



RISE



Sanjan Nagar
Public Education Trust



ADB

**A Foundational Learning
Community of Practice Initiative
Learning Through Harmonies**

گائیں
اور
سیکھیں

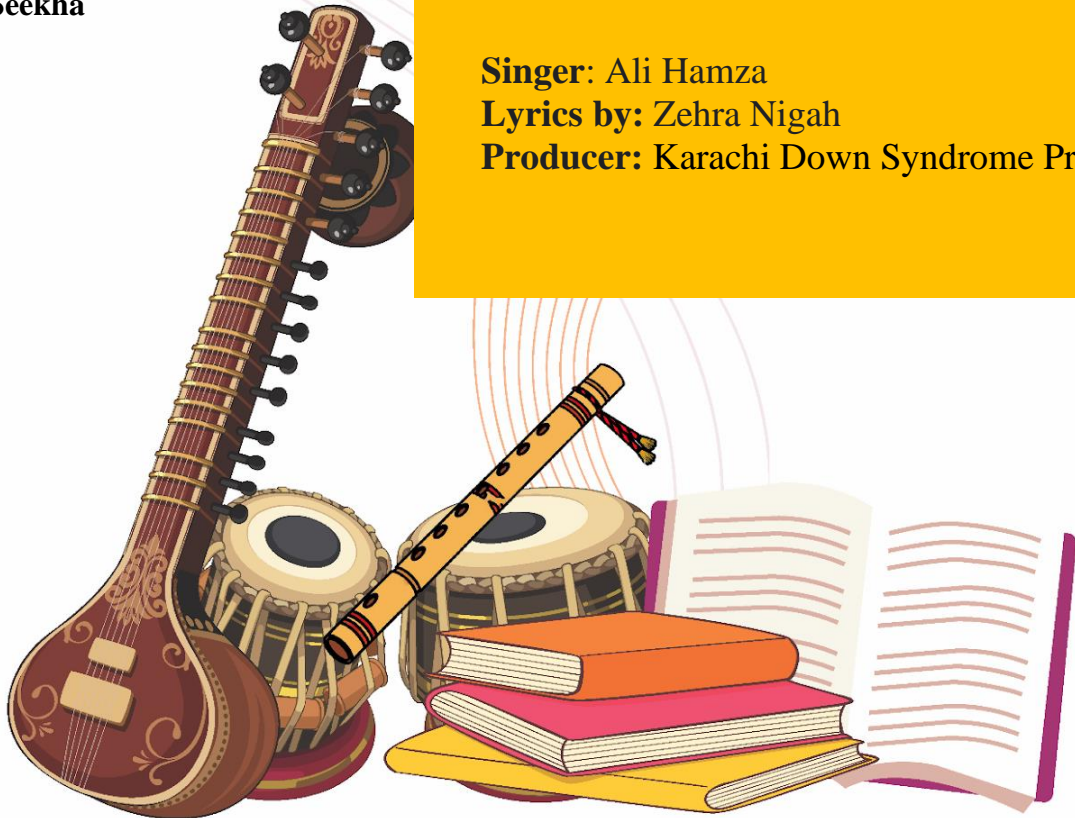
#GaenAurSeekhain
#LearningThroughHarmonies
#AajKyaSeekha

آو ہمارے ساتھ چلو

Singer: Ali Hamza

Lyrics by: Zehra Nigah

Producer: Karachi Down Syndrome Program (KDSP)



A Foundational Learning
Community Practice Initiative
Learning Through Harmonies

گائیں اور سیکھیں

Purpose of foundational and social emotional
learning

Song Name: Aao Humary Saath Chalo

Singer: Ali Hamza

Lyricist: Zehra Nigah

Producer: Karachi Down Syndrome Program (KDSP)

Performed by: Sanjan Nagar Public Education Trust Higher Secondary School

Choir/Lead Vocalist: Sanjan Nagar School Choir

Resource Persons: Alya Rasheed, Rizwan Gill, Farzana Kasur Attiya Anwar

Grade/s: 3 onwards

Subject/s: Inclusion

Credits:



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Lyrics:

آو ہمارے ساتھ چلو تم آو ہمارے ساتھ چلو تم
ہاتھ میں لے کر ہاتھ چلو تم ہاتھ میں لے کر ہاتھ چلو تم
کتنے ایسے پھول کھلے ہیں جو آہستہ سے کھلتے ہیں صبح چمن میں جا کر دیکھو
پھر وہ خوشبو پھیلاتے ہیں

ہم کو بھی وہ پھول ہی سمجھو ہم کو لے کر ساتھ چلو
آو ہمارے ساتھ چلو تم آو ہمارے ساتھ چلو تم
ہاتھ میں لے کر ہاتھ چلو تم ہاتھ میں لے کر ہاتھ چلو تم
سورج کی کرنوں سے پوچھو کیسے بادل کے پردوں سے دھیمے دھیمے نکلتی ہیں
وہ

دنیا روشن کرتی ہے وہ
ہم کو بھی وہ کرنیں سمجھو ہم کو لے کر ساتھ چلو
آو ہمارے ساتھ چلو تم آو ہمارے ساتھ چلو تم
ہاتھ میں لے کر ہاتھ چلو تم ہاتھ میں لے کر ہاتھ چلو تم
آو ہمارے ساتھ چلو تم آو ہمارے ساتھ چلو تم
ہاتھ میں لے کر ہاتھ چلو تم ہاتھ میں لے کر ہاتھ چلو تم

Lyrics Roman:

Aao humary saath chalo tum Aao humary saath chalo tum
Hath main ly kr hath chalo tum Hath main ly kr hath chalo tum
Subha chaman main ja kr dekho kitny esay phool khily hen jo ahista say khilty hen
Phir bhi wo kushboo phelaty hain
Hum ko bhi wo phool he samjho hum ko ly kr sath chalo
Aao humary saath chalo tum Aao humary saath chalo tum
Hath main ly kr hath chalo tum Hath main ly kr hath chalo tum
Suraj ki kirnoon say pocho kaisay badil ky prdoon say dhemay dhemay nikalti hen wo
Hum ko bhi who kirnain samjho hum ko ly kr sath chalo
Aao humary saath chalo tum Aao humary saath chalo tum
Hath main ly kr hath chalo tum Hath main ly kr hath chalo tum
Aao humary saath chalo tum Aao humary saath chalo tum
Hath main ly kr hath chalo tum Hath main ly kr hath chalo tum



Audio Video Link:

<https://www.youtube.com/watch?v=9LFDdEA1Gq4>

<https://www.facebook.com/rumana.husain.7/videos/641782593510615/?sfnsn=scwspwa&mbextid=2Rb1fB>

Alignment of Aao Humary Saath Chalo with SNC 2020

Alignment of Aao Humary Saath Chalo with SNC 2020 Thematic Area: Equity, Diversity, inclusivity, Human Rights

Part 1: Alignment with SNC (Single National Curriculum)

Social Studies Grade 3-8 2020

English Grade 3-5 2020

Subject	Themes	Grade 3	Grade 4-5
English Grade 3-5	Peaceful Co-existence/ Peace education	<ul style="list-style-type: none">• Co-operating• Collaboration	<ul style="list-style-type: none">• Friendship• Keeping promises• Helping others/generosity• Hospitality• Resolving quarrels• Respecting others and self• Recognizing the presence of ethnic and religious groups in society• Avoiding/ Resolving conflicts• Global citizenship

Subject	Theme	Grade 3	Grade 4-5
English Grade 3-5	Gender equality and equity	Little boys and girls are equal	<ul style="list-style-type: none">• Importance of female education• Gender balanced roles in domestic setup• Gender balanced access to basic needs
	Human rights		<ul style="list-style-type: none">• Human rights• Define the term 'Human Rights'.• Explain fundamental human rights.• Differentiate between rights and Responsibilities.
	Diversity		<ul style="list-style-type: none">• Diversity• Define the term diversity and identify the key characteristics of diverse groups within a society.• Relate how diversity aids society to prosper

Subject	Theme	Grade 6	Grade 7	Grade 8
English Grade 6-8	Personality Development	<ul style="list-style-type: none"> • Concept of Self esteem • Polishing Communication and inter personal skills • Handling emotions Effectively 	<ul style="list-style-type: none"> • Importance of Self esteem • Polishing Communication and inter personal skills • Handling emotions Effectively 	<ul style="list-style-type: none"> • Importance of Self esteem • Polishing Communication and inter personal skills • Developing decision making and problem-solving skills • Handling emotions effectively and coping with stress
	Gender equality and Equity	<ul style="list-style-type: none"> • Gender balance roles in domestic setup 	<ul style="list-style-type: none"> • Gender balance access to basic needs (Education, health and employment) • Role of woman in development of society (Female entrepreneurs, Women in sports, IT, and Science etc.) 	<ul style="list-style-type: none"> • Role of woman in development of society (female entrepreneurs, Women in sports, Women in IT, politics, social work and science)

Activities:

Activity 1:

گانے کو سن کر آپ کے ذہن میں جو پہلا خیال آتا ہے نیچے دی گئی جگہ پر لکھیں۔

Activity 2:

دیے گئے گانے کو پڑھیں اور نئے الفاظ کے معنی اردو لغت میں سے تلاش کر کے لکھیں۔

الفاظ	معنی
چمن	
کرنیں	
دھیمے	
پردوں	
روشن	



Activity 3:

دی گئی جگہ پر اپنے ہاتھ کا خاکہ بنائیں اس خاکہ پر اپنی پسند سے رنگ بھریں اور ایک خاص پیغام لکھیں۔ خاکہ مکمل کرنے کے بعد تمام بچے اپنے اپنے خاکے کسی دیوار یا بورڈ پر چسپاں کریں۔



Activity 4:

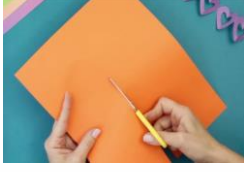
کیا آپ میں کوئی خاص صلاحیت موجود ہے۔ اپنی اپنی خاص صلاحیتوں کی فہرست بنا ئیں۔

Activity 5:

اپنے ارد گرد موجود بے کار اشیاء کو اکٹھا کریں اور ان کو ملا کر کوئی موسیقی کا آلہ بنائیں اور اس سے کوئی ڈھن بنائیں۔
مثال کے طور پر ڈھکن، ربڑ بینڈ، رسی وغیرہ کے استعمال کریں۔



Activity 6:



کاغذ سے ہولڈنگ بینڈز کا کٹ آؤٹ بنانا سیکھتے ہیں؟
سب سے پہلے کاغذ کی ایک لمبی پٹی لیں گے کاغذ کو جتنا چوڑا
چاہیں کاٹ لیں۔



پٹی کو متعدد بار تہہ کریں۔



اب اس تہہ ہوئی پٹی پر سر، ہاتھ اور ٹانگوں کی ڈرائنگ کریں
ان قینچی سے اس ڈرائنگ کی کٹنگ کریں۔

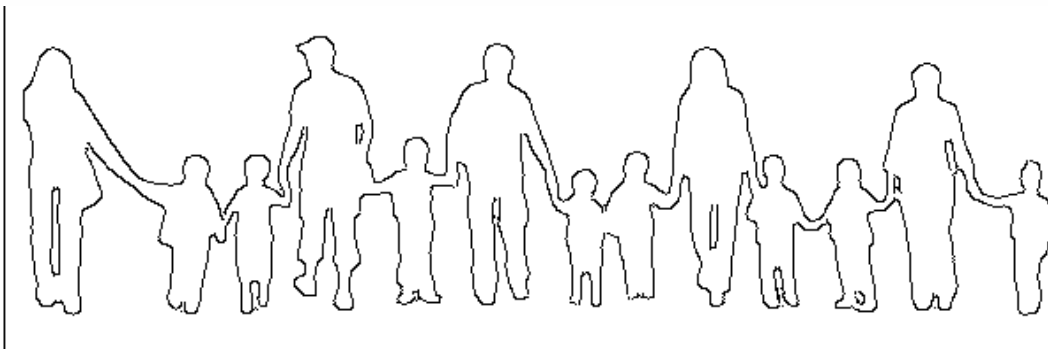


اب کاغذ کو آہستہ سے کھولیں۔



Activity 7:

نیچے دی گئی ڈرائنگ میں رنگ بھریں؟



آؤ ہمارے ساتھ چلو



Activity 8:

نیچے دیے گئے حروف کے چارٹ میں سے مکمل الفاظ تلاش کریں؟
ہاتھ، صبح، چمن، خوشبو، سورج، بادل، دھیمے، روشن، کرنیں

چ	م	ن	ہ	ا	ت	ھ	خ
د	ص	ب	ح	ا	چ	ہ	ک
آ	ن	گ	خ	و	ث	ب	و
س	و	ر	ج	ر	س	ت	ی
ا	س	ر	ب	ا	د	م	ز
د	ھ	ی	م	م	پ	ز	ل
ع	ل	م	د	ر	و	ث	ن
ک	ر	ن	ی	ن	و	ا	ب



Feedback Form:

FORM 1 for Teachers/ External Reviewer

Evaluation Form for the implementation of Learning through Harmonies Foundational & Social Emotional Learning Teachers- External Reviewer

Title of the Song: “Aao Humary Sath Chalo”

Were you introduced to LTHs in a workshop? Yes/No

Did you download from the APP: Yes/No

To be filled by Teacher/Teacher Assistant/ Volunteer

Country	
Province and District	
Date of the activity conducted	
School Name in Full	
Type of School Govt./Private/Foundation	
Name of Teacher/Teacher Assistant/ Volunteer who assisted the pilot	
Number of Participants Teachers, Students & External collaborators)	

Please read the statements below and indicate the option that best describes your opinion.

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

N o	Statement	1	2	3	4	5
1.	The children are actively engaged in activities that use Learning through Harmonies (LTH) resources/content					
2.	The children are actively participating in group work while using Learning through Harmonies (LTH) modules					
3.	The LTH resources are useful for the facilitator					
4.	Children are learning more with music and its activities					

Please respond to the questions in the table below

N o	Question	Answer
5.	Which song module is used most in daily school routines? Which subject?	
6.	What is the frequency of using songs in your classes? E.g., Two songs per week etc.	
7.	Can you see evidence of improved learning outcomes to the use of songs modules/content?	
8.	How can the song content/resources contribute to improving learning outcomes?	Specific Subject: Vocabulary Building: Learning by doing?

FORM 2

Evaluation of the use of Learning through Harmonies Resources in camps

To be filled by an external observer/monitor during the Session Observation

Country	
Province/ District	
Date of the activity	
School	
Number of Participants	
Title of the Song Selected from LTH	
Name of External Observer	

Please read the statements below and indicate the option that best describes your opinion

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
1.	The teacher was prepared to use the song modules					
2.	Children are actively participating in the session					
3.	The discussion was appropriate to the song module/context					
4.	Children seem to know the song and used the activities well					

No	Question	Answer
5.	Did the teacher include use of song modules/resources in the lesson plan?	
6.	Which song is used most in the school? & Which subject period?	
7.	What is the frequency of using the selected songs as a learning resource? E.g., One song per day/ 1 per week etc.	
8.	Can you attribute any improved learning outcomes to the use of music for learning? Back it up with evidence	
9.	Do you have any suggestions on how we can improve the approach of Learning through Harmonies?	



FORM 3

Evaluation of the use of Learning through Harmonies Resources in Learning camps

To be filled by Students

Country	
Province	
District	
School Name	
Date of the Activity	
Name of Student	
Your Grade	
Gender	Girls Boys. Other

Please read the statements below and indicate the option that best describes your opinion.

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
9.	The session/song activities were very engaging and the teacher conducted the session really well.					
10.	All the children in class actively participated in both individual and group activities					
11.	The songs selected for LTH made learning meaningful for me					
12.	The LTH helped me in learning new words and activities through the selected songs,					

Please respond to the questions in the table below

No	Question	Answer
13.	Which part of the learning through harmonies experience did you enjoy most?	Theme wise breakdown Lyrics and Composition: Singing: Links of the curriculum and SLOs: Learning Activities:
14.	Do you think that the songs were well selected by thematic areas and fit well with your curriculum?	
15.	Was there anything you thought was missing from the LTH approach & content?	
16.	Do you think learning through music and related activities is easier? Explain why?	
17.	Do you have any suggestions on how we can improve the approach of Learning through Harmonies?	

“Learning through Harmonies- Gain aur Seekhain”

Pilot Duration: October – December 2022

Cities /Provinces: Karachi –Sindh, Lahore- Punjab

Collaborating Teams: Government, Education Depts. (Sindh/Punjab), ITA/Pakistan Learning Festival, Poets, Musicians, Schools (public & private) Universities & Expert

A Communities of Practice (COP) innovation for supporting Foundational Learning in Pakistan implemented by Idara-e-Taleem-o-Aagahi (ITA)- its flagship program Pakistan Learning Festival (PLF) in collaboration with Research on Improving Systems of Education (RISE) Program at the Blavatnik School of Education, University of Oxford.

Vision

” To embed music and performing arts in mainstream curriculum for foundational and social emotional learning”

The learning campaign "Learning through Harmonies- Gain aur Seekhain" aims to foster Social Emotional Learning (SEL) and focuses on enhancing the Foundational Learning of school-going kids by exposing them to pedagogy using music, maker art and craft techniques, and other learning activities related to the songs/poems.

The proposed learning campaign has taken place in 2 phases which are given below:

1- Selection and curation of 12-15 songs across themes of inclusion, climate change /STEM and tolerance/diversity in learning will be mapped to foundational literacy rich in language at the right level, linguistic appreciation, geographical diversity, tolerance, heritage, and packed with meaning-making.

Target Grades: 2- 8 primary and middle level (maybe senior too)

2- The curated songs along with their activities’ modules has been implemented in the learning camps at different schools followed by evaluation of the students.



Profile of all partners



Learning Through Harmonies

Gaen aur Seekhein گائیں اور سیکھیں

RISE



Born to prolific sagarveena player, Noor Zehra Kazim, Ali Hamza is a singer-songwriter, multi-instrumentalist recognized as a luminary in Pakistani music.

Ali burst onto the Pakistani media circuit back in 2002 with the release of Noori's album Suno ke Mein Hoon Jawaan and made his way into our hearts with his talent and soulful voice. Having worked as one-half of the illustrious pop-rock band, Noori, Ali Hamza has also displayed his individual musical prowess in recent times with his solo acts and as a music director on Coke Studio Season 10

آو ہمارے ساتھ چلو





Learning Through Harmonies

Gaen aur Seekhein گائیں اور سیکھیں

RISE



Zehra Nigah is an Urdu poet and scriptwriter from Pakistan. Born in Hyderabad Deccan in 1937, her family migrated to Pakistan in 1947. She gained prominence in the 1950s. Zehra Nigah is a feminist and humanist at heart; she is one of the most sought-after poets at all the literature festivals of Pakistan. She has written the anthem of the Children's Literature Festival (CLF) 'Hamein Kitab Chaheye' and also a bespoke poem dedicated to Learning through Harmonies/Gaen aur Seekhein. She has received various awards including Pride of Performance in recognition of her literary works in 2006. She belongs to a famous family of writers and satirists.

آو ہمارے ساتھ چلو





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