

Curriculum and Instructional Design

Intrapersonal Life Skill Development Curriculum for Gender Guardian School

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Primary Research

Voice Recordings with Gender Guardian School, Director Asif Shahzad, Make Up Instructor Suniyya Abbasi, Make Up Artist Moon Doll, Make up Artist Fahad



Theoretical Framework

Eric Erikson - Identity Crisis
Howard Gardner - Multiple Intelligences



Eric Erikson

- Erik Erikson's psychosocial theory (1968), suggests teenagers go through a stage of "crisis", where they explore and form their sense of self and identity. This stage can continue into adulthood. Ideally, people come out the other side of the "crisis" with a healthy understanding of their own unique identity. Identity covers many aspects, though most fit under the umbrella question of "Who am I?" For some people, coming to terms with who they are and forming a positive sense of identity can be challenging. This is especially true when who they are is not similar to those around them, or if they feel their true selves would not be accepted by those close to them.
- For individuals who identify as LGBT (Lesbian, Gay, Bisexual, Transgender), or are questioning this facet of their personality, establishing a positive sense of self can sometimes be difficult and confronting. While this is not always the case (some LGBT people have been secure in their sexual or gender identities for a long time, and have many supportive people around them who understand and appreciate them for exactly who they are), it is unfortunately common that LGBT people struggle with developing a positive sense of self.

Howard Gardner

- Howard Gardner's work around multiple intelligences has had a profound impact on thinking and practice in education. The idea of multiple intelligences comes out of psychology. It's a theory that was developed to document the fact that human beings have very different kinds of intellectual strengths and that these strengths are very, very important in how kids learn and how people represent things in their minds, and then how people use them in order to show what it is that they've understood.
- If we know that one child has a very spatial or visual-spatial way of learning, another child has a very hands-on way of learning, a third child likes to ask deep philosophical questions, the fourth child likes stories, we don't have to talk very fast as a teacher. We can actually provide software, we can provide materials, we can provide resources that present material to a child in a way in which the child will find interesting and will be able to use his or her intelligences productively and, to the extent that the technology is interactive, the child will actually be able to show his or her understanding in a way that's comfortable to the child.



Teaching Philosophy

Leo Tolstoy's Value-based Educational Thought
Howard Gardner's Value-based Learning



Howard Gardner

"I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do... Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill."



Leo Tolstoy

- Some of the best educators in our generation, among the advocates of open education, such as Paul Goodman, John Holt, Edgar Freidenberg, George Dennison, and others, absorbed many of Tolstoy's ideas, and used them as a guideline in their own educational philosophy.
- Tolstoy's educational essays are largely arguments and appeals against the educational theory and practice of his time, criticism of the educational structure and policy both in Russia and in Western Europe, encompassing all levels of education and instruction from elementary school through university.

<https://www.jstor.org/stable/pdf/1050157.pdf>



- His methods of teaching reading and writing stressed the importance of creativity in education.
- His emphasis on education through practical work, his trust in the child, and his demand that the child must be granted full measure of freedom were to have great influence on progressive education in a later period.
- One of his basic theses is that a school must always remain an educational laboratory, open to changes and contributions, renewing itself and developing, in order to keep from retarding human advancement.



- Tolstoy developed a permissive pedagogy notable not only for its methods of instruction, but also for the organisation of the study plan, the teaching techniques and the principles of discipline. The pupils in his school were free to enter and leave as they wished, and the teachers were free to teach in a way and manner they saw fit. Noise and chaos are the natural order of things. The principal task of the teacher is to listen and clarify what he hears rather than to lecture to students who attend in silence

- Tolstoy ignores 'coverage' of material or 'completion' of the study plan, and indicates no obligatory subjects. All educational work is directed toward the liberation of the pupil both during the course of studies and afterwards. He established clear relations between the purpose of education, the role of the teacher, the conception of the pupil, the methods of instruction, and the way that the students were expected to use their thinking.



- Tolstoy's key concept is not education but culture. He views culture as a large, heterogeneous reserve of values, which co-exist because they suit the present needs of the people and provide points of departure to searches for new and better ways of doing things. Tolstoy's approach does not recognise an end goal for man, and does not accept any rigid or permanent criteria. Culture is multi-hued in its appearance, variegated and multi-faceted. Aside from several humanistic, liberal principles regarding the equality of man, the value of the individual, and the importance of self-fulfillment, there are no clear guides for the activities of man. Instead of turning to traditional external values, which are often indications of corruption, we should try to free the individualistic human spirit, which has its own independent sense of direction, and to help this spirit to develop.



Core Objectives

Life skills

Communication Skills & Grooming Skills

Ensuring a Livelihood



Rationale

Increase acceptance within the community on a broader social level

Provide with means to earn a livelihood

Identity-formation and development of self-knowledge



Developmental Considerations

Target community: Transgender

Target group: 16 years - 25 years



Timeline

(20 Weeks)

Makeup Art

(Specialized Makeup Skills)

Fashion (Model/Ramp)

Festive (Party/Bridal)

Daily life (Evening/Morning)

Imaginative (Film)

Prop Making Essentials

Studio about making props for the relative field

Documentation and Portfolio

Introduction to documentation and portfolio

Communication and Tools

Introduction to Computer hardware, software and basic startup course

Personal Hygiene Fitness and Grooming

Grooming , mannerism, hygiene and fitness sessions



Teaching strategies

Discussion

Visual Aid/Technology

Collaborative (Practical Approach)

Constructivist Teaching

Professional Development

Culturally Responsive

Project-based Learning

Problem-based Learning

Peer Teaching

Improvisation - Convergent/Divergent Thinking



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End-to-end encrypted

M.Moon Doll GG

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Call again

Thank you

