



LEARNING AND WELLBEING IN EMERGENCIES



Save the Children®

Participant Workbook and Guide

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REFERENCE DOCUMENTS

DOCUMENT 1: SEL COMPETENCIES AND EXAMPLE SKILLS

Corresponding Training Session: Session 1.2: What are the SEL Competencies?

Purpose: To help teachers understand the SEL competencies and how these skills are important in the classroom

While the skills below are listed as unique from one another, it is important to remember that the competencies are mutually reinforcing and build on one another. For example, increased empathy and self-awareness can help to bring about a sense of clarity and reduced stress in children that contribute to their readiness to learn.

The Social and Emotional Learning Competencies, as established by the Collaborative for Academic, Social, and Emotional Learning (CASEL), are pictured below. The rings around the outside of the competencies refer to the different environments and influences in a child’s life and the importance of reinforcing these ideas in each component.



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Examples of SEL Skills		
Competencies	Definition	Example Skills
Self-Management	The set of skills that helps students to manage their emotions in the classroom and focus on learning. These skills can include focusing on the lesson and following instructions. Understanding concepts instead of following instructions by habit. Understanding the importance of learning.	Listening skills, focusing attention and understanding classroom instructions, logical and critical thought, and improved memory.
Self-Awareness	The set of skills that allows us to understand our own emotions and reactions to others and channel these in a positive manner. This knowledge can help us to better control emotions and cope in difficult situations.	Understanding the nature and source of personal feelings, practicing self-regulation strategies, such as mindfulness and stress-relieving activities.
Social Awareness	The skills that allow us to look at a situation from someone else's perspective and demonstrate an understanding of their challenges. Through doing so, we are better able to interact with and deal with others in a positive way and, in doing so, reduce the likelihood of conflict.	Being able to put yourself in someone else's shoes and understand their feelings/the reasons for their behaviour. This applies in both individual and group settings.
Relationship Skills	The skills which help us communicate our thoughts and feelings with others in a clear positive manner. These skills, when developed together with some of the other SEL competencies will also allow us to not ignite existing tensions and address challenges.	Communicating clearly and without misunderstanding toward more positive social relationships and reduced tensions.
Responsible Decision-Making	The set of skills that allows us to persevere in the face of challenges and continue to work towards a realistic goal. These skills are important in learning so children will continue to work with concepts until they have mastered a particular skill or task. These are also important skills related to personal resilience in the face of crisis.	Applying decision-making skills, developing goal-setting behaviour, developing a positive self-identity.

DOCUMENT 2: THE SIGNS OF STRESS¹

Corresponding Training Session: Session 2.5: Stress Management Techniques

Purpose: To equip teachers with tools, exercises, and activities to support their self-care

SEL competencies addressed:

- Self-Awareness: reflecting on the challenges you face as a teacher and your own comfort with acknowledging signs of stress
- Relationship Skills: convey thoughts and ideas as part of the activity through participation in the exercise and follow up discussion

Use the chart below to consider the different sources of stress in your life, to evaluate the level of stress each of them is causing you, and to reflect on how you might address it. Read through the items on the chart and consider whether you frequently experience the different signs of stress and give yourself a score according to the guide below.

There are also a number of blank spaces available for you to fill in what might be additional signs of stress you have noticed. Score yourself accordingly. Keep this chart and revisit it monthly (or more or less often, as necessary) to monitor whether you are finding ways to manage your stress effectively or if you are experiencing even more stress.

	Never (Score 1)	Once a month (Score 2)	Often/ once a week (Score 3)	Always (Score 4)
I feel tense and nervous.				
I have physical aches and pain.				
I am always tired – both physically and mentally.				
I cannot tolerate loud noises.				
My work no longer interests me.				
I act impulsively.				
I cannot get distressing events out of my mind.				
I am sad and feel like crying.				
I am less efficient than I used to be.				
I have trouble planning and thinking clearly.				
I have difficulty sleeping.				
Doing even routine things is an effort.				
I am distrustful or very critical.				
I have bad dreams or nightmares.				
I am irritable, and minor inconveniences or demands annoy me a lot.				
I am spending more time at work than before.				
Total:				

¹ Modified from the Teachers In Crisis Contexts (TiCC) and UNRWA Stress Management and Managing Stress in the Field – International Federation of Red Cross and Red Crescent Societies

Add up your total score:

- Under 20: Your stress is normal, given the working conditions.
- From 21-35: You may be suffering as a result of the level of stress you are experiencing and need to practice more self-care for your wellbeing. Try to find ways of coping and reducing your stress.
- Above 36: You may be experiencing the effects of severe stress. Ask for help from someone close to you. If possible, talk with your supervisor, a doctor, or counsellor.

DOCUMENT 3: MORNING MEETING ROUTINES

Corresponding Training Session: Session 3.2: Classroom Routines and Approaches

Purpose: To provide practical tools teachers can use to promote Social Emotional Learning in their classroom

SEL competencies addressed:

- Relationship Skills: ability to communicate their feelings and reflect on how their emotions affect their behaviour
- Self-Awareness: develop a better understanding of self and how their feelings and related behaviour impacts other students
- Self-Management: introducing more structure to the day can help students to develop social and emotional skills and free them to learn more effectively

Morning meetings can be adapted for different contexts but, generally, they have four key components:

- **Greeting:** Students and teachers greet and welcome each other.
- **Sharing:** Students share something about themselves or their lives (such as a funny thing that happened at home, something they saw on the radio or TV, a new sibling, etc.) and the rest of their peers listen. Then, ask follow-up questions or offer comments. If possible, have students sit in a circle during this activity so they can see each other.
- **Activity:** The group completes an activity that encourages teamwork while re-emphasizing social or academic skills.
- **Morning message:** Students read a short message from their teacher, usually describing what is to come in the day ahead.

Simple routines that can be incorporated into Morning Meetings, or used as a standalone activity during the day, may include:

Simple Good Morning Greeting

One student starts and greets the student next to him/her by saying, "Good morning, _____." They make eye contact and face each other when doing this exchange. The next student returns the greeting and then greets the person on his/her other side. You can add a handshake or high five to the simple greeting.

Different Languages Greeting

Same as above but using a greeting from a different language.

Introduce Your Neighbor

Each student interviews a partner by finding something out about them (favorite book, favorite food, favorite activity) and then sharing that information with the rest of the class. For example, you can say, "This is my friend _____, and his or her favorite activity is _____."

Ball-Bounce Greeting

Everyone stands in a circle. The first student says, "Good morning, _____" to another student and bounces a ball to him/her. After he/she has greeted someone and bounced the ball, the student sits down. The greeting is over when everyone is seated in a circle.

DOCUMENT 4: FEELINGS DICTIONARY GUIDELINES

Corresponding Training Session: Session 3.2 Classroom Routines and Approaches

Purpose: To provide a constant visual reminder for students to see the range of emotions they experience

SEL competencies addressed:

- Self-Awareness: develop a better understanding of self and improve students' emotional literacy

A Feelings Dictionary is a visual reminder of the range of feelings we all experience. Suggested approaches for creating a Feelings Dictionary in your classroom include:

1. Introduce a feeling (such as sadness) to your students using an explanation and an example.
2. Ask the students (in groups/pairs) to talk about their experiences with that feeling/emotion.
3. If you have time, ask them to do role plays about the feeling.
4. Add the feeling and a drawing of the matching emotion to a flip chart that is meant to remain posted on the wall.
5. Each time you discuss a new emotion, add it to the list.
6. Refer to the flipchart when discussing different emotions in other activities or lessons.

Possible additions include:

- If a character in a story is experiencing a particular set of emotions, you could use its experience as an example in the dictionary.
- Consider adding to the Feelings Dictionary in the mornings as part of the *Sharing* part of the Morning Meeting.

DOCUMENT 5: CLASSROOM AND PERSONAL CALENDARS

Corresponding Training Session: Session 3.5 Classroom Planning for Wellbeing

Purpose: To provide participants with tools to manage an SEL classroom

SEL competencies addressed:

- Self-Awareness: promote awareness of SEL needs for self and students
- Self-Management: using calendars is an important visual tool to record and organize SEL activities and routines
- Responsible Decision-Making: making a variety of thoughtful choices every week can increase motivation and opportunities for self-care

In order to make sure children’s SEL competencies are developing in the classroom, it is important, as teachers, that you monitor the practice of SEL and keep track of the activities and approaches you utilize in your classes.

Use the calendars below to plan out when you will use SEL activities in your classroom and how you yourself will use some of the different suggested activities (or other activities of your choosing) to manage your own self-care.

In terms of guidance on the amount of SEL required, there is not yet a great deal of research that clearly demonstrates what is needed, but we are attempting to develop ways to better understand SEL needs.

Classroom Calendar of SEL Activities and Routines				
Monday	Tuesday	Wednesday	Thursday	Friday

Personal Calendar of SEL Activities and Routines						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Sample Completed Calendars:

Classroom Calendar of SEL Activities and Routines				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
Breathing exercise (15 min)		Cooperative game (30 min)	SEL outdoor activity – 45 mins.	

Personal Calendar of SEL Activities and Routines						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Attend church/mosque	Go for walk	Breathing exercise	Meet TLC group	Breathing exercise	Read book for pleasure	Family time

DOCUMENT 6: THE FIVE CORE SKILLS OF READING

Corresponding Training Session: Session 4.5: Introduction to Literacy Boost

Purpose: To introduce the five core skills of reading: Letter Knowledge, Phonemic Awareness, Reading Fluency, Vocabulary, and Comprehension

SEL competencies addressed:

- Social Awareness: promote awareness of literacy strengths in self and others
- Relationship Skills: improve listening and communication skills with others

Letter Knowledge

Knowing all of the letters of the alphabet, including different forms of letters, such as upper case and lower case (in Latin or Cyrillic scripts), or different cursive forms (as in languages created from Arabic) or when a letter is joined with other letters (as in the consonant + vowel combinations of Asian scripts created from Sanskrit). Letter knowledge also means being able to recognize the letters in random sequence, not just reciting the alphabet.

Phonemic Awareness

Understanding that alphabet letters are symbols representing speech sounds. This includes understanding that a) individual speech sounds combine to make syllables and words; b) spoken words are made by combining separate speech sounds (phonemes); and c) phonemes can be represented by alphabet letters.

Reading Fluency

Being able to read quickly and correctly with appropriate expression.

Vocabulary

Knowing the meaning of words that you read.

Comprehension

Understanding the text that you read.

DOCUMENT 7: GUIDANCE ON ASKING COMPREHENSION QUESTIONS

Corresponding Training Session: Session 8.4: Comprehension Questions

Purpose: To introduce the four types of comprehension questions

SEL competencies addressed:

- Social Awareness – promote awareness of literacy strengths in self and others
- Relationship Skills – improve listening and communication skills with others

Here is a sample of a short story to help illustrate the four different types of comprehension questions:
Amadou has a chicken. The chicken lives in Amadou’s back yard. Amadou is careful to feed the chicken every day. When Amadou comes home from school, the chicken runs to meet him.

Factual questions ask questions where the answer is very clearly stated in the text.

- Example: “What animal does Amadou have?”, “How often does Amadou feed the chicken?”, or “What does the chicken do when Amadou comes home?”

Inferential questions ask about things that are not explicitly stated in the text but can be answered based on the information provided. These questions help promote deeper understanding of what the text is conveying.

- Example, “Does the chicken like Amadou?” or “Does Amadou like the chicken?”

The answer to each of these questions is not in the text, but we can make a good guess – the chicken probably likes Amadou, because it runs towards him, and Amadou probably likes the chicken, because he takes good care of it.

Not that a common mistake with inferential questions is to ask a question that does not have any clues in the text. For example, “What does the chicken like to eat?” is not a good question, since there is no way to answer it based on the information in the text.

Evaluative questions promote critical thinking about a text by asking students to make personal judgements about a text.

- For example, “Do you think Amadou is a good owner of the chicken?”

Typically, there is no correct answer for an evaluative question, as long as a child can support his/her opinion with facts from the text. A child could say, “Yes, Amadou is a good owner of the chicken since he feeds it every day.” or “No, Amadou is not a good owner, because he feeds the chicken only once each day.” Both answers would be correct as they include a reasonable defense from the text.

Experience-related questions ask a child to engage with the text in a deeper way, by relating it to his/her own life.

- For example, “Have you ever taken care of something like Amadou does?”

DOCUMENT 8: GUIDANCE ON READING STORIES ALOUD TO YOUNG CHILDREN**Corresponding Training Session:** Session 8.5: Classroom Literacy Activities – Part II

Purpose: To introduce simple activities that reinforce early literacy skills

SEL competencies addressed:

- Social Awareness – promote awareness of literacy strengths in self and others
- Relationship Skills – improve listening and communication skills with others

1. Choose stories appropriate to the children’s age level. Stories should communicate a positive message or a positive role model. Do not choose stories with negative stereotypes of ethnicity or gender.
2. Read the story first yourself! It is important to practice reading the story before trying to read it to a group of children.
3. Introduce the topic of the story, set the context. If there are pictures, show them to the children. Ask them to say what they see in the pictures.
4. Read in meaningful phrases (not one word at a time).
5. Follow the punctuation carefully.
6. Try to use a different voice for different characters.
7. Read the story with expression; make it exciting!
8. Vary your voice according to the story. For example, read some parts slowly, to build suspense. Or read faster for exciting parts. Raise your voice if something surprising happens. Or lower your voice for a sad or scary part.
9. If there is a difficult word, explain it to the children. This will help build vocabulary.
10. Check that the children are understanding the story. Pause and ask questions occasionally. (But do not do this too often – you do not want to disturb the flow of the story.)
11. Keep eye contact with the children. Look up from the book occasionally and ask the children a question. (See the next section for Guidance on Asking Comprehension Questions).

SUGGESTIONS FOR TEACHER SELF-CARE

Quotes about Self-Compassion

Quotes are a wonderful tool to help you think and make personal connections to someone else's words. If you find a quote that helps calm you down, or remind you to be kind to yourself, consider posting it on the wall or somewhere you can see it regularly. Seven quotes about self-compassion that may be helpful to you are:

- "Self-compassion is simply giving the same kindness to ourselves that we would give to others."
~ Christopher K. Germer
- "If you don't love yourself, you cannot love others. You will not be able to love others. If you have no compassion for yourself then you are not able of developing compassion for others."
~ Dalai Lama
- "Compassion for others begins with kindness to ourselves."
~ Pema Chödrön
- "If your compassion does not include yourself, it is incomplete."
~ Buddha
- "Talk to yourself like you would to someone you love."
~ Brene Brown
- "You, yourself, as much as anyone else in the Universe, deserve your love and attention."
~ Buddha
- "Be kind, for everyone you meet is fighting a hard battle."
~ Plato
- "A moment of self-compassion can change your entire day. A string of such moments can change the course of your life."
~ Christopher K. Germer

Mantras

There are many things that we think about, and sometimes it can be overwhelming to have a constant stream of thought running through our heads. Taking the time to calm ourselves and quiet our minds is a challenge for all of us. One way of quieting our mind is to repeat a mantra (pronounced: mahn-trah). 'Man' means mind and 'tra' means release. So a mantra is used to help release your mind to a place of emotional well-being.

A mantra is a powerful and/or positive word or phrase you quietly say to yourself again and again. Examples include "I can do this," "I am okay," "just breathe," or "yesterday is not today." Focusing on repeating a mantra relaxes your mind from stress for a short period of time.

Cloud Watching

Spending time outside and in nature is one of the best ways to relax. Sitting or lying on the grass, or in a quiet place, while watching clouds reduces stress. Looking at clouds is a healthy distraction. Time passes by while looking for creative shapes and learning about the different types of clouds.

Stacking Stones

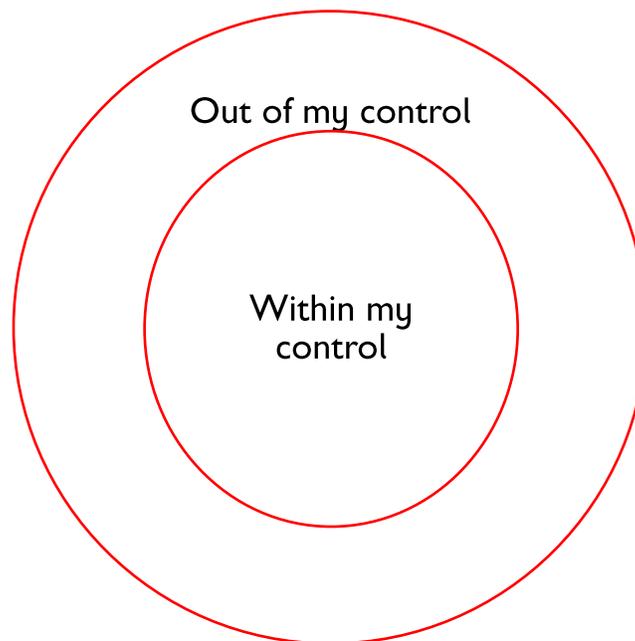
Stacking stones is a calming activity that requires your full attention and relaxes your mind. You have to pay attention closely to find a stone's center of gravity before you can place another stone on top of it to keep it balanced. You can use three stones in the shape of a triangle to form the base of the stack, or you can try to stack and balance them one on top of the other.

Teacher and Student Appreciation

The entire school community needs to feel appreciated, because it takes everyone to work together to create a safe, clean, and productive learning environment. Consider speaking to your head teacher about establishing recognition days or routines, such as Teacher Appreciation Day, Teacher of the Month, or Student of the Month. Within your classroom, you can make sure that individual students feel recognized by celebrating their birthdays throughout the year.

Circle of Control

Part of self-compassion is bringing peace to ourselves instead of seeking it from others. One visual tool that you can use to bring peace to yourself daily is a Circle of Control. A Circle of Control helps you identify what you can and cannot control in a situation – this is a healthy practice, and an effective way to reduce stress. Recognizing what you do and do not have control over can also help you make positive choices to benefit your emotional and physical well-being.



When you encounter a stressful situation, analyze your concerns using the Circle of Control. In the outer circle, write down aspects of the situation that you know you cannot control (for example, another person's unkind words and actions, how another person thinks of you, etc.). Then, in the center of the circle, write down what you can control in their situation (for example, your own actions and behaviors).

You can create the Circle of Control daily, weekly, or as often as you need it to see how much of your problem is within your control, and how you can bring yourself peace of mind.

Identity and Empowerment

Identity is the combination of qualities and values that we see in ourselves, and sometimes how we think people see us. You might see yourself as a woman, mother, the youngest daughter, the older sister, a teacher, employee, artist, or so on. Our identity can form by these titles we give ourselves (or the titles other people give us) because of the roles we have and the activities and work we do. Over time we can become so many things to different people.

Sometimes we can feel like we are losing our identity when life becomes busy and/or stressful, or there is a sudden negative event. Losing a sense of our identity can create a change that makes us feel empty, scared, anxious and/or depressed. When this happens, it is easy to look at other people then to give us our self-confidence and self-worth instead of giving it to ourselves.

When we feel our life is unbalanced, this is when we need to be kind to ourselves and practice self-compassion. To remind yourself of your identity, try listing the different names of how you identify yourself (i.e. brother, teacher, uncle, etc.).

Comfort Tokens for Managing Grief

Loss can take many forms, such as loss of life, loss of home, loss of job, loss of safety and security, or loss of independence. When we lose someone or something we love, we grieve for what we once had.

Grief is experiencing the process of emotions you feel inside knowing that what you have lost is gone, often permanently. Grief is also your body's physical reaction to releasing your pain, often through crying.

Mourning is how you express your grief and how you accept, change, and adapt to your loss. You can share your grief with others, do good actions to honor the memory of who or what you have lost, and recognize that, although grief never goes away, it can be managed over time.

Grief and mourning is a personal process. One idea to help you move forward through life is to find or create a comfort token that you can carry with you. The token should make you feel good and help you to feel grateful and peaceful while remembering who or what you have lost. The comfort token can be something small you have that belonged to someone you love, such as a button from a piece of their clothing, or a smooth stone you find to paint or draw a picture or word in memory of who or what you have lost.

MULTIPLE INTELLIGENCES

Recognizing the Strengths of all Students

Howard Gardner, an American developmental psychologist, described the concept of Multiple Intelligences, which acknowledges that different children have different strengths when it comes to learning. Multiple Intelligences Theory encourages teachers to identify the ways in which their individual students are intelligent, and plan their lessons to touch on these strengths. The more varied teaching approaches a teacher uses, the more likely that they will give all children a chance to build on their strengths.

Refer to the table² below to learn more about the different intelligences that exist in your classroom. Examples of activities that address specific intelligences will also help you plan your lessons to better address the strengths of all of your students.

Intelligence	Description	Teaching Methods
Linguistic	Those who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.	Lectures, discussions, word games, storytelling, choral reading, journal writing etc.
Logical-Mathematical	Those who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking, etc.
Spatial-Visual	Those who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching.	Visual presentation, art activities, imagination games, mind-mapping, metaphor, visualization
Bodily-Kinesthetic	Those who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled "overly active" in traditional classrooms where they were told to sit and be still!	Hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.
Musical	Those who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.	Rapping, songs that teach
Interpersonal	Those who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may	Cooperative learning, peer tutoring, community

² Compiled from: <http://web.cortland.edu/andersmd/learning/MI%20Theory.htm> and <https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/multipleintelligences.html>

	have typically been identified as "talkative" or "too concerned about being social" in a traditional setting.	involvement, social gatherings, simulations, etc.
Intrapersonal	Those who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.	Individualized instruction, independent study, options in course of study, self-esteem building, etc.
Naturalist	Those who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.	Experiments and explorations of nature around the school
Existential	Those who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy.	Individualized instruction, independent study, options in course of study, self-esteem building, etc.

The Importance of a Growth Mindset

A growth mindset is a positive way of thinking. A growth mindset supports anyone to believe their intelligence and talents can be developed through hard work, good problem-solving strategies, and help from others.

The opposite of a growth mindset is a fixed mindset. A fixed mindset is a negative way of thinking, because it causes anyone to believe their intelligence and talents cannot be improved or developed. A fixed mindset gives little to no effort.

Effective teachers should embrace a growth mindset for themselves and their students, and encourage their students to practice a growth mindset and think positively about their own development.

CLASSROOM ACTIVITIES – MASTER LIST

Activity Name	Skills Area Addressed										Pg	
	Self-Management	Self-Awareness	Social Awareness	Relationship Skills	Decision-Making	Letter Knowledge	Phonemic Awareness	Fluency	Vocabulary	Comprehension		Writing
Belly Breathing												21
Meditation Exercise												21
Muscle Relaxing												21
Sitting Silently												22
Focus on the Light												22
Contract and Release – Heat												22
Identify What’s Making You Stressed												23
Feelings Dictionary												24
The Humming Game												24
The Human Knot												24
Who is the Leader?												24
Big Wind Blows												25
Group Juggle												25
Coloured Dot Game												25
Veggie Stew												25
Compliment Relay												26
Mirrors												26
Drawing your Special Place												26



Activity Name	Skill Area Addressed										Pg	
	Self-Management	Self-Awareness	Social Awareness	Relationship Skills	Decision-Making	Letter Knowledge	Phonemic Awareness	Fluency	Vocabulary	Comprehension		Writing
Touch the Letter												27
Bingo												27
Touch the Word												27
Look, Cover, Write, Check												27
Find Your Name												27
Find Your Friends' Names												28
Class-Generated Texts												28
Word Card Games												28
Making Lists												29
Labelling a Drawing												29
Drop Everything and Read												29
Story Time												29
Letter Stretching												30
Rhyming Words												30
Clapping Syllables												30
Phoneme Cards												30
Count the Letter												31
Find the Word												31
Count the Word												31
Silent Reading with Pre-Questions												31
Self-Portrait												32
Making Short Words from a Long Word												32
Scrambled Sentences												32
Cloze Exercise												32
Guided Writing												33
Research and Reporting												33
Story Time												33
Choral Reading												34
Reading in Pairs												34

CLASSROOM ACTIVITIES – INSTRUCTIONS

MINDFULNESS ACTIVITIES

Belly Breathing

1. Sit in a comfortable position and place your hands gently on your lower belly.
2. Sit quietly for a moment and observe your natural way of breathing.
3. Now, start by slowly and deeply breathing out through your mouth for 5 seconds. When you breathe out, allow your whole body to relax.
4. Now breathe in slowly through your nose for five seconds and fill your belly with oxygen. Feel your hands move out and expand as your belly fills with air.
5. Hold for ten seconds. Slowly exhale again.
6. Do this for at least three cycles.
7. Make sure you breathe out longer than you breathe in. You should be able to see your hands on your belly moving in and out as you exhale and inhale.

Another technique for belly breathing is 7/11, which is simply breathing in for seven counts and out for 11. It doesn't matter how you count, but it tends to lengthen the exhalation. This can shift us to calmer modes of mind and allow us space to respond, rather than react to a situation.

Meditation Exercise

1. Tell students to take 1 minute to sit quietly. Close your eyes only if you are comfortable doing so.
2. Grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.
3. Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
4. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
5. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
6. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
7. Now bring your attention back to the class and group. Wiggle your fingers and toes. Make small circle with your wrists. Stretch your arms up to the sky and then shake them. If your eyes are closed, slowly open them.

Muscle Relaxing

1. Tell students to sit in a comfortable position
2. Ask students to pretend to be “frozen” by tightening their arm.
3. Then, let them “thaw” by relaxing their arm, and imagine their stress or anger melt away.
4. Repeat again with a different body part.

Sitting Silently

1. Tell students before they begin this activity they will need to identify a daily intention or mantra. This can be a short saying that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
2. Ask students to sit tall in their seats and stretch their neck out above their shoulders.
3. Ask them to state their daily intention. Repeat the daily intention one or two more times.
4. Ask them to reflect quietly, “What does today’s “Daily Intention” mean to you?”
5. Now take one minute to sit silently.
6. Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

Focus on the Light

1. Ask students to sit silently and visualize. If you are comfortable, feel free to close your eyes.
2. SAY: Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts.
Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings. Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, “The light is in me, I am the light. I shine light on everyone and everything around me.”
3. Ask students to sit for a few seconds in silence.
4. Tell students that they can now begin to bring themselves back to the present. Focus on breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.

Contract and Release – Heat

1. Ask students to take one minute to sit silently.
2. SAY: Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax.
Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
3. Ask students to sit silently for 30 seconds, or as long as they are comfortable.

4. Ask students to bring their attention back to the class. Wiggle their fingers and toes. Make small circles with their wrists. Stretch their arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.

Identify What is Making you Stressed

1. Before you can tackle stress, you need to know what is stressing you out. Write a list detailing all the things that are causing you stress right now. Divide your list into two columns: Things you can control and things you cannot.
2. Now focus on finding solutions for the things you can control. From your list, pick the one that will have the biggest impact on your stress levels. What can you do to solve this issue?
3. Set yourself a goal to manage it and write it down using positive language.

ACTIVITIES THAT BUILD SEL COMPETENCIES

Feelings Dictionary

1. Introduce a feeling (such as sadness) to your students using an explanation and an example.
2. Ask the students (in groups/pairs) to talk about their experiences with that feeling/emotion.
3. If you have time, ask them to do role plays about the feeling.
4. Add the word to a flip chart that is clearly posted on the wall.
5. Each time you discuss a new emotion add it to the list.
6. Refer to the flipchart when discussing different emotions in other activities or lessons.

The Humming Game (*from www2.peacefirst.org*)

1. In this game, one person will be asked to perform a simple task. The challenge is that they will not know the task – and they need to determine the task by the volume of the group’s humming.
2. Ask a volunteer to step out of the room, and while they are outside, ask the group to make two decisions: 1) What task the volunteer will perform and 2) What song everyone else will hum (they should pick a song that everyone knows).
3. The task can be anything, provided it is appropriate and involves an object in the room (such as putting a chair on the table, writing their name on the board, or moving a piece of paper).
After the group has decided on a song and a task, invite the volunteer to stand in the center of the room while the rest of the students hum the song at a medium volume.
As the volunteer starts to walk around the room, hum louder if they get closer to the task and softer if they get farther away. It may take a while, especially during the first round, but the feeling of accomplishment when they finally complete the task is extremely exciting.

The Human Knot

1. 8-10 students stand in a circle facing each other (create multiple circles for larger groups).
2. Each student puts one hand in the circle, face up.
3. Then, each student uses their other hand to reach into the circle and take the hand of any of the other students, EXCEPT the students standing next to them on either side.
4. Without letting go, students must work together to untangle their human knot – they can turn around or step over or under each other as needed.
5. The game is completed when the knot is untangled.

Who is the Leader?

1. Ask one volunteer to leave the room and, while they are outside, ask the group to nominate a leader.
2. The leader will be responsible for choosing gestures that everyone else will copy (such as jumping up and down, clapping their hands, or patting their stomach).
3. Everyone who is not the leader must follow the leader without giving away who the leader is.
4. The volunteer is then brought back into the room and will ask “Who is the leader?” – everybody must answer, “I am the leader” while following the movement the leader is making.
5. The goal is for everyone to work together and copy the leader as soon as he/she switches to a new gesture.
6. The round is completed when the volunteer identifies the leader – then a new leader and volunteer can be selected.

The Big Wind Blows (from www2.peacefirst.org)

1. Arrange small stones (or other markers) in a circle so that there is one less stone than the number of participants.
2. Each participant should stand behind one of the markers, with one participant in the middle.
3. The participant in the middle begins by saying, “A big wind blows for people who…” and completes the statement with something that is true about themselves (such as “...have an older brother” or “...are wearing blue”).
4. Everyone around the circle who is also described by that statement must move and find another empty stone or marker to stand behind (the original person in the middle should also find a new stone or marker to stand behind).
5. The new person who is left in the middle makes a new statement about who the big wind blows for, and everyone that finds the new statement true about themselves must move again to an empty space behind a stone or marker.
6. The game ends after multiple participants have had a chance to say who the big wind blows for.

Group Juggle

1. The goal of this activity is to pass an item around the circle with as few drops as possible.
2. Start with one ball.
3. Set up a passing pattern for the ball/item so that everyone in the group receives it once and then passes it on to someone else. Pass to someone across the circle, not right next to you. One person starts the sequence and will get the ball/item back after everyone has passed it.
4. Once you have the order of the pattern, start at the beginning again and see if you can pass the ball/item around to everyone without dropping it.
5. You can add in more balls/items to increase the challenge of the activity.

Colored Dot Game

1. Put a colored sticker dot on the forehead of each student. The child does not get to see what color it is. Have four or five different colors of one-inch dots available.
2. Without talking, each student needs to find other students that have the same colored dot. One variation on this game could be asking students to line up according to their birthday.

Veggie Stew (http://www2.peacefirst.org/digitalactivitycenter/files/top_ten_games_for_families_0.pdf)

1. Have the group stand in a circle with one person in the middle. Choose someone in the circle to begin.
2. That person should say their name first, and then say the name of someone else in the circle. For example, Fatou might begin by saying, “Fatou to Miriam.” Miriam would then choose someone else in the circle and say, “Miriam to Ben,” then, “Ben to Mohammed,” then, “Mohammed to Yasmin,” and so on.
3. While this is happening, the person in the middle has the job of tagging someone lightly on the shoulder before the second person’s name is said.
1. If the “tagger” tags someone before they can say the second name, the person tagged comes into the middle of the circle, and the now ex-tagger takes their place in the circle. The ex-tagger continues by saying their own name and then another person’s name in the circle.

2. If participants run backwards from the tagger to avoid being tagged, create a boundary for the circle, so that if someone crosses it trying to avoid a tag, then they are automatically “it.” The game continues as long as people are having fun or until time runs out.

Compliment Relay

(http://www2.peacefirst.org/digitalactivitycenter/files/top_ten_games_for_families_0.pdf)

1. Tell players that they are going to play a game in which they will be sharing compliments. If needed, explain what a compliment is or give some examples: “I like the way you _____,” “Thank you for _____,” or “You are really good at _____.” Begin the game with players sitting in a circle.
2. The object is to pass compliments around the circle.
3. One person will give a compliment to the person sitting next to them, who will say, “Thank you,” and pass another compliment on to the next person, and so on. Remind players that compliments are sincere. Model a good compliment by starting the relay in a counter-clockwise direction.
4. The game ends when the relay has gone around the circle one time.
5. To play a second round, say, “I’m going to count to 10 and everyone needs to find a new seat in the circle.” Challenge the group by telling them that everyone must say a different compliment.

Mirrors

1. Put people into pairs. Explain that they will play two rounds.
2. In each round, one person will be the leader and one person will be the follower. Have pairs choose the leader for the first round.
3. Explain that the leader will have 60 seconds, during which they should move slowly and deliberately and during which their partner must mimic the movements, as if they are a mirror image.
4. Players may make faces, wave their arms or legs, turn side to side, stand on one foot, re-tie a shoe, or anything they can imagine (within reason). It should be a silent activity, and leaders should move slowly and smoothly enough so that their “mirror images” can follow along in sync.
5. After 60 seconds, have players switch roles.
6. Variation: After each person has had a chance to be the leader and the follower, give groups a minute during which neither person is designated the leader.

Drawing your Special Place

1. Ask participants to draw a picture individually.
2. The picture is of their special ‘happy place’ (e.g. a picture of somewhere they feel safe, calm and happy).
3. Ask them if they are ok to share with others. Do not force anyone to show their picture.
4. If they are willing, have them share and explain in small groups.

ACTIVITIES THAT STRENGTHEN LITERACY SKILLS

Touch the Letter

1. Ask 2-4 volunteers to come and stand by the board
2. Write 5 different letters on the board, in large print and spaced far apart.
3. Say a letter - either the letter name or the sound that the letter makes.
4. Participants (or children) race to be first to touch the letter.

Bingo

1. Write 6-8 alphabet letters on the chalkboard.
2. Learners choose 3 or 4 (or more) letters from the list and write them as a list in their notebooks or on paper.
3. Teacher calls out one of the letters - either the letter name or the letter sound. Learners who have chosen the letter that is called, or the letter corresponding to the sound, put a line through it.
4. When a learner has put a line through all of their letters, they call 'BINGO!' This learner is the winner.
5. Continue until several learners have 'BINGO!' or until all the letters on the board have been called

Touch the Word

1. Ask 2-4 volunteers to come and stand by the board
2. Write 5 different common words on the board, in large print and spaced far apart.
3. Say a word.
4. Participants (or children) race to be first to touch the word.

Look, Cover, Write, Check

1. First, the teacher says the new word. The students repeat it.
2. Do this 2-3 times.
3. LOOK: The teacher then writes the word on the board, or on a sheet of paper. The students look carefully at the word and say it aloud.
4. COVER: The teacher covers (or hides) the word, so the children cannot see it.
5. WRITE: The children try to write the word, from memory.
6. CHECK: The teacher shows the word again. The children check their own spelling and make any necessary corrections.

Find Your Name

1. Arrange the students' names at the front of the room.
2. Ask groups of 3-4 students to come up together.
3. Each child must find his/her own name.
4. When the children find their names, they bring them back to their seats.
5. The game continues until all children have found their names.

Find Your Friends' Names

1. Arrange the children into groups of 3-4 (ensure an even number of groups).

2. Ask the children to show their name cards to everyone in their group.
3. Collect all of the name cards, mix them up, and display them (on the table or floor) at the front of the class.
4. Ask for one volunteer from each group to come up to the front to find the names of everyone in their group.
Be sure to send volunteers from two groups at a time, so that the final group is not just collecting the remaining names. The game continues until all groups have found their names.

Class-Generated Texts

1. Ask students to select a topic to write about [Note: examples could include our school, our village, pets, animals, holidays, etc. Avoid personal topics, such as 'My Favorite Book', because the sentences should come from the group as a whole rather than one individual.]
2. Ask the students to propose a topic for the text.
3. Once everyone agrees, write the title on the board.
4. Ask a volunteer to suggest a first sentence. Check that the group agrees.
5. Write the sentence on the board.
6. Ask for volunteers to suggest spellings for some of the words.
7. When the sentence is complete, ask the group to read it out loud.
8. Ask for a different volunteer to propose the next sentence.
9. Continue the process of checking that the entire group agrees, writing on the board, and reading together until there are 3-4 sentences.
10. Read the entire text out loud together.
11. Check that the group approves of what was written, and make final adjustments as requested
12. Ask the students to copy the story into their notebooks, and add 1-2 more sentences of their own, and/or add a drawing to illustrate the text.

Word Card Games

1. Select a set of 10-12 high frequency words that you would like your students to recognize by sight.
2. Write the words on the chalkboard, and instruct the students to copy each word on a different piece of paper.
3. Monitor the children to make sure they are copying the words correctly.
4. Divide children into groups of four to play games with the word cards. Possible games include:
 - a. Touch The Word – children spread the words out in front of them. One student calls a word out loud, and the other three must race to touch the word first.
 - b. Memory – two sets of cards are placed on a desk with the words facing down. Students take turns flipping over two cards at a time to find two cards that match. When two matching cards are found, they are removed from the set. The game continues until all cards are matched.
 - c. Snap – two or more children hold matching sets of word cards. Each set of cards is shuffled. Then, children take turns to flip over one card at a time and place it face up on a pile. If a word matches (or rhymes with) the previous card turned, the first child to call “Snap!” wins all of the cards in the pile of cards already used.
 - d. Other card games – many games that are played with traditional playing cards can be adapted to be played with word cards. Think about games children enjoy, and instruct them on how to play using words instead of numbers!

Making Lists

1. Select a topic that children will be familiar with (for example, types of animals, colors, shapes, foods, feelings, or words that begin with a specific sound).
2. Ask students to suggest items for the list.
3. Write each item on the chalk board.
4. Ask students to copy the items into their own list.
5. Ask students to illustrate their lists.
6. If possible, post students' writing and artwork around the classroom.

Labeling a Drawing

1. Draw a simple scene on the black board.
2. Ask students to name different objects in the drawing.
3. Write each object named in a list next to the drawing.
4. Ask children to copy the picture in their notebooks, and use the word list to label each item in the picture.
5. If possible, ask children to write simple sentences about what they see in the picture [Ex. "The house is near the road."]
6. Post students' work around the classroom. This will help to motivate children and also contribute to making the classroom a more print-rich environment.

Drop Everything And Read (D.E.A.R.)

1. Set aside 15-20 minutes each day for children to stop doing anything else and pick up something to read.
2. Children should read an item of their own choice, which is at an appropriate reading level for them.
3. Children can read on their own, in pairs, or in small groups.
4. Pair non-readers with children who can read.
5. Allow children to read independently, while monitoring them to see if they need help.

Story Time

1. Set aside 15-20 minutes to read or tell students a story that is not from their textbook (should be something interesting).
2. Introduce the story by telling children what it is about, and asking them questions about what they think might happen.
3. Read/tell the story fluently, and with clear expression.
4. Change voices when different characters are speaking.
5. Pause every 3-4 sentences to make eye contact with the children.
6. If something surprising or funny happens in the story, look at the children and make a facial expression based on what is in the story (for example, a surprised face or laughing).
7. If there are pictures in the book, show the pictures to the children.
8. Ask children what they think about different characters and their actions or decisions in the story.

Letter Stretching

1. Make sure everyone is standing (ideally in a circle) and they have some space around them.
2. Start off with the usual slow deep breathing routine, breathing in through your nose and out through your mouth. Repeat a number of times.
3. Next, as we continue to breathe deeply, we are going to stretch forming different letters with our bodies. [This will be done in English now, but you can try it in the language of instruction with your students].
4. Let us practice some letters now. Continue to breathe slowly and deeply.
5. As the teacher/leader, you choose a letter and stretch. The students will copy you by stretching.

Rhyming Words

1. On the black board, write two sets of rhyming words, mixed up [for example: cat, top, sat, hat, hop, mop]
2. Ask students to work in groups of 4-5 to sort the words into rhyming sets [for example: cat-sat-hat and top-hop-mop]
3. Next, ask students to try adding additional rhyming words to each set [for example: mat-fat and pop-cop]
4. Ask each group to write a sentence using as many of the words as possible. Encourage them to make sentences that are funny but have meaning.
5. Allow groups to read their sentences out loud to the group.

Clapping Syllables

1. On the blackboard, write words with different numbers of syllables [example: dog, water, computer, mathematics, organization, etc.].
2. Ask students to clap their hands for each syllable as you speak them out loud.
3. Pick one of the words and clap the syllables without saying the word out loud – ask the students to identify the word from the syllables.

Phoneme Cards

1. Prepare small cards with one sound written on each one [for example: h, th, ee, k, m, a, r]
2. Give each student one card (make sure there are several cards of each letter, so that 3-5 participants will receive the same letter sound). Whisper the sound to the child, so he/she is certain to pronounce it correctly.
3. Ask each student to keep his/her card hidden and to walk around making the sound.
4. Without showing anyone their letter cards, ask the participants to find the others who are making the same sound as them.
5. Once they have found the people with the same sound card, ask them to repeat the activity (walking around making their sound) and this time, find people with different sounds that they can combine the sound together to make a word [for example: t, ee, and m can make 'team'].
6. Explain that this activity is about combining sounds into words, not about making the correct spelling of words!

Count the Letter

1. Ask everyone to turn to the same page in the textbook, and to look at the same paragraph.
2. Tell everyone that they are going to have a race to see how many times a certain letter appears in the paragraph.
3. Name a letter that appears an average number of times in the paragraph.
4. Verify that the students found the correct number of times the letter appears.
5. Try the game again, but this time ask them to find the number of times a sound appears [since some letters make the same sound, the answer may be different than counting the letters]

Find the Word

1. Ask everyone to turn to the same page in the textbook, and to look at the same paragraph.
2. Name a word that only appears once in the paragraph, and ask students to race to be the first to find the word.
3. Verify that the students found the word in the correct location.
4. As an alternative, you can ask children to do this activity in pairs.

Count the Word

1. Ask everyone to turn to the same page in the textbook, and to look at the same paragraph.
2. Choose a word that occurs several times in the text.
3. Ask students to race to see who can be the first to count how many times the word appears in the text.
4. Verify that the children have counted correctly.

Silent Reading with Pre-Questions

1. Write 1-2 simple questions about a passage from the textbook on the board.
2. Check that all students have understood the question.
3. Tell the students the page number where the text appears.
4. Ask all students to open their books to the correct page and find the answer to the question(s) at the same time.
5. Students' should raise their hand or write down the answer when they find it.
6. This activity can be done individually, or by children working in pairs.

Self-Portrait

1. Ask participants to draw a picture of themselves (how they see themselves)
2. Participants should work individually and NOT let others see their drawings.
3. Ask participants to share their drawings if they want with the group
4. Ask them to give you the pictures and then share in front of group.
5. See if people can guess which picture is who (ask them to explain why when they guess)

Making Short Words from a Long Word

1. Write a word of at least two syllables on the board [ex. WATER]
2. Students work in groups of 3-5.

3. One student copies the word onto a piece of paper.
4. Then, each child copies one of the letters in the word on a small card or slip of paper (a different letter for each child).
5. Children then re-arrange the letters on the small cards to make other words [ex. from WATER: eat, rat, wet, tear, are, art, wart, rate, etc.].
6. One person in the group should keep a list of the words that the group finds.
7. The group with the most words is the winner.

Scrambled Sentences

1. Write a sentence on the board with the words in a mixed-up order [Example: on ten shelf there books are the].
2. Students work in groups of 2-3 to write the words in the correct order.
3. The first group to complete the sentence reads it out loud [Note: There may be more than one correct answer, ex: “There are ten books on the shelf.” or “On the shelf there are ten books”].
4. The teacher writes the sentence on the board.
5. All students copy the correct sentence.

Cloze Exercise

1. Identify a short text that children have not seen before.
2. Delete several words in the text that children should be able to guess from the context.
3. Leave a blank where the deleted word is supposed to go.
4. Decide whether to give additional hints, such as leaving the first or last letter from the deleted word, or a list of the deleted words at the end of the texts.
5. Ask children to work individually or in groups to complete the spaces with the missing words.
6. Discuss the proposed and correct answers for each blank – if children selected a word that is incorrect but still makes sense in the sentence, explain to them that there was more than one correct answer.
7. Ask children to explain why they chose the words they did.

Guided Writing

1. Write a table of key information on the black board (if possible, connected to one of the subjects the class is currently studying). For example:

Animal	Food it eats
<i>cows</i>	<i>grass</i>
<i>donkeys</i>	<i>grass</i>
<i>dogs</i>	<i>meat</i>
<i>goats</i>	<i>leaves</i>
<i>tigers</i>	<i>meat</i>

2. Give an example of simple sentences that can be created from the information on the table. [Ex: *Cows eat grass. Dogs do not eat grass.*].
3. Students work in groups of 3-4 to generate additional examples of simple sentences.
4. Give an example of a more complex sentence [Ex: *Cows eat grass, but they do not eat meat.*].

- Students work together in groups of 3-4 to try to create the longest sentence using the words in the table.
- The group that creates the longest sentence wins.

Research and Reporting

- Students draw a simple table in their notebooks:

Student Name	Favorite Color	Favorite Food

- In groups, students interview each other to identify each student's favorite color and food. An example of the completed chart is:

Student Name	Favorite Color	Favorite Food
<i>Mariam</i>	<i>blue</i>	<i>rice</i>
<i>Ahmad</i>	<i>red</i>	<i>potatoes</i>
<i>Ranjit</i>	<i>black</i>	<i>mango</i>

- Students work in groups to use the information in their completed charts to write sentences based on the table [Ex: *Mariam likes the color blue and eating rice, but Ahmad likes the color red and prefers eating potatoes*].
- Groups share their sentences with the entire class.

Story Time

- A teacher reads aloud or tells a story to the class.
- This activity can be conducted with any story, or with a story that focuses on specific content related to the emergency, such as protection or Disaster Risk Reduction (DRR).
- Story time should ideally be done daily with young children, or at least three times a week. It should last about 15 minutes each time.
- The main aim is that the children enjoy the story.
- The teacher might ask some questions before, during, or at the end, but the main aim is for the children to enjoy the story.

Choral Reading

- Teacher reads aloud (with expression), students follow with their finger.
- Teacher and students read aloud together (2-3 times).
- Teacher lowers voice to allow children to fill in missing words.
- And/or teacher plays "Find the Mistake".
- Students practice in small groups.

Reading in Pairs

1. Students practice reading a text in pairs.
2. They take turns to read the text to each other.
3. Struggling readers can be paired with children who are slightly stronger.
4. The teacher focuses their attention on the weakest readers in the class.
5. This activity is typically done with texts that have already been practiced by the class chorally.