



# LEARNING AND WELLBEING IN EMERGENCIES



Save the Children®

Community Action

# TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	3
<b>BOOK BANKS</b> .....	5
<b>ACTIVITIES FOR CHILDREN</b> .....	7
READING CLUBS.....	7
READING BUDDIES .....	7
STORY TIME .....	8
READING FESTIVAL.....	9
<b>ACTIVITIES FOR CAREGIVERS</b> .....	10
CAREGIVER AWARENESS-RAISING.....	10
<b>SESSION GUIDES</b> .....	11
READING CLUBS.....	12
CAREGIVER AWARENESS-RAISING.....	28

**February 2019**

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# INTRODUCTION

## Why are Community Action Activities important in a crisis?

In times of crisis, formal education systems are often disrupted, limited, or outright closed. Community-based activities, which are important in all scenarios, are particularly critical when children do not have consistent access to other avenues of learning. Literacy and wellbeing can be effectively promoted through activities that take place directly with children and caregivers in their communities. The Learning and Wellbeing in Emergencies (LWiE) community-based activities are also highly adaptable, and can be adjusted to fit the resources, time, and space available in each context. After formal education systems reopen, community-based activities can help supplement and amplify literacy and wellbeing messages that children are exposed to in the classroom.

## What activities are included in LWiE Community Action?

LWiE Community Action includes a wide range of activities that can be conducted outside of a traditional classroom. **Book Banks** are collections of reading materials that can be made available for children in different locations around their community. Book Banks ensure that children have continuous access to reading materials, even when school is not available. The reading materials from Book Banks can also be used in a series of structured reading activities in the community. **Activities for children** are fun reading and wellbeing activities that take place outside of a traditional classroom. Activities are implemented by adult and youth volunteers, and provide children with different ways to engage with reading. At the same time, **Activities for caregivers** are activities that provide caregivers with information on how to support their children’s learning and wellbeing outside of school. The goal of all three types of activities is to ensure that children have consistent support for learning and wellbeing in their communities.

## How to select which activities to implement

LWiE Community Action is made up of a menu of diverse activities that can be selected based on what is most appropriate for the context. Use this guide to familiarize yourself with the different activities, as well as the resources and time required to implement them. Confer with leaders in the community to discuss different options and select which activities are most appropriate to implement. When deciding which activities to launch, consider the following points:

- There is no required number of activities that must be completed, although more activities generally mean more support for children;
- It is strongly recommended that you prioritize Book Banks to ensure that children are able to practice reading in other Community Action activities and at home;
- Most Community Action activities require community volunteers (adults or youth) to facilitate them – check with community leaders to understand realistically how many volunteers might be available;
- Many Community Action activities require a safe space within the community for children and/or adults to gather – check with community leaders to identify what space might be available and appropriate;
- Not all activities have to start immediately – different activities can be phased in at different times based on what is feasible.

Table 1 summarizes the full menu of LWiE Community Action activities, including their suggested frequency and related requirements. The most common Community Action activities implemented in LWiE projects are Reading Clubs, Reading Buddies, and Caregiver Awareness-Raising Sessions (marked with [\*]).

**Table 1. LWiE Community Action Activities Menu**

Activity	Led by	Participants	Frequency	Requirements
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Book Banks[*]	Volunteer caretaker	Children and broader community	Available continuously	Reading materials, weather-proof box, safe and accessible location
Reading Club[*]	Community volunteer (possibly youth)	Children in kindergarten to grade 3	Weekly	Paper or journals for children, safe location for a group of children to meet in a group, access to reading materials
Reading Buddies[*]	Students in grades 4-6	Children in kindergarten to grade 3	Weekly	Reading materials, safe location for children to meet in pairs, teacher supervisor/organizer
Story Time	Community volunteer	Children of all ages	Weekly	Safe location for children to meet in a group
Read-a-Thon	Community volunteer	Children of all ages	1-3 times per year	Reading materials, tracking sheets
Reading Festival	SC and community volunteers	Children of all ages and adults	1-3 times per year	Safe location for community members to gather
Caregiver Awareness-Raising[*]	Community volunteer (respected parent)	Caregivers of children age 10 and younger	Weekly	Safe location for adults to meet in a group

The remainder of this guide provides detailed instructions on how to implement each of these activities, as well as the session plans for the two most scripted activities: Reading Club and Caregiver Awareness-Raising Sessions. Directions that need to be translated and printed for volunteers are included at the end of this guide.

# BOOK BANKS

## What materials are included in Book Banks?

Book Banks are collections of reading materials that are stored in trunks, chests or other mobile storage options. Each Book Bank should have at least 30 pieces of reading materials (the more materials the better!), and can include picture books, one page stories, alphabet books, magazines, newsletters, folktales, dictionaries, and/or poetry. As much as possible, Book Banks should include reading materials in children’s mother tongue, as well as in the language of instruction.

New and beginning readers can be easily discouraged, so it is important to choose books in a variety of difficulties, including ones that are very easy for young children to read and master. The following table displays the typical characteristics of books at three different reading levels – try to ensure that all Book Banks include a selection of materials across each of these reading levels.

**Table 2. Characteristics of Books at Different Reading Levels**

Reading Level	Length	Words per page	Vocabulary	Pictures
New Reader	Less than 20 pages	One line per page; Less than 15 words	No unfamiliar words	Many illustrations that support the story
Developing Readers	Less than 40 pages	Short paragraph per page; less than 50 words	No unfamiliar words	Some illustrations that support the story
Strong Reader	Less than 200 pages	Multiple paragraphs per page	Some unfamiliar words	Few illustrations

## Where to get reading materials for Book Banks

The quickest option to acquire reading materials for Book Banks is to purchase them from local suppliers. However, in many cases, appropriate books (books in the local language and across a variety of difficulty levels) are not easily available. In these cases, it is also possible to create new reading materials for children. Remember, it is not necessary to use fancy materials to create the Book Bank content – reading materials can be as simple as one page stories.

Suggested methods for creating new reading materials for Book Banks include:

- Host a book development workshop with local volunteers – volunteers can either draft their own books, or dictate local stories that can be turned into books;
- Hire a local writer as a consultant to develop new materials;
- Translate reading materials from the Save the Children Digital Book Bank on the OneNet Education page;
- Plan a one-day workshop with project staff to develop new materials based on specific themes (colors, numbers, holidays, etc.), letters (“A is for Apple, A is for Aunt, A is for Animal”), or sounds (“Sally saw a slug slipping on her seat”);
- Hold a writing competition for youth to generate new stories;
- Start a child-led “magazine” where children can submit stories, poems, or drawings, which are printed and distributed to all of the Book Banks.

### Topics to include in Book Banks

Reading materials help children practice reading, but can also be a powerful method of sharing vital information and guidance related to the emergency. As you begin selecting and creating materials for the book banks, consider the guidance in the following table:

<b>Include</b>	<b>Do Not Include</b>
Materials that promote Disaster Risk Reduction (DRR) messages, such as how to stay safe in a natural disaster	Materials that include graphic violence
Materials that promote key sanitation and hygiene messages, such as the importance of washing your hands	Materials that perpetuate stereotypes against any group of people
Materials that address different types of feelings and emotions, to help children build their self-awareness	Materials that increase tensions between groups of people
Materials that show characters working together to solve a problem, to help children build their relationship skills	Materials that glorify violence or conflict
A variety of materials featuring different types of characters (boys, girls, people from different ethnic groups, people with disabilities) in leadership positions	Materials that disproportionately show certain types of people in positions of leadership (for example, only including members of the main ethnic group as main characters, or only showing men in charge)

### How to distribute Book Banks

Once the materials for Book Banks have been purchased, printed, or created, project teams can work with community members to distribute them. Each set of reading materials should be placed in a waterproof container to keep them dry. To ensure that the books are accessible to children as possible, place Book Banks throughout the community – try to ensure that no child has to travel a long distance to borrow a book.

Community members will need to identify a volunteer caretaker for each Book Bank – this is someone who will be in charge of keeping the books safe (typically in their dwelling), and making them available for children. Sometimes adults prioritize keeping books clean and like-new, which can make it difficult for children to use them freely. Meet with the volunteer caretakers prior to distributing the Book Banks to ensure that they understand that the books should be enjoyable and easily accessible to children. Provide each caretaker volunteer with sign out sheets to help them keep track of which children borrow and return materials. There is no set format for a sign out sheet, so work with the caretaker volunteers to establish a format they feel comfortable using.

After the Book Banks have been distributed, project staff should conduct regular monitoring visits to verify that children are actually borrowing materials from the Book Banks, and to replenish materials as needed. If a Book Bank is under-utilized by children, talk to the caretaker volunteer and children to identify whether the problem is related to the Book Bank's location, children's interest in or awareness of the books, or the caretaker volunteer's management style. Depending on the root cause, it may be appropriate to move the Book Bank, change the materials available, advertise the Book Bank, or re-train the volunteer caretaker.

# ACTIVITIES FOR CHILDREN

## READING CLUBS

Reading Clubs are fun, structured activities to expose children to reading outside of school. Each club is typically made up of 25 students in kindergarten to grade 3, with 2 volunteer facilitators. The volunteer facilitators can be adults or literate youth, and should speak the same local language as the children participating. If multiple languages are spoken in the impact area, a separate Reading Club can be established for each language to ensure that all children are able to participate in their mother tongue.

Each Reading Club session typically lasts 90 minutes and follows the same structured format:

1. Singing a song
2. Reading a story (with questions asked before, during, and after)
3. Playing two educational games
4. Journaling and borrowing books

Individual sessions focus on specific aspects of literacy and wellbeing, and engage children through active participation. The full content of all 15 Reading Club sessions can be found in the Session Guide section of this toolkit. Project teams should review session content carefully before training facilitators, and make adaptations if necessary to ensure the sessions are appropriate in their context.

### How to implement Reading Clubs

Project teams should work with community leaders to identify appropriate volunteers to lead Reading Club sessions, as well as safe locations for the Reading Clubs to take place. It is recommended that each Reading Club meet once per week, but the specific schedule and frequency should be agreed upon with the community.

Reading Club facilitators will need to be trained by the project team before they begin working with children. Training should include Child Safeguarding, tips for reading with children, the session plan content, and requirements for tracking attendance (see *How to use these guides to train facilitators* in the session guide section at the end of this manual). Content for the Child Safeguarding portion of the training should be provided by the implementing office's Child Safeguarding focal point. Tips for reading with children and how to use the session plan content can be found at the back of this toolkit in the guidance that will need to be translated and printed for volunteers. Lastly, there is no required attendance tracking template for LWiE, so the format can be agreed upon by the project team, facilitators, and MEAL team together. The training for Reading Club facilitators should provide an overview of these key areas, as well as give facilitators the opportunity to practice delivering sessions.

Once facilitators have been trained, they should be provided with a copy of the Reading Club session guide, a set of journals (or blank paper) and writing utensils for their club attendees, and any required monitoring forms. Reading Clubs should be able to operate self-sufficiently each week, using the local community Book Bank for reading materials. However, project staff should visit Reading Clubs often (particularly at the beginning) to verify that activities are taking place and provide support to facilitators as needed.

## READING BUDDIES

Reading Buddies are a loosely structured activity where older students (strong readers) help younger students develop their reading skills. Each pair meets once per week to borrow a book from the Book Bank and read it together.

### How to implement Reading Buddies

Reading Buddies are organized by an adult volunteer, typically a teacher or community leader. The adult volunteer is responsible for recruiting students to participate, organizing them into pairs, and providing adult supervision during Reading Buddy sessions. The project team should provide a brief orientation to adult volunteers focusing on Child Safeguarding, and the purpose of Reading Buddies. Since the adult volunteers will be responsible for orienting children to the activity, they should also be given guidance about “how to read to children” (available on the first page of the Reading Club Session Guide) so that they can pass the messages along to the older children participating in the activity.

Once adult volunteers have been oriented to the activity, they are responsible for organizing and supervising regular meetings of Reading Buddies. There is no required attendance tracking template for Reading Buddies, so a format can be agreed upon by the project team, facilitators, and MEAL team together, to enable the teachers to keep track of who is participating in the activity. Lastly, project staff should visit Reading Buddy sessions (particularly at the beginning) to verify that activities are taking place and provide support to facilitators as needed.

### STORY TIME

Story Time is a broad activity that can take place anytime, anywhere, with anyone. The essence of Story Time is to tell or read stories to children – it may take place at home or in a central safe area where children can easily access and meet. Stories can come from oral traditions, books, poems, history, or be made up. Stories are told by youth and adult volunteers in the local language, ideally once or more per week. This flexibility is well suited to an emergency context and can be especially relevant early on in an emergency when access to print materials is seriously limited.

### How to implement Story Time

Story Time requires little training and no resources. Sessions are organized by an adult volunteer who arranges for different members of the community to tell stories to children. The project team should orient the adult volunteers to Child Safeguarding, the purpose of Story Time, and the importance of selecting stories that do not glorify violence, perpetuate stereotypes, or exacerbate conflict. Volunteers and community leaders can work together to identify an appropriate location for Story Time, as well as a schedule and frequency that they find appropriate and feasible.

Once adult volunteers have been oriented to the activity, they are responsible for organizing and supervising Story Time. There is no required attendance tracking template for Story Time, so a format can be agreed upon by the project team, facilitators, and MEAL team together, to enable the teachers to keep track of who is participating in the activity. Lastly, project staff should visit Story Time sessions (particularly at the beginning) to verify that activities are taking place and provide support to facilitators as needed.

### READ-A-THON

Read-A-Thon is a community-wide initiative that encourage children to read as much as possible during a set time period. It can be competitive – with prizes awarded to individual students or teams of students who read the most – or it can be non-competitive, with all participants celebrated equally. In contexts where social cohesion is not strong, it is recommended that the activity be non-competitive.

### How to implement Read-A-Thon

Read-A-Thon is organized by an adult volunteer, typically a teacher or community leader. The adult volunteer is responsible for recruiting students to participate, setting the length of the activity, and explaining the rules to students. The project team should provide a brief orientation to adult volunteers focusing on Child Safeguarding, and the purpose of Read-A-Thon. During the Read-A-Thon period children track how many books or pages they have read. At the end of the

period, the children who participated are recognized in some way, either through a ceremony, as part of a Reading Festival (see below), or through the distribution of small trinkets.

There is no required attendance tracking template for Read-A-Thons, so a format can be agreed upon by the project team, facilitators, and MEAL team together, to enable the teachers to keep track of who is participating in the activity.

### READING FESTIVAL

A Reading Festival is any community level celebration of reading. It is helpful to plan festivals at the end of a Read-A-Thon, so students who participated can be recognized. Public speakers (local government officials, teachers, students, or authors) can be involved, and students should be encouraged to participate as presenters or readers. Reading Festivals are a very flexible activity, and should be adapted to what would be the most interesting to the target community – the goal is simply to encourage excitement about and support for reading.

#### How to implement Reading Festival

Reading Flexibles are typically organized by the project team together with community leaders. They can be combined with other awareness-raising events, such as hygiene promotion, or focus solely on reading. Successful Reading Festivals will look different in different communities, but typically include some speakers/performances, snacks, posters, and trinkets. Reading Festivals can be held as often as a community feels they will be impactful.

There is no required attendance tracking template for Reading Festivals, so a format can be agreed upon by the project team, facilitators, and MEAL team together, to enable the project team to keep track of the number of people reached by the activity.

# ACTIVITIES FOR CAREGIVERS

## CAREGIVER AWARENESS-RAISING

The Caregiver Awareness-Raising activity is made up of a series of 15 sessions for caregivers, which can also include young people and other community members. The sessions are led by a community facilitator, ideally someone who is respected by other caregivers (for this reason, it is recommended that youth volunteers not serve as Caregiver Awareness-Raising facilitators).

Each session lasts approximately one hour, and are typically delivered on a weekly basis, although the final schedule should be set by community leaders and the volunteer facilitator, to ensure that it is appropriate and feasible in the context. It is recommended that the group not exceed 30 participants so that the sessions can be as interactive as possible. The same group of participants should join each of the 15 sessions, as a different topic is covered each week. If more than 30 caregivers are interested in participating in the sessions, the community facilitator can begin new cycles of 15 sessions until everyone interested has had a chance to join.

Similar to Reading Camps, Caregiver Awareness-Raising sessions follow a set format at each meeting:

1. Welcome and reflection
2. Key message
3. Strategy
4. Practice
5. Review, commitment, and closing

Individual sessions focus on a specific theme related to a child's learning and/or wellbeing, and provides concrete guidance to caregivers on steps they can take to support their child in this area. The full content of all 15 Caregiver Awareness sessions can be found in the Session Guide section of this toolkit. Project teams should review session content carefully before training facilitators, and make adaptations if necessary to ensure the sessions are appropriate in their context.

### How to implement Caregiver Awareness-Raising Sessions

Project staff should work with community leaders to identify appropriate (respected) caregivers who might be willing to serve as volunteer facilitators for the Caregiver Awareness Sessions. Selected facilitators will need to be trained by the project team before they begin delivering sessions. Trainings should focus on the session plan content, as well as any requirements for tracking attendance. There is no required attendance tracking template for LWiE, so the format can be agreed upon by the project team, facilitators, and MEAL team together. The training for facilitators should provide an overview of these key areas, as well as give facilitators the opportunity to practice delivering sessions.

Once facilitators have been trained, they should be provided with a copy of the Caregiver Awareness-Raising session guide, and any required monitoring forms. Awareness-Raising sessions should be able to operate self-sufficiently each week, however, project staff should visit Awareness-Raising sessions often (particularly at the beginning) to verify that activities are taking place and to provide support to facilitators as needed.

# SESSION GUIDES

## A note to project staff

The following guides provide the session content for LWiE Reading Clubs and Caregiver Awareness-Raising sessions. Project teams should review session content carefully before training facilitators, and make adaptations if necessary to ensure the sessions are appropriate in their context. This may include deleting some sessions, changing the order of sessions, or adjusting content and/or terminology of some sessions if needed. Once translated and printed, session guides should be provided to the relevant community facilitators so that they are able to deliver the sessions.

## How to use these guides to train facilitators

There are three primary objectives of training Reading Camp and Caregiver Awareness-Raising Volunteers:

1. Ensure that volunteers are able to provide safe environments for their participants
2. Ensure that volunteers are able to provide welcoming and effective environments for their participants
3. Ensure that volunteers are comfortable delivering the session guide content to their participants

To achieve these three objectives, facilitator training must involve more than reviewing the session guides together. Although there is no required agenda for facilitator training, it is recommended that the training last 1-2 days and include the following components.

Content/activity	Objective
Child safeguarding focal point trains participants on child safeguarding and referral pathways	Ensure that volunteers are able to provide safe environments for their participants
PSS focal point trains participants on psychological First Aid ( <i>optional, based on context</i> )	
Trainer demonstrates how to read to children following guidance from handout	Ensure that volunteers are able to provide welcoming and effective environments for their participants
Participants practice reading out loud or telling stories to each other	
Trainer models kind and open communication throughout the training, and consistently reminds volunteers to be kind and compassionate to participants	
Trainer demonstrates 2-3 sessions	Ensure that volunteers are comfortable delivering the session guide content to their participants
Participants practice and deliver 3-5 sessions	
Participants read through remaining sessions and ask questions	
Trainer shares Save the Children contact information, any required tracking sheets, and monitoring schedule	

# READING CLUB SESSION GUIDE

## Welcome Reading Club Facilitators!

Your leadership makes Reading Clubs possible. Continuing to support children’s learning and wellbeing is an important part of responding to an emergency, and this would not be possible without your help. Thank you!

The goal of Reading Clubs is to provide a fun activity for children that helps them build their reading skills and improve their wellbeing. There are 15 different Reading Club sessions, each one lasting approximately 90 minutes. Each session focuses on specific learning and wellbeing concepts, and follows the same structure:

1. Singing a song together
2. Reading a story together (with questions asked before, during, and after)
3. Playing two educational games together
4. Journaling and borrowing books

## How to use these session guides

Each of the session guides follows the same format, which presents the content of the session in a table:

### Session 1

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<p><i>Story</i></p> <p><b>The Ant and the Dove</b> An ant went to the bank of a river to quench its thirst, and was caught in the stream. He couldn't swim! A dove sitting on a tree over the water dropped a leaf into the stream close to the ant. The ant climbed onto it and floated in safety to the shore.</p> <p>Shortly afterwards a bird catcher came and stood under the tree, and tried to lay a trap for the dove, which sat in the branches. The ant, understanding what the bird catcher was doing, stung him in the foot. In pain, the bird catcher threw down his trap, and the noise made the dove fly away to safety.</p>	<p><i>Questions to ask children</i></p> <p><b>Before the story</b></p> <ul style="list-style-type: none"> <li>• What do you know about ants and doves?</li> <li>• What makes these two animals different?</li> <li>• Can you imagine a situation where these two different animals would be able to help each other?</li> </ul> <p><b>During the story</b></p> <ul style="list-style-type: none"> <li>• Why do you think the dove helped the ant? Would you have helped the ant?</li> <li>• Do you think the ant will be able to repay the dove for his kindness? How might an ant be able to help a dove?</li> </ul> <p><b>After the story</b></p> <ul style="list-style-type: none"> <li>• Why do you think the ant helped the dove?</li> <li>• Have you had a similar experience as either the ant or the dove? Can you think of a time you helped someone else or were helped by somebody you did not expect to help you?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><b>Activity 1: Guess what I am thinking of!</b> Choose an object that is in sight of all of the children, and ask them to guess what it is based on the sound the word begins with. For example, if you see a tent, you can start with "I am thinking of something that begins with the sound <i>ttttttt</i>." Children must raise their hand to guess the object. Once the children guess the object, you can ask them to guess a new object based on the sound it begins with. After a few rounds, you can invite a child to share an object they are thinking of based on the sound it begins with.</p> <p><b>Activity 2: Belly Breathing</b> Everyone sits in a comfortable position and place their hands gently on their lower belly. When everyone is ready, give the following instructions:</p> <ol style="list-style-type: none"> <li>1. Sit quietly for a moment and observe your natural way of breathing.</li> <li>2. 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.</li> <li>3. Now, breathe out through your mouth slowly and deeply. When you breathe out, allow your whole body to relax.</li> <li>4. Breathe in slowly through your nose again. Hold for ten seconds. Slowly exhale again.</li> </ol> <p>Lead children through three cycles of breathing. Afterwards, ask children how they feel.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Song Time** – choose any two songs to sing with children. Make sure they are not political, violent, or spread negative information

**Story Time** – start by reading the “before the story” questions on the right. Then begin reading the story on the left. When you reach the first dot (•), pause to ask the first “during the story” questions on the right. When you reach the second dot, pause to ask the second “during the story” questions on the right. Then finish the story and ask the “after the story” questions on the right.

**Game Time** – follow the directions to play both games with children. The first game focuses on learning, and the second focuses on wellbeing.

**Journal Time** – allow children some time to write or draw in their journals about anything they did that day, and encourage them to borrow books from the Book Bank

### How to read out loud and tell stories to children

Reading and telling stories to children is an important part of Reading Clubs. It is important for Reading Club facilitators to feel comfortable reading and telling stories in a way that is interesting and keeps children engaged.

Reading out loud and telling stories to children is an interactive activity. If you are reading but the children are not paying attention, you are not effectively helping them to develop their language and literacy skills. Keep children engaged by making the story as exciting as possible. If children are not used to sitting still and listening to stories, it may take some time before they are engaged from the start of a story to the end. If needed, you can stop the story to talk about it for a little while before continuing. While reading or telling a story, use these tips to help children stay engaged:

#### *Before reading or telling the story:*

1. Choose an age-appropriate story. Younger children need simpler, shorter stories, while children over age 5 are able to focus on longer stories.
2. Make sure there is a quiet comfortable place for the reading to take place.
3. Make sure that you are sitting so that all of the children can see and hear.
4. Introduce the topic of the book or story and ask children what experience they have had with the topic before (“today we are going to read a story about a mouse. Have any of you ever seen a mouse before? What is a mouse like?”)

#### *During the reading or storytelling session:*

5. Make eye contact with the children as you read (if you are reading or telling a story that you don’t know very well, stop at the end of every three or four sentences and look around at the children).
6. React to major events in the book (for example, when something unexpected happens say “oh no!” while looking around at the children).
7. Pause to ask children questions about the story (for example “do you think the mouse’s plan is going to work?” or “have you ever seen a mouse fly?”)
8. If you are reading a picture book, show children all of the pictures before turning the page.
9. Change your voice to match the characters (for example, if mouse is talking, make a high squeaky voice; if a lion is talking, make a low, deep voice. Likewise, if character is angry, speak in an angry voice; if the character is scared, speak in a scared voice; if the character is laughing, laugh, etc.).
10. Change your reading/storytelling to match what is happening in the story (for example, slow your reading/storytelling down to build suspense, or raise your voice and speak more quickly at exciting parts of the story).

#### *After the reading or storytelling session:*

11. Ask children to share their thoughts about what happened.

**Session 1**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><u>The Ant and the Dove</u></p> <p>An ant went to the bank of a river to quench its thirst, and was caught in the stream. He couldn't swim! A dove sitting on a tree over the water dropped a leaf into the stream close to the ant. The ant climbed onto it and floated safely to the shore.●</p> <p>Shortly afterwards a bird catcher came and stood under the tree, and tried to lay a trap for the dove, which sat in the branches.● The ant, understanding what the bird catcher was doing, stung him in the foot. In pain, the bird catcher threw down his trap, and the noise made the dove fly away to safety.</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>● What do you know about ants and doves?</li> <li>● What makes these two animals different?</li> <li>● Can you imagine a situation where these two different animals would be able to help each other?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>● Why do you think the dove helped the ant? Would you have helped the ant?</li> <li>● Do you think the ant will be able to repay the dove for his kindness? How might an ant be able to help a dove?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>● Why do you think the ant helped the dove?</li> <li>● Have you had a similar experience as either the ant or the dove? Can you think of a time you helped someone else or were helped by somebody you did not expect to help you?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Guess what I am thinking of!</i></p> <p>Choose an object that is in sight of all of the children, and ask them to guess what it is based on the sound the word begins with. For example, if you see a tent, you can start with "I am thinking of something that begins with the sound tttttttt." Children must raise their hand to guess the object. Once the children guess the object, you can ask them to guess a new object based on the sound it begins with. After a few rounds, you can invite a child to share an object they are thinking of based on the sound it begins with.</p>	
<p><i>Activity 2: Belly Breathing</i></p> <p>Ask everyone to sit in a comfortable position and place their hands gently on their lower belly. When everyone is ready, give the following instructions:</p> <ol style="list-style-type: none"> <li>1. Sit quietly for a moment and observe your natural way of breathing.</li> <li>2. 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.</li> <li>3. Now, breathe out through your mouth slowly and deeply. When you breathe out, allow your whole body to relax.</li> <li>4. Breathe in slowly through your nose again. Hold for ten seconds. Slowly exhale again.</li> </ol> <p>Lead children through three cycles of breathing. Afterwards, ask children how they feel.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
<p>Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.</p>	

**Session 2**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><b>Martin Washes His Hands</b></p> <p>Martin was very tired and hungry after a long day. “Wash your hands before we eat dinner!” said his mother. • “No,” said Martin. “I am too tired to wash my hands.” Martin’s mother sighed. “Martin, you know it is important to wash your hands before you eat, after you play, and after you go to the bathroom. Otherwise you might get sick.” Martin still didn’t want to wash his hands, but he also didn’t want to argue. He went for a short walk and told his mother he had washed his hands, even though he had not. •</p> <p>The next morning, Martin woke up with a terrible stomach ache. “My mother was right!” he cried. “From now on I will wash my hands before I eat, after I play, and after I go to the bathroom – I don’t want to get sick again!”</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• When do you wash your hands?</li> <li>• Do you ever decide not to wash your hands, even though you should? Why?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• Why is it important for Martin to wash his hands before he eats dinner?</li> <li>• What do you think will happen to Martin?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• When is it important to wash your hands?</li> <li>• Why is it important to wash your hands?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Who can rhyme?</i></p> <p>Everyone sits in a circle. Pick a simple word (one that is easy to rhyme), and asks the children to raise their hand if they can think of a word that rhymes (for example, “cat” and “hat”). Let children name as many words as possible before picking a new word. After a few rounds, invite a child to propose a new word for the group to rhyme.</p>	
<p><i>Activity 2: My Mantra</i></p> <p>Explain to children that there is a connection between feelings and behaviour. When they feel scared or stressed, they can practice how to breathe to stay peaceful and calm. Mantras are short sayings that can be repeated throughout the day for self-encouragement or motivation (examples: ‘I love myself’, or ‘I am strong’, or ‘I am proud of myself’, or ‘I can control my emotions’, or ‘My opinions matter’).</p> <p>Ask children to think of a simple mantra for themselves. Once everyone has a mantra, give the following instructions:</p> <ol style="list-style-type: none"> <li>1. Sit tall at your spot and stretch your neck out above your shoulders</li> <li>2. Say your mantra. Repeat it one or two more times.</li> <li>3. Grow your back longer and taller, reaching your head to the sky. Breathe calmly.</li> <li>4. Continue to breathe slowly for one minute.</li> </ol> <p>Afterwards, ask children how they feel.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 3**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><b>The Goat and the Wolf</b></p> <p>One day a young goat got separated from his flock. Heading back home, he noticed that a wolf was following him. • Seeing he could not escape, he turned round, and said: "I know, friend wolf, that I must be your food tonight and that you will eat me, but before you do I would ask of you one favor. Please play a song so that I may dance one last time." •</p> <p>The wolf agreed, and while he was playing and the goat was dancing, some hounds hearing the sound ran up and began chasing the wolf. When the goat returned to his home, he told all his friends "When you are in trouble, others might be able to help you if you make them aware."</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• What do you know about goats and wolves?</li> <li>• What do you think a story about a young goat and a wolf might be about?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• What would you do right now if you were the young goat?</li> <li>• Why do you think that the goat asks the wolf to play a song for him to dance to?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• How did the goat trick the wolf to save his life? What happened when the wolf started playing music?</li> <li>• What would you do if you were friends with the goat and saw that he needed help?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Sound Scavenger Hunt</i></p> <p>Organize children into teams of 4-6. Assign each team a different sound (not a letter, but the sound made by 1-2 letters, such as 'ssssss,' 'rrrrrr,' 'thhhhhh,' etc.). Each team then works to identify as many items as possible that include their assigned sound at the beginning, middle, or end (for example, if the sound is 'nnnnn' children can find a "can," "stone," "hand," "tent," "net," etc.). Once all teams have identified as many items as possible, they return to the group and present their findings.</p>	
<p><i>Activity 2: Body Language</i></p> <p>Explain to students that body language can express an emotion, like sadness, surprise, disgust, or fear. Ask children to stand in a line all facing the same direction each looking at the back of the person in front of them. Demonstrate an emotion through body language to the child at the end of the line (so no one else can see it). That child then taps the shoulder of the next child in line, who turns around. The first child demonstrates the same emotion through body language. Children continue demonstrating the emotion to the person in front of them until everyone has had a chance to see it. The final child demonstrates the emotion to the entire group, and the facilitator leads a discussion about what the emotion is. The game can be played multiple times with different emotions.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 4**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><b>Mary Makes a Plan</b> Mary likes to know what she will do each day before she does it. She likes to follow the same routine of doing chores, going to school, completing her homework, and playing with friends.</p> <p>One day, there was a big flood in her village, and many buildings were damaged. Some of Mary’s neighbors had to move in with friends, and the school was closed for two weeks! • Mary was very uncomfortable with these changes, and scared that other disasters might happen. She talked to her teacher about making a plan for other possible disasters. Together with the community, the school made a plan for what would happen if there was another flood, a fire, or a storm. • They decided where children would go to be safe if it happened while they were at school, and how they could continue their learning at home if the school was closed.</p> <p>Mary felt much better – she knew that if another emergency were to happen, she and her friends were prepared to deal with it.</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• How do you feel when you make plans?</li> <li>• What is your regular routine (the general schedule of activities you follow each day)?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• How do you think Mary feels about these changes?</li> <li>• What type of information do you think is important to put into a plan for possible emergencies?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• Do you have a plan for what to do in case there is another emergency? [talk to children about where they can go to be safe]</li> <li>• In the story, Mary feels better once she has a plan. In order for a plan to work, though, everyone needs to know about it. Have you talked to your parents about what to do if there is another emergency? [encourage children to talk to their parents about what to do in an emergency]</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<i>Activity 1: Alphabet Buzzing</i>	
Pick 3 letters in the alphabet that will be “buzz letters,” and announce them to the group. Ask the children to sit in a circle, each child will say one letter of the alphabet in order, but when they get to one of the “buzz letters” the child should say “BUZZ!” instead of the letter. For example, if the buzz letters are E, J and O then the children should say “A, B, C, D, Buzz, F, G, H, I, Buzz...” If a child forgets to buzz, go back to start of the alphabet.	
<i>Activity 2: Muscle Relaxing</i>	
Children sit comfortably in a circle. Ask everyone to pretend to be “frozen” by tightening their right arm. Then, they let their arm “thaw” by relaxing their arm, and imaging their stress or anger melt away. Repeat the “freezing” and “thawing” instructions with different body parts. At the end, ask children how they feel.	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 5**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><u>The Dog and His Reflection</u></p> <p>A dog had found a large piece of meat and was carrying it in his mouth to eat it in peace at home. Now on his way home he had to cross the bridge which went over water. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Because he was not very smart, he thought his reflection was another dog with another piece of meat!</p> <ul style="list-style-type: none"> <li>This dog was greedy and wanted to have this other piece of meat. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat in his mouth fell out, dropped into the water and sank to the bottom.</li> <li>Oh how he cried and cried and went to sleep hungry. He promised not to be greedy anymore and to be happy with what he was given.</li> </ul>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>Have you looked into a mirror or still water before? What did you see?</li> <li>Today we are going to read a story called The Dog and his Reflection. What do you think this story is going to be about? If you were a dog, what sound would you think if you saw your reflection in the mirror?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>What do you think will happen next?</li> <li>Can you pretend that you also have something in your mouth and show me how the dog ended up losing his meat?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>After the dog sees his reflection, what causes him to lose the meat that he had?</li> <li>In the end, the dog learns the lesson that he should appreciate what he has. Can you name at least one thing that you are happy about what you have right now?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Guessing Names</i></p> <p>With all the children seated in a circle, say, “Guess whose name I’m going to say now.” Then secretly pick one child and clearly enunciate the first sound of the name. For names with a difficult or confusing consonant, such as Gabriel, the sound should be repeated clearly multiple times: “/g/ /g/ /g/ /g/ /g/.” For other sounds, stretch and repeat (“/s-s-s-s/ /s-s-s-s-/ /s-s-s-s/”). If more than one child’s name has the same initial sound, encourage the children to guess all of the possibilities. Once they guess the name, repeat again with other names and sounds.</p>	
<p><i>Activity 2: Similarities and Differences</i></p> <p>Explain to children that similarities and differences can make friendships interesting. Give an example of the similarities and differences between two children (e.g., tall/short, large hands/small hands, color of eyes or hair, number of siblings, favorite foods, etc.). Children then split into pairs to talk to each other and learn their similarities and differences. Afterwards, each pair presents their similarities and differences to the whole group.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 6**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><b>The Old Man and His Sons</b></p> <p>An old man had several sons, who were always fighting with one another. He kept asking them to live together in harmony, but it never helped.</p> <p>One day he called them around him and showed them a bunch of sticks. He asked each of them to try breaking the bundle.</p> <ul style="list-style-type: none"> <li>• Each put forth all his strength, but the bundle resisted their efforts.</li> </ul> <p>The old man then cut the cord that bound the sticks together, and told his sons to break them separately. • They were able to do so easily. "See, my sons," he exclaimed, "the power of unity! You are much, much stronger together than you are apart."</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• Do you have brothers and sisters? If so, do you get along well?</li> <li>• When you don't get along well, what advice do adults tell you?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• Do you think the sons will be able to break the bundle of sticks?</li> <li>• Do you think the sons will be able to break the individual sticks?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• What do you think the father mean by "the power of unity!"?</li> <li>• Can you think of an experience where you were stronger together than alone?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Making New Words</i></p> <p>Children sit in a circle and identify how new words are formed when the initial sound is taken away. For example, ask the children what sound makes the difference between the words "fear" and "ear." The activity continues with additional words – you can make the activity more difficult by only providing one word and asking children to guess what other words can be made by adding or taking away one sound</p>	
<p><i>Activity 2: The Tone Game</i></p> <p>Explain how tone (the sound of our voice when we express emotion) can make someone feel better or worse. For example, say, 'You are the best students ever!' using a happy voice, then a tired voice, then an angry voice. Ask the students to identify the best tone of the emotion to match the statement and explain why it is the best tone.</p> <p>Children then take turns practicing saying a short statement (for example "I love to eat food," "please give me the book," "you are so kind," or "I believe in myself") using 3-5 different emotions. Ask children to identify which emotion would make someone feel better and why. Suggested emotions for the children to practice include happy, sad, angry, surprised, confused, fear, excited, tired, embarrassed, shy, loving, silly, jealous, and hurt.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 7**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><u>The Mice in Council</u></p> <p>Once upon a time all of the mice in town were called to a meeting. At the meeting, the chief of the mice said, “We always have problems with the cat, who is always chasing us. We must find a solution so he does not sneak up on us at night!”</p> <p>Many plans were discussed and rejected. At last, a young mouse stood up and proposed that a bell should be placed around the cat’s neck. That way, they would always hear the cat long before she arrived and be able to run away. • This suggestion was received with the greatest applause, and everyone agreed it should be done.</p> <p>However, an old mouse, who had sat silent all the while, got up and said that he considered the plan was very, very smart, and that it would, no doubt, solve their problem. But he had one question to ask. • Which one of them was going to put the bell around the cat’s neck? No one volunteered, and still to this day the cat causes the mice many problems.</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• Can you think of small animals that are hunted by larger ones? Which ones?</li> <li>• If you were a small animal, how might you protect yourself from larger animals?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• What do you think of the young mouse’s idea? Will it work?</li> <li>• What question do you think the old mouse will ask?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• Why do you think nobody volunteered to put a bell around the cat’s neck?</li> <li>• How would you solve this problem, if you were one of the mice?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Counting syllables</i></p> <p>Ask children to clap out and count the number of syllables in common words (“running,” “jump,” “bicycle,” etc.). After a few rounds, ask children to come up with actions to make for each syllable in words (for example, while saying the word “stretching” they could reach their hands high for the first syllable, and then touch their toes for the second syllable).</p>	
<p><i>Activity 2: Circle of Kindness</i></p> <p>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. 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. To game continues until everyone has received a compliment. Ask children to find new places in the circle prior to playing additional rounds.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 8**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><b>The Complaints</b></p> <p>The donkey was very frustrated. He said, “I am doing the tough work, I always carry heavy loads and I never rest. All animals are well fed and I am the only one who struggles for food.”•</p> <p>The dog barked and barked! He complained, “I am the guard. I keep everyone safe but I am not allowed to stay inside the house with people. Meanwhile, the cat eats nice and clean food and it also stays in the house but it does not work at all!”•</p> <p>The cat complained, “I chase all of the mice away from the home. I am never able to let down my guard!”</p> <p>Finally, the goat came to complain too. “I am not happy that my owner cuts my hair when it’s winter, I feel cold and naked.”</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• Can some of you give me an example of something that happened to you that you did not like? Did you tell someone about it?</li> <li>• Based on the title of our story today, what do you think the story will be about?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• Do you think it is true that the donkey is the only one who struggles for food?</li> <li>• Do you feel bad for the cat?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• What was the same about all of the animals in this story? Was there anything that was different about the animals?</li> <li>• In this story we can see that all of the animals have things that are hard in their lives, and that none of them are alone in having things they wish they were better. It can help to remind us that we are not alone when going through difficult times and that we have some things that others may not. What things are you grateful for having in your life?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Finding Letter Pairs</i></p> <p>Ask the children to form a circle. Quietly whisper a letter in each child’s ear – be sure that at least two children are assigned to each letter. Explain that the object of the activity is for them to find others in the group who have the same letter, but only by saying out loud the sound that this letter makes, and to listen and find other children who are making the same sound. For example, if a child was told the letter “M” they should make the sound “mmmm.” Once they find their letter partners they return to the circle. Ask each pair to share their letter, its sound, and a word that begins with that letter.</p>	
<p><i>Activity 2: Who is the Leader?</i></p> <p>Ask one volunteer to leave the room and, while they are outside, ask the group to nominate a leader. 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). Everyone who is not the leader must follow the leader without giving away who the leader is. 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. The goal is for everyone to work together and copy the leader as soon as he/she switches to a new gesture. The round is completed when the volunteer identifies the leader – then a new leader and volunteer can be selected.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 9**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><u>The Little Red Hen</u> The little Red Hen was in the farmyard with her chickens, when she found a grain of wheat. "Who will plant this wheat?" she said. "Not I," said the Goose. "Not I," said the Duck. "I will, then," said the little Red Hen, and she planted the grain of wheat.</p> <p>When the wheat was ripe she said, "Who will take this wheat to the mill?" • "Not I," said the Goose. "Not I," said the Duck. "I will, then," said the little Red Hen, and she took the wheat to the mill.</p> <p>When she brought the flour home she said, "Who will make some bread with this flour?" "Not I," said the Goose. "Not I," said the Duck. • "I will, then," said the little Red Hen</p> <p>"When the bread was baked, she said, "Who will eat this bread?" "I will," said the Goose. "I will," said the Duck. "No, you won't," said the little Red Hen. "I shall eat it myself!"</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• When do you ask for help from your friends?</li> <li>• What do you do when your friends ask you for help?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• Do you think the Goose and the Duck will help the little Red Hen take the wheat to the mill?</li> <li>• Why do you think the Goose and the Duck do not want to help the little Red Hen bake the bread?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• Do you think the goose and the duck in the story learned a lesson? If so, what was that lesson?</li> <li>• If you were the hen, would you have shared the bread with your friends, even if they didn't help?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Making a Story out of Single Words</i> With everyone sitting in a circle, tell children that they will create a story together. The rules are that each child can only say one word at a time, and the words have to make sense with the ones before them. Ask the children to agree on what the story will be about. Then begin the story by saying one word, and then asking the child next to you to say the next word. The group continues to go around the circle until all children have had a chance to add at least one word, and the story reaches a conclusion.</p>	
<p><i>Activity 2: Belly Breathing</i> Everyone sits in a comfortable position and place their hands gently on their lower belly. When everyone is ready, give the following instructions:</p> <ol style="list-style-type: none"> <li>1. Sit quietly for a moment and observe your natural way of breathing.</li> <li>2. 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.</li> <li>3. Now, breathe out through your mouth slowly and deeply. When you breathe out, allow your whole body to relax.</li> <li>4. Breathe in slowly through your nose again. Hold for ten seconds. Slowly exhale again.</li> </ol> <p>Lead children through three cycles of breathing. Afterwards, ask children how they feel.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 10**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><b><u>You're Never Alone</u></b> James was very sad because he was being bullied by one of his classmates. He was embarrassed that it was happening, and didn't want to tell anyone about it. "What's wrong?" asked his mother, when she saw his sad face. "Nothing," said James. • "What's wrong?" asked his father, when James didn't eat much dinner. "Nothing," said James. "What's wrong?" asked his teacher, when James didn't play with the other children. "Nothing," said James.</p> <p>The longer James kept his problem to himself, the more alone he felt. One day, James' uncle came to visit. James loved his uncle, and felt very comfortable talking to him. He decided to tell him about the bully. • His uncle listened closely, and then shared his own story about being bullied as a child. He agreed to talk to James' teacher to try to fix the problem. James felt much better. He decided that he would always share his problems with an adult that he trusts so that he can get help when he needs it.</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• Have you ever had a problem that you thought you couldn't share with anyone?</li> <li>• Why do you think it might be important to share your problems with adults that you trust?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• Why do you think James lied and said that nothing was wrong?</li> <li>• How do you think James will feel after talking to his uncle?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• How did talking to his uncle help James?</li> <li>• Can you think of an adult you trust, whom you can talk to if you are feeling sad about something?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: The Whisper Game</i> In this activity, children sit in a circle and repeat a word that has been whispered to them to the child seated next to them. Whisper a word to the child to your left; that child then whispers the word to the child on their left, and so on. The word is whispered around the entire circle until it reaches the last child who says the word out loud.</p>	
<p><i>Activity 2: Kind and Unkind Words</i> Explain to children that compliments are kind words that make people feel good. Ask them to imagine rubbing something soft, like a blanket – that is what kind words can feel like. Now ask them to imagine rubbing something very rough, like sand or a tree – that is what unkind words can feel like. Ask students to share examples of kind and unkind words that they have heard or said, and whether they felt rough or soft.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 11**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><u>The Lion and the Mouse</u></p> <p>Once there was a mischievous mouse. One day, the mouse was in the fields and found a lion asleep. The mouse began running up and down on the lion, playing games and being rude. This woke up the Lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him. • "Pardon me Lion," cried the little mouse: "forgive me this time, and I will owe you a favour some day!" The lion laughed very hard at the idea of the mouse being able to help him, and decided to let him go. •</p> <p>Some time after this the lion was caught in a trap. The hunters wanted to carry him alive to the market and they tied the lion to a tree while they looked for a cart. Just then the little mouse happened to pass by, and seeing the sad situation the lion was in, went up to him and soon ate away the ropes that bound the lion. "Was I not right?" said the little Mouse. "Even though friends are little, they can still be very important."</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• This story is about a lion and a mouse. What do you know about lions and mice? How are they the same? How are they different?</li> <li>• Of these two animals, who do you think is more powerful? Why?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• Based on what we know now about the mouse, what do you think "mischievous" means?</li> <li>• Why do you think the lion laughed at the idea of the mouse being able to help him? Do you think the mouse will be able to help the lion?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• How did the two animals help each other in this story?</li> <li>• At the end of the story, the mouse says, "Even though friends are little, they can still be important." What do you think this means?</li> <li>• How did the author show us that these two animals that seemed very different could actually be similar?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Spelling Together</i></p> <p>Assign each student a single letter. Announce a simple word that can be spelled using some of the letters that you assigned, and ask the children to get into the correct order to spell the word. Once they have arranged themselves ask them to sound the word out together. Play again with a new word, trying to use different letters. Play as many rounds as needed to ensure all children have a chance to participate.</p>	
<p><i>Activity 2: Mirrors</i></p> <p>Ask children to work in pairs. Explain that they will play two rounds. In each round, one person will be the leader and one person will be the follower. Ask the pairs to choose the leader for the first round. 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. 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. After 60 seconds, ask players switch roles.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 12**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><u>The Fox and the Crow</u></p> <p>A fox once saw a crow sitting on the branch of a big tree with a piece of cheese in her beak. The fox thought, "I am hungry, and that cheese looks delicious. I must have it!" •</p> <p>The fox walked up to the foot of the tree and started a conversation with the crow. "Good-day, Mistress crow," he shouted. "How well you are looking to-day: how shiny and clean your feathers are, and how bright your eyes are. I know your voice must be the finest voice of all birds, please let me hear you sing! Just let me hear one song and I will call you the queen of all birds!" •</p> <p>The crow lifted up her head and began to sing her best, and the moment she opened her mouth the piece of cheese fell to the ground, only to be eaten up by the Fox.</p> <p>"That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future. Do not trust compliments from those who want something from you!"</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• A fox is said to be a very clever animal. Do you know what "clever" means?</li> <li>• Do you think it's a good thing to be clever? Why?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• How do you think the fox will get the cheese?</li> <li>• Do you think the fox really wants to hear the crow sing?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• We said earlier that foxes are known to be clever. From this story, what did the fox do that was clever?</li> <li>• How do you think the crow feels after talking to the fox?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: I See Something</i></p> <p>Silently select a nearby object (wall, tree, shirt, book, pipe, bag, shoes, etc.). Say, "I see something made of _____." The children must guess what object you are referring to. Take guesses from the students until the correct object is named. If students are having trouble, you can also describe other aspects of the object to help them – for example, colors or size. After two rounds, choose individual students to lead the game. Remind them they should not look at the object they have chosen or the other students will know. If you or the students run out of nearby objects, try to change the surroundings by going outside/inside or to a new location.</p>	
<p><i>Activity 2: The Big Wind Blows (from <a href="http://www2.peacefirst.org">www2.peacefirst.org</a>)</i></p> <p>Arrange small stones (or other markers) in a circle so that there is one less stone than the number of children. Each child should stand behind one of the markers, with one child in the middle. The child 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"). Everyone who also described by that statement (including the child in the middle) must move and find another empty stone or marker to stand behind. The new person who is left in the middle makes a new statement, and everyone that finds the new statement true about themselves must move.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 13**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><u>The Fox and the Leopard</u></p> <p>The fox and the leopard were arguing. • They could not agree which one was the more beautiful of the two. • The leopard said, “I have a fine coat of fur with beautiful spots. My coat is known and envied all over the world.” He looked at the fox and said “you do not have any spots. You must feel sad.” •</p> <p>But the Fox was not sad. He explained to his friend “beautiful is not only about how you look. Beautiful is also about how you are. It is my beautiful intelligence that makes me the most beautiful of all.”</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• What does the word beautiful mean?</li> <li>• Do you think a fox or a leopard is more beautiful?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• Why do you think the fox and the leopard were arguing?</li> <li>• Do you think the fox feels sad about not having any spots?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• Why did the leopard think he was more beautiful than the fox?</li> <li>• What do you think the fox meant by “beautiful is also about how you are”?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Describe It!</i></p> <p>Divide the children into two teams. Explain that they will play a game that involves describing different objects. You will select one object that you announce to both teams. Team A should work together to pick three words that describe that object (but not tell Team B!). Once Team A has the list of words, Team B will have five chances to guess the words that Team A picked. Team B gets a point for each word they guess correctly, and Team A gets a point for each word Team B does not guess. After the first round, the teams switch roles and you play again with a new object.</p>	
<p><i>Activity 2: The Human Knot</i></p> <p>Divide the children into groups of 8-10 students, and ask each group to stand in a circle facing each other. Each student puts one hand in the circle, face up. 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. 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. The game is completed when the knot is untangled.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 14**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><b>Henry Likes to Give Hugs</b> Henry loves hugs. Whenever he hugs someone he feels safe and warm – what a great feeling! He gives hugs to his family members, and often to his friends. One day, Henry tried to hug his friend Ruth, and she turned away from him. She said she didn’t feel like hugging him today. Henry was confused – hugs are the best! He tried to hug her anyway, to show her how great it would feel. • Ruth ran away.</p> <p>Henry explained what happened to his teacher. “Can you believe that?” Henry asked. “And she has let me hug her before!” Henry’s teacher said nothing, but took a piece of string and wrapped it around Henry’s arm. “I have decided you should wear this on your arm every day.” Henry was confused. “What? I don’t want to do that. It’s my arm, and I should be able to decide what I wear on it.” •</p> <p>“Exactly,” said his teacher. “Everybody is in charge of their own body. It is their decision what happens to their body. If someone tells you not to touch them, you must always listen, even if you disagree, or if they have said differently in the past.”</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• Have you ever wanted to do something your friend didn’t want to do? How did you handle your difference of opinion?</li> <li>• Have you ever changed your mind and decided not to do something that you have done before?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• Do you think Henry should have hugged Ruth after she said no?</li> <li>• How would you feel if someone told you that you had to wear something on your body that you didn’t want to wear?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• What do you think the teacher means by “everyone is in charge of their own body”?</li> <li>• Can you think of other examples of when you need to listen to someone when they say no?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<i>Activity 1: Concentration</i>	
Ask the children to sit in a circle. Explain that you will pick a category (e.g., animals, vegetables, flowers, etc.), and then the children will take turns around the circle to name something within the category; they cannot repeat something that has already been given by someone else. The game stops when someone is unable to give another word.	
<i>Activity 2: Helping Friends Feel Better</i>	
Explain the importance of making someone else feel better. Ask students to share experiences where they have made someone feel better or someone has made them feel better. Divide the children into groups of 4-6, and ask them to come up with a short (2 minute) play demonstrating making someone feel better. Allow each group to present their play, and ask the children to identify how the characters in the play made someone feel better.	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

**Session 15**

<b>Singing a Song Together</b>	<b>5 minutes</b>
Sing two songs that children know, and invite them to join in	
<b>Reading a Story Together</b>	<b>20 minutes</b>
<i>Story</i>	<i>Questions to ask children</i>
<p><b>The Cart Full of Mangos</b></p> <p>One day a man collected mangos near his house and decided to sell them at a nearby town. He filled a cart full of the mangos and started down the road. On the way, he met a woman who was coming back from the market, and he asked her how long it would take him to get there.</p> <p>The woman looked at the cart full of mangos and said “you will get there in one hour if you go slowly, or three hours if you go quickly.” •</p> <p>The man thought the woman must be wrong. He decided to go quickly so that he would get there faster. • As he pulled his cart faster, mangos began falling off, and he had to stop to pick them up. He tried again to move faster, but again the mangos fell. The more he rushed, the longer it took – the woman was right!</p>	<p><i>Before the story</i></p> <ul style="list-style-type: none"> <li>• Have you ever tried to carry many pieces of fruit or vegetables? Was it difficult?</li> <li>• Have you ever been given advice that you think is untrue? What did you do?</li> </ul> <p><i>During the story</i></p> <ul style="list-style-type: none"> <li>• How do you think it is possible that the man will get there faster if he goes slower?</li> <li>• What do you think will happen to the mangos when the man goes faster?</li> </ul> <p><i>After the story</i></p> <ul style="list-style-type: none"> <li>• Have you ever had an experience where you were able to make more progress if you worked more slowly?</li> <li>• Have you ever been given advice that you didn’t believe until you tried it?</li> </ul>
<b>Playing Games Together</b>	<b>45 minutes</b>
<p><i>Activity 1: Scrambled Sentences</i></p> <p>Make up a short sentence and tell it to the students out of order. For example, if the sentence is “I like to read books.” You could say “books read to I like.” Ask the students to work in groups of 3-4 to figure out the correct order for the words in the sentence. Repeat the scrambled sentence multiple times as they work. When one team identifies the correct order (and uses all of the words!), ask all students to repeat the correct sentence together.</p>	
<p><i>Activity 2: Belly Breathing</i></p> <p>Everyone sits in a comfortable position and place their hands gently on their lower belly. When everyone is ready, give the following instructions:</p> <ol style="list-style-type: none"> <li>1. Sit quietly for a moment and observe your natural way of breathing.</li> <li>2. 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.</li> <li>3. Now, breathe out through your mouth slowly and deeply. When you breathe out, allow your whole body to relax.</li> <li>4. Breathe in slowly through your nose again. Hold for ten seconds. Slowly exhale again.</li> </ol> <p>Lead children through three cycles of breathing. Afterwards, ask children how they feel.</p>	
<b>Journal Time and Book Borrowing</b>	<b>20 minutes</b>
Ask students write or draw in their journals about the Reading Club session. Afterwards, encourage them each to borrow a book from the Book Bank to read now or take home.	

# CAREGIVER AWARENESS-RAISING

## Welcome Caregiver Awareness-Raising Facilitators!

Your leadership makes Caregiver Awareness-Raising sessions possible. Continuing to support children’s learning and wellbeing is an important part of responding to an emergency, and this would not be possible without your help. Thank you!

The goal of Caregiver Awareness-Raising sessions is to provide caregivers with tips and tools for how they can support children’s learning and wellbeing at home. There are 20 different Caregiver Awareness-Raising sessions, each lasting approximately one hour. Each session focuses on specific learning and wellbeing concepts, and follows the same structure:

1. Welcome and reflection
2. Key message
3. Strategy
4. Practice
5. Review, commitment, and closing

## How to use these session guides

Each of the session guides follows the same format, which presents the content of the session in the following table:

### Session 1: Practice Self-Care

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Introduce the Caregiver Awareness-Raising Sessions</li> <li>3. Explain that each session will include a key message and practice</li> <li>4. Explain that participants will be asked to practice what they have learned at home, and reflect on their experiences in the next session</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Before we talk about strategies for helping our children, we have to make sure we are also taking care of ourselves. Your self-care is important, even though it can be difficult to prioritize it when you have many other responsibilities. Without self-care, it is easy to become tired, stressed, and negative, which affects your behaviour and how you interact with others. If you take the time to take care of your physical and emotional health and manage your stress, you will be able to model positive behaviour and self-management for your children and better support them.</p> <p><i>Key Message: It is important to practice self-care</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Recognize your signs of stress. Common signs of stress include significant changes in mood, appetite, energy, and sleep. It can also include difficulty concentrating, difficulty remembering, aches and pains, or feeling anxious, sad, or exhausted.</li> <li>• Manage your stress. Find out what strategies help you feel calmer. Common strategies for managing stress include breathing exercises, talking to friends, stretching, walking, praying, singing, or deep breathing.</li> <li>• Rely on your social support. You are not alone with your stress. Try talking to your friends and family regularly and asking for their help if you need it.</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity 1: Identifying Signs of Stress</i> Ask participants to discuss in pairs about how they know they are stressed and what they can try to do to practice self-care.</p> <p><i>Activity 2: Simple Stretching</i> Ask the group to stand up and practice some simple stretching (for example, arms above head, to the sides, touching toes, etc.). Afterwards, ask participants how they feel.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:               <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended strategies.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Welcome** – begin each session by greeting participants; after the first session review what was discussed previously.

**Key Message** – read the introduction out loud to participants, and discuss any questions they might have. Ask participants to repeat the key message with you several times.

**Strategy** – Share the recommended strategies and discuss any questions participants might have.

**Practice** – guide participants through the 1-2 listed practice activities to reinforce the key message.

**Closing** – ask participants to reflect on the session, and share how they will use what they have learned.

### How to read out loud and tell stories to children

Reading and telling stories to children is an important part of helping children develop their language and reading skills. It is important for caregivers and facilitators to feel comfortable reading and telling stories in a way that is interesting and keeps children engaged.

Reading out loud and telling stories to children is an interactive activity. If you are reading but the children are not paying attention, you are not effectively helping them to develop their language and literacy skills. Keep children engaged by making the story as exciting as possible. If children are not used to sitting still and listening to stories, it may take some time before they are engaged from the start of a story to the end. If needed, you can stop the story to talk about it for a little while before continuing. While reading or telling a story, use these tips to help children stay engaged:

#### *Before reading or telling the story:*

1. Choose an age-appropriate story. Younger children need simpler, shorter stories, while children over age 5 are able to focus on longer stories.
2. Make sure there is a quiet comfortable place for the reading to take place.
3. Make sure that you are sitting so that all of the children can see and hear.
4. Introduce the topic of the book or story and ask children what experience they have had with the topic before (“today we are going to read a story about a mouse. Have any of you ever seen a mouse before? What is a mouse like?”)

#### *During the reading or storytelling session:*

5. Make eye contact with the children as you read (if you are reading or telling a story that you don’t know very well, stop at the end of every three or four sentences and look around at the children).
6. React to major events in the book (for example, when something unexpected happens say “oh no!” while looking around at the children).
7. Pause to ask children questions about the story (for example “do you think the mouse’s plan is going to work?” or “have you ever seen a mouse fly?”)
8. If you are reading a picture book, show children all of the pictures before turning the page.
9. Change your voice to match the characters (for example, if mouse is talking, make a high squeaky voice; if a lion is talking, make a low, deep voice. Likewise, if character is angry, speak in an angry voice; if the character is scared, speak in a scared voice; if the character is laughing, laugh, etc.).
10. Change your reading/storytelling to match what is happening in the story (for example, slow your reading/storytelling down to build suspense, or raise your voice and speak more quickly at exciting parts of the story).

#### *After the reading or storytelling session:*

11. Ask children to share their thoughts about what happened.

**Session 1: Practice Self-Care**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Introduce the Caregiver Awareness-Raising Sessions</li> <li>3. Explain that each session will include a key message and practice</li> <li>4. Explain that participants will be asked to practice what they have learned at home, and reflect on their experiences in the next session</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Before we talk about strategies for helping our children, we have to make sure we are also taking care of ourselves. Your self-care is important, even though it can be difficult to prioritize it when you have many other responsibilities. Without self-care, it is easy to become tired, stressed, and negative, which affects your behaviour and how you interact with others. If you take the time to take care of your physical and emotional health and manage your stress, you will be able to model positive behaviour and self-management for your children and better support them.</p> <p><i>Key Message: It is important to practice self-care</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Recognize your signs of stress. Common signs of stress include significant changes in mood, appetite, energy, and sleep. It can also include difficulty concentrating, difficulty remembering, aches and pains, or feeling anxious, sad, or exhausted.</li> <li>• Manage your stress. Find out what strategies help you feel calmer. Common strategies for managing stress include breathing exercises, talking to friends, stretching, walking, praying, singing, or deep breathing.</li> <li>• Rely on your social support. You are not alone with your stress. Try talking to your friends and family regularly and asking for their help if you need it.</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity 1: Identifying Signs of Stress</i> Ask participants to discuss in pairs about how they know they are stressed and what they can try to do to practice self-care.</p> <p><i>Activity 2: Simple Stretching</i> Ask the group to stand up and practice some simple stretching (for example, arms above head, to the sides, touching toes, etc.). Afterwards, ask participants how they feel.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended strategies.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 2: Establish routines with your children**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Daily, consistent routines are important for children. Routines give children structure, and can help them feel more stable and secure. In emergencies, routines can be even more important since they help children keep a sense of normalcy. As a caregiver, it is important to help create some consistent routines for your children.</p> <p><i>Key Message: Routines are important for children</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Identify or establish 1-2 routines that you will do with your children each day. Routines can be any activity that is done at the same time (or in the same order) each day. Examples of common routines are:             <ul style="list-style-type: none"> <li>– Standard bed time at the same time each evening</li> <li>– Story time each day at the same</li> <li>– Doing a specific chore at the same time each day</li> <li>– Washing hands before eating</li> <li>– Washing hands after going to the bathroom</li> <li>– Eating meals together</li> <li>– Saying prayers before bedtime</li> </ul> </li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Planning Routines</i></p> <p>Ask participants to discuss routines in pairs. What routines do they already have? What are two things that they can realistically add to their routines each day?</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended strategies.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

### Session 3: Know what stress looks like in your child

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Stress is normal and affects everyone. Stress can be good when it makes you feel motivated to solve a problem, but it is bad when it makes you feel threatened or out of control. Crises can create more stress for everyone. It is important to know what bad stress can look like in a child, so that you can support your children with stress management when needed.</p> <p><i>Key Message: Identify what stress looks like in your child</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Identify what stress looks like for your child. This is different for different children, but common signs include:             <ul style="list-style-type: none"> <li>– Change in or disturbed sleep and eating patterns</li> <li>– Fear and anxiety about a stressful event and that it the event will repeat</li> <li>– Acting out, aggression and irritability</li> <li>– Difficulty concentrating or focusing</li> <li>– Not showing feelings and withdrawal from family, friends</li> </ul> </li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Identifying signs of stress</i></p> <p>Ask participants to discuss in pairs about how they know their children are stressed. Have they noticed any changes in their children recently?</p> <p><i>Activity 2: Simple Stretching</i></p> <p>Ask the group to stand up and practice some simple stretching (for example, arms above head, to the sides, touching toes, etc.). Afterwards, ask participants if they would be able to practice this with their children.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 4: Take time to breathe and manage stress**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Stress is normal for everyone – all adults and children experience good and bad stress at different times. Bad stress can get worse if it is not addressed. It is important to model good stress management behaviour at home; this will help you and your children manage stress together.</p> <p><i>Key Message: Deep breathing can help reduce stress</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Practice slow, deep breathing. This can relieve tension, relax the mind and body, bring relief to emotional problems, relieve physical pain, strengthen your body, increase your energy, and help to improve your mood</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Belly Breathing</i></p> <p>Everyone sits in a comfortable position and place their hands gently on their lower belly. When everyone is ready, give the following instructions:</p> <ol style="list-style-type: none"> <li>1. Sit quietly for a moment and observe your natural way of breathing.</li> <li>2. 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.</li> <li>3. Now, breathe out through your mouth slowly and deeply. When you breathe out, allow your whole body to relax.</li> <li>4. Breathe in slowly through your nose again. Hold for ten seconds. Slowly exhale again.</li> </ol> <p>Lead participants through three cycles of breathing. Afterwards, ask participants how they feel, and if they could do this activity at home with their children.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended strategies.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 5: Talk with your children and listen**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Talking with your children can help them to relieve stress, develop their coping, communication and social skills, and support their development of literacy and numeracy skills. Listening to your children and answering their questions in an empathetic way encourages their curiosity, supports them to talk about their feelings and experiences, and increases their confidence in expressing themselves. Children of all ages benefit from engaging in conversations and from having their thoughts and feelings valued.</p> <p><i>Key Message: Have meaningful conversations with your child</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<p>With children aged 0-2 years</p> <ul style="list-style-type: none"> <li>• Chat with your child about your daily activities. Children are listening to everything even when they cannot speak yet</li> <li>• Take every opportunity to count and name objects your child sees</li> <li>• When your child imitates sounds and syllables, encourage your child by talking back</li> </ul> <p>With children aged 3-6 years</p> <ul style="list-style-type: none"> <li>• Ask questions to your child, and respond to questions your child asks</li> <li>• Invent riddles and puzzles: “Which of these objects is bigger/heavier?”, “What’s a yellow, long fruit with a peel?”, “Which basket has more/less?”</li> <li>• Start the day by discussing what you and your child will do during the day and end your day by recounting all the things that you both did</li> </ul> <p>With children aged 7-9 years</p> <ul style="list-style-type: none"> <li>• Talk to your child about his/her friends</li> <li>• Take every opportunity to talk about size, weight and quantity</li> <li>• Discuss the importance of doing one’s best to learn while doing homework and school work</li> <li>• Ask your child what happened in school and what was learned in each subject, encouraging your child to talk about favourite moments and challenging times in the day</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Meaningful conversations</i></p> <p>Ask participants to role play meaningful conversations with children in pairs.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>c. Is what you learned today helpful?</li> <li>d. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 6: Build your child's emotional awareness**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>It is natural to experience a variety of emotions. Children need to learn to identify their emotions and express them in a positive, acceptable way. This includes recognizing, respecting, and accepting their feelings as they happen. Being able to identify emotions helps children know themselves and better manage their emotional reactions to others.</p> <p><i>Key Message: Help your child understand emotions</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Observe your child's body language and behaviour (many feelings are communicated through facial expressions and gestures) – misbehaving often means something is wrong</li> <li>• Label both your feelings and your child's feelings. "You seem frustrated when..." or "I am confused when..."</li> <li>• Model acceptable forms of expression and behaviour</li> <li>• Show affection, and be available when your child appears frustrated, sad or fearful</li> <li>• Use your words and actions to let your child know it is safe to express any emotions</li> <li>• Model and encourage your child to share their feelings with those they trust</li> <li>• Model empathy and kindness since this will impact their behaviour with others</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Emotional expression</i></p> <p>Using facial expressions, model 4 different feelings for participants: happy, sad, angry, and scared. Ask participants to model the 4 expressions back to you. Then, divide them into groups and ask one person in each group to model different emotions while the others guess which emotion they are expressing. Each time a group guesses an emotion, they should discuss a scenario where they would expect to see that reaction from their child. The activity can continue with different members of the group modelling different emotions.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 7: Tell and listen to stories together**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Telling children stories is one of the most beneficial ways of supporting children’s literacy development. Stories introduce children to new words and key features of their language. Telling stories can also teach children life lessons, connect them to their cultural roots, introduce new knowledge, and foster their creativity and imagination. Through stories, children can compare their experiences to the experiences of others. This can help them feel emotionally supported by realizing that they are not alone with their experiences and by having the opportunity to talk about their own thoughts and feelings through the experience of a story character.</p> <p><i>Key Message: Tell stories to your child</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Make sure your child is seated comfortably before beginning the telling the story</li> <li>• Tell your child stories of your family and how you used to live when you were a child, describing the place you lived, people in the community, traditions and customs</li> <li>• When telling stories about animals, imitate the sound of each animal, and encourage our child to join you</li> <li>• Change your voice for the different characters</li> <li>• Change your tone, speed and volume depending on what is happening in the story to build excitement</li> <li>• Tell the same stories more than once</li> <li>• Ask your child questions about what has happened in the story and what might happen next</li> <li>• Encourage your child to ask questions</li> <li>• Encourage your child to re-tell stories they have heard</li> <li>• Make up a story together with your child. Start with something like, “Once upon a time, there was...”, and encourage your child to say what happened next and what happened after that (you can also take turns adding a sentence to develop the story together)</li> <li>• Ask your child to create a story and listen to it</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Story-telling</i></p> <p>Ask participants to practice telling each other stories in pairs, following the guidance listed in the strategy section</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 8: Count with your Child**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>The ability to count is a core foundation for children’s learning. Counting goes beyond simply reciting the numbers. Children need to learn to link the word ‘one’ and its symbolic representation ‘1’ with a single object. Children need a lot of practice to be able to count objects accurately and meaningfully, and this practice can be fun.</p> <p><i>Key Message: Count with your child</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<p>With children aged 0-2 years</p> <ul style="list-style-type: none"> <li>• Count your child’s fingers, toes and other body parts by touching each body part when getting dressed</li> </ul> <p>With children aged 3-6 years</p> <ul style="list-style-type: none"> <li>• Count body parts together. Ask your child to show you 2 fingers or 4 fingers</li> <li>• Ask your child to complete activities that involve counting, like clap 1 time, jump 2 times, hop 3 times, or other combinations and variations.</li> <li>• Collect 10 rocks and count them together. Put the rocks into equal groups with your child. Ask your child to give you 3 rocks. Then ask how many rocks are left after giving away 3.</li> </ul> <p>With children aged 7-9 years</p> <ul style="list-style-type: none"> <li>• Ask your child to make a pile of 9 stones. Then ask your child to make a pile of 12 stones. Ask: “Which pile has more stones and how do you know?”</li> <li>• Throw a ball (or object) back and forth with your child exactly 15 times. Ask how many more times do we need to pass the ball to reach 20?</li> <li>• Think of a number between 1 and 20. Give your child clues like ‘2 bigger’ or ‘1 smaller’ until he or she guesses it.</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Practicing counting with your child</i></p> <p>Ask participants to work in pairs to practice some of the counting activities that are appropriate for their child.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 9: Practice positive discipline with your child**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Positive discipline means being firm, consistent, fair, and kind when handling your child's misbehavior. When discipline is positive, it helps your children learn self-control and a sense of responsibility, while also protecting them from harm. Negative discipline, such as corporal punishment, will increase your child's fear of you and negatively affect their learning and behaviour. It is important to treat your child with respect, especially since they will then be more likely to treat others with respect and respect themselves.</p> <p><i>Key Message: Use positive discipline</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Maintain a close bond with your child, and remind him/her that he/she is loved – children who feel connected to their caregivers naturally want to please them.</li> <li>• Don't wait until your child is out of control before reacting – if you notice your child starting to misbehave, stay calm and give him/her options for how to proceed. For example:             <ul style="list-style-type: none"> <li>– Time out (child sits quietly by him or herself)</li> <li>– Redirecting the child to help with chores</li> <li>– Breathing or stretching exercise to calm down</li> <li>– Redirecting the child to a different activity</li> </ul> </li> <li>• Reward positive behaviour</li> <li>• Make consequences for misbehavior clear in advance</li> <li>• If you feel the tendency to yell and hit, take a moment to breathe deeply and step back for a moment or even walk away temporarily to regain self-control</li> <li>• Children often act up because they want your attention, so sometimes it helps to ignore those actions you don't want to encourage</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Discipline role-play</i></p> <p>Ask for volunteers to conduct two role-plays for the group: one that demonstrates negative discipline, and one that demonstrates positive discipline. Afterwards, discuss with the group the impact of the different interactions on the child.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 10: Sing with your Child**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Music and singing have many positive effects. Singing is an opportunity to have fun together and it helps us to relax and focus, regulates our breathing, and helps put us in a good mood. It is also a way to improve a child's memory and teach them essential skills such as reading, vocabulary, counting, language, listening, and self-expression. Combining singing with movement helps to relax the body and improve your child's motor and coordination skills. A simple song is a fun way to learn new things and helps to strengthen emotional well-being.</p> <p><i>Key Message: Singing helps children learn</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Build singing into your daily routine, for example:             <ul style="list-style-type: none"> <li>– While cooking together</li> <li>– While cleaning together</li> <li>– Before your child goes to bed</li> </ul> </li> <li>• Ask your child to help you develop body movements that go along with a song</li> <li>• Try changing a few words of a song to focus on a specific topic</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Singing songs together</i></p> <p>Divide participants into two groups and ask each group to choose a song that they might sing with children, and develop or practice accompanying body movements (they don't have to create a new song, although they are welcome to!). Remind groups that appropriate songs for children must not encourage violence or social discord. Each group then presents their song, with body movements, to the other participants.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 11: Use the environment to teach about Literacy**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>There is print all around us! No matter what the context is, the local setting is rich in print if you look for it. Many packaged foods and bottles have labels with writing on them and signs and written notices are other sources of print. Pointing out and discussing the print in the environment with your child demonstrates the use of reading in daily life.</p> <p><i>Key Message: Talk about reading</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<p>With children aged 0-2 years</p> <ul style="list-style-type: none"> <li>• Before learning to read and write, children learn the difference between pictures and print/text. Cut up labels, calendars &amp; newspapers, with print and pictures, then teach your child to categorize them into two groups—print and pictures</li> <li>• Point out signs and read them aloud</li> </ul> <p>With children aged 3-6 years</p> <ul style="list-style-type: none"> <li>• Read labels and signs together with your child and discuss what kind of information they give you.</li> <li>• Ask your child to point out certain letters or numbers on labels and signs</li> <li>• Collect two copies of different types of labels and ask your child to find matching pairs</li> </ul> <p>With children aged 7-9 years</p> <ul style="list-style-type: none"> <li>• Ask your child to find certain information from labels like where the item is made or how much it weighs</li> <li>• Look for words that rhyme in the text</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Engaging children with print</i></p> <p>Ask participants to work in pairs to identify different types of print that are available in their environment. Each pair should identify at least 3 types of print, and suggest methods for using the print to engage their children (such as games, activities, or conversations). Ask for volunteers to present their ideas to the rest of the group.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 12: Teach your child while making food**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Feeding your family provides your children with many opportunities for learning. By spending time with your child and preparing food together, children can learn things like vocabulary, shapes, sizes, measurement, sorting, comparing, and counting. Children can also learn about local food and sources, and the order of steps in the cooking process. You can guide your child to name the ingredients, count them, sort them by size, by first sounds, by colour, and more! Through this approach, you are turning a familiar activity into a learning opportunity.</p> <p><i>Key Message: Learning experiences are everywhere</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<p>With children aged 0-2 years</p> <ul style="list-style-type: none"> <li>• Teach your child the name of each thing that s/he eats and its ingredients</li> <li>• Describe everything your child eats—its colour, and if it tastes sweet, salty, sour, or spicy</li> </ul> <p>With children aged 3-6 years</p> <ul style="list-style-type: none"> <li>• Make riddles about food items. Ask questions like: “Here is a tomato. Can you think of something else that is red like tomato? Can you think of something else that is round like a tomato?”</li> <li>• Assemble a group of different ingredients and ask your child to sort them by size, shape or colour</li> </ul> <p>With children aged 7-9 years</p> <ul style="list-style-type: none"> <li>• Explain the process of cooking a dish. “First I wash the vegetables, then I cut them, and finally I put them in the pot to cook”</li> <li>• Talk about the source of each ingredient: “We buy rice from the market, and we grow the peppers in our garden”</li> <li>• Measure and count ingredients together while cooking</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Cooking with children</i></p> <p>Divide participants into pairs and ask them to role-play different conversations they can have with their children about food.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 13: Use the environment to teach about measurement**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>The environment around us invites us to make measurements all the time in our daily lives – for example, we compare heights and distances, estimate how many items can fit in a container, and determine which bucket is heavier. Practicing these measurements informally with children will help them build their mathematics and language skills.</p> <p><i>Key Message: Talk about measurement</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<p>Children aged 0-2 years</p> <ul style="list-style-type: none"> <li>• Select a stick with your child. Ask your child to take the stick and find another that is either longer or shorter than that stick. Then ask your child how s/he knows which stick is longer, and if s/he does not show you this, show your child how you can put the sticks next to each other with the ends lined up to compare them.</li> <li>• Measure the length of a stick with your child using your child’s hands as the unit of measurement</li> <li>• Ask your child to estimate how many stones will fit in a basket and then count together to check the estimate. Do the same for a smaller basket.</li> </ul> <p>Children aged 7-9 years</p> <ul style="list-style-type: none"> <li>• Ask your child to estimate how many spoons of sand it takes to fill a tall, thin cup compared to a short, fat cup. Then fill each cup and count the number of spoons to fill each one. Ask: “What is the difference between the amount that we estimated and the actual amount?” “What if we use a different item to fill the cups, like beans; would we need more/fewer spoons of beans compared to sand?”</li> <li>• Mark out a short distance, and ask your child to walk from one end to the other, counting steps. Ask: “What if you took bigger steps—would it take more/less steps?”</li> <li>• Measure your child’s shadow at the same place at different times of day and compare it to his/her actual height.</li> </ul> <p>All children</p> <ul style="list-style-type: none"> <li>• Take every opportunity to compare size, weight, and capacity of objects.</li> <li>• Talk about the different times of day, the days of the week, months of the year, and the different denominations of money and how they are related to each other</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Measuring with children</i></p> <p>Divide participants into pairs and ask them to role-play different measurement activities they can play with their children.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the next session will be.</li> </ol>	

**Session 14: Use shopping as a learning opportunity**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Shopping for your family provides many opportunities for learning with your children. You can talk about the things you need to go shopping and the things you need to buy. At the market, you can identify the different types of items that are available and their attributes such as colour, size, and shape, and you can practice using money to purchase items. In this way, you are turning a familiar activity into a learning opportunity.</p> <p><i>Key Message: Any experience can be educational</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<p>Children aged 0-2 years</p> <ul style="list-style-type: none"> <li>• Tell your child you are going to the market. Show and name all the things you need to take: basket, money, bag, etc.</li> <li>• Teach your child the names of things you buy and count them. When your child can speak, ask your child to repeat the names and numbers after you</li> <li>• Describe the things you buy: bananas are yellow, long, etc.</li> </ul> <p>Children aged 3-6 years</p> <ul style="list-style-type: none"> <li>• Ask your child what you will need to go to the market and to help get gather the things</li> <li>• Ask your child to remember 5-6 things that you are going to buy at the market, teaching your child to categorize items to help remember them—spinach and broccoli are both green; papaya and peppers both start with ‘p’</li> <li>• At the market, ask your child to name/count the items in a particular group—like fruits</li> </ul> <p>Children aged 7-9 years</p> <ul style="list-style-type: none"> <li>• Ask your child to identify all the different things that start with a certain letter/sound</li> <li>• When your child can write, ask your child to make a list of things to buy</li> <li>• Have your child help you compare prices between items, figure out how much money is needed for a purchase, and how much change to expect when relevant</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Shopping with children</i></p> <p>Divide participants into pairs and ask them to role-play different conversations they can have with their children while shopping.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Remind participants where and when the final session will be.</li> </ol>	

**Session 15: Explore Books and Read Together**

<b>Welcome and Reflection</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Welcome participants</li> <li>2. Invite participants to restate the key message from the previous session.</li> <li>3. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Did you practice anything we discussed last time? What did you do?</li> <li>b. What did or did not go well with what you practiced?</li> </ol> </li> <li>4. When challenges/questions arise, invite other participants to respond first before addressing them.</li> </ol>	
<b>Key Message</b>	<b>10 Minutes</b>
<p>Children can learn about books even before they know how to read, and all children love stories. Reading or telling stories together can have a calming effect on children, and is one of the most beneficial ways of supporting children’s literacy development. Stories introduce children to language. Reading stories to children can teach them life lessons, connect them to their cultural roots, introduce new knowledge, and foster their creativity and imagination. Children can feel emotionally supported by stories by realizing that they are not alone with their experiences and by having the opportunity to talk about their own thoughts and feelings through the experience of a story character.</p> <p><i>Key Message: Explore books together</i></p>	
<b>Strategy</b>	<b>10 Minutes</b>
<ul style="list-style-type: none"> <li>• Make sure your child is seated comfortably (small children can sit in your lap) before beginning the story telling</li> <li>• When reading or telling stories with animals characters, imitate the sound of each animal, and encourage our child to join you</li> <li>• If you are reading a book with pictures, show your child the pictures as you read</li> <li>• Change your voice for the different characters.</li> <li>• Change your tone, speed and volume depending on what is happening in the story to build excitement</li> <li>• Encourage your child to hold the book and turn the pages, teaching him/her which is the front and the back of the book, and the right direction to read a story</li> <li>• Ask your child questions about what has happened in the story and what might happen next.</li> <li>• Encourage your child to ask questions</li> <li>• Encourage your child to re-tell stories they have heard</li> </ul>	
<b>Practice</b>	<b>15 Minutes</b>
<p><i>Activity: Telling stories to children</i></p> <p>Divide participants into pairs and ask them to role-play telling stories to children using the expressive techniques listed above.</p>	
<b>Review, Commitment, and Closing</b>	<b>10 Minutes</b>
<ol style="list-style-type: none"> <li>1. Ask if participants have any final questions about the session today.</li> <li>2. Ask participants to discuss:             <ol style="list-style-type: none"> <li>a. Is what you learned today helpful?</li> <li>b. Will you be able to practice this at home?</li> </ol> </li> <li>3. Restate the key message from the session and the recommended activities.</li> <li>4. Thank participants for joining the Caregiver Awareness-Raising Sessions, and inform them that this is the final session.</li> </ol>	