

## **PROJECT/ACTIVITIES IN THE SUBJECT**

Project learning, also known as project-based learning, is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups.

Because project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they're studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

In the process of completing their projects, students also hone their organizational and research skills, develop better communication with their peers and adults, and often work within their community while seeing the positive effect of their work.

Because students are evaluated on the basis of their projects, rather than on the comparatively narrow rubrics defined by exams, essays, and written reports, assessment of project-based work is often more meaningful to them. They quickly see how academic work can connect to real-life issues and may even be inspired to pursue a career or engage in activism that relates to the project they developed.

Students also thrive on the greater flexibility of project learning. In addition to participating in traditional assessment, they might be evaluated on presentations to a community audience they have assiduously prepared for, informative tours of a local historical site based on their recently acquired expertise, or screening of a scripted film they have painstakingly produced.

Project learning is also an effective way to integrate technology into the curriculum. A typical project can easily accommodate computers and the Internet, as well as interactive whiteboards, global-positioning-system (GPS) devices, digital still cameras, video cameras, and associated editing equipment.

Adopting a project-learning approach in your classroom or school can invigorate your learning environment, energizing the curriculum with a real-world relevance and sparking students' desire to explore, investigate, and understand their world.

Activity method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated, more a person learns and longer he/she retains.

It requires active problem solving by students in finding patterns in the information through their own investigation and analysis. With continued practice in these processes, students learn not the content of the lesson but also develop many other skills.

- ❖ It enhances creative aspect of experience.
- ❖ It gives reality for learning.
- ❖ Uses all available resources.
- ❖ Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values.
- ❖ Builds the student's self-confidence and develops understanding through work in his/her group.
- ❖ Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.
- ❖ Develops happy relationship between students and students, teachers and students.
- ❖ An activity is said to be the language of the child. A child who lacks in verbal expression can make up through use of ideas in the activity.
- ❖ Subjects of all kind can be taught through activity.
- ❖ Social relation provides opportunity to mix with others.

### **Kinds of activities:**

The activities used in this strategy can be generalized under three main categories: ·

Exploratory - gathering knowledge, concept and skill.

Constructive - getting experience through creative works.

Expressional – presentations.

The Activities you could focus on:

### **Experiencing**

watching, observing, comparing, describing, questioning, discussing, investigating, reporting, collecting, selecting, testing, trying, listening, reading, drawing, calculating, imitating, modeling, playing, acting, taking on roles, talking, writing about what one can see, hear, feel, taste, experimenting and imagining.

### **Memorizing**

Sequencing ordering, finding regularities and patterns, connect with given knowledge, use different modes of perception, depict.

## **Understanding**

Structuring, ordering, classifying, constructing, solving, planning, predicting, transferring, and applying knowledge, formulating one's individual understanding, interpreting, summarizing, evaluating, judging, explaining and teaching.

## **Organizing activities**

The process of organizing activities must be based on curricular aims bringing together the needs, ideas, interests and characteristics of the children with the knowledge, skill, experience, and personality of the teacher within a given environment. The extent to which the teacher works with students individually or in groups affects the relation the teacher has with each child.

Steps required for Effective Organization of Activities.

- a. Planning.
- b. Involving children in the learning process.
- c. Each child is made an active learner.
- d. For each activity ensure you follow the principles of:-
  - ❖ What?
  - ❖ How? Work directions step by step, including:
  - ❖ With whom? Where? How long?
  - ❖ What after
- e. Ensure you give clear instructions before each activity. It must focus on the above a, b, c, d.

## **Role of a Teacher in an Activity Based Method**

- ❖ A planner,
- ❖ an organizer
- ❖ an evaluator.
- ❖ Facilitator.
- ❖ Decision maker.
- ❖ Knowledge imparter
- ❖ Disciplinarian

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