

Beyond the 3Rs: Education for the Whole Child

‘The physical, intellectual, emotional and ethical integration of the individual into a complete person is a broad definition of the fundamental aim for education.’¹

– “Learning to Be: The World of Education Today and Tomorrow”,
a 1972 UNESCO publication

We’ve known for over 50 years that if we want to prepare children for their future, then they need an education that goes beyond traditional academic skills. No one sits alone completing worksheets for the rest of their life. In the real world, we must collaborate with others, make principled decisions, and help develop new ideas, all requiring a broader set of competencies than just the 3 Rs (reading, writing and arithmetic). Yet many of our schools have failed to prioritise these greater life skills.

Comprehensive education has become even more crucial in the era of instant communication and constant technological change. The citizen of this age must learn new skills and adapt to new realities faster than at any previous time in history.

We need an education that develops, rather than suppresses, our students’ humanity. A holistic education not only builds up academic skills but also expands social, emotional, and ethical capacities.

Unfortunately, our industrial education systems were not designed with ‘soft skills’ in mind, and thus have struggled to address them. And the pressure of test-heavy agendas, such as India’s ‘Inter’ examinations or the USA’s *No Child Left Behind Act*, has forced educators to further limit their focus to math and language proficiency that bureaucrats can measure with a standardised test.* As a result, many test-focused schools have cut back on art, music, literature, history, elective courses, and project-based learning. Austerity measures have also forced schools to drop programmes that develop our students’ broader humanity.

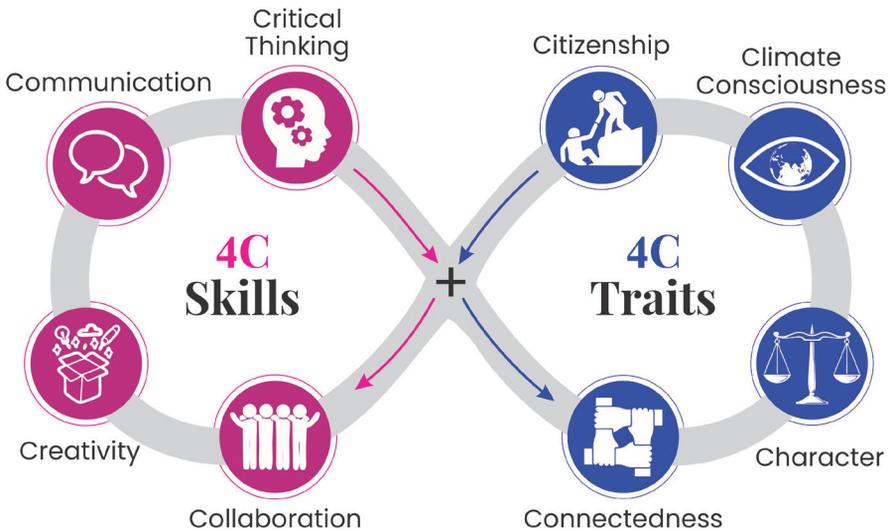
* The USA partially abandoned the No Child Left Behind Act in 2015 in favour of a more flexible system.

However, influential voices are pushing back. In 2002, a consortium of American education and industry leaders formed the ‘Partnership for 21st Century Skills.’² This initiative argues that focusing exclusively on simple skills was a step in the wrong direction:

*America’s system of education was built for an economy and a society that no longer exists. In the manufacturing and agrarian economies that existed 50 years ago, it was enough to master the “Three Rs” (reading, writing, and arithmetic). In the modern “flat world”, the Three Rs simply aren’t enough. If today’s students want to compete in this global society, they must also be proficient communicators, creators, critical thinkers, and collaborators (the “Four Cs”).*³

– National Education Association, 2012

The ‘4Cs’ initiative took off because it met a felt need to prepare students for contemporary society. ALfA has added four more desired outcomes (borrowed in part from the 6Cs of educator Michael Fullan)⁴ to create the ‘4C Skills and 4C Traits’ we use today:



For educators to promote these 4C Skills and 4C Traits in the classroom does not mean they will neglect literacy and numeracy. On the contrary, teachers who incorporate the 8Cs spend just as much time on math and reading as other teachers. The difference is that they’ll present those basics in the context of broader life experiences instead of sterile isolation. Students then internalise the three Rs to a deeper, more meaningful degree while simultaneously gaining essential higher-order competencies.

Do the 4Cs + 4Cs Matter?

We built ALfA to empower all children with foundational literacy and numeracy—skills that open doors to all later learning. But we recognise that children also need time to think and imagine, to wonder, to learn *how* to learn and then incorporate those lessons into their other interactions. We've designed our own schools along a four-stage progression of learning: 'Joyful', 'Empowering', 'Inspiring', and 'Victorious'. The goal of each stage is not just to check off a particular list of facts learned and skills acquired, but to build up the student emotionally and socially in a manner that prepares them for life after school.

While the 8Cs have always been important, they have a new urgency today as society changes at unprecedented speed. Employees **collaborate** in teams more than ever, and long-distance **communication** has become essential to every profession. Unfortunately, surveys show that 80 per cent of employers feel high school graduates don't have adequate communication skills, and nearly 30 per cent said even university graduates lack such skills.⁵

Flexibility and **creativity** have also become increasingly important. Remember when young people picked one career path and maintained it until retirement? That time is over. Machines are displacing various labour tasks. Family businesses are disappearing. As the global economy evolves, many roles no longer last a lifetime, forcing workers to change professions in mid-career. Even if they keep their jobs, employees are asked to retrain frequently as technological advances compel industries to adapt. Economists Richard Murnane and Frank Levy argue that technology and globalisation make **critical thinking** more essential than ever for workers.⁶ Flexibility is no longer just an asset; it is an essential requirement.

At the leadership level, both educators and businesses are realising the value of **character development** as much as ever:

'In terms of personal capabilities, what is repeatedly identified as distinguishing the most effective professional performers and leaders is their ability:

- to remain calm when things go wrong*
- to remove their ego from the situation*
- to 'practise what they preach.'*
- to demonstrate their authenticity, humility, tolerance for ambiguity, trustworthiness, transparency and commitment to fairness*

- *underpinned by resilience, curiosity, a willingness to persevere and take responsibility for their actions and a sense of perspective and humour about what is happening?*⁷

– Educator Michael Fullan

Finland: Thriving Economy via Comprehensive Education

There's at least one country where instruction in soft skills has paid national dividends. In the last 30 years, Finland has become a global model for successful education. Its high PISA test scores, nearly 100 per cent graduation rates, and excellent record for equality are the envy of many nations. The Finnish economy is also doing well, which suggests their schools are preparing students well for the international marketplace. These excerpts from *Finland: A Non-Competitive Education for a Competitive Economy* argue that preparing students in collaboration, communication, and critical thinking has been at the centre of Finland's rise.

'Finland has been ranked as one of the top-performing countries in PISA for the past decade. During the same period, it has also been cited as one of the world's most competitive economies. Some of the factors that contribute to this double success include an emphasis on cooperation and networking rather than competition; education policies that favour informality, flexibility and quick decision-making; career guidance and work placements that bridge formal education and the world of work; and an emphasis on teaching skills and creativity.'

'A key Finnish lesson is that to prepare themselves for a more competitive economy, schools and students must compete less. Instead, schools should increase internal collaboration. Cooperation and networking rather than competition and disconnectedness should lead the education policies and development of education systems. Schools and other educational institutions should cultivate attitudes, cultures and skills that are necessary in creative and collaborative learning environments. Finnish education policies assume that expert thinking, complex communication and creative problem solving can only flourish when collaboration is maximised and competition is minimised.'

Taken from: Sahlberg, P. (2012). *Finland: A Non-Competitive Education for a Competitive Economy*, in *Lessons from PISA for Japan*. OECD Publishing. Page 103.

Business leaders see the damage when their employees, managers, and executives lack these traits. Thus, these leaders have become prominent voices advocating for 8Cs in the classroom. A survey by the Arab Human Capital Challenge showed that most CEOs in the Middle East think their educational systems do not adequately prepare graduates. They were most concerned with weaknesses in ‘soft skills,’ including communication and teamwork.⁸ In North America, 78 per cent of business executives state that communication, collaboration, creativity, and citizenship are increasingly necessary for the workplace and 80 per cent of executives believe schools should teach the 4Cs.⁹ Major corporations such as Apple, Microsoft, and the Time Warner Foundation helped spearhead the original Partnership for 21st Century Skills that produced the 4Cs framework.

Traditional schooling is no longer enough. The modern economy requires a more comprehensive education than a narrow focus on the three Rs can provide.

Holistic education has an immediate impact on students as well. Lessons imbued with the 8Cs are more meaningful and motivating. Children are more excited for class when topics engage their critical thinking and delve into community issues of connectedness, climate consciousness, and citizenship. Learners enjoy communicating, collaborating, and expressing their creativity in the classroom. As Michael Fullan says, ‘Students are being liberated. They care more about school. They care more about life. They care more about making a difference.’¹⁰

What are the 8Cs?

The 8Cs aren’t just a list of things to learn but a new way of framing how students engage with each other, their teachers, and everyone else. Thus, nothing on this list should be considered a ‘subject’ to add to the curriculum, but more so skills and traits to soak into every lesson.

Here is a brief description of the 8Cs, why they matter, and how the ALfA classroom nourishes children’s development of each one.

Communication

- *What it is:* Communication is articulating your thoughts clearly and effectively while also listening to others well. The ideal communicator gets her message across so it is understood as intended. She knows how to be persuasive without being manipulative or misleading. Communication entails both understanding and being understood, as well as learning how to build trust through interaction.

- *Why it matters:* Communicating effectively with the broader community has become much more critical to today's pupils. Even young children create digital media online via videos, websites, blogs, and AI-assisted tasks. Real-time communication in group chats and video-conferencing are indispensable to schools and workplaces.
- *How ALfA helps:* ALfA helps students build communication skills via daily paired interactions as well as writing assignments, presentations, speeches, and audiovisual multimedia projects. It's easy to visualise how paired learning engages a student's communication repertoire much more regularly than lecture instruction or working on worksheets ever could. By normalising the practice of learning together via interaction, paired learning incorporates these skills into the child's natural repertoire.



*Two young children enjoy reading the ALfA Hindi book together.
Lucknow Summer Literacy Intensive, 2023*

Collaboration

- *What it is:* Collaboration is working productively with others. Essential collaboration competencies include brainstorming, listening, flexibility, taking responsibility, learning from others, negotiating,

developing a sense of perspective, managing a diversity of opinions, and coming to a consensus. These have always been valuable life skills, as no one gets much accomplished alone. Still, our educational models have neglected them for too long.

- *Why it matters:* Children already find collaboration skills necessary when they play with the same toys, enjoy a hobby together, compete in team sports, or are assigned group projects. If we can help our students get along with each other now, they will grow into adults who can collaborate with their coworkers, employees, supervisors, friends, neighbours, and fellow citizens.
- *How ALfA helps:* ALfA facilitates effective collaboration by priming our students to work naturally with all their classmates. The random pairing of ALfA is essential as it teaches children how to collaborate with those who have personalities, skills, and backgrounds different from their own. ALfA teachers also model collaboration by being available and approachable to their students, as the ALfA teacher role is more about working with the child than merely telling them what to do. Instructors who demonstrate good relationships with others lay the groundwork for students to build good relationships among themselves.

Creativity

- *What it is:* Creativity is doing something different from what you've been shown before. Anyone with a fresh approach to solving a problem has employed creativity.
- *Why it matters:* Creativity isn't restricted to the arts; it is fundamental to creating anything new. Children's creativity comes to the surface when they invent new games (or new ways of playing old ones), create unique class projects, and imagine new possibilities for their future. For adults it is involved in everything from product design to inventions to entrepreneurship. All of us who want to go beyond 'copying' others must employ some form of creativity.
- *How ALfA helps:* ALfA teachers develop their pupils' creativity by offering open-ended problems instead of a predetermined answer. Students creating questions for each other is an ideal setting for them to dig into their creative potential, until it becomes natural. It's impossible to 'teach' creativity via direct instruction, where a teacher always tells the student what to do. However, opportunities to foster the creative instinct are endless in an active classroom where the student has become the teacher.



*An ALfA learner shows off her origami peacock.
Lucknow Summer Literacy Intensive, 2023*

Critical Thinking

- *What it is:* Critical thinking involves analysing a problem, distilling the available information, and working to create a solution. Essential skills include discerning patterns, finding connections, filtering helpful information from the noise, constructing analogies between current and previous situations, and making accurate decisions when presented with several options. In addition, critical thinkers evaluate their past performance and see where they need to improve.

- *Why it matters:* Critical thinking was once taught only to ‘gifted students’, but today, its importance to everyone is more apparent. The online world is a minefield, full of misinformation, tricks and scams, and a young person who doesn’t know how to critically evaluate what they are being exposed to can easily get lost. In the workplace, as rote labour becomes automated and assembly-line jobs disappear, employers are asking every worker to become a flexible problem solver. The complexity of modern household finances and outside programmes like health care access and government services has also made critical thinking essential in everyday life.
- *How ALfA helps:* ALfA nurtures critical thinking by requiring students to work out every step independently rather than just regurgitating answers. Decoding sounds and letters from pictures[†] is an early example of critical thinking in process. Later, complex and exciting problems like Story Sums[‡] take critical thinking to the next level. Strategy games, exciting puzzles, and classroom debates are enjoyable ways to build skills while keeping children engaged.

Character Development

- *What it is:* Character development is becoming a caring, thoughtful, and responsible person who operates ethically. It is not ‘following the class rules’ of what not to do, but instead practising positive traits such as kindness, generosity, forgiveness, tolerance, trust, bravery, thoughtfulness, and sustainability.
- *Why it matters:* Students should understand that moral character benefits both themselves and others. The capacity to be reflective, resilient, reliable, inquisitive and self-regulating is essential to a child’s development into maturity and success in life. Especially in an era where online and political behaviour have descended into spectacle, we must help our students buck the trend.
- *How ALfA helps:* In ALfA, we demonstrate character implicitly through our modelled behaviour and class expectations. The need to work effectively in random pairings helps students consistently practise good character in various circumstances and with a broad range of classmates. We also teach it explicitly through activities and role-plays that help learners process ethical questions. Ideally,

[†] See Chapter 2

[‡] See Chapter 3

character curriculum does not form a separate unit but is incorporated into science, history, literature, and other subjects.

Scan the QR to access a set of character-development themed role-plays for new readers.



Climate Consciousness

- *What it is:* Climate awareness is an understanding of environmental issues with the motivation to act on this knowledge. It includes a scientific understanding of how our actions impact the environment and a social awareness of how to influence others and effect positive change.
- *Why it matters:* Young environmental activists from Sweden to Uganda, Bangladesh to Mexico, and the Philippines to Canada are showing the world that they too can instigate change.¹¹ Children are no longer content to leave their future in adult hands but want to be part of the solution to ensure a healthy planet. We must provide them with accurate knowledge and tools to become an integral part of the green movement.
- *How ALfA helps:* ALfA fosters the building of this consciousness through short stories on crucial environmental issues, activities where students research ecological problems and solutions, and creative projects that engage with the broader community. We've also embedded it within the programme via an ethic of minimal resource use and sustainability.

ALfA: A Low-Carbon Education

The ALfA programme seeks to minimise its environmental footprint by:

- Using concise booklets. Most of our languages have a 40-50 page book to take a learner from ground zero to foundational literacy. Compare this to hundreds of pages of textbooks and workbooks in many traditional curricula.
- Each booklet is shared between a pair, halving the paper requirement.
- Learning materials such as ice cream sticks and matchsticks are biodegradable and recyclable. Children are encouraged to find/make their own counters and learning materials rather than buying manufactured ones. Books and materials are robust, so students can use them repeatedly, rather than wasteful workbooks that are filled in once and thrown away.

Scan the QR to access environment-themed short stories for new readers.



Connectedness

- *What it is:* Connectedness is being emotionally connected to your feelings and those of others. It encompasses both the experience of being connected and the benefits you reap from those connections. Connectedness includes skills such as emotional intelligence, mental resilience, and empathy for others regardless of their differences.
- *Why it matters:* Students who foster connectedness feel more emotionally robust and have greater social-emotional well-being. They tend to have better attention spans, stronger problem-solving skills, and greater adaptability. They are more likely to make ethical decisions in how they treat others and consider the implications of their actions on other people.
- *How ALfA helps:* Connectedness is implemented in the ALfA programme through paired work, peer-led discussions, and communal activities that allow children to express themselves, understand others, and build relationships. Specific activities incorporated into daily lessons foster connectedness between students, such as displays of appreciation. Through the elimination of competition[§] and emphasis on collaborative learning in random pairs; students develop their solidarity with fellow students of all backgrounds. The idea is to create a family-like atmosphere of working ahead together rather than a cutthroat classroom where everyone is intent on clawing their way to the top.

Connectedness also extends to the relationships between students and adults. ALfA classrooms have positive teacher-student relationships, helping students connect with their teacher and the world around them. The ALfA classroom is an inclusive place where diversity in all its forms—including moods and learning abilities—is embraced. This environment instils a sense of belonging and acceptance among children.

Citizenship

- *What it is:* Citizenship is being aware of and engaging with your community, from neighbours to city residents to international society.

[§] See Chapter 7 on assessment for more on eliminating competition in the ALfA programme.

A responsible citizen is informed on both local and global problems. They know environmental and social issues and how their choices impact others.

- *Why it matters:* Productive citizenship helps students understand what is happening outside, from the school level up through international news. In adulthood, citizenship can extend to forming neighbourhood action groups and building people's movements. Citizens must learn the practical steps to get involved, including knowledge of processes such as attending meetings, submitting complaints, and understanding how rules are made.
- *How ALfA helps:* Through daily pairs that switch roles, ALfA students learn to take leadership in the smallest ways, in an atmosphere where even shy and disabled students are empowered. Children are regularly encouraged to make this world a better place and be part of social transformation. Educators also bring citizenship into daily work by structuring classwork problems around meaningful issues instead of random questions of no relevance. School service projects, a community garden, learning to take care of their school



After gaining foundational literacy with the ALfA programme, kids can engage with current affairs. Lucknow Summer Literacy Intensive, 2023

environment, fostering interest in local natural areas, and exposure to local community groups can all encourage the citizen instinct.

As you've seen, there is a significant overlap between the various Cs. Though we separated their explanations for ease of introduction, these ideas have no strict boundaries. Any activity that employs one of the eight Cs will invariably include several others.

How to Incorporate the 4C Skills and 4C Traits

The perceptive teacher will realise that if they deploy the principles taught in this book, they can integrate the 8 Cs into every assignment. It doesn't always have to be a conscious effort; as you can see from the above examples, many aspects of the 4C skills and 4C traits are naturally built into the paired learning process.

You'll also see this wouldn't be true in a traditional classroom. Exposing children to meaningful life lessons is harder when education is always top-down, dictated by the teacher. Consider values like communication, collaboration, and citizenship. How can they be incorporated into a lecture when children passively listen or take notes? How would they be learned in worksheets, homework, or standardised tests?

Traditional classrooms can only incorporate the 8Cs when they introduce activities that overtly teach them. However, most teachers are so focused on completing the academic syllabus that they have little time to do anything else. Adding a dash of 'character development' or 'connectedness' to a lesson won't make much of a difference in a pupil's life, especially not when the rest of the curriculum and its competition for grades and status are at odds with such life lessons.

In ALfA, on the other hand, academic attainment comes so quickly that there is room to slow down and move beyond academics. It works out because the process is aligned with the outcome – collaborating is *natural* to how ALfA's paired learning works and creativity is *supposed* to be part of what they do when they develop their own questions in every module. It's not like a lecture where there's a disconnect between the delivery and the goal. The fabric of the learning environment, the process itself, is part of the lesson.

New dreams for our children require new vehicles to carry them. You can't modify a train and send it to the moon. If you want a starship, you've got to start from scratch and fit your craft to its goal.

When it comes to testing, you'll find that ipsative evaluation (which we'll discuss in Chapter 7) also encourages the 8Cs. Traditional comparative testing has decreased learner creativity and made students more competitive and less likely to collaborate, though studies suggest that teachers can limit the negative impact of testing if their communication of test results is informative and constructive.¹² Ipsative (compete-with-yourself) assessments take an ideal path by focusing on informative, constructive feedback without the competitive testing that depresses creativity and collaboration.

Another means to enhance the 8 Cs is via classroom structure. In the traditional classroom, desks face the front. Thus children cannot easily talk to each other or share the same workspace, which reduces student interaction. Placing children facing each other or in shared table spaces facilitates communication and collaboration.^{13,14} Studies in Israel and Hong Kong also show that students who transition into Active Learning Classrooms report greater ease in being creative.^{15,16} You can imagine how breaking out of the rigid confines of separated rows could inspire children to break out of their intellectual ruts.

Finally, the right teacher attitude is essential. Teachers who communicate well and are approachable in the classroom increase student engagement.^{17,18} The teacher's warmth helps learners take risks, make more creative decisions, and open up with their peers. An ALfA teacher models empathetic behaviour, guides students in resolving conflicts, and introduces activities that foster emotional intelligence. But just as important as what the teacher does is what the teacher is *not* doing. By giving up control of the classroom and putting daily activities in the hands of the students, the ALfA teacher allows children to make decisions that build their personality and skills. They're not just disseminators of information but architects of an environment where each child feels seen, heard, and valued.

Above you see how the 4C Skills and 4C Traits are incorporated into the daily life of the ALfA classroom. But there are also cases in which a teacher will want to teach specific soft skills more deliberately. Would you like to see how? Here are some proposals adapted from the booklet 'Preparing 21st Century Students for a Global Society.'¹⁹

Project #1: Learning from History – How difficulties and impacts of past energy use can inform energy issues in our communities today

Students form groups to explore how particular societies used their natural resources for fuel (e.g., China's burning of wood in the 1500s

or England's use of coal during the 1800s). They will focus their research on those activities' economic and environmental impacts. The class will then video-conference relevant government employees to collect information about the makeup of fuel and electricity sources in their region. Students will analyse the environmental and economic implications of these current energy sources in their groups and compare them to the actions and outcomes of the previous society they studied. Each group will share their results online as a website.

This project incorporates:

- Communication
 - online interaction with government officials
 - discussions within the project group
 - use of a website to communicate ideas
- Collaboration
 - working together to research history and create the website
- Creativity
 - the design, images, and text of the website
- Critical thinking
 - analysing environmental/economic impacts
- Character development
 - seeing how our choices have repercussions
- Climate consciousness
 - impacts of past burning on pollution and climate
 - knowledge of current energy use in the community
- Connectedness
 - understanding how economic decisions impact people
- Citizenship
 - engagement with government officials
 - a deeper understanding of the local economy
 - website to engage with the community

Project #2: Learning about current events by stepping into the shoes of people with differing experiences

Student pairs research how people are impacted by a recent challenging global or national event (flood, war, famine, earthquake, etc.), with each pair focusing on a different individual's perspective. Perspectives students can use include a farmer, politician, U.N. relief worker, local journalist, family with limited resources, etc. The pairs

will create a slideshow of the event from that unique viewpoint to show to the rest of the class. After experiencing the diverse outlooks their fellow groups present, students will write a reflection discussing how various people's needs, professions, and economic status influence their understanding of a disaster.

This project incorporates:

- Communication
 - discussing a project together in a pair
 - listening carefully to other perspectives
- Collaboration
 - researching together
 - producing the slideshow
- Creativity
 - presenting slideshow
- Critical thinking
 - analysing how someone else would view the event
- Character development
 - seeing how events affect other people
- Climate consciousness
 - witnessing how natural disasters impact others
- Connectedness
 - understanding trials/needs from other perspectives
- Citizenship
 - increasing awareness of current events
 - learning more about people from different communities

Project #3: Organising a group effort to improve the school

In small groups, students will interview teachers, school cleaning staff, and other children to determine the most significant cleanliness issue in the school. The groups then create a plan for the student body to ensure the school remains clean. The process may include creating awareness via assemblies or announcements, establishing a student committee to organise volunteers, or funding proposals to acquire cleaning supplies requested by the staff. Finally, they will present these plans to the principal or the school board.

This project incorporates:

- Communication
 - interviews
 - discussion within the group

- potential awareness drive
- presentation to the administration
- Collaboration
 - working in the group to form a proposal
 - working with the school community
- Creativity
 - devising creative solutions to the problem
- Critical thinking
 - analysing the problem, finding solutions
- Character development
 - taking responsibility for a school issue
- Climate Awareness
 - being proactive in a small trash reduction task
- Connectedness
 - empathy for cleaning staff
- Citizenship
 - awareness of how others view a school issue
 - bringing an issue to the larger community
 - presenting a proposal to authorities

You can find many other great ideas online for incorporating 8C principles into your lessons.

Projects need not always be as extensive as these examples. Still, the more time you give to a project, the better opportunity your students will have to use 8 Cs skills. It is best to find a balance between small-scale applications of the 8 Cs in everyday assignments and occasionally allowing students to explore at a deeper level.

Humanity stands at a crossroads in history.

We are wealthier, more interconnected, and more technologically advanced than ever. We have the power to end poverty: If we distribute the world's resources fairly, nobody would go to bed hungry. We have the science to unlock tremendous amounts of clean energy, create vaccines and treatments for most diseases, and reduce labourers' workloads more than ever.

At the same time, interlocking environmental crises—including climate change, deforestation, and biodiversity loss—are no longer distant threats but already devastating millions of lives. New threats of the twentieth and twenty-first centuries—nuclear war, pandemics, artificial

intelligence—pose existential risks to humanity. Some researchers have estimated a one in six chance of humanity becoming extinct over the next century.²⁰

What does the future hold for humanity? A shared peace and prosperity? Or a dystopia of disease, disaster and death? The choice is ours.

In this critical juncture, we need to raise the next generation who are not just ‘smart’ academically but also good human beings. Humans who care not just for their family and friends but for their country and their world. Humans who can think creatively and critically and who can collaborate to solve common problems.

We need a twenty-first-century education that isn’t just a tinkered version of the nineteenth-century pedagogy that hampers our schools. Twenty-first-century education changes everything. For some teachers, that might intimidate them—we are not advocating one minor adjustment; we’re discussing changes across the board. But for many teachers, this inspires. Haven’t you always wanted something *more* than what you’ve been working for so far? Don’t you see that your children want to reach for something more as well?

We dream that teachers can be galvanisers for their children, facilitating a new way of learning. In the next section, we’ll show how you, the teacher, can make this happen.