HOW-TO GUIDE

A Guide to Applying Teacher-Led Innovation in Grade Seven

COLLABORATIVE LEARNING MODELS

JULY 2026

01 Implementation Principles

This guide is designed based on the direct voice of Safiullah (a Grade 7 student) to fill the gap of discipline and motivation in middle school.

Root Evidence: Based on interviews with teachers, students, and parents, the main challenges of learning (lack of discipline when the teacher is absent, and difficulty of math and science subjects) were identified.

Inclusion: Groups of 3–5 is formed based on different ability levels (mix of strong, average, and students needing support) to make sure learning is for everyone.

Alignment: Activities are exactly matched with the textbook topics such as power rules, states of matter, and Grade 7 grammar.

02 Detailed Instruction of Learning Activities

After applying the human-centered design process, we found that students mostly face problems in reading, writing, solving math problems, and science subjects. Therefore, based on students' problems and according to the areas of comprehensive learning outcomes, we found that the topics included in the curriculum should be taught more in a practical way. This will make lessons more interesting for both students and teachers and increase their interest. Below, each area is written for students:

Language Learning Outcomes Area

Story reading and story writing: Teachers give students homework to read story books, proverbs, and riddles from the school library at home, then come to class and explain and present them. These stories are based on textbook topics and informative stories are also given to students.

Drama in historical and cultural fields: This activity is done once a week where video images of historical places such as Khanqahi Mosque, Ghiyathi Mosque, and the shrine of Nasir Khusraw Qabadiani, etc., are shown.

Organizing academic competitions: In Dari language subject at class level, competitions are held monthly. Questions are prepared before and given to students for preparation, and the winning group is announced.

Breaking and joining words in sentences: Students work in groups of 2 to 5. The teacher divides work among groups, including identifying exclamation marks, explanation, commas, semicolons, punctuation marks, question marks, dash, and strengthening cohesion and identification.

Mathematics Learning Outcomes Area

Preparing low-cost and no-cost learning materials: Students are given homework to make math learning models using waste materials (cardboard, sticks, paper, small stones, beans, etc.), bring them to class, and explain them.

Using cardboard for shapes: Shapes such as circle, diameter, rectangle, square, triangles (isosceles and equilateral), and matching shapes of two triangles are made. Students work themselves to find perimeter and area practically using these materials with teacher support.

Using sticks: Horizontal and vertical lines, right angles, obtuse angles, and intersecting lines are made using sticks. Students discuss each and are given homework to prepare these math models and bring them to class.

Using small stones, beans, and similar materials: These are used in probability topics. Since this is a new subject introduced in Grade 7, it is taught in a practical way with students.

Science Learning Outcomes Area

Connecting lessons to real life: Lesson topics are connected to real life. Also, microscopes and their types, photosynthesis, seed plants, and ecosystems, most laboratory materials are prepared before and currently through flexible budgets. Students work practically in groups and individually.

Cell: To better understand the cell, a microscope is brought to the class to see living things such as onion cells. Students observe it practically in groups.

Photosynthesis: First, information about photosynthesis is given to students. Then they are taken to the school yard to study it practically. Leaves which have a role in producing food, are discussed more. Its importance in human life, greenery, and survival of living things is explained. The following points are worked on with students: raw materials, in the presence of sunlight, are changed into prepared food (sap), which is used by both plants and living beings.

Seed plants: Students are taken to the school environment to learn about seed plants, which play an important role in human life. Humans use fruits, such as walnuts, apricots, apple, peach, etc.

Non-Academic Learning Outcomes Area (Greenery and its Importance)

About greenery: One extra hour outside the formal curriculum is given to students. Topics such as green areas and dry areas are explained. These are shown practically to students, so they understand their importance and connect it to their daily life.

04 Classroom Management and Capacity Building

Rotational leadership system: In each group, one student is selected as the group leader. In the absence of the teacher, this student is responsible for keeping the class engaged in the storytelling project instead of joking.

Teacher learning circles in the library: Teachers involved in implementing this plan share their successful experiences in groups once a month in the school library.

Trainer support: A partner organization staff member comes not for inspection, but to provide model lessons and help solve pedagogical problems in the classroom.

05 Measuring Learning Results

Quantitative results: Comparative evaluation of the percentage growth of math and science scores at the beginning and end of the year.

Qualitative results: Using a progress record booklet to record changes in students' personal development (level of cooperation and self-confidence).

Organizing an educational exhibition: In the month of Hoot, a large event is held, and the best groups and the most creative teacher are recognized in the presence of parents and council members.

06 FINAL ADVICE TO TEACHERS

Give power to the students. Let them make mistakes and find solutions in their own groups.

When a student teaches their classmate, both learn twice as much.