

Integration of Social Justice Values into Classroom Teaching

Manual for Continuous Professional
Development of Teachers



Introduction:

Continuous Professional Development (CPD) is a continuous and systematic process that enhances teachers' knowledge, skills, and professional dispositions to meet the evolving demands of education. In today's dynamic and complex classrooms, teachers are expected not only to impart subject knowledge but also to cultivate critical values such as democracy, diversity, justice, peace, equality, equity, and inclusivity. These values are central to preparing students as responsible citizens who can contribute positively to a pluralistic and democratic society like Pakistan.

The significance of CPD lies in its ability to bridge the gap between theory and practice. Research in education (Cochran-Smith, 2021; Banks, 2020) demonstrates that when teachers engage in reflective, collaborative, and hands-on professional learning, they become more effective in addressing the social, cultural, and ethical needs of their students. CPD also empowers teachers to adapt innovative teaching methodologies, challenge inequities in classrooms, and foster participatory learning environments.

CPD is particularly vital due to the challenges of large class sizes, diverse student populations, resource limitations, and socio-economic inequalities. Through structured CPD, teachers are equipped not only with content knowledge but also with strategies to promote fairness, inclusivity, and active participation among students.

This CPD program is therefore designed as a **transformative learning journey**. It provide teachers with opportunities to:

- Deepen their **understanding** of social justice values in education.
- Strengthen their **classroom practices** through experiential activities, group work, and microteaching.
- Reflect on their role as **leaders of change** in fostering a more democratic and equitable school culture.

In essence, CPD is not just training; it is an investment in teachers as lifelong learners, agents of change, and role models for their students. By engaging in this program, teachers contribute to shaping an educational system that upholds justice, peace, and equality for all learners in Pakistan.

Roohi et. al., (2023) define social justice in education as a deliberate and reflective combination of content and methods aimed at promoting equity across various social identity groups, such as race, class, gender, sexual orientation, and ability. It encourages the development of critical perspectives and actively supports social change through quality education (Grant & Agosto, 2008). Education through social justice is considered both as a goal and a method. It is characterized by collaboration, inclusion, active participation, democracy, open dialogue, empowerment, student-centered learning, and a critical examination of social structures (Hackman, 2005 as cited in Nikolaou & Papa 2017). Social justice in schools means ensuring all students have fair and equitable learning opportunities (Muhammad & Brett, 2019). It further means treating students equally, regardless of social class or background (including immigrants), ensuring fair access to education, eliminating disparities, and providing equal learning conditions.

Teachers play a key role in promoting social justice at school by making lessons fair for all students, creating a democratic and inclusive classroom, encouraging open discussions on social and political issues, fostering empathy, and using student-centered teaching methods (Niklaou & Papa 2017).

Though free and compulsory education is the fundamental right of every child, yet social justice challenges such as discrimination (based on race, cast, gender and religion), negligence of rights and responsibilities (school plant with basic facilities, teachers who are regular and punctual and skilled), inclusivity (management of students with varied intelligence types and differently abled students) and inadequate access to quality education persist in the schools of various districts of Sindh. These issues not only hinder students' cognitive, social, emotional and physical development but also perpetuate cycles of poverty, discrimination, intolerance for accepting difference and aggressive society (Bugti & Kazimi, 2022; Suhag & Khan, 2020).

This manual provides detailed workshop guidelines for seven days for teachers to integrate social justice related values into their classroom teaching with an aim to ensure fair and equal educational opportunities for all students, particularly those from marginalized communities such as various ethnic groups, religious minorities, socio-economic background, rural areas and students with special needs.

Day 1 = Workshop Plan (3 Hours)

Theme: *Teaching Democracy through Subject Teaching in Schools*

Target Audience: Public/Private School Teachers (Karachi/Pakistan context)

Duration: 3 hours

Session Objectives

By the end of the workshop, teachers will:

1. Understand the concept of democracy in education.
2. Explore ways to integrate democratic practices across subjects (Urdu, English, Islamiat, Science, Social Studies, Mathematics).
3. Engage in hands-on activities that model democratic classroom strategies.
4. Design and demonstrate democratic lesson components through microteaching.

0. Welcome & Icebreaker (15 minutes)

- **Activity:** *“Voting on Classroom Rules”*
 - Teachers are divided into groups and asked to propose 3 workshop rules.
 - All participants vote, and the most popular rules are adopted.
- **Purpose:** Models democratic participation.

1. Understanding Democracy in Education (30 minutes)

- **Mini-lecture with discussion:** Democracy as participation, respect for voice, fairness in decision-making.
- **Handout/Worksheet:** Key principles of democracy + reflection prompts.
- **Activity:** Teachers discuss *“What would a democratic classroom in Pakistan look like?”* in pairs and then share.

2. Democracy in Subject Teaching (45 minutes)

Group activity: *Integrating democracy into different subjects*

- Teachers split into subject groups: Urdu, English, Islamiat, Science, Social Studies, Mathematics.
- Each group receives a worksheet with prompts:
 - Example for Urdu: “How can a poetry lesson encourage student voice?”
 - Example for Science: “How can experiments be decided collectively?”
 - Example for Islamiat: “How do we teach Shura (name it) as a democratic value?”
 - Example for Mathematics: “How can students collaborate in solving problems democratically?”
- **Output:** Groups design a 5–10 min *democracy-infused subject activity*.

3. Microteaching Demonstrations (45 minutes)

- Groups present their **mini-lesson (5–7 min each)** showing how democracy can be practiced in their subject.
- Peers use a **feedback rubric** (given as a handout) focusing on:
 - Student participation
 - Respect for multiple voices
 - Fairness in activity design
- Facilitator gives constructive feedback.

4. Reflection & Action Planning (30 minutes)

- **Activity:** Reflection Circle – Each teacher shares:
 1. One way I already practice democracy.
 2. One new strategy I will apply.
- **Action Plan Worksheet:** Teachers set 2 personal commitments for democratic teaching in their subjects.

5. Closing & Takeaway (15 minutes)

- Summary of key points.
- Distribution of a **Democratic Teaching Strategies Checklist** (handout for classroom use).

Materials Needed

- Flip charts, markers, sticky notes
- Worksheets:
 - Democracy principles handout
 - Subject-integration worksheets
 - Feedback rubric for microteaching
 - Action plan template
 - Democratic strategies checklist
- Projector (optional) for examples

Presenter Notes (Literature Integration)

- **Dewey (1916/2016):** Education should prepare students for democratic citizenship by giving them real experiences of participation.
- **Banks (2020):** Multicultural democratic classrooms empower all voices, especially marginalized ones.
- **Freire (2018):** Dialogue is central to democratic teaching—students and teachers co-create knowledge.
- **Pakistan Context:** NEP (National Education Policy) stresses democratic values but classroom practices often remain authoritarian; PD helps bridge this gap.

Day 2 = Workshop Plan (3 Hours)

Theme: *Teaching Diversity through Subject Teaching in Schools*

Target Audience: Public/Private School Teachers (Karachi/Pakistan context)

Duration: 3 hours

Workshop Objectives

By the end of the session, teachers will:

1. Understand the concept of **diversity in education** (cultural, linguistic, gender, socio-economic, learning abilities).
2. Identify challenges and opportunities of diversity in Pakistani classrooms.
3. Explore strategies for **integrating diversity into subject teaching** (Urdu, English, Islamiat, Science, Social Studies, Mathematics).
4. Practice lesson adaptations through **hands-on activities and microteaching**.

0. Welcome & Icebreaker (15 minutes)

- **Activity:** *“Who am I?” Diversity Circle*
 - Teachers introduce themselves by sharing one unique aspect of their identity (e.g., language, hometown, teaching style).
 - Reflection: How do diverse backgrounds enrich learning spaces?
- **Purpose:** Set the tone of valuing differences.

1. Understanding Diversity in Education (30 minutes)

- **Mini-lecture & discussion:** Diversity types (ethnic, religious, linguistic, gender, ability, socio-economic).
- **Handout:** Key concepts of diversity with examples from Pakistani classrooms.
- **Activity:** *Think-Pair-Share* → “What diversity do you see in your classroom? How does it affect learning?”

2. Teaching Diversity through Subjects (45 minutes)

- **Group Work (Subject-based):** Teachers divided into groups (Urdu, English, Islamiat, Science, Social Studies, Mathematics).
- **Worksheet prompts:**
 - *Urdu:* Use folk stories from different cultures of Pakistan to highlight diversity.
 - *English:* Encourage multilingual expression (students translate proverbs from their home languages).
 - *Islamiat:* Teach tolerance and respect for all human beings as emphasized in Islamic teachings.
 - *Science:* Show examples of diverse scientists from Pakistan and the world.
 - *Social Studies:* Highlight diverse provinces, ethnicities, and traditions of Pakistan.
 - *Mathematics:* Discuss how word problems can reflect local contexts (different markets, family sizes, occupations).

- **Output:** Each group designs a short **lesson activity** demonstrating how diversity can be highlighted.

3. Microteaching Demonstrations (45 minutes)

- Each subject group presents a **5–7 min lesson activity** integrating diversity.
- Peer teachers use a **feedback rubric** (handout provided) focusing on:
 - Inclusion of multiple perspectives.
 - Respect for linguistic/cultural/gender diversity.
 - Classroom strategies to engage all learners.
- Facilitator summarizes best practices.

4. Reflection & Action Planning (30 minutes)

- **Activity:** “One thing I will start, stop, and continue” – Teachers write on cards regarding diversity practices.
- **Action Plan Worksheet:** Teachers set 2 concrete strategies to apply in their subject teaching.
- **Sharing Circle:** Volunteers share their commitments.

5. Closing (15 minutes)

- Summary of key takeaways.
- Distribution of **Diversity Strategies Checklist** (practical classroom tips).

Materials Needed

- Flip charts, markers, sticky notes
- Worksheets:
 - Diversity concept sheet
 - Subject-integration templates
 - Feedback rubric for microteaching
 - Action plan template
 - Diversity strategies checklist
- Projector (optional, for showcasing case studies and examples)

Presenter Notes (from literature)

- **Banks (2020):** Multicultural education promotes learning about and from diverse groups to build social cohesion.
- **Nieto (2019):** Teachers must validate students' cultural and linguistic identities to enhance engagement.
- **Gay (2020):** Culturally responsive teaching improves equity by connecting curriculum to students' backgrounds.
- **Pakistani Context:** With over 70 languages and multiple ethnic groups, classrooms naturally reflect diversity, yet teaching practices often fail to acknowledge or celebrate it. PD helps bridge this gap.

Worksheet 1

Understanding Diversity in My Classroom

Instructions: Reflect on your classroom and answer the following questions.

1. What types of diversity (cultural, linguistic, gender, socio-economic, ability) exist in your classroom?
2. How does this diversity influence student participation and learning?
3. What challenges do you face in addressing this diversity?
4. What opportunities does diversity create for learning?

Worksheet 2

Integrating Diversity into Subject Teaching

Instructions: In your subject group, use this template to design an activity/lesson that integrates diversity.

Subject	Activity Idea (Integrating diversity)	How does it respect/ celebrate diversity?
English		
Mathematics		
Urdu		
Science		
Islamiyat		
Social Studies		

Worksheet 3

Microteaching Feedback Rubric

Instructions: Use this rubric to provide feedback on your peers' microteaching demonstrations.

Criteria	Excellent (3)	Satisfactory (2)	Needs Imp (1)	Score
Inclusion of Diversity	Lesson explicitly celebrates and integrates multiple forms of diversity.	Lesson references diversity but not fully integrated	Little/no reference to diversity	
Student Participation	All students encouraged to participate equally	Some participation encouraged	Participation limited to few students	
Cultural/Linguistic Sensitivity	Uses examples from multiple cultures/languages	Some cultural references used	No attention to cultural or linguistic diversity	
Teaching Strategy	Innovative and engaging strategies used	Strategies somewhat engaging	Strategies not engaging or inclusive	

Worksheet 4 **My Diversity Action Plan**

Instructions: Write down 2–3 strategies you will implement in your classroom to support diversity.

- **Strategy One:**

- **Strategy Two:**

- **Strategy Three:**

Day 3 = Workshop Plan (3 hours)

Theme: Teaching *Justice* through School Subjects

Target Audience: Public/Private School Teachers (Karachi/Pakistan context)

Duration: 3 Hours

1. Workshop Objectives

By the end of the session, teachers will be able to:

- Understand the meaning of justice as a social justice value.
- Explore how justice can be integrated into different school subjects (Urdu, English, Islamiyat, Science, Social Studies, and Mathematics).
- Design and practice lesson activities that promote fairness, responsibility, and ethical decision-making.
- Reflect on their own role as just educators in promoting equity and impartiality.

Part 1: Introduction & Conceptual Clarity (30 minutes)

- **Icebreaker:** “*Fair or Unfair?*” (Facilitator reads/talks about classroom scenarios; teachers decide if the action is just or unjust).
- **Mini-Presentation:** What is justice in education? (fair treatment, equal opportunities, respecting rights).
- **Discussion Prompt:** “How do students experience injustice in our classrooms?”

Handout 1: Key concepts of justice in schools (with examples from literature and classroom practices).

Part 2: Justice Across the Curriculum (60 minutes)

Activity 1 – Subject Integration (Group Work)

- Teachers divided into subject groups.
- Each group receives a worksheet template

Subject	Activity Idea (Integrating Justice)	Justice Element (Fairness, Rights, Equity)
Urdu		
Science		
Islamiyat		
Mathematics		
Social Studies		
English		

Examples for guidance:

- **Urdu:** Write a short story on fairness in friendship.

- **English:** Role-play on fairness in distributing resources.
- **Islamiyat:** Explore Quranic verses/hadiths on *adl* (justice).
- **Science:** Discuss fairness in environmental issues (e.g., access to clean water).
- **Math:** Word problems on fair distribution (sharing costs/resources).
- **Social Studies:** Historical cases of justice and injustice in Pakistan.

Each group designs **one short activity** (10 minutes lesson plan).

Part 3: Microteaching Demonstration (60 minutes)

- Groups **present their activity in microteaching format** (5–7 minutes each).
- Peers use **Feedback Rubric** to evaluate justice integration.

Rubric Criteria:

- Clarity of justice value in activity.
- Relevance to subject content.
- Engagement of students.
- Practicality in a real classroom.

Handout 2: Microteaching Feedback Rubric (scoring table).

Part 4: Reflection & Action Planning (30 minutes)

- **Activity:** “My Justice Pledge” – Teachers write 2 strategies they will implement to promote justice in their classrooms.
- **Sharing Circle:** Selected teachers share pledges with the group.
- **Wrap-Up:** Facilitator highlights link between justice and other social justice values (equity, diversity, inclusivity).

Handout 3: Action Plan Worksheet

Strategy	How I Will Implement	Expected Impact

3. Materials Needed

- Printed handouts & worksheets
- Chart papers, markers
- Scenario cards for icebreaker

- Rubric sheets for peer feedback

4. Notes for Presenter (from literature)

- **Justice in education** involves more than fairness in marks — it includes *equal participation, voice, and opportunities* (Rawls, 2001; Shapiro, 2019).
- Research in Pakistan highlights how **teacher bias and unequal expectations** often perpetuate injustice (Hoodbhoy, 2020).
- Embedding justice in **all subjects** helps students practice fairness in daily life, not just in civics classes (Banks, 2017).

Worksheet 1

Classroom Scenarios: “Fair or Unfair?”

Instructions: Read each scenario aloud. Teachers decide if it is “Just” or “Unjust” and explain why.

1. A teacher gives more time to answer questions to students who speak Urdu fluently but cuts short Sindhi-speaking students.

2. During group work, boys are always made leaders while girls are given note-taking roles.

3. A teacher fairly divides classroom supplies (markers, books) among all groups, regardless of who is “smarter.”

4. Students from low-income families are seated in the back rows and not encouraged to participate.

5. Marks are awarded not only for correct answers but also for effort and improvement.

6. A student is punished for being late even though the school bus broke down.

Handout 1 **Key Concepts of Justice in Education**

Justice in the Classroom Means:

- **Fairness:** Equal rules and expectations for all students.
- **Rights:** Respecting students' right to speak, learn, and be safe.
- **Equity:** Providing additional support to disadvantaged learners.
- **Responsibility:** Teaching accountability and ethical choices.
- **Participation:** Ensuring every student has a voice.

Justice is not just about discipline — it is about fairness in opportunities, treatment, and respect.

Worksheet 2 **Subject Integration of Justice**

Subject	Activity Idea	Justice Element (Fairness, Rights, Equity)
Urdu	Write a story on fairness in friendship.	Fairness in relationships
English	Debate: "Should every student get equal chances in class?"	Equal opportunities
Islamiyat	Discuss the Quranic concept of <i>adl</i> (justice).	Rights & ethical choices
Science	Activity on fair use of natural resources.	Environmental justice
Social Studies	Case study on judicial system in Pakistan.	Rule of law
Mathematics	Word problem on fair distribution of money among groups.	Equity in sharing

Task for Teachers: Fill in this table with your own subject activity.

Worksheet 3 **Justice Lesson Planning**

Design a short lesson (10 min) that integrates justice into your subject.

Subject: _____

Topic: _____

Justice Value Highlighted: _____

Activity/Method: _____

Expected Student Outcome: _____

Worksheet 4 **Justice Action Plan**

My Justice Pledge for My Classroom

Strategy How I Will Implement Expected Impact

Microteaching Feedback Rubric

Criteria	Excellent (3)	Satisfactory (2)	Needs Imp. (1)	Score
Integration of Justice	Lesson clearly highlights justice value and links to content	Some justice element mentioned but weakly integrated	Justice not visible in lesson	
Fair Participation	All students encouraged to participate equally	Some participation encouraged	Only few students involved	
Relevance to Subject	Justice concept fits naturally with subject	Somewhat relevant topic	Forced, not connected to subject	
Teaching Strategy	Innovative, engaging, and student-centered	Somewhat engaging	Traditional, teacher-centered	

Day 4 = Workshop Plan (3 hours)

Theme: Teaching *Peace* through School Subjects

Target Audience: Public/Private School Teachers (Karachi/Pakistan context)

Duration: 3 Hours

Expected Outcomes

By the end of the workshop, teachers will be able to:

1. Define peace as a teaching value in the Pakistani school context.
2. Identify classroom conflicts and resolve them through peaceful strategies.
3. Use **case studies** and **role plays** as active teaching methods.
4. Integrate peace education into subject teaching.

1. Introduction & Icebreaker – “What Does Peace Mean to Me?” (20 minutes)

- **Objective:** Build personal connection to the concept of peace.
- **Activity:** Each participant shares one word or short phrase describing peace on sticky notes/board (e.g., *respect, calm, fairness, forgiveness*).
- **Facilitator Note:** Highlight that peace is not just absence of conflict, but presence of justice, respect, and positive relationships.

2. Mini Lecture & Discussion – Peace in Education (20 minutes)

- **Objective:** Provide conceptual clarity.
- **Content:**
 - Peace as a **core social justice value**.
 - Peace through **positive classroom environment** (non-violence, dialogue, cooperation).
 - UNESCO & Pakistani curriculum references.
- **Handout:** “Teaching Peace in the Classroom” (definitions + examples from curriculum subjects).

3. Case Study Activity – “Conflict in the Classroom” (40 minutes)

- **Objective:** Analyze real-life situations and apply peace-oriented strategies.
- **Method:** Case study method in groups.
- **Steps:**
 1. Distribute **case study sheets** (e.g., student bullying, ethnic language conflict, teacher favoritism, group fight in playground).
 2. Groups analyze:
 - What is the conflict?
 - What could escalate the conflict?
 - What peace strategy can resolve it?
 3. Share solutions with all participants.

- **Facilitator Role:** Connect group solutions with concepts of **dialogue, empathy, fairness, restorative justice.**

4. Role Play Activity – “Practicing Peace in Teaching” (45 minutes)

- **Objective:** Enable teachers to model peacebuilding in classrooms.
- **Method:** Role play in subject-specific contexts.
- **Steps:**
 1. Divide participants into subject groups (Science, Urdu, Islamiat, Social Studies, English, Mathematics).
 2. Each group prepares a **5-minute role play** where a conflict arises in class and is resolved through **peaceful teaching strategies.**

Urdu: A debate between students with different opinions resolved through respectful dialogue.

Science: Conflict over lab resources resolved through fair sharing.

Islamiat: Teaching *Sulh* (reconciliation) through Hadith examples.

Math: Group dispute over marks in group activity resolved through fairness.

Social Studies: Role play on resolving inter-ethnic misunderstandings.

3. Groups perform, others observe.

Microteaching Rubric: Observers evaluate each group (criteria: clarity of peace value, realism of conflict, creativity, inclusivity).

5. Reflection & Action Plan – “Peace Pledge” (30 minutes)

Objective: Translate learning into practice.

- **Activity:** Each teacher completes a worksheet:
 - *One conflict I face in my classroom.*
 - *One peace strategy I can apply.*
 - *My pledge for promoting peace among my students.*
- **Sharing:** Volunteers present their pledges.
- **Facilitator Wrap-up:** Emphasize peacebuilding as ongoing practice in everyday teaching.

Workshop Materials Needed

Case study handouts (2–3 scenarios per group).

Role play instructions.

Worksheets (Peace Pledge & Case Study Analysis).

Microteaching feedback rubric.

Chart paper, markers, sticky notes.

Teaching Peace in the Classroom

(Workshop Handout)

1. What is Peace?

- **Definition:** Peace is more than the absence of conflict. It means building a classroom culture where students feel safe, respected, and valued. It involves promoting harmony, empathy, tolerance, and problem-solving.
- **UNESCO View:** Peace education fosters attitudes, skills, and behaviors that reject violence and promote respect for human rights and justice.

2. Why Teach Peace in Schools?

- Reduces bullying, violence, and discrimination.
- Builds positive relationships among students of diverse backgrounds.
- Equips learners with conflict-resolution and critical-thinking skills.
- Promotes a culture of **cooperation, respect, and national unity**.

3. Peace in the Pakistani Curriculum: Subject Examples

Subject	How Peace Can Be Integrated	Sample Activity
Urdu	Select poems/stories that highlight brotherhood, kindness, and empathy.	Students read a poem on unity and discuss how words can heal conflicts.
English	Use stories or novels that include themes of cooperation and understanding.	Group discussion: Identify peaceful solutions characters could use instead of conflict.
Islamiyat	Highlight Quranic verses and Hadith about <i>Sulh</i> (reconciliation), patience, and compassion.	Students role-play resolving a classroom dispute using Islamic teachings.
Social Studies	Teach about diversity of cultures, religions, and provinces of Pakistan.	Class debate: “Peace is essential for national development.”
Science	Promote cooperation in lab work and respect for shared resources.	Lab groups practice fair sharing of equipment and reflect on teamwork.
Mathematics	Use problem-solving tasks to highlight cooperation and fairness.	Group project: Work in teams to solve math puzzles without competition.

4. Strategies for Teaching Peace

- **Role Play:** Let students act out peaceful conflict resolution scenarios.
- **Case Studies:** Discuss real-life or school-based conflicts and solutions.
- **Circle Time:** Create space for students to share feelings respectfully.
- **Collaborative Learning:** Encourage teamwork over competition.
- **Peace Pledges:** Students write personal commitments to promoting peace.

5. Teacher's Role

- Be a **role model** of peaceful communication.
- Encourage **dialogue instead of punishment** in resolving conflicts.
- Design lessons that promote **respect, tolerance, and empathy**.
- Create a classroom environment where **every child feels included**.

Reflection Task (for Teachers)

- One way I already promote peace in my classroom is: _____
- One new strategy I will apply after this workshop is: _____

Case Study Sheets

Case Study 1 – The Playground Fight

Two students from different ethnic backgrounds get into a physical fight during recess. Other students are watching, and some are cheering. Teachers are called to intervene.

Discussion Questions:

1. What triggered the conflict?
2. How could the situation get worse if not handled properly?
3. What peace strategies can the teacher use to resolve this?
4. How can students be involved in creating a peaceful environment?

Case Study 2 – Language Conflict in Class

In a Social Studies class, one student mocks another for speaking Sindhi instead of Urdu. The student feels humiliated and refuses to participate further in the lesson.

Discussion Questions:

1. What is the main conflict here?
2. What can the teacher do immediately?
3. What long-term steps can promote linguistic respect in the classroom?

Case Study 3 – Group Work Dispute

In a Science group activity, one student dominates and ignores others' ideas. The group starts arguing and refuses to complete the task.

Discussion Questions:

1. What is the underlying issue?
2. How can the teacher turn this into a lesson on peace and cooperation?
3. Which classroom strategies can prevent similar issues in future?

Role Play Instruction Cards

Role Play 1 – Urdu Lesson

- Scenario: Two students argue aggressively over the meaning of a poem.
- Task: Teacher and students resolve the argument through respectful dialogue and listening.

Role Play 2 – Islamiat Lesson

- Scenario: A student refuses to sit with another due to sectarian prejudice.
- Task: Teacher introduces examples from the Qur'an and Hadith about *Sulh* (*reconciliation*) and *brotherhood* to resolve the conflict.

Role Play 3 – Science Lesson

- Scenario: Limited lab equipment causes students to fight over resources.
- Task: Teacher helps them share fairly, linking peace with cooperation in scientific discovery.

Role Play 4 – Mathematics Lesson

- Scenario: Disagreement over marks in a group project escalates into name-calling.
- Task: Teacher uses fairness, negotiation, and joint reflection to settle the issue.

Role Play 5 – Social Studies Lesson

- Scenario: Students make fun of another's cultural dress during a cultural day.
- Task: Teacher uses the opportunity to highlight Pakistan's diverse cultures and respect for all traditions.

Worksheets

Worksheet 1 – Conflict Analysis

Fill in based on case studies or your classroom experiences.

Conflict Situation	Who is involved?	What triggered it?	Possible Escalation?	Peace Strategy to Apply

Worksheet 2 – Peace Pledge Action Plan

1. One conflict I often face in my classroom: _____

2. One peaceful strategy I will try: _____

3. My pledge: *I will promote peace by...* _____

Rubric
Microteaching/Role Play Feedback

Criteria	Excellent (3)	Satisfactory (2)	Needs Improvement (1)	Score
Peace Value Integration	Clear, strong demonstration of peace concepts	Some peace values shown but not strongly emphasized	Minimal or unclear peace elements	
Conflict Realism	Scenario was realistic and relatable to classrooms	Scenario was somewhat realistic	Scenario not realistic or forced	
Strategy for Resolution	Effective, innovative strategies for conflict resolution	Strategies were somewhat useful	Strategies unclear or ineffective	
Student Participation	Encouraged equal, respectful student voices	Some participation, not inclusive	Limited participation	
Creativity	Role play was engaging and creative	Some creativity shown	Little/no creativity	

Reflection Task (for Teachers)

- One way I already promote peace in my classroom is: _____
- One new strategy I will apply after this workshop is: _____

Day 5 = Workshop Plan (3 hours)

Theme: Equality as a social justice value

Target Audience: Public/Private School Teachers (Karachi/Pakistan context)

Duration: 3 Hours

Session Objectives

By the end of the workshop, participants will be able to:

1. Define and understand the concept of **equality in education**.
2. Recognize **barriers to equality** in Pakistani classrooms (gender, language, socioeconomic status, disability, etc.).
3. Apply **teaching strategies** (KWL, Think-Pair-Share, case studies, microteaching) to promote equality.
4. Integrate equality across subjects (Urdu, English, Islamiat, Science, Mathematics, Social Studies).

Time	Activity	Method/Strategy	Details
9:00 – 9:15	Welcome & Icebreaker	Pair-Share	Activity: “ <i>Equal Chances</i> ” – each teacher shares one time they felt unequal in their student or professional life, then partner summarizes. Helps build empathy.
9:15 – 9:35	Introduction to Equality	Mini-lecture + KWL	Define equality (vs equity). Teachers fill KWL chart : What I <i>Know</i> about equality, What I <i>Want</i> to learn. End of workshop: What I <i>Learned</i> .
9:35 – 10:00	Case Study Discussion	Think-Pair-Share	Case 1: A teacher gives more attention to high-achieving boys, ignoring girls. Case 2: A child with weak English is sidelined. → Teachers discuss in pairs, then share solutions.
10:00 – 10:30	Subject-based Integration I	Group Work	Groups brainstorm how equality can be taught in Urdu & English (through stories, poems, dialogues about fairness, role plays). Share examples.
10:00 – 10:30	Subject-based Integration II	Group Work	Groups brainstorm how equality can be taught in Islamiat & Social Studies (through Qur'an, Hadith, constitutional rights, cultural harmony). Share.
10:00 – 10:30	Subject-based Integration III	Group Work	Groups brainstorm how equality can be taught in Math & Science (fair sharing of resources, equal participation in lab/group work, designing group problem-solving).

Time	Activity	Method/Strategy	Details
10:30	Microteaching		Small groups prepare a 5-min micro-lesson on promoting equality in their subject. Peers give feedback using rubric.
11:00	Practice	Peer Teaching	
11:00	Reflection		Teachers write one classroom inequality they have observed and paste on wall → Walk around, read, and suggest strategies.
11:30	Activity	Gallery Walk	
11:30	Closing: KWL +		Return to KWL chart → fill “Learned” column.
12:00	Peace Pledge	Reflection	Teachers write a personal pledge : “I will promote equality in my classroom by...”.

Strategies in Use

- **KWL Chart:** Activates prior knowledge, sets learning goals, checks reflection.
- **Think-Pair-Share:** Encourages inclusive participation, equal voice.
- **Case Studies:** Real classroom dilemmas stimulate critical thinking.
- **Group Work:** Promotes teamwork and peer learning.
- **Microteaching:** Provides practice + feedback loop.
- **Gallery Walk:** Encourages collaborative problem-solving.

Examples of Equality Across Subjects

- **Urdu:** Analyze Faiz Ahmad Faiz poems highlighting human equality.
- **English:** Discuss short stories about fairness and justice (e.g., fables).
- **Islamiyat:** Highlight Quranic teachings (“*All humans are equal except by piety*”).
- **Social Studies:** Study Pakistan’s constitution (Article 25: equality of citizens).
- **Science:** Equal participation in experiments, stressing teamwork.
- **Mathematics:** Design fair-sharing problems (fractions, ratio, resources).

Presenter’s Notes (from recent literature)

- According to **UNESCO (2023)**, equality in classrooms is not only about equal access but also about ensuring **participation, representation, and opportunity**.
- Research in Pakistani schools shows that **gender, language, and socioeconomic background** remain strong barriers (Ahmed, 2022). Teachers play a **transformative role** in modeling equality in daily interactions.

Day 6 = Workshop Plan (3 hours)

Theme: Equity (as distinct from equality)

Target Audience: Public/Private School Teachers (Karachi/Pakistan context)

Duration: 3 Hours

Session Objectives:

By the end of this session, teachers will be able to:

1. Define and differentiate between *equity* and *equality* in education.
2. Identify barriers to equity (gender, disability, language, socioeconomic differences) in Pakistani schools.
3. Apply student-centered strategies (critical thinking, reflective practice, problem-based learning, role play) to promote equity.
4. Design subject-based activities that ensure fair opportunities for all students.
5. Reflect on their own teaching practices and commit to equity-driven teaching.

Time	Activity	Strategy	Details
9:00 – Icebreaker: “Fair 9:15 or Unfair?”		Critical Thinking	Present quick classroom scenarios (e.g., giving extra time to struggling student, grouping only high achievers together). Teachers vote: <i>Fair / Unfair</i> . Short debrief → introduce <i>equity vs equality</i> .
9:15 – Mini Lecture + 9:35 Reflection		Interactive Presentation + Reflective Journaling	Facilitator explains equity vs equality with visuals (e.g., children of different heights looking over a wall). Teachers reflect in journals: <i>How do I unintentionally create inequality in my classroom?</i>
9:35 – Case Study 10:00 Discussions		Small Group Critical Thinking	Case 1: A girl from low-income family cannot afford lab materials. Case 2: A child with hearing impairment is left out of group activities. Groups brainstorm: <i>How would you adapt lessons to ensure equity?</i> Share back.
10:00 Subject Integration 10:20 I: Urdu & English		Collaborative Lesson Planning	Teachers design literacy activities ensuring equity (e.g., Urdu poem recitation: give chance to weaker readers; English essay: allow oral expression for students struggling in writing).
10:20 Subject Integration 10:40 II: Islamiyat & Social Studies		Problem-Based Learning	Teachers analyze: <i>Qur'an emphasizes fairness; Pakistan's Constitution ensures rights</i> . Group task: design a Social Studies lesson that highlights equity in access to

Time	Activity	Strategy	Details
10:40 11:00	Subject Integration III: Math & Science	Inquiry-Based Learning	education, gender equality, or resource distribution.
11:00 11:20	Microteaching Practice	Student-Centered Teaching Demo	Teachers design activities where <i>all students contribute equally</i> (e.g., in Math: sharing unequal resources fairly; in Science: assigning lab roles so every student participates). Small groups prepare 5-min lessons promoting equity. Peers use rubric (fairness, participation, adaptability, creativity).
11:20 11:40	Reflective Practice Circle	Peer Reflection	Teachers sit in circle → share one equity challenge from their classroom & get 2 peer suggestions each. Facilitator highlights reflective practice as continuous growth.
11:40 12:00	Action Plan + Exit Ticket	Individual Reflection	Teachers complete: “ <i>In my classroom, I will promote equity by...</i> ” Write 2–3 actionable strategies. Share on “Equity Wall” before leaving.

Key Student-Centered Strategies Used

- **Critical Thinking:** Icebreaker scenarios + case studies.
- **Reflective Practice:** Journaling, reflection circle, exit ticket.
- **Problem-Based Learning (PBL):** Designing subject lessons around real inequities.
- **Microteaching:** Practice lessons + feedback.
- **Collaborative Lesson Planning:** Group-based integration of equity in subjects.

Examples of Teaching Equity Across Subjects

- **Urdu:** Group reading where struggling readers get peer support.
- **English:** Multiple ways to express ideas (oral, written, drawing).
- **Islamiyat:** Qur’anic verses on fairness (“*Allah loves those who are just*”).
- **Social Studies:** Pakistan Constitution, Article 25A (Right to Education).
- **Science:** Assign lab roles fairly so all students participate.
- **Mathematics:** Word problems on fair distribution of resources.

Teaching Notes for Teachers: Promoting Equity in the Classroom

1. Understanding Equity vs. Equality

- **Equality** means giving *everyone the same resources*.
- **Equity** means giving *each student the support they need* to succeed.
- Example: In a class of 40, giving all students the same textbook is *equality*, but providing **additional reading support** to weak learners is *equity*.

Always ask yourself: “*Who in my class needs extra support to reach the same learning outcome?*”

2. Why Equity Matters in Pakistani Classrooms

- Students come from diverse **socio-economic, linguistic, and ability backgrounds**.
- Some students lack access to private tutoring, technology, or supportive home environments.
- Without equity, weaker or marginalized students fall behind and disengage.

Teachers are “equalizers” — adjust teaching strategies to ensure all children *participate and learn*.

3. Practical Strategies for Teaching Equity

a) Differentiated Instruction

- Provide tasks at *different levels of difficulty*.
- Example (Math): While strong students solve complex word problems, weaker learners can work on basic number operations with support.

b) Flexible Grouping

- Mix high-achieving and struggling students in groups.
- Rotate group leaders so every student gets a chance to contribute.

c) Multiple Ways of Learning

- Allow students to demonstrate understanding in *oral, written, or visual forms*.
- Example (English): A weaker writer can present an oral story instead of a written essay.

d) Fair Resource Distribution

- Share classroom resources (books, charts, lab equipment) equitably.
- Example: Assign lab roles (recorder, measurer, reporter) so *all students* engage.

e) Inclusive Assessment

- Use *formative assessment* methods (quizzes, peer feedback, observation).
- Avoid only high-stakes written tests that disadvantage weaker learners.

Always reflect — *Am I valuing effort and growth, or just achievement?*

4. Subject-Specific Examples

- **Urdu:** Pair strong and weak readers for story reading; allow oral recitation as assessment.
- **English:** Encourage peer editing; let weaker students narrate stories instead of writing long essays.
- **Mathematics:** Use real-life scenarios of *fair sharing* to teach fractions or division.
- **Science:** Assign equal roles in experiments (not just letting top students do the practical work).
- **Islamiyat:** Teach Qur'anic values of *adalat* (justice) and *insaf* (fairness) with examples from Prophet Muhammad's ﷺ life.
- **Social Studies:** Discuss Article 25A of Pakistan's Constitution (Right to Education) and link it to classroom fairness.

5. Reflective Practice for Teachers

- Keep a **teaching journal**: Write weekly reflections — *Which student struggled most this week? What can I do differently?*
- Ask for **peer feedback**: Observe a colleague's class or invite them to observe yours.
- Encourage **student voice**: Ask students if they feel treated fairly in class.

6. Key Reminders (Quick Tips)

- Treat differences as strengths, not weaknesses.
- Support struggling learners without labeling them.
- Provide *extra help where needed* instead of assuming “same for all” is fair.
- Encourage peer collaboration, not competition.
- Equity builds **confidence, participation, and fairness** in the classroom.

7. Recent Research Insights

- **OECD (2022):** Equity means giving extra support where needed so outcomes are fair.
- **UNESCO (2023):** Education must remove barriers for girls, low-income, and disabled learners.
- **Pakistani Context (Khan, 2022):** Teachers often confuse equity with equality → PD must focus on *differentiation and fairness*.

Closing Note for Teachers:

“Equity in the classroom is not about lowering standards. It is about **raising every child** to reach those standards by providing the right support at the right time.”

Day 7 = Workshop Plan (3 hours)

Theme: “Building Inclusive Classroom: Every Child Matters”

Target Audience: Public/Private School Teachers (Karachi/Pakistan context)

Duration: 3 Hours

Workshop Objectives

By the end of the session, teachers will be able to:

1. Define **inclusivity** in the context of Pakistani classrooms.
2. Identify barriers to inclusivity (gender, language, disability, socio-economic status).
3. Analyze the benefits of inclusive teaching for student learning and society.
4. Apply inclusive teaching strategies in different subjects.
5. Reflect on and synthesize the value of inclusivity in education.

1. Icebreaker & Introduction (20 mins)

- **Activity: “Who Feels Left Out?”**
 - Facilitator asks: “*Think of a time when you felt excluded in school or training.*”
 - Teachers pair up, share experiences, and then discuss in groups.
 - Link: *Just as teachers felt excluded, students may feel the same in classrooms without inclusivity.*
- **Mini-Presentation:** Definition of inclusivity, difference from integration, and importance in Pakistan’s education context.

2. Understanding Inclusivity (40 mins)

- **Strategy: K-W-L Chart**
 - Handout: *What I Know – What I Want to Know – What I Learned.*
 - Teachers fill in their prior knowledge on inclusivity and what they want to learn.
- **Short Case Study:** Example of a student with hearing difficulty in a Karachi classroom. Teachers discuss: *What challenges? What inclusive strategies?*
- **Presenter Notes:** Link to UNESCO’s *Inclusive Education Framework* and Pakistan’s *Article 25A (Right to Education)*.

3. Barriers & Challenges (30 mins)

- **Activity: Gallery Walk**
 - Posters on walls: *Gender, Disability, Language, Socio-economic, Cultural.*
 - Teachers rotate in groups, writing challenges and solutions on sticky notes.
- **Group Share-Out:** Discussion of patterns and insights.

4. Inclusive Teaching Strategies (50 mins)

- **Mini-lecture with Examples (10 mins)**
 - Use of multiple teaching methods (visual, oral, practical).
 - Grouping students for peer support.
 - Culturally relevant curriculum examples.
 - Differentiated assessments.
- **Microteaching Activity (40 mins)**
 - Teachers are given lesson topics (e.g., *Fractions in Math, Storytelling in Urdu, Pollution in Science*).
 - Each group designs a **5-minute mini-lesson** showing inclusivity (adjusting for weaker learners, multilingual needs, etc.).
 - Peer feedback using rubric (Inclusivity Checklist).

5. Reflection & Synthesis (30 mins)

- **Think-Pair-Share:** “*Why does inclusivity matter for Pakistani society and my classroom?*”
- **Synthesis Task:** Teachers write a short paragraph: “*Inclusivity is important because...*”
- Volunteers share and facilitator connects responses to the **value of inclusivity as a social justice principle**.

6. Closing & Commitments (10 mins)

- **Peace Circle:** Each teacher shares one inclusive practice they will adopt in their classroom starting tomorrow.
- Handout: *Inclusivity Quick Guide (with strategies + examples)*.

Materials Needed

- KWL chart handouts
- Case study sheets
- Chart papers, markers, sticky notes
- Rubric for microteaching evaluation
- Quick Guide Handout on Inclusivity

Inclusivity Quick Guide for Teachers

What is Inclusivity?

Inclusivity in education means **ensuring every child—regardless of gender, ability, language, or background—has equal access to learning opportunities and feels valued in the classroom.**

Inclusive Teaching Quick Tips

- Use **multiple teaching methods** (visuals, discussions, hands-on).
- Encourage **group and peer learning**.
- Adjust tasks for different **learning abilities** (differentiation).
- Respect and integrate **students' languages and cultures**.
- Avoid bias in examples, textbooks, and classroom talk.
- Create **safe spaces** where every child feels heard.
- Provide **alternative assessments** (oral, written, project-based).
- Be a **role model** of fairness, empathy, and respect.

Inclusivity Rubric for Lesson Planning / Microteaching

Purpose: To help teachers reflect on and improve inclusivity in their lessons.

Criteria	Exemplary (3)	Proficient (2)	Needs Improvement (1)
Representation (Content & Examples)	Uses diverse, bias-free, culturally relevant examples. All groups represented fairly.	Some diversity included, minimal bias.	Content lacks diversity or shows bias.
Accessibility (Methods & Materials)	Provides multiple ways to learn (visual, auditory, kinesthetic). Materials adapted for all learners.	Provides more than one way to learn but limited adaptations.	Only one method used, excludes some learners.
Participation (Student Engagement)	All students actively involved; roles adjusted for strengths/needs.	Most students engaged; limited adjustment for weaker learners.	Few students engaged; participation unequal.
Language & Communication	Multilingual support (where possible); instructions clear and inclusive.	Language mostly inclusive but may not support all students.	Language difficult/exclusive for many learners.
Assessment	Multiple forms of assessment (oral, written,...	Some variation in assessment but limited.	One rigid form of assessment, excluding some learners.

Criteria	Exemplary (3)	Proficient (2)	Needs Improvement (1)
Classroom Climate	Respectful, safe, and welcoming; teacher models inclusivity.	Generally respectful with occasional lapses.	Unwelcoming environment; teacher overlooks exclusion.

Scoring Guide:

- **15–18 = Highly Inclusive** (Excellent practice, keep modeling!)
- **10–14 = Moderately Inclusive** (Good start, needs consistency)
- **Below 10 = Needs Work** (Revisit strategies, seek peer support)

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