Facilitator Manual for Teacher Training

Teaching Strategies to Promote Children's Success in School and Life (ages 3-6)

World Vision International
2017

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1.1 THE LEARNING ROOTS APPROACH

"It is easier to build strong children than to repair broken men."
-- Frederick Douglass

Quality early childhood development (ECD) programs and early childhood education (ECE) programs are tailored to particular cultural and local contexts. Therefore programs can come in many forms. Programs can be based within existing government schools or in the community near the homes of children. One of the strengths of early childhood programs is their holistic approach, addressing all aspects of child wellbeing. As a result, early childhood work straddles different sectors and in different countries different Ministries have responsibility for this age group. An integrated, cross-sectoral approach is the preferred way for managing the needs of these children, with all sectors cooperating and collaborating to ensure comprehensive early childhood policy and services. However, often this can be challenging and it can be more effective for the education sector to take a leading role, while working to coordinate with other sectors where-ever possible. This is especially the case with children ages 3-6.

Learning Roots, as a model for early childhood programs (ECD or ECE) envisions the education sector taking such a leading role, while working in close collaboration with other sectors such as health, nutrition, child protection, and livelihoods. Any program that operates without such cross-sectoral integration will fall short of its goals to help young children maximize their development. Learning Roots also recognizes that parents and teachers are some of the most important figures in the learning-lives of young children.

The teaching approach of Learning Roots is based on principles of participation, for children and adults. The aims, principles and strategies for early childhood development and learning, ages 3-6, can be found in the *Learning Roots Teacher's Handbook*. This guide provides workshop modules that will be useful to introduce teachers to the content of the *Handbook;* and for preparing to effectively teach in a quality learning environment. The content of this manual will best be conveyed with student driven learning, participatory teaching styles, and opportunities for supervised practice. Just as young children benefit from adult facilitated play (scaffolding) so will adults benefit from opportunities to practice the activities in this manual with supportive supervision.

1.2 SELECTION, TRAINING AND MENTORING ECD TEACHERS

Any program is only as effective as the people entrusted to implement it. There should be no gaps between the goals of an ECD program and the ability and commitment of the ECD teacher to achieve the goals. Teacher selection is crucial. Establish criteria based on the best qualities of highly effective ECD teachers working in similar communities. Ask their opinion about selection criteria and suggestions for candidates. Interview them to find out their perceptions of the workload and good interview questions. Encourage beneficiary families to get involved in recommending and interviewing candidates.

Once candidates are identified and express interest in the job, a panel of leaders, community parents and the NGO should interview candidates and make decisions together. Beware that many times individuals are recommended due to their known leadership capacity but these individuals may lack

time or commitment to the work. Think about identifying individuals with warmth, enthusiasm, and love of children, interest to learn and certainly having no child protection violations. This may be a young mother or a secondary school graduate, male or female. Promote new leadership in the community.   If a parenting program is operational, this can and should be a good source for potential ECD teachers because the parenting group members have demonstrated commitment to promoting children's potential and have basic knowledge about holistic child development and child wellbeing.

1.3 RECOMMENDED TRAINING SCHEDULES

Professional development is the cornerstone of quality ECD programs. Community adults with as little as an eighth-grade education can become highly competent teachers. A specialized training program is required to ensure that the ECD teachers are highly capable to guide children's learning.

Recommended training scenario:
- One 5-day foundational training.
- Bi-weekly or Monthly Learning Circles as a continuing professional development, to cover:
  - Integration and cross-sectional learning modules
  - Coaching
  - Monitoring
  - Other topics

Each training workshop builds capacity to implement a daily routine that promotes development and learning skills to succeed in school and in life.

1.4 ONGOING PROFESSIONAL DEVELOPMENT

Once teachers are trained, they benefit from ongoing professional development. Identify small clusters of teachers that live and work in close proximity. Ideally, they will meet once per month on a free day to reflect on practice. At that time, they can share experiences, prepare for literacy and math circle activities in the coming month; and make a new learning toy for corner play. This type of training can be low-cost or no-cost if conducted by the teachers following a Reflection on Practice Training Plan.

1.5 ECD TRAINER = SUPERVISOR /MENTOR

Professional development is enhanced when the trainer and supervisor are the same person. Taking a mentoring approach increases attention to the application of learning. A mentor asks, "Is what I taught, what was learned and applied?" The mentor visits the classroom and observes how well the ECD teacher understood the concepts that were taught; and where strengths and needs are apparent. This increases accountability of the mentor. If teachers are not doing as well as hoped, perhaps the training program, selected teacher, or mentor requires adjustment. Careful documentation of classroom observation is a useful tool for improving classroom practice; and for gathering concrete evidence when a teacher is not well suited for the work and not able to promote children's holistic development and readiness to learn for a lifetime.

EARLY LEARNING FACILITATORS – REFLECTION ON PRACTICE TOOL

PURPOSE

Reflection on practice is a useful tool to begin staff meetings or monthly teacher meetings. The facilitator asks staff to reflect on ordinary work experiences. They will focus on successes but also on problems they might be facing. They begin to realize more meaning in what they do and to develop habits of reflection. It establishes permission to feel proud and to boast about accomplishments and to also share difficulties in a collegial community of learners. Staff learn from each other through difficulties and successes. Trainers also benefit because it provides rich anecdotes about children and the classroom reality, which can be referred to in the training course. It helps the trainer assess staff progress in applying what they are learning and to identify areas that require further professional development. This process brings spontaneity to the workshop and allows staff to partially take on the role as trainers.

The act of reflection with a group of colleagues provides opportunity for:
- Realizing more meaning in one's work through the insights of others;
- Learning from each other's successes and difficulties;
- Applying meaning beyond the situation in which it was learned;
- Making a commitment to try out new ideas; and
- Documenting learning and providing a rich base of shared knowledge.

STEPS   TOTAL TIME 1.5 HOURS

1. **Share professional accomplishment related to the preschool's goals;**
   Each staff member briefly describes something they feel proud of that they did in the past month, related to helping children develop and learn. Others listen but do not interrupt, comment or question. Listen only.
2. **Identify and describe a problem or challenge in the work related to the goal;**
   Next each staff member has three to four minutes to describe one problem they have identified. Others listen and do not comment. This helps everyone develop listening skills and allows the speaker to reflect, as they speak, without interruption. This also allows the sharing process to move quickly.
3. **Problem analysis**
   The facilitator selects one problem to analyse. Group members ask information-seeking questions, pushing for clarification about the problem, but do not offer advice.
4. **Problem – solutions and action**
   The group then brainstorms possible solutions and helps the staff member develop an initial plan of action. At the next meeting the staff member reports on the success of the plan.
5. **Building new knowledge and skills – presentation**
   The presentation concludes with a short presentation (15 minutes) by one of the members. They teach a skill to the group, explain an effective strategy, or share something recently learned. There will be something that the group wants to learn more about. This provides a forum for staff members to be recognized and develop leadership.

Developed by Deborah Llewellyn 2000

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1.6.1 Overview
This manual is designed for those who will train, supervise and mentor community ECD teachers. The training was developed with a flexible format. Facilitators may select modules and sessions within a module according to need and time. Whatever the case, ECD trainer/mentors should visit classrooms between after training sessions and use their observations to inform further trainings and professional development.

Each teaching session is designed with an easy to use format. Facilitators can quickly identify the title, time, purpose and materials required. Each activity has five or six steps that are easy to follow and implement. The **Tools and Resources** section provides At-A-Glance technical information for the presenter or the tool that will be used or developed in the activity.

The activities are designed in a way that any field program can conduct the exercises in-house without relying on outside expertise. For best results, organize a master trainer to conduct a regional training for ECD program managers and mentors. The master trainer will familiarize them with the ECD handbook and trainer's manual, and take them through the basic exercises, develop their skills as trainers, and show them how to adapt the training program for local needs and interest. ECD mentors benefit from participating in a support network with other field managers as part of a learning and sharing team. The ECD teacher training activity is a beneficial activity for generating discussion and action about the importance of holistic early childhood development and school readiness. The TOT at both regional and local levels can be both a learning and action-planning tool.

1.6.2 Experiential Learning Approach
The approach used in this ECD Training Manual is called 'experiential learning'. It helps participants to learn from their own experiences, with the facilitator /trainer as a guide. Each session is based on the experiential learning model. The facilitator guides the participants through a process of experiences, activities, reflection, and discussion. The participants draw conclusions and learn to apply new knowledge or skills in their own program. Through this method, participants will gain in-depth understanding of what is done and why; and will actually participate in development of tools they will use to implement their program.

1.6.3 Managing Time and Place
Get an early start. Participants should be aware of the daily schedule. Schedule should be followed promptly as agreed rather than waiting for latecomers.
Look at the training room before the workshop. Create a seating arrangement where participants see each other's faces, not their backs. You will need four breakout areas with small tables for group work. It is useful to have a wall clock in the training program. Make sure that each participant has a bottle of water. Notify participants regarding location of toilets.

1.6.4 General Tips
Make the training experience active and enjoyable. Create a positive environment for idea exchange. Here are some further general tips:

- Select a quiet and accessible location for the meeting;
- Start and end on time;

- Acknowledge latecomers in a warm manner but do not delay the training in order to wait for latecomers;
- Use a seating arrangement that encourages discussion and promotes equality;
- Be friendly and caring; use positive body language;
- Use members' names;
- Use equitable methods to call on participants to talk; selecting those who quickly raise their hand is not advised. Give more time for those who are reflective thinkers; and call on individuals using a variety of methods. This tells the audience that the mentor believes that everyone has something valuable to say;
- Listen attentively when others talk, demonstrating respect;
- Show enthusiasm, enjoyment and emotional connection to participants;
- Encourage members to speak freely;
- Monitor, prevent and redirect domineering members. (This may require a private consultation before or after the session. Encourage the member to help you to ensure that all ideas are heard, especially those who are shy.)
- Facilitate dialogue rather than "telling";
- Use follow-up questions after participant responses to get at the intended meaning and the deeper thoughts; For example, ask, "Can you explain a bit more about that?"
- Build on previous knowledge and individual strengths
- Review previous learning and encourage reflection and analysis

1.6.5 Four facilitation Techniques

1. **Questioning**
   - Use open-ended questions such as, "What is your opinion about that?"
   - Use higher level questions that require thinking, "Do you think that was the best way to respond to the child?"
   - Use follow up questions: "Tell me more"
   - Encourage members to ask own questions
   - Find out whether members agree or disagree with what was said, "One someone like to comment on what she said?" "Does someone see this a different way?"
   - When a member doesn't answer a question, rephrase in a simpler way

2. **Wait Time**
   - Ask a question, wait at least 3 seconds for the response.
   - Wait time results in more thoughtful responses
   - Wait time encourages participation by more members
   - Wait time surprises members and engages the entire group more than when facilitator asks a question and calls on the first person to raise hand.

3. **Encouragement**
   - Use positive body language
   - Create safe environment for sharing ideas
   - Offer non-judgmental remarks
   - Use same type of responses to all members

4. **Summarizing and scaffolding**
   - This is a technique for interacting that encourages the speakers to reflect more and elaborate on a point; to clarify understanding; and to build an idea or solution jointly;
   - Restate what the person said to bring out clarity and ensure that you understood correctly—this shows speaker you were listening. It is useful in resolving conflicts or issues. It pulls information and facts together and provokes speaker to think further

1.6.6 Additional Methods

Number method for Calling on Participants: Most often facilitators ask a question and calls on someone who raises his /her hand. A better way is to call on individuals using a number system. Give each participant a number on the first day of the workshop. Facilitator maintains list of all numbers and puts a tally each time s/he calls on a number. Another method that promotes equity is to start at a certain point in the room and continue clockwise up to 3 people. Then ask these 3 people to call on 3 others.

Think / Pair /Share – This is a 3-step method for exploring ideas. ECD mentor asks a question and directs the participants to respond in this way. 1) Each participant reflects on the question and writes own idea in notebook (5 minutes) 2) Participants share their views in pairs (5 minutes). Participants may change or refine their views based on the discussion. 3) Mentor /facilitator asks for several volunteers to share their conclusions.

Ice Breakers – This group of activities are designed to get people acquainted. People learn best with peers they trust. Build bonds of friendship through exercises that let people tell something about who they are. Here are some examples:
   - What is a childhood experience, before 8 years, that still has meaning to you today?
   - What is the oldest thing you have and the newest thing you have?
   - Take an object from pocket, briefcase or purse. Tell how you are like this object and not like this object.
   - Without talking, find people with same birthday month. Once group is formed, tell each other your favorite birthday memory.
   - Tell 3 things about yourself. Two are true and one is a lie. Others have to guess the lie.

Review Methods—This group of activities are designed to help participants recap the lessons from the day.
   - **Spin the bottle Review**: Give everyone a few minutes to review notes from previous day. Stand in circle. Facilitator asks one review question, then spins bottle. The bottle points to the person who will answer the question. Then that person asks a review /recap question and spins the bottle. Do this for about 8-10 questions and responses.
   - **Individual Responses.** Ask each person to tell one thing they learned from previous day and each comment must share something different from what was previously stated.
   - **Energizers.** Use quick and fun activities to pull people from the afternoon slump, or to break intensity after a long period of hard work. Energizers should last about 3 minutes and actively use all the body. The more laughter the better.

1.6.7 Starting and Closing the Workshop

Opening the day

- Provide something for early arrivers to do. Consider putting a puzzler on the board or something else that's fun and gets the brain working.
- Start on time according to schedule. it encourages everyone to arrive on time.
- Conduct a brief recap of previous day using a game method such as spin the bottle.

Closing the day.

- End on time
- Provide a brief recap of important principles and methods taught
- Give a small homework question or small amount of reading each night. When assigning reading ask participants to highlight two or three sentences that were the most informative. The following morning participants can share their highlighted sentences. This creates a participatory review of the material.

1.6.7 Session Format

All sessions are structured in a similar format with these key components:

1. Facilitator's **Background Information**
2. **Steps**:
   a. Opening & Review of previous session
   b. Introduction of the topic of this session
   c. *Activity 1*
   d. Energizer/Ice-breaker
   e. *Activity 2*
   f. Summary & Closing
3. **Resources**

1.6.8 Facilitator Preparation Before Session

- Review Facilitator Background Information
- Practice the Steps for the Session
- Review Resources for the Session
- Print necessary copies
- Assemble all materials
- Arrive early to LR Learning Space and prepare environment appropriately.

1.6.9 Workshop Materials

Workshop Materials	
Useful Training Materials	**Learning Materials Production**
• Folders with closure, notebooks, pens, pencils, highlighter pen for each participant • Reusable name tags (pin) • 6 flip chart books – Used for presentations & group work	• One cardboard box per participant • Colored or Plain File folders to store board games and picture puzzles • A-4 paper plain; and colored • Weight colored poster boards • Glue

• Two flip chart easels – or one flip chart easel and one white board • Four colors Markers – several boxes • Multiple boxes of crayons and smaller felt tip pins (colored) for group work • Colored cards – approximately half size A-4 paper cut vertically • Multiple packs of sticky notes • Colored A-4 paper • Stapler, paper clips, • Rulers, pairs scissors, and glue-stick (one for every 4 participants) • Masking tape and /or wall adhesive *Complete collection of recommended classroom materials for literacy circle, math circle; and corner play is necessary for demonstration purposes*	• Staplers & staples • Large paper clips • Dice • One pair scissors and glue per 2 participants • Many rolls of clear, white adhesive tape • Large and Small Tip Markers • 1 grain sack per participant (rice bag or flour bag material) with no printing; available on rolls in district center markets • 10 meters clear plastic • Several plain colored shower curtains or similar material from which to produce visual aids • Collection of classroom visual aids to be copied (such as Alphabet, parts of body, insects, numbers, etc.) • Collection of locally available storybooks that meet storybook criteria found in this manual (Session 10) • Collection of locally available educational toys (age 3-6 years) • Collection of local children's songs and finger plays • Magazines with interesting pictures • Yarn – Multiple colors *Ps: Start collecting empty water bottles, cardboard boxes one month before the training*
Playdough Materials per-batch (prepare for 4 groups) • 2 cups flour (1/4 kg) • 1/2 cup fine salt • 3 Tablespoons vegetable oil • 1- 1 1/2 cup warm water (1cup=235ml /1 Aqua cup) • 1 Liquid Food Coloring • 1 Mixing bowl + 1 Stirring spoon • 1 Ziploc bag/Tupper-ware/any air-tight container	**Math Bag** (Ask each participant to prepare and bring to the workshop if possible) • A handful of beans - At least two different colors • A collection of small stones – different shapes and sizes • 10 Paper clips – multiple colors • 10 Straws – multiple colors • 10 Tooth picks • 10 Water bottle-caps • 10 Ice cream sticks / dried small sticks • 10 Clothes Pins

Learning Objectives
- Understand that the period birth to 8 years is considered must important in human life cycle
- Reflect upon personal experiences that verify importance of early care on adult behavior

Time

1 hour 30 minutes

Materials:
1. Flipchart and markers
2. Post-it notes
3. Ball made from crumpling paper [Method for calling on participant]
4. Ball of Wool/String/Yarn and a pair of scissors [Activity 1]
5. Learning Tree Flip Chart [Activity: Closing]
6. Prepare an Energizer

FACILITATOR'S BACKGROUND NOTE – SESSION 1

Key Lessons
- ➢ The most important phase of human development is the period from conception to eight years.
- ➢ What happens in the first eight years of life influences the positive school achievement, future economic productivity and the kind of citizen, spouse, and parent a child will become.
- ➢ What happens in an early learning center should reflect an understanding of developmental milestones.
- ➢ Experience has shown that we cannot simply make the ECD center available; we have to strategically address obstacles that prevent families from sending their children to school.
- ➢ Parents and community all have a role to understand the special support needs of children as they transition into primary school and the final phase of early childhood development.

Scientific Reasons for Supporting Early Childhood Development

Scientific research over the past 30 years has taught us that the most important phase of human development is the period from conception to eight years. During these years, the early development of cognitive skills, emotional wellbeing, social competence, and sound physical and mental health builds a strong foundation for success well into the adult years. In the past, the early years were not given much attention. One way to appreciate their importance is to think about any adult you know. You will find that it is not too difficult to imagine what his or her life experiences were like from birth to eight that shaped the person she or he is today.

What happens in the first eight years of life influences positive school achievement, future economic productivity and the kind of citizen, spouse and parent a child will grow to become. Although learning takes place throughout life, the early childhood brain is taking shape with a speed that will never be equaled again. When we fail to provide children with what they need during early childhood years, we

may spend all the next years trying to rehabilitate them from the consequences of neglect. "The future of any society depends on its ability to foster the health and wellbeing of the next generation."[1]

Brain cells multiply at an astonishing rate during the nine months the fetus is growing. At birth a child may have 100 billion brain cells but these cells are not useful until they are connected to each other. Think of two houses (brain cells /neurons) in a dense forest with no path (connection /synapse) between them. Walking back and forth between the two houses forms a path. The connections (path) between brain cells (neurons) are called synapses. Groups of connected neurons form a network – much like a group of houses in a village might be connected with paths to each other and to a village center. It works something like this: a baby sees many unknown faces, but over time the child connects certain faces as being those of people who care for and feed him. Through experience, the baby recognizes a group of faces of people he can feel safe with and others that he is not yet sure about. He learns to smile at those he knows and to cry when alerted to strangers who may be threatening. The brain will form trillions of synapses over these early years as the child develops motor skills, language skills, reasoning skills, sense of self, relations with others, cultural and spiritual values, knowledge of the world, and curiosity and persistence to learn.

The synapses that are activated and used frequently through repeated early childhood experiences tend to become permanent and those not used tend to be eliminated. In this way children lose brain cells or neurons that are not needed. We are born with all the brain cells we will have so the saying "use it or lose it" applies. For example, a baby has capacity to produce the sounds and pitches of any human language, but once connections are formed to the sounds she or he needs, she loses the easy capacity to learn other languages or hear the pitches found in Mandarin or the tongue clicks found in Zulu that actually shape the meaning of a word. The period when brain connections multiply explosively is a time when children are discovering new things every moment of the day. It is important for children to have responsive stimulation from loving caregivers, good nutrition and safe environments with reduced stress so they can explore and learn. Babies and young children need many safe things to touch, see, hear and do to fully develop their brain's potential. Children who do not receive loving care and stimulation are likely to develop personality problems, cognitive deficiency and learning difficulties.[2]

What is special about the ages 3-6
The years between three and five are a period of early socialization. The child has first contact with the outside world and has interest to interact and make friends. If the child has no opportunity to make friends at this age, she may have difficulty doing so when starting primary school. Having a friend at school is an important motivator for children to go to school each day, and is a key ingredient for happiness throughout life. Having a friend gives a child practice to live in a family, be a good neighbor and responsible citizen. Children's language skills and thinking skills are rapidly developing between ages three and six. An early learning center can play an important role to complement the family's efforts at home, especially in cases where parents lack awareness or confidence due to low level of education.

What do quality early childhood development centers provide that children need?

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[1] Harvard Center on the Developing Child, (2007); *The Science of Early Childhood Development;* Published by the National Scientific Council on the Developing Child; http://www.developingchild.net

[2] Bill, Hillary and Chelsea Clinton Foundation (2014); *Too Small to Fail: Preparing America's Children for Success in the 21st century; https://www.clintonfoundation.org/our.../too-small-fail.*

A quality early learning program helps children develop the skills that the brain is wired to learn in the year or two before primary. Throughout early childhood there are "windows" of learning. What happens in an early learning center should reflect an understanding of developmental milestones, what children can do, and how they learn. For example, at age four children are paying attention to syntax, how words are ordered in a sentence. If they confuse word order in a sentence, it will be difficult for them to learn to read because the sequence of words in a sentence doesn't follow, as they would expect. The effective early childhood teacher does not drill children on word order. Instead she reads many well-written stories, and talks to children in a conversational tone so they learn how language is correctly expressed. The child has many opportunities to practice talking during activities, free play, and informal interactions with the teacher. When children have large vocabularies and ability to express ideas in complete sentences, then learning to read is easier.

"Researchers have found that children from language-rich families and preschools have 30 million more words spoken to them that those from high poverty families and with no preschool experience. This means that children from lower-income and even middle-class families often enter school with substantially smaller vocabularies than many of their peers. Unfortunately, inequities on display in preschool and kindergarten largely persist throughout life. Most often the high school achievement gap between poor, middle-income and wealthy students is already visible by kindergarten. And the children who have weak pre-literacy and numeracy skills in kindergarten are, on average, the same children with weak vocabulary and math skills in seventh grade."[3]

"Similar trends can be seen when it comes to life skills: discrepancies in attention span during preschool predict relative levels of academic persistence, earnings, and family stability, even 20 and 30 years later. These lasting effects are no surprise: New brain research also shows how adverse childhood experiences linked to poverty can harm the development of the prefrontal cortex of the brain, which is associated with the ability to pay attention, exhibit self-control, organize and plan."[4] (Clinton Foundation; *Too Small to Fail;* 2014)

Can children from vulnerable families "catch up" with more privileged children?
The home and family form the child's earliest experiences and enable the child's interaction with the environment. Those cultures and families that place high value on nurturing family environments in an atmosphere of happiness, love and respect provide a good environment for child development. Many vulnerable families, however, live in circumstances that add stress to their lives and reduce their ability for optimal parenting. It is important to develop understanding about the importance of the early years and practical skills to provide effective stimulation. Parents are the first and most important teachers. Therefore a role in early childhood development programs is to promote parents skills to develop their child's enormous potential and to address potential risks by connecting child service providers and resources in health, nutrition, protection and education with high-risk parents and children.[5]

Why make the extra effort to reach most vulnerable children in a high poverty community where every child could be described as vulnerable?

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[3] Clinton Foundation; Too Small to Fail; 2014
[4] Ibid
[5] Llewellyn, Deborah (2012); Strengthening Families for Better Early Childhood Outcomes; Plan International Australia, Melbourne, Australia

All children should have access to quality early learning programs in the year or two before primary. One of society's most important efforts should be to prioritize high-risk children and provide them with strengthened parenting supports and quality early education. Special outreach may be required for parents to see value in parenting education or early learning. Taking care of children with most need is a moral responsibility and a development imperative. Experience has shown that we cannot simply make the ECD center available; we have to strategically address obstacles that prevent families from sending their children to school. A core question must be, "How can we ensure 100% participation in the targeted catchment area of vulnerable children?"

ECD teachers and mentors must identify reluctant families from the planning stage and set up ECD programs in a way that overcome every obstacle. When we think about the twins' future with and without the quality ECD program, we can see that the matter is urgent for them and for their family's long-term welfare. Let no excuses stand in the way of providing safety nets that give every child opportunity to achieve his/her enormous potential. In setting up an ECD center, map out a reasonable walking distance to school and ensure that 100% children in that catchment attend the ECD center in the year or two before primary. There may be cases where community outreach is required. Community leaders and families must understand education for every child as a human right and development imperative.

Why is it so important to limit ages of enrollment?
In cases where there are large numbers of children, ages 3-6, in a catchment area, you might start with a program that serves every five-year old. In these cases, parents can be taught to manage informal playgroups in their neighborhoods a few hours each week for children ages 3 and 4. Ideally the ECD center should serve every four and five-year-old. Four and five year olds have aptitude to enjoy the same curriculum. When three year olds attend, the teacher often gears the program for the younger student due to low skills and limited attention span. This reduces the program's school readiness impact. If three year olds attend, the teacher should make sure that all activities have a range of skill levels that provide ample challenge and success for the range of ages.

If we want children to enter primary school on-time, then we have to address the huge level of effort, disruption to daily routine and costs that parents confront when sending child to school
Children in the final phase of early childhood development (6 to 8 years) enter primary school. Primary school teachers and administrators may not realize that these children share the learning styles of younger children. Children, ages 6-8, learn best when they have objects they can manipulate, and opportunities to explore and experiment within a safe and stimulating environment, just like younger children. Children who enjoyed a quality early learning program may feel dismay at attending a primary school with teaching methods that do not match how they learn. Children may feel unnecessary failure that leads to school dropout. In thinking about early childhood support, it is important to remember that young children need to be ready for primary school. In addition, primary schools need to be ready to teach them effectively.

Parents and community all have a role to understand the special support needs of children as they transition into primary school and the final phase of early childhood development. Just imagine the challenges required for a poor and uneducated parent to feed, bathe, clothe and send a six-year-old to school in uniform with books in time before the school bell rings. Imagine the added complications when the passage to school is long and dangerous or slippery with monsoon rain; and the parent has a field to hoe or a pile of bricks to break for a road project. We can see the need for community support.

Taking a positive example of community action, we can imagine the reduced truancy that occurred on the island of Zanzibar when a community made the decision that no child would be allowed on the beaches during school hours. Parents got the message that children can help parents with livelihood chores only after school is out. Truants who wanted to play, not study, found no place to hide from the eyes of community elders. Community service providers and policy makers must understand the real problems that undermine the "education for all" ambition and identify practical strategies that make sense in struggling communities.

STEPS – SESSION 1

A. Opening **(+ 25 Minutes)**
- Facilitator **greets arrivals** and introduces him/herself.
- **Hello Game**. Instruction:
  - Facilitator asks participants to form a circle.
  - Facilitator stands in the middle of the circle, ready with a paper ball.
  - Facilitator starts by stating his/her name and states an adjective to describe how they are. The adjective must start with the same letter as their name, for instance, *"Hello everyone! I'm [Fiona] and I'm [Fantastic]."*
  - Facilitator then throws the ball to someone in the circle, and asks them to think of an adjective that starts with the same letter as their names. They should say something like, *"Hello, Fantastic [Fiona]! I'm [Ana], and I'm [Amazing]."*
  - Keep throwing and catching the ball until all participants have introduced themselves.
- **Workshop Agreement**. Facilitator encourages participants to generate their own rules/agreement for the workshop, for e.g. everyone should arrive on time, respect each other's opinion, etc. Facilitator writes the agreements on a flipchart and places it on the wall for the rest of the workshop.
- **Purpose**. *Facilitator shares with participants, "The purpose of this workshop is to develop skills for managing a quality ECD program that supports preschool children (ages 3-6 years) to develop their potential to succeed in school and in life."*

B. Introduction **(+ 5 Minutes)**
Facilitator introduces the importance of the early childhood years by saying:
- *First we must understand the importance of the entire early childhood period that covers pre-natal to eight years.*
- *This is considered the most important period in a person's life. This information seems astonishing to many people. We don't think of babies and young children as learning anything of much importance.*
- *We may think that learning begins when children attend primary school. In reality, when children enter primary school, we can already predict with some certainty what his /her future will look like.*
- *What happens in the first eight years of life influences the positive school achievement, future economic productivity and the kind of citizen, spouse, and parent a child will become.*
- *Today we are going to do a couple of activities that will help us to understand this idea better.*

C. **Activity 1: Brain Game** (+ 25 Minutes)
This activity helps participants understand the developing child's brain architecture, and the influence of positive and negative environmental factors; including children's interaction with their teachers.

Instructions

1. Open the activity by sharing the following information: "*As we've learned, our brains are the central, control station for all of our development as human beings. The brain grows very fast, during the first years of life, faster than at any other time in life! But how does growth happen? This is what we will demonstrate during this activity.*"

2. Direct participants to stand in an empty part of the room, clustered together, but with enough space between them to stretch out arms (see figure to the right). Facilitator explains, "*You represent the billions of building blocks of a newborn's mind (neurons) that are present when s/he is born. In order for the neurons to become organized into systems for thinking, remembering and feeling, a baby needs positive experiences and serve-and-return interactions. These experiences allow connections to form between neurons, and messages to travel across. The more experience a child has in an area, the stronger this pathway will become (for example, research shows that the more parents talk and read to their young children, the higher the child's vocabulary and literacy rates will be).*"
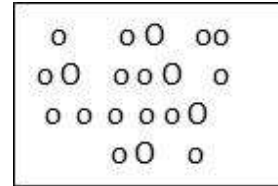
3. To demonstrate this, give the ball of wool (or string) to one person to hold. Facilitator says, "*I will call out positive experiences, and with each, the ball of wool should be thrown to another "neuron", to simulate the way learning pathways develop in the brain. When I call out an experience multiple times, it means you throw the wool between two neurons, to demonstrate a strong pathway.*" [see figure to the right and positive experiences list below]
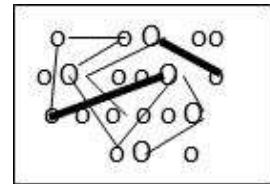
4. **Facilitator calls out some examples of positive experiences (to be adapted based on context):**

   - A newborn experiences skin-to-skin contact with mother immediately after birth. She breastfeeds, takes in colostrums, and is soothed. This helps the child to develop physically and socially/emotionally.
   - Mother looks in infant's eyes while breastfeeding baby consistently throughout the day. Breastfeeding develops social and emotional connections (*throw wool back and forth to show strong pathway development*).
   - Baby's cries are responded to consistently (*throw wool back and forth to show strong pathway*), helping child to develop socially and emotionally.
   - Father plays with baby every day by singing, finger games, and playing music on drums (*throw back and forth to another person*). This helps the child to develop physically and cognitively.
   - Grandmother reads to baby, developing foundations for literacy, a part of cognitive development. (*throw wool to another person*)
   - Older brother also reads to the child every day (*throw back and forth*).
   - As child grows, caregivers ensure the toddler receives good nutrition, and keeps the home environment clean and healthy, allowing the child's body and brain to develop well.

- All family members talk to the child frequently, naming things around the house. This happens consistently, building a strong pathway related to language, and building strong literacy foundations (*throw back and forward to show strong pathway*).
- Father plays ball games with the child, giving the child the opportunity to develop physically, as well as socially/emotionally.
- Mother involves child in cooking, showing them how to measure ingredients, giving the child opportunity to develop cognitive skills related to numeracy.
- Child attends a quality ECD centre and has the opportunity to play and interact with other children, giving the opportunity to develop social/ emotional skills (*throw wool to another person*)
- ECD teacher allows children to play freely, encouraging them when they use their imagination, helping them to develop cognitively (*throw back and forth*).
- ECD teacher makes learning fun, using game and objects to learn about numbers and counting, building a strong pathway related to numeracy (*throw back and forth*).
- ECD teacher tells stories to the children every day, and the classroom has a rich environment of posters showing text, building a strong pathway related to literacy (*throw back and forth again*).

5. After developing a strong network of connected brain pathways, facilitator pauses and explains the concept of **pruning**, " If you don't use it, you lose it': *if a pathway does not get used over time, it may weaken or decrease*. This is called pruning." For example:
   - A pathway for music has been built through exposure to music in the home. However, as the baby grows the exposure stops, so the connection drops away.

6. Facilitator continues, "*Additionally, if a young child experiences prolonged periods of stress, such as family violence, abuse or neglect, without adequate protective adult support, this can cause a 'toxic stress' reaction; excessive stress hormones are released, damaging neural connections.*" To demonstrate the damage that can occur when exposed to long periods of stress, facilitator calls out a negative experience and use **the scissors to snip some of the connections** (see negative experiences examples below). **Facilitator calls out examples of negative experiences (to be adapted based on context):**
   - Child witnesses' father hit mother regularly, making the child scared and releasing damaging stress hormones in the brain (snip one of the wool connections)
   - Child overhears parents shouting at each other daily, making the child feel insecure and releasing damaging stress hormones in the brain.
   - Caregivers stop responding in a caring way to child's cries, making the child feel distrustful and not valued. (snip one of the wool connections)
   - ECD teacher uses harsh punishment techniques such as hitting and shouting when children misbehave (snip one of the wool connections)
   - ECD centre is not safe and has many sharp objects that may harm children and the latrines are very dirty and dark and children are scared to use them as they are far from the classroom. (snip another wool connections)

7. *"The wonderful thing about the brain is that it is very flexible; especially in early childhood. Any damage done during this time can usually be restored, **if a child has enough positive experiences***

to counteract the negative." To demonstrate this, facilitator calls out some further positive experiences to restore some of the connections broken previously.

8. Facilitator asks if there are any common local practices by the ECD teachers/caregivers that might support or harm brain development, and how teachers/caregivers might change behaviors or attitudes towards any harmful practices.

9. **End on a positive and hopeful note!** Facilitator asks for reflections from the group. *"What do you think? How does this shape your view on your role?"* Answer any questions the participants may have.

D. **Transition Energizer (+ 10 Minutes)**
   **Japanese Bow**. Instructions:
    1. Facilitator asks participants to stand up and form a circle. Facilitator tells participants that we will count. Facilitator points at one participant to start with "one." The next person on the right will say "two," and so on.
    2. After all participants say a number, facilitator says, "*Now we will learn a new culture, which is Japanese culture. The Japanese bow to one another as a greeting. Bowing lower is a sign of respect, so try to bow as low as you can, but please don't hurt your back. Let's try it.*" [Facilitator and participants bow to one another]
    3. Facilitator then says, "*Another thing that Japanese do is they say "hai" as they bow. Let's also try to do this*." [Facilitator and participants bow and say "hai" at the same time]
    4. Facilitator says, "*Ok, now we will count again. But this time we will replace the number "two," and multiples of two (2, 4, 6, 8, etc) by a bow and say "hai"* [Facilitator demonstrates this]
    5. [So it goes "one – hai – three – hai – five – hai – etc"] Ready?
    6. Facilitator points at one participant to start with "one," again, then point at the person to his/her right. That person must bow and say "hai." Then the person next to him/her must continue with "three," and so on.
    7. Facilitator lets participants do a practice round slowly before going faster.
    8. When a person makes a mistake, he/she is out of the game (asked to sit down), and the number will restart from "one" again.
    9. The game is finished when the number reaches "ten" or there's only one person left in the game, whichever happens first. He/she is announced as the winner!
    10. Facilitator closes the game by saying, "Now we know that changing even the smallest habit is not as easy as we think. When we did the game, we might know in our head that we must change the number "two" with "hai." But when we had to do it, it's a different story."
    11. "In this training, we will learn a lot of new things, and we might have to develop new habits in teaching children. The change won't be easy, and you will get tempted to go back to your old habits. It won't happen overnight, but with a lot of practice we will eventually get there."
    12. "A recent research by a team at the University College London shows that it takes an average of 66 days to create a habit. So keep this in mind when you feel like quitting after trying just a few times."

E. **Activity 2: Memory Lane (+ 25 Minutes)**
    This activity helps participants to reflect upon personal experiences that verify importance of early care on adult behavior.

1. Facilitator asks participants to close their eyes, and reads this script slowly in a calm voice:
   - *Let's take a deep breath. Inhale through your nose, and exhale through your mouth.*
   - *Now try to think back to a time when you were growing up. Imagine yourself when you were just a little child, perhaps when you were six years old, five years old, or even younger.*
   - *Think about what you're doing at that time, the people you're with, and the interaction you are having with them at that moment. Also, think about how you feel when this takes place. [Pause for 5 seconds]*
   - *Let's take another deep breath. Inhale through your nose, and exhale through your mouth. Now you're taking your mind back to where you are right now. Take another deep breath. Inhale through your nose, and exhale through your mouth. Now you're back in this room. And you can open your eyes."*

2. Think-Pair-Share.
   - Facilitator asks participants to turn to the person next to them and share their childhood experience [Note: If the experience is too personal, participants may opt out to share].
   - Facilitator asks for a few volunteers to share with the group
   - Facilitator asks each volunteer how this experience might have influenced the person they are today.
   - Facilitator ends the activity on a reflective note, *"Now that we realize that we carry some of our earliest memories through life. And how the interactions we have during our early years, both positive and negative, influence us as an adult. We can then reflect on these questions: What kind of experiences do we want to give to our children? What kind teachers or parents do we want to be? And how do we want to be remembered by our children?"*

3. Facilitator answers any questions participants may have.
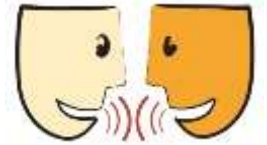
Learning Objectives
- Understand that the first goal of an ECD center is holistic development
- Children develop in four domains: physical, social and emotional, language and cognitive.
- Holistic development refers to influences of one area of development on all other areas.

Time
1 hour 15 minutes

Materials:
1. Flipchart and markers
2. Paper Ball
3. Paper puzzle – 4 pieces – shape of a child [Activity 1]
4. Printed copies of Child Development Domains Table – for each participant [Activity 1]
5. Prepare one Energizer

FACILITATOR'S BACKGROUND NOTE – SESSION 2

Key Lessons
- ➢ We can predict school readiness of a child by measuring the quality of the ECD center s/he attended.
- ➢ Child wellbeing refers to key factors that influence whether a child is doing well or at risk. Three critical indicators are if a child is "healthy and strong," "happy and smart," "safe and protected."
- ➢ There are four domains of child development: (1) Physical well being and motor development, (2) Social and emotional development, (3) Language and literacy development, (4) Cognitive Development—thinking skills and approaches to learning.
- ➢ The effective ECD teacher pays attention to promoting child well being for all four developmental domains.
- ➢ There are certain math, literacy, life skills and motor skills that 3-6 year olds are uniquely ready to acquire. Without them they start primary school at a disadvantage.

What's special about early childhood education with lasting benefits?
Research on high-impact preschools verified that children who do well over the long term attended early learning centers that paid attention to child wellbeing and holistic child development. Child wellbeing refers to key factors that influence whether a child is doing well or is at risk. One way to think about child wellbeing is to consider the critical indicators that influence whether a child is "healthy and strong"; "happy and smart"; and "safe and protected." The ECD center cannot focus on making children "happy and smart" and ignore the other two areas. All areas of a child's life are connected. If a child is afraid to walk to school, she will likely stay home. If there are no clean and safe latrines at school, the child may refuse to use the facilities making it difficult to concentrate on learning and play. Is the child fed before school? Did the child get enough sleep? Does the child act out scenarios during play that indicate there may be abuse at home? The ECD teacher foremost is an advocate for child wellbeing and often works in partnership with health, nutrition, sanitation, and child protection specialists.

Holistic child development also refers to the second area of child wellbeing – "happy and smart". For children to be happy and smart, it is necessary to pay attention to four *child development domains*. Each domain influences and contributes to others. Effective teachers try to incorporate all four domains in most classroom activities. Doing so helps children to understand, remember and apply a concept. They recognize that children have different learning styles or strengths in one area over others. For example, if a child is physical in nature, always moving and dancing, then she will enjoy stories that are acted out. The child will understand the concept of dividing a number in half when the teacher demonstrates how cards for a game are divided between two children.

Child Development Domains[6]	
Physical well-being and motor development	Health status, growth, gross and fine motor skills, and attention to disabilities and learning differences are pre-requisite to learning. An important role of the early learning program is to help children develop strong bodies. This is accomplished through outdoor play and exercise to develop gross motor skills, indoor games and activities to develop hand and finger muscles (fine motor skills), and through basic health and hygiene activities.
Social and emotional development	Provides a foundation for cognitive development because children are more likely to do well in school when they have a positive sense of wellbeing, emotional support and secure relationships that build confidence to function in a group. Key social skills are respecting others, respecting self, not being too shy or aggressive, willingness to give support to others, and confidence to express wants and needs. Self-regulation, a priority skill, for school and life success is nurtured in preschool by giving children choice and expecting accountability for their actions. Spiritual and cultural development is also a component of this domain.
Language and literacy development	Language proficiency is a key predictor of school success. Children's emergent literacy skills at kindergarten predict their reading abilities throughout their educational career. Elements of emergent literacy include: oral language skills and vocabulary; alphabet decoding (letters represent sounds in spoken words); print awareness (words are made by an intentional arrangement of letters and that together these words create sentences and stories); print directionality (words are aligned from left to right side of page; and top to bottom); and shared reading experiences (listening to stories and discussing the story). Experience with written and oral language equips children with the tools to express their thoughts, feelings and experiences to interact with others.

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[6] Llewellyn, Deborah (2008); Fieldworker's Notebook on Early Childhood Development; Save the Children, U.S. office, Washington, DC

Cognitive Development – Knowledge, thinking skills and approaches to learning	Children's everyday experiences can help them acquire new knowledge and information if they are encouraged to recognize differences and similarities, ask questions and solve problems. Cognitive development encompasses language and literacy, mathematical knowledge, science and the arts, music and other means for gaining knowledge such as creative expression and problem solving. Success in school depends on the child's approach to learning. Learning is enhanced by curiosity, creativity, independence, cooperativeness and persistence. This motivation and aptitude to learn is also considered a life skill as successful lives require ongoing learning.

A. **Introduction (+ 5 Minutes)**
    *   Facilitator says,
        o   *In previous session we learned the importance of the early childhood years. So now we begin to ask about the adult role to support children's development. What do we need to know and do?*
        o   *In order to answer that question, we need to first understand about child development. Today we will do a couple of activities related to this topic.*

B. **Activity 1: Child Puzzle (+ 45 Minutes)**
    This activity introduces the participants to the four domains of child development, and how all domains are equally important.

    1. Divide participants into 4 groups by asking them to count 1 to 4. Facilitator asks participants to get together according to their numbers.

    2. Facilitator gives each group a flipchart and some markers. Ask the group to write down quickly, as many as possible in 5 minutes, the activities that teachers normally do with children in the EDC centers. Ask them to be as specific as possible (for e.g. don't just write *Play or Sing*, but write down exactly what they play or what song they sing). After 5 minutes, ask the group to put the markers down.

    3. Now give each group a 4-piece child puzzle that was prepared before the session, and ask to see how quickly they can assemble the puzzle. Don't tell them what the completed puzzle is.
        *   Ask what they produced? [A child]
        *   Facilitator says, *"We can remember this when we think about children. The four pieces can help us remember that children develop and change in four areas. What are these areas?"* [**1. Physical development (***body, moving, senses); **2. language development** (*communication, talking, listening); **3. cognitive development** (*thinking); and **4. social and emotional development** (*feelings)].

        *   Facilitator asks, *"What happens if we lose one of the puzzle pieces?"* [Puzzle is no good] We have to pay attention to all four areas. If we neglect one area, child will be incomplete, not whole like the puzzle."

    4. Facilitator gives each participant a copy of *Child Development Domains Table* that was prepared before the session. Facilitator gives participants 5 minutes to go through the table. Facilitator asks if they have any questions.

    5. Ask participants to go back to their flipchart and match the activities they have written with the four developmental domains on the puzzle. Make a tally mark on a particular domain every time an activity that supports that domain occurs. (For e.g. A teacher dances to a song with the children = one tally mark on Physical Domain piece of the puzzle).

6. Facilitator says, *"The first goal of an ECD center is to pay close attention to holistic child development in four areas. To produce happy, healthy, and smart preschoolers, an ECD teacher must teach to **the whole child**."*

7. Facilitator says, "Another important thing to remember is that *all these four areas are not just **equally important**, but they are also **connected**, which means what happens in one-area influences the other areas."*

Can you think of a way in which physical and cognitive development is linked to one another? [Throw gently a ball of crumpled paper to one of the groups to answer] How about cognitive and social emotional development? [Ask that participant to throw the ball to another group to answer] How about cognitive and language? [Throw the ball again to a different group]. Sample of answers:
- The ability to move affects how children see and think about their physical and social environments.
- Positive emotions inspire children to learn and improve their ability to think, focus and make good decisions.
- Children can use their memory and knowledge of the alphabet and letter sounds to start sounding out and reading words.

8. Facilitator closes this activity by asking if the participants have any questions, and asks participants to remain in their groups for the next activity.

C. **Transition Energizer (+ 5 Minutes)**
 Coconut Exercise: Facilitator shows the group how to spell C-O-C-O-N-U-T by using full movements of the arms and the body. All participants then try this together. Start slow and do it faster and faster every time).

D. **Activity 2: The Milestones Zoo Game (+ 20 Minutes)**
This activity helps participants to identify the development milestones of children between ages 3-6 in four domains.

4. Facilitator says, "For this activity, each group represents each of the four domains (Group 1 = Physical Development, Group 2 = Language Development, Group 3 = Cognitive Development, Group 4 = Social Emotional Development)."
5. *"Now each group should pick an animal sound and movement that represents their domain."* Facilitator asks each group to show to the other groups the animal they have picked (for e.g. If a group chooses *Bird*, then they have to say *chirp-chirp* and flap their arms).
6. After all the groups finished, then facilitator says, "When children grow and change in these four areas according to age, we call these *child development milestones*."
7. *"I will read some examples of developmental milestones of children between ages 3-6 in four domains. Your task is to identify which milestone belongs to which domain. After I read each milestone, if you think that it belongs to your domain, then you should respond with your animal's sound and movement."*

8. **Statements:**
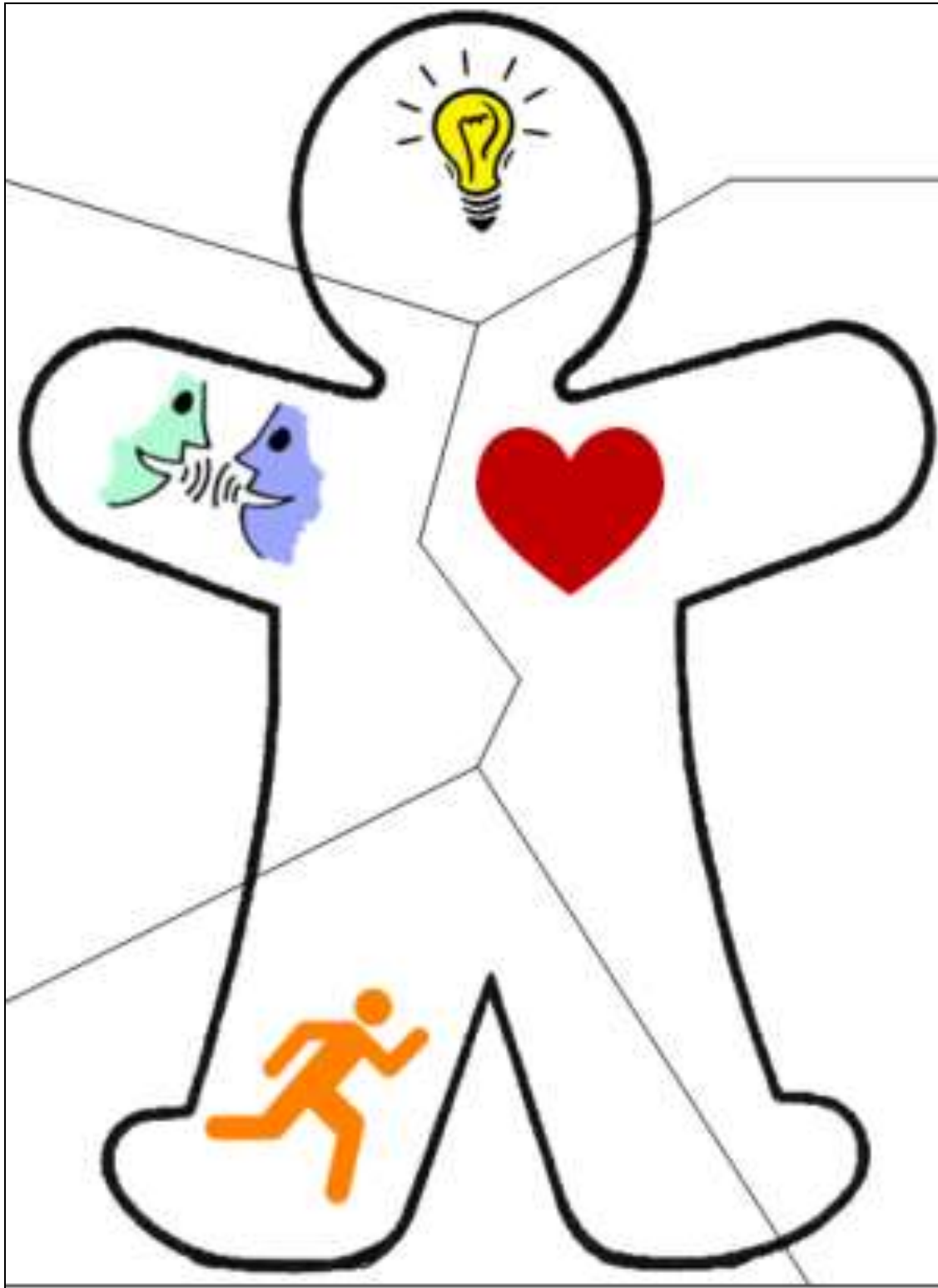   *(Note: P=Physical, L=Language, C=Cognitive, S=Social Emotional)*

- Stands on one foot for 10 seconds (P)
- Can count 10 or more objects (C)
- Begins to share toys with other children (S)
- Kicks ball forward (P)
- Asks questions (L)
- Goes to the bathroom independently, with reminders (S)
- Better understands the concept of time (C)
- Uses scissors (P)
- Tells stories (L)
- Correctly names at least 4 colors (C)
- Recalls parts of a story (L)
- May have imaginary friends or see monsters (S)
- Draws circles and squares (C & P)
  Note: Remember that the domains are linked. And what happened in one area influences the other area.
- Speaks sentences of more than 5 words (L)
- Shows more independence (S)
- Draws person with body (P)
- Says name and address (L)
- Prints some letters (P & L)
- Goes upstairs and downstairs without support (P)
- Plays simple games with simple rules (S)
- Understands the concept of counting and know a few numbers (C)
- Dresses and undresses without assistance (P)

9. **Wrap up**. Facilitator tells the participants that it was the last statement for the activity. Applaud the participants for their learning, and thank them for maintaining the energy level high.

Child Puzzle Template

Child Development Domains Table

Child Development Domains[7]	
Physical well-being and motor development	Health status, growth, gross and fine motor skills, and attention to disabilities and learning differences are pre-requisite to learning. An important role of the early learning program is to help children develop strong bodies. This is accomplished through outdoor play and exercise to develop gross motor skills, indoor games and activities to develop hand and finger muscles (fine motor skills), and through basic health and hygiene activities.
Social and Emotional Development	Provides a foundation for cognitive development because children are more likely to do well in school when they have a positive sense of wellbeing, emotional support and secure relationships that build confidence to function in a group. Key social skills are respecting others, respecting self, not being too shy or aggressive, willingness to give support to others, and confidence to express wants and needs. Self-regulation, a priority skill, for school and life success is nurtured in preschool by giving children choice and expecting accountability for their actions. Spiritual and cultural development is also a component of this domain.
Language and Literacy Development	Language proficiency is a key predictor of school success. Children's emergent literacy skills at kindergarten predict their reading abilities throughout their educational career. Elements of emergent literacy include: oral language skills and vocabulary; alphabet decoding (letters represent sounds in spoken words); print awareness (words are made by an intentional arrangement of letters and that together these words create sentences and stories); print directionality (words are aligned from left to right side of page; and top to bottom); and shared reading experiences (listening to stories and discussing the story). Experience with written and oral language equips children with the tools to express their thoughts, feelings and experiences to interact with others.
Cognitive Development – Knowledge, thinking skills and approaches to learning	Children's everyday experiences can help them acquire new knowledge and information if they are encouraged to recognize differences and similarities, ask questions and solve problems. Cognitive development encompasses language and literacy, mathematical knowledge, science and the arts, music and other means for gaining knowledge such as creative expression and problem solving. Success in school depends on the child's approach to learning. Learning is enhanced by curiosity, creativity, independence, cooperativeness and persistence. This motivation and aptitude to learn is also considered a life skill as successful lives require ongoing learning.

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[7] Llewellyn, Deborah (2008); Fieldworker's Notebook on Early Childhood Development; Save the Children, U.S. office, Washington, DC

Learning Objectives
- Understand that Readiness to Learn can be described as growth in the social-emotional, numeracy, literacy, motor skills that prepare a child for a life-time of learning.
- Develop awareness that social-emotional development benefits development of all other domains and ensures that the benefits of early childhood education last throughout the lifetime.
- Develop introductory awareness about social and emotional development and life skills.

Time
1 hour 30 minutes

Materials:
1. Flipchart and markers
2. Numbers in a Cup – Put one number (write on paper) in a cup for each participant [Method for calling on participant]
3. Flipchart: Ice-Berg [Activity 1]
4. Flipchart: Developmental Domains & Learning Skills Wheel Diagram [Activity 1] – for each participant
5. Printed copies of Blank learning Skills Chart and 24 LS cards [Activity 2] - 4 Copies
6. Printed copies of Completed Learning Skills Chart [Activity 2] - for each participant
7. Form A Band Envelope [Energizer]

FACILITATOR'S BACKGROUND NOTE – SESSION 3

Key Lessons
- ➢ It is important to develop the "whole child," – cognitive, language, physical, and social emotional skills that children are developmentally equipped to acquire. If children meet their developmental milestones at one age, they will be ready for the next.
- ➢ In the classroom and throughout the Learning Roots approach content around these skills falls into the categories of numeracy; literacy; social emotional; and motor.
- ➢ A child's readiness to learn does not rest entirely within the child and ECD teacher. It includes ready families, ready communities, and ready primary schools to meet the developmental differences and promote children's potential
- ➢ Free play and corner play have important roles in helping children develop and integrate all their skills.
- ➢ This manual will help teachers understand and promote the content around the learning skills of emergent literacy, emergent math, physical motor, and social emotional skills.

The importance of developing the "whole" child
"Readiness" is a term that generally refers to what comes next. In the past we thought of "school readiness" as a set of skills, behaviors or attitudes in relation to the expectations of the primary schools that children will attend.

We now see the importance of developing the "whole child" – cognitive, physical and social emotional skills that children are developmentally equipped to acquire. There is a saying: "Help a child be

everything she can be at 4 and she will always be ready for age five." This can be applied to every age and stage.

Unfortunately, many children live in situations that do not promote their full potential. The ECD center plays a vital role to complement and extend the work parents do at home. In addition, by ages three to six years, children develop interest and capacity to play with and learn from other children. Children's brains are also wired to develop important math and literacy foundation skills. Parents may not have the skills to support children's needs in these areas. ECD programs play an important role for children ages 3-6 years, both for holistic child development and learning.

Quality early learning programs support learning skills through a range of activities, materials and interactions that address and respond to children's needs in four development domains (cognitive, social and emotional, language and physical). There are certain milestones, or indicators, that children around the world can accomplish at similar ages and stages of development. Children grow at different rates and some children have learning difficulties, but for the most part children can acquire the same skills at the same age with support. The ECD curriculum – what we do; why we do it; what materials we will need; and how we will measure learning – begins with an understanding of what we are trying to achieve. By using child development milestones and indicators, we can determine if materials, activities and interactions in the preschool contribute to acquisition of these skills.

Emergent Literacy and Numeracy

Within these four domains of child development, the content areas of emergent literacy and math[8] require particular attention. In high-poverty communities, parents may be less able to promote math and literacy at home. The early learning program should therefore have a designated time in the daily routine for math and literacy; while also incorporating math and literacy learning opportunities during other activities throughout the day, including free play. Math and literacy activities have best value when they incorporate other areas of development such as movement, social interactions; self-esteem development; problem solving; and creativity. This will strengthen understanding and competence.

Social and Emotional Development Skills

Social and Emotional skills development are also important concerns. This refers to a set of skills that improve one's ability to function in academic, social and work settings. Many of these skills are either developed or discouraged during the preschool years. ECD teachers have a role to play, both to encourage these important skills in children and to talk with parents about why these skills are important. Here is a list of life skills suggested by a prominent child development psychologist[9]:

- Encourage children's **curiosity** to *ask questions,* figure things out and explore because this is one of the most important impulses for learning.
- Teach children **flexible thinking***, taking different perspectives* such as considering why a crocodile might have thought it ok to eat the monkey in a folk story. This helps children think logically and use evidence.
- ***Communication and conversation*** is another important life skill – how to exchange information between two people. Teachers play an important role to model good conversation practices and to encourage, expand and deepen children's conversations.

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[8] These materials use the terms "math" and numeracy" interchangeably.
[9] Engel, Susan (2015); "Seven things every kids should master"; How educating happiness would transform our schools; New Press.

- Another life skill is **collaboration**. Many people would agree that teaching children how to collaborate and treat others is just as valuable as teaching them numbers and letters. Development of kindness and teamwork are important life skills to be promoted in the ECD classroom.
- Ability to **control one's impulses, stay focused, and persist to completion of a task** is now considered one of the most important aptitudes for school success. Successful students become absorbed in what they are learning. Self-regulation is developed in settings where children have opportunity to think of something they want to do and follow through with it; and they do this in a setting where other children around them are doing different and equally interesting things. Key elements include: ample time for children to direct their own learning (free choice); ample supply of materials to sustain an activity; and a classroom expectation that children will make a plan, follow through with their plan, and then tell others about what they did and achieved.
- Success in these areas gives children a **sense of wellbeing** and this could be considered the most fundamental life skill.

What are "learning skills" that promote both school and life success?

The effective ECD teacher pays attention to promoting child wellbeing (health, learning and safety/protection). She knows that health and protection are foundations for learning. She gives equal emphasis to developing cognitive, language, social and emotional development and motor skills. When teaching a skill, she tries to integrate all four domains into the activity taking a holistic learning approach. For example, to teach subtraction, she sings a song about five frogs jumping into the pond. The children act out the frog song and reason how many frogs will be left as one by one the frogs jump into the pond. This activity develops cognitive skills, language skills, and helps children work together and have fun.

In the classroom, teaching content often focuses on measuring "learning skills," in subject areas of numeracy (math); literacy; life skills (social emotional); and motor skills. These are crucial skills needed for learning throughout school and life and the Learning Roots approach offers methods of checking on children's progress in these areas. This manual will help teachers understand these learning skills children need to acquire and the activities and methods to teach them are fun and easy. With this information, community volunteers, without college education and teacher certification, can effectively promote these skills in the classroom.

Beware of the "halo" effect in early childhood education

In the past we thought of preschools as places to teach letters and numbers; as well as some socialization skills such as taking turns, raising hand to talk, working in groups, and following rules, etc. When asked, primary teachers compared these preschool graduates favorably to those who did not attend preschool. They may have noticed that children who attended preschool were familiar with rituals of school, knew how to behave and had some basic skills such as knowing some numbers and letters. These teachers may have given these children more time and attention because they were "easier". This apparent advantage was referred to as a "halo effect".

Over time we learned that these basic skills did not sustain children's advantage over the long run. By second and third grade there were no advantages.[10] In several studies, children who attended preschool

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[10] Aboud, Frances (2011); The Impact of pre-primary school on primary school achievement; Early Childhood Research Quarterly 26(2011) 237-26

dropped out of primary school at the same rate as those who did not attend preschool. ECD impact research examined the kinds of preschool settings that give children advantages throughout primary school and actually carry over into adult life.[11] We now know quite a bit about the quality of early education that predicts primary school and life success. One key finding has been that pre-literacy and pre numeracy gains alone do not produce as lasting, life-long benefits, these programs do when paired with strong social-emotional and life skills programs.[12]

An effective ECD teacher will emphasize on life skills development because these may be the greatest predictor of school and life success. These are skills such as self-control and self-regulation; making and keeping a friend; and persistence to follow-through with a task to completion, even when difficult.

These skills give the child a foundation for school and life success. Without a holistic approach to early learning children, including social and emotional development and life skills, children will start primary school at a disadvantage, and will not have a strong foundation for life-long learning.

This manual will help teachers understand and promote the learning skills listed in *the Learning Skills Chart* that can be found in the *Resources* for Session 3. Facilitator should have a good understanding of the Learning Skills details before facilitating the session [Resources: *Learning Skills Chart with Details*]

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[11] High scope Perry Preschool research
[12] Ibid

A. **Introduction (+ 10 Minutes)**
- Facilitator introduces a new method for calling on participants, *"For today's participation, we will use the Number Method."* Facilitator asks participants to draw a number from the cup that's prepared before the session and asks them to remember their numbers. Facilitator maintains a list of all numbers and puts a tally each time s/he calls on a number throughout the day. This way facilitator can ensure active participation from all participants, and avoid the issue of certain participants dominating all discussions.

- Facilitator introduces the topic of the session by saying:
  - *In previous session we learned about child development and the importance of teaching the whole child. Moving forward, we want to keep in mind that the goal of education is **not teaching, but learning** [Give participants a few second to think about this statement. Repeat if necessary]*
  - *What does it mean? It means our focus as teachers shouldn't be merely about what we want to teach, but more about children's learning. It means that our teaching should be planned according to the skills that children need to develop in order to succeed in school and in life.*
  - *In this section we will introduce the concept of **"Learning Skills;"** and the key components of each that provide a foundation for learning which will help children succeed in school and life.*

B. **Activity 1: Ice Berg Discussion (+ 20 Minutes)**
The purpose of this activity is to introduce the participants to the concept of Learning Skills and the relationship between *Learning Skills* and *Developmental Domains*.

1. Facilitator says, *"First we will talk about the relationship between Learning Skills and child Developmental Domains. Does anyone have any idea on how they're related to each other?"* [Call on a random number from the list. Remember to put a tally mark in front of that number. After he/she gives an answer, that person can call on a different number to also respond on this question]

2. Show the Flipchart of an Ice Berg to the participants, and say *"If child development is an iceberg, the developmental domains are the part of the iceberg that is below the waterline, while the learning skills are the part above the water, which are a little easier to see and measure. Learning Skills are how developmental domains manifest."*

3. Ask participants if they still remember the four Developmental Domains. Show the flipchart of a wheel diagram of the Developmental Domains and Learning Skills that was developed before the session.

4. Facilitator says, "*To give you an example, one of the four developmental domains would be **Cognitive Development** while the corresponding Learning Skills for this domain would be **Math/Numeracy**. Now, you might not be able to*

see "Cognitive," per se, but you should be able to tell whether a child can count or not (Math Skill). Like we've said earlier, Learning Skills are the manifestation of developmental domains."

5. Facilitator continues, "Now, can you give me an example on how language corresponds with literacy skills?" [Ask for opinions from two participants, using the Number Method] Answer: You can't necessarily see and measure "language" but you can see and measure literacy skills – A boy recognizes 5 letters from the alphabet."

6. Facilitator closes, "We will talk more about each component of the Learning Skills in the next activity. But it is important to remember as all the domains are interrelated and interdependent so are the learning skills."

7. Facilitator answers any questions the participants may have.

C. **Transitional Energizer (+ 10 Minutes)**
   Form A Band.
   - Facilitator asks each participant to take a piece of paper from an envelope that was prepared before the session.
   - They can't show/tell each other what's written on the paper. Facilitator asks the participants to fold the paper back and put them on the table.
   - Their task is to form a band that consists of one **drummer**, one **pianist**, one **maracas** player, one **guitarist**, and **one to three singers**.
   - The way to do it is by acting out their roles in the band. They are allowed do the movements and make noises of their musical instruments, or sing a song (for the singers). However, they may not say what their roles are.
   - They have two minutes to complete the task. Facilitator makes sure the participants understand the rules. Participants can start the game when facilitator says "Go!"
   - And when the time is up, facilitator says "Stop!" and checks if the bands are formed properly.
   - Facilitator tells the participants to give a round of applause for themselves, and to stay in their groups for the next activity.

D. **Activity 2: Assemble the Learning Skills Chart (+ 50 Minutes)**
   This activity helps participants to identify the components of each Learning Skills (Literacy, Numeracy, Social Emotional, and Motor Skills) for children between ages 3-6.

   1. Facilitator gives each group a blank Learning Skills Chart and 24 learning skills cards that were prepared before the session

   2. Facilitator asks the groups to place each card in the column they think it belongs to. They have 5 minutes to finish the task. The first group who puts the chart together correctly wins.

   3. Facilitator gives each participant a copy of the *Completed Learning Skills Chart* to keep as reference for the rest of the workshop

   4. Facilitator gives each participant a copy of the *Learning Skills Chart with Indicators*, and assigns one column to each group. Each group will complete the following tasks:

- o Read and discuss the meaning of each indicator in your assigned area of literacy, numeracy, social emotional or motor skills. (15 minutes)
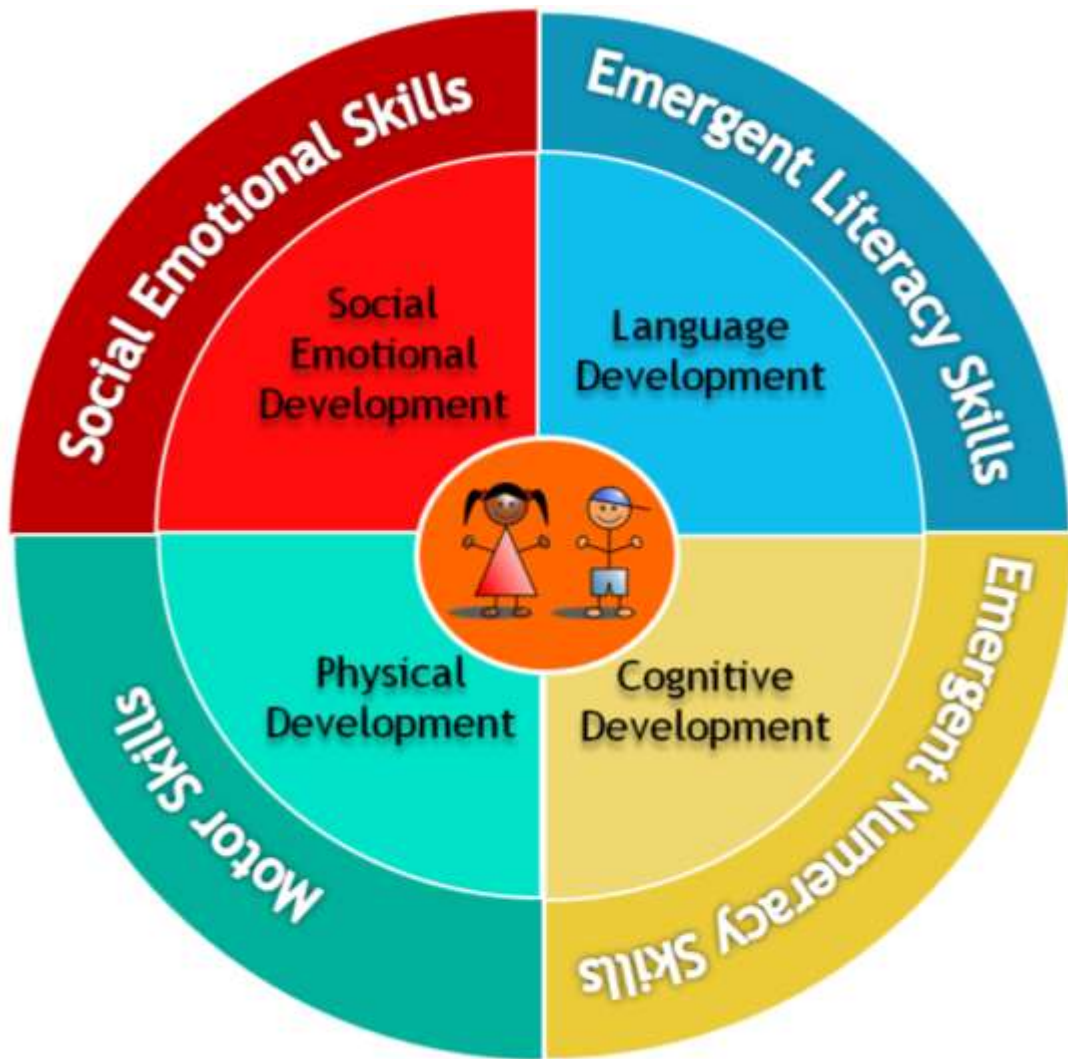- o Reporting: Each group has 5 minutes (Total Time: 20 Minutes)
  - o Be able to explain in your own words the meaning of each indicator.
  - o Be able to tell why you think that this set of skills is important for school success.
  - o Be able to tell why you think that this set of skills also promotes life success.

5. Facilitator adds:
   - "In the past, we thought of preschools as places to teach letters and numbers; as well as some socialization skills. We focused merely on **"school readiness."** Over time we learned that these basic skills **did not sustain** children's advantage over the long run."
   - *"ECD impact research examined the kinds of preschool settings that give children advantages throughout primary school and actually carry over into adult life. One key finding has been that **pre-literacy and pre-numeracy gains alone do NOT produce as lasting, life-long benefits**, but these programs do when paired with **strong social-emotional and life skills programs**."*
   - "We now see the importance of **developing the "whole child"** – cognitive, physical and social emotional skills that children are developmentally equipped to acquire. Without a holistic approach to early learning children, including social and emotional development and life skills, children will start primary school at a disadvantage, and will not have a strong foundation for life-long learning."

6. Facilitator gives the concluding comments, "*A quality early childhood center meets children's development needs and prepares them to learn for a lifetime. We will explore these areas of literacy, math/numeracy, motor, and social-emotional, in later sessions.*"

Ice Berg - Relationship between Developmental Domains and Learning Skills

Learning Skills

Developmental Domains

Developmental Domains & Learning Skills Wheel Diagram

Blank Learning Skills Chart

Motoric Skills	Emergent Numeracy Skills	Emergent Literacy Skills	Social Emotional Skills
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
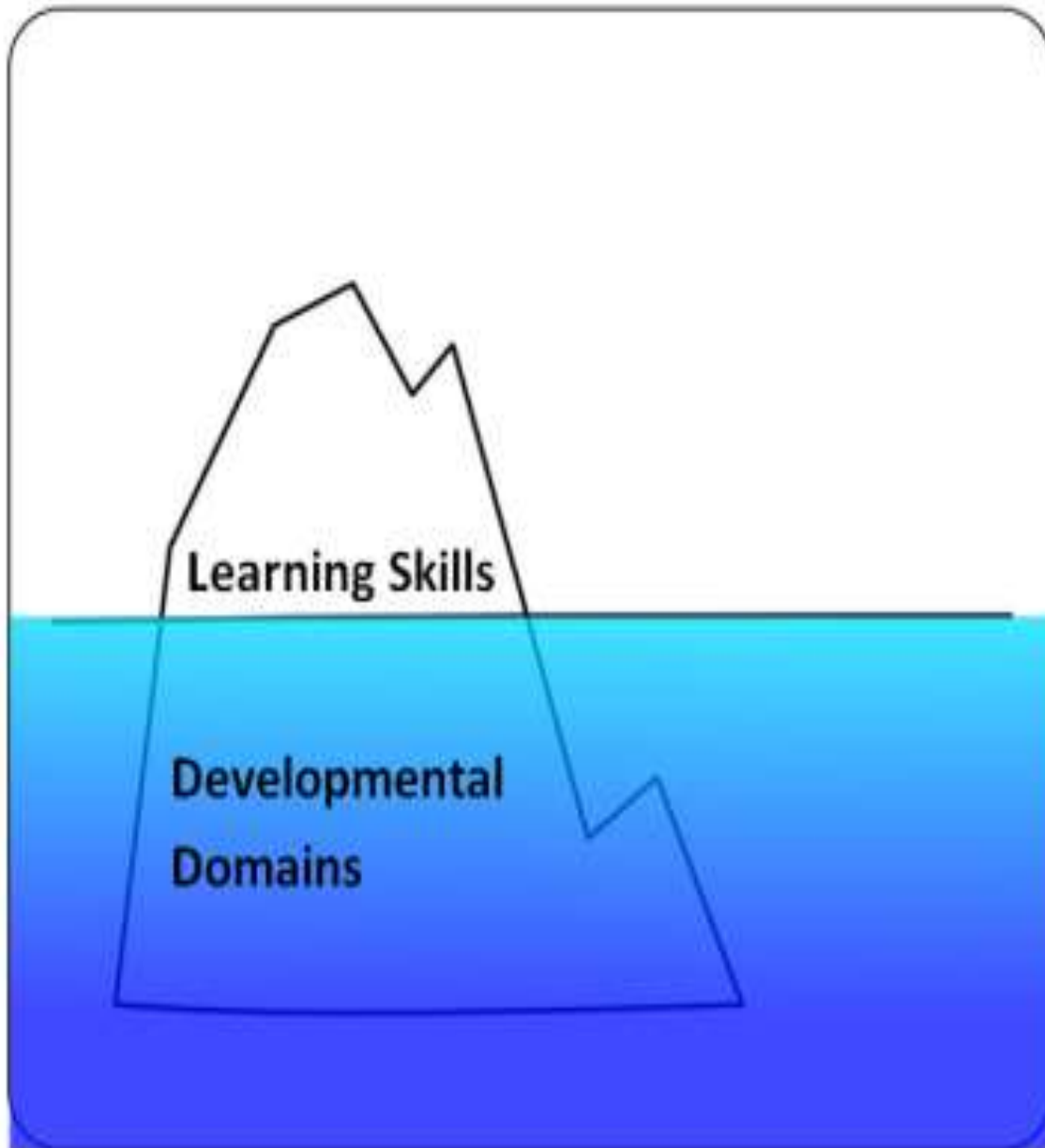
Learning Skills Cards

24 Learning Skills Cards			
Positive Sense of Self	Expressive Vocabulary	Classification and Sorting	Sensory Motor
Effective Communication	Listening Comprehension	Pattern Recognition	Gross Motor
Emotional Management	Print Awareness	Number Identification	Fine Motor
Critical Thinking	Story Comprehension	One-to-One Correspondence	
Relationship Building	Letter Identification	Simple Operations	
Social Responsibility	Sound Discrimination	Shape Identification	
Self-Protection	Emergent Writing	Measurement and Comparison	

Motoric Skills

1. Sensory Motor
2. Gross Motor
3. Fine Motor

Emergent Numeracy Skills

1. Classification and Sorting
2. Pattern Recognition
3. Number Identification
4. One-to-One Correspondence
5. Simple Operations
6. Shape Identification
7. Measurement and Comparison

Emergent Literacy Skills

1. Expressive Vocabulary
2. Listening Comprehension
3. Print Awareness
4. Story Comprehension
5. Letter Identification
6. Sound Discrimination
7. Emergent Writing

Social Emotional Skills

1. Positive Sense of Self
2. Effective Communication
3. Emotional Management
4. Critical Thinking
5. Relationship Building
6. Social Responsibility
7. Self-Protection

Learning Skills Chart with Indicators

<table>
<tr><td colspan="2" align="center">Learning Skills Chart with Indicators
Ages 3-6 years</td></tr>
<tr><td align="center">SOCIAL EMOTIONAL SKILLS</td><td align="center">INDICATORS</td></tr>
<tr>
<td>1. Positive Sense of Self</td>
<td>

- Child likes self and feels valued;
- Has positive view of own skills and accomplishments;
- Feels comfortable and supported to try new challenges, taking into consideration disabilities and learning differences;
- Girls and boys should feel comfortable to participate in activities that cross gender lines

</td>
</tr>
<tr>
<td>2. Effective Communication Skills</td>
<td>

- Child actively participates in conversations;
- Respectfully listens to others;
- Has adequate vocabulary to express ideas;
- Speaks clearly;
- Able to communicate needs and views, and feel these are taken seriously

</td>
</tr>
<tr>
<td>3. Emotional Management</td>
<td>

- Child is able to control own behaviour and impulses- stays focused on tasks;
- Solves conflicts with respectful words not aggression;
- practices self-regulation

</td>
</tr>
<tr>
<td>4. Critical Thinking Skills</td>
<td>

- Child shows interest and curiosity,
- Demonstrates reasoning and creativity;
- Shows persistence to solve a problem

</td>
</tr>
<tr>
<td>5. Relationship Building skills</td>
<td>

- Child plays well with others;
- Shows empathy for others, and
- Has at least one friend

</td>
</tr>
<tr>
<td>6. Social Responsibility Skills</td>
<td>

- Child follows rules and routines;
- Manages simple tasks to take care of self and belongings;
- Beginning to see right from wrong; and showing initial efforts to remedy a situation such as sharing a toy; or standing up for what is right;
- Practices cultural and spiritual values according to family and context

</td>
</tr>
<tr>
<td>7. Practices Self-protection</td>
<td>

- Child knows name, guardian's name, address
- Can identify /address potentially dangerous situations by seeking help from trusted adult
- Aware of safety rules and follows, such as crossing a street

</td>
</tr>
</table>

Learning Skills Chart with Indicators (continued)

<table>
<tr><td colspan="2">Learning Skills Chart with Indicators
Ages 3-6 years</td></tr>
<tr><td>EMERGENT LITERACY SKILLS</td><td>INDICATORS</td></tr>
<tr><td>1. Expressive Vocabulary</td><td>

Child has ample vocabulary to describe people, places, things, events and locations;
Speaks audibly in complete sentences;
Relates experience in logical sequence;
Uses a variety of sentence patterns; and refers to causality by using "because"

</td></tr>
<tr><td>2. Listening Comprehension</td><td>

Child actively participates in conversations;
Takes turns in conversation;
Listens to others and can repeat back what was said;
Understands and follows 1 & 2 step oral directions
Asks "when", "how" and "why" questions

</td></tr>
<tr><td>3. Print Awareness</td><td>

Child identifies different types of everyday print materials such as signs, books, newspapers;
Knows that print carries a message and that spoken words can be written down;
Knows features of a book – cover, author, illustrator, front to back and top to bottom orientation;
Recognizes familiar signs in the environment;
Knows difference between a letter and a word

</td></tr>
<tr><td>4. Story Comprehension</td><td>

Child listens to stories with interest and attention;
Uses pictures and context to make predications about story content;
Can name characters and retell familiar story in correct sequence

</td></tr>
<tr><td>5. Letter Identification</td><td>

Child knows names of all letters of alphabet

</td></tr>
<tr><td>6. Sound Discrimination</td><td>

Child understands that letters represent sounds; and that groups of letters form a word;
Can identify words that start with alphabet letters;
Can identify and produce rhyming words in response to oral prompt;
Counts number of syllables in a word by clapping

</td></tr>
<tr><td>7. Emergent Writing</td><td>

Child has fine motor skills for lacing, drawing and writing;
Draws pictures to represent ideas;
Attempts scribble writing to represent words;
Writes name, alphabet and some words

</td></tr>
</table>

Learning Skills Chart with Indicators (continued)

<table>
<tr><td colspan="2" style="text-align:center">Learning Skills Chart with Indicators
Ages 3-6 years</td></tr>
<tr><td style="text-align:center">EMERGENT NUMERACY SKILLS</td><td style="text-align:center">INDICATORS</td></tr>
<tr><td>1. Classification and Sorting skills</td><td>
• Child compares, sorts and matches objects by size, colour, number and amount.
• For example, the child can support a pile of buttons into large and small ones; those with two holes and four holes; or by colour of the buttons</td></tr>
<tr><td>2. Pattern Recognition</td><td>
• Child recognizes patterns and can repeat and extend patterns of two or three qualities such as red/green/red / green/__or triangle/ circle/ square/ triangle /circle, ____;
• Or with body movements such as stomp/ clap/ stomp/ clap; or line up according to a pattern: girl/boy/girl/boy
• Can point to patterns in visual designs</td></tr>
<tr><td>3. Number Identification</td><td>
• Child can rote count to 30;
• Recognize written numbers; and name numbers up to 30; (e.g. this skill is reinforced each day through the calendar activity;)
• Some children can rote count to 100; and by fives and tens by age six; and even recognize written number;</td></tr>
<tr><td>4. One-to-One Correspondence</td><td>
• <i>Child can accurately count objects up to 10 or 12.</i>
• <i>Child can select correct number of objects for need, such as number of plates for family to eat;</i>
• <i>Can place two stones over the number "2". This is a higher skill than rote counting and identification of numbers.</i></td></tr>
<tr><td>5. Simple Operations</td><td>
• Child uses concrete objects to solve addition and subtraction problems for two numbers, each less than 10, for example the child might play a board game about picking mangos. The child spins a number and takes away this many mangos from the tree. The child needs to know how many mangos are left on the tree in hopes that the next spin will result in the needed number.
• Beginning to recognize and use mathematical symbols "+"; "-", =</td></tr>
<tr><td>6. Shape Identification</td><td>
• Child can recognize the following shapes: circle, square, triangle, rectangle, diamond, oval, cube
• Can describe characteristics of the shapes;
• Can tell how they are alike and different;
• Can identify geometric shapes in the environment</td></tr>
<tr><td>7. Measurement & Comparison</td><td>
• Child understands concepts of time - morning, afternoon, evening, today, yesterday, days of the week, months of the year - and uses these terms in conversation.
• Child can describe location of objects in space such as above, below, beside.</td></tr>
</table>

	• Child can compare two objects in the following categories: big and little; light and heavy, and long or short. • Developing skills to arrange several objects in order, such as shortest to longest; lightest to heaviest.

Learning Skills Chart with Indicators Ages 3-6 years	
MOTOR SKILLS	**INDICATORS**
1. **Sensory Motor skills**	• *Can:* identify smells; • Identify tastes such as sweet, sour, salty; • Can identify familiar sounds; • Notices detail through sight; and • Can identify objects by touch with eyes closed
2. **Gross Motor Skills**	• Shows balance when walking forward or backward along a line; • Eats and drinks independently; • Can pour water from a container into a cup; • Can hold objects on a spoon or cup while walking without spilling; • Kicks a ball at a target; • Catches a ball; • Runs, skips, hops and jumps; • Shows strength, endurance, coordination, flexibility and energy
3. **Fine Motor Skills**	• Uses pencil or crayon to produce recognizable figures; • Folds paper into shapes and tears paper into shapes; • Threads and strings beads • Ties, buttons and zips clothing; • Collects small objects such as stones or seeds and positions in ordered rows and designs; • Uses fingers and hands for self-help such as setting the table, combing hair and putting on clothing.
4. **Sensory Motor skills**	• *Can:* identify smells; • Identify tastes such as sweet, sour, salty; • Can identify familiar sounds; • Notices detail through sight; and • Can identify objects by touch with eyes closed

Learning Objectives
- Classrooms should reflect how children learn.
- Children learn by doing, not listening
- **Children learn through play**
- Children learn what is meaningful to them
- Children learn through social interactions and exchanges
- **ECD Teacher is most important ingredient of quality classroom**
- How teachers teach should be based on ECD goals and how children learn
- **"Non-instructional talk"** is the most important teaching skill

Time
2 hours

Materials:
1. Flipchart and markers
2. Learning Skills Chart
3. Prepare an Energizer

FACILITATOR'S BACKGROUND NOTE – SESSION 4

Key Lessons
- ➢ Knowledge is not something that a teacher "gives" to a child as if she or he were a pot to fill. Children acquire knowledge through playful interaction with objects and people.
- ➢ Young children learn by doing. Young children learn what is personally meaningful to them. Learning is social.
- ➢ Some people believe that stern; harsh teachers are professional and effective. This is counter to what we know about how children learn. Effective teachers model these characteristics: warm and caring; kind and patient; and encouraging .
- ➢ An important skill that teachers need to know is how to interact with children using non-instructional talk (conversation). This is one of the most important ways that adults help children develop intelligence and thinking skills.
- ➢ A teacher's interactions with children can affect their self-esteem and learning. These interactions can help children develop caring relations and enhance the child's speaking skills and vocabulary.
- ➢ Giving kind, helpful feedback is another important teaching skill. Some kinds of feedback help children to learn and other kinds make them fearful or discouraged. Instead of saying that a child's work is good or bad, mention the details of the work in a way that lets the child think and draw conclusions.

- **Knowledge is not something that a teacher or parent "gives" to a child** as if she or he were a pot to fill. Children acquire knowledge through playful interaction with objects and people. Here are some important things to know about how children learn[13]:

- **Young children learn by doing.** They need lots of experiences playing with solid objects before they understand a concept, such as balls fit in round holes and cubes fit in square holes. Learning is developmental and follows a predictable sequence. When an activity or material is right for the child's level we call it "developmentally appropriate". All children are at different stages of development and have different learning styles and personalities that is why group teaching is minimized in the ECD center.

- **Young children learn what is personally meaningful to them**. There is a strong relationship between emotion and learning. This is why rote-learning methods are ineffective. It also explains why teaching according to a teacher selected theme such as "weather" or "transportation" is less beneficial than building learning upon the child's interests. For example, if the children are very excited about watching a spider build a web, then use this for full learning value. Ask the children questions that require observation. Let them talk about what they are seeing. What do they notice about spiders? Can they draw a spider, move like a spider, weave a web with string? Are there different kinds of spiders? What do they have in common?

- **Strong positive emotions enhance memory**. Children and adults learn poorly in stressful environments. Hands-on experiences with concrete objects are highly motivating to children. Children also like real-life experiences such as observing the behavior of chicks in a farmyard versus studying picture cards or poster about farm animals. A happy, friendly, interesting learning environment is important.

- **Learning is social.** Learning is influenced and motivated by social interactions with peers and teachers. Children learn from interactions with each other and they like to learn something with friends. Children learn well from helpful feedback. One of the most important skills for teachers to learn is how to interact with children. Positive interpersonal relations between children and between teacher and child support learning.

- **Children learn through play**. This most important principle is explained more fully below.

More about Learning Through Play
For the young child, playing and learning is the same thing. Opportunities for early learning and opportunities for play go hand in hand, since learning for the young child happens best through playful, game-like activities. A child who does not have a variety of opportunities to explore stimulating play materials in infancy and early childhood starts Grade 1 at a distinct disadvantage.

"Play is an important means through which children can develop in all areas. It is also a predictor of how well a child is developing. Since children are active learners, play becomes a good way to teach. By observing children's play, adults can learn about the child and find opportunities to support their development. Play provides a context for children to try new social skills and challenging new tasks,

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[13] Llewellyn, D (2012); Community Managed Early Learning Programs Curriculum Guide; Published by Plan International Australia with support from Australian Aid

and to solve complex problems. Children also express their ideas, thoughts and feelings when engaged in symbolic play (e.g. playing house or market, or building a farm with blocks). They can learn how to control their emotions, interact with others, resolve conflicts, and gain a sense of competence. It also satisfies an innate need for imagination, curiosity and creativity. Therefore, **child-initiated and caregiver-supported play is an essential component of an effective ECD center**. It is important not to overlook or undervalue play."

"Play enables children to find their place in a culture, and it can provide temporary relief from the hardships they face in day-to-day life. Children who are skilled at play have more power, influence and capacity to create meaningful lives. It builds skills like problem solving, persistence and collaboration that are required throughout life. It also helps them cope with new experiences because a playful attitude enables the mind to explore and remain open to a wide range of possibilities. Play settings are also good places for children to develop an understanding of how communities of people can and should work together. Play is a natural place to integrate academic learning, such as math, science and literacy."[14]

Here are some of the most important skills children learn from play:

- *Make a plan and follow it through –initiative* - (Example: First I am going to play the new shapes game with my friend; and then I am going to play in the sand box because it is a sunny day.)

- *Apply concepts of quantity, science and movement to real life* - (Block center example: *If I want to build a really tall block building first I will have to make a large base.* House center example: *We will need 3 dishes for the mother, father and baby to eat)*

- *Reason in a logical, analytical manner by acting* - (Example: I am going to make a book about my family. The book will need 5 pages because there are 5 people in my family. I will color one page each day. I can finish the book this week.)

- *Communicate with classmates and negotiate differences in point of view* – (Example: One child goes quickly to the blocks and takes all of them. Two other children arrive and say that they want to also use the blocks. The three children decide to divide the blocks equally among the three.)

- *Derive satisfaction from one's own accomplishments (a sense of pride*)

Role of Corner Play / Free Play
In thinking about how to develop these skills, it is easy to see the important role of free play or corner play in the ECD curriculum where many of these aptitudes are practiced. In addition, we can realize the ECD teacher's important role to model and appreciate these critical skills. Some examples:

Sand/Water play:
Children chat freely in conversational way about their discoveries; They work to solve a problem such as how much water must be added to sand in order to mold. They learn to use a small broom and dustpan to clean up the sand from the floor.

Pretend Play:

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[14] Ibid

Children decide upon and act out family roles. A boy picks-up the baby doll that is "crying". The teacher observes the children and asks they boy would you like to get a storybook from the book corner to read to your baby? The children see that crossing gender roles is acceptable in the classroom, that boys can be effective caregivers for young children.

Puzzles and Games:
Each of the games are kept in a designated container. Children know that they must account for all puzzle pieces and put into the container when finished, and tidy the center so it is inviting for the next child to play. They learn to self-direct their own play following an agreed upon set of rules.

Effective ECD Teachers

To teach young children, an ECD teacher needs to know how children develop and learn, and skills to facilitate a daily routine that helps children develop their full potential and school readiness. We will learn about setting up a daily routine in section 7.

ECD teachers can think back to their own schooling experiences. What kind of teachers helped them feel like successful learners? Some people believe that stern; harsh teachers are professional and effective. This is counter to what we know about how children learn. Over time our views about effective teaching have changed based on evidence that children respond best and achieve better outcomes when taught in ways described below.

Characteristics of effective teachers:
- Interacts with children in a warm and caring way.
- Kind and patient,
- Uses positive body language and smiles frequently
- Knows each child well and uses child's name
- Reinforces positive actions and redirects negative actions (positive discipline)
- Exhibits enthusiasm, dedication and lots of energy to keep pace with young children's activities
- Encourages independence in children and self-belief
- Talks to children in a conversational tone "not teacher talk"
- Shows interest in child's life outside school and shares stories of own life
- Uses daily routines to increase productive learning time; there is very little waiting time. For example, when an activity starts children know to get their own supplies instead of waiting for teacher to pass out materials.
- Listens to children, encourages them to ask questions, and gives positive feedback that helps child draw conclusions
- Meets with other ECD teachers on a regular basis to share experiences, learn from practice; acquire and apply new knowledge in the classroom

An important skill that teachers need to know is how to interact with children using *non-instructional talk* (conversation). This is one of the most important ways that adults help children develop intelligence and thinking skills.

Tips for conducting non-instructional talk and scaffolding:
- Listen to children, encourage them to talk and then respond again to what they say. This is called **"scaffolding".** Think of conversation as moving up a ladder or scaffold.

- Increase daily conversation with children, making sure to talk with each child on a personal basis
- Use free-play time for teacher and child interactions
- Ask questions that require the child to think
- Be patient, give time for a response
- Use follow-up questions such as, "tell me more"
- Encourage children to ask questions
- Use warm, positive body language

A teacher's interactions with children can affect their self-esteem and learning. These interactions can help them develop caring relations and enhance the child's speaking skills and vocabulary. Teachers ask children many questions. It is important to practice asking higher-level questions rather than rote questions. Rote recall questions can be answered with one or two words. Examples are: "what is this?" What is the boy's name?" "What did you see on the way to school?" Higher-level questions require children to think and express complete ideas. Examples of higher level questions are: "Which was your favorite character in the story and why?" "Can you tell us about something sad (or happy) that happened to you?"

Giving kind, helpful feedback is another important teaching skill. Some kinds of feedback help children to learn and other kinds make them fearful or discouraged. Try to give feedback that helps children see connections between what they already know or to learn from mistakes. Instead of saying that the child's work is good or bad, mention the details of the work in a way that lets the child think and draw conclusions. ("Nice job writing all your numbers 1 to 10. Look carefully at each one and see if you can find the one that is written backward." "Great". Now can you try again to write it correctly?" Excellent, they are all perfect!)

ECD teachers promote Learning Skills using hands-on activities, games, songs, and interesting materials that build children's skills over time. Effective teachers frequently refer to the school readiness indicators and child development charts. They think about how these skills are being promoted in the classroom. This manual will provide tips for promoting Learning Skills that reflect how children learn best.

A. **Introduction (+ 5 Minutes)**
   Facilitator introduces the topic of the session by saying:
   - We now have in mind the goals of ECD – holistic child development and readiness to learn for a lifetime.
   - We must now ask ourselves, "How do children learn, and how do we teach?" In this session we will focus on how young children learn, and think about how to teach in a way that is appropriate and effective for them.

B. **Activity 1: The Wind Blows Game (+ 20 Minutes)**
   The purpose of this activity is to introduce the participants to the idea that children learn best through play, through doing and not listening.

   1. Facilitator asks participants to arrange their chairs to form a circle. Make sure that the number of chairs in the circle equals the number of participants. Take out any empty seats from the circle.

   2. Facilitator stands in the middle, and starts the game by saying, "*The wind blows for everyone who… [is wearing glasses].*" Facilitator then asks all participants who are wearing glasses to stand up and quickly find a new chair to seat on. By this time, facilitator takes one of the vacant chairs. As a result, one participant will remain standing. Facilitator asks that person to stand in the middle and start another round starting with this sentence, "*The wind blows for everyone who […].*" Do several rounds and facilitator ends the game by intentionally remain standing so all participants can have their seats back.

   3. Facilitator asks the participants the following questions:
      - *How did you feel about the game? Was it fun? Was it interesting? Did you like it?*
      - *Now let's remember about some of the developmental domains and learning skills that we've discussed in the previous sessions. You can look at your diagram or chart if you like. From those lists, which one you think was stimulated through this game?*
      - *For those who had to stand in the middle during the game, how did you feel? Which developmental domains/learning skills did you develop by being the leaders?* [social-emotional/positive sense of self/effective communication skill/emotional management]
      - What was your favorite game as a child? What was the learning skills developed through that game? [Ask for 2-3 volunteers]

   4. Facilitator concludes by saying:
      - *There is one special way that children learn and that is through play. For children learning and playing is the same thing.*
      - *Through the game we just played, we realized that there were many developmental domains being stimulated and many learning skills being developed just through one game, especially social-development skills.* And as we've learned that this is the best predictor of school and life success.
      - *Imagine if we provide many more opportunities for children to develop skills at play.*

- *Most parents and teachers under-appreciate play as a mean to learn. We think of it as something a child is allowed to do after he/she finishes learning.*
- *Moving forward, we want to keep in mind that* [write these statements on a flipchart]: *(1) children learn through doing, not listening, (2) they learn what is meaningful to them – fun, grab their interest, (3) learning is influenced by their social interaction, and (4) each child has a preferred way of learning (learning style) – learn through reading, explore nature, play sports, etc.*

5. Facilitator answers any questions the participants may have.

C. **Activity 2A: Effective Teachers Flipchart Race (+ 30 Minutes)**
   This activity helps participants to understand what an effective teacher looks like, the importance of non-instructional talk, and to practice doing it.

   1. Facilitator starts this activity by saying, *"The single most important ingredient to a quality classroom is the ECD teacher. Now that we know how children learn, in this next activity, we will talk about how we teach."*

   2. *Perhaps the information you have learned today about the goals of ECD and about how children learn has caused you to change your view about how to teach young children. If so will you share your thoughts?* [Note: Facilitator can use one of the methods for calling on participants]

   3. Facilitator divides the participants into two groups [by using one of these methods: Count off one-two-one-two/A-B-A-B/Clap hands-stomp feet]. Ask the participants to get together with their group.

   4. Facilitator gives each group a flipchart and a couple of markers. Facilitator gives the instruction, "*Please write down 'Characteristic of Effective ECD Teachers' on the top part of your flipchart. Your task is to brainstorm as many ideas as possible with your views on effective ECD teachers. When someone offers an idea, don't comment on it, just write it down. We'll see which group has more characteristics written down in 10 minutes. And you may begin now.*"

      [Note: **Examples of Characteristic of Effective ECD Teachers** can be found in the Facilitator's Background Note: *Interacts with children in a warm and caring way. Kind and patient. Uses positive body language and smiles frequently. Exhibits enthusiasm. Listens to children, encourages them to ask questions, and gives positive feedback that helps child draw conclusions*]

   5. Reporting:
      - Share by asking each group to say one thing, go back and forth between groups until all ideas are shared. Ask each group to share only the ideas that haven't been previously mentioned by the other group.
      - After each idea ask for a show of hands if you agree. If disagree, tell why.

   6. Facilitator concludes, **"***Consider these suggestions as you begin your important work with young children. If you have already been an ECD teacher, make a new commitment to teach more effectively***."**

D. **Transition Energizer (+ 5 Minutes)**
    Consider doing an energizer before facilitator continues to the next activity if participants look sleepy or tired. Facilitator introduces a new energizer or asks for a volunteer from the participants to do so.

E. **Activity 2B: Non-Instructional Talk Role Play (+ 45 Minutes)**

    1. **Non-Instructional Talk**. Facilitator says, "In this next activity, we will dive deeper into what effective teaching looks like in practice. Effective ECD teachers use many skills but the most important one is called *non-instructional talk [write this word on a flipchart]*. Does anybody know what this might mean? Have a guess!"

    2. Facilitator continues, "*It is easy for ECD Teachers to fall into the temptation to continuously giving children directions and telling them what to do and not to do; instead of asking them good questions and let them reflect on their work. This type of conversation is called instructional talk. Instructional talk is more of a one-way conversation that doesn't give much room for children to develop some of the learning skills they need to success in life, such as critical thinking, problem solving skills, etc.*"

    3. "*Non-instructional talk is the opposite of that. It is a two-way conversation, where the child says something. The teacher comments and asks a question. The teacher allows the child to have several moments of silent wait-time or think-time. The child responds. The teacher comments on what the child said, and then ask another question.*"

    4. "*The goal of non-instructional talk is to promote learning – to expand children's knowledge and skills, by building upon what children currently know. When we talk to children we want to think of it as climbing a ladder.*"

    5. "*Another name for this is **scaffolding**. Scaffolding in construction is a temporary structure on the outside of a building, made usually of wooden planks and metal poles, used by the workers while building a building. Having this illustration in mind, the role of the teacher here is to provide sufficient support during the learning process for children to develop or step up to the next level.*"

    6. Facilitator says, "*To understand this concept better, we will do a demonstration.*" Facilitator asks for a volunteer from the participant to demonstrate non-instructional talk. Show the scenario to the volunteer. Facilitator says to the group, "*The following scenario takes place in a classroom, where a child is playing with blocks, building something.*"

        Teacher: *That's a very tall structure. Do you think it is as high as your waist?*
        Child: *Yes, I think so. (Child stands next to the structure). Wow it is taller than my waist.*
        Teacher: *It is difficult to make a block building so tall without it falling down. How did you make it so strong?*
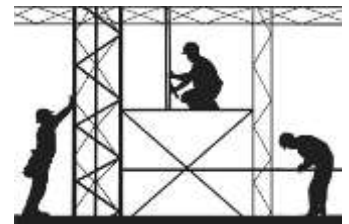
Child: Yesterday I made a building and it fell. This time I put a lot of blocks at the bottom.
Teacher: I can see that you figured out what went wrong and thought of a solution to make a stronger base. You tried it out and it worked. Congratulations. You must feel proud.

7. Facilitator says, *"Now I'd like to give you an opportunity to practice non-instructional talk. Each group will have 10 minutes to create a scenario in which a child is doing an activity (could be drawing, playing with a toy, etc), and a teacher comes and do a non-instructional talk/scaffolding with the child. You can pick one person from your group to act out your scenario as a teacher, and another one as a child."*

8. *"As you're doing your preparation, keep in mind that there are several key points to remember about non-instructional talk"* [write key words on the flipchart]:
    - **Ask questions** that require the child to think
    - Asking critical questions is not the same with testing children. Think of it as a **conversation, not a quiz**.
    - **Don't** use evaluative comments, such as, **"You're wrong."**
    - **Listen to children**, encourage them to talk and then respond again to what they say.
    - **Encourage children to ask questions**
    - **Be patient**, give time for a response
    - Use follow-up questions such as, **"tell me more"**
    - Use **warm, positive body language**

9. Facilitator tells the group they can start developing their scenario. After 10 minutes, ask each group to do a role play. Ask for feedback from the other group. Facilitator also gives feedback based on the key points.

10. Facilitator concludes, *"Mastering the skill of non-instructional talk takes a lot of practice. From time to time we will be tempted to go back to our old habit of telling children, instead of asking them critical questions, because it's easier. However, moving forward, let's remember this important teaching skill and use it in informal conversations with children; and also while conducting structured learning activities in the classroom."*

11. Facilitator answers any questions participants may have.

A. Closing (+ 15 Minutes)
- Facilitator gives participants a piece of paper or *post-it* note, and asks them to write down one thing they learned from the sessions that day that's meaningful to them.
- Facilitator asks participants to stick their note on the *Learning Tree* flip chart that was prepared before the session.
- Facilitator asks the participants to share their learning with the person next to them, and how they plan to put it into practice or apply it to their daily interactions with the children.
- Using one of the method for calling on participants, facilitator asks a few participants to share their learning with the group,
- To conclude, facilitator adds any key points from the *Key Lesson Box* that hasn't been mentioned by the participants.

- Facilitator also encourages participants to tell friends and family what they've learned from the session.
- Facilitator wraps up by thanking the participants for their time and participation.

Learning Objectives

Learn following practices that help children develop appropriate behavior:

- Set clear expectations and limits; tell what will happen if children choose to disobey and follow-through with action;
- Explain why some things are allowed and others are not; state behavior you want to see;
- Role model proper behaviors that teach children how to behave;
- Avoid corporal punishment and humiliating words; show love and respect when you are angry with child
- Be positive and encouraging when children show appropriate behavior.

Time
2 hour 30 minutes

Materials:
1. Flipcharts, markers, crayons
2. Post-It Notes
3. Four sets of Discipline Vs Punishment Table and four A4 papers [Activity 1]
4. Learning Skills Chart
5. Prepare an Energizer
6. Prepare one Children Song [Opening]

FACILITATOR'S BACKGROUND NOTE – SESSION 5

> ### Key Lessons
> - One important aspects of child protection is replace physical punishment with positive and instructive discipline
> - Instructive discipline teaches children how to behave. Punishment corrects and punishes without showing child a better way

When teachers treat children in a **warm and caring way**; facilitate a **well-organized day** of **interesting and age appropriate activities**; and provide **clear expectations** for children's roles and behavior, then there are few discipline problems. When children misbehave, effective teachers use this as **a teaching opportunity**.

It is important for new teachers to learn the difference between punishment and positive or instructive discipline. These definitions provided by child psychologist David Elkind, explain two definitions for the term discipline[15]:

Instructive discipline – training that develops self-control, character, orderliness, and efficiency

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[15] Elkind, David (2001); Instructive Discipline is Build on Understanding: Choosing "Time In"; Child Care Information Exchange n141, p7-8, Sept-Oct 2001.

Punishment – treatment that corrects and punishes	

Discipline Vs Punishment Table[16]

Discipline	Punishment
1. Emphasize what child should do	1. Emphasize what child should not do
2. An ongoing process	2. One-time occurrence
3. Sets an example to follow	3. Insists on obedience
4. Leads to self-control	4. Undermines independence
5. Helps children change	5. Is an adult release
6. Is positive	6. Is negative
7. Accepts child's self-assertion	7. Makes children behave
8. Foster's child's ability to think	8. Thinks for the child
9. Enhances self esteem	9. Defeats self esteem – humiliates and belittles
10. Shapes positive behavior	10. Condemns misbehavior

How a teacher deals with misbehavior depends on which definition she believes. An effective ECD teacher sees a child's misbehavior as an **opportunity for instruction.** Discipline is not something that can be taught out of context; and **each act of misbehavior creates a "teaching moment".** This is a developmentally appropriate approach meaning we adjust teaching to the child's experience and level.

Take for example, these **ECD classroom scenarios** and see the difference in how effective teachers use Instructive Discipline:

<div align="center">

Scene 1

</div>

At this ECD center there are 3 swings for 30 children. Several aggressive children fight for a turn at the swings. Some children are discouraged when they never get a chance at the swing. On several occasions a child was hit in the head when trying to grab the swing from others.

Here are two approaches:
- *Punishment:* the teacher takes the swings away and allows no one to use them
- *Instructive Discipline*: the teacher calls the children to a meeting. She describes the situation with the swings. She tells the children that the behavior is unacceptable. She asks them for suggestions on how this can be managed so that everyone has a turn and there is no fighting. The children suggest some ideas and they vote to adopt one of them. The teacher says that they will meet and review progress after several days.

<div align="center">

Scene 2

</div>

One girl takes a puzzle from a boy before he completes the puzzle. The pieces are strewn. The boy begins to cry.

Here are two approaches:
- *Punishment:* The teacher grabs the girl by the arm and takes her to a "Time Out" pillow and tells her she has to sit there during corner playtime.

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[16] adapted from Landers, C. (2002) *Preventing and Responding to Violence, Abuse, and Neglect in Early Childhood*

- *Instructive Discipline*: The teacher first puts her arm around the boy and comforts him. She says,"I know you must be feeling so sad because you worked hard to finish the puzzle."(Appreciates the feeling of the child who was hurt.) Then she turns to the girl, "What you did was wrong. Do you know why it was wrong? (She models using words, not aggression to solve a situation that has made her unhappy.) What do you think you can do fix the problem? (Gives girl a chance to rethink another way to act when she wants something that someone else has.) Then she asks the little boy if he is satisfied with what the girl said?" The teacher observes from a distance that the girl does what she agrees and she sees there are no further problems. The teacher then thanks the girl for doing the right thing; and asks her what she will do in the future when she wants something that someone else has?

Experienced ECD teachers can think of many examples of classroom discipline problems. It can be useful to discuss these with other teachers and think about the two ways of handling these discipline problems. It takes time to learn instructive discipline practices, but is better for children than punishment. Instructive discipline helps children find another and more socially appropriate way of behaving. Managing classroom discipline well is one of the best life skills teaching tools.

Discipline is something you do with a child. It is an interaction, not something you do to children. In a caring and understanding way, the effective caregiver helps children gain control over their own behavior.

Children do not learn to handle freedom by being told what to do all the time. Only when they have an opportunity to test themselves, make some decisions on their own, will they realize their capabilities. Young children must learn this in safe places, with adults who allow them as much freedom as they can responsibly handle.

Children are robbed of their self-respect when they are treated harshly and made to feel they have no ability to control themselves. By gradually handing over to children the opportunity to govern their own actions, parents communicate trust. With growing responsibility and trust comes an added dimension of self-respect and self-confidence. Such children feel capable and worthwhile.

Tips for setting limits (Landers 2002):
1. Make sure that the limit is appropriate to the situation.
2. Fit the limits to the individual child's age, personality and skills.
3. See that all caregivers consistently apply limits.
4. Reinforce the same rules consistently
5. Follow through, support words with actions
6. Use simple statements, be clear and state limits positively
7. Respect the child's feelings and acknowledge them when you can.
8. Act with authority. Be confident and sure of your purpose.
9. Be ready to deal with the consequences. Do not avoid the situation or give in, if your child screams, cries or threatens.
10. Let child help in defining limits.
11. Make a plan, execute and review progress.

A. Opening (± 15 Minutes)
- Facilitator greets arrivals by name
- Note absentees and ask for volunteer to visit absentee and share what we discuss today
- Energizer – Share with teachers one new children song with movement [Alternative: Ask for a volunteer to do so]
- **Review:**
  - Using the *Number Method*, ask for a volunteer to share one thing he/she learned from the previous day
  - Ask that volunteer to come up with one quiz question related to one of the sessions
  - Ask that volunteer to call on a number to answer that question
  - Repeat the steps several times

B. Introduction (± 5 Minutes)
Facilitator introduces the topic of the session by saying:
- In previous session we talked about an important skill that ECD teachers must have, which is *non-instructional talk* or *scaffolding*.
- In this session, we will learn about another skill that's also essential for promoting children's learning, which is **positive and instructive discipline**. Discipline is one of the most common and persistent concerns of ECD teachers.
- Managing classroom discipline well is one of the best life skills teaching tools.
- It is essential for teachers is to learn how to discipline using instructive discipline that **teaches** rather than **punishing.**

B. Activity 1A: Don't Say Don't (± 45 Minutes)
The purpose of this activity is to introduce a positive discipline technique that focuses on the **good** behavior that children need to develop to be succesful in life.

1. Facilitator starts the activity by saying, "Young children often misbehave towards their teachers or their friends in ECD center. Children's behavior issue is a common primary source of teacher's stress in the classroom. What do you think of this statement? Does this apply to you?" [*Most likely participants will say "yes"]*

2. Facilitator asks, "Can you please tell me some of the behavior issues that you encounter in the classroom?" [*Facilitator writes the issues mentioned on a flipchart. For example: Running in the classroom, hitting friends, pinching, etc*]

3. Facilitator asks, "What is the most favorite word that teacher uses when children misbehave? [Answer: *DON'T*] For example, 'Don't Run!', 'Don't climb on the table!", 'Don't hit your friend!', 'Don't make a mess!', etc."

4. Facilitator continues, "Have you ever wonder why children do exactly what you asked them not to do?"

5. Facilitator says, "The answer lies in the way our minds process information. We will do a simple exercise to help us understand this idea better."

6. **Pink Elephant Exercise**.
   - Facilitator asks participants to close their eyes.
   - Facilitator says, "Ready? Now listen to my words carefully. DON'T think about a PINK ELEPHANT. Remember, whatever you do, DON'T think about this PINK elephant that has FOUR PURPLE FEET, two GIANT FLAPPY EARS, and a LOooNG TRUNK."
   - Facilitator says, "OK. Now you can open your eyes. What are you thinking about? [*Most participants will say "Pink elephant."*] I'm sure it's NOT a pink elephant because that's what I told you repeatedly NOT to do, right?"

7. Facilitator says, "From this exercise, we realized that it is really hard to think about anything different than the words we hear. This is the way our minds process information. And this is also the way children's minds process information."

8. Facilitator continues:
   - "It is much harder for children to create a mental image of NOT doing something, than of DOING something. So, if you want children to behave a certain way, you need to share with them what it is the behavior you want them to DO, instead of what you DON'T want them to do. In other words, 'DON'T say DON'T!'"
   - "For example, instead of saying 'Don't Run in the classroom!' You might say, 'Please use your walking feet inside.'"
   - "And remember, the more concrete the instructions are, the easier it is for children to follow. So, instead of saying 'please **be careful** on the steps,' it's preferable to say, 'please **hold on to the railing**.'"

9. Facilitator says, "Now let's go back to the flipchart and look at some of the behavior issues you encounter in your class. Using the same principle, discuss with the person sitting next to you, things you might say to encourage children to change some of these behaviors, without saying '*Don't*."

10. Facilitator asks for several volunteers to share their discussions with the group. Facilitator appreciates all answers.

11. **Good Job!** Facilitator says:
    - "Another thing to remember about implementing positive discipline is to **acknowledge** the positive behaviors you **observe** from children. By sharing with children that you notice their good behavior, you're **reinforcing** this specific behavior."
    - "It **doesn't** mean you say **'good job'** all the time because after a while it means nothing to them."
    - **"Be specific** about your reinforcement. What do you think you can say to children other than 'good job?" [Answer:
      - ✓ You were very kind to share the toys with your friend
      - ✓ I noticed you spent a lot of time to finish that game. You worked really hard on that.
      - ✓ You used so many colors on that picture. Which color are you going to use next?

✓ I really like how you poured the glue so carefully.
✓ I saw how you tried to cross the balance beam today. You were very brave.]

- Facilitator asks, "Can you think of another way to say it?"

12. Facilitator concludes, "Now you've learned a positive discipline technique. It might seem hard to do in the beginning. Keep practicing until it becomes natural to you."

C. Activity 1B: Discipline Vs Punishment (+ 25 Minutes)
The purpose of this activity is for participants to get a better understanding of the difference between discipline and punishment.

1. Facilitator divide participants into 4 groups, using one of the methods that have been introduced in the previous sessions.

2. Facilitator gives each group a set of *Discipline Vs Punishment cards* that was prepared before the session. And also one blank *Discipline Vs Punishment Table* for each group. [Note for facilitator: *see Resource Section for this session*]

3. Facilitator says, "Discipline is often misunderstood with punishment. In this activity, we will take a closer look on how these two concepts are different from one another."

4. Facilitator asks the groups to quickly assemble the table. The first group that puts the table correctly wins. Facilitator guides participants to go through each of the items on the table, and answers any questions participants may have.

5. Facilitator says, "How a teacher deals with misbehavior depends on which definition he/she believes. An effective ECD teacher sees a child's misbehavior as an **opportunity for instruction.** E**ach act of misbehavior creates a 'teaching moment.'** Every teaching moments is a chance for teachers to promote learning in the classroom. An effective teacher is always on a look out for these moments."

6. Facilitator continues,
   - "Another thing to keep in mind is that **discipline is an interaction**. It is something we do **with** children, not **to** them."
   - "In a caring and understanding way, an effective caregiver helps children gain control over their own behavior."
   - **"Children do not learn to handle freedom by being told what to do all the time**. Only when they have an opportunity to test themselves, make some decisions on their own, will they realize their capabilities. Young children must learn this in safe places, with adults who allow them as much freedom as they can responsibly handle.
   - "By gradually handing over to children the opportunity to govern their own actions, parents communicate trust. With growing responsibility and trust comes an added dimension of self-respect and self-confidence."
   - "And this is how teachers help children to develop social and emotional/ life skills to be successful in school and in life."

7. Facilitator closes the activity by saying, "Let's look at the *Learning Skills Chart*, and see which social emotional skills children might develop when teacher applies an effective discipline classroom management."

D. **Transition Energizer: Labeling (+ 10 Minutes)**

1. Facilitator gives each participant one Post-It sticky note.
2. Facilitator asks, "Do you have naughty children in your classroom? [most likely participants will answer Yes.]
3. Facilitator says, "Whether we wealize it or not, we have a tendency to label people, in this case, children. "Good kid," or "bad kid," 'smart kid," or "naughty kid." Facilitator continues, "We call this **labeling**. And often time, labeling emphasizes on the negative ones such as "naughty," "lazy," etc."
4. Facilitator asks, "Can you think of other negative labels that teachers use for children?" [dumb, bully, unmotivated, etc]
5. Facilitator says, "Now I'd like you to write one negative label that you often say in the classroom, on the sticky note. Please make sure that you write it clearly and in large size. You have one minute to do so."
6. Facilitator continues, "Now, stick the note on your forehead, and you may stand up and walk around to see what others have on their foreheads."
7. Facilitator gives participants two minutes to walk around. [This also gives the opportunity for participants to stretch after sitting down for a while]
8. Facilitator asks, "How do you feel about it?" [most likely participants will say that they don't like it."
9. Facilitator says, "Labeling has a profound effect on children. Personal identity is affected by the perception of oneself and others; and labelling shapes our perceptions. Labeling can harm children's self-esteem and cause them to lose motivation to rise above expectation."
10. Facilitator concludes, "From now on, let's keep in mind that there's no such thing as "bad children." They are children who need guidance in developing desired behavior. And that's where teachers play a vital role."

E. **Activity 2A: Let's Make Classroom Rules (+ 30 Minutes)**
The purpose of this activity is for participants to practice creating classroom rules.

1. Facilitator starts the activity by saying, "Another key to a successful classroom management is to set **clear expectations and limits**. Setting classroom rules helps children to understand the behaviors that are expected from them."

2. Facilitator continues, "In this activity we will learn to create effective classroom rules. Here are a few guidelines [Facilitator writes the following points on a flipchart]:
   - **Simple**
   - As **concrete** as possible (For example: "**Be careful** in the classroom" Vs "Use **walking feet** in the classroom")
   - **Visual** reminders (Draw them and stick a poster where it's visible to children)
   - **Adults model** the rules in the classroom.
   - Make the agreements **together with children**

3. Facilitator asks participants to stay in the same groups from previous activity. Facilitator gives each group a flipchart paper, markers and crayons. **Task:** Think about what would be good rules to follow. Try to come up with 5 of them. Make a poster with drawings. You have 15 minutes. [Note to facilitator: Samples are available in Resource section of this session]

4. **Presentation**. Each group shows their posters and explain why they think it would be a good rule for children in their classroom.

5. Facilitator answers any questions participants may have.

F. **Activity 2B: Application- Practice Using Instructive Discipline Technique (+ 20 Minutes)**

1. Facilitator writes this on a flipchart. **Instructive Discipline basic steps**:
   1. Describe the problem
   2. Get each person's views about the situation
   3. Describe desirable situation
   4. Ask what changes in behavior will be required to achieve this and make a plan
   5. Review results

2. Facilitator asks for volunteers to demonstrate use of instructive discipline in each scenario [Facilitator reads the scenario to participants]:
   a) *Situation 1:* Children on playground fight over swing. Some children have been hurt as they run in front of swing or try and pull others out of swing. Teacher conducts a discussion with five or six children from the preschool class about the issue, potential rules, and consequences. Resist solving problems for preschool children; teach them to resolve conflict.
   b) *Situation 2:* In the block corner, the teacher has supplied small cars and animals as props for the block corner. At the end of the day she notices that one or two cars are missing. The next day she observes a boy conceal a car in his hand, walk to his backpack and put it inside, then return to the blocks and play. Act out the teacher and child's response using instructive discipline.

3. Facilitator congratulates participants for their effort in trying out the new practice.

4. Facilitator concludes, **"***Consider implementing these techniques in your classroom. If you do it consistently, you will have less discipline problems, while at the same time, promote a positive nurturing atmosphere in your class."*

Discipline Vs Punishment Blank Table

Discipline	Punishment

Emphasize what child should do	Emphasize what child should not do
An ongoing process	One-time occurrence
Sets an example to follow	Insists on obedience
Leads to self-control	Undermines independence
Helps children change	Is an adult release
Is positive	Is negative
Accepts child's self-assertion	Makes children behave
Foster's child's ability to think	Thinks for the child
Enhances self esteem	Defeats self-esteem, humiliates and belittles
Shapes positive behavior	Condemns misbehavior

Classroom Rules

Helping Hands

Listening Ears

Quiet Voices

Looking Eyes

Walking Feet

Class Rules

We listen to the teachers.

We are nice to others.

We help keep our classroom clean.

We play safely.

Learning Objectives
- A quality classroom does not require expensive buildings or playgrounds
- Aside from a good physical environment, a quality learning environment also provides a positive social-emotional atmosphere
- The daily routine provides a structure for the day.
- Daily routine provides different kinds of experiences and learning opportunities each day
- There are five recommended daily routine activities
- Daily routine activities should promote holistic child development and all learning skills.

Time
1 hour 30 minutes

Materials:
1. Flipcharts and markers
2. Post-It Notes
3. Learning Facility Cards [Activity 1A]
4. Sign "Agree" and "Disagree" [Activity 1A]
5. Social Emotional Aspect of Learning Environment Cards [Activity 1B]
6. Printed copies of LR Daily Routine Chart – for each participant [Activity 2]
7. Flipchart: LR Daily Routine Chart [Activity 2]
8. Sample Classroom Daily Routine with pictures [Activity 2]
9. Learning Skills Chart
10. Prepare an Energizer

FACILITATOR'S BACKGROUND NOTE – SESSION 6

Key Lessons
- ➤ This section explains the concept of learning environment as what children and teachers do in the classroom; what materials they use for learning; and where it takes place
- ➤ ECD Teachers, activities, and learning materials matter more than an ECD building and furniture.
- ➤ A daily routine provides a structure for the day.
- ➤ Children need a range of activities and materials to learn different skills. They need to work in different size groups or alone, and to experience both child directed and teacher-led activities.
- ➤ It is important to monitor transitions between activities in the schedule and the balance between active and quiet activities, teacher-led and child-directed.

It is possible to conduct a high quality early learning program under a tree. Sometimes we put too much emphasis on a building and furniture and leave nothing for what truly matters - ECD teachers (training, mentoring and stipend), activities, and learning materials.

ECD quality has two aspects:

Program Structure – physical environment, curriculum, and learning materials; group size; quality of staff; and supervision and mentoring ECD staff. Professional development is the cornerstone of quality ECD. ECD teachers require special knowledge to understand how children learn and develop and skills to promote their potential and school readiness. They need time to meet with other teachers to reflect on practice and exchange ideas. They need a supervisor who is also a mentor that doesn't tell them what they did is wrong but helps them identify and use better ways of interacting with children.

Program Structure – Things to Look for:
- Close to the homes of children in targeted age group
- If ECD center is located in a building, then adequate space to accommodate 25-30 children (1.5 meters per child recommended)
- Open space areas for movement activities and group meetings; desks and tables are not advised for ECD centers
- Good ventilation and lighting
- Clean, separate toilets for girls and boys
- Safe drinking water; and hand-washing area with soap
- Dry place to sit on carpets or mats, off cement or dirt
- Safe playground area away from dangerous streets, markets or open water, free of glass, barbed wire and dangerous surfaces such as rocky areas or mountain side locations;
- Nearby storage facility for storing locked trunks with learning materials; all sets of materials should be kept in cotton bags; children can help transport these from the storage facility.
- Corners organized for independent play with stimulating materials in adequate supply to sustain an activity
- In case of rain, a child friendly home or community owned center for conducting activities.
- Children escorted to and from the ECD center by parents or teachers
- Trained parents engaged in enrolling children, developing learning materials, supporting ECD teacher; and ensuring quality control
- Regular opportunities for ECD teachers to meet and participate in ongoing learning (5 days foundation training + 1 day monthly)
- Regular supervision from ECD mentor who also acts as the trainer

A reminder about school feeding program decisions

The issue of school feeding is discussed in section on health and nutrition, but summarized here as well: ECD feeding programs can sometimes have more disadvantages than advantages. Parents need to understand own role to prepare child's breakfast before school. Otherwise parents view ECD center as feeding versus learning center. Children can bring snacks to share during outdoor break time. ECD teachers should discuss nutritious snacks with parents at first meeting. One ECD program in Uganda provided each child with backpack (donated by a national bank) and a plastic container for food and a water bottle. Parents sent boiled drinking water because it was not available at school. The backpack reminded children and parents to prepare and bring a snack.

> *Suggested Child Adult Ratios*
> 1 adult per 0-12 children = Ideal;
> 1 adult per 13-17 children = Good;

1 adult per 18-21 children = Adequate;
1 adult per 21+ children = Needs Improvement.

Learning Environment – social and emotional atmosphere; daily routine; activities; teacher – child interactions and child-to-child interactions; and classroom management. A learning environment is more than a physical space. It includes the way time is structured, the attractiveness of the space, the variety of activities and materials, and the way they are treated. Environments have a profound influence on how children behave and how they learn. Children learn poorly in stressful environments. They need a feeling of safety and security.

***Learning environment – Things to look for*::**
- Safe and caring atmosphere
- Positive and consistent instructive discipline
- Daily routine posted and followed
- Structured activities promote all areas of child development; are interactive, enjoyable to children and hands-on
- Good time management; no long wait periods
- Warm, responsive interactions between teacher and child
- A mix of teacher directed structure activities and child-directed play
- Activities that are culturally appropriate; including use of mother tongue
- Adaptations made for children with disabilities
- Ample time for children to self-direct play with stimulating materials in adequate supply to sustain an activity. (Note: approximately 1/3 day should be spent in child directed free play)
- Colorful learning posters and children's work displayed (If no walls, ropes attached to trees or poles for hanging durable visual aids, which are printed on cloth, plastic or grain sack)

Daily Routine

A daily routine provides a structure for the day. In that structure we can be sure that children have a range of activities and materials to learn different skills, to work in different size groups or alone, and to experience both child directed and teacher-led activities.

The daily routine should be posted on a wall and followed. A visitor to the classroom should be able to see the activity posted and know when the next activity will take place. Ideally the daily routine should be designed with pictures or graphic symbols so that children can "read" the schedule. Learning how to make and follow a schedule is a great life skill!

Children and teachers benefit from a daily routine. Children develop a sense of safety and security when they know what to expect and what will come next in their day. They will certainly have favorite activities and times in the day. Having a routine enables them to feel confident that they will be given that time, and they look forward to it. It is also easier to teach following a daily routine. The day seems well ordered and goes quickly. The teacher is less stressed for planning and the children are more cooperative because they know what is expected for each activity.

It is important to think about the content and the order of the daily routine. For example, is there time in the day when children will work on math skills? Is there time when children will have opportunity to

freely choose where they play and with whom? How much time should I give to each activity according to children's energy and attention? Should a teacher-led, sitting-type activity such as literacy be followed by an active one like corner play? Which activities flow well one to the next? The routine below has worked in many different settings. Whether you use this routine or another, please monitor how well the transitions go and the balance between active and quiet activities, teacher-led and child-directed.

Get familiar with the *Daily Routine Chart* in Resource Section before facilitating this session.

A. **Introduction (+ 5 Minutes)**
    Facilitator introduces the topic of the session by saying:
    - In the previous sessions, we talked about how effective teachers teach and about classroom management techniques.
    - In this session we will learn about (1) how a **quality learning environment** looks like, and about (2) **how to establish a daily routine** that stimulates learning for children ages 3-6 years.

B. **Activity 1A: Vote With Your Feet (+ 30 Minutes)**
    The purpose of this activity is for participants to understand how a quality learning environment looks like so they can provide a safe, nurturing, and stimulating learning environment for children.

    1. Before the activity, facilitator places the sign "**Agree**" on a wall on one side of the room, and "**Disagree**" on the other side of the room. Facilitator also gets the two baskets that were prepared before the session for this activity.

    2. Facilitator starts the activity by saying:
    - *To start us thinking about this topic, we will conduct an activity called "**Vote with Your Feet**"*
    - *On one side of the room you will note a sign – Agree – and on the other side another sign – Disagree. Now I will ask for everyone to stand in the center of the room along this continuum.*
    - [Show the basket to participants] *There are some statements in this basket related to classroom facility and learning environment.*
    - *Someone will help me to take one statement from the basket and read it out loud to the group. Each one of you will then decide for yourself whether you're Agree or Disagree with that statement, and move toward the sign that reflects your answer.*
    - *Ok, let's start! Do you **Agree** or **Disagree** with the following statement… [ask someone to pick a statement from the basket and read it] Vote with your feet, and be prepared to explain your opinion.*

    3. **[Note: Statements & Answers]**
    - **A quality ECD learning can be conducted under a tree.** [Answer: **Agree**. A building is not required for a quality-learning program. We just need to make sure that the area is safe**.**]
        - If no building is available provide large plastic tarp to demarcate the space with ropes tied to poles or trees for hanging visual aids.
        - Identify nearby home for storing learning materials in bags and trunks or construct small, waterproof, locked storage shed with shelves.

    - **Portable drinking water must be available on site.** [Answer: **Agree**. Children need to stay hydrated for health reason and also to be able to stay focus throughout the day. If there's no drinking water, provide children with containers to bring boiled water from home]

    - **It is important to have tables and chairs for children to conduct work.** [Answer: **Disagree**. Furniture is not recommended, as children need open space for movement. Tables and

chairs can be an obstacle to developmentally appropriate learning. Children should sit on mats and rugs, not dirt, concrete or tiles. Instead of desks or tables, provide slates as surface for writing when required.]

- **Children are very small; therefore, a small space is required to conduct activities.** [Answer: Disagree. Children need adequate space to move and do activities. Ideally it's 1.5 meters per child. If there's not enough available space in the building, find a creative solution, such as conducting the activities outside, lower the number of the students by holding 2 sessions, split the class by having two teachers, etc. Ask from the participants an idea for solutions that fit their context]

- **Learning activities should be simple and not challenging so children do not feel frustrated**. [Answer: **Disagree**. Children need to be provided with activities that are challenging enough that they don't get bored, but also not too hard that they get frustrated. If all the activities are too simple/easy, children will lose interest quickly and end up not learning anything. Remember the concept of *scaffolding*. Teachers must provide support for children to go to the next level]

- **If a classroom is in a building, it should not have many windows, as children will be distracted form learning.** [**Disagree**. A quality classroom has good lighting and ventilation.]

4. Facilitator asks, "*Can you think of other criteria of a quality learning environment that hasn't been mentioned here*?"

5. Facilitator answers any questions participants may have*.*

C. **Activity 1.B: Whisper the Message (+ 20 Minutes)**

1. Facilitator says, "For the next activity, please divide the group into two teams and make two queue lines to the back."

2. Facilitator continues*, "Most of the statements we've discussed just now are related to the classroom facility, or the physical aspect of a learning environment, except for one. Which one was it? [Answer: **Learning activities should be simple and not challenging so children do not feel frustrated**.] Aside from a good physical environment, a quality learning environment also provides a positive social-emotional atmosphere.*"

3. "*Remember about holistic child development. A child will not develop optimally, even in the best ECD facility; if for example, he/she doesn't have a positive interaction with his/her teacher.*"

4. "*In this cup, there are some more statements, but these ones are related more to the social-emotional atmosphere of a quality learning environment*."

5. *"Each group will get a cup. Your task is to pass along the messages in the cup by whispering it to the person behind you. After you've finished with one statement, pass the paper to your friend,*

and get another one from the cup. The first group finishes passing all the messages to the back wins." Facilitator makes sure the group understands the rule before saying, "Ready? Go!"

6. Facilitator asks participants the following questions:
   - *"Was there any statements that jump out at you? [Ask for a few volunteers to name a statement that stood out to them]*
   - *Was there any statements you disagree with or you thought would be challenging to have in your ECD center?*
   - *Share with the person next to you, one thing that you plan on changing in your center, based on the criteria we've just discussed.*

7. Facilitator answers any questions participants may have.

D. **Transition Energizer (+ 5 Minutes)**
   Consider doing an energizer before facilitator continues to the next activity if participants look sleepy or tired. Facilitator introduces a new energizer or asks for a volunteer from the participants to do so.

E. **Activity 2: Daily Routines (+ 30 Minutes)**
   This activity helps participants to understand the importance of establishing a daily routine, and also to get familiar with the five recommended daily routine activities.

   1. Facilitator introduces the **Daily Routine**:
      - *"We've learned through the previous activity that a quality learning environment is not just about the physical aspect of it, but also about how it promotes learning."*
      - *"In your opinion, should children have a certain routine they follow daily when they attend an ECD Center, or should the order of the activities change every day so they don't get bored?"* **Answer:**
      - "Yes, a daily routine is needed. *A daily routine provides a **structure for the day**."*
      - *"In that structure we can be sure that children have a range of activities and materials to learn different skills, opportunity to work in different size groups or alone, and to experience both child-directed and teacher-led activities"*
      - *"Children and teachers benefit from a daily routine. Children develop **a sense of safety and security** when they know what to expect and what will come next in their day. The day seems well ordered and goes quickly. The teacher is less stressed for planning and the children are more cooperative because they know what is expected for each activity."*

   2. **Facilitator says:**
      - *"We will learn how to conduct each component of the daily routine over the next several sessions.**"**
      - *"Today we will begin to think about how the daily routine supports the four areas of learning skills we discussed previously."*

3. **Display Daily Routine**. Facilitator presents recommended daily routine displayed on flip chart paper that was prepared before the session.

4. **Pair work** (10 minutes). Facilitator asks participants to form pairs with the person sitting next to them. Then to count off 1 to 6. Each pair will get one number assigned.
    1. Morning Meeting
    2. Literacy Circle
    3. Corner Play
    4. Outdoor Play
    5. Math Circle
    6. Closing Meeting

   Each pair reads one component of daily routine based on their number, and answers these questions: **How might this daily routine support the four areas of learning skills – social-emotional, emergent literacy, emergent math and motor skills development?**

5. **Reporting.** Mention each component of daily routine. Ask for two volunteers per component to comment based on their discussion. [*Remember: this is just an introduction to daily routine, so no need to spend more time than allotted.*]

6. Facilitator closes the activity,
    - *"Through this activity, you have already begun to identify ways that the daily routine supports holistic child development and the four areas of learning skills.*
    - *These are the five recommended daily routine activities that are designed to support the four areas of learning skills development. If you don't have a daily routine yet, you may adopt this schedule and use it in your centers.*
    - *But if you have a daily routine set up already from the government, instead of replacing it, by the end of the workshop, we will see how we can incorporate these activities into your daily routine, to make sure that all areas of the learning skills are being supported."*

7. Facilitator answers any questions participants may have.

Learning Facility Cards- Vote with your Feet Activity

A quality ECD learning can be conducted under a tree.	Children are very small; therefore, a small space is required to conduct activities.
Learning activities should be simple and not challenging so children do not feel frustrated.	If a classroom is in a building, it should not have many windows, as children will be distracted form learning.
It is important to have tables and chairs for children to conduct work.	Portable drinking water must be available on site.

Social Emotional Atmosphere Cards – Whisper The Message Activity

Colorful learning posters and children's work displayed	Warm, responsive interactions between teacher and child
Daily routine posted and followed	Positive and consistent instructive discipline
Good time management; no long waiting periods.	Adaptations made for children with disabilities
Materials are age appropriate, safe, and attractive	Ample supply of materials for children to initiate and sustain activities.
A mix of teacher directed structure activities and child-directed play.	Makes them feel safe and comfortable
Provides them with challenging and interesting learning experiences	Activities support all areas of development

AGREE

DISAGREE

Daily Routine Chart

Time	Activity	Details
Suggested Daily Routine for a Half Day ECD Program		
Time	**Activity**	**Details**
8:00	**Arrival**	ECD Teacher sets up classroom and greets children Transport learning materials from storage areas, and display them in corners. Children and volunteer assistant and/or parents may help.
8:30	**Morning Meeting**	Greetings by name Morning Deep Breathing and Guided meditation Child of the day recognition Attendance chart and related activities Happy action song
9:00	**Literacy Circle**	News sharing or journals Storybook, storytelling or shared reading Song or rhyme letters, sounds and word recognition
10:00	**Corner Play**	Free choice play in five areas: 1)pretend play corner; 2) blocks and construction; 3)puzzles and games; 4) Books and Pictures; 5)water and sand (outside) / Indoor Sensory Play (inside), along with other science activities
11:00	**Outdoor Play and Snack**	Hand-washing and toileting; Snack brought from home and shared as needed. Teacher-led outdoor game and physical exercise; as well as informal gross motor play with friends; (If rain, extend corner play by 10 minutes; and then conduct an indoor game; and snack.
11:45	**Math Circle**	Calendar Activity Daily Math problem solving building activities using a bag of no-cost math materials such as stones, buttons, shells, string, number cards, dice, bottle caps, geometric cards to teach skills Math songs and rhymes
12:15	**Closing Meeting**	Reflect on successes and challenges of the day; plan for tomorrow; sing a happy song; assist with putting materials away
12:30	**Departure**	Children walk home escorted by a parent volunteer

Daily Routine Sample

Our Schedule

Arrival

Morning Meeting

Literacy Circle

Corner Play

Snack Time

Outdoor

Math Circle

Closing Meeting

Departure

Learning Objectives
- Morning meeting is the first activity of the day
- Morning meeting includes greetings by name, attendance, child of the day, mindfulness meditation and happy greeting songs
- Morning Meeting incorporates learning from all four domains, but particularly emphasizes social and emotional development
- Closing meeting is the final activity of the day
- During this time, children reflect back on the day. They think about successes and challenges; and what they plan to do tomorrow;
- The closing meeting creates a caring and calm way to close the day and build sense of family
- Closing meeting promotes important life skills such as reflection and planning

Time
1 hour 45 minutes

Materials:
1. Flipcharts, markers, crayons
2. Post-It Notes
3. Printed copies of Morning Meeting Chart [Activity 1A] – for each participant
4. Printed copies of Closing Meeting Chart [Activity 2] – for each participant
5. Attendance Chart of all participants
6. Flipchart: Learning Tree [Closing]
7. Learning Skills Chart
8. Prepare an Energizer

FACILITATOR'S BACKGROUND NOTE – SESSION 7

Key Lessons
- ➢ The purpose of morning meeting is to acknowledge each child, to build a sense of belonging and appreciation for each child.
- ➢ The key activities are deep breathing and guided meditation; greeting songs, attendance activities; name games; recognition of child of the day; and happy action songs.
- ➢ Children take own attendance by putting name cards in pockets; absentees are acknowledged by name and concern is expressed. The teacher asks for a volunteer who lives in close proximity to check on the absentee and tell child that she/he was missed.
- ➢ Morning meeting should start according to scheduled time. Late arrivals should be greeted warmly and invited to join the group, with as little disruption as possible. This approach will improve on-time arrival.
- ➢ High performance preschools teach children to plan and reflect. The closing meeting provides opportunity to reflect back upon the day and discuss successes and issues.
- ➢ If some things did not go well during the day, closing meeting is a time to discuss this. Providing safe passage to school and return home is important. It is not safe for preschool children to walk home alone. Parents can play a role to take turns walking groups of children home.

MORNING MEETING

a. Purpose

The purpose of morning meeting is to acknowledge each child, to build a sense of belonging and appreciation for each child. The key activities are greeting songs, attendance activities; name games; recognition of child of the day; and happy action songs: Around the world classroom teachers are using the morning meeting time to teach mindfulness and self-calming techniques through deep breathing and guided meditation. If choosing to do this, let this be the first activity. Children develop responsibility by checking their own attendance, acknowledging absentees, and volunteering to visit a child who is absent. The child of the day ensures that every child has opportunity for leadership. Teachers may be unaware that they favor and call on a small group of children, often ignoring the majority. Children look forward to being child of the day and knowing that they will lead all activities during the day and be first in all activities, such as selecting a song or choosing corner play area.

b. Morning Meeting - Learning Skills Cross Check

Assignment: After learning how to conduct Morning Meeting activities, please put a check by skills that are promoted during Morning Meeting activities. Morning meeting promotes all areas of development, but it especially builds social and emotional development and life skills. Learning is enhanced when an activity incorporates more than one domain of learning.

Note: Look at Learning Skills Chart

c. How To Conduct Morning Meeting Activities
Note: Read Morning Meeting Chart in Resource Section

d. More information about Morning Meeting
Start on time!
Morning meeting should start according to scheduled time. Late arrivals should be greeted warmly and invited to join the group, with as little disruption as possible. This approach will improve on-time arrival.

CLOSING MEETING

a. Purpose
One lesson from studies on characteristics of high performance preschools is that they teach children to plan and reflect. The closing meeting provides opportunity to reflect back upon the day and discuss successes and issues. It gives children time to think about what they want to do the next day. Most importantly the closing meeting brings them all together again, much like a hen gathers her little chicks. The ECD teacher tells them she cares about them, she is proud of them, they did a good job in their work and play, and that she will be happy to see them come again tomorrow. If some things did not go well during the day, this is also discussed; as well as how things might be done differently in the future.

b. **Closing Meeting - Learning Skills Cross Check**

After learning how to conduct Closing Meeting, please put a check by skills that are promoted during these activities. Note: Look at *Learning Skills Chart*.

c. How To Conduct Closing Meeting
Note: Read Closing Meeting Chart in Resource Section

d. More about Closing Meeting
Providing safe passage to school and return home is a big concern. Sometimes children attend preschool nearby the primary school and are escorted by older siblings. Preschool generally closes earlier than primary school. It is not safe for preschool children to walk home alone. Parents can play a role to take turns walking groups of children home.

A. **Introduction (+ 5 Minutes)**
   Facilitator introduces the topic of the session by saying:
   - In previous session, we've talked about Daily Routine and all five of its components briefly. In this session we will look closer into the first and last activity of the daily routine, which is **Morning meeting and Closing Meeting**.
   - Each component of the daily routine highlights one particular set of life skills, while also promoting other skills.
   - The special emphasis of morning meeting & closing meeting is **social and emotional skills development**.
   - However, morning & closing meeting activities can also integrate math, literacy and motor development.
   - In this session we will learn how to conduct Morning Meeting and Closing Meeting properly.

B. **Activity 1A: Morning Meeting Practice (+ 45 Minutes)**
   The purpose of this activity is to understand what the activites in a *Morning Meeting* are and how to conduct them.

   1. Facilitator says, "*The purpose of morning meeting is to acknowledge each child, to build a sense of belonging and appreciation for each child.*"

   2. Facilitator gives each participant a copy of Morning Meeting Chart that was prepared before the session. Facilitator says, "*As you can see in the chart, there are six Key Activities in the Morning Meeting. Let's read them together* [Facilitator writes them on a flipchart as the participants read] *(1) Arrival, (2) Breathing and Meditation, (3) Greeting Song, (4) Child of the Day, (5) Attendance & Name Game, (6) Action Song*

   3. Facilitator asks participants to count off 1-4, and form four groups.
   Assignment
   Group 1: (1) Arrival, (2) Breathing and Meditation
   Group 2: (3) Greeting Song
   Group 3: (4) Child of the Day, (5) Attendance & Name Game
   Group 4: (6) Action Song

   Task (10 minutes)
   Each group explains their assigned activity of the Morning Meeting, and lead participants in a role play to practice the steps. Group 3 may use the *Attendance Chart* that was prepared before the session.

   Reporting (30 minutes)
   Each group presents and leads the rest of the participants in a role play to practice each activity, starting from *Arrival*.

   4. Facilitator congratulates participants for the presentations, and answers any questions participants may have.

C. **Activity 1B: Learning Skills Crosscheck (+ 15 Minutes)**
The purpose of this activity is to identify which learning skills are being developed through activities in the morning meeting.

1. Facilitator says, "Each activity in the daily routine should support the development of one (or more) of the four areas of learning skills. Please stay in your group and look at your Learning Skills Chart. Your task is to identify which learning skills are being developed through the Morning Meeting activities that we just did."

   Assignment
   Group 1: Social Emotional Skills
   Group 2: Emergent Literacy Skills
   Group 3: Emergent Math Skills
   Group 4: Motor Skills

   Reporting
   Each group should share with the other groups: (1) which **activity**, (2) which **learning skills** it promotes, (3) **Explain** how the activity promotes that specific learning skills.

2. Facilitator concludes, "*We should always keep in mind the learning skills we aim to promote when developing lesson plans. Now we know that this set of morning routine activities promotes the learning skills you've just mentioned. Do you think it's feasible to incorporate these Morning Meeting activities into the daily routine in your ECD center*?"

3. Facilitator answers any questions participants may have.

D. **Transition Energizer (+ 5 Minutes)**
Consider doing an energizer before facilitator continues to the next activity if participants look sleepy or tired. Facilitator introduces a new energizer or asks for a volunteer from the participants to do so.

E. **Activity 2: Closing Meeting Discussion (+ 25 Minutes)**
The purpose of this activity is to understand what the activites in a *Closing* Meeting are and how to conduct them.

1. Facilitator starts the activity by saying, "*Now we will talk about Closing Meeting. Closing meeting is the last activity in the day. It is a very brief gathering before children leave. It takes about 10-15 minutes to conduct.*"

2. Facilitator gives each participant a copy of Closing Meeting Chart that was prepared before the session.

3. Facilitator says, "*As you can see in the chart, there are four Key Activities in the Closing Meeting. Let's read them together* [Facilitator writes them on a flipchart as the participants read] *(1) Clean Up, (2) Circle Sharing and Reflections, (3) Happy Good Bye Song, (4) Departure*

4. [Using one of the methods for calling on participants] Facilitator asks for volunteers to read each of the details of each activity in the Closing Meeting Chart. Facilitator guides participants through each activity to make sure they have a clear understanding of it.

5. Facilitator demonstrate briefly the *Circle Sharing and Reflections* activity.

6. Facilitator asks for a volunteer to share a local *Happy Good-Bye Song*, and sing together with the participants.

7. **Learning Skills Crosscheck**. Facilitator says, "*Now just like we did with the Morning Meeting, let's look at your Learning Skills Chart, and we will identify together which Learning Skills are being developed through these activities*."

8. Facilitator closes the activity. "In this session we've learned the first and last activity of the day in the Daily Routine. In the next several sessions, we will learn also about the other activities – literacy circle, corner play, snack/outdoor play, and math circle.

F. **Closing (+ 10 Minutes)**
   - Facilitator gives participants a piece of paper or *post-it* note, and asks them to write down one thing they learned from the sessions that's meaningful to them.
   - Facilitator asks participants to stick their note on the *Learning Tree* flip chart that was prepared before the session.
   - Facilitator asks the participants to share their learning with the person next to them, and how they plan to put it into practice or apply it to their daily interactions with the children.
   - Using one of the methods for calling on participants, facilitator asks a few participants to share their learning with the group,
   - To conclude, facilitator adds any key points from the *Key Lesson Box* that hasn't been mentioned by the participants.
   - Facilitator also encourages participants to tell friends and family what they've learned from the session.
   - Facilitator wraps up by thanking the participants for their time and participation.
   - [If sessions are conducted separately] Facilitator confirms time and date for the next session. And says, "We look forward to hear about how the new practice goes, so think about what you can bring back to share with us all during our next session."

Learning Tree

Morning Meeting Chart

Morning Meeting (30 minutes)			
Activities	**Description**	**Materials**	**Minutes**
1) Arrival	Greet children by name. Provide one easy to clean-up activity such as drawing on slates while waiting for start-time	Slates	
2) Breathing and Meditation	Teach self-calming and mindfulness Stand in a circle. Hold hands on stomach to feel air enter and to push out air. Breathe slowly in through nose to count of 7. Breathe out through mouth to count of 7, several times. Take children through a guided meditation. See suggestions on the note below.		5
3) Greeting song	Children stand opposite each other or in a circle and sing greeting song or chant that uses each child's name	Teacher's reference – song book	5
4) Child of the Day	All children's names are listed on a chart. Place clothespin or clip by child of the day. Each day move clip to next child in order. Child of the day will assist teacher throughout the day, calls on children, takes leader role	First and Last names written in column on durable cloth or plastic	2
5) Attendance & Name Game	1) Children put picture card alongside name card in pocket 2) Children identify absentees and express concern 3) Child that lives near absentee volunteers to visit absentee 4) Count number of children absent. Count girls present and boys present. Which is more? 5) Conduct one of the name game activities found below or other similar activity for 5 minutes with child of the day leading the activity. Once the list is completed repeat it again	Pocket charts. Each child's name is written on card. Each child draws self-portrait on second card. The child adds face cards to pocket next to name upon arrival. Later in the year, children can put name cards in pockets versus picture cards. At first they recognize only pictures. Then they associate picture with name. Over time they recognize own name; and names of friends.	10
6) Action Song	Child of the day selects and leads an action song. This gets children moving before	Teacher's reference – song book	3

	literacy activities, which are primarily conducted while sitting in a circle.		

Note about breathing and meditation (#2)

Guided stretch, breathing and meditation is different from spiritual devotion. Meditation focuses on cleansing within and disciplining the brain to focus. Breathing is a skill that calms children and helps the body to function better. Try this:

Teach children to breathe in very deeply through the nose for count of 7 and then back out again to count of 7, holding hands on stomach, feeling air fill the stomach and pushing the air out again. Children should think that they are strong; they are filled with good; and can share this goodness with others. As the air leaves the body it is removing all the sadness and unpleasant things in the child's life.

After breathing, lead children in a guided meditation or sing a soft melodic song together such as the one below or a cultural favorite.

To teach the do-re-mi, add one section each day until children knows it.
Do-Re-Mi-Fa-So-La-Ti-Do (1 time for tune)
Do-Re-Mi-Re-Mi, Re-Mi; Re-Mi
Mi-Re-Do
Do-Re-Mi-Fa; Mi-Fa,Mi-Fa, Mi-Fa
Fa-Mi-Re-Do
Proceed up to top of scale in same pattern.

After the breathing and song, children and teacher will feel refreshed and focused for the day.

Name Game Activities (#5)
a. Find friends **whose name starts with same letter**
b. Find friends with **same number of letters in name**. Notice which group is largest and smallest
c. Children stand in a row. Teacher holds up alphabet card. If child **has that letter in name, jumps forward**
d. **Name riddles**: Let one or two children make up a riddle, starting with child of day. "I am thinking of someone who has four letters in her name and is wearing a red dress."
e. **"I can do it"** – Child of the day holds up his/her name card. Children in the room try to think of an action word that starts with the same sound. (For examples - Maria: *March*; Raul : *Rocks*. The child acts out the sound as children chant *Maria can march. Maria can March. Maria can March.*

f. **Silly name song** –(teaches rhyming words) Demonstrate how to change the beginning sound of your name to make a new sound that rhymes. Everyone sings the song. Then Spin a bottle and where it points the child sings the refrain. If have time, do 2 or 3 (Tune of *Do you know the Muffin Man* or made up tune)
"Oh do you have a silly name, A silly name, A silly name. Do you have a silly name that starts with "**K**" (any letter of the alphabet) Child sings, "Yes, I have a silly name, a silly name, a silly name. Yes I have a silly name. My name is… [Change the first letter of name to the selected letter].
For example **M**eena will say, "My name is **K**eena.

Attendance Chart Sample

Learning Roots Training in Ghana, West Africa 2017

Closing Meeting Chart

Closing Meeting (15 minutes)			
Activities	**Description**	**Materials**	**Minutes**
1) Clean Up	• Assign groups of children to tidy each corner, putting materials neatly into the bag, shelves or containers • When children are involved in clean-up this frees the teacher to leave along with the children • When teachers are left with scattered blocks and puzzle pi ECDs all over the floor, they are less likely to make these materials available. Corner play should not create extra burden for the teacher who may have her own children to care for and lunch to prepare at home.	• Labeled storage bags for each toy • Trunks for storing materials	3-5
2) Circle sharing and Reflections	• Ask children to think back over their day and ask one of the following questions: one thing you learned; one thing you feel proud of; a problem you solved; something good you noticed about another child; a problem or difficulty you had. • Go around the circle and let each child answer the wrap-up question for the day. • The teacher may want to keep a notebook and record some of the things children say during the meeting.		5-8
3) Happy good-bye song	When children sing a happy song before departure they tend to sing it as they walk home. People along the way notice happy children and make a good guess that the ECD center is an enjoyable place to learn and play	Teacher's benefit from a resource guide listing songs and games	1-2
4) Departure	Young children need to walk home with an adult.	First and Last names written in column on durable cloth or plastic	

Learning Objectives

- Social and Emotional Development and Foundational Life Skills are considered most important for school and life success.
- Corner play is a time when children choose where they want to play, who they want to play with and what they will do
- Corner play provides opportunity to develop many skills in all areas of development, but especially in development of life skills
- Typically there are five corners in corner play – sand and water, blocks, books and pictures, imagination corner, and puzzles and games- each with an array of interesting materials
- Children follow rules in corner play related to care of materials and care of each other

Time

1 hour 45 minutes

Materials:

1. Flipcharts, markers, crayons
2. Corner Play Labels
3. Corner Play Planning Worksheet [Activity 1A] – 5 copies
4. Printed copies of Learning Materials Creation Guide [Activity 1A] – 5 copies
5. Printed copies of Corner Details [Activity 1A] – 5 copies
6. Playdough recipe [Activity 1B] – 4 copies
7. Materials to Make playdough [Activity 1B] – 4 groups
8. Printed copies of Steps of Managing Corner Play [Activity 2] – for each participant
9. Deck Play Card [Method to form groups]
10. Learning Skills Chart
11. Materials for Learning Materials Creation
12. Prepare one Children Song

FACILITATOR'S BACKGROUND NOTE – SESSION 8

Key Lessons
- During corner play children direct the learning. They choose where they want to play (according to the corner play rules), whom they will play with, and how long they will stay in a corner.
- Five corners are recommended: Blocks and Building corner; Imagination; Books and pictures; Puzzles and Games; Sand and water. Sand and water is science; consider adding other science activities to this area e.g. bubbles, float and sink; tadpole hatching pools; butterfly cocoon collections, etc.
- Corner play is "free play". Teachers do not select where children will work and play. They do not rotate children from corner to corner according to a time schedule.
- The ECD teacher's important role is to make sure that there are ample materials to sustain an activity.

a. Purpose

During corner play children direct the learning. They choose where they want to play (according to the corner play rules), whom they will play with, and how long they will stay in a corner. Five corners are recommended. Each is stocked with learning toys. These toys can be locally produced for low cost or no cost (See section 11.d below). Four activity areas are set up in four corners of the interior. Sand and water play tubs can be placed just outside the door so that it is easy for teachers to monitor. Here are some suggestions for corner play areas:

- Blocks and Building corner
- Imagination
- Books and pictures
- Puzzles and Games
- Sand and water

Remember corner play is "free play". Teachers do not select where children will work and play. They do not rotate children from corner to corner according to a time schedule. In this way, children gain life skills to manage their time and relations with others, to feel pride in accomplishments, and to develop skills to focus and solve problems.

The ECD teacher's important role is to make sure that there are ample materials to sustain an activity. For example, if five to six children are in the block corner, how many blocks and building materials will be required for each to build something imaginative? How many different kinds of puzzles and games will be required to supply five to six children? How can these materials be varied to increase novelty and interest in the center? What materials can be added to each corner that promotes practice of literacy and math skills?

b. Corner Play and Learning Skills Cross Check

Many early childhood educators consider Corner Play as the most important activity in the curriculum. Corner Play helps children apply emergent literacy and math skills. All life skills are reinforced. Corner play addresses all child development domains. After learning how to conduct the corner play activities, take a look at the Learning Skills cross check chart. Put a check by skills that corner play activities will promote.

c. **Description of Corner Play Activities & Materials to Promote Children's Potential and School Readiness**[17] Note: See *Corner Play Details Chart* in Resource Section

d. **More Information About Corner Play.** Note: See FAQ in Resource Section

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[17] Reference for corner play description and materials found in this guide: Llewellyn, D (2012); Community Managed Early Learning Programs Curriculum Guide; Published by Plan International Australia with support from Australian Aid; download free of charge: http://plan.org.au/Learn/Sector-Resources.aspx

F. **How to Manage Corner Play so that everyone benefits.** Note: See Corner Play Management in Resource Section.

Making Math and Literacy Board Games

- Notice the list of skills that children will learn to accomplish the seven skills needed for emergent math and seven skills for literacy;
- Try to design three to five math board games and three to five literacy board game that teach these skills.
- Rotate the games with one math and one literacy game in the corner each week.
- Use sturdy cardboard to make board games and put board game pi ECDs in a little bag. You can also use file folders to produce games. These are easy to store and take up little room. You can glue an envelope onto the file folder to hold the pi ECDs.
- You can find interesting objects for little cost in the market that you can use for a game. For example, once the author found some tiny rubber frogs and made a board game about frogs hopping from lily pad to lily pad according to number cards selected.
- See examples of math and literacy board game designs in the appendix.

What makes a good math game?

- Exciting – with rules, spinners, and dice; and something you are competing for;
- Attractive –colorful, nice pictures, careful lettering.
- Appropriately challenging- not too easy; and
- Has a storage container – This keeps the game in good condition and the game pi ECDs are not lost.

A. Opening (+ 15 Minutes)

- Facilitator greets arrivals by name
- Note absentees and ask for volunteer to visit absentee and share what we discuss today
- Energizer – Share with teachers one new children song with movement [Alternative: Ask for a volunteer to do so]
- [Note: Follow this step if this session is conducted the following day] **Review:**
  - Using one of the methods for calling on participants, ask for a volunteer to share one thing he/she learned from the previous day
  - Ask that volunteer to come up with one quiz question related to one of the sessions
  - Ask that volunteer to call on a number to answer that question
  - Repeat the steps several times
- [Note: Follow this step if teachers were given time to implement the new practice in between sessions] **Review:**
  - **Pair - Share**. Facilitator reminds participants of last session's topic and asks participants to talk in pairs about a new practice they implemented and children's response.
  - **Success Stories.** Ask for two volunteers to share a success with entire group - what they did and how the children responded
  - **Challenges –** Ask for one or two volunteers to share a challenge in implementing the practice or in talking to their fellow teachers about what was learned. If useful, ask for suggestions from others.
  - **Congratulate** teachers on their efforts.

B. Introduction (+ 5 Minutes)

Facilitator introduces the topic of the session by saying:

- In previous session, we've talked about Morning meeting and Closing Meeting. In this session, we will begin to talk about **Corner Play.**
- There is opportunity to promote social emotional skills in all parts of the daily routine. However, there is one component of the daily routine that is especially important for promoting **social emotional skills**, which is Corner Play. We will discuss more about this throughout the session.
- To conduct Corner Play, each corner of the classroom is set up with toys and materials for self-directed play and learning.
- It provides the opportunity for children to have **hands-on learning**, which is the way children learn –by doing.

C. Activity 1A: Corner Play Set Up (+ 90 Minutes)

The purpose of this activity is to practice setting up corners in a classroom for Corner Play; to think about the activities that can be conducted in those corners and also the learning skills that are developed through those activties.

1. Before the activity starts, facilitator places the labels of the corners (*Pretend Play/Imagination, Books & Pictures, Puzzles & Games, Blocks &*

Building, and *Sand & Water/Sensory Play*) on different sides of the room.

2. Facilitator says, "*In this first activity,* we will learn how to **set up corner play** areas and then analyze how corner play helps children develop the **learning skills**."

3. Facilitator asks participants to draw a card from the deck of playing cards that was prepared before the session [*Remember to match the total number of cards with the total number of participants*]. Ask participants to form groups based on the same suit (hearts/clubs/spades/diamonds).

4. Facilitator says, *"As you can see, there are labels placed around the room to mark the corner play areas. Each group will work on one corner play area according to the card drawn".* [**Group assignment**: Clubs=**Books & Pictures**, Diamonds=**Puzzles & Games**, Spades=**Blocks & Building,** Hearts=**Pretend Play/Imagination** and **Sand & Water]**.

5. Facilitator gives each group **(1)** a copy of the *Learning Materials Creation Guide* that was prepared before the session, **(2)** a copy of *Corner Play Design Worksheet,* and **(3)** a copy of the **details of each corner**, (4) Flipchart Papers & Markers

6. **Task** (60 minutes)
   - Make 2-4 Learning Materials for your corner, from the *Learning Materials Creation Guide*. Select based on interest and material availability. You can use the materials that have been prepared for you by the facilitator.
   - Display on flipchart size paper: (1) Purpose of the corner, (2) List of suggested materials, (3) Draw picture or diagram of the materials, (4) Be prepared to explain on how the child will play with this material, (5) Discuss how the corner promotes learning skills and list benefits on the chart.

7. **Reporting** (30 minutes)
   Post work on wall. Each group tells about their corner and the toys they make (5-10 minutes), the kinds of activities that will take place there, and what they think the learning skills benefits are.

D. **Transition Energizer (+ 5 Minutes)**
Consider doing an energizer before facilitator continues to the next activity if participants look sleepy or tired. Facilitator introduces a new energizer or asks for a volunteer from the participants to do so.

E. **Activity 1B: Play-Dough Making (+ 15 Minutes)**
The purpose of this activity is to give ECD teachers the skills to make home-made Playdough as learning material. [Note: Facilitator can use this as an example of one of the learning materials in the **Sensory Play** (indoor) corner]

5. Facilitator asks participants to stay in their groups. Facilitator gives a copy of *Play-Dough Recipe* that was prepared before the session, to each group. Facilitator also gives each group all the materials needed to make play-dough.

- 2 cups flour (1/4 kg)
- 1/2 cup fine salt
- 3 Tablespoons vegetable oil
- 1- 1 1/2 cup warm water (1cup=235ml /1 Aqua cup)
- 1 Liquid Food Coloring
- 1 Mixing bowl + 1 Stirring spoon
- 1 Ziploc bag/Tupper-ware/any air-tight container

6. Facilitator says:
   - Play-dough is a great learning material for young children. It is an open ended material that can be used to do activities that support all four areas of learning skills.
   - It is easy to make, usually the ingredients are available everywhere for a low cost: flour, salt, oil, hot water, and food coloring.
   - Today we will learn how to make it, and hopefully you're encouraged to make more for your ECD centers.

7. Facilitator guides participants through each step of the process in making play-dough.

8. Facilitator asks participants to think of different ways to use play-dough in activities to support the four areas of learning skills. [For e.g. Roll play-dough into little balls to learn counting, make shapes, pretend food, sensory play, etc]

9. Facilitator encourages participants to make more Playdough in different colors and use them as learning materials in their class.

10. Clean up.

F. **Activity 2: Managing Corner Play (+ 20 Minutes)**
   The purpose of this activity is to learn how to manage Corner Play effectively and for participants to understand teacher's role during Corner Play time.

1. Facilitator starts the activity by saying, "We now know the corner play areas, the materials for each, and how these corners can promote learning skills. In this next activity, we will talk about **how to manage it effectively** and about the **role of ECD teachers during Corner Play**.

2. Facilitator writes "**Teacher-directed VS Child-directed**" on a Flipchart, and says, "*This is the common topic that comes up when we discuss about Corner Play. What do you think? Let's have a show of hands of those of you who think Corner Play should be **Child-directed**. And have a show of hands of those who think Corner Play should be **Teacher-directed.** Please explain your choice.*"

   [Answer: Corner Play is the part of the day where the **child directs the learning** rather than the teacher.
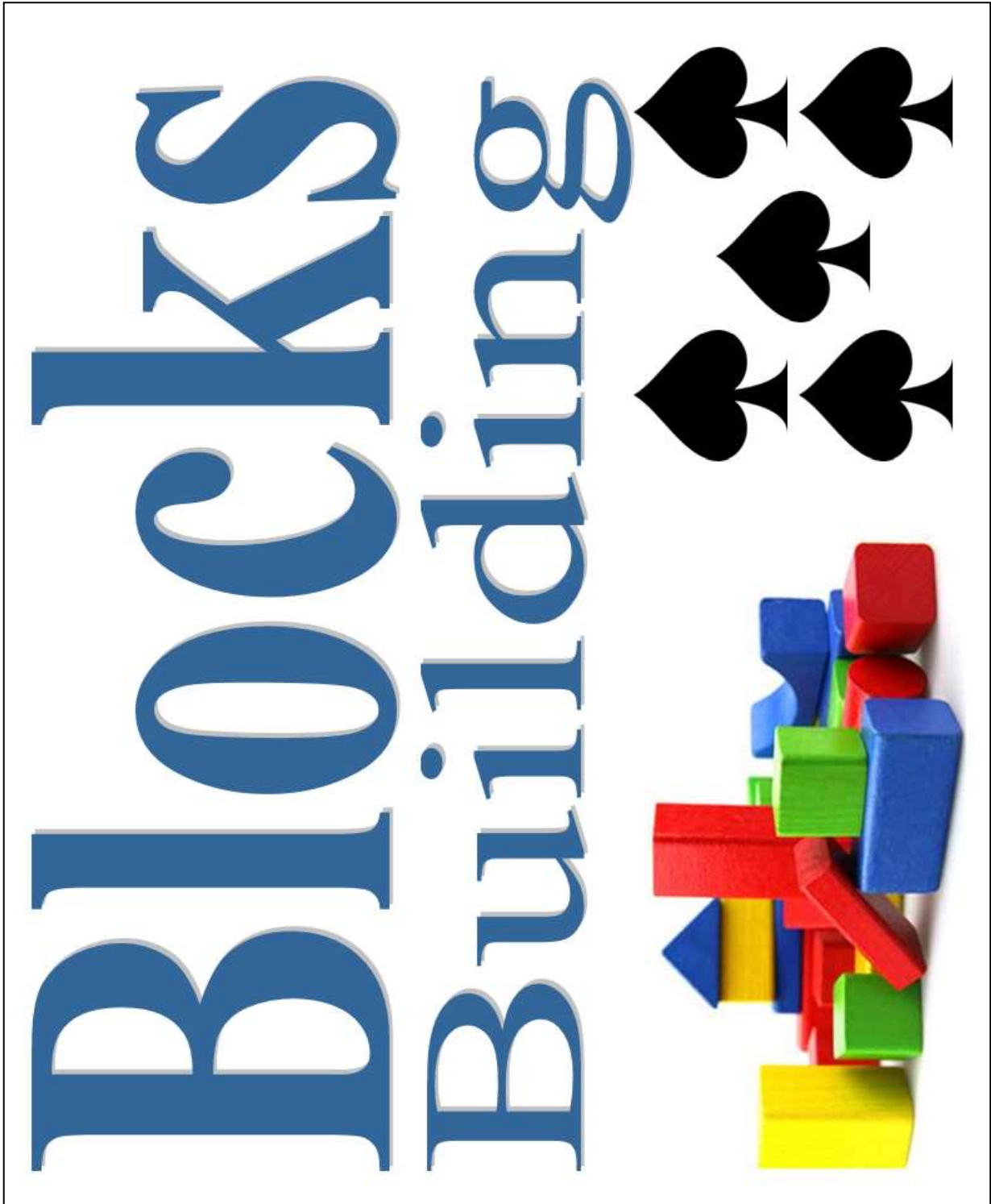
   For children to benefit from corner play and gain learning skills, the play must be truly free. Children choose where they play and with whom. They make a plan, they conduct the activity, and then they clean up materials and select another corner up to end of corner play time.
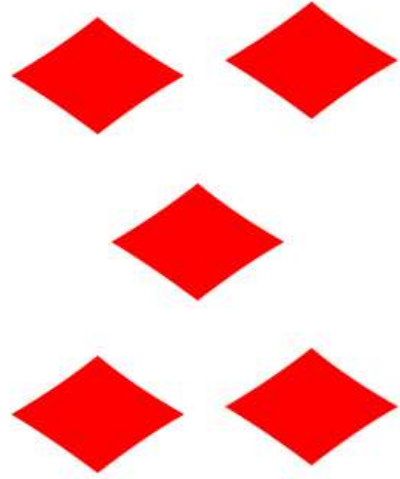
By choosing to play with the things they are good at and like to do, they will actually develop skills in <u>all</u> areas of development - intellectually, socially, emotionally, and physically.]

[**Note**: Read about FAQ in the Facilitator's Background Note, and make sure you're ready to answer participants' questions]
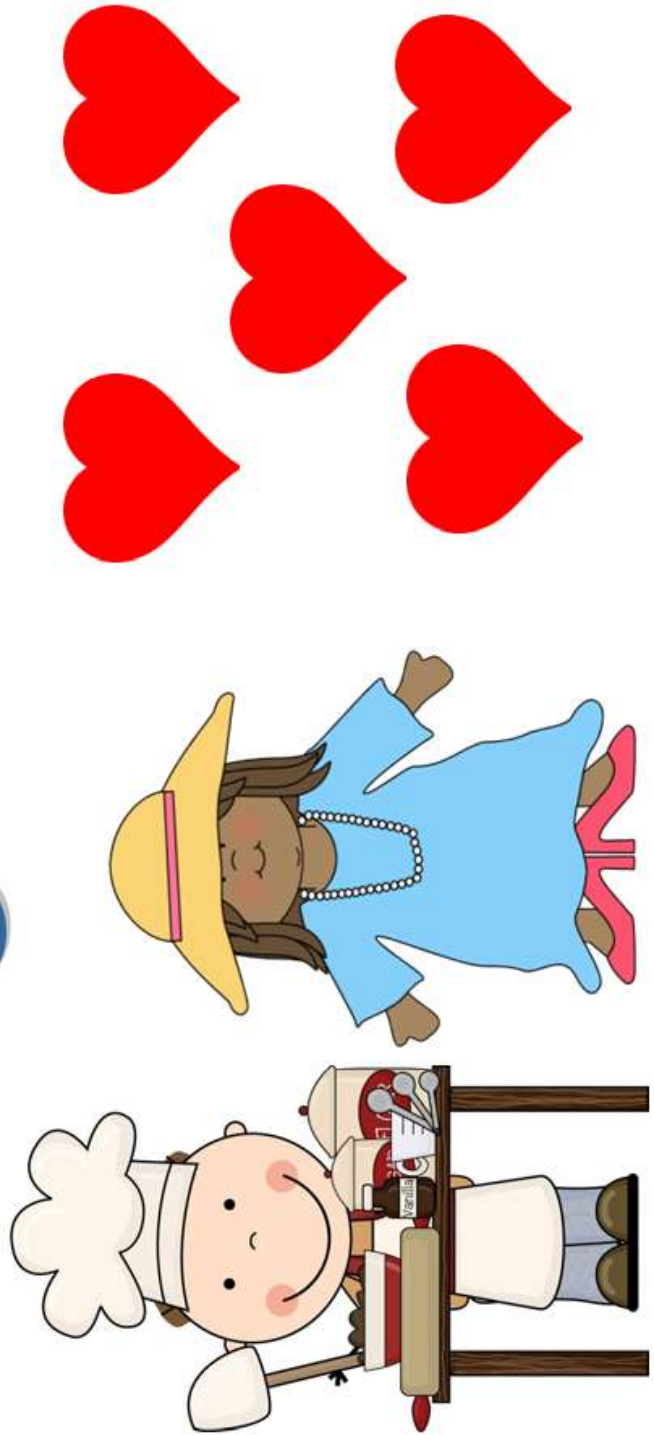
3. **Steps on managing corner play**. Facilitator gives each participant a copy of *Steps on Managing Corner Play*. Facilitator gives participants 5-10 minutes to read the steps. Facilitator asks the participants to form pairs with the person sitting next to them, and give feedback regarding those steps. Facilitator asks for volunteers to share their discussion with the group. Encourage other participants to comment, answer questions, and provide solutions during the group discussion.

4. **Wrap Up**. Facilitator says,

- "In this session we focused on social emotional skills and how they are promoted through corner play. For children to benefit, they need lots of materials. The children also need to learn and follow a set of corner play rules that will help them develop **important life skills habits**. Can you think of one?" [Answer: Sharing, taking turns, responsibility, etc]

- "Now we know that it is necessary for children to have ample time for free play during the day [**at least 45 minutes to an hour**]. Let's make a commitment to adjust our daily schedule accordingly so that they have this opportunity."
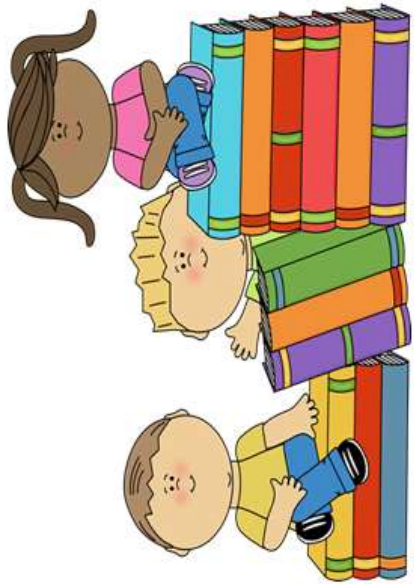
Blocks
Building

Puzzles Games
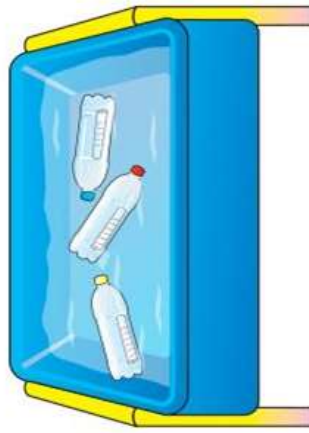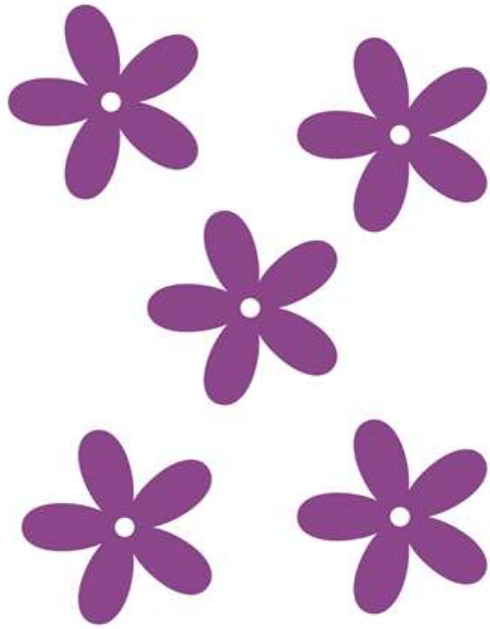
Imagination

Books

Pictures

Sand & Water

Outdoor

Sensory Play

Indoor

Sample Corner Play Design Worksheet

PLANNING WORKSHEET **BLOCKS & BUILDING CORNER**					
Purpose:					
		BENEFITS			
		Social Emotional Skills	**Emergent Literacy Skills**	**Emergent Math Skills**	**Motor Skills**
MATERIALS LIST	**DRAW PICTURES /DIAGRAM FOR EACH TOY**				

Corner Play Details

Corner Play Area	Purpose	Suggested Materials
Blocks & Building	Blocks help children develop reasoning and fine motor skills. They learn to coordinate eye-hand movements, which are needed for reading and writing. They learn math concepts such as sorting things that are alike and different, ordering by size and counting. Making a block building requires spatial reasoning needed for advanced math.	• Geometric blocks cut into cubes, triangles, and rectangles. (Note: A rectangle is the size of two cubes. A triangle is made from cutting a cube into two pi ECDs. Size of cubes: 5cm square; size of rectangles: 5cm x 10cm.) Natural wood color is best. • 2.5cm wooden cubes (100 each of red, blue, yellow, green, purple, orange for a total of 600). If you can only have one kind of block, choose the geometric blocks versus colored cubes. Both have value; geometric blocks have greater value. • 40 bamboo sticks (four colors) about 20–25cm long in three graduated sizes. • Small figures of animals, people, and vehicles made of cardboard or painted on blocks. • Other interesting building materials such as tin cans, corncobs, large seedpods painted in bright colors, or cardboard discs (circles/triangles/squares) with notches that can be fitted together in a sculpture, colorful if possible. • Paper and pencil to use as needed such as making a sign

Imagination Corner (Pretend Play)	Children learn and play with familiar objects from everyday life. They take on pretend roles imitating adults. "Through pretending children are not trying to escape from reality, they are trying to understand it." The corner encourages creativity and socialization.	• Select materials that enable children to pretend to be a mother, father, shopkeeper, a doctor or even a baby such as:
		  ○ Small dishes of clay or coconut shells, stirring spoons, pots
		  ○ Leaves, rice, etc for pretend food
		  ○ Button, pebbles, seeds and bottle caps to play shop or store
		  ○ Dress up clothes and props
		  ○ Balance scale, small baskets or storage containers
		  ○ Empty pharmacy boxes and bottles
		  ○ Pi ECDs of small colored fabric to use as pretend table, baby bed, etc.
		• Play mat of village scene with roads, ponds, etc drawn on large pi ECD of cloth. Unfold and place on floor. Children can use small figures such as animals, people and vehicles for pretend play. There may be fathers of children with talent to

		produce these small objects. If not, an easy way to produce people and vehicles is to draw them on paper and glue onto small blocks of wood. . • Paper and pencil to use as needed
Books & Pictures Corner	This center focuses on pictures in books, on cards and pictures that children draw, as well as associated words and letters. It combines art with language skill building materials such as storybooks, alphabet and picture cards in duplicates to play memory games; alphabet and word games.	• Storybooks (3 to 5 per week; rotated weekly) • Picture cards for animals, fruits, plants, vehicles, etc. in duplicate to play memory game. Each card should have picture and word • Alphabet cards with upper case, lower case and picture to show sound of letter, in duplicate to play memory games • Pocket chart for sorting cards • Drawing paper and slates • Crayons pencils, erasers and chalk • Magazine or news paper pictures
Puzzles and Games	Board games and puzzles help children to solve problems move objects with their fingers, follow rules, and play with others. Board games can be produced for practicing literacy and math skills. Puzzles are important to see how parts of something become a whole.	• Commercial puzzles with 10-16 pi ECDs; locally produced puzzles with 5-10 pi ECDs; • Shape (geometric) puzzles – tangrams, pattern blocks, geoboards, pentominos (see appendix for patterns to produce these blocks. • Logic games – Memory, TicTacToe, dominoes, Bingo, checkers • Playing cards and dice if culturally appropriate • Board games with rules for shape, alphabet, color recognition and counting practice (see appendix for patterns) • Lace-ups or bead threading with multiple color beads to make patterns while stringing
Sand & Water Corner / Sensory Play	This corner develops children's measuring and reasoning skills. They can make discoveries about math and science. It is a high energy and talkative corner. It is also soothing and calming for some children. Use water play during hot season; and sand during dry, cold season. Best to locate just outside classroom door as this is messy.	• The container should be large enough that several children can play together. Inside of old tire filled with sand, for example. • Water can be used for health and hygiene and corner play. Children can wash hands with soap upon arrival to school to reduce transfer of germs and dirt on materials, then use same pail for water play • Add at least five interesting materials such as sticks and spoons, rubber tubes, funnels, strainer, boats, • Coconut shells and cuts and sticks for molding sand. • **Alternative: Set up Indoor Sensory Play activities with other materials such as *Play-dough.***

PLAY-DOUGH

Materials

- 2 cups flour (1/4 kg)
- 1/2 cup fine salt
- 2 Tablespoons vegetable oil
- 1- 1 1/2 cup warm water (1cup=235ml /1 Aqua cup)
- Liquid Food Coloring
- 1 Mixing bowl + 1 Stirring Spoon
- Ziploc bag/Tupper ware/any air-tight container

Instruction

- STEP 1 Combine plain flour and salt in a mixing bowl
- STEP 2 Add hot water, food coloring and oil. Mix until ingredients are combined.
- STEP 3 Knead well.
- STEP 4 If consistency is too wet add a little plain flour. If it's too dry add water and oil.
- STEP 5 Store the Play-dough in an air-tight container. Can be stored up to 6 months.

Sample of Games
- Imaginative play
- Color-matching / Color-Mixing
- Sorting
- Shape recognition
- Letter-forming
- Big-Small / Long-Short
- Counting

FAQ

- *What if some children dominate one corner?*
  - This can be prevented with good corner play management. If the child of the day chooses first and then points to the next person to choose and so on, it will be impossible for the same children to dash to a corner and dominate.

- *How do you prevent children from damaging materials?*
  - Children must be introduced to each corner and all rules for handling materials. The teacher should explain importance of taking care of materials properly so they will last for everyone's enjoyment. All children must agree to care for toys as instructed before being allowed to play.
  - In cases where teacher sees that children are not handling materials properly she should speak quietly to that child and show them how to manage the material. When this occurs teachers should review the rules with children the next day before corner play starts.
  - Each learning toy should have own storage container. For example, a board game can be produced in a file folder with an attached pocket for the spinner, and playing pi ECDs. Make and label cloth bags for every corner. That way, children can help to store materials at end of corner play and also to help display them in the morning upon arrival.
  - Check toys at least monthly for wear and tear. Involve parents to repair or remake torn or discolored games and materials;
  - Some rules to discuss with students:
    - ✓ **Blocks** – all same types of blocks must be organized together before leaving corner, ready for next persons; careful with sticks not to poke others in the eyes. Making pretend weapons from building materials is not allowed.
    - ✓ **Books and pictures** – proper way to hold a book and turn pages, no drawing or writing in storybooks; stacking all picture cards neatly and in containers
    - ✓ **Puzzles and games** – all puzzle pi ECDs must be in the puzzle; do not mix up game pi ECDs or puzzle pi ECDs
    - ✓ **Imagination –** all seeds, stones, etc must be put in the containers and all materials organized neatly before leaving the center; Do not put small objects in mouth as it might cause choking
    - ✓ **Sand and water –** keep sand and water in container. Be careful not to wet or soil clothing

- *What if children get bored of the corners and materials?*
  - Most of the suggested corner play materials are open-ended. These can be used according to child's own creativity. Children do not get bored of blocks, sand, crayons, dolls, etc.
  - Children do get bored of close-ended or single purpose materials that are to be used in one way. For example a board-game, a picture puzzle or a geometric puzzle. That is why these materials need to be rotated. For example, each class may have 5 math board games and 5 literacy board games. Put one of each out for one week and store others. Geometric puzzle games such as tangrams, pattern blocks and pentominos can also be rotated. When you take them out again, children will have matured and see new ways of using the materials or have more success than at previous time.

- *What if girls go to certain corners and boys go to others?*

o   An ECD aim is to promote gender equality. Corner play provides good opportunity for children to try out activities and roles that cross gender lines. It is important to make sure that all corners have materials that are attractive to both girls and boys. If you observe that girls and boys dominate certain corners and do not go to others, then change or add materials that are attractive to both girls and boys. If girls are more likely to go to the imagination corner and play house with the dolls and cooking materials, add props for boy dress-up and some male dolls. Also a play mat with village scene, cars, animals, boats, etc may attract other types of imaginative play and thus other children who have no interest in playing house. Adding market materials such as pretend money, balance scales, etc. is attractive to some children and not others. The role of the ECD mentor and teacher is to observe that a center attracts only one gender and then add materials that increase appeal to both girls and boys, and assess results.

- *Shouldn't we have an art corner?*
  o   Children benefit from art as it promotes creativity and stimulates the right hemisphere of the brain. However, art supplies can be costly and difficult to make or attain. Volunteer teachers may not have time or resources to organize an art center every day. Most centers can provide recycled paper, crayons and pencils. By putting these in the books and pictures corner we encourage children to make pictures and write words or own storybooks.

- *Shouldn't we have a science corner?*
  o   When we set up a corner, we want to be sure that there are materials for active play and exploration. It is important to have a place to display natural objects that children collect but these do not work well as an activity corner. Corner play is about "doing" not "looking".
  o   The fundamentals of earth science are explored through the sand and water table.
  o   Consider adding other science activities such as bubbles, sink and float, collections of butterfly and moth cocoon's; tadpoles, etc

- *Should we have a music corner?*
  o   Children love to play musical instruments and dance. Many cultures have traditional instruments that can be donated to the ECD center. Parent volunteers can also teach traditional dance. Make this an option during outdoor play area. It is disruptive and too noisy for corner playtime. Beating drums and dancing is a great outdoor free-play activity.

Steps on Managing Corner Play

1. **Introduce** children to corner play over several days. To do this, ask all children to sit near one corner play area. Tell them the name of the area and show them the materials one by one. Teach them the following:
   a. Rules for conducting themselves in each corner and how to care for the materials before starting corner play
   b. How to play each of the board games, memory games and some creative ways to use the materials; and how to store the pi ECDs when finished;
   c. How many children are allowed in one corner (5)
   d. What to do when they are finished playing and want to go to another corner: Put away materials; tell teacher where you want to play next; count to see if there is room in that center; if not select another center

2. Give children **opportunity to try out every center** before giving free choice.
   a. In the first week, assign five children to each corner. After 20 minutes move the children clock-wise to next center. Next day same children move together clockwise and explore 2 additional centers. On the third day the groups of children move again to the fifth center for 20 minutes. Use the remainder of time on third day to discuss how well children did and hear their reflections about what was fun and not fun. Ask children to review all the corner play rules. (*Are others needed, according to teacher or students?*)

   b. Teach children rules for selecting corners and how to move from corner to corner. Here is a recommended procedure:

   > Child of the day tells teacher where she or he wants to play and goes there. Before leaving circle child of the day points to a second child. Second child selects a center and goes there. Before leaving circle the second child points to a third child. In this way all children go to a corner. The next day there will be a new child of the day and a different arrangement of who selects first, second and third, according to the choice of the child of the day and those she/he picks.

   c. Remember corner play should be "**free play**!" The advantages come when children choose who they want to play with and where; and learn to follow rules for cleaning up and moving center to center.

3. **ECD Teachers Role**. Here are some things that teachers do while children play:
   a. They **observe** children as they play and notice their interests and skills;
   b. They **assist** children who need a material or help in how to play with a game or material.
   c. They **monitor and redirect** rowdy, aggressive or destructive behavior.
   d. Sometimes they talk with children in a conversational way. They do not interrupt children who are in deep discourse with other friends. However, if they see a child who is lonely or an appropriate time for feedback, they talk to the child informally. Remember, **non-*instructional talk*** is one of the most important ways children learn. For example the teacher might say, "Tell me about your drawing. What do you plan to add to the picture? You used blue and green for the water, what other colors do you plan to use? What shapes did you use to draw the house?" How many people live in the house? "

Note: Literacy Circle is conducted in three separate sessions due to time length.

Learning Objectives
- There are seven key emergent literacy skills with activities to promote each skill;
- News sharing and journal writing develop oral expression, listening skills, and pre-writing

Time
1 hour 30 minutes

Materials:
1. Flipcharts, markers, crayons
2. A4 papers (cut in half) – for each participant
3. Printed copies of Literacy Circle Chart – for each participant
4. Blank Personal Journal [Activity 2B]
5. Sample of Personal Journal/ A mock up [Activity 2B]
6. Learning Skills Chart

FACILITATOR'S BACKGROUND NOTE – SESSION 9

Key Lessons
- ➤ Literacy activities of talking and listening, and reading and writing are integrated throughout the day in every activity. However, there is also a focused time for developing the seven emergent literacy skills.
- ➤ There are four key literacy activities
  1. *News Sharing or Personal Journals:*
  2. *Story time*
  3. *Literacy Action Song or Rhyme*
  4. *Letter, Sound and Word Activities*
- ➤ News sharing is conducted twice a week.
- ➤ Journal writing is conducted on two days in place of news sharing. It builds language expression skills, but also builds skills for writing and reading.
- ➤ An effective teacher provides a balance between sitting and standing, quiet and noisy activities, ones with fine motor and ones with gross motor

a. Purpose
Literacy activities of talking and listening, and reading and writing are integrated throughout the day in every activity. However, there is also a focused time for developing the *seven emergent literacy skills*.

The Literacy circle includes several enjoyable activities some of which vary according to day.
- The first activity is **sharing news or journal writing**. Children love to share their personal experiences with others and to make drawings and record dictation about their day-to-day experiences.
- The second activity is **story reading or storytelling**. Everyone loves a good story. ECD teachers will learn how to select books, read a story, and carry on a conversation with children about the story (dialogic reading). At least one day per week the ECD teacher will replace the storybook

reading time with oral storytelling. Most communities have a rich heritage of folk tales. Teachers will learn how to collect them and produce storyboards to help them remember the important parts of the story. By age four and five children can develop skills to read through shared reading experiences. One day per week children read along with teacher in a teacher-made **big book**; and conducts follow-up activities and games with the words and concepts in the story.

- Literacy circle also includes time for **learning letters and sounds and how to form words**. Alphabet work, like all ECD activities, is **taught through games, songs and hands-on exercises.**

b. Literacy Circle and Learning Skills Cross Check
After learning how to conduct the literacy circle activities, take a look at the Learning Skills. Think about the literacy circle activities and how they promote and practice the seven skills

Classroom Quality Assessment for Literacy Skills Development
➢ Refer to Learning Skills Chart for full description of each skill
➢ Put an "x" in the boxes where these skills are practiced.

Literacy Skills & Daily Literacy Activities	1. Expressive vocabulary	2. Listening comprehension	3.print awareness	4. Story comprehension	5. Letter Identification	6. Sound Discrimination	7. Emergent Writing
News sharing							
Journal Writing							
Storybook reading							
Storytelling							
Big Books – Shared Reading							
Songs & Rhymes							
Letters, Sounds & Words Activities							

c. How To Conduct Literacy Circle Activities. Note: Read Resource Section Session 9.

A. **Introduction (+ 5 Minutes)**
   Facilitator introduces the topic of the session by saying:
   - In previous session, we've talked about how to conduct Corner Play. In this session, we will continue to the next component in Daily Routine, which is **Literacy Circle**.
   - Literacy activities of talking and listening, and reading and writing are integrated throughout the day in every activity. However, these skills are emphasized during the second activity in the daily routine – *literacy circle*.
   - During this session, we will learn how to conduct some of these activities through practice.

B. **Activity 1: Literacy Circle Key Activities (+ 15 Minutes)**
   The purpose of this activity is to introduce to participants the 4 Key Activities of Literacy Circle, the alloted time, and the recommended schedule.

   1. *Point out literacy Circle Activities*
      - Facilitator gives each participant a copy of **Literacy Circle Chart** that was prepared before the session. Give participants few minutes to briefly look at the chart.
      - Facilitator says, "There are four key activities in Literacy Circle. Literacy circle activities take one hour. The activities and time allotment are as follows [write on Flipchart]:
        ➢ *News Sharing or Personal Journals:* 20 minutes
        ➢ *Story time [storybook reading/storytelling/shared reading and discussion about the story (dialogic reading)]:* 10-15 minutes
        ➢ *Literacy Action Song or Rhyme:* 5 minutes
        ➢ *Letter, Sound and Word Activities:* 10 Minutes

   2. **Recommended Weekly Schedule for Literacy Activities**
      Facilitator points out that there is a recommended weekly schedule for those four literacy activities, printed **on the last page** of the copy of **Literacy Chart** that was given just now.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
1st Activity 20 mins	News Sharing	Personal Journal	News Sharing	Personal Journal	Talk Time Theme Discussion
2nd Activity 10-15mins	Storybook Read-aloud	Storytelling	Storybook Read-aloud	Storytelling/ Storybook Read-aloud	Big Book Shared Reading
3rd Activity 5 mins	Literacy Song	Literacy Song	Literacy Song	Literacy Song	Literacy Song
4th Activity 10 mins	Letter, Sound & Word Activity	Letter, Sound & Word Activity	Letter, Sound & Word Activity	Letter, Sound & Word Activity	Letter, Sound & Word Activity

C. **Activity 2A: News Sharing Practice (+ 25 Minutes)**
   The purpose of this activity is to demonstrate how to conduct News Sharing and discuss benefits.

1. Facilitator says, "We will practice news sharing and then we will think about why children will enjoy these activities, and what skills are practiced during these activities**.**"

2. To demonstrate news sharing, facilitator asks participants to sit in pairs.
   - Identify who will be #1 and who will be #2.
   - First #1 will have 2-3 minutes to talk about something you did or saw or thought about since yesterday.
   - The role of #2 is to listen. #2 cannot talk or comment while #1 is talking.
   - #2 will now tell #1 what she or he remembers about what was said.
   - #1 raises hand if #2 was a good listener
   - Change places and repeat activity in the same way.
   - One student (child of the day) gets to stand in front of group and tell news to everyone.
   - Listeners raise hand if they have a question they want to ask about what was said.
   - The speaker can take three questions from the group and answer each.

   The total activity cannot exceed 20 minutes. There may be time for one or two other children to tell news to everyone. If so, the child of the day selects one boy and one girl.

3. Facilitator asks participants whether children will like this activity and why, and what are the benefits according to the literacy skills checklist [*Learning Skills Chart*]

D. Activity 2B: Personal Journal Practice (+ 35 Minutes)
The purpose of this activity is to demonstrate how to conduct Personal Journal and discuss benefits.

1. Facilitator says, "Now we will take a moment to talk about **Personal Journal**. Journal writing is conducted on two days in place of news sharing. It also builds language expression skills, but also builds skills for writing and reading."

2. Facilitator shows mock-up of child's personal journal.
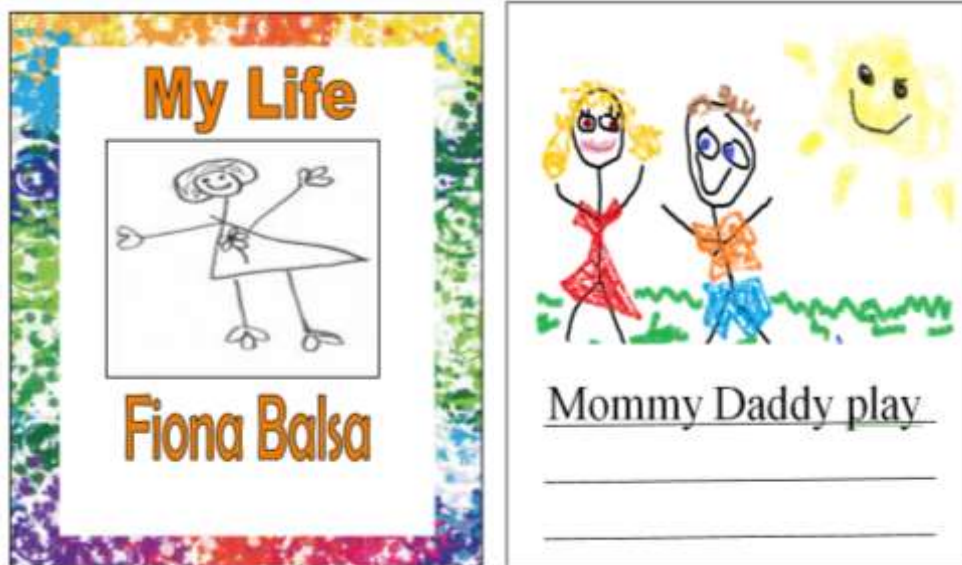
- The journal can be designed and printed in the following way: Top 2/3 of each page is blank without lines. Bottom 1/3 of page has 2 or 3 lines appropriately spaced for emergent writers.
- An alternative is to buy an inexpensive exercise book for each child. The front of the journal will have a title, such as "My life", as well as the child's first and last name, clearly and accurately printed.
- This activity is similar to news sharing in that the child thinks about something she saw or did or thought about since yesterday, something from own life.

3. Facilitator says, "Now we will practice journal writing, and then we will think about why children will enjoy these activities, and what skills are practiced during these activities**.**"

4. *Facilitator gives each participant half a page of an A4 paper. Participant will practice making a personal journal page. Make sure participants have access to coloring supplies. Give participants about 10 seconds to select topic, and ask them to draw a picture of their personal experience on the inside top portion of the paper, and draw 3 lines on the bottom portion of the paper.*

5. *Facilitator asks participants to talk in pairs about their picture. After one participant finishes telling his/her story, the other participant asks **"***What do you want me to write about your picture?"* The story teller dictates a few words, and the listener writes on the line using the story teller's exact words and order of words, even if the grammar is incorrect. The listener points to each word and reads back to the story teller.

6. *Teach scribble writing.* Facilitator says:
   - Over time the ECD teacher will teach the children how to scribble write.
   - This means that the child makes a scribble for each word in her story.
   - For example, if the child wants to say, "This is my grand-mom in the clinic. She is sick", then she will produce how many scribbles? [10 scribbles].
   - Scribble writing is a first step toward writing and reading.
   - As the year progresses, children will learn the letters associated with sounds.
   - At that time, they may write story with a mixture of beginning sounds, ending sounds and use scribbles for words and sounds they do not know. [Example: Scribble-scribble- M-GM-scribble-scribble-SK.] Children will learn consonants before vowels.
   - Please note children can hear beginning sounds by ages 4 and 5. Some may not be able to distinguish ending sounds until age 5 or 6.

7. *Final Step*. Facilitator says:
   - This activity concludes with the child of the day showing her or his journal to the entire class.
   - Children who want to ask a question raise hands; and speaker selects 3 people to hear and answer their question.

8. *Wrap-up*. Ask participants whether children would like this activity and what skills would they practice, according to the skills list.

E. **Transition Energizer (+ 5 Minutes)**

Consider doing an energizer before facilitator continues to the next activity if participants look sleepy or tired. Facilitator introduces a new energizer or asks for a volunteer from the participants to do so.

F. **Activity 2C: Literacy Energizers Practice (+ 30 Minutes)**
The purpose of this activity is to demonstrate how to conduct Literacy Energizers and discuss benefits.

1. Facilitator says:
   - Because of the limited time for this session, we will talk about **Literacy Energizers** first before we talk about Story Time.
   - An effective teacher provides a balance between sitting and standing, quiet and noisy activities, ones with fine motor and ones with gross motor.
   - After news sharing and story time, children need to stand up.
   - It is a good time to teach songs and poems that teach skills from our literacy skills checklist. Examples are concepts such as up and down, forward and backward; or rhyming words; naming and moving fingers on the hand, etc.

2. **Group work**: Divide participants into 2 groups [using one of the methods for forming groups] and do the following assignment:
   - Look at the literacy skills list [Learning Skills Chart]
   - Pick an action poem or song that could be used to teach one of these skills.
   - Prepare to demonstrate with participation from others.
   - Each group teaches others their song or rhyme and notes which skills are taught.

3. **Transition Activity**. Facilitator says,
   - *Transition activities help children see closure to an activity and get ready for the next.*
   - *Transition activities also provide appropriate movement such as a quiet song to transition from an active activity to a quiet one.*
   - *Transition activities that are repeated can signal to the child that one activity is about to end and the next familiar activity will begin.*
   - *As a transition activity from Literacy Circle to the next one, let's sing an alphabet song!* [Sing ABC song together]"

4. Facilitator answers any questions participants may have.

Literacy Circle Chart

Activities	Description	Materials	Time
<u>**Activity 1**</u> **News Sharing & Personal Journals**	***Objectives*:** Talking, listening, sharing experiences, developing interest in others' lives, fine motor coordination, drawing and pre-writing, vocabulary development. Conduct news sharing on Monday and Wednesday; Journals on Tuesday and Thursday and Talk Time Theme Discussions on Friday.	• News sharing – no materials • Journals – Child's own notebook with title such as "My life" and child's first and last name printed in large clear print • Theme discussion	20

How to Conduct Activity 1

News sharing (2 days per week)

- Children talk in pairs. Child #1 gets to tell something that she saw or did since yesterday, or anything of interest. Child #2 sits very quietly and listens without interrupting. Teacher calls time after three minutes.
- Child #2repeats back what Child #1 said. Child #1 gets to say whether Child two was a great listener.
- Follow same steps with Child #2 as talker and Child #1 as listener.
- The "Child of the Day" gets to tell her/his news to the entire class. After s/he finishes, children may raise hands to ask questions about what was said. The speaker can call on three children to ask a question. Speaker answers the questions as asked.
- Child of the Day next calls on one boy and one girl to also share their news to entire class. Each child takes 3 questions from others about what was said.

Personal Journal (2 days per week)

- Give each child own notebook to use as a journal during the school year, and to take home at the end of the year. Write first and last name of child on front in clear letters. Give the journals a title such as "My life". Children will quickly learn to read the words on the cover.
- The journal motivates emergent reading and writing because the words are attached to their own life and personal meaning.
- Each page in the book should be 2/3 blank for drawing a picture. 1/3 should have lines for writing words.
- Ask children to draw a picture about something that is happening in their life. It can be something they saw or did. It might be something that makes them happy or something that they are sad or worried about.
- Teacher observes and quietly interacts with as many children as possible during each session. Teacher will ask child to tell about their drawing. Each day the teacher should ask several children, "*What do you want me to write about your picture?*" The child dictates and the teacher writes on the line using the child's exact words and order of words, even if the grammar is incorrect. The teacher points to each word and reads back to the child. The child might also read with the teacher. The next day the teacher will take dictation from other children.

- After drawing, children work in pairs. The partners tell each other about their picture. They are learning that a picture represents an idea, as do words. The child can look back through the journal and remember and "read" their stories.
- After children talk in pairs, child of day "reads" journal to class; and then chooses a girl and a boy to also "read" journal entry.
- After some time, the teacher shows children how to scribble write. They can produce a scribble for each word and 'read' their story. The teacher can demonstrate this on the board for all to see.
- At this stage, when the teacher takes dictation, she can ask the child to help them identify the beginning sound of each word. The teacher might show the child how to write the letters they know and these will stand for a word. They can scribble-write those they do not know. Over time children will realize they can 'sound out' words. The child might write, "I WT T SKL." (I went to school.) Alternatively the child might make four scribbles to represent the four words.
- Journal writing activities may be conducted over two days, with first day used to draw the picture and scribble write; and the second day for sharing journals.

Talk Time Theme Discussions

- In some countries ECD teachers are expected to teach a theme each week to comply with a government mandated preschool syllabus. This curriculum promotes competency-based rather than theme–based teaching. Where theme-based teaching is practiced, consider using the journal one day per week for the child to record something meaningful related to the theme. For example, if the theme is "family", children might draw a picture, write about their family and discuss their concept of what a family is.
- The teacher may ask, "What shall we write about our families." Children can suggest one or two sentences that teacher writes on blackboard pointing to each word as she writes; and saying each letter as she writes each word. Children and teacher then read it again; and children may copy in notebooks on theme-based instruction day.
- Theme based discussion should be activity based. Children will get much more from observing a chick and the drawing and writing about the chick, than looking at pictures of farm animals. Some favorite topics, such as "insects" may lead to more in-depth study over time, with displays in the classroom of children's collections, drawings and group dictation about the topic.

Activities	Description	Materials	Time
Activity 2 **Story time**	*Objectives:* • Develop concept of books as a source of information and recreation • Develop love of books • Develop oral language skills • Expand vocabulary and reasoning about everyday life, social roles and emotions • Develop concepts about the world outside everyday experience • Develop connections between spoken and written words	• Each classroom needs approximately 25 high-interest story book selected according to selection criteria; • Teachers produce storyboards to help them remember folk stories; • ECD mentors produce sets of "Big Books"; one per	10 – 15 minutes

	Conduct storybook reading 2 or 3 days per week; conduct storytelling 1 or 2 days per week; conduct shared reading activity on Friday	month to be used on Fridays	

How to Conduct Activity 2

Storybook Read-aloud (2 or 3 days per week)
- Read book before reading it to class
- Seat children so everyone can see
- Ask children to look at the cover picture and predict what might happen
- Note to the title, pointing to each word; and the author
- Hold the book away from you with pictures facing the children
- Read slowly and clearly with expression and fluency.
- During story, stop <u>occasionally</u> and ask children to predict what will happen next. Ask children about the meaning of words, or point out repetitive sounds and words. If you stop too often with too many questions, then the children will lose the meaning of the story.
- After the story, the teacher should discuss the story with children. Asking questions for clarification, predicting, explaining vocabulary and discussing meaning of the story is called *Dialogic Reading.*
- After story, children should discuss characters and what happened. Discuss why they think something happened, or what might have been done differently. Which is their favorite character and why? How does one character differ from another?
- You could read the same story another day during the same week. This time ask different questions. Consider other follow-up activities suggested by folk story teller Katherine Fell: "Talk it. Dance it. Act it. Mime it. Count it!" Can children help to make animal sounds in the story? Can they count everything in the book? Can they create a movement to the story, make puppets and act it out? Maybe the children would like to draw a picture of the story.

Storytelling (1 or 2 days per week)
How To Tell A Story:
- Think about the story – Does the story have a moral? Who are the main characters? Is there a way that children can participate in the story such as making sounds?
- Practice the story at home.
- Seat the children so everyone can see you and has space.
- Tell the children the name of the Story. If using a storyboard, show picture and title of the story.
- Ask children to predict what might happen in the story, based on the picture or the title.
- Put down the storyboard. Do not use it as a prop. It is a tool to help you prepare for storytelling.
- A good storyteller is like an actor on stage. Use good expression in the story. Speak slowly and make eye contact.
- Use sound effects such as the sound of the rain, the splashing of the water, the animal noises. Repeat these sounds throughout the story and encourage children to participate in making this sound. This adds to their enjoyment.
- Stop a few times in the story to explain meaning of a word that children might not know.
- Stop a few times to get children to predict what will happen next.

- After finishing the story, ask children comprehension questions to see if they remembered the content. Also ask opinion questions, such as "who do you think was the nicest character and why? Who was the meanest character and why?"
- Consider retelling the story another day with children acting out the parts as you tell the story.

Shared Reading Experience with Big Books (1 day per week; 4 lessons in one month)
- "Big Books" are large format books used to teach young children how to read. A Big Book is a child-friendly, fun story especially designed for beginning readers.
- It appeals to the children because it is large in size, measuring approximately 30 x 50 cm. It is very short and often funny. Sometimes it tells a little mystery or a problem to be solved.
- It has few words. It is easy to read because it uses repetition and only 10-25 words in the entire book.
- The use of pictures and repetition makes it easy for children to read along. Big Books help young children see themselves as readers.
- Big Books provide an experience for "*shared reading*". Shared reading is any rewarding reading situation in which a learner sees the text, observes an expert (usually the teacher) reading it with fluency and expression, and is invited to read along with teacher.
- Each reading situation is relaxed, with emphasis on enjoyment and appreciation of the simple stories, the rhymes and other elements of the content.
- As the teacher reads, she points to each word. Once children are familiar with the story, she invites students to read along.
- After reading the teacher conducts one follow-up activity using word cards from the story. Children can place these in pocket charts to form sentences.
- The Big Books can be reproduced on one A-4 paper, with 4 blocks on front and 4 on back. Arrange the books so that you can tear it vertically and slip top part into bottom half. At the end of the month, children will have learned to read the simple text. Give them their "mini" books to take home and read to family.

Activities	Description	Materials	Time
Activity 3 **Song that teaches language concept or Poem**	• After sitting for the story, children will be ready to get up and move. • Select one action song or rhyme that teaches a concept • Sing the alphabet song to transition to the next activity	Teachers benefit from a resource guide that lists many songs and rhymes they can use in the classroom	5 minutes

Activities	Description	Materials	Time
Activity 4 **Letters, Sounds & Words**	• Do this activity daily • Focus on two letters per week • Learn the letter and its sound through active games • Play games with name cards • Make signs to label objects and places in the room. Learn to recognize print in the environment through games	Depends on the activity	10 minutes
How to Conduct Activity 4			

Letter Recognition:
1) Produce a **letter flag** for each letter of the alphabet. The letter flag should contain upper and lower case of the letter, if applicable. The letter flag should also include a picture that starts with this sound and the picture should be labeled. Each classroom should have a letter clothesline. Hang up the letter that is the focus of the day. On Fridays use the letter clothesline to review all letters from the week, or two combine letters and vowels to make 3-letter words.
2) Select two letters per week and spend two days on each letter during "letter time". Review all previously learned letters on Friday.
3) Identify all children whose names start with the letter. They can stand in front of class. Say their names, exaggerating the letter.
4) Using fingers draw the letter in the air, on the back of a friend, and on the floor. Use segments of rope for children to form the letter on the floor. Can you make the letter using your body?
5) **Letter hunt**: Divide into two teams. Look around the room at signs posted on the wall. Who can be the first to find a word with this letter? Each team gets a point when they find a word card with the letter.
6) **Letter riddle**: Teacher says I am thinking of a word that sounds like "M" and then give several additional clues, until children can guess. Try another word riddle that starts with the same sound. As children gain familiarity with the game, the teacher may start out with a letter/sound riddle; and then select a child to ask a riddle about a word that starts with the letter/sound of the day.
7) The last alphabet activity is writing in each child's letter dictionary. Each child has a notebook. An alphabet letter is at the top of each page. The child must first fine the page with the letter of the day. Then the child can practice writing the letter and draw a picture of a word that starts with this letter. When children learn words during the Big Book lesson, they can write these words in their dictionary. They can then use their dictionary to help them write in their journals.
8) On Fridays, teacher calls out two words. If the words start with the same sound. Children hop forward. If they start with different sounds, children hop backwards.
9) On Fridays children draw a letter with their finger on a friend's back and the friend has to guess the letter. Everyone who was correct gets to raise his /her hand. Try again allowing children to make 3 or 4 letters.
10) Prepare a letter card for each letter of the alphabet. Spread one in front of each child. Sing the alphabet song and the child who has the letter in front of them hops onto the alphabet card as everyone sings the letter. This provides a good review of all alphabet letters at the end of the lesson.

Print in the Environment Games
- *Environmental print* refers to signs such as name of a shop, a town, a product advertisement, or a railroad crossing sign. Noticing environmental print is a first step to reading. The child realizes that those letter symbols carry a meaning that I can understand. It is important to create a print rich environment in the ECD classroom.
- The teacher can tell the children they will help her to make signs for the room. Start with a few simple signs such as door, window, and calendar. Add the names of corner play areas such as blocks, and sand and water.
- Each week ask the children to help identify one or two additional things to label. The teacher can clearly write these on a signboard and attach them to the wall.
- *Print in the environment game:* Remember, for each sign posted on the walls in the classroom, the ECD teacher should make a replica of that card. This can be used for games that promote

awareness of environmental print. Turn sign cards upside down. Place in two piles. Divide class into two teams. At same moment first person in each team turns over the card and then quickly runs to where the sign is located in the room and stands under or by the sign. First person to get to the sign scores a point for that team. Next the second person in each line gets to turn over a card, and run to the sign where it is located.

Sorting words.
- Lay all the word cards on the floor. Ask children to think of a way to sort the word cards, or the teacher can direct the children to sort the cards for example those with the same number of letters; those that start with same letter.

Recommended Literacy Activity Schedule

| Day	Monday	Tuesday	Wednesday	Thursday	Friday
Activity 1 20'	News Sharing	Personal Journal	News Sharing	Personal Journal	Talk Time Theme Discussion
Activity 2 10-15'	Storybook Read-aloud	Storytelling	Storybook Read-aloud	Storytelling/ Storybook Read-aloud	Big Book Shared Reading
Activity 3 5'	Literacy Song	Literacy Song	Literacy Song	Literacy Song	Literacy Song
Activity 4 10'	Letter, Sound & Word Activity	Letter, Sound & Word Activity	Letter, Sound & Word Activity	Letter, Sound & Word Activity	Letter, Sound & Word Activity

My Life

Fiona Balsa

Cover Page

Mommy Daddy play
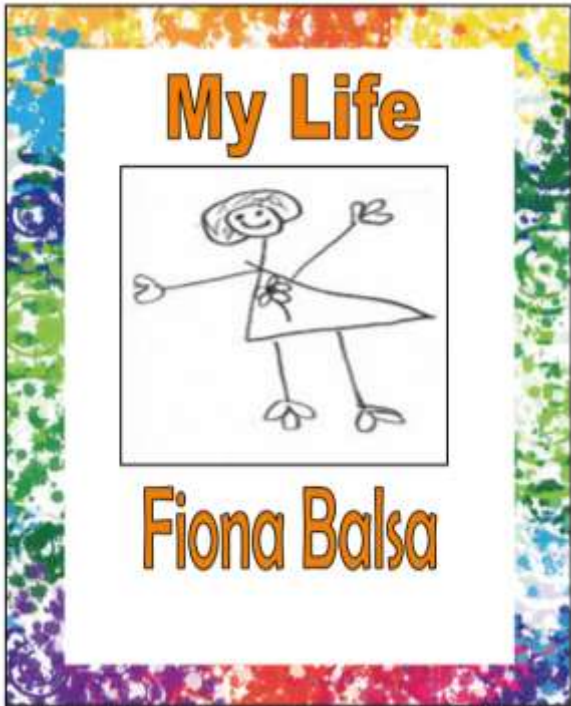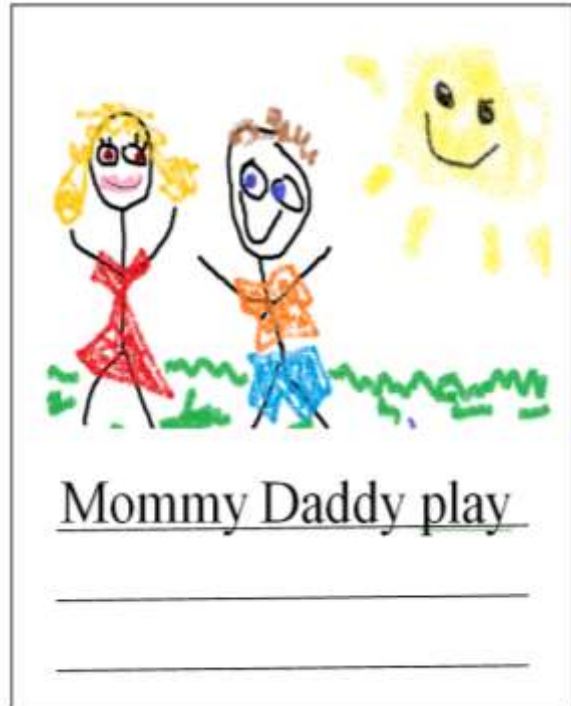
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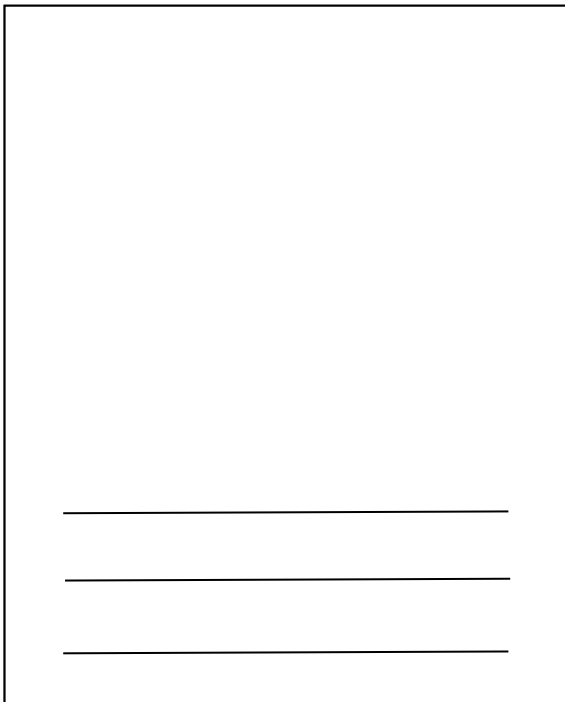
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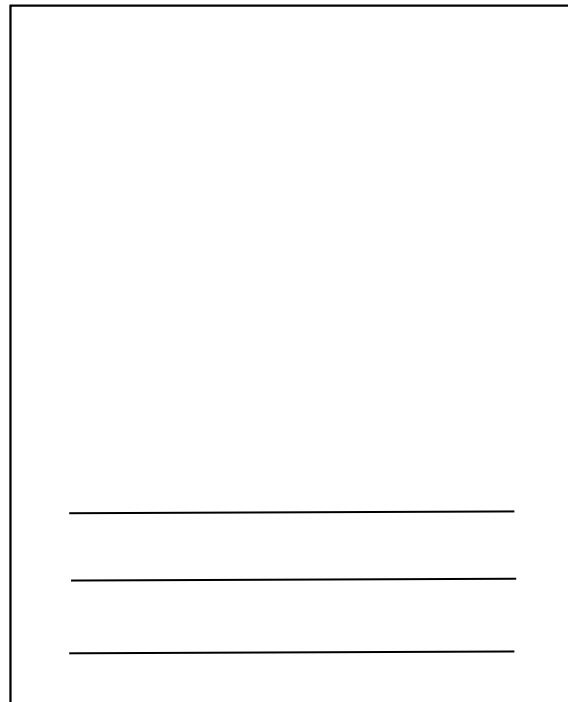
Page 3

Learning Objectives

- Some benefits of Storybook Reading:
  - ➢ Increases vocabulary;
  - ➢ Increases knowledge concepts of world outside the community;
  - ➢ Provides opportunity to think about social roles, handling emotions;
  - ➢ Fuels imagination; and provides effective starting point for discussions

- Storytelling is a **dramatic art form**. It demonstrates the **power of oration** and **demonstrates public speaking skills**. Storytelling **increases interest and skills to listen** to a story.

Time

2 hours

Materials:

1. Flipcharts, markers, and crayons
2. Three storybooks that meet criteria [Activity 1] Reference: Resource Section
3. Printed copies of Story Time Notes [Activity 1] - for each participant
4. 1 selected oral folk story that facilitator is prepared to tell [Activity 2]
5. Printed copies of How to Make Story Board [Activity 2]– 2 copies

FACILITATOR'S BACKGROUND NOTE – SESSION 10

Read Resource Section about Story Time before facilitating this session.

- ➢ Benefits of storybook reading
- ➢ Storybooks should meet the following criteria
- ➢ Teach children to handle books with care
- ➢ How to Find Stories
- ➢ How to Produce A Storyboard

A. **Introduction**

Facilitator introduces the topic of the session by saying:

- In previous session, we've practiced conducting News Sharing and Personal Journal. In this session, we will continue to next key activity in Literacy Circle, which is **Story Time.** Story Time can be *Storybook Reading*, *Oral Story Telling*, or *Big Book Shared Reading*.
- During this session, you will learn how to conduct some of these activities through practice.

B. **Activity 1: Story Time - Storybook Reading (± 60 Minutes)**

The purpose of this activity is to introduce Story Time, to analize its benefits, and to learn how to conduct it effectively.

1. **Benefits of Storybook Reading (5').** Facilitator asks participants what they think are the benefits of reading to children? [See *Story Time Notes* – Benefits of Storybook Reading]

   Add any additional benefits found in *Story Time Notes* such as:
   - Increases vocabulary;
   - Increases knowledge concepts of world outside the community;
   - Provides opportunity to think about social roles, handling emotions;
   - Fuels imagination; and provides effective starting point for discussions.

2. *Storybook Selection Criteria (10')*.
   - Ask participants their understanding about storybook selection criteria.
   - Give each participant a copy of *Story Time Notes* that was prepared before the session. Ask participants to look at the *Storybook Selection Criteria* and see if the suggestions are different than they thought.
   - [Some people may think that storybooks for the ECD center should primarily be picture books or those with one or two words.]

3. *Demonstration: Storybook Reading*
   a. *Facilitator says, "Children from 3-5 are very capable of listening to a story with 1/3 page -1/2 page print."*

   b. *Facilitator demonstrates story reading technique (10')*. [Ask participants to see *Literacy Chart* – How to Conduct Storybook Read aloud. This includes how to prepare the listener; and how to practice dialogic reading techniques].

   c. **Conducting follow-up activities (10')**. Facilitator says:
   - Children like to listen to stories over and over again. The teacher may read the story again on another day and vary the experience by adding a **follow-up activity**.
   - One Australia storyteller, Katherine Fell, suggests this easy-to-remember set of follow-up activities – "**Talk it. Draw it. Dance it. Mime it** (act it out or use puppets). **Count it!** (Count pages and all the objects in the book.)"
   - Now we will do one of the *follow-up activities* – Draw it. Please get a piece of paper and quickly draw something you remember from the story.

4. **Group work (25')** – Divide into two groups. Choose **two storybooks** that meet criteria and give one to each group with the following tasks:
   - What are the questions teachers might ask students before, during and after the story?
   - Select someone from your group to read and discuss the story.
   - What are some good follow-up activities for this story?
   - Look at the Learning Skills Chart. Which skills are developed through these activities?
   - Do *Rock-Paper-Scissors* hand game to pick one of the two groups to demonstrate
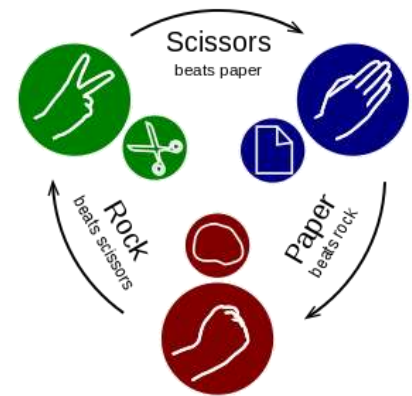
5. **Wrap Up.** Facilitator congratulates participants for their efforts, and encourages them to keep practicing reading stories to children.

C. **Transition Energizer (+ 5 Minutes)**
Consider doing an energizer before facilitator continues to the next activity if participants look sleepy or tired. Facilitator introduces a new energizer or asks for a volunteer from the participants to do so.

D. **Activity 2: Story Time - Story Telling (+ 45 Minutes)**
The purpose of this activity is to introduce Story Telling, to analize its benefits, and to learn how to conduct it effectively.

1. *Discussion about storytelling (5'):*
   - Ask participants if any were told stories as a child. Allow several participants to tell what they remember about that experience.
   - Ask participants if they tell stories to their children – why or why not? Let several share.
   - Facilitator says, *"Stories are an important cultural tradition that is dying out. ECD centers can help to save this rich cultural history by finding stories and telling them."*

2. *Demonstrate telling a folk story (15')*. Facilitator or Participant tells a folk story to the group [Ask participants to *see techniques mentioned in the Literacy Chart* – How to Tell a Story]. Use theatrics and lots of drama.
   - Ask participants benefit of storytelling.
   - Facilitator tells group that storytelling cannot replace storybook reading. They each have a different purpose and teach different skills.
   - Storybooks help children to see that words and ideas can be written down. Storytelling is a **dramatic art form**. It demonstrates the **power of oration** and **demonstrates public speaking skills**. Storytelling **increases interest and skills to listen** to a story. Storybooks promote children's motivation and interest to read because they recognize the value of the book for personal entertainment. Children do not generally draw connections between storytelling and reading.
   - Look at the Learning Skills Chart. Which skills are being developed through Story Telling activities?

3. *Group work (15')* - **Develop a story inventory**
   - Divide into two groups. Read *Story Time Notes – How to Find Stories* as background information.
   - Make a list 5 original folk stories that are familiar in your culture and beside each write down the moral of each.
   - Facilitator gives each group a copy of How to Make Storyboard. Facilitator asks participants to develop one Storyboard (just the back part, without pictures).

4. **Reporting (10')** – each group shares findings about oral storytelling benefits, and the story board that they make.

5. **Wrap-up**.
   - Facilitator says that ECD teachers should use storybook reading on 2 or 3 days per week, and storytelling on one or two days.
   - Facilitator answers questions participants may have.

E. **Closing (+ 10 Minutes)**
   - Facilitator gives participants a piece of paper or *post-it* note, and asks them to write down one thing they learned from the sessions that's meaningful to them.
   - Facilitator asks participants to stick their note on the *Learning Tree* flip chart that was prepared before the session.
   - Facilitator asks the participants to share their learning with the person next to them, and how they plan to put it into practice or apply it to their daily interactions with the children.
   - Using one of the methods for calling on participants, facilitator asks a few participants to share their learning with the group,
   - To conclude, facilitator adds any key points from the *Key Lesson Box* that hasn't been mentioned by the participants.
   - Facilitator also encourages participants to tell friends and family what they've learned from the session.
   - Facilitator wraps up by thanking the participants for their time and participation.

Story Time Notes

Benefits of Storybook Reading:
1. Increase **vocabulary** and **abstract concepts** related to familiar experiences (e.g. a child who goes to the market with his mother and gets lost) as well as those outside the child's village and experiences (e.g. creatures under the sea; while the child may have never seen the ocean.)
2. Increase knowledge of **social roles** and **emotions**
3. **Motivate** children to want to read and write
4. Provide opportunity for **imagination** to grow
5. Provide opportunity for children to **share their views** and **learn from others**

Storybook Selection Criteria
1. Half page **picture**, half page writing, includes some **new words** unknown to most; 12-15 pages.
2. Stories **vary by topics** such as animals, people, places, fantasy
3. Stories have an **engaging plot**
4. Stories have **character development**
5. Stories have **mystery, surprise** and **obstacles** that arouse emotions and interest.
6. Stories promote **gender equity** and **inclusion**

Teach children to handle books with care:
1. Hold the book upright
2. Do not fold back pages
3. Turn pages carefully at top of page
4. Never write in books
5. Never tear pages in books
6. Put books away after reading

How to Find Stories for Storytelling (Oral):
1. Ask people in the community if they know a good storyteller.
2. Go **meet the storyteller** and ask if this person will teach stories to the playgroup teachers. You could also invite this person to tell stories to the children.
3. Sometimes people can remember being told stories but **can't remember all the parts** of the story. If **several adults discuss the story**, they can usually come up with the whole story.
4. **Record information** about the stories on a **Storyboard**. It will help you remember all the important details of the story.
5. **Draw a picture** on the front of the storyboard to show what the story is about. You can show this to the children before starting the story.
6. Consider having a **storytelling event** in the community, where children and adults of all ages tell traditional and creative stories.
7. **Record these stories** to use when training playgroup facilitators.
8. **The Internet** is another good source for finding folk stories, for those who have access.

How to Make a Story Board

Steps
- Divide an A-4 paper into six sections.
- On the front draw a picture of the story and write the title
- On the back use the six sections to record the following information. An example is provided for a traditional story called, "**The Monkey and the Crocodile.**"
- ECD teachers can learn to tell stories during teacher training. They can produce storyboards to remind them of the story content and important things to discuss. They can keep the stories in a folder. They can read the storyboard the night before they plan to tell the story.
- Teachers may **show the front of the storyboard** to the children to get them ready to listen to the story, but they **should NOT use the storyboard during the storytelling**. They should use **eye contact, body language** and lots of **theatrics** to tell the story.

Sample Storyboard – The Monkey and The Crocodile

<u>**Front Side of A4**</u>

Title	Moral of the Story	Good Questions
The Monkey and The Crocodile **Characters** Monkey & Crocodile **Getting Ready to Listen** This is a story about a monkey. Who can tell us something about monkeys? Let's all make a monkey movement and sound. Where do monkey's live? [The monkey in this story lives high in a *jamun* fruit tree] It is also about a crocodile? Who can tell something about crocodiles? Let's make the moves of the crocodile swimming down the river chomping his big teeth. In the story you can help me make the sounds of the monkey and the crocodile. **New Words** *Jamun* fruit – Sharing - Pretend	Dishonesty leads to no good ends The crocodile told a lie to his friend. He lost his friend and his access to delicious fruit from the tree where the monkey lives.	• Can you remember how the monkey and the crocodile became friends? • How did the crocodile trick the monkey? • The crocodile's wife told him to catch the monkey. Was this a nice thing to do? Why do you think the crocodile did that? • What would you do if a friend asked you to do something that was wrong? • How did the monkey trick the crocodile? • Do you think this story had a happy ending or a sad ending? Why?
Beginning	**Middle**	**End**
Monkey in tree, lonely with no friends. Meets crocodile and shares his fruit. Crocodile tells about wife and family. Monkey gives the crocodile fruit to take to his wife.	Crocodile's wife loves the fruit. She is very greedy and wants all the fruit, but she also wants to eat the monkey's heart. It is her favorite food. Crocodile tells monkey that he wants to take monkey to the crocodile's wife so she can thank him for the fruit. Monkey says he can't swim. Crocodile says you can ride upon my back	The water gets deeper and the monkey is afraid and wants to turn back. Crocodile tells him that the wife is sick and needs monkey heart. Monkey thinks quickly and says he will love to help but his heart is back in the tree and if crocodile will take him back he will get it.

Learning Objectives
- The goal for a preschool classroom is to have one Big Book each month
- Big Book Kit consists of one Big Book, one Word Card Set, and one Take-Home Book
- Children benefits from learning Letter, Sound and Words through games instead of rote-chanting

Time
2 hours 45 minutes

Materials:
1. Flipcharts, markers, and crayons
2. 1 Big Book. And Word Cards. See sample text in section "More Information for Facilitators" below session.
3. Printed copies of How to Make Big Book [Activity 1] – for each participant
4. Printed copies of How to Make Take-Home Book [Activity 1]- for each participant
5. 1 pre-made alphabet letter flag
6. Other Materials to make Big Book, and Letter, Sound and Words Activities (colorful papers, scissors, glue, nylon string, etc)

FACILITATOR'S BACKGROUND NOTE – SESSION 11

More about Big Books.

Big books are commercially available. However, ECD mentors and teachers can produce big books for no cost. Teachers can learn how to make and use big books during their professional development course. Teachers should read story with fluency and expression.

After reading a Big Book, teachers and children place word cards in pocket charts to explore some of the words from the story and different ways to make a sentence with these words. Teachers can think up various games and activities to go with each book. For example, if a story has a red mouse and a blue mouse, the children can exchange color cards for the words "red" and "blue". The teacher can then add other color cards and the children can read the sentence using new color names. Each big book is designed to teach beginning vocabulary and a concept such as "big" and "little"' "up and down", or "happy and sad".

The goal for a preschool classroom is to have one Big Book each month. On Fridays the teacher reads a Big Book instead of storybooks from the collection. The teacher prepares four lessons for each BIG Book, one per Friday. By the last Friday of the month, children should be able to independently read the book. On Friday each child can take home an 8-page replica of the big book produced from 4 folds of an A-4 size paper, with printing front and back. Order the boxes so that when the paper is torn in half, horizontally the top half can be slipped inside the bottom half. With one tear, the child has an 8-page book that she or he can color, take home and read to the family.

How to make Big Books & Take-home Books. Note: Read Resource Section Session 11.

A. Opening (+ 15 Minutes)
- Facilitator greets arrivals by name
- Note absentees and ask for volunteer to visit absentee and share what we discuss today
- Energizer – Share with teachers one new children **Literacy** song with movement [Alternative: Ask for a volunteer to do so]
- **Review:**
  - Using one of the methods for calling on participants, ask for a volunteer to share one thing he/she learned from the previous day
  - Ask that volunteer to come up with one quiz question related to one of the sessions
  - Ask that volunteer to call on a number to answer that question
  - Repeat the steps several times

B. Introduction (+ 5 Minutes)
Facilitator introduces the topic of the session by saying:
- In previous session, we've practiced conducting *Storybook Reading* and *Oral Story Telling*. In this session, we will learn about ***Big Book Shared Reading*** – How to make *Big Book Kits*, and How to conduct *Shared Reading*.
- We will also learn about the last component of Literacy Circle, which is ***Letter, Word and Sound Activities.***

C. Activity 1: Story Time – Big Books & Shared Reading (+ 90 Minutes)
The purpose of this activity is to introduce Big Books and Shared Reading, to analize its benefits, and to learn how to conduct it effectively.

1. Facilitator gives each participant a copy of: (1) *How to Make Big Books*, and (2) *How to Make Take-Home Books*

2. Facilitator shows a Big Book that was prepared before the session, and points out the features:
    - The book is **over-sized** so all children **can easily see** not only the picture, but also the print.
    - The **text is very simple** and uses lots of **repetition** and **rhyming**.
    - The purpose of the Big Book is to help children **see themselves as readers**.

3. **How to conduct Big Books Shared Reading (10').** Facilitator says:
    - The **teacher reads the story** and next time the **children can read along**.
    - [*Facilitator shows Word Cards that were prepared before the session*]
      There are several **follow-up activities** using **word cards** produced to match the words in the book. The activities are designed for children to **notice features of the words**; and the **concepts in the book**.
    - These discussions and read-along together are called ***Shared Reading*.**
    - A recommended number of big books is **one per month**. Conduct the Big Book shared reading activities **every Friday** using the **same book for one month**.
    - On the fourth week, give the children **a copy of the book** to take home [See How to Make **Take-Home Books**.] This is an 8-page mini-book produced on one A-4 piece of paper with

black and white drawings and print. The children can color the storybook, take home and read to their family.

- This explains why the books are 8 pages long. By folding a paper twice, 4 boxes are formed on front and back. The story content can be replicated in the 8 sections of the A-4 paper, copied front and back.
- The take home book template should be produced as part of the Big Book Kit. The kit includes the Big Book, the Word Cards, and the Take-Home Book. The kit may also include props such as hand puppets.

4. **Group Work (60')– Practice Making Big Books Kit**
   - Divide into two groups (same groups as previous activity)
   - Make one Big Book, one Word Card Set, and one Take-Home Book

5. **Reporting (15')** – Each group shares their work.

6. *Wrap Up*. Facilitator congratulates participants for their efforts, encourages them to make more Big Books for their ECD Centers. Facilitator answers questions participants may have.

D. **Transition Energizer (+ 5 Minutes)**
   Consider doing an energizer before facilitator continues to the next activity if participants look sleepy or tired. Facilitator introduces a new energizer or asks for a volunteer from the participants to do so.

E. **Activity 2: *Letter, Word and Sound Activities.* (+ 50 Minutes)**
   The purpose of this activity is to introduce Letter, Word, and Sound Activities so teachers can teach literacy concepts in a non-rote method.

6. *Facilitator says:*
   - One of the key literacy skills for children is to know the alphabet letters and sounds. They should make associations between the letter and words that begin with this sound.
   - The activities involve learning to recognize the letter, practicing writing the letter, and identifying words that start with the letter.

7. **Group work**
   a. Divide into 4 groups by counting off "*Eeny, Meeny, Miny, Moe*" (or another tunes that help to divide people into groups)
   b. **Preparation time** (15 mins). Ask groups to read the **Literacy Chart** on **How to Conduct Letters, Sounds and Words Activities.** Each group is assigned to explain and lead on the following activities:
   Group *Eeny*   : Alphabet Flag (two letters) and Letter Riddle.
   Group *Meeny* : Letter Hunt and Letter Drawing.
   Group *Miny*   : Letter Hop and Print in the Environment Game
   Group *Moe*   : Letter Card and Sorting Words

8. Demonstration (30') – each group explain the purpose of the activity and how to conduct it

9. **Wrap-up**.
   - Facilitator congratulates participants for their efforts
   - Facilitator ask participants for other *Letter, Word and Sound Activities* ideas
   1. Facilitator encourages participants to keep exploring ideas and not going back to rote-chanting method to teach Letter, Words, and Sound to children.
   2. Facilitator answers questions participants may have.

How to Make Big Book
1) Select 10-12 topics and key words and concepts. One for each month of the year.
2) Draw each picture on A-4 paper as big as possible.
3) On second A-4 paper, print words, use computer if possible.
4) Replicate these pages, one per ECD center.
5) Glue the two pages onto sheets of newspaper or similar size pieces of grain sack or cloth.
6) Attach 8 pages together with staples, ribbon, etc.
7) Books can be folded in half and stored.

Learning Roots Training in Ghana, West Africa, 2017

How to Make Word cards[18]

- On cardboard paper, draw and cut a number of cards that are a suitable size for a pocket chart and big enough for children to see.
- On one side of each card, use markers to neatly write a simple key word from the Big Book. For example: Milk, Pot, etc.
- On the other side of each card, use markers and colored pencils to draw a picture that represents the key word.
- Neatly apply a layer of sticky tape around each card to make them sturdy and long-lasting.
- Keep cards in an envelope attached to the Big Book.

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[18] *https://plan-international.org/learning-toys-production-guide-early-learning-programmes-and-home-play*

How to Make a Take-home Book

- Each page should match words of Big Book.
- Produce black and white illustration for children to color.
- Fold paper into 4 squares.
- Tear paper horizontally and slip the top half inside the bottom half.
- Close the flap and you will have an 8-page book in the order of the story. It does not require scissors or stapler, only fold and tear.

A-4 Paper Front side

Page 4	Page 5
Page 2	Page 7

Back side of same A-4 paper

Page 6	**Page 3**
Page 8	**Page 1**

Learning Objectives
➢ A set of literacy circle activities help children develop 7 emergent math skills by age six
➢ Calendars can be used to teach several math skills such as counting and ordering
➢ Young children require a set of manipulatives for counting and solving math problems
➢ When these are stored in an individual math bag, it adds enjoyment and sense of ownership;
➢ When children play with math bag manipulatives teachers should observe and ask math related questions
➢ Children also learn many math concepts through action songs

Time
1 hour 45 minutes

Materials:
1. Flipcharts, markers, crayons
2. Home-made Calendar [Activity 1]
3. Math bags Samples [Activity 2] - at least 4 bags
4. Printed copies of Math Bag Lessons [Activity 2] – one for each participant
5. Printed copies of Math Bag Recommended Items List [Activity 2] – for each participant
6. Printed copies of Math Chart – one for each participant

FACILITATOR'S BACKGROUND NOTE – SESSION 12

Key Lessons
➢ Children learn math concepts easily through manipulation of concrete objects.
➢ Children benefit from a specific time set aside for structured math activities that deliberately cover all the emergent math skills competencies.
➢ Remember that children learn best through play. Math circle time should be organized around problems for children to solve using small objects they can manipulate with their hands.

a. **Purpose**
It is important to help children develop a positive attitude toward math and a strong foundation for math learning. Children learn math concepts easily through manipulation of concrete objects. Corner play provides many opportunities for children to develop the seven math skills through board games, geometric puzzles, sand and water play, and block building. In one program the author observed that the ECD teacher had set up a pretend pharmacy in the imagination corner and posted a sign with the costs of different items. The children paid, added and subtracted with pretend money. This element not only increased the demand for the center but also gave children practice in adding and subtracting amounts up to ten. To become skilled in math, children need to think that math makes sense. When they "play with math" they will develop confidence and affection for doing math.

In addition, children benefit from a specific time set aside for structured math activities that deliberately cover all the emergent math skills competencies. Remembering that children learn best through play, Math circle time should be organized around problems for children to solve using small objects they can manipulate with their hands. Imagine the joy of children who have their "own" math toy bag. When teachers announce it is math time, the children will run from the playground, grab their math bag or basket and take places ready to hear today's challenge.

b. **Math Circle - Learning Skills Cross Check**

After learning how to conduct Math Circle, please put a check by skills that are promoted during these activities. The purpose of math circle is to provide structured activities to practice the seven emergent math skills. However, math, as in all subjects actually reinforces other skills areas. One way to judge a good lesson is to see that it does incorporate all child development domains. Think of the difference between two teachers. One points to a chalkboard and has children repeat after her as she counts 1 to 7, over and over. The other teacher says, "Can you take out 7 small stones (fine motor coordination) and arrange them in a design that is different from the person sitting next to you (creative problem solving). Now check your friends' design to see if she correctly used 7 stones (practice counting 7; social learning). Now cover your design and see if your friend can replicate (Visual memory required for reading)." These are ways of exploring the number 7 that utilize all Learning Skills, create a love of math, which becomes associated with fun and

Math Skills Check – complete each week to see if the math problem solving activities are covering/teaching and practicing this range of skills:

Math Skills	1. Classification and sorting skills	2. Pattern recognition	3.Number identification	4. One-to-one correspondence	5. Simple operations	6. Shape Identification	7. Measurement & comparison
Calendar Activity							
Math songs and rhymes							
Math Bag Daily Problem solving activity							
Free play with math bag materials							

A. **Introduction (+ 10 Minutes)**
   1. Facilitator introduces the topic of the session by saying:
      - In this session, we will discuss another activity in the Daily Routine, which is Math Circle.
      - Math skills can and should be developed throughout the day. However there is one component of the daily routine that provides a time for teacher to conduct Math activities.
      - Children benefit from a specific time set aside for structured math activities that deliberately cover all the seven emergent math skills.

   2. Facilitator gives each participant a copy of *Math Circle Chart* that was prepared before the session. Facilitator says:
      - As you can see in the chart, there are three key activities in Math Circle.
      - What are those activities and how long are the allotted time?

Math Circle -30 minutes		
1st Activity	Calendar activity	5 minutes
2nd Activity	Math Bag Lesson	15 minutes
3rd Activity	Free exploration with math bag materials	10 minutes

      - During this session, you will learn how to conduct these activities through practice.

B. **Activity 1: Calendar (+ 20 Minutes)**
   The purpose of this activity is to show how to make Calendar, how to conduct the Calendar activity, and to analize its benefits.

   1. Facilitator shows the Sample Calendar that was prepared before the session.

   2. Facilitator says, "*A calendar activity uses a large size calendar with movable numbers, months, and days of the week. The Calendar can be made from low-cost materials, such as grain sacks, clear plastics, etc.*"

   3. Facilitator asks participants to look at the *Math Chart* – Steps to conduct Calendar Activity. What are they? [*Answer: 1. Notice Calendar, 2. Name Month, 3. Children count together all days up to yesterday. Teacher asks what number is today, 4. Child of day puts number in pocket – What day is today? What day was yesterday? What day will tomorrow be?*]

   4. Facilitator demonstrates the steps.

   5. Facilitator asks participants – what are some different things children could learn from this activity?

   6. ***Wrap-up*** Facilitator asks participants whether children will like this activity and why, and what are the benefits according to the Math skills checklist. [See the Learning Skills Chart]

C. **Transition Energizer** (+ 5 Minutes)
Consider doing an energizer before facilitator continues to the next activity if participants look sleepy or tired. Facilitator introduces a new energizer or asks for a volunteer from the participants to do so.

D. **Activity 2: Math Bag** (+ 60 Minutes)
The purpose of this activity is to introduce Math Bag, how to make it, how to conduct the activities, and to analize its benefits.

1. Facilitator provides several sample math bags that were prepared before the session. Facilitator gives each participant a copy of (1) Math Bag Recommended Items List, and (2) Math Bag Lessons.

2. Facilitator says, "*Remember that children learn best through play. Math circle time should be organized around problems for children to solve using math manipulative. Imagine the joy of children who have their "own" math toy bag.*"

3. Facilitator asks participants to look at the Math Circle Chart and read the steps for conducting Math Bag Lesson

4. Facilitator says, "When *teachers announce it is math time, the children will run from the playground, grab their math bag or basket and take places ready to hear today's challenge. The structured activities are enjoyable for children and provide a range of methods for developing skills.*"

5. **Math Bag Content** (10'). Facilitator asks participants to take out the content of the Math Bags. Participants explore the Math Bag materials while the facilitator asks the following questions:
   - Each bag has 2 strings. What might you do with the strings? [Answer: Measure, form letters, numbers, shapes, etc]
   - Each bag has materials for sorting into groups according to properties such as size, color, shape etc. Can you find these materials?
   - Think of some other materials that are no-cost or low cost that might be used for sorting and making patterns.
   - Notice how many objects there are in each group (30). Why is that? [*Developmentally appropriate. See Learning Skills Chart – Emergent Numeracy Skills with Details*]
   - Find the die? How might one die be used? What happens if we had two dice to each bag?
   - Why are there number cards?
   - Do you think children will like learning materials with these materials? Why would we say this is a *developmentally appropriate* way to teach math? [*Answer: Young children learn best through manipulating concrete objects. Developmentally, they are not ready for abstract concepts yet*]
   - What do you think would be teacher's role during Math Bag Activity? [*Answer: Guide, Observe, Non-Instructional Talk/Scaffolding*]

6. **Demonstration & Practice** (45')

- Facilitator asks participants to look at the *Math Circle Chart* and read the steps for the math bag lesson. [*1. Children pick up math bag and sit in circle, 2. Unfold cloth workspace but do not remove any other material until instructed, and 3. Teacher gives instructions according to today's lesson.*]

- Facilitator asks participants to look at the *Math Bag Lessons.* **Facilitator demonstrates one of the lessons**. Facilitator asks participants to look at the Learning Skills Chart – Emergent Math Skills. Ask which skills are developed through this lesson.

- **Pair Work**. Facilitator asks participants to form pairs. Each person practices doing at least one lesson from the Math Bag Lessons Samples. Facilitator walks around to observe and assist group during this activity.

- **Free Exploration**. Facilitator says, "Now one participant from each group may play freely with the content of the Math Bag. The other participant will be an observer and practice interacting in a way to provoke Math thinking. After 5 minutes you may switch role."

- Discuss findings and answer any questions participants may have.

- **Wrap Up**. Facilitator encourages participants to make Math Bags for each child in their ECD Centers. Suggest teachers to involve community and parents in producing the Math Bags.

E. Closing (+ 10 Minutes)
- Facilitator gives participants a piece of paper or *post-it* note, and asks them to write down one thing they learned from the session that's meaningful to them.
- Facilitator asks participants to stick their note on the *Learning Tree* flip chart that was prepared before the session.
- Facilitator asks the participants to share their learning with the person next to them, and how they plan to put it into practice or apply it to their daily interactions with the children.
- Using one of the method for calling on participants, facilitator asks a few participants to share their learning with the group,
- To conclude, facilitator adds any key points from the *Key Lesson Box* that hasn't been mentioned by the participants.
- Facilitator also encourages participants to tell friends and family what they've learned from the session.
- Facilitator wraps up by thanking the participants for their time and participation.

Math Circle Chart

Activities	Description	Materials	Minutes
Calendar Activity	F. Notice calendar G. Name month H. Children count together all days up to yesterday. Teacher asks what number is today? I. Child of day puts number in pocket - What day is today? What day was yesterday? What day will tomorrow be?	Pocket chart designed for calendar. Cards to show month, days of the week, and numbers to 31	5
Action Math Song	Songs that teach children to count or other math skills such as location in space – over, under, behind, etc.		
Math Bag Lesson	1) Children pick up own math bag and sit in circle. 2) Unfold cloth workspace but do not remove any other material until instructed. 3) Teacher gives instructions according to today's lesson.	Math Bags	15
Math Bag Free Exploration	Children are given 8-10 minutes to play freely with own math materials as they wish but restricted to their map. Children will clean up at designated time and put math bags away.	Math Bags	10

Calendar Samples

Clear pockets

Stick and Remove

Math Bag

Recommended Contents
✓   **2 strings one-meter long**
✓   **Sorting objects (25 each of three items such as shells, buttons, small stones, colored seed pods)**
✓   **30 small sticks, colored if possible, toothpick size are fine**
✓   **2 dice; may be made from wood**
✓   **30 paper clips, colored if possible**
✓   **10 small squares of cardboard, five white, five red, backside painted half white and half red to form a triangle**
✓   **12 small colored cubes, in four colors if possible**
✓   **Number cards 1-30**
✓   **1 Small cloth, solid color, to use as work mat, min A4 size, to be folded and stored in bag**

Math Bags Samples

Toy Production Guide, Plan International Australia, 2014

WV LR Training in Ghana, West Africa   WV LR Training in Thailand, South East Asia

Math Bag Lessons

Materials	Activity For Number "Six"	Math Skills
Body Blackboard	1. <u>Introduce #6 using these steps</u>: • Write #6 on blackboard. Children write number 6 in the air and on the back of a friend. • Invite children to clap, stamp, snap, etc 6 times each; • Play a circle counting game where children count 1 to 6. The person who counts # "6" squats. Continue until everyone is squatting. • Play the game again starting in a different place. Ask children to predict who will be the last person standing.	#2 & #4
Sticks Notebook pencil	**2. Designs with "6"** • Take 6 sticks from the math bag and make a design of 6. • Reproduce the design in your math notebook and write the number 6.	#3, 4 & 6
Dice	**3. "6" Counting Race** • Children stand side by side in the garden. Each child has a dice from the math bag. • Demonstrate how to play: Child roles a die and takes that many jumps. Children all count together as the friend jumps toward a finish line. • Then the next child rolls and jumps with everyone counting. • Now you are ready for the race. • Teacher calls roll and each child rolls own dice and jumps the same amount. Once everyone is in place teacher calls roll again and each child rolls and jumps according to dots on the die. • First ones to reach finish line are the winner.	#4
	4. Recognizing numerals and order • Teacher writes numbers 1, 2, 3, 4, 5 & 6 on blackboard. • Take out your number cards 1,2,3,4, 5, 6. Put them in a row in front of you. • Does everyone have the correct order? Let's point to each number and say it. Which number comes before 3? Which number comes after 4? Which number comes before 5? • Now let's use your shells/caps to show how many each stands for. Place the correct number of buttons under each card to show how many. • Check your partner's work and help him if s/he is having difficulty.	#3 & #4
	5. Staircase with six • Select number cards 1 to 6. • Put these in order. • Above each number put beans or bottle caps to show the number. • Form the beans in a way that they form a stair step up to the six. • Ask children to now form the staircase down the other side using 5-4-3-2-1 beans.	#3 & #4

	6. Patterns • Take out 6 each of three objects such as stones, shells, and seeds. • Make a pattern of 3 using the materials.	#1 & #2
	7. Shapes • For numbers that are multiples of 3 children can form different size triangles. For multiples of 4 children can form squares. • Take out six sticks. • How many triangles can you make with your six sticks? • Can you use the sticks to make a big triangle. • Draw a picture of your work in the notebook. Write the number 6.	#1, 2, 4 & 6
Number cards 1-6 from math bag	**8. Memory game** Children work in pairs. Each child takes out his/her number cards 1-6. Shuffle cards and lay them face down in two rows so the order and location of the cards is not known. Teacher shows them how to play Memory Game. Each student takes a turn playing Memory Game. One child turns over a card. Then he turns over a second card. If they match he gets to keep the cards, if they do not match he turns them back over. Then the next player takes a turn, also trying to remember all cards that have been turned over so s/he can find a match. Compare numbers of cards to determine winner. At the end of the game, children sort out the numbers and put 1-5 back in their math bag.	# 4
	9. Addition and Subtraction stories • Teacher makes up a story that deals with the number six. Different things happen in the story that requires the children to add or subtract. • As the teacher tells the story, the children show it with their beans or caps. • The story math is more fun if the children produce a simple drawing for the picture. In the example below the children might show a house at the bottom of the page, a school at the top and a path between. The teacher can show this on the board. • *Example.* One little girl was walking to school. She was lonely. But soon she saw a friend. She said come walk with me. How many children are walking to school. How would we write this? 1 + 1 +=2. The story can result in numbers being added or subtracted. For example, one child may need to return home because she forgot her snack. So in this case the children will subtract.	#5 & 7
	10. Sorting 6 objects • The teacher lines up six children in the front of the class. She sorts them according to some property (tall vs. short; girls vs. boy; color of	#1

	clothing). She asks the children to guess how she sorted them? Then she re-sorts the children and they guess how she sorted them. • Children sit in groups of 6. They each take out one bottle cap or seashell from their math bag. (Or they may take a nature walk and collect an object such as leaves or flowers or stones. • They put the selected object in the center of the circle. Take turns finding a way to sort the leaves into groups according to properties.	
	11. Addition & Subtraction Trains • Take out 6 paper clips and hook them together like a train. • Now make different length trains that add up to six. For example 4 car train + 2 car train • Record these in your notebook or on a slate. How many different trains can	#7
Body	**12. Review Dance** • Children clap forward in a rhythm, 1, 2, 3, 4, 5, 6 and then snap fingers as they count backward - 6, 5, 4, 3, 2, 1. • Now children slowly rise from their seat counting forward 1-6, and then slowly sit counting backward 6, 5,4, 3, 2, 1. • Finally they try to increase the counting speed with claps, snaps, rising and sitting, without losing their balance as they stand and sit. • The last activity is like a dance. Children stand with a partner, clasp right hands together up in the air and slowly walk in a circle and count 1, 2, 3, 4, 5, 6 When they reach 5, they quickly release the hand, turn direction, slap the left hands together and walk and count backward, 6, 5, 4, 3, 2, 1 See if they can do this backward and forward until they can do it smoothly without losing a beat.	Counting backward *Indicators 2, 3 & 4 &7*

Learning Objectives
- Participants will simulate one activity in the daily routine
- Participants will receive feedback for the simulation
- Participants will consolidate understanding about daily routine activities, methods and materials
- Opportunity to ask questions
- Clarity about forward action steps
- Sense of pride for accomplishments
- Receive ECD Training Certificate as Acknowledgement of Work Invested and Skills attained

Time
Preparation: 2 hours
Simulation: Half a day / 3-4 hours

Materials:
1. Participants prepare own materials to demonstrate activities in the daily routine through simulation
2. Certificates

STEPS – SESSION 13

A. **Introduction**
   Facilitator says,
   - *Congratulations to all of you. We've finished learning all the activities in the Daily Routine.*
   - *The purpose of this session is to put into practice what we've learned this week through Classroom Simulation.*
   - *By the end of the simulation, you will be given a certificate as Acknowledgement of Work Invested and Skills attained*

B. **Activity 1: Preparation & Class Simulation**
   1. Divide participants into 6 groups:
      - Group 1 : Morning Meeting & Closing Meeting
      - Group 2 : Corner Play
      - Group 3 : Literacy Circle 1
      - Group 4 : Literacy Circle 2
      - Group 5 : Literacy Circle 3
      - Group 6 : Math Circle

   2. Facilitator says, "You have 2 hours for preparation, and you may use the available materials in the classroom to develop your teaching aids."
   3. Simulations will be presented in order according to daily routine chart.
   4. There will be 5 minutes of feedback and questions session after each simulation
   5. Facilitator congratulates teams on presentation.

C. **Activity 2: Optional Activities & Certificates**

   Optional Activities

1. **Optional Activity #1– Quiz Game. (1 hour)**
   a. A good wrap-up activity is a quiz game.
   b. Count off according to numbers of sessions.
   c. Ask participants to help prepare questions for an ECD quiz game. Give 5 minutes for each to prepare one question from that section. Write on piece of paper. Fold and put in basket or box.
   d. Count off into 2 teams. Line up as in a relay. The first person raises hand if knows answer. If answer is incorrect, go to second team. If neither knows answer the second in line have opportunity to answer. Winning team gets a point.
   e. Give prizes to both team for hard work and good effort in the workshop. Recommended prize is a template for a learning game or geometric puzzle they can use with their students. A sample is provided in the appendix to this guide.

2. **Optional Activity #2 Action Planning (1 hour)**
   In the final workshop activity, it is useful to also spend an hour to discuss next steps. What decisions and actions do we need to take forward after this workshop?

Certificates
   1. Thank everyone for hard work during the training days.
   2. Wish them well to carry this knowledge into the classrooms.
   3. Again, emphasize their important role in shaping children's potential for school and life success.
   4. Provide a training certificate for each participant and a small prize such as a learning game template or geometric puzzle they can use in the classroom