Appendix – I A

Model Lesson Transcript on Dimensions of Learning Model

Lesson Title: Balance Food

Subject: Biology

Period Time: 3rd Session

Time: 4 class sessions of approximately 45 minutes.

Date: 07/04/2012

Objectives

Each student at the end of the lesson will be able to

1. List six benefits of food for the human body.
2. Mention six types of nutrients.
3. Classify some food items according to nutrients.
4. Differentiate between types of nutrients in terms of their role in our body.
5. Explain some essential mineral elements and their function in human body.
7. Find out the idea behind advice of doctor for a bone patient to include more of milk and milk products in his everyday food.
8. Analyze the meal into their basic nutrition.
10. Identify the appropriate nutrition according to approximate requirement of calories for category of people.
11. Discuss the following statement “deficiency of nutrition leads to weakness and overeating of nutrition which leads to fatness”
12. Explain how people could have preserved food without salt.
13. Criticize the phenomena of the reluctance of some families for meals rich in nutrients and tendencies towards eating canned foods and fast food.
Previous Knowledge

i. All living organisms need food for growth, energy, protection from disease, etc.

ii. There are six types of food called nutrients. These are carbohydrates, fats, proteins, mineral salts, vitamins and water.

Material or resources used

Variety of foods such as milk, beans, egg, potato, rice, bread, ghee etc.

Challenge

❖ Why does the human need to eat different types of food?

Transcription of the lesson

➢ The teacher fosters student’s sense of acceptance through standing at the door way, greeting students as they come in. “Hey, Aiman, how are you doing?” “Raghad, I heard you a couple of hits in the game last night”, touching students on the shoulders to create a good bond with students and making eye contact with each student.

➢ The teacher helps students feel comfortable and orderly through arranging a desk and other furniture in the classroom and giving breaks when they need.

➢ The teacher begins the lesson offering the following questions to the students that stir curiosity of students and gives them some times for thinking:

❖ Aiman how many times do you eat every day?

❖ Can we live without eating?

❖ Why do we eat every day?

❖ Water is the most important materials needed to the human body. List the largest possible number of uses of water in our daily life?

❖ What will happen if the human eats one type of food every day?

➢ The teacher listen the answers of the students and holding discussion with them.

➢ The teacher begins the class by asking students what the students already know about the nutrients.
➢ The students identify what they think they know about this topic through listing the facts.
➢ The teacher records their remarks on the board as students call them out.
➢ He asks them what they want to know about the nutrition and they list what they want to know about the topic. For the topic, students might ask these questions: can the human live without food? Why do we have to eat a variety of food? What kind of food is important to the human body?
➢ He asks his students to read the article about the importance of nutrition by PowerPoint.
➢ The students then read the article with an eye toward answering the questions they have posed and they identify what they have learned and record the answers to their questions as well as other information they have learned.
➢ The teacher holds discussion with students about what they read and explains the mysterious things.
➢ The teacher raises the following questions to the students to ensure their understanding about what they have learned:
  ➢ List the largest number of food useful for human body?
  ➢ Why does human body need food?
  ➢ What is the nutrition? Mention six types of nutrition and write one example each?
➢ The teacher presents the following foods in front of students and ask students randomly to classify them into nutrition:
  Milk, beans, egg, potato, rice, bread, ghee, etc.
➢ Teacher asks students to display nutrition in the form of a story or a theatrical offer performance (that he assigned some students as an extracurricular activity for the preparing the theatrical offer before two weeks) where one student plays the role of proteins, second student plays the role of lipids, third student plays the role of carbohydrate, fourth student plays the role of vitamins, fifth student plays the role of mineral.
➢ The teacher makes the following graphic organizer on the board. And he ask them fill in the blanks with suitable word for each.
The teacher asks the students to make heterogeneous cooperative groups, each group consist of four members, each group member has a specific role as the leader, observer, reader and recorder; they must change their roles in each lesson. Then he asserts individual accountability and group interdependence usually by asking each group member to be responsible for a different aspect of a task.

The teacher distributes to each group working sheet included classroom tasks in the form of problem solving to reinforce the creative thinking habits, directs them to perform the tasks and encourages students to engage intensity in tasks even when answers or solutions are not immediately apparent.

The students in each group cooperate in order to accomplish the tasks successfully through helping each other, exchanging resources, providing feedback …etc.
The teacher works around groups, helping them with the difficult parts, providing them feedback and making sure the progress of each group, encourages students to use resources necessary to complete a task “you are doing a great job of collecting all the material you need before you begin working”.

He encourages students to being sensitive to feedback to prevent careless mistakes.

He gives an individual test to each student and randomly calling student to present his group’s work and holds discussion with the groups on the tasks findings for discussing.

He corrects group’s working sheet, and specifies the winner group depending on their effort.

He gives time for groups to evaluate their action so they help themselves to learn from their mistakes, and he presents feedback to groups.

He asks the students to summarize the important information that they have learned and things that amazed them.

He presents assignment as extra-curricular tasks out to the classroom cooperatively for helping students apply their knowledge in meaningful ways and generate new ways of viewing things. For example the teacher asks students “how could people have preserved food without salt?”

One student replies “they could have used ice.” The teacher points out that in the days when people used salt as a preservative, they had no way of keeping ice from melting.

One student asks “was there any alternative?” the teacher “yes, it is a good question.” How could we accomplish the same preservative effects of salt without using salt or refrigeration?

The teacher directs the students for selecting an alternative and trying it out.

He asks the students to present their assignment in the form of written report. When receiving the reports of students in next classes the teacher acknowledges that a student was trying to be particularly accurate “I noticed
that you looked up the facts in the encyclopedia. Good. That’s a great way of making sure you are accurate.”

Assessment

- He observes students working independently within a small group, and uses regular test and written reports.
Lesson Title: Potential Difference

Subject: Biology

Class: Eighth Standard

Period Time: 2nd Session

Time: 4 class sessions of approximately 45 minutes.

Date: 02/05/2012

Objectives

The student at the end of the lesson will be able to

1. State the direction of flow of electrons among two conductors.
2. Define the term of potential difference
3. Define the unit of potential difference
4. Name the instrument of measurement of potential difference
5. Identify the correct conduct of voltameter with circuit
6. State the direction of flow of current when the two conductors are joined by a metal wire.
7. Find the potential difference when work is done in transferring a test charge from one conductor to the other.
8. Reorder cases of electric shock to human
9. Define the electric transformer
10. Find out the idea of using the electric transformer in the countries where the voltage of current is 110 volt.
11. Find out the error when the device is connected in plug both of their voltage is different.
12. Recommend how to protect electrical equipment from combustion.
13. Give his view on the use of nuclear energy in power generation.

Previous Knowledge

i. Human body is conductive to electricity current.

ii. The current intensity in parallel circuit is lower than in series circuit.

iii. Nuclear energy is one of un-renewal energy sources.
Challenge

Why does the human body conductive of electricity current?

Material or resources used

Two bottles, plastic clip, rubber tube, tube open in sides, wires, voltammeter and two batteries.

Transcription of the lesson

- The teacher fosters student’s sense of acceptance by him through standing at the door way, greeting students as they come in. “Hey, Aiman, how are you doing?” “Raghad, I heard you a couple of hits in the game last night”, touching students on the shoulders to create a good bond with students and making eye contact with each student.
- The teacher helps students feel comfortable and orderly through arranging a desk and other furniture in the classroom and giving breaks when they need.
- The teacher: We have learned in the previous lesson that there are materials that allow electrical current to pass through and are called conductors, and materials that do not allow current to pass through and are called insulators.
  - Is the human body a conductor of electricity current? Why does the human body connect electricity?
  - What will happen when we trundle rock from the top of Mount?
  - What will happen if two bodies at different temperature are kept in contact?
    When will be the flow heat stooped?
- He receives students’ answers, and then he asks the students to observe what he will perform.
- He explains flow of electrons between the conductors through offering noticeable examples.
- The teacher uses thinks aloud strategy as he performs the task of how the water moves from the first bottle to other bottle as the following figure:
As he does so, he writes the following steps on a board:

- We have two bottles - plastic clip - a rubber tube, a tube open in sides.
- Make parallel hole on the two bottles.
- Place the two bottles on a flat surface and joined by the tube.
- Block the connected tube between the two bottles by clip.
- Pour water in the first bottle up to its nick.

The teacher raises some questions to the students and gives them some times to think.

- What do you observe?
- Why does water flow through the tube from the bottle A to bottle B?
- In any case the flow of water was stopped?
- What will happen if the water level has become equal in two bottles

The teacher listens to student’s answers, and discusses with them.

The teacher reach with students that the flow is due to the difference in hydrostatic pressure (or level of water) in the two bottles and it continues till the level of water is same in both the bottles.

The teacher asks the students to make heterogeneous cooperative groups, each group consist of four members, each group member has a specific role as the leader, observer, reader and recorder; they must change their roles in each lesson. And he asserts individual accountability and group interdependence usually by asking each group member to be responsible.
The teacher explains the following scientific facts “when two charged conductors are joined by a metallic wire, the free electrons flow from a conductor having more concentration of electrons to the conductor having less concentration of electrons. The movement of electrons stops when concentration of electrons in both becomes equal”.

The teacher: let us understand by the following examples:

The teacher draws the following figure on the board:

```
Positive Charged Conductors

A

Metal wire

Uncharged Conductors

B

Negative Charged Conductors

A

Metal wire

Uncharged Conductors

B
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The teacher illustrates that “a positively charged conductor A is joined by a metal wire to an uncharged conductor B”.

The teacher raises the following question: “state the direction of flow of electrons in this case”?

The teacher listens the answer from each group, and identifies the best answer.

The teacher asks what will happen if the conductor A is negatively charged as the following figure:

```
Negative Charged Conductors

A

Metal wire

Uncharged Conductors

B
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The teacher listens the answer from each group, and identifies the best answer.
The teacher raises the following question: “state the direction of flow of electrons in the following case: A is negatively charged and B is positively charged as the following figure:”?

The teacher distributes short article about sources of electricity included nuclear energy, supplying the electricity from its places of generation to homes, using electric transferor and avoiding the risks of the use of electricity.

The teachers asks the groups the following questions:

- What is the definition of potential difference?
- What is the unit of potential difference?

The teacher uses think aloud strategy as he performs the numerical problem of how find the potential difference when work is done in transferring a test charge from one conductor to the other.

The teacher let us see the following example:

*In transferring 1.5 C charges through a metallic wire, 9 J of work is needed. Find the potential difference across the wire.*

The teacher asks students to remind the relation of potential difference.

The teacher solves the problem in front of students.

The teacher: you learned in the previous lesson how you can install parallel and series circuit. Today we will know how find the voltage of circuit using voltmeter.

The teacher uses thinks aloud strategy, and then he directs the students to perform an experiment to illustrating how they connect the voltmeter with electric circuit and finding the voltage of circuit. But before they start the task, the teacher presents a model of how the sample electric circuit should look when
complete, and he helps students believe they can perform the experiment “this might look a little difficult at first, but you can do it. I’ll help you if you have any problems.

- The teacher: “each group has one battery, voltmeter, wires”.
- While installing the circuit Follow the model completed circuit.
- The teacher walks around groups to observe the groups corrected installation of electric circuit.
- The teacher gives the following questions to the students and encourage them that they should not answer to any question immediately without thinking.
  - What do you observe?
  - What does the voltmeter pointer moving mean?
  - Switch off the electric circuit. What is the value of voltmeter?
- The teacher directs the students to add second battery to electric circuit and record the value of voltage.
- He selects one student randomly from each group and asks them in front of the whole class to explain how instal
- The teacher asks students to connect the voltmeter with electric circuit in series and allow them find out what will happen as show in the below figure?
- The teacher gives time for students to practice installing electric circuit to the point where the students can perform it with relative ease.

- The teacher distributes to each group working sheet included classroom tasks in the form of problem solving to reinforce the creative thinking habits, directs them to perform the tasks and encourages students to engage intensity in tasks even when answers or solutions are not immediately apparent.

- The students in each group cooperate in order to accomplish the tasks successfully through helping each other, exchanging resources, providing feedback … etc.

- The teacher walks around groups, helping them with the difficult parts, providing them feedback and making sure the progress of each group and encourages students to use resources necessary to complete a task “you are doing a great job of collecting all the material you need before you begin working”.

- He encourages students to being sensitive to feedback to prevent careless mistakes.

- He gives an individual test to each student and randomly calling student to present his group’s work and holds discussion with the groups on the tasks findings for discussing.

- He corrects group’s working sheet, and specifies the winner group depending on their effort.

- He gives time for groups to evaluate their action so they help themselves to learn from their mistakes, and he presents feedback to groups.
He asks the students to summarize the important information that they have learned and things that amazed them.

He presents assignment as extra-curricular tasks out the classroom cooperatively for helping students apply their knowledge in meaningful ways and generate new ways of viewing things.

He asks the students to present their assignment in the form of written report. When receiving the reports of students in next classes, the teacher acknowledges that a student was trying to be particularly accurate “I noticed that you looked up the facts in the encyclopedia. Good. That’s a great way of making sure you are accurate.”

Assessment

- He observes students working independently within a small group, and using regular test and written reports.
Appendix – I B
Work Sheet of Students

Worksheet of Balance Food

Task (1)

From reading the article, answer the following:

- Why do organisms need food?
  ………………………………………………………
  ………………………………………………………
  ………………………………………………………

- What is nutrition? Mention six types of nutrients and write one example of each?
  ………………………………………………………………………………………
  ………………………………………………………………………………………
  ……………………………………………………………………………

Task (2)

As you knew earlier that human body needs various nutrients such as proteins, carbohydrates, lipids, vitamins and minerals.

- Classify the following foods into their nutrition? Make a tick mark (+) on the cell below that agrees with your answer.

<table>
<thead>
<tr>
<th>Foods</th>
<th>Proteins</th>
<th>Carbohydrate</th>
<th>Lipid</th>
<th>Vitamin</th>
<th>Mineral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green Salad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lentils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olive Oil</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Match the following:

<table>
<thead>
<tr>
<th>Carbohydrate</th>
<th>Oxidation, Release energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lipid</td>
<td></td>
</tr>
<tr>
<td>Proteins</td>
<td>Building &amp; repair of Cells/tissues, production of hormones, enzymes, etc.</td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Mineral Salt</td>
<td>Regulation of body processes.</td>
</tr>
<tr>
<td>Vitamin</td>
<td></td>
</tr>
</tbody>
</table>

**Task (3)**

Given alongside is an incomplete table of mineral salt, their rich sources, function and deficiency diseases. Fill in the blanks with only one suitable word for each:

<table>
<thead>
<tr>
<th>Element</th>
<th>Source</th>
<th>Function</th>
<th>Deficiency Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sodium</td>
<td>Table salt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td></td>
<td>Development of red blood cells</td>
<td>Poor skeletal growth</td>
</tr>
<tr>
<td>Cobalt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnesium</td>
<td>Sea food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iodine</td>
<td></td>
<td></td>
<td>Goitre</td>
</tr>
</tbody>
</table>

**Task (4)**

Given alongside is an incomplete table of vitamins, their rich sources, function and deficiency diseases. Fill in the blanks with only one suitable word for each:

<table>
<thead>
<tr>
<th>Element</th>
<th>Source</th>
<th>Function</th>
<th>Deficiency Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Task (5)**

Given alongside is an incomplete table of vitamins, their rich sources, function and deficiency diseases. Fill in the blanks with only one suitable word for each:
<table>
<thead>
<tr>
<th>Vitamins</th>
<th>Source</th>
<th>Function</th>
<th>Deficiency Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Egg yolk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B&lt;sub&gt;2&lt;/sub&gt;</td>
<td></td>
<td>Regulates oxidation of food</td>
<td></td>
</tr>
<tr>
<td>B&lt;sub&gt;12&lt;/sub&gt;</td>
<td></td>
<td></td>
<td>Anaemia</td>
</tr>
<tr>
<td>C</td>
<td>fresh citrus fruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>rickets</td>
</tr>
</tbody>
</table>

**Task (6)**

A doctor advises children and elderly to include more of milk and milk products in their every day food. Why?

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**Task (7)**

We must be deal with minimum food to achieve balanced nutrition, and these needs differ from one individual to another and according to gender and physical activity carried out by the individual, and the stage of growth that goes where, and health status to him.

- The picture shows a laborer doing hard work.

- Which type of food does his body required mainly? Why?

...............................................................................................................................

- Which one of people need more calorie a clerk or women at complete rest?
Classify the following foods according to their role in human body:

Orange, Egg, Rice, Green Salad, Butter, fish, olive oil, bread, milk, Lentils and cheese.

<table>
<thead>
<tr>
<th>Foods that release energy</th>
<th>Foods that building cells</th>
<th>Food that regulate processes of body</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ahmed had a meal consisting of egg, noodles, salad, Bread and cup of milk. Analyzes the meal into its nutrition?

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“deficiency of nutrition leads to health problem and overeating of nutrition leads to health problem”.

Discuss with your groupmate the above statement supported your answer with scientific evidence?
Q1. The teacher asks “how could people have preserved food without salt?” and as you know they had no way of keeping ice from melting. The question means how could we accomplish the same preservative effects of salt without using salt or refrigeration?

Q2. List the largest possible number of foods which are rich with protein?

Task (11)

Recently, families give up nutritional food which is useful for health and go towards fast and canned food. Comment on this phenomenon scientific evidences?

Extra-Circular Tasks
Two conductors A and B are joined by a copper wire. State the direction of flow of electrons in each of the following cases:

i. If A is positively charged and B is uncharged.  
…………………………………………………………………………………………………………………………

ii. If A is negatively charged and B is uncharged.  
…………………………………………………………………………………………………………………………

iii. If A is positively charged and B is negatively charged.  
…………………………………………………………………………………………………………………………

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Two conductors A and B are joined by a metal wire. Their charges and potentials are given in diagram.

i. State the direction of flow of electrons?  
…………………………………………………………

ii. State the direction of flow of current?  
…………………………………………………………

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Two conductors A and B are joined by a copper wire. State the direction of flow of electrons in each of the following cases:

Task (1)

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Task (2)

---

Task (3)

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Work Sheet of Potential difference
Task (4)

The human body can pass the current when connected to earth and becomes good connector when it is wet. If a person holds an exposed electric wire he will be shocked.

Reorder the following cases according to its danger and why?

1. He is standing on the ground with shoes.
2. He is standing on mattress.
3. His body is wet.
4. He wears shoes.

Task (5)

If your friend purchase a T.V works on 110 V and the voltage in his house is 220 V. What shall he do? Why?

Task (6)

Suppose you will purchase a washing machine. And the current reached your home on 110 volts:

What is the first question you will ask the shop owner?

- If he tells you that the washing machine works on 220 volts, what will you do?

What will happen if you plug the washing machine with wall plug without using any things like transformer?
Task (7)

Look at the picture. What do you notice?

Discuss with your group mates the problem of switching off electricity which causes financial losses like devices consumption and what are the suggestions to solve this problem?

Task (8)

Nuclear power is the use of sustained nuclear fission to generate heat and do useful work. Nuclear power plants provide about 6% of the world's energy and 13–14% of the world's electricity.

Some developed countries generate electricity by nuclear energy.

-What is your view about generating electricity by nuclear energy?

-If you do not prefer generating electricity by nuclear energy. What are the alternatives sources?
Extra-Circular Task

i. If a person gets electric shock. What will you do to rescue him?

ii. If you have electric wires how to get use of them to make new things? Think of unusual uses?

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Appendix - II A
Non Verbal Intelligence Test

Instructions:

Dear Schoolboy / Schoolgirl

Please read the instructions before you begin to answer the test

1. The test consists of sixty sets of pictures, each set consists of five pictures, four pictures are similar in one character or more and one picture is different from other pictures.

2. Find out the offending picture quickly and accurately. Do not waste your time in one question because the time allowed for you to answer (60) question is (15) minutes.

3. Try to answer the biggest questions as possible, but is not a requirement to answer all of them

4. Use symbol (x) in answering the questions.

5. Do not ask any questions relating to the extent of clarity of pictures.

6. You must comply with limited time.
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# Appendix – II B

## Response Sheet for Non Verbal Intelligence

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### Appendix – II C

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Appendix _ III A
Achievement Test in Science for Eight standard Students

Name: Date:
School: Time: 1 Hour and 30 minutes
Division:

Dear Schoolboy / Schoolgirl

Please read the instructions before you begin to answer the test items:

1. The test consists of eleven questions and you must answer all questions.
2. The first question requires putting a circle around the correct answer in the answer sheet.
3. If you want to change the answer in the multiple-choice items, you should cross out the first answer by marking (X) on the symbol of the first answer and then circle the symbol of the correct answer.
4. Do not choose more than one answer in the multiple-choice items, and avoid guessing when choosing the answer.
5. Time of the test is limited.
Q1. Choose the correct answer from each of the multiple choice questions given below and mark in the response sheet

a. Loses one electron or more.
b. Gains one electron or more.
c. Loses or gains one electron or more
d. Does not lose or gain any electron

2. The instructions which should be followed when the patient use the medicine are:
   a. Taking the medicine according to the dosage that is prescribed by the doctor.
   b. Taking additional dosage of medicine
   c. Taking the medicine without following the instructions
   d. Using medicine without prescription

3. The cause of Osteoporosis is the lack of taking:
   a. Rice and bread.
   b. Milk and cheese.
   c. Fruits and vegetables.
   d. Meat and legumes

4. The atomic number of unknown atom is 18, the equivalence of this atom is:
   a. Zero.
   b. Single.
   c. Double.
   d. Triple.

5. One of the sources renewal electricity is:
   a. Nuclear energy
   b. Solar energy
   c. Fuel energy
   d. All of the above

6. Which of the following behaviors is correct for preventing Asthma:
   a. Using a hot bath
   b. Cleaning furniture with a dry cloth
c. Sitting in the humid places
  d. Staying at home throughout dusty storm

7. **Areas cultivated with plants are rich with Oxygen because the plants:**
   a. Produce oxygen through the process of breathing.
   b. Produce oxygen through the process of photosynthesis.
   c. Consume carbon dioxide through the process of breathing.
   d. Consume carbon dioxide through the process of photosynthesis.

8. **A T.V operates on 110 volt was plugged on current with 220 volt. Whereas the mixer machine operates on 220 volts was plugged on current with 110 volt. What do you expect to happen?**
   a. TV and mixer will not work
   b. TV and mixer will burn
   c. TV will burn and mixer will not work
   d. Mixer will burn and TV will not work

9. **Human breathes continuously and voluntarily, breathing rate varies as shown in the following table:**

<table>
<thead>
<tr>
<th>Age Case</th>
<th>New born baby</th>
<th>Baby</th>
<th>Puberty</th>
<th>Mature during sleep</th>
<th>Sport player</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathing Rate per minute</td>
<td>16 – 60</td>
<td>35</td>
<td>12 - 18</td>
<td>12 – 14</td>
<td>25</td>
</tr>
</tbody>
</table>

From the table we observed that breathing rate:
   a. Increase in childhood more than adolescence
   b. Increase in adolescence more than in childhood
   c. Decrease in childhood more than in adolescence
   d. Equate in childhood with adolescence

10. **Which of the following disease is associated with respiratory system?**
    a. Ulcers
    b. Suffocation
    c. Whooping cough
    d. Facial blueness
11. If the current passes through a wire, the part of electric energy passes through a wire convert to heat because:
   a. Heat generated in a wire increases with the increase in wire resistance.
   b. Heat generated in a wire increases with the increase in the time of current passed.
   c. Heat generated in a wire increases with the increase in current intensity square.
   d. All of the above.

12. An adult physical laborer works six hours daily. Which one of the following nutrition is the correct required for him?
   a. Carbohydrate
   b. Proteins
   c. Mineral salts
   d. Vitamins

13. A 60 watt heater is used for 5 minutes. What is its electric energy consumption?
   a. 12 joule
   b. 65 joule
   c. 300 joule
   d. 1800 joule

14. Electric resistance is measured by:
   a. Ohm
   b. Ammeter.
   c. Volt.
   d. Watt.

15. In countries where the voltage is 110 V, and electrical appliances operate on 220 V, they have to buy electric transformer to:
   a. Fix the voltage on 220 V.
   b. Reduce the voltage from 110V to 220V.
   c. Raise the voltage from 220V to 110V.
   d. Raise and reduce the voltage from 110V to 220V.
16. Some atoms tend to lose or gain electrons of the external level when:
   a. The first energy level is saturated with electrons.
   b. The external energy level is saturated with electrons.
   c. The external energy level is unsaturated with electrons.
   d. The first and external energy level is saturated with electrons.

17. Ayman drinks a glass of fresh orange juice to restore his activity, because orange juice consists of:
   a. Sugars and mineral salts.
   b. Sugars, fats and vitamins.
   c. Vitamins and mineral salts.
   d. Sugars, vitamins and mineral salts.

18. Four wires A, B, C, D made up of the same material and of the same area of cross section. Length of these wires are 1m, 2m, 3m and 4m respectively. Which of them will be heated quickly?
   a. A
   b. B
   c. C
   d. D

19. Two wires made up of copper, the length of first wire (A) is 4 m and its cross section area is 1m², and the length of other wire (B) is 6 m and its cross section area is 2m². What do you expect?
   a. resistance of a wire (A) is greater than wire (B)
   b. resistance of a wire (A) is less than wire (B)
   c. The intensity of current (B) less than that of (A)
   d. a + c

20. The source of oxygen consumed by the plant in the process of breathing during the day is:
   a. Water
   b. Photosynthesis
   c. Air
   d. Transpiration
21. If you have four bulbs and one battery and want to get the strongest possible light, how will you connect the lamps?
   a. In series
   b. In parallel
   c. Two bulbs are connected in parallel and connect them with others bulbs in series.
   d. Three bulbs are connected in parallel and connect them with fourth bulb in series.

22. People take fish which is source of Iodine to avoid:
   a. Anemia
   b. Rickets
   c. Night blindness
   d. Goitre

23. If you want to buy connector for desktop computer, you will buy connector with:
   a. Big cross section area wire
   b. Short cross section area wire
   c. Five meters and more wire
   d. Multiple connections

24. Which of the following makes the Aluminum atom (\(_{13}^{\text{Al}}\)) in stability?
   a. Loss of two electrons.
   b. Acquire two electrons.
   c. Loss of three electrons.
   d. Acquire three electrons.

25. The correct order for the path of carbon dioxide during the process of exhalation is:
26. Common characteristic of (17Cl) and (3Li) that is:
   a. Non-metallic element.
   b. Inert element.
   c. Single equivalent.
   d. External energy level saturated with electrons.

27. Shared using of smoking shisha during chewing Qat causes:
   a. Transmission of infectious diseases such as tuberculosis.
   b. Damaging health of the teeth.
   c. Damaging health of the spine.
   d. Damaging health of the mouth.

28. A doctor decided to give antibiotic (syrup) for a child aged four years for five days, but on the third day the condition of the child improved. What is the correct way his mother must do?
   a. Gives the child antibiotic until the third day.
   b. Gives the child antibiotic until the fourth day.
   c. Gives the child antibiotic until the fifth day.
   d. Adds another dose after the fifth day.

29. Which of the following electron configuration of Silicon atom (14Si):
   a. 2, 2, 10
   b. 2, 4, 8
   c. 2, 6, 6
   d. 2, 8, 4

30. Suppose you are one of the employs in of the electricity institution, and you are asked to take the appropriate decision to reduce the consumed electricity energy in the lamps that adorn the streets during wedding and national events. Appropriate decision is:
   a. Preventing used decorative lamps and sufficiency of street lamp.
   b. Replacing tungsten lamps with lamps have less electric power.
   c. Connecting decorative lamps in series.
   d. Connecting decorative lamps in parallel.
31. Common characteristic of the processes of inhalation and exhalation is:
   a. Involuntary process.
   b. Successive process.
   c. Controlled by the muscles of the chest.
   d. All of the above.

32. Your friend complains to you the high the electricity bill price, and you want to advise him rationalization of electricity consumption. You will advise him to reduce the time usage of the following appliances:
   a. Television, heater and neon lamps.
   b. Television, tungsten lamps and iron.
   c. Tungsten lamps, heater and iron.
   d. Neon lamps, television and washing machine.

33. One person suffers from atherosclerosis, The best method for the prevention of this disease is:
   a. Avoiding eating fatty meats.
   b. Avoiding eating fatty sweets.
   c. Exercising sports.
   d. All of the above.

34. Which is appropriate decision to be taken to keep a healthy whether free from dust?
   a. Cutting trees and plants
   b. Transforming agriculture lands into houses
   c. Planting trees and plants
   d. Spraying the streets with water

Q2. Fill in the blanks with appropriate words.

1. Respiratory system is the system which allows the body of the organism to obtain oxygen and through it the .................. Can be removed.
2. Amino acids are the smaller units of ............... .
3. Ionic bond is strength of electrostatic attraction between .................. .
4. Voltammeter uses to measure the ………………. 

5. Trachea is a tubular structure supported by a ‘c’ shaped ………………..that keep the trachea open and prevent it from collapsing and facilitating continuous flow of air in and out.

Q3. Give scientific reasons for the following.

1. If two conductors A and B, their charges and potential are (A: Q= 10 C & V= 5 V and B: Q= 5 C & V= 10 V), we find that current flows from B to A.

2. The noble gases don not have tendency to reaction.

3. Breathe through your nose better than through your mouth.

4. Connecting electricity to houses in parallel.

Q4. Classify the following chemical compounds into ionic compounds and covalent compounds: Sodium oxide (Na₂O), Oxygen molecule (O₂), Nitrogen molecule (N₂), Potassium fluoride (KF), Hydrochloric acid (HCl) and calcium chloride (CaCl₂).

<table>
<thead>
<tr>
<th>Ionic Compounds</th>
<th>Covalent Compounds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q5. Given alongside is an incomplete table of atoms (\( _{11} \text{Na} \)), (\( _{8} \text{O} \)) and (\( _{10} \text{Ne} \)). fill in the blanks with only one suitable word/symbol for each:

<table>
<thead>
<tr>
<th>Atom</th>
<th>Electrons number in external level</th>
<th>Viability of atom for losing or gaining the electrons</th>
<th>Type of formed Ion</th>
<th>Symbol of Ion.</th>
<th>Property of metallic of atom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Na</td>
<td>………….</td>
<td>Losing</td>
<td>…………..</td>
<td>Na⁺</td>
<td>........</td>
</tr>
<tr>
<td>O</td>
<td>…………..</td>
<td>…………..</td>
<td>Negative</td>
<td>…………..</td>
<td>Non metallic</td>
</tr>
<tr>
<td>Ne</td>
<td>Zero</td>
<td>…………..</td>
<td>…………..</td>
<td>…………..</td>
<td>…………..</td>
</tr>
</tbody>
</table>
Q6. The teacher asked Ayman showing the electronic configuration of Magnesium (\text{^{12}Mg}) by drawing. The electronic configuration of Magnesium showed is as shown below. Find out the mistake of electronic configuration of Magnesium?

Q7. Reorder the wrong behavior made while chewing Qat beginning with the most harmful one?

1. Chewing Qat with smoking in closed place
2. Chewing Qat with drinking tea.
3. Chewing Qat and using Shisha by different persons.
4. Chewing Qat with smoking in opened place

Q8. Raghad put a little amount of salt in the dry test tube (a) and a piece of candle in the other test tube (b). She put two test tubes on a flame. What are the assumptions that you expect to occur? and Why?
Q9. It is said “putting ornamental plants in the bedrooms is harmful human respiration” judge the validity of the above saying in three sentences supported your answer with scientific evidence?

Q10. A pump pumps water to the tank, the water in the tank goes slowly through narrow pipe to billow tank. What are the similarities between this water circuit and the electric circuit in the following diagram (mention four of them)?

Q11. The two figures shows battery circuit parallel (A) and battery circuit series (B). The circuit was switched off and the reading of ammeter and Voltammeter is taken and the bright of bulb was observed. What will happen for the value of ammeter and voltammeter and bright of bulb in two circuits if one battery is removed from two circuits?
Response Sheet for Science Achievement Test- Multiple Choice Items

<table>
<thead>
<tr>
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<th>Correct Answer</th>
<th>Q.No</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
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<td>18</td>
<td>A  b  c  D</td>
</tr>
<tr>
<td>2</td>
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<td>A  b  c  D</td>
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<td>17</td>
<td>a  b  C  d</td>
<td>34</td>
<td>A  b  c  D</td>
</tr>
</tbody>
</table>
## Appendix – III B

### Answering Key for Science Achievement Test

<table>
<thead>
<tr>
<th>Q.No.</th>
<th>Correct Answer</th>
<th>Q.No.</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>18</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>2</td>
<td>a  b  C  d</td>
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<td>a  b  c  d</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
<td>a  b  C  d</td>
<td>21</td>
<td>a  b  c  d</td>
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<tr>
<td>5</td>
<td>a  b  C  d</td>
<td>22</td>
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<tr>
<td>6</td>
<td>a  b  C  d</td>
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<td>a  b  c  d</td>
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<tr>
<td>7</td>
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<td>24</td>
<td>a  b  c  d</td>
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<tr>
<td>8</td>
<td>a  b  C  d</td>
<td>25</td>
<td>a  b  c  d</td>
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<tr>
<td>9</td>
<td>a  b  C  d</td>
<td>26</td>
<td>a  b  c  d</td>
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<tr>
<td>10</td>
<td>a  b  C  d</td>
<td>27</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>11</td>
<td>a  b  C  d</td>
<td>28</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>12</td>
<td>a  b  C  d</td>
<td>29</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>13</td>
<td>a  b  C  d</td>
<td>30</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>14</td>
<td>a  b  C  d</td>
<td>31</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>15</td>
<td>a  b  C  d</td>
<td>32</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>16</td>
<td>a  b  C  d</td>
<td>33</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>17</td>
<td>a  b  C  d</td>
<td>34</td>
<td>a  b  c  d</td>
</tr>
</tbody>
</table>

### An2:

1. Oxygen and carbon dioxide
2. Proteins.
3. oppositely charged ions
4. Potential difference
5. Cartilaginous rings
An3:

1. The potential of conductor B is higher than Potential of conductor A.
2. The noble gases have a complete valence shell. They do not have tendency to gain or lose electrons.
3. Nose warms slightly the air, retain particles like dust.
4. Bulbs in parallel are equally bright because they're always connected across the same voltage.

An4:

<table>
<thead>
<tr>
<th>Ionic Compounds</th>
<th>Covalent Compounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Na₂O</td>
<td>O₂</td>
</tr>
<tr>
<td>KF</td>
<td>N₂</td>
</tr>
<tr>
<td>CaCl₂</td>
<td>HCl</td>
</tr>
</tbody>
</table>

An5:

<table>
<thead>
<tr>
<th>Atom</th>
<th>Electrons number in external level</th>
<th>Viability of atom for losing or gaining the electrons</th>
<th>Type of formed Ion</th>
<th>Symbol of Ion</th>
<th>Property of metallic of atom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Na</td>
<td>One</td>
<td>Losing</td>
<td>Positive</td>
<td>Na⁺</td>
<td>Metallic</td>
</tr>
<tr>
<td>O</td>
<td>Two</td>
<td>Gaining</td>
<td>Negative</td>
<td>O⁻</td>
<td>Non metallic</td>
</tr>
<tr>
<td>Ne</td>
<td>Zero</td>
<td>Non losing or gaining</td>
<td>Non Positive or Negative</td>
<td>Non Ion</td>
<td>Non Property of metallic</td>
</tr>
</tbody>
</table>
An6:

Correct configuration of Mg is: 2, 8, 2

An7:

5. Chewing Qat with drinking tea.
6. Chewing Qat with smoking in opened place
7. Chewing Qat with smoking in closed place
8. Chewing Qat and using Shisha by different persons

An8:

- Salt are melted slowly because the bond in sodium chloride is Ionic bond.
- Candle is melted quickly because the bond in candle is covalent bond.

An9:

In case a room is closed and the room contains many plants, consequently this matter constitutes danger and harm to breathing of human beings because plants expel carbon dioxide at night; so existence of a little number of ornamental plants in the bedroom does not constitute harm to humans, especially if the room is airy well.
An10:

i. Pump-like battery
ii. The flow of water like flow of current
iii. Above tank like high voltage or below tank like low voltage
iv. Flow of water slowly like resistance of current

An11:

- **In the parallel circuit:** the value of ammeter is decreased but the value of voltammeter is equally and bright of bulb is decreased.
- **In the series circuit:** the value of ammeter is equally but the value of voltammeter is decreased and bright of bulb is equally bright.
Appendix – IV A

Torrance Tests of Creative Thinking

Verbal Form, Battery “B”

Name: 
Division: 
School: 
Date: 

Instruction:

Dear Schoolboy / Schoolgirl

Please read the instructions before you begin to answer the test

1. The test aims at giving you a chance to use your imagination to give some notions and formulate them in words.

2. Try to think of interesting and unfamiliar ideas which are completely from the others.

3. Do not waste your time because the time allowed for you to answer each activity is limited.

4. Try to use your time well.

5. Do not hesitate in answering; there is no a true or wrong answer.
Activities 1-3: Ask and Guess are based on one Picture Shown Below

These activities would give you a chance to examine your ability to think. You become able also to ask questions the answers of which lead you to know about things that you have never been familiar with. You can make hypotheses over the impossible causes and results of what occurs in the picture.

Look at the picture. What is happening? What can you certainly say about it? What do you need to know in order to understand what is happening? What is the cause? And what is the result?
First Activity: Asking Questions about the Picture

Write down all potential questions about the picture on the preceding page. Ask about whatever you need to know in order to understand what is happening. Do not ask questions that can be simply guessed from a passing look at the picture. You can look at the picture repeatedly whenever you need to.

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Second Activity: Guessing Causes of the Action in the Picture

Write down here all the potential reasons you might think of causing the incident occurring in the picture of page 2. You can think of what takes place short or long before the incident that the picture shows. Write as many guesses as possible. Do not hesitate to infer.

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Third Activity: Guessing Consequences Immediate or Long-Term about the Picture

Write here all the potential consequences resulting from the occurrence in the picture of page 2. Think of what may take place soon or late after the incident. Write as many guesses as possible. Do not hesitate to infer.

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Fourth Activity: Product Improvement

The task is to improve a toy so that it is more fun to play with

In this page there is a picture of a toy. It is of a straw-stuffed monkey that is 16cm high and weighs 1 kg. You have to write down all the possible means that you may use to make of that toy a source of more entertainment and fun to the kids playing with it. Talk of the most exciting and brilliant adaptations but do not care about costs.
Fifth Activity: Unusual Uses

The task is to think of alternative uses for a common object

People often throw out waste cans though they might be utilized in a number of innovative manners. Write all potential alternative uses you can think of. Do not put a limit to your thinking. You are able to use as many waste cans as possible. Do not restrict your thinking to the uses that you have already seen or heard of. Think of utterly new methods.

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Sixth Activity: Just Suppose

Hypotheses about an improbable situation

Following is an improbable situation. You have to suppose that such an improbable situation has already taken place. Such a hypothesis offers you a chance to imagine all exciting events that might happen as consequences.

Imagine that a situation which we are going to describe later has already happened. Then think of all possible resulting situations. In other words, what are the consequences? Write down all that you can guess.

An improbable situation: imagine that dense fog has covered the earth and that all we can see are mere people’s feet. What will happen? Write your ideas and guesses on the following page.
Appendix - IV B

Scoring Summary Sheet of Torrance Creative Thinking

Name: 
Division: 
School: 
Date: 

<table>
<thead>
<tr>
<th>Response No</th>
<th>First Activity</th>
<th>Second Activity</th>
<th>Third Activity</th>
<th>Fourth Activity</th>
<th>Fifth Activity</th>
<th>Sixth Activity</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Total of skills Scores

Total of Activities Scores
Appendix - V

Scale for Attitude towards Science

Name:                                  Division:
School:                                Date:

Instruction:

Giving below are some statements about science. Some of these are statements describe how you might feel about science. Each statement is followed by three responses ranging from agree (A), Neutral (N) and disagree (D). Read each statement carefully and make a tick mark (√) on the cell below that you feel most appropriate to you. It is necessary to answer all the statements. Feel free to answer; there are no right and wrong answers.

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Statement</th>
<th>A</th>
<th>N</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Science does not have as much importance as other subjects in our life.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>Learning science requires little effort.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>Learning science is a waste of time.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>Science makes our life more comfortable.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>I do not like to answer the questions about science in class</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>I would like to understand what is taught in science class.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>7</td>
<td>Science cannot develop my ability for positive thinking.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>8</td>
<td>Science teaches me how to preserve the environment.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>Science examination is difficult and complicated for most students.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>I feel comfortable while studying science in the class.</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<tr>
<td>11</td>
<td>Science experiments are not useful.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>12</td>
<td>I would like to study science well to get good marks.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>13</td>
<td>What I study in science classes does not relate to our daily life.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>Science contributes to development of economy of countries.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>15</td>
<td>Science class is boring.</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>Text</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Watching science programs on television is exciting and enjoyable.</td>
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<tr>
<td>I would have enjoyed school more if there was no science class.</td>
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<td>I like science better than most other subjects.</td>
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<td>I need someone to help me while studying science.</td>
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<tr>
<td>Science helps me understand the causes of natural phenomena.</td>
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<tr>
<td>I hate reading science textbook.</td>
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<tr>
<td>The questions in the science textbook are easy for me.</td>
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<td>I hate doing assignments in science.</td>
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<tr>
<td>Science provides me with knowledge which I can use in my daily life.</td>
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<td>I want to give up studying science in the future.</td>
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<tr>
<td>I would like to perform experiments of science again in the laboratory.</td>
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<td>Studying scientist’s discoveries is a heavy burden for students</td>
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<tr>
<td>I would like to become science teacher in future.</td>
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<tr>
<td>Science class makes me feel depressed.</td>
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<tr>
<td>I realize the importance and greatness of science while hearing new inventions and discoveries.</td>
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<tr>
<td>I do my science homework for fear of punishment but not for the love of science.</td>
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<tr>
<td>I feel helpless when doing science homework.</td>
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<td>Science tests make me nervous.</td>
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<tr>
<td>I eagerly wait for the science class.</td>
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<tr>
<td>Doing science experiments in laboratory is difficult.</td>
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<tr>
<td>I like the discussion with my classmates on the science topics.</td>
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</tbody>
</table>
Appendix – VI

Reaction Scale towards Dimensions of Learning

Name: 	Class: 
School: 	Date: 

Dear student boy / student girl

You have been taught science through Dimensions of Learning approach by the teacher. You were involved in many activities both individually as well as in a group. I would like to know your reactions towards Dimensions of Learning Model used to teach science. There are three choices for each item yes, No and sometimes. Read each question item carefully and give your answers by ticking any one of the alternatives given in front of the question. Feel free to answer. Your answer will be kept confidential.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions Items</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you like teaching by the method used by the teacher?</td>
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<tr>
<td>2</td>
<td>Do you think that you have learnt the science topics meaningfully through the method followed?</td>
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<tr>
<td>3</td>
<td>Did you find any difficulty in learning science topics?</td>
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<tr>
<td>4</td>
<td>Did you enjoy learning science in the classroom?</td>
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<tr>
<td>5</td>
<td>Did this method help you in understanding each other in a better way?</td>
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<td>6</td>
<td>Did the teacher continually reinforce effort and boost sense of your ability?</td>
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<td>7</td>
<td>Did you feel doing activities in groups is interesting?</td>
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<td>8</td>
<td>Did this method help you in building your self-esteem?</td>
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<td>9</td>
<td>Did the teacher acknowledge you while trying to be particularly accurate?</td>
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<td>10</td>
<td>Did the teacher encourage you in engaging activity even when answers are not immediately</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<td>Did the teacher provide some time for your group to evaluate your action?</td>
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<td>Do you want the lessons taught by the teacher, to be repeated again?</td>
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**Environment Surrounding**

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<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Did the teacher ask the questions a second time?</td>
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<tr>
<td>Were you given waiting time to answer?</td>
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<tr>
<td>Were you given freedom to ask questions in the class?</td>
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<tr>
<td>Were you ideas accepted and encouraged by the teacher?</td>
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<tr>
<td>Were you given an opportunity to conduct experiment in the laboratory?</td>
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<tr>
<td>Did you take initiative to perform the activities in the class?</td>
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<tr>
<td>Did the classroom environment help you in building good relationship with your classmates?</td>
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<tr>
<td>Did you feel that you are accepted by the teacher?</td>
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<td>Were the classroom’s desks and other furniture arranged?</td>
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**Activities and Assignments**

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<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Did the teacher present a model of how each activity should look when it is completed?</td>
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<td>Did you like activities given to you in the classroom?</td>
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<td>Did the assignments help you to apply your knowledge in meaningful ways?</td>
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<td>Did you find difficulty while doing assignment?</td>
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<td>Were you participated in the group works?</td>
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<td>Did the group work help you in understanding the topics taught clearly?</td>
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<td>Did the activities that you are asked to perform have a value?</td>
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<td>Did the activities make your learning meaningful?</td>
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