select the correct
answer:**

1. What strategy did the teacher use when engaging students to clean up the trash pile and understand the problem?

- a. Brainstorming
- b. Lecture
- c. Storytelling
- d. Hands-on Activity

2. Which strategy encouraged students to come up with creative





2. Which strategy encouraged students to come up with creative solutions like making art projects and plant holders from recycled materials?

- a. Critical Thinking
- b. Creative Thinking
- c. Group Discussion
- d. Teacher Modeling

3. When students proposed placing bins and designing posters, which decision-making strategy was used?

- a. Problem Solving
- b. Inquiry-Based Learning
- c. Decision Prioritization
- d. Role Play

4. What approach was applied when students made posters to spread awareness about cleanliness?

- a. Hands-on Activity
- b. Storytelling
- c. Debate
- d. Visual Aids

5. The teacher helped students reflect on the long-term impact of their cleanliness drive. Which strategy does this reflect?

- a. Decision-Making Skills
- b. Reflective Thinking
- c. Cooperative Learning
- d. Mind Mapping

6. What type of learning strategy was used when



6. What type of learning strategy was used when students participated in cleaning the trash outside the school?

- a. Experiential Learning
- b. Individual Work
- c. Role Play
- d. Lecture

7. Which analytical thinking skill was developed when students suggested separating recyclable items from trash?

- a. Comparative Analysis
- b. Categorization
- c. Analytical Reflection
- d. Visual Learning



8. Which approach reflects the teachers decision to turn the project into a school-wide campaign?

- a. Group Work
- b. Leadership Skills
- c. Collaborative Learning
- d. Goal Setting

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