

Environment related activities (ERA) enriched by student environmentM A A S Dias^{1*} and S Karunaratna²¹ *Department of Research and Development, National Institute of Education, Maharagama*² *Post Graduate Institute of Science, University of Peradeniya, Peradeniya*

The present study is one out of 12 case studies aimed at identifying how far the teachers achieve the objectives of Environment Related Activities (ERA) and to assist them to get better outcomes anticipated by the curriculum developers. The study was conducted in a Grade 2 classroom of a Type 2 school. There were 35 students in the class (Male=16; females 17). Except one child, the parents of all others were labourers or casual workers. The teacher was an English trained teacher who was born and bred in an urban environment. The Guided practice was used as the theoretical framework for the study, which consists of three phases: Observation, Conversation, and Co-planning-Co-teaching-Monitoring. Observations, interviews and documentary analysis were the data collection methods. During the 1st phase, a passive participation of students and a teaching style with more teacher domination were observed. The researcher intervened in changing the teacher's usual teaching style by exposing her to different teaching environments while allowing her to reflect on her own teaching. During the 2nd phase, the researcher involved in co-planning and co-teaching and the teacher were given opportunity to participate in workshops to identify the nature of the subject and different teaching-learning methods. The students were given opportunity to participate actively and to express their own ideas. Classroom physical arrangement was changed from lesson to lesson. Field trips and site visits were arranged. Instead of teacher explanations, there were student generated discussions. Students were given opportunity to get into groups and present their ideas in a collective manner.

During the monitoring phase, the teacher had innovated new learning opportunities other than what is mentioned in the teacher guide. The students were involved in different projects. Teacher had overcome the classroom management problems and had reduced discipline problems. The teacher as well as the students worked with enthusiasm and the teacher was able to exhibit her hidden talents. She took pride for being involved in the project.

The guided practice had positively contributed for the enrichment of learning teaching opportunities of ERA. The study proposes that the teacher trainers should provide teachers more opportunities to reflect on their own teaching in order to develop their teaching capacity.

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