



Save the Children®

USA

Emergent Literacy and Math Toolkit

Training of Trainers (TOT) Schedule

ELM at Home Component

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Introduction and Goals

The overall goal of this Training of Trainers Resource is to provide structured and effective training for those program staff who will in turn be training the parent group facilitators on leading the ELM at Home sessions with parents or other caregivers. The specific goals of this training are:

- Build trainer’s understanding of the role of caregivers in supporting foundational literacy and math skills at home for long term academic success
- Build trainer’s close understanding of the structure and content of ELM at Home parent activity sessions
- Build trainer’s skills and confidence in training facilitators on ELM at Home sessions, using active training methodologies to ensure engagement
- Reflect on anticipated challenges and trouble shoot in advance
- Develop a clear implementation plan for the ELM at Home trainings and sessions, including ensuring quality of implementation

Expected Outputs

- Trainers will have a first-hand understanding of caregiver’s role in supporting foundational literacy and math skills at home
- Trainers will learn how the ELM at Home Parent Activity Sessions are organized and what content they cover
- Trainers will practice and facilitate sessions and receive feedback
- Trainers will reflect on challenges they anticipate in conducting the trainings with parent volunteers
- Trainers will develop a detailed plan for implementing the ELM at Home program
- Trainers will develop a plan for M&E and follow-up actions on ELM at Home program

This is a three-day TOT session, and it is recommended that in addition to the first TOT, a refresher session is conducted once a year as the ELM at Home program grows.

The ELM at Home program has been created so that it may be used in many different countries. However, before beginning, country teams will need to adapt the toolkit to both the country program and the context. This adaptation has two aims:

1. First, is to ensure that if an ECD national curriculum exists in the specific country context, the ELM skills and games in the parent sessions align with, provide good foundational experiences for, or add to the curriculum standards on early literacy/language and math.
2. Second, is to ensure that all content is appropriate in the country and culture in which you work. If this program is to be effective, **the parent sessions must be reviewed and adapted to fit the local context**. This may include changing names of activities, selecting appropriate terminology to use with parents, ensuring relevance of proposed games, among other things.

Trainer/List of Participants

Master Trainer. The master trainer (or facilitator) of this TOT should be an experienced trainer and should be very familiar with the content of this training. The master trainer should be familiar with early childhood care and development and have experience in preschools or working with young children (0-5) or teachers of young children.

[Insert Master Trainer Bio]

Participants. The participants in this training will ideally have a similar background to the master trainer, with some knowledge of the experience of early childhood teachers and the development of young children.

[Insert List of Participants]

Resources that will be used in the Training of Trainers Workshop

Besides this Training of Trainer’s guide, the Early Literacy and Math at Home includes several resources:

- TOT Facilitator’s Guide
- ELM at Home Booklet
- Training Worksheets and Handouts

This **Facilitator’s Guide** leads the trainer through each and every step of the ELM at Home Parent Activity Sessions. It provides information about what materials are needed, what the learning objectives are, and how to achieve the learning objectives for each session.

In addition, to further support participant learning, the training also includes several **Training Worksheets and Handouts**. These are located in Appendix XX and are composed of both reference handouts for the participants to read, and worksheets for the participants to complete based on their experiences and practice.

The next resource included in this toolkit is what we call the **ELM at Home Cards** which consists of 7 visual cards to be shared with parents who participate in the training sessions as reminders of the games and activities they learn during the sessions. Each card includes three simple activities or games that focus on developing at least one early literacy or early math skill.

Day I Introduction to ELM at Home Toolkit and Sessions 1 & 2

Introduction:

This is the first day of a three-day training of trainers program on Early Literacy and Math at Home (ELMH) from Save the Children. This day-long training for trainers who will then train parent facilitators provides an orientation to the resources in this training package.

| Materials needed | Handouts needed | Time needed | Classroom setup? |
|--|---|--|------------------|
| <ul style="list-style-type: none"> ▪ List of participants ▪ Chart paper or blackboard ▪ Chalk (with blackboard eraser) or colored markers ▪ Tape ▪ Easel ▪ Laptop (if possible, if not, prepare PowerPoint slides on chart paper) ▪ Projector (same as above) ▪ Microphone (if necessary) ▪ Speakers (if necessary) ▪ Pencils, paper ▪ Nametags (for both trainer and teacher participants) ▪ Toy Bank ▪ Book Bank ▪ Parenting Cards | <ul style="list-style-type: none"> ▪ Interactive Reading Brainstorming Guide ▪ Tips for Interactive Reading with Young Children ▪ Toolkit of Training Methodologies ▪ ELM at Home TOT Workshop Reflection | 30 minutes setup + 8 hours and 40 minutes (including lunch and breaks) | Trainer's choice |

Overview of the Session

| Session Time (total) | Step # | Activity Name | Activity Description | Activity time (mins) | |
|--|--------------------|---|---|----------------------|----|
| 8 hrs 40 mins + 1 hr setup & preparation | 0 | Trainer Preparation with CO staff | Trainer sets up materials; makes copies in the office; sets up the room | 30 | |
| | 1 | Welcome & Introductions | Introductions; energizer; overview of the day | 15 | |
| | 2 | The Role of Parents | “Convince Me” game on the important role parents play in ECD | 45 | |
| | 3 | Introduction to ELM at Home | Principles and structure of the ELM at Home Toolkit | 30 | |
| | | BREAK | | | 15 |
| | 4 | Dos & Don'ts with Parents | Brainstorming on what to do with parents and what not to do; generating profile of parent facilitator | 30 | |
| | 5 | Session 1 Overview | Facilitator provides an overview of the session including its goals, materials, and potential trouble spots | 10 | |
| | 6 | Session 1 Demonstration | Facilitator leads the group in a demonstration of Session 1 | 80 | |
| | | LUNCH | | | 60 |
| | 7 | Reading Demonstration | Facilitator leads the group in a reading demonstration; practice | 60 | |
| | 8 | Materials Gathering & Exploration | Gather local resources; demonstrate how to use them; explore toolkit resources; facilitation logistics | 30 | |
| | | BREAK | | | 15 |
| | 9 | Session 2 Overview | Facilitator provides an overview of the session including its goals, materials, and potential trouble spots | 10 | |
| 10 | Session 2 Practice | Preparation to lead the participants in the | 80 | | |

| | | | |
|----|-----------------------|---|----|
| | Facilitation | five skill areas | |
| 11 | Session 2 Feedback | Facilitator and participants provide feedback to practice facilitator | 20 |
| 12 | Reflection & Closing | Reflection on what we learned; methods used; homework; summary | 20 |
| 0 | Planning for tomorrow | Trainer only | 30 |

What to do:

Step 0: Trainer Preparation and Welcome

30 minutes

Prior to the official start to the day's training, prepare the meeting room.

Step 1: Welcome and Introductions

15 minutes

Welcome the participants and very briefly describe the overall TOT goal: to prepare the participants to train parent facilitators to offer the Early Literacy and Math at Home parenting modules.

Lead the participants in an energizer activity that helps them to get to know one another, like "Who Took the Cookie." Sing:

| |
|--|
| <p><u>Who Took the Cookie?</u></p> <p>Group Sings: Who took the cookie from the cookie jar? Was it [name of participant]?</p> <p>Participant Sings: "Who me?"</p> <p>Group Sings: "Yes you!"</p> <p>Participant Sings: "Couldn't be!"</p> <p>Group Sings: "Then who?"</p> <p>Participant points to another person and says his or her name: "GEORGE!"</p> <p><i>The song starts over from the beginning with the</i></p> |
|--|

new participant name. This continues until everyone's name has been sung.

Who Took the Cookie?

Who took the cookie from the cookie jar?
Was it [NAME]?

"Yes you!"

"Then who?"

"Who me?"

"Couldn't be!"

[NAME!]

Take note of attendance as you sing this song (or during the energizer of your choice).

Ask for the participants to suggest ground rules. Ask them to suggest rules that will help ensure that the time spent in this training will be successful. Write these rules on a piece of chart paper and post on the wall for later reference.

Ground Rules

What rules should we set for ourselves to make sure that this time is successful and productive?

Go over the three-day agenda. Explain that the first day will familiarize the participants with parenting sessions 1 and 2; the second day will cover sessions 3, 4, and 5; the final session will cover sessions 6, 7, and 8, and will also allow time for planning the implementation of the ELM at Home program.

ELM at Home TOT Overview

| Day 1 | Day 2 | Day 3 |
|---|-------------------------------------|---|
| Introduction to Teaching ELM at Home Sessions 1 and 2 | Getting to Know Sessions 3, 4 and 5 | Getting to Know Sessions 6, 7, 8 and Planning |

Share with the participants the detailed agenda for Day 1.

Day 1 Agenda

Morning

| Step | Time | Activity |
|------|---------------|------------------------------|
| 1 | 9:00 - 9:15 | Welcome and Introduction |
| 2 | 9:15 - 10:00 | The Role of Parents |
| 3 | 10:00 - 10:30 | Learning about ELM at Home |
| | 10:30 - 10:40 | BREAK |
| 4 | 10:40 - 11:25 | Do's and Don'ts with Parents |
| 5 | 11:25 - 11:40 | Session 1 Overview |
| 6 | 11:40 - 1:00 | Session 1 Demonstration |
| | 1:00 - 2:00 | LUNCH - SONGS |

| Day 1 Agenda | | Afternoon | |
|--------------|-------------|-----------------------------------|--|
| Step | Time | Activity | |
| | 1:00 – 2:00 | LUNCH - SONGS | |
| 7 | 2:00 – 3:00 | Reading Demonstration | |
| 8 | 3:00 – 3:30 | Materials Exploration & Gathering | |
| 9 | 3:30 – 3:40 | Session 2 Overview & Preparation | |
| | 4:00 – 4:10 | BREAK | |
| 9 | 4:10 – 5:25 | Session 2 Practice Facilitation | |
| 10 | 5:25 – 5:30 | Homework, Reflection, and Closing | |

Step 2: The Role of Parents

45 minutes

Divide the participants into two groups. Say,



“We are going to play a game. You are going to work in two teams. Each team will come up with a plan to convince the Minister of Education (me) to start a parenting program for parents of children aged 3-6 that will help them to improve their child’s school readiness skills. What arguments would you use? How can you convince the minister that this is a worthwhile effort?”

You have 15 minutes to plan and will have 5 minutes to present. You must appoint a spokesperson.”

Convince Me!

You are going to work in two teams. Each team will come up with a plan to convince the Minister of Education to start a parenting program for parents of children aged 3-6 that will help them to improve their child’s school readiness skills. What arguments would you use? How can you convince the minister that this is a worthwhile effort?

- You have 10 minutes to plan and will have 5 minutes to present. You must appoint a spokesperson.

Give the participants fifteen minutes to prepare their arguments. After that time, they have five minutes to present their case. Take notes of the arguments of each. Afterwards, congratulate each team and point out the strong points of each presentation. Explain the vital role that parents play as their child’s first and best teacher.

Parents are their children’s first and best teachers!

Step 3: Introduction to Early Literacy and Math at Home

30 minutes

Explain what the Early Literacy and Math at Home program is: a program for parents to give them ideas for activities they can do with their children to improve their school readiness. Explain that:



“First and foremost, ELM at Home is a program to improve school readiness. It does this by supporting parent’s efficacy as their child’s first and best teacher. By encouraging skill developing in the home, this program also supports skill development efforts in ECCD centers (especially those that are part of the Early Literacy and Math Instruction ECCD Component). This program also supports school readiness among children who are not attending ECCD centers.”

What is ELM at Home?

- A program to improve school readiness (generally)
- A program to support parent's efficacy as their child's first and best teacher
- A program to support efforts in ECCD centers (especially those that are part of the ELMI ECCD Component)
- A program to support school readiness among children who are not attending ECCD centers



“ELM at Home is intended for children between the ages of three and six and their parents or caregivers.”

Who is ELM at Home for?

Children aged 3-6



The parents or home caregivers of children aged 3-6



“This program has eight modules. The first is an introductory session, which introduces the parents to the program and helping their child learn in their home. The second session is about knowing what books are and practicing reading activities. The third session is on counting games and activities that parents can do with their children. The fourth session is on talking and listening and encouraging oral language development in their children. The fifth session is on sorting and organizing objects, which are important math skills. The sixth session is on letters. The seventh session is about shapes and measurement. The eighth and final session is a review and celebration.”

How many sessions are there?

| | | | |
|--|--------------------------------------|--|--|
| 1 Helping Your Child to Learn at Home | 2 Knowing about Books and Writing | 3 Let's Count | 4 Talking and Listening with My Child |
| 5 Sorting and Organizing | 6 Learning about Letters Together | 7 Learning about Shapes and Measurement | 8 Let's Celebrate and Plan for the Future |



“The goals of the Early Literacy and Math at Home program are to increase home parents’ (or caregivers’) confidence as their child’s best and most important teacher; to increase long term parent engagement in learning, to increase caregivers’ understanding of how they can support their children’s early literacy and math skills at home (even if caregivers are illiterate themselves) throughout their daily routine, and to help caregivers build a repertoire of simple games and activities that they can engage in at home to support early literacy and math development.”

Objectives of ELM at Home

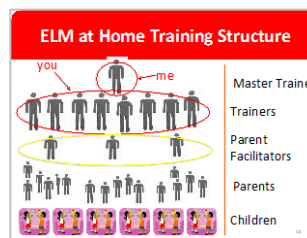
- Increase home caregivers’ (parents’) confidence as their child’s best and most important teacher; increase long term parent engagement in learning
- Increase caregivers’ understanding of how they can support their children’s early literacy and math skills at home (even if caregivers are illiterate themselves) throughout their daily routine
- Help caregivers build a repertoire of simple games and activities that they can engage in at home to support early literacy and maths development.



“Early Literacy and Math at Home does this through a few simple methods: by using hands-on activities and simple games that can take place while a parent goes about his or her regular daily activities like cooking, cleaning, or shopping at the market.”

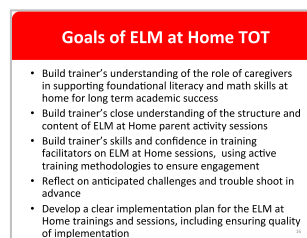


“Unlike many other training programs, in this one, parent facilitators from the communities where the training will take place will be leading the actual training. You will be training the parent facilitators to offer the training, and not leading the training yourselves. So, I, the master trainer am training you. You will train the parent facilitators yourselves. The parents facilitators will be the ones to deliver this program to parents. So, as we learn about this program together, you should always be thinking about how you will be able to teach someone else to lead this program.”



“So far, we have discussed the goals of this program as a whole. Now I will share with you the goals we have for this Training of Trainers. The goals are to:

1. Build the trainer’s understanding of the role of caregivers in supporting foundational literacy and math skills at home for long term academic success.
2. Build the trainer’s close understanding of the structure and content of ELM at Home parent activity sessions.
3. Build the trainer’s skills and confidence in training facilitators on ELM at Home sessions, using active training methodologies to ensure engagement.
4. Reflect on anticipated challenges and trouble shoot in advance.
5. Develop a clear implementation plan for the ELM at Home trainings and sessions, including ensuring quality of implementation.”



“The outputs we expect to have from this program are that:

1. Trainers will have a first-hand understanding of caregiver’s role in supporting foundational literacy and math skills at home.

2. Trainers will learn how the ELM at Home Parent Activity Sessions are organized and what content they cover.
3. Trainers will practice and facilitate sessions and receive feedback.
4. Trainers will reflect on challenges they anticipate in conducting the trainings with parent volunteers.
5. Trainers will develop a detailed plan for implementing the ELM at Home program.
6. Trainers will develop a plan for M&E and follow-up actions on ELM at Home program.”

Outputs of ELM at Home TOT

- Trainers will have a first-hand understanding of caregiver’s role in supporting foundational literacy and math skills at home
- Trainers will learn how the ELM at Home Parent Activity Sessions are organized and what content they cover
- Trainers will practice and facilitate sessions and receive feedback
- Trainers will reflect on challenges they anticipate in conducting the trainings with parent volunteers
- Trainers will develop a detailed plan for implementing the ELM at Home program
- Trainers will develop a plan for M&E and follow-up actions on ELM at Home program



“In the Early Literacy and Math at Home toolkit, there are the following resources:

1. **Facilitator’s Guide:** This is the step-by-step for each of the eight parenting sessions. It will be used by the trainers (you) and the parent facilitators (in cases where parent facilitators can read).
2. **Toy Box:** The toys in this toy box will be used by the parent facilitators during the parenting sessions.
3. **Book Box:** These books will be used during the parenting session by the parents and the parent facilitators. Parents will be able to borrow books from the book box.
4. **Parenting Cards:** These cards will be used during the parenting sessions and given to the parents as a quick reference for the games and activities they can play with their children during their daily routine to promote school readiness.”

What is in the Toolkit?

1. Facilitator’s Guide – what you and the parent facilitators receive
2. Toy Box – what parent facilitators will use
3. Book Box – what parent facilitators will use
4. Parenting Cards – what the parents receive

BREAK

15 minutes

Step 4: Dos and Don’ts with Parents

30 minutes

Using a blackboard or a piece of chart paper, ask the participants to think of “Dos” (things they *should* do) and “Don’ts” (things they *shouldn’t* do) when speaking with or training parents. They may suggest things like “Don’t use technical language that the parents may not understand” and “Do be encouraging and friendly.”

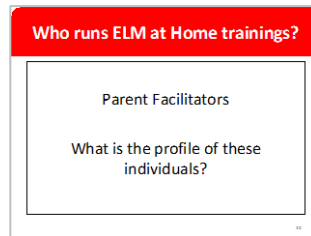
Dos and Don’ts with Parents

| DO | DON’T |
|----|-------|
| | |

Remind the participants that they will be training parent facilitators. Explain that the parent facilitators will be recruited from within the communities where the training will take place. Ask the participants what characteristics the parent facilitators should hold in order to be successful. They may suggest things like:

- They are trusted by the community.
- They have children themselves.
- They are well-liked.
- They can read.

Write this profile of a parent facilitator on the board or on a piece of chart paper.



Step 5: Session I Overview

10 minutes

Ask the participants to turn to their copies of the ELM at Home Facilitator’s Guide. Explain that you will be giving them an overview of Session I so that they can understand the flow of the sessions.





“Each of the sessions in this 8-session program follows the same general structure. Each session has a theme or skill that is the target for that session except for the first and last sessions. The first session is an introductory session that familiarizes parents and caregivers with the concepts and themes of this program, including playing games and activities during a parent’s daily routine. This session is a little different from the other session. I will be pointing out the differences between this session and the other sessions. Now I will go through each of the steps so that you understand the structure of the sessions.”




| Session 1 | | |
|-----------------------------------|---|---|
| STEP # | DESCRIPTION | PARTICIPANTS |
| Step 1: Welcome | Sing a song | 1 parent facilitator, 2 parents, 4 children |
| Step 2: Overview of the Sessions | In all sessions but the first one, the second step is a review of the previous week’s topic. <i>note:</i> in the first session parents get an overview of the program | 1 parent facilitator, 2 parents, 4 children |
| Step 3: Play and Learning | Explain what the topic of the day is. | 1 parent facilitator, 2 parents, 4 children |
| Step 4: Taking with Your Children | In all sessions but the first one, the fourth step is about teaching the parents the stories games that will help their child learn. In the first session, it is a discussion of the importance of taking with your children. | 1 parent facilitator, 2 parents, 4 children |



“In the sessions, the parent facilitator is assisted by a volunteer or a second parent facilitator. Each session begins with parents, facilitators, and children all together. However, during certain steps, the children are led out of the room or away from the group by the second facilitator or volunteer to play. During this time, parents and the parent facilitator learn new concepts and practice games together. Later, the children are brought back to play the games with their parents. Children under the age of three can stay with their parent the entire time.”

“In the first step, everyone is welcomed to the session with a song. In the second step, there is usually a review of the previous session, but since this is the first session, there is an overview of the program instead. In the third step, the topic of the day is introduced. In this first session, there are two topics: playing with your children and talking with your children. These topics are discussed in steps three and four.”

| Session 1 (continued) | | |
|-----------------------------|--|---|
| STEP # | DESCRIPTION | PARTICIPANTS |
| Step 5: Reading at home | In all sessions but the first one, in this step parents and children practice the games together. In the first session, parents, children, and the parent facilitator practice reading books together. |  |
| Step 6: Wrap-up and goodbye | In intercessions, the reading portion will be the last step. In the first session, there is a brief discussion of what was learned before saying goodbye until the next session. |  |

 = parent facilitator
 = parents
 = children



“In step 5, the parent facilitator shows parents how to read a story to children using interactive reading techniques. This means that the parent facilitator asks the children lots of questions and reads very actively (using sounds, gestures, and other actions to make the story come to life). The parent facilitator shows parents how they can read the story just by “reading” the pictures (telling the story based on the pictures) if they are not strong readers. In step 6, the parent facilitator reminds the group what they learned during the session and tells them the topic for next time.”

Step 6: Session I Demonstration

80 minutes

Lead the participants in a demonstration of **Session I: Helping Your Child Learn at Home**.

LUNCH

60 minutes

During lunch, ask one (or two, depending on the number of participants) to prepare to demonstrate session 2 later in the afternoon.

Step 7: Reading Demonstration

60 minutes

Remind the participants of the interactive reading demonstration that you did during the demonstration of Session I. Ask them:

- Did you enjoy the reading?
- Why did you enjoy it?
- What did you enjoy most?
- Do you think you could try these techniques as well?

Make a list of the techniques used, including:

- Asking questions.
- Making sounds (for example: if it is windy in the book, make the sound of the wind).
- Asking children to make sounds (for example: if a bell rings in the book, ask the children to make the sound of a bell)
- Pointing out details.
- Asking children to find details (for example: if there is a chicken in the book, ask the children to point to the chicken. Can also ask the children what sound a chicken makes).
- Noting colors, shapes, or quantities (“I see three yellow birds. One, two, three!”).
- Asking the children to relate the story to their lives. (“Do you ever eat porridge? Do you like it?”)
- Etc.

Once you have create a list, divide the participants into pairs. Each person should create a reading guide for at least one book where they ask one question, make one action or sound, or point out one thing on each page of the book. They may use the **Interactive Reading Brainstorming Guide** and **Tips for Interactive**

Reading with Young Children handouts. After they have finished making their individual reading guides, the pairs should take turns reading the book to each other, using their reading guide to make it interactive. If time permits, they can make additional reading guides.

Step 8: Materials Gathering and Exploration

30 minutes

Explain to the participants that this program requires very few materials, and those that are needed should be readily available to any parent.



“The only materials that parents will need for this program are:

- *Books: available in the book bank*
 - *Parenting Cards: Each parent will receive their own set of parenting cards for their own reference.*
- *Locally available materials: Parents will be able to collect materials like stones, leaves, sticks, and other materials from their surroundings.*



For the next twenty minutes, you will look through the sessions and find out the sort of items that may be needed. Then you will go outside and search for materials that you can use. These items could be shells, beads, beans, seeds, stones, sticks, or other things that you find.”

After the participants have collected their materials, they should create a small display of what they found. As a group, visit each display and hear from each participant about what they collected, which session it connects to, and different ways the materials can be used.

BREAK

15 minutes

Step 9: Session 2 Overview

5 minutes

Ask the participants to turn to their copies of the ELM at Home Facilitator’s Guide. Explain that you will be giving them an overview of Session 2 so that they can understand the flow of the sessions.



“Unlike the first session, this structure of this session is the exact same as the structure for all of the other sessions. As you practice these sessions, you will find that it is easy to remember what happens next since the steps are the same each time—only content varies.

| Session 2 | | |
|---|---|-------------------------------------|
| STEP # | DESCRIPTION | PARTICIPANTS |
| Step 1: Welcome | Play an introductory game. | 1 parent, 1 facilitator, 4 children |
| Step 2: Sharing from the previous week | Review of the previous week's topic. Discuss what was tried at home. | 1 parent, 1 facilitator, 4 children |
| Step 3: Discussion of print and books | Begin with the topic of reading to print and books. Connecting it to their lives. | 1 parent, 1 facilitator, 4 children |
| Step 4: Let's play | Teaching the parents the three games that will help their child learn. | 1 parent, 1 facilitator, 4 children |
| Step 5: Practicing together | Parents and children practice the games together. | 1 parent, 1 facilitator, 4 children |
| Step 6: Reading together and books for home | Parents read to or at a book with their child and select one to take home. | 1 parent, 1 facilitator, 4 children |

= parent
 = parent
 = children

In the first step of this session, everyone is welcomed to the session with a game then the children leave with the second facilitator. In the second step, there is a review of the previous session. In the third step, the topic of the day (books and print) is introduced. In step four, parents learn three games and activities related to print and books. In step five, the children come back and practice the games with their parents. In step six, parents and children read books or look at books (if the parents are not strong readers) together. Before they leave, they select a book to borrow until next time.”

Step 10: Session 2 Practice Facilitation

80 minutes

A participant (or two, depending on the size of the group) leads the participants in a demonstration of **Session 2: Knowing About Print and Books**.

Step 11: Session 2 Feedback

20 minutes

Lead the group in giving the participant who led the practice facilitation feedback. Ask the participants to say:

- What did s/he do well?
- What could s/he have done better?

Ask the participant who led the practice facilitation:

- Which steps or parts did you find especially tricky?
- Do you have any advice for your colleagues for successfully understanding this session?

Then ask the entire group:

- If you were *teaching someone else*—a parent facilitator—how to lead this session, what would you say? How would you do it?
- What is different about trying this session out yourselves versus teaching someone else to try it?
- What challenges do you foresee?

Step 12: Reflection and Closing

20 minutes

Close the session by noting the training methodologies used, asking for feedback, and reviewing what material was covered.

Assign one (or two, depending on the size of the group) participant to each of these sessions for practice facilitation: **Session 3: Let's Count**; **Session 4: Talking and Listening With My Child**; and **Session 5: Sorting and Organizing**.

Give each participant a copy of the **ELM at Home TOT Workshop Reflection** handout and ask them to complete the column for Day 1. When they are done, they may leave. As they are exiting, remind them about their homework assignment, thank them for their participation, and let them know that you look forward to seeing them next time.

Day 2 Familiarization with Sessions 3, 4, 5

Introduction:

This is the second day of a three-day training of trainers program on Early Literacy and Math at Home (ELMH) from Save the Children. This day-long training for trainers who will then train parent facilitators provides an orientation to the resources in this training package.

| Materials needed | Handouts needed | Time needed | Classroom setup? |
|--|---|---|-------------------------|
| <ul style="list-style-type: none"> ▪ List of participants ▪ Chart paper or blackboard ▪ Chalk (with blackboard eraser) or colored markers ▪ Tape ▪ Easel ▪ Laptop (if possible, if not, prepare PowerPoint slides on chart paper) ▪ Projector (same as above) ▪ Microphone (if necessary) ▪ Speakers (if necessary) ▪ Pencils, paper ▪ Nametags (for both trainer and teacher participants) ▪ Toy Bank ▪ Book Bank ▪ Parenting Cards ▪ Ball | <ul style="list-style-type: none"> ▪ Interactive Reading Brainstorming Guide ▪ Tips for Interactive Reading with Young Children ▪ Toolkit of Training Methodologies ▪ ELM at Home TOT Workshop Reflection | <p>30 minutes setup + 8 hours and 50 minutes (including lunch and breaks)</p> | <p>Trainer's choice</p> |

Overview of the Session

| Session Time (total) | Step # | Activity Name | Activity Description | Activity time (mins) |
|--|--------|-----------------------------------|---|----------------------|
| 8 hrs and 50 mins + 1 hr setup & preparation | 0 | Trainer Preparation with CO staff | Trainer sets up materials; makes copies in the office; sets up the room | 30 |
| | 1 | Welcome & Review | Review Day 1; energizer; overview of the day | 15 |
| | 2 | Session 3 Practice Facilitation | Participant-led practice facilitation of Session 3 | 80 |
| | 3 | Session 3 Feedback | Session 3: Feedback, questions and more practice of games, if needed | 20 |
| | | BREAK | | 15 |
| | 4 | Session 4 Practice Facilitation | Participant-led practice facilitation of Session 4 | 80 |
| | 5 | Session 4 Feedback | Session 4: Feedback, questions and more practice of games, if needed | 20 |
| | | LUNCH | | 60 |
| | 6 | Exploring the Toy Box | Participants make a list of activities that can be done with children with items from the toy box | 60 |
| | 7 | Session 5 Practice Facilitation | Participant-led practice facilitation of Session 5 | 80 |
| | | BREAK | | 15 |
| | 8 | Session 5 Feedback | Session 5: Feedback, questions and more practice of games, if needed | 20 |
| | 9 | Reading Practice and Discussion | Discuss reading issues (non-literate parents); discuss teaching reading | 50 |
| | 10 | Reflection & Closing | Reflection on what we learned; methods used; homework; summary | 20 |
| | 0 | Planning for tomorrow | Trainer only | 30 |

What to do:

Step 0: Trainer Preparation and Welcome

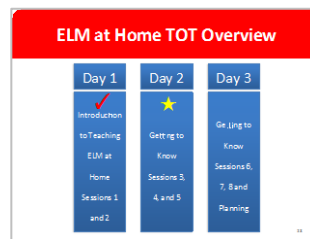
30 minutes

Prior to the official start to the day's training, prepare the meeting room.

Step 1: Welcome and Review

15 minutes

Welcome the participants and very briefly remind them the overall TOT goal: to prepare the participants to train parent facilitators to offer the Early Literacy and Math at Home parenting modules. Go over the agenda for the day.



| Step | Time | Activity |
|------|-------------|---------------------------------|
| 1 | 9:00–9:15 | Welcome and Review |
| 2 | 9:15–10:35 | Session 3 Practice Facilitation |
| 3 | 10:35–10:55 | Session 3 Feedback |
| | 10:55–11:05 | BREAK |
| 4 | 11:05–12:25 | Session 4 Practice Facilitation |
| 5 | 12:25–12:45 | Session 4 Feedback |
| | 12:45–1:45 | LUNCH |
| 6 | 1:45–2:45 | Exploring the Toy Box |
| 7 | 2:45–4:05 | Session 5 Practice Facilitation |
| 8 | 4:05–4:25 | Session 5 Feedback |
| 9 | 4:25–5:10 | Reading Practice and Discussion |
| 10 | 5:10–5:30 | Reflection and Closing |

Lead the participants in an energizer activity that reviews what they covered the previous day, like “Catch and Talk.” In “Catch and Talk” the participants stand in a circle with a ball. The participants toss the ball to one another. When a person catches it, they must share something that they learned the previous day with the group. End the game after everyone has had a chance to share.

Step 2: Session 3 Practice Facilitation

80 minutes

A participant (or two, depending on the size of the group) leads the participants in a demonstration of **Session 3: Let's Count**.

Step 3: Session 3 Feedback

20 minutes

Lead the group in giving the participant who led the practice facilitation feedback. Ask the participants to say:

- What did s/he do well?
- What could s/he have done better?

Ask the participant who led the practice facilitation:

- Which steps or parts did you find especially tricky?
- Do you have any advice for your colleagues for successfully understanding this session?

Then ask the entire group:

- If you were *teaching someone else*—a parent facilitator—how to lead this session, what would you say? How would you do it?
- What is different about trying this session out yourselves versus teaching someone else to try it?
- What challenges do you foresee?

BREAK 15 minutes

Step 4: Session 4 Practice Facilitation 80 minutes

A participant (or two, depending on the size of the group) leads the participants in a demonstration of **Session 4: Talking and Listening With My Child**.

Step 5: Session 4 Feedback 20 minutes

Lead the group in giving the participant who led the practice facilitation feedback. Ask the participants to say:

- What did s/he do well?
- What could s/he have done better?

Ask the participant who led the practice facilitation:

- Which steps or parts did you find especially tricky?
- Do you have any advice for your colleagues for successfully understanding this session?

Then ask the entire group:

- If you were *teaching someone else*—a parent facilitator—how to lead this session, what would you say? How would you do it?
- What is different about trying this session out yourselves versus teaching someone else to try it?
- What challenges do you foresee?

LUNCH 60 minutes

Step 6: Exploring the Toy Box 60 minutes

The participants have one hour to explore the toy box. During this time, they must come up with a game or activity that can be done with each of the variety of toys. Using a notecard, they should write a short description of the game or activity.

Step 7: Session 5 Practice Facilitation 80 minutes

A participant (or two, depending on the size of the group) leads the participants in a demonstration of **Session 5: Sorting and Organizing**.

BREAK 15 minutes

Step 8: Session 5 Feedback 20 minutes

Lead the group in giving the participant who led the practice facilitation feedback. Ask the participants to say:

- What did s/he do well?
- What could s/he have done better?

Ask the participant who led the practice facilitation:

- Which steps or parts did you find especially tricky?
- Do you have any advice for your colleagues for successfully understanding this session?

Then ask the entire group:

- If you were *teaching someone else*—a parent facilitator—how to lead this session, what would you say? How would you do it?
- What is different about trying this session out yourselves versus teaching someone else to try it?
- What challenges do you foresee?

Step 9: Reading Practice and Discussion

50 minutes

Ask the participants if they think that the parents that will participate in this program will be strong readers. Will they be able to read short story books to their children?

If they answer that the parents will have no trouble reading to their children, use this time for the participants to continue to practice their interactive reading techniques.

If they answer that some or many of the parents will not be able to read to their children, then explain that children gain valuable knowledge of books and their function by any sort of interaction with them, even if the interaction does not include actual reading. Explain that you will demonstrate telling a story from a book from the pictures.

Without looking at the text on each page, tell the “story” of a book that you are not familiar with based on the pictures. Try not to tell the story that is written, but actually put yourself in the shoes of someone who cannot read the text. Use the same interactive techniques used for storybook reading.

Break the participants into pairs and ask them to take turns “reading” the a story without actually reading the text and while still using interactive reading techniques.

To close, ask the participants:

- How they will show parent facilitators how to do this?
- What else can they do to help parents, especially parents who are not strong readers, feel comfortable and successful in the program?
- What are other worries that you have about how parents will like this program?

Step 12: Reflection and Closing

20 minutes

Close the session by noting the training methodologies used, asking for feedback, and reviewing what material was covered.

Assign one (or two, depending on the size of the group) participant to each of these sessions for practice facilitation: **Session 6: Learning about Letters Together**; **Session 7: Learning about Shapes and Measurement**; and **Session 8: Let's Celebrate and Plan for the Future**.

Give each participant a copy of the **ELM at Home TOT Workshop Reflection** handout and ask them to complete the column for Day 2. When they are done, they may leave. As they are exiting, remind them about their homework assignment, thank them for their participation, and let them know that you look forward to seeing them next time.

Day 3 Familiarization with Sessions 6, 7 & 8 and Planning

Introduction:

This is the third day of a three-day training of trainers program on Early Literacy and Math at Home (ELMH) from Save the Children. This day-long training for trainers who will then train parent facilitators provides an orientation to the resources in this training package.

| Materials needed | Handouts needed | Time needed | Classroom setup? |
|--|--|---|------------------|
| <ul style="list-style-type: none"> ▪ List of participants ▪ Chart paper or blackboard ▪ Chalk (with blackboard eraser) or colored markers ▪ Tape ▪ Easel ▪ Laptop (if possible, if not, prepare PowerPoint slides on chart paper) ▪ Projector (same as above) ▪ Microphone (if necessary) ▪ Speakers (if necessary) ▪ Pencils, paper ▪ Nametags (for both trainer and teacher participants) ▪ Toy Bank ▪ Book Bank ▪ Parenting Cards | <ul style="list-style-type: none"> ▪ Toolkit of Training Methodologies ▪ ELM at Home TOT Workshop Reflection ▪ ▪ ELM at Home Final Evaluation ▪ ELM at Home Certificate | 1 hour setup + 9 hours (including lunch and breaks) | Trainer's choice |

Overview of the Session

| Session Time (total) | Step # | Activity Name | Activity Description | Activity time (mins) | |
|----------------------------------|----------------------|--|---|----------------------|----|
| 9 hrs + 1 hr setup & preparation | 0 | Trainer Preparation with CO staff | Trainer sets up materials; makes copies in the office; sets up the room | 30 | |
| | 1 | Welcome & Review | Review Day 1; energizer; overview of the day | 15 | |
| | 2 | Session 6 Practice Facilitation | Participant-led practice facilitation of Session 6 | 80 | |
| | 3 | Session 6 Feedback | Session 6: Feedback, questions and more practice of games, if needed | 20 | |
| | | BREAK | | | 10 |
| | 4 | Session 7 Practice Facilitation | Participant-led practice facilitation of Session 7 | 80 | |
| | 5 | Session 7 Feedback | Session 7: Feedback, questions and more practice of games, if needed | 20 | |
| | | LUNCH | | | 60 |
| | 6 | Session 8 Practice Facilitation | Participant-led practice facilitation of Session 8 | 80 | |
| | 7 | Session 8 Feedback | Session 8: Feedback, questions and more practice of games, if needed | 20 | |
| | 8 | Monitoring & Evaluation | Session 8: Feedback, questions and more practice of games, if needed | 40 | |
| | 9 | Planning | Discuss reading issues (non-literate parents); discuss teaching reading | 60 | |
| 10 | Certificate | Participants receive certificates of completion | 15 | | |
| 11 | Final Evaluation | Participants fill out final evaluation form on the training | 15 | | |
| 12 | Reflection & Closing | Reflection on what we learned; methods used; homework; summary | 20 | | |

What to do:

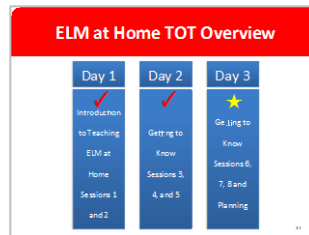
Step 0: Trainer Preparation and Welcome 30 minutes

Prior to the official start to the day's training, prepare the meeting room.

Step 1: Welcome and Review

15 minutes

Welcome the participants and very briefly remind them the overall TOT goal: to prepare the participants to train parent facilitators to offer the Early Literacy and Math at Home parenting modules. Go over the agenda for the day.



| Step | Time | Activity |
|------|-------------|---------------------------------|
| 1 | 9:00–9:15 | Welcome and Review |
| 2 | 9:15–10:35 | Session 6 Practice Facilitation |
| 3 | 10:35–10:55 | Session 6 Feedback |
| | 10:55–11:05 | BREAK |
| 4 | 11:05–12:25 | Session 7 Practice Facilitation |
| 5 | 12:25–12:45 | Session 7 Feedback |
| | 12:45–1:45 | LUNCH |
| 6 | 1:45–3:05 | Session 7 Practice Facilitation |
| 7 | 3:05–3:25 | Session 7 Feedback |
| | 3:25–3:40 | BREAK |
| 8 | 3:40–4:20 | Monitoring and Evaluation |
| 9 | 4:20–5:20 | Planning |
| 10 | 5:20–5:30 | Reflection and Closing |

Ask one of the participants to volunteer to lead the rest of the participants in an energizer activity that reviews what they covered the previous day.

Step 2: Session 6 Practice Facilitation

80 minutes

A participant (or two, depending on the size of the group) leads the participants in a demonstration of **Session 6: Learning about Letters Together**.

Step 3: Session 6 Feedback

20 minutes

Lead the group in giving the participant who led the practice facilitation feedback. Ask the participants to say:

- What did s/he do well?
- What could s/he have done better?

Ask the participant who led the practice facilitation:

- Which steps or parts did you find especially tricky?
- Do you have any advice for your colleagues for successfully understanding this session?

Then ask the entire group:

- If you were *teaching someone else*—a parent facilitator—how to lead this session, what would you say? How would you do it?
- What is different about trying this session out yourselves versus teaching someone else to try it?
- What challenges do you foresee?

BREAK

15 minutes

Step 4: Session 7 Practice Facilitation

80 minutes

A participant (or two, depending on the size of the group) leads the participants in a demonstration of **Session 7: Learning about Shapes and Measurement**.

Step 5: Session 7 Feedback

20 minutes

Lead the group in giving the participant who led the practice facilitation feedback. Ask the participants to say:

- What did s/he do well?
- What could s/he have done better?

Ask the participant who led the practice facilitation:

- Which steps or parts did you find especially tricky?
- Do you have any advice for your colleagues for successfully understanding this session?

Then ask the entire group:

- If you were *teaching someone else*—a parent facilitator—how to lead this session, what would you say? How would you do it?
- What is different about trying this session out yourselves versus teaching someone else to try it?
- What challenges do you foresee?

LUNCH

60 minutes

Step 6: Session 8 Practice Facilitation

80 minutes

A participant (or two, depending on the size of the group) leads the participants in a demonstration of **Session 8: Let's Celebrate and Plan for the Future**.

Step 7: Session 8 Feedback

20 minutes

Lead the group in giving the participant who led the practice facilitation feedback. Ask the participants to say:

- What did s/he do well?
- What could s/he have done better?

Ask the participant who led the practice facilitation:

- Which steps or parts did you find especially tricky?
- Do you have any advice for your colleagues for successfully understanding this session?

Then ask the entire group:

- If you were *teaching someone else*—a parent facilitator—how to lead this session, what would you say? How would you do it?

- What is different about trying this session out yourselves versus teaching someone else to try it?
- What challenges do you foresee?

BREAK 15 minutes
Step 8: Monitoring and Evaluation 40 minutes

Lead the participants in a group planning activity regarding monitoring and evaluation. Discuss:

- What would you see children doing that would show you that this program has been successful?
- What would you see parents doing that would show you that this program has been successful?
- What would you see in a home or community that would show you that this program has been successful?
- What would an observer see in you if they were to watch you leading the ELM training?

Compare the participants' answers with the monitoring and evaluation tool enclosed in this TOT guide. Make additions as necessary.

Step 9: Planning 60 minutes

Lead the participants in a planning discussion (or ask a local staff member/project manager to do so) that answers:

- Will the ELM at Home training be offered in co-facilitation pairs or by a single trainer?
- When and where will the ELM at Home training take place?
- What problems or issues do they foresee complicating the success of the training?
- Are there any issues that still need to be resolved? Clarifying questions that need to be answered?
- Who are the ideal participants?

If time permits, they may also:

- Begin writing their own script based on the **ELM at Home Training Guide**
- Practice different steps with a partner
- Create materials needed for facilitation

Step 10: Certificate 15 minutes

Hold a brief ceremony where each participant receives an **ELM at Home TOT Completion Certificate** while their fellow participants applaud them.

Step 11: Final Evaluation 15 minutes

Give the participants the **ELM at Home TOT Workshop Reflection** handout for the last time and give them an opportunity to discuss with you their feedback on the TOT.

Step 12: Reflection & Closing 20 minutes

Lead the participants in a short summarizing activity that includes

- The key learning objectives of the TOT
- The key learning objectives of the ELM at Home Training
- The learning methodologies

- Debriefing strategies
- The contents of the ELM Toolkit

Give each participant a copy of the **ELM at Home TOT Workshop Reflection** handout and ask them to complete the column for Day 3. Close the TOT by thanking all of the participants and giving them one last opportunity to share their reflections on what they learned over the course of the workshop and how it will affect their work.

Early Literacy and Math at Home

Training of Trainers

HANDOUTS

Tips for Interactive Reading with Young Children

Use these tips when reading with young children.

1. Read the book yourself before reading it to the class.
2. Seat the children so everyone can see the page.
3. Let the children discuss the cover picture and predict what the story might be about.
4. Point to the title. Discuss meaning and any interesting characteristics of the words in the title. Note the author's name.
5. Hold the book away from you with the pictures facing the children.
6. Try and read the entire story from cover to cover, but stopping often to ask questions, to ask the children to help you act out elements of the story, or to point things of interest out to the children.
7. Read slowly and clearly, with expression and fluency.
8. During the story stop briefly to explain unknown words or concepts; stop occasionally to ask children to predict what will happen next.
9. Find something to talk about on each page of the book.
10. Ask questions that begin with "What?" "Where?" "Who?" and "Why?"
11. Ask questions about the pictures, such as "What do you see in the picture?"
12. Sometimes just say "Tell me about this picture" and see what the children say.
13. Ask questions about what might happen next: "What do you think the little boy will do next?" Then say "Let's see!"
14. Ask children to remember something from earlier in the book: "Do you remember who asked the boy to be his friend?"
15. Ask children to connect something in the book with their own lives: "Raise your hand if you have ever climbed a tree, as Kamal is doing."
16. Ask children to act out a noise or action from the story. For example, if a rooster crows, ask the children "Can you make the sound of the rooster?" or if the wind is blowing, ask "Can you make the sound of the wind?" If there is an action, ask the children to show how they would do it. For example, if a character puts on his hat, ask "Can you show me how you would put on your hat?"
17. ENJOY the book and the conversation about the book.
18. Don't worry if you don't finish the book. Stop before the children lose interest. You can finish it the next day.
19. After the story is complete, encourage children to discuss the story. The teacher should ask children about the meanings of words, how certain objects are similar and how they are different. S/He should ask why people are happy or sad, why they think something happened, etc. These are all open-ended questions with many right answers.
20. Read the same book the next day and ask further questions. Also consider other follow-up activities: acting the story out, drawing pictures of favorite characters or events; or making up a new ending for the story.
21. **Most importantly, make reading the book FUN!**

Interactive Reading Brainstorming Guide

Use this tool to plan one question, action, or sound that you can use on each page or spread* of the book.

| Your Ideas | | |
|------------|--|-----------|
| 1 | | 2 |
| 3 | | 4 |
| 4 | | 6 |
| 7 | | 8 |
| 9 | | 10 |

*A spread is the two facing pages of a book.

General Facilitation Tips

Here are some helpful tips for skillful facilitation adapted from AYD Facilitator BEST Practices: BEST Youth Development © 2010. These may help you if you are feeling nervous about a training session, or if you are experiencing a problem with one or more of the participants or your own facilitation skill.

Icebreakers, Openers, & Energizers

1. Have a repertoire of icebreakers, openers, and energizers memorized (or written on an index card) which you can use whenever a session slows down or participants look disengaged.
2. Be conscious of other people's boundaries - different people will be comfortable with different levels of physical and emotional intimacy, discussion of professional and personal information, and public speaking.
3. Decide and let participants know the purpose of the icebreaker:
4. Make sure the activity is age and gender appropriate.
5. Be aware of the physical limitations of participants.
6. Keep it brief (less than 10 minutes).
7. Make sure the activity is appropriate for the amount of space that is available.
8. Give participants the option to skip their turn or not participate.
9. Set an example by participating enthusiastically. (Don't ask participants to do things you're not willing to do yourself.)
10. Don't use activities that are too clever or complicated - by the time everyone figures out the directions and rules, the fun is probably over and the length too long.
11. Be creative, an activity can be adapted in accordance with group size, session objectives or time allotments.

Time Management

1. Always build in a "time cushion" for unexpected delays such as starting late or the need to extending a debrief or explanation.
2. Do a run-through of the session and time it out prior to delivery.
3. Set an example for your participants by getting there early and starting on time.
4. Have an assigned timekeeper and pre-arranged time signals with your co-facilitator.
5. Be sure to get the main content and points of the session out early so it will not be rushed if you get into a time shortage at the end.
6. Be flexible—make judgment calls as to when it is important to go off schedule in order to better explain an unclear concept or continue an important discussion – then adjust the schedule with input from participants.
7. Have a clock strategically placed on a table or wall so that you can keep track of the time without checking your watch while participants are speaking.
8. Turn your watch to the side so that you can glance at it without turning your wrist.
9. Do a run-through of the session and time it out before the training session.
10. Put times on your training script (both the per-activity time and actual clock time).
1. Make sure all facilitator and participant watches are synchronized. (When discussing break times, lunchtime or session ending times, make sure to specify what time it is according to the wall clock or

your watch. “According to the clock on the back wall, it is 10:15. Let’s take a 10-minute break and continue at 10:25.”)

Participant Support

1. Establish ground rules at the beginning—others can be added to throughout the training program.
2. Try to keep your own personal/religious beliefs out of the discussions.
3. Be open to new views and ideas—remember participants come with knowledge—use it!
4. Put really tough questions or issues not directly related to the training in the “parking lot” for later discussion.
5. Not all comments need an answer - for some, just a “thank you” will do.
6. Open up tough questions to the group for discussion. (I.e. “I can see how that would be a tricky situation to handle, has anyone in the group ever been faced with this issue?”)
7. Know how to bring discussions back from topics not related to the training:
8. Restate the question, if the discussion gets off topic.
9. If participants get into unending, back-and-forth debate—don’t try to settle it, instead, say something like, “In this training (curriculum), we define it as…” or “the major researchers support…”
10. When there is no response from the participants: give them some time to process the information, then restate the question in a different way/or make it a statement and ask for their thoughts.
11. When participants are angry or frustrated about their jobs or outside situations, you can:
12. Validate their feelings (I.e. “That sounds really frustrating…”)
13. Admit you don’t have the solution to the problem
14. Ask the group for their ideas
15. Talk to group member(s) on breaks, etc. to “check in” on how they are feeling
16. If a participant is having a strong emotional response, is disgruntled, or seems withdrawn—during the break or at lunch to “check in” with her or him. Discuss with co-facilitator
17. Be cautious when calling on participants to share their experiences—ask their permission to use their information.
18. Use your active listening skills!

Content Delivery

1. Open with a review of previous content.
2. Don’t rush the content – allow time for questions, let participants process the information.
3. Move around the room and vary your tone and volume.
4. Infuse your delivery with interactive activities and humor (where appropriate).
5. Make sure that personal stories and analogies have clarifying details and translate universally. (I.e. “Was Mike a youth in your program? What type of program?”)
6. Accommodate different learning styles – deliver the content in multiple modes.
7. Encourage diverse discourse in the room; review meeting norms if necessary to keep the course civil.
8. Don’t take participants reactions to or questions about the content personally.
9. Divide tables and room to ensure diversity. Re-group participants several times during the training to promote networking among participants from different program settings, people served, and professional experience.
10. Share information about other resources that you have found helpful in your work to help participants understand the content.

Memory Gaps

1. Be honest. (I.e. - “I had it but I lost it”)

2. Ask the group for help. (i.e. - “Can someone give me the last two words I said?”)
3. Look in people’s faces to help you stay focused, don’t look down.
4. Take a break and give yourself a moment to confer with co-facilitator and regroup.
5. Ask your co-facilitator (if applicable) what is next. (This is why it is a good idea to share scripts so that each knows what main points and topics the other is planning to discuss.)
6. Place scripts or main concepts in locations where they are easily within your reach.

Debriefing Strategies

1. Write up participant responses on newsprint so all can see.
2. Include participants in debrief, don’t just lecture.
3. Always allot time to debrief, don’t just end an activity without debriefing it. Participants need closure and connection back to session content or prior sessions
4. Include (refer back to) participant comments which were made during the session.
5. Review and clarify main concepts – have main points written up ahead of time.
6. Ask questions of the participants to be sure the main concepts were understood.
7. Prepare a debrief tool, so that all role plays & small group presentations are debriefed consistently.
8. Avoid asking “why” or “how” questions in your debrief. They are unclear and can get participants off-track - opening the session back up, as opposed, to closing it out. Instead, use “what”, “when” or “where” questions which are clearer and ask for concise information. Avoid asking “closed” questions which only allow for “yes/no” responses.
9. Thank participants for sharing and reflect what participants say to confirm understanding.
10. Use a variety of debriefing techniques such as:
11. Have participants pair off and discuss main points.
12. Ask, “What worked? What didn’t work?”
13. Ask, “What did we just do?”
14. Ask participants to reflect on one idea that resonated with them.
15. Ask participants what aspect in the session do they believe will impact their work. – “What aspect of the session do you believe will impact your work?”
16. Ask participants what about the session affirms their own experiences.
17. Have participants use index cards for their questions or comments. Collect the cards and share.
18. Do an “alphabet review” – give each table 4-5 letters of the alphabet and have them list a main point which starts with each of those letters.
19. Do a “headlines” review – have each group come up with a newspaper headline to describe the key ideas learned in the day’s session.

Toolkit of Training Methodologies

Here are the training methodologies that are used or could be used in the ELM Teacher Training Modules or in the ELM TOT:

1. Presentations
2. Small group discussions (with and without gallery walks)
3. Partner discussions
4. Drawing
5. Role play
6. Games

I. Presentations

Presentations involve one or more people (the presenter) standing in front of participants, sharing information. It is a good, relatively fast way of ensuring that participants get the information they need. However, the danger with presentation is that participants will get bored and stop paying attention. Remember that participants can give presentations—they are not always given by the facilitator.

Tips for successful presenting:

- Do not read
- Move around the room while presenting
- Engage participants by:
 - Asking questions
 - Including interactive activities
 - Pausing to have participants reflect with the person next to them
- When presenting a Powerpoint:
 - Each slide should include only main points, not the full information you wish to present
 - Do not have too many words on any one slide
 - Use many colors and images

2. Small group discussions

When having a whole-group discussion, there may be participants who do not participate; some may be listening, while others are surely daydreaming. Some participants may feel uncomfortable sharing their ideas in front of a large group. In order to ensure that all participants are actively engaged in the session, trainers can break participants into small groups to discuss a particular topic.

Tips for successful small group discussions:

- Groups should have no more than 5 members, with 3-4 members being ideal (when there are 5 members in a group, there is usually 1 who is not participating; with 3-4 members to a group, all group members must participate).
- Provide groups with a concrete task and a large piece of paper and marker. This way groups will note their ideas on the large paper, and will hang the paper on the wall for other groups to see. *(For examples of diagrams to use for group work, see Annex A; please note that it is not necessary to use a diagram every time, trainers can also have participants simply list their ideas, or discuss without taking any notes)*

Tips for dividing participants into groups:

- A simple way of dividing participants into groups is by having them count. First, count the number of participants in the room, and divide by 4 (or whatever the number of groups desired). That is the number of groups you will have if you have four participants per group. Then, have participants count off to the number of groups you want, starting again at one when they reach the highest number. The first person to say each number can be the group leader, and decide where in the room (or outside of the room) to work and make sure all group members are present.
- If the trainer wants to ensure that each group has certain participants (for example, a head teacher in each group, a mother in each group, etc), s/he can group participants by category, first (all head teachers stand on the right side of the room; all mothers stand on the left side of the room; all PEA representatives stand at the back of the room...) and count off within each category.

Tips on deciding where small groups should work:

- Groups need space and quiet to have productive discussions. Whenever possible, let groups choose to work outside of the training room.
- At the very least, allow them to move their seats and rearrange the furniture to make sure that they are comfortable.

Tips regarding timing:

- Be sure to inform groups how much time they have to work before they start. Remind them 10, 5, and 2 minutes before time runs out.

Tips regarding presenting group work:

- The easiest way to share group work is to have each group present their work (with one group member acting as spokesperson) in turn. But this is not the only way...
- It is not always necessary to have participants present their ideas following small group discussions; as in the case with all presentations, many of those who are supposed to be listening will in fact have their mind elsewhere. If participants have noted their ideas on large pieces of papers, they can hang them on the wall and walk around looking at the responses of other groups. It is helpful to have each group start by looking at the work of the group to their right, and moving around the room clockwise. This is called a **Gallery Walk**.

3. Partner discussions

Partner discussions, like small group work, ensure that all participants are engaged and thinking. Partner discussions take less effort to organize, and can be very quick. Trainers ask participants to discuss a topic with the person sitting next to them. Trainers can plan to do this ahead of time, or simply implement spontaneously when they notice that participants are losing focus. As with small group discussions, participants should be given a specific topic and a timeframe.

- Assigning partners: Trainers should ask participants to talk with the person next to them. Trainers should watch for a minute to see if there are any participants without partners, and assign partners to those participants. If there is a participant without a partner, s/he can work in a group of three with two others.
- Deciding where to work: If partners are going to spend a long time analysing a topic, follow the same guidelines as for small group work; however, if the discussion is intended to be quick, partners can stay where they are. If there is a simple way of spreading out a bit, have partners pull their chairs to the side of the room or something similar in order to feel more comfortable.
- Timing: Be sure to inform partners how much time they have to work before they start. If it is intended to be a quick, casual exercise, trainers can say, “spend a few minutes discussing...”
- Presenting partner work: Trainers should ask who would like to share their ideas. It is not necessary for every participant/pair to share their ideas. Trainers should take a few ideas from a few pairs.

4. Drawing

Drawing, rather than listing ideas, helps participants think about concepts in a different way and have fun while discussing key concepts. Trainers should provide specific tasks for drawing, and can follow the same guidelines as those for small group work.

5. Role play

Role play involves participants adopting the role of someone else. For example, one participant may play the role of teacher, while the others play the role of students. This is a good way of having participants envision the possible challenges and successes that might arise in a given situation, and how they would handle challenges. Role play also helps participants to think through a process or activity in detail. Sometimes all participants will role play the same activity, while other times the trainer will prepare several different scenarios and assign different role playing activities to different groups. In general, the same guidelines as for small group discussion should be followed.

- Deciding where to work:
Encourage some groups to leave the room, otherwise the noise level can get quite high.
- Timing: Be sure to allow groups enough time to prepare. They will need to decide who is playing what role, as well as the scene as a whole. If trainers are going to ask groups to present, they should put a time limit on the scenes—no more than five minutes long.
- Presenting role play: Usually, all groups will want a chance to present and contrary to other types of presentations, participants observing role plays will pay attention. Make sure to remind presenting groups when their time is running out (give a sign when they have one minute remaining, for example).

6. Games

Games are a good way to spark participant interest, review material, and check for knowledge. Trainers will need to prepare games in advance, modifying them to suit the content of the training.

Some ideas for games are:

- Pictionary: The trainer puts 10-15 terms related to the training topic in a hat, and one participant chooses blindly. That participant draws the term, while the other participants guess what it is. The participant that guesses the picture wins a point, and chooses the person who draws next.
- Charades: As above, except rather than draw the selected term, the selected participant acts it out.
- Jeopardy: *Note: This game requires a good deal of preparation.* The trainer writes four categories in the front of the room. Each category has three questions associated with it: easy (100 points), medium (200 points), and hard (300 points), which the trainer has developed in advance. The trainer divides participants into two teams. The first team chooses a category and a question level. If they answer correctly, they get the points, and then it is the other team's chance to choose; if they answer incorrectly, the other team has the chance to answer and steal the points, and goes on to take their turn as planned.

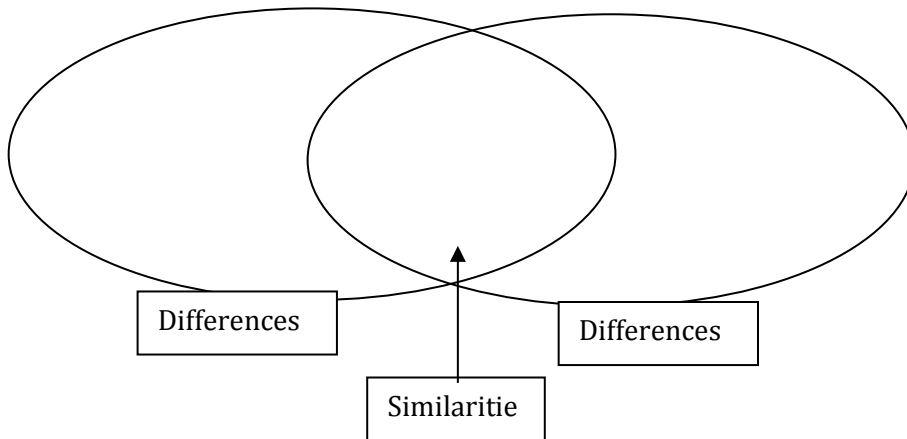
Example Game Board:

| Core Reading Skills | Training Methodologies | Stages of Development | Materials for Children |
|---------------------|------------------------|-----------------------|------------------------|
| 100 | 100 | 100 | 100 |
| 200 | 200 | 200 | 200 |
| 300 | 300 | 300 | 300 |

Diagrams for use with small group or partner work

1. Venn Diagram

When identifying similarities and differences, groups can draw and fill in a Venn Diagram:



2. T-Chart

T-Charts can be used for multiple purposes, notably for identifying strengths and weaknesses, pros and cons, etc.

| Pros | Cons |
|------|------|
| | |

3. SWOT Chart

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. Strengths and Weaknesses are positive and negative aspects of an organisation or a concept that are internal, whereas Opportunities and Threats are positive and negative aspects that are external. This type of analysis can help participants make decisions about the future of an organisation, for example

| Strengths | Weaknesses |
|---------------|------------|
| Opportunities | Threats |

Early Literacy and Math at Home

Training of Trainers

SAMPLE MONITORING & EVALUATION DOCUMENTS

ELM at Home - Quality of Training Implementation

Trainer name _____ Observer Name _____

Date(s)/Time(s) of Training _____

POSSIBLE RATINGS:

- 0** = No/none of the time
- 1** = Somewhat/some of the time
- 2** = Mostly/most of the time
- 3** = Very much/all the time
- n/a** = Not applicable

Please fill out this form regarding the trainer’s efficacy.

| THE TRAINER | | |
|--|--------|--------------------|
| ITEMS | RATING | NOTES AND COMMENTS |
| Is well-prepared before training begins. | | |
| Manages time and materials in an organized way during training. | | |
| Covers the content in Trainers’ Guide (no significant omissions or gaps). | | |
| Consistently follows the recommended “scripts” and activities in the Trainers’ Guide. | | |
| Flexibly adapts Trainers’ Guide material and “scripts” to respond to participants’ level of understanding, interests, and other characteristics. | | |
| Is clear when presenting information to participants. | | |
| Focuses on giving practice in the specific teaching skills that participants will need, rather than mostly theories or “book knowledge.” | | |
| Actively encourages the involvement of all participants in activities and discussions. | | |
| Uses and asks about participants’ personal experiences, feelings, concerns, and ideas. | | |
| Demonstrates, through words and actions, a positive, encouraging attitude toward participants. | | |
| Provides constructive criticism/feedback to participants as a group and individually. | | |

| | | |
|---|--|--|
| Creates interest and enthusiasm for the content among the participants. | | |
| Uses practical examples from own and others' experience. | | |

POSSIBLE RATINGS:

0 = No/none of the time

1 = Somewhat/some of the time

2 = Mostly/most of the time

3 = Very much/all the time

n/a = Not applicable

Please fill out this form regarding the other participants' participation during this TOT.

| THE PARTICIPANTS | | |
|---|---------------|---------------------------|
| ITEMS | RATING | NOTES AND COMMENTS |
| Are actively involved in the training activities and discussions. | | |
| Have positive interactions with the trainer | | |
| Appear to enjoy the training experience | | |
| Show greater confidence and skill as the training days go on (Rate for observations of more than one day) | | |

GENERAL COMMENTS AND SUGGESTIONS:

ELM At Home – Monitoring and Evaluation

Fidelity of Implementation

Trainer name _____ Observer _____

Date(s)/Place/Time of Training _____

POSSIBLE RATINGS:

- 0 = No/none of the time
- 1 = Somewhat/some of the time
- 2 = Mostly/most of the time
- 3 = Very much/all the time
- n/a = Not applicable

| DURING THE PARENTING SESSIONS | | |
|---|--------|-----------------------------|
| ITEMS | RATING | SUGGESTIONS FOR IMPROVEMENT |
| Training area is comfortable and safe. | | |
| Parent facilitator follows the session guide closely. | | |
| Parents are engaged, asking and answering questions, and trying out the games. | | |
| Children (when they are part of the session) are actively engaged. | | |
| Children are removed from the session at the proper time and returned at the proper time. | | |
| An adequate number of books and parenting cards are available for parents. | | |
| Any additional materials needed for activities and games are available. | | |
| Parents leave the session with a book. | | |

ONE MONTH AFTER THE TRAINING

| ITEMS | RATING | SUGGESTIONS FOR IMPROVEMENT |
|---|---------------|------------------------------------|
| Parents report that they have continued to play games with their children. | | |
| Parents have continued engagement with their ELM at Home parent community and parent facilitator. | | |
| Parents continue to look at books with their children. | | |
| Parents report having a print area in their homes. | | |

OTHER COMMENTS AND SUGGESTIONS:

ELM at Home TOT Workshop Reflection

Name: _____

| | Day 1 | Day 2 | Day 3 |
|--|-------|-------|-------|
| Training methodologies used today | | | |
| What I learned | | | |
| What I would like to learn more about | | | |
| What worked well today | | | |
| What needs improvement for tomorrow/ next time | | | |

Overall thoughts on this workshop

Certificate of Completion

Awarded to

For

**Early Literacy and Math at Home
Training of Trainers Workshop**

