



**LEARNING  
AND WELLBEING  
IN EMERGENCIES**



**Teacher Training Guide**

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# HOW TO USE THIS GUIDE

## FORMAT OF SESSIONS

Each of the following 8 sessions follows the same format. A red summary chart provides key information at the start of each module, highlighting the key message for the day, total time required, expected outcomes, and agenda. Although total time varies, each module is designed to be completed in a single day. Each session/activity within a module also begins with a summary of the purpose, materials and time required, and where relevant, Social Emotional Learning (SEL) competencies that are addressed.

Facilitator instructions in each session are semi-scripted, using a numbered, step-by-step format. Facilitators will encounter the following guidance in each session:

- **SAY:**  
Key points for facilitators to make in lectures or activity instructions are listed in order after the word “SAY”. Facilitators can read the statements word-for-word, but should also feel comfortable using them to inform their own natural speaking style. Where appropriate, the “SAY” heading may be replaced by “ASK PARTICIPANTS” or “ASK PARTICIPANTS TO REFLECT” – these headings also indicate that the following content is to be shared with participants.
- **DO:**  
Numbered guidance following a “DO” statement provides simple instructions to the facilitator on how to organize or implement an activity.
- The red pencil symbol to the left of **bolded text** indicates wording that should be written on a flipchart paper or projected on a screen.

### Facilitator Note

- Background information, or more complex instructions on session delivery, are included in red Facilitator Note boxes.

### Activity Instructions

- Solid activity boxes highlight instructions for activities teachers should also practice with their students. These instructions are also included in the Participant Workbook.

## PARTICIPANT HANDOUTS

There are three activity-specific handouts for participants over the course of eight sessions. These handouts can be found in the appendix at the end of this manual.

## PARTICIPANT WORKBOOK

Each participant in the Learning and Wellbeing in Emergencies (LWiE) training should receive a Participant Workbook, which includes key reference material and detailed instructions for completing activities with children. Session instructions include specific guidance on when participants should refer to their workbooks during the training.



# MODULE ONE: Introduction

<b>Key Message</b>	Children’s learning is at risk in situations where their wellbeing and needs are not met.												
<b>Total Time</b>	5 hours												
<b>Expected Outcomes</b>	<p><i>By the end of today’s session, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>➤ Understand the rationale for LWiE and the connections between learning and wellbeing</li> <li>➤ Distinguish between the effects of “normal” stress and toxic stress</li> <li>➤ Understand the SEL competencies</li> <li>➤ Be aware of fundamental principles of the SEL classroom – child-centered learning</li> <li>➤ Explain the elements of a healthy and safe learning space</li> </ul>												
<b>Agenda</b>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Time (min)</th> </tr> </thead> <tbody> <tr> <td>1.1 Introduction</td> <td>90</td> </tr> <tr> <td>1.2 What are SEL Competencies?</td> <td>45</td> </tr> <tr> <td>1.3 Managing Different Types of Stress</td> <td>60</td> </tr> <tr> <td>1.4 What Makes a Safe and Healthy Classroom?</td> <td>60</td> </tr> <tr> <td>1.5 Recap and Reflect</td> <td>45</td> </tr> </tbody> </table>	Activity	Time (min)	1.1 Introduction	90	1.2 What are SEL Competencies?	45	1.3 Managing Different Types of Stress	60	1.4 What Makes a Safe and Healthy Classroom?	60	1.5 Recap and Reflect	45
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## 1.1: INTRODUCTION AND THE LINKS BETWEEN LEARNING AND WELLBEING

- **Purpose:** To provide an overview of the workshop and to understand the importance of promoting wellbeing in the learning environment and in the wider community.
- **Materials:** Ball (or something soft that can be tossed easily)
- **Time:** 1 hour 30 minutes

### 1. SAY:

- a. Welcome everyone to the Learning and Wellbeing in Emergencies teacher training workshop.
- b. The focus of these trainings will be on student and teacher wellbeing, and literacy.
- c. These training sessions are designed to help you teach more effectively, even in the middle of a crisis context.
- d. In addition to your participation in the training workshop, we hope the connections you make with other teachers in this program will help you in your daily work as a teacher.
- e. This workshop will include practical and useful activities that you can incorporate in your classroom – the instructions for each of these activities are included in your workbook.

- f. The workshop will also focus heavily on practice and sharing of ideas and experiences – each session will begin with a reflection on how we were able to carry out the activities in our classrooms and end with a reflection on what we have learned.
  - g. Please do not hesitate to share if you have questions or comments about the topics that we are discussing.
  - h. Let us begin with an icebreaker activity to make sure everyone knows each other.
2. DO:
- a. Ask participants to form a large circle, with everyone facing each other.
  - b. Explain that each participant will be asked to introduce her/himself and share how she/he is feeling today (for example: “My name is \_\_\_\_\_ and today I am feeling excited”).
  - c. Start by introducing yourself, remember to say how you feel, and then throw the ball to a participant who will go next.
  - d. After introducing her/himself, the participant throws the ball to the next participant and so on.
  - e. Continue until each participant has had a chance to introduce her/himself and share her/his emotion.

#### Facilitator Note

Note that this activity sets the tone for the workshop as discussing emotions is an important part of social and emotional learning. Some participants may not feel comfortable sharing their emotions, and that is okay. If participants seem uncomfortable, explain that you understand they may not be used to starting a workshop this way, and that you will explain the purpose of this activity once everyone has had a chance to share.

3. SAY:
- a. As you know, this workshop deals with the topic of wellbeing.
  - b. An important component of wellbeing – for both students and teachers – is something called **Social and Emotional Learning (SEL)**.
  - c. Social and Emotional Learning involves being able to identify the feelings you are experiencing, express them in a healthy way, and understand the feelings of the people around you.
  - d. Because we want to encourage children to be comfortable identifying and expressing feelings, it is important for us as adults to be able to do so as well.
  - e. For some people this process might be new and not very comfortable, while for others it may be an activity they enjoy.



- f. The activities we will be exploring over the coming days will help us all practice getting comfortable identifying and sharing feelings.
  - g. This will help you better understand your own emotions as well as the emotional needs of your students.
4. ASK PARTICIPANTS:
- a. How did you like the emotion-naming activity?
  - b. What did you learn from this activity?
  - c. How did it feel identifying a feeling or emotion and sharing this with the group?
  - d. Do you think this process would be a useful short activity you could do with your students? Why or why not?
5. SAY:
- a. Now we are going to do another introductory activity to find out the level of teaching experience you are all bringing into the classroom.
  - b. We all know that in crisis, we may not have enough trained teachers and volunteers with different experience may be recruited to fill gaps.
  - c. With this wide range of experience, we have a lot to learn from each other during this workshop.
6. DO:
- a. Ask participants to form one line.
  - b. The person who has the most teaching experience should be last in the line, over to the right, whereas the teacher with the least years of experience will be first in line, to the left.
  - c. To complete this task, participants must ask each other questions about their experience to decide where each person should stand so that everyone is in order from the least experience to the most experience.

### Facilitator Note

Once participants have lined up according to experience level, ask a selection of questions to provoke some conversation, such as:

- What changes have you seen in the time you have been working as a teacher?
- Given your level of experience, what do you hope to get out of this workshop?
- What is an example of a successful or unsuccessful lesson you have taught? Why was it successful or not?
- What current education issues/problems do you see?
- How do you think you will cope with the pressures of teaching?
- Think back to your time in school. Who was your favorite teacher and why?
- What qualities make a successful teacher?
- How would you help all students achieve their potential/achieve to be successful?

### 7. SAY:

- a. Thank you for sharing your experiences with us.
- b. Now I would like to tell you a little about the Learning and Wellbeing in Emergencies (LWiE) approach.
- c. LWiE is based on Save the Children's Literacy Boost program, and has been adapted to include a focus on social and emotional learning.
- d. The teacher training sessions that you are participating in include 8 sessions:
  - **Session 1: Introduction** (*today's session*)
  - **Session 2: Teacher Wellbeing**
  - **Session 3: Student Wellbeing**
  - **Session 4: Simple Classroom Literacy Activities**
  - **Session 5: Focusing on Meaning**
  - **Session 6: Diversity of Learners**
  - **Session 7: Guided Writing**
  - **Session 8: Reading Comprehension**

### Facilitator Note

If additional LWiE activities are planned as part of this project, take a moment to explain them to participants. This might include Community Action activities, such as Reading Clubs, Story Time, Reading Buddies, and Parent Awareness-raising sessions, as well as research activities such as a literacy and SEL student assessment. Even if teachers are not responsible for implementing these activities, it is important for them to know how this training fits into the bigger context.



→ **1.2: WHAT ARE THE SEL COMPETENCIES?**

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

→ **Materials:** Two pieces of paper marked “Agree” and “Disagree”, flipchart and markers

→ **Time:** 45 minutes

1. SAY:

- a. Many people in education talk about social and emotional learning and its relationship to learning outcomes, but there is also a great deal of confusion about it. We hope to put that confusion to rest!
- b. Now we are going to do an exercise to understand our thoughts on some of the different social emotional skills in the classroom.

2. DO:

- a. Ask participants to stand up again and go back to the clear space in the room.
- b. On one end of the room, post a sign that says “Agree” and on the other end post a sign that says “Disagree.”
- c. Read a statement from the box below, and ask participants to decide whether they agree, somewhat agree, somewhat disagree, or disagree – they should stand in the corresponding area between the “Agree” and “Disagree” signs to show the extent to which they agree with the statement.
- d. Once the participants have arranged themselves along “the line” ask one or two people to explain why they chose to stand in the place where they are standing. Then read out the rationale included in the attached guidance.
- e. Tell participants they should not worry where other teachers are standing.

<b>Facilitator Note: Statements and Rationale for “Agree/Disagree” Activity</b>	
<b>Statement</b>	<b>Rationale</b>
“Children learn best in an environment with a very strict teacher.”	<i>Mostly disagree. When we think of strict, we think of harsh, mean and not very warm. Students actually learn best in a supportive and nurturing environment. This is especially important immediately after a crisis where in order to learn, children need support for their wellbeing. A teacher who is not strict also needs to be very prepared and firm, however. We are going to discuss how this can be done effectively over the next days and weeks.</i>

<p>“Some children cannot learn, they are just not capable.”</p>	<p><i>This is simply not true. All children can learn, some just require a different approach in the classroom than others. Some students might be visual learners, while others respond better to being told instructions. While there are students who have learning disabilities, or functional impairments, simple accommodations can help them learn better, as well as benefit the entire classroom. For example, this might include writing with white chalk on a black chalkboard so it is easier to see. In all contexts, but especially in a crisis context, children face challenges at home that might influence the way they respond in the classroom. If we as teachers are accepting and understanding, we can encourage both their learning and wellbeing.</i></p>
<p>“New students in a classroom, as a result of displacement, are always disruptive and bad for learning.”</p>	<p><i>Sometimes, sure, but not always. Having new students join a classroom at any point can cause small disruptions. However, the addition of new students and new cultural norms, values and practices can bring a richness into the classroom and a new opportunity for learning. The teacher has a role to play in setting a positive tone and encouraging and showing their students how to welcome new students within a supportive classroom environment.</i></p>
<p>“It is possible to manage a classroom without hitting students.”</p>	<p><i>Completely agree. There are a number of different ways teachers can manage even some of the most challenging students, without resorting to violence. When students see their teachers using violent or humiliating punishment on a student in their classroom, they are more likely to learn from and repeat the teacher’s behaviour in the long run rather than remember the reason why the child was punished in the first place.</i></p>
<p>“There is a connection between improved wellbeing and learning.”</p>	<p><i>Yes. In emergencies, children’s social and emotional development and wellbeing is an extremely important part of them being able to learn in the classroom. Studies have shown that children exposed to violence and adversity have a negative physical reaction in their body that can change their brain development in a way that negatively affects their ability to learn. Therefore, learning for children in emergencies needs to address children’s mental, social, and emotional wellbeing; this requires a focus that moves beyond the traditional academic disciplines.</i></p>
<p>“School has an important role to play in addressing conflict in a community.”</p>	<p><i>Agree. While we are not asking teachers and students to involve themselves in active conflict, we do anticipate that schools play a positive and stabilizing role in communities impacted by conflict. Our hope is that classrooms and schools are safe and healthy spaces for all children and teachers and promote the positive values of understanding and empathy. This is a longer-term investment in healthy communities.</i></p>
<p>“Students have the right to an education.”</p>	<p><i>Agree, they all do. It is every child’s right in the Convention on the Rights of the Child – this is their right regardless of whether the child is displaced or has a disability. At the same time, with these rights come responsibilities, so students have a responsibility to listen in class and not disrupt other students’ learning, to do the work assigned to them, and to act respectfully.</i></p>
<p>“Parents and community members do not have a role to play in children’s learning.”</p>	<p><i>Strongly disagree. Parents and other members of the community have an important role to play in promoting education and supporting their own and children’s wellbeing. Even when parents or community members are not educated themselves, there are valuable ways that they supporting education including creating space and time for children to learn outside of school, committing to protecting the safety of the school, running community events that promote learning, etc.</i></p>

<p>“Individuals have a responsibility for their own behaviour and the way they react to others.”</p>	<p><i>Agree. We can give children (and ourselves) the understanding and skills to manage their own emotions. With this understanding and knowledge, they will be better able to understand and relate to others.</i></p>
<p>“If students complain that a task is too hard, you should stop and change direction.”</p>	<p><i>Disagree. One of the values we, as teachers, want to promote in students is one of determination and perseverance. Similarly, we want this for ourselves as teachers. We can step back and try to explain the task in another way or provide additional instruction. However, one of the most important things we can do is to encourage students to pause, take a breath, and approach the task thinking, “I can do this but it may take a few attempts”.</i></p>

### 3. ASK PARTICIPANTS:

- a. What do you take from this activity? Did any of these responses surprise you?
- b. Were there any statements where you disagreed with my response? If so, why?
- c. Is this a type of activity you could use in the classroom? Maybe not the same questions, but the format of asking students to stand on a line to show whether they agree or disagree. Why or why not?

### 4. SAY:

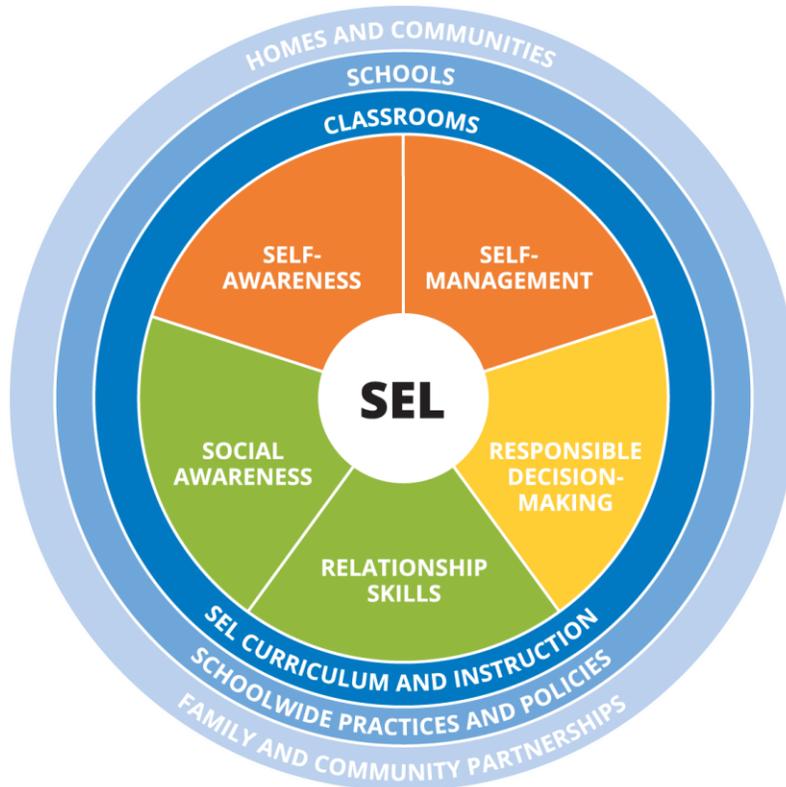
- a. Now that we have a shared understanding of some topics related to students’ wellbeing, we are going to explore Social Emotional Learning (SEL) in more detail.
- b. SEL is a way of working with children to develop skills that will help them to be well and succeed in life.
- c. SEL skills are essential in life. They are useful in the classroom, promote learning, and will also benefit children and communities in the longer term.
- d. **Social and emotional learning (SEL) means learning the skills to:**
  - **Understand and manage emotions**
  - **Set and achieve positive goals**
  - **Feel and show empathy for others**
  - **Establish and maintain positive relationships**
  - **Make responsible decisions.**



### Facilitator Note

The full, official SEL definition from CASEL (The Collaborative for Academic, Social, and Emotional Learning) is: *the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.* For more information see: <https://casel.org/what-is-sel/>.

Draw or display the chart below to help illustrate this definition, and invite participants to come closer to the chart as you continue explaining the components of SEL in the script below.



### 5. SAY:

- a. Let us break this down. What does this definition mean to you?
- b. SEL is about helping students develop the necessary skills to be able to understand and face the challenges in their lives.
- c. SEL is made up of these 5 basic competencies:
  - Self-Awareness
  - Self-Management
  - Social Awareness
  - Relationship Skills

- Responsible Decision-Making

- d. Throughout the LWiE, we will practice various activities that are linked to one or more of these competencies.
- e. To explore each of these competencies, we will now break into groups that will each look at one in more detail.
- f. The work of each of your groups is going to help us to understand what each competency is and how teachers can develop them in their classrooms.
- g. Turn to the SEL Components and Example Skills chart in your participant workbook – this will help inform your group work.
- h. I will also pass out specific instructions to each group.

6. DO:

- a. Divide participants into five groups, and assign each group one of the five SEL competencies.
- b. Distribute to each group the handout in the Appendix: Handout for Session 1.2: Group Work Assignments (also replicated in Facilitator Note below).
- c. Provide each group with a flip chart paper and markers, and instruct them to follow only the directions listed for their individual group.
- d. Circulate throughout the room as the groups are working and answer questions as needed.
- e. When the task is finished, as a representative from each group to present their flipchart to all participants.
- f. Post the flipcharts on the wall for the rest of the training.

### Facilitator Note

Group-specific instructions (printer-friendly version located in the Appendix):

Group 1: Self-Awareness - skills that allow us to understand our own emotions and reactions to others and channel these in a positive manner

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Self-Awareness?
- What are some activities you can do with students to practice this skill?

Group 2: Self-Management - skills that helps students to manage their emotions in the classroom and focus on learning

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Self-Management?
- What are some activities you can do with students to practice this skill?

Group 3: Social Awareness - skills that allow us to look at a situation from someone else's perspective and demonstrate an understanding of their challenges

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Social Awareness?
- What are some activities you can do with students to practice this skill?

Group 4: Relationship Skills - skills that help us communicate our thoughts and feelings with others in a clear, positive manner

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Relationship Skills?
- What are some activities you can do with students to practice this skill?

Group 5: Responsible Decision-Making - skills that allow us to keep moving forward in the face of challenges and continue to work towards a realistic goal.

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Responsible Decision-Making?
- What are some activities you can do with students to practice this skill?

7. ASK PARTICIPANTS:
    - a. What do you notice about the different skills or competencies?
    - b. Are any of them more important than any others?
- 

### 1.3: MANAGING DIFFERENT TYPES OF STRESS

- **Purpose:** To empower teachers to identify their own sources of stress both inside and outside of the classroom and provide them with the tools, resources, and support systems to help them manage and cope.
  - **SEL Competencies Supported:** Self-Awareness and Self-Management
  - **Materials:** A4 paper and markers; jar or plastic bottle filled with dirt, small pebbles, and water; flipchart and markers
  - **Time:** 1 hour
- 

1. SAY:
  - a. Difficult situations cause stress for people.
  - b. Crisis situations can cause severe stress. However, there are other sources of stress such as having too much work, being uncertain about the future, for example.
  - c. Stress over time can build up and cause problems for people.
  - d. Learning how to manage and process this stress is an important skill for all people.
  - e. We are going to start our discussion about stress with a brief activity.
2. DO:
  - a. Distribute one piece of A4 paper.
  - b. Place a variety of markers on the tables so that participants can choose the colors they need.
3. SAY:
  - a. To start, draw an outline of a person's body on your sheet.
  - b. Imagine that this is your body.
  - c. Think about how it feels when you are stressed: where can you feel stress in your body?
  - d. What color would that stress be if you could take a picture of it?
  - e. Use the markers to color your stress on the outline of the person.

### Facilitator Note

Any activity that asks participants to feel a negative emotion can sometimes lead to adverse reactions. Pay attention to participants as they are working, and if you notice anyone becoming upset, offer them a chance to take a break, and let them know that you are available to listen if they want to talk. Do not force anyone to complete an activity about emotions, and never force anyone to share their work in plenary. Offer participants a chance to share in small groups and, only if they are comfortable, allow them to share with the whole group.

#### 4. ASK PARTICIPANTS TO REFLECT WITH A PARTNER:

- a. How does your body and mind feel when you are stressed?
- b. Where do you mostly feel stressed?
- c. How do you experience stress at your school?
- d. How can you make the school and classroom feel less stressful?
- e. How do you think stress affects children's learning?
- f. How might our teaching and relationships with students be affected by stress?

#### 5. SAY:

- a. During the training workshop, we are going to be talking about the ways you can manage your own stress and create a classroom environment that helps children to manage their own stress.
- b. But before we get into some of these activities, it is important that we are aware of the different types of stress experienced by children and the impact stress may have on a child's behaviour – and potentially on their healthy brain development.
- c. Feeling stress is very normal – it is your body's reaction to an adverse situation or event, and it can disturb your physical or mental balance.
- d. There is both good and bad stress
- e. Stress can be positive when a person feels stimulated and able to respond to the stressful situation. For example, when it shocks you into getting yourself to safety. Many people refer to this as **adrenaline** (when your heart rate increases and your breathing is faster)
- f. However, stress is negative when a person feels threatened and not in control of the situation.
- g. Negative stress will affect the brain and body in ways that can be destructive to both physical and mental health. We refer to this as toxic stress because it has the same effect as exposure to poison.

- h. I am now going to do a demonstration to help us visualize how stress can impact our ability to think clearly.

**Facilitator Note**

Before participants arrive for the day, fill a plastic water bottle or glass jar with about 5cm of dirt, sand, and pebbles, and then add water so that the bottle is  $\frac{2}{3}$  full.

Allow the water bottle to settle so that the dirt is on the bottom and clear water is on the top. Show the settled water bottle to the participants, and when everyone is watching, shake the bottle vigorously so that the dirt and water mix together into a fog.

**6. SAY:**

- a. Think of your brain like this jar with sand in it.
- b. When our minds are calm and clear, it is like the unshaken jar and information is able to pass successfully to different parts of the brain.
- c. If we need to store or get memories, we can access our memory part of the brain easily.
- d. If we need to solve problems, make connections, focus or pay attention, information is able to travel to where learning takes place in our brains (at the front of our heads/forehead area).
- e. When we are stressed, the mind becomes cloudy and unfocused.
- f. Information swirls around and it is much harder for information to get to where it needs to go and for us to think, act and communicate well.
- g. Can you think of a time when your mind felt like the shaken jar?
- h. When our brain is stirred up like the jar, our reaction to stress is often one of three things:
  - i. **Fight**
  - ii. **Flight**
  - iii. **Freeze**
- i. All humans and animals are biologically likely to respond to stress in one of these three ways. Has anyone heard of this concept or can guess what it means?



### Facilitator Note

Request a participant volunteer to explain the concept of “fight, flight or freeze” (if possible). Fill in any gaps or clarify as needed so that participants receive the following complete information:

- **Fight** means entering into conflict with others (verbal or physical), blaming others for our stress, or it could mean blaming ourselves, or feeling negative about ourselves for feeling stressed (“What’s wrong with me? Why I am getting stressed again?”).
- **Flight** means escaping or avoiding the situation. For example, if something is dangerous, we run away, or if something is stressful, we might ignore the problem, or pretend everything is ok.
- **Freezing** means we might become unable to move from fear, or pull back into oneself and not communicate, or even faint.

### 7. SAY:

- a. Do these three responses remind you of your own reaction to different types of stress?
- b. Stress can have a significant impact on children, both physically and mentally, as their brains are still developing.
- c. As we learned from the jar, when our brains are stressed, they are less able to learn.
- d. Additionally, children who are stressed during long periods of their childhood may experience changes in the way they develop.
- e. Examples of impacts on their development and understanding of the world may include having a lower ability to empathize with others.
- f. Empathy means trying to understand how someone is feeling and how you would want to be treated if you were that person.
- g. Other impacts might include feeling sad and angry more quickly than usual, or thinking that someone wants to hurt them.
- h. Because of this fear, very stressed or chronically stressed children are more likely to do something without thinking first, become extremely angry and act with force, or withdraw.
- i. Stress does not only affect children – a teacher’s ability to plan and manage their classes effectively and to teach can be affected negatively by stress.
- j. Research has shown that stressed teachers are more likely to use harsh discipline techniques with children.
- k. When teachers feel out of control they try to control their students in any way they can (this is the “fight” reaction of “fight or flight or freeze”).
- l. Stressed teachers may feel more emotionally tired and find it more difficult to empathize with students, engage with them, and build positive relationships. We will be discussing in more detail in the next session.

- m. Social Emotional Learning has proven to reduce the impact of toxic stress on a child's brain development. We are going to continue exploring the concept of Social Emotional Learning in the next session.

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#### 1.4: WHAT MAKES A HEALTHY AND SAFE CLASSROOM?

- **Purpose:** To engage participants to think about the elements (both physical and psychological), that ensure schools are safe spaces for children, even in crisis contexts
- **SEL Competencies Supported:** Social Awareness, Responsible Decision-Making
- **Materials:** Flipchart and markers; collection of materials that can be used to create a “classroom environment” such as paper towel rolls, construction paper, paper clips, glue, construction paper, stickers, and/or scissors
- **Time:** 1 hour

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#### 1. SAY:

- a. As discussed in the last session, a safe and protective learning environment is an important part of supporting a child's wellbeing.
- b. The environment is made up of both the physical buildings and space as well as the types of relationships and behaviours of teachers, school administrators, and other students.
- c. What are the elements of a safe and protective space?

#### 2. DO:

- a. Write participants suggestions on flipchart paper(s)
- b. Title the flipchart paper(s) so that there are separate lists for the **physical, social, and emotional elements** of a safe and protective space.
- c. Divide participants into groups of three for the next activity.

#### 3. SAY:

- a. Now in your groups, you are going to create a model or drawing of a safe and protective learning space using markers and the additional materials here at the front.
- b. You will have 25 minutes to complete this task as a group.
- c. You can decide whether you want to focus only on a classroom setting or on a wider school compound but do consider the lists at the front of the room.

#### 4. DO:



- a. Once groups have completed their models/drawings, organize a gallery walk around the room so that everyone can see all of the final products.
- b. Ask each group to explain briefly, why they designed their classroom or school environment the way they did and how they ensured it was a safe space.

### Facilitator Note

Remind participants to look at the connection between the physical safety of the physical space and the students' personal safety (perceived and actual).

Also, remind participants to look at softer inputs, such as teacher training, codes of conduct, and community support.

5. ASK:
  - a. Did you enjoy doing this activity? Why or why not?
  - b. Do you think this is something you could do in your classroom? When could you do an activity like this and what impact would it have?
  - c. Is there a way you could do this same activity even if you have fewer resources for the students to use?

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## 1.5: RECAP AND REFLECT

- **Purpose:** To review the day's discussions and address any initial concerns or challenges to ensure that participants understand the concept of SEL before moving forward
- **SEL competencies addressed:** Self-awareness
- **SEL Competencies Supported:** Self-Awareness
- **Materials:** Post-it notes and markers; two flipchart papers, one with the heading "One new thing I learned" and one with the heading "A question I still have"
- **Time:** 45 minutes

1. SAY:
  - a. We have covered a lot of information today! Now let us review some of our lessons from the day.
  - b. Let us revisit the agenda and reflect on what we have learned today.

- c. The concepts we learned in this session are very important as they form the foundation for the rest of the training.
- d. Therefore, if there is anything that is still unclear to you, please do ask for clarification as we discuss each session – if it is unclear to you, it is probably unclear to others in the room as well!

2. DO:

- a. Read each session title from the agenda and ask a participant volunteer to recap a key point from the session.
- b. Ask if participants have any questions or concerns under each session before moving on to the next.
- c. For each question that is asked, ask other participants if they are able to answer, or answer the question directly – make sure participants are made to feel their questions and answers are smart and thoughtful. We are all learning!
- d. Thank all participants for their questions, and remind them that questions are a key component of a successful training.

3. SAY:

- a. Now that we have reflected together as a group, I will ask you to take some time to reflect individually as well.
- b. Turn to the journal pages in your workbook and write a short, personal reflection of the day.
- c. Consider answering the following questions:
  - How will what I learned today change how I teach in my classroom?
  - What was my best moment today and how can I have more moments like this?
  - How was my mood today with my fellow trainees? How can I continue my energy or improve it?
  - How did I support my fellow trainees?
  - What is my mindset at the end of this module? How did I grow, or am I feeling fixed? If fixed, how can I change my thinking to grow from these experiences?
  - What am I grateful for learning today?
- d. Taking time to reflect is an important part of building a positive SEL classroom.
- e. In classes of low literacy, journaling is an unlikely option, but you can still ask students to think or draw about their day.

4. DO:

- a. While participants are writing, distribute Post-it notes to each table.



- b. Do not encourage participants to pack up or leave until everyone has finished writing in their reflection journal.
5. SAY:
- a. You will see there are Post-it notes on all of your tables.
  - b. Please take a moment to write one thing that you have learned on one Post-it note, and a question you may still have on a separate Post-it note.
  - c. As you walk out today, place each Post-it note on the appropriate flipchart paper that is labeled at the front of the room.
  - d. Thank you very much for all of your hard work today and I look forward to our next session.
  - e. At the beginning of our next session, we are going to ask you to reflect on how you have applied these skills in your classroom.

# MODULE TWO: Teacher Wellbeing

## Session Overview

<b>Key Message</b>	A teacher's own wellbeing is important for quality teaching and learning.															
<b>Total Time</b>	5 Hours															
<b>Expected Outcomes</b>	<p><i>By the end of today's session, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>➤ Explain what makes a good teacher and the challenges to achieving it</li> <li>➤ Identify different ways that can be used to manage one's own stress</li> <li>➤ Understand the relationship between teacher and student wellbeing and learning</li> <li>➤ Discuss the similarities and differences between the pressures faced by teachers in development and crisis settings</li> <li>➤ Understand the nature of teacher identity and how it is connected to wellbeing</li> <li>➤ Understand the various different motivations and challenges teachers face</li> <li>➤ Develop a personal action plan for addressing one's own wellbeing and asking for more support from all members of the school community</li> </ul>															
<b>Agenda</b>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Time (min)</th> </tr> </thead> <tbody> <tr> <td>2.1 <i>Recap and Checking In</i></td> <td>30</td> </tr> <tr> <td>2.2 <i>What Makes a Good Teacher?</i></td> <td>45</td> </tr> <tr> <td>2.3 <i>The Wellbeing Tree</i></td> <td>60</td> </tr> <tr> <td>2.4 <i>Teacher Motivation</i></td> <td>45</td> </tr> <tr> <td>2.5 <i>Stress Management Techniques</i></td> <td>50</td> </tr> <tr> <td>2.6 <i>Reflect and Recap</i></td> <td>30</td> </tr> </tbody> </table>	Activity	Time (min)	2.1 <i>Recap and Checking In</i>	30	2.2 <i>What Makes a Good Teacher?</i>	45	2.3 <i>The Wellbeing Tree</i>	60	2.4 <i>Teacher Motivation</i>	45	2.5 <i>Stress Management Techniques</i>	50	2.6 <i>Reflect and Recap</i>	30	
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## 2.1: RECAP AND CHECKING IN

- **Purpose:** To remind participants of the previous modules' aims and objectives, and allow them to reflect on and share how they applied what they learned
- **Materials:** None
- **Time:** 30 minutes

### Facilitator Note

Request that participants sit with a new group so they are meeting, talking with, and working with different people. You could ask them to sit with 2-3 new people they did not sit next to last time. Staying close to someone familiar in the beginning is understandable, but participants need to practice their social skills and knowledge sharing with others.

1. SAY:
  - a. Before we start with today's module, we should remind ourselves what was discussed in the last session
  - b. Is there a volunteer who would like to summarize the previous session?
2. DO:
  - a. Allow a volunteer to recap the previous session and fill in any gaps.
  - b. Refer to the Expected Outcomes from Session 1 to ensure all are mentioned.
3. SAY:
  - a. I hope you were all able to practice some of what you learned last time in your classrooms.
  - b. Does anyone have a successful experience that you would like to share?
  - c. Does anyone have a challenging experience that you would like to share?

### Facilitator Note

If some participants did not apply anything from the first session in their classroom, initiate a discussion on why not (What are the barriers that prevented them from trying?).

Some participants will likely have had challenging experiences – be open to conversations about challenges and request advice from other participants on how such challenges can be addressed in the future. Do not attempt to respond to all challenges yourself; the other participants may have more concrete and context-appropriate advice.

## 2.2: WHAT MAKES A GOOD TEACHER?

- **Purpose:** To reflect on participants' perceptions of what makes a good teacher and identify barriers they may face in their efforts to be good teachers
- **SEL Competencies Supported:** Self-Awareness, Relationship Skills
- **Materials:** Flipchart paper and markers
- **Time:** 45 minutes

### Facilitator Note

Remind participants of the 5 SEL skills, they can refer to their Participant Workbook if needed.

- *Self-Awareness* – reflecting on your role as teachers and understanding both the positive aspects and the challenges
- *Relationship Skills* – convey thoughts and ideas as part of the activity through participation in the drawing exercise and follow up discussion

1. SAY:
  - a. Today we are going to talk about what makes a good teacher.
  - b. Take a moment to think about the different teachers you had in school – the ones you thought were good and the ones you thought were bad.
  - c. What made the good teachers good?
  - d. Turn to the person next to you and share your thoughts.
2. DO:
  - a. Once everyone has shared their thoughts with the person next to each other, divide participants into groups of 3-4.
  - b. Provide each group with a flipchart paper and markers.
3. SAY:
  - a. Working in your groups, please draw an example of a “good teacher.”
  - b. Include in your drawing what you think are the most important characteristics/qualities of a good teacher.
  - c. You can use words or symbols to show these characteristics/qualities.
4. DO:
  - a. Allow groups about 15 minutes to complete the drawings.
  - b. Ask each group to share their drawings with the entire group of participants.

**Facilitator Note**

Keep the 'good' teacher drawings on the wall throughout the session as a reminder of what we are working towards. Continue to refer back to specific qualities that groups identified throughout the following sessions.

**5. ASK PARTICIPANTS TO REFLECT:**

- a. Are there any other things you thought of while people were presenting their ideas?
- b. Every teacher entered the profession wanting to be effective but this does not always happen. What are some of the problems teachers face that prevent them from performing their job effectively?
- c. Do you think just because a teacher taught a lesson that students learned the information?
- d. How can good teachers set high, realistic expectations for their students?
- e. How can good teachers learn from their counterparts/colleagues?

**2.3: THE WELLBEING TREE**

- **Purpose:** To identify the different risk and protective factors in a child's life and how they are interrelated
- **SEL Competencies Supported:** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
- **Materials:** Definition of Wellbeing; flipchart paper and markers; colored circles
- **Time:** 45 minutes

**Facilitator Note**

SEL skills in this session are addressed as follows:

- *Self-Awareness* – reflecting on the challenges you face as a teacher
- *Social Awareness* – understanding some of the challenges faced by other participants in the workshop or other teachers
- *Relationship Skills* – convey thoughts and ideas as part of the activity through participation in the exercise and follow up discussion
- *Responsible Decision-Making* – coming to a consensus as a group about the final product

### Facilitator Note

Before the session begins, post a flipchart paper displaying the definition of Wellbeing:

“A state of physical, emotional, social and brain health. Wellbeing includes all of the things that are good for a person such as participating meaningfully in their community, feeling happy and hopeful, having positive relationships, living in a supportive environment and feeling capable of dealing with challenges.”

Note that if the full definition feels too heavy for the participants, you can post a bulleted list of the aspects of Wellbeing instead (and read the full definition out loud to participants):

- **Physical, emotional, social, and brain health**
- **Meaningful participation in community**
- **Feeling happy and hopeful**
- **Positive relationships**
- **Supportive environment**
- **Feeling capable of dealing with challenges**

Over the course of the discussion, emphasize the interconnectedness of the different aspects of wellbeing. Use the following diagram to guide your own understanding of wellbeing; you may also choose to share them with participants to emphasize your points.

### Holistic support to well-being



#### 1. SAY:

- a. Please take a moment to read the definition and important points of wellbeing.
- b. Do you agree with these points?
- c. Is there anything you might add or change to describe wellbeing?
- d. As you are all aware, teaching is a profession that involves many different roles and can be stressful.

- e. In order for teachers to stay motivated and to continue to be a positive influence on children and their learning, it is important that their wellbeing is supported – by themselves and others around them.
  - f. Ensuring that teachers are emotionally, socially, physically, and spiritually healthy can help improve their sense of happiness and pride.
  - g. Teachers that are happy and proud of what they do are more likely to be good, supportive teachers for their students.
  - h. However, in crisis contexts, teachers suffer the same stressful events as their students and their family members.
  - i. They may experience the loss of loved ones, homes, and property and/or witness horrific events.
  - j. Naturally, these events affect a teacher’s wellbeing and they may experience high levels of stress making it difficult for them to think clearly, to be a positive and supportive influence on their students, and to protect students from additional harm or abuse.
  - k. They might be quicker to use anger or violence in the classroom, putting children at risk of harm.
  - l. In the local community, individuals can be sources of support and protection, but they can also present risks.
  - m. In other sessions, we will be looking at the role of parents and community members, but in this session, we are looking specifically at the relationship between teachers and students.
  - n. We are now going to do an activity to look at the different elements of wellbeing in more detail.
2. DO:
- a. Divide participants into groups of 4-5.
  - b. Provide each group with a flipchart paper and some markers.
3. SAY:
- a. This activity will include several steps.
  - b. Please listen to the instructions carefully – we will proceed step-by-step together.
  - c. Step One is for you to draw a large, simple outline of a tree on your paper.

### Facilitator Note

Display an example of a large, simple tree at the front of the room. As you read each step of the instructions, add an example to the sample tree so that participants can visualize what you are describing. Feel free to use an example of a tree that is contextualized to the local environment (for example, a palm tree).



#### 4. SAY:

- a. Teachers can be both a source of risk and protection for children.
- b. This tree will include examples of risks and protective factors, and how they can both be present in any given situation.
- c. You will be drawing and labelling the stump/roots, the trunk, the branches/leaves of the tree, and the fruits.
- d. Imagine a challenge that your community has faced, or could face (for example, displacement, a hurricane, an earthquake) and how it could impact your community and, specifically, the teacher.
- e. Step Two is to write the problem and its consequences for your community and teacher at the bottom of the tree – write these on the stump/roots.

*[Pause to allow each group to complete the step]*

- f. Step Three is to list the ways that the emergency or crisis can impact the teacher's priorities and responsibilities – write these on the trunk of the tree.

*[Pause to allow each group to complete the step]*

- g. Step Four is to write the types of harm and problems that teachers could do to children – write these on the branches/leaves of the tree.

*[Pause to allow each group to complete the step]*

- h. Step Five is to write the different ways teachers could protect children in their classes – draw these as small fruits coming off the tree.

*[Pause to allow each group to complete the step]*

**Facilitator Note**

Examples of roots/stump (problems and consequences):

- *Community has been hit by an earthquake, buildings destroyed, many killed*
- *There is ongoing fighting in the country and the community is directly affected – many people live in fear and there are tensions between community members*

Examples of trunk (teacher priorities and responsibilities):

- *Teachers lose loved ones*
- *Teachers are worried for the safety of their family*
- *Teachers' families have suffered losses and, as a result, they have additional financial worries*

Examples of branches/leaves (harm to children):

- *Teachers may use corporal punishment in class*
- *Teachers do not come to school*
- *Teachers are not properly trained*

Examples of fruits (protection for children):

- *A source of care and support*
- *Refer to professional care as needed*
- *Provide a sense of normalcy*

**5. ASK:**

- When is a teacher harmful? When are they protectors?
- How do we sustain teacher wellbeing in the face of crisis?
- What are some ideas or strategies you use to support your own wellbeing? Do you have any you use? How do you think they might be useful?

**6. SAY:**

- In summary, teacher wellbeing is connected to student wellbeing.
- Over the course of today's sessions, we are going to discuss what we can do to support teacher wellbeing.
- This includes tools, ideas and strategies that a teacher can use on their own.
- It also includes systems of support that need to be established in order to better support teachers.
- No teacher should feel alone in the classroom – support from the wider school community and school administration is key.

## 2.4: TEACHER MOTIVATION

- **Purpose:** To understand the different factors that impact a teachers' capacity to do their jobs effectively
  - **SEL Competencies:** Self-Awareness, Social Awareness
  - **Materials:** Flipchart paper; markers; role play scenarios
  - **Time:** 60 minutes
- 

### 1. SAY:

- a. There are different aspects of all our lives that make up our unique identity. Some examples include whether we are parents, whether we are siblings, what we believe in, the language we speak, and what we do for a living.
- b. A teacher's identity is influenced by who we are, and the experiences that we bring to the classroom setting.
- c. Teacher identity is also connected to level of motivation – it is easier to feel motivated when you are supported and valued in your community.
- d. What types of support or encouragement do you receive from your community?
- e. If your community members were asked to complete the sentence “A teacher is...” do you think they would use positive or negative words?

### 2. DO:

- a. Allow a few moments for discussion.

### 3. SAY:

- a. As you are all aware, teaching is a very important job but it can be very difficult and demanding work.
- b. Doing the job well requires that teachers give a lot of themselves – their time, compassion, and commitment, for example.
- c. Our next activity will explore the factors that are demotivating and motivating to teachers, as well as how teachers can and should be supported in their work environment.
- d. I am going to read a series of three scenarios describing common teacher experiences.

### 4. DO:

- a. Read the scenarios in the box below out loud to participants.
- b. Pause between each story to ensure everyone understands – clarify or re-read as necessary.

### Facilitator Note: Teacher Motivation Scenarios

Scenario 1: Sara is a teacher at a school in a host community and recently received a large amount of students from the nearby refugee camp. As a result, her class is twice as big as her previous class and students are forced to share textbooks. Another problem, however, is that the new students all speak a different language than the children in the existing class – a language the Sara does not speak. She is feeling very discouraged.

Scenario 2: Ahmed is a teacher in a school in a small, rural community that is suffering because of a drought. He is trying to support the children in the community to deal with the impact of the crisis, but many parents do not value education. They themselves have limited education and do not think it will help their children to manage the current situation. As a result, children are often absent from school and it is difficult for Ahmed to teach his lessons and accurately assess student progress.

Scenario 3: Farah is a struggling teacher. She is working at a school in a community where there is frequent conflict and fighting. Out of the 20 teachers in her school, Farah is one of three who are qualified to teach. However, there are many students in her class who are far behind the assigned curriculum. She is feeling frustrated and is considering quitting and looking for a job outside of education.

- c. Ask participants to discuss (at their tables) the challenges these teachers are facing, and how the challenges can be addressed in a way that prevents the teacher from becoming demotivated.
  - d. Circulate through the groups to answer any questions as participants are talking.
  - e. Provide each group with a flipchart paper and markers, and ask them to create a list of motivating and demotivating factors for teachers.
  - f. After each group has completed their lists, ask them to share as a whole group.
5. ASK:
- a. What did you think of the scenarios?
  - b. What did you think of the motivating and demotivating factors the groups identified?
6. DO:
- a. Allow participants a few moments to discuss at their tables.
7. SAY:
- a. Research has shown that two key factors have a significant influence over teacher motivation: **leadership** and **peer support**.
  - b. Leadership is support that comes from head teachers and supervisors.
  - c. The support could include, for example, more frequent classroom visits and discussions providing specific feedback to teachers.



- d. Classroom visits and specific feedback makes it clear that the head teacher or supervisor is making investments in the teacher’s performance and wellbeing.
  - e. Peer support is support that comes from fellow teachers.
  - f. For example, teachers can provide guidance to each other based on their own experiences.
  - g. This can take place through informal conversations or formally through activities, such as Teacher Learning Circles.
  - h. Teacher Learning Circles are regular meetings between teachers in the same school or district, where teachers share challenges and advice with each other.
  - i. Most challenges teachers experience in the classroom are not unique – there is a very good chance that other teachers will have experienced the same challenge and may have identified helpful strategies for addressing the challenge.
8. ASK:
- a. What are your experiences with leadership and peer support in your teaching career?
  - b. If you have not felt as though there is strong leadership or peer support at your school, what steps can we take to improve these standards?

### Facilitator Note

If teachers are not able to identify specific suggestions for improving leadership and peer support in their schools, suggestions include:

#### Leadership

- Ask the head teacher to set up a regular observation schedule
- Ask the head teacher for feedback on teaching and pedagogy
- Ask the head teacher to establish regular trainings for teachers (either formal trainings, or informal afternoon check-ins)
- Ask the head teacher to establish a Teacher Learning Circle with teachers from a nearby school

#### Peer support

- Arrange for fellow teachers to observe each other and provide advice/feedback
- Ask a fellow teacher for help solving a problem
- Organize a Teacher Learning Circle with other teachers at the school

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## 2.5: STRESS MANAGEMENT TECHNIQUES

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

- **SEL competencies addressed:** Self-Awareness, Relationship Skills
- **Materials:** None
- **Time:** 45 minutes

### Facilitator Note

SEL skills in this session are addressed as follows:

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

#### 1. SAY:

- a. As we have been discussing, teaching is a demanding job, so it is important to take care of yourself.
- b. When we are stressed, things can happen to our body and our mind – for example, our heart rate increases, we may start sweating, or we may feel angry and anxious.
- c. Learning how to manage your stress and take care of your own wellbeing can help you react more positively during stressful situations.
- d. You may not be able to control a stressful situation, but you can control how you react to stress.
- e. We are now going to think about the ways we experience and react to stress, perhaps without even realizing it ourselves.
- f. We will also practice stress management techniques that can help you reduce your stress.
- g. Please open your participant workbook to the chart on the signs of stress.

#### 2. DO:

- a. Ensure that participants are on the correct page of their workbook.
- b. Explain how to complete the chart, following the directions at the top of the workbook page.
- c. Allow participants several minutes to complete their chart individually.
- d. Ask if anyone would like to share.

#### 3. ASK:

- a. What did you think about this exercise?
- b. Were you surprised by any of the findings?
- c. What are some ways you manage your stress?

4. SAY:

- a. Keep this chart and revisit it every few months, this way you can monitor whether you are finding ways to manage your stress effectively or if you are experiencing even more stress.
- a. Now we are going to discuss some ways you can help manage your stress.
- b. As we have discussed, stress causes changes to our bodies and our minds.
- c. For example, our heart rate increases, we may feel sweaty, and we may start to feel angry and anxious.
- d. We can help ourselves to calm down and to focus by learning different strategies.
- e. One of the strategies is to practice calming and breathing exercises – this can be a proactive way to prevent negative stress reactions from getting worse.
- f. Breathing deeply and slowly even for just a short time can be a very effective way to calm oneself down.
- g. Calming and breathing exercises help you focus on **mindfulness – being aware, focusing on the present moment, and accepting reality.**

5. ASK:

- a. Have you ever tried breathing exercises before?
- b. If so, what did you think?
- c. Do you notice any difference between breathing through your nose or your mouth?

6. SAY:

- a. We will start with a simple breathing exercise, called Belly Breathing.
- b. This is an activity that you can also lead your students to practice helping them to manage their own stress.
- c. The instructions for Belly Breathing appears in your participant workbook, along with some additional breathing activities you can use with yourself or with students.
- d. There is no need to review the instructions. You only need to listen and experience this activity for now.

7. DO:

- a. Ask participants to jump up and down several times before starting the activity, to increase their heart rate and simulate stress.
- b. Lead participants through the steps of Belly Breathing in the activity box below.
- c. Ensure that participants are focused on experiencing the activity, rather than reading the instructions.



### Activity Instructions: Belly Breathing

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

#### 8. ASK PARTICIPANTS:

- a. How did you feel after you did the Belly Breathing? Did your heartrate change?
- b. Do you think this could be something that would be effective in a stressful situation? Why or why not?
- c. Could you begin each school day with Belly Breathing with your students?
- d. What other breathing techniques do you know of?

#### 9. SAY:

- a. Practicing regular self-care is very important.
- b. In your participant guide, you will find additional guidance and suggestions on self-care.

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## 2.6: RECAP AND REFLECT

- **Purpose:** To recap main learning points from the session and reflect on personal learning
  - **SEL competencies addressed:** Self-Awareness, Responsible Decision-Making
  - **Materials:** None
  - **Time:** 15 minutes
-

### Facilitator Note

SEL skills in this session are addressed as follows:

- *Self-Awareness* – this is an activity to reflect on the measures we plan to take to attempt to address both the signs and the underlying cause of stress we are dealing with in our lives
- *Responsible Decision-Making* – as well as action planning and committing to the planned activities

1. SAY:

- a. This is the end of the teacher wellbeing session today.
- b. Before we finish, let us recap the main learning points.

2. DO:

- a. Read each session title from the agenda and ask a participant volunteer to recap a key point from the session.
- b. Ask if participants have any questions or concerns under each session before moving on to the next.
- c. For each question that is asked, request answers from the rest of the participants, or answer the question directly – make sure participants are made to feel that their questions are intelligent and thoughtful. Remember, we are all learning!
- d. Thank all participants for their questions, and remind them that questions are a key component of a successful training.

3. SAY:

- a. Now that we have reflected together as a group, I am will ask you to take some time to reflect individually as well.
- b. Take a moment to consider the following questions:
  - What did you enjoy learning in class today?
  - Whom did you enjoy working with today? Why?
  - What did you learn that you would like to learn more about?
  - What makes you feel grateful about today's class?
- c. These are questions that you can ask your students to reflect on at the end of each day.
- d. Does anyone want to share his or her reflections on these questions?
- e. How will you incorporate what you learned today into your classroom?



# MODULE THREE: Student Wellbeing

## Session Overview

<b>Key Message</b>	Quality education that promotes students' wellbeing helps strengthen their resilience and learning outcomes.														
<b>Total Time</b>	4 hours and 45 minutes														
<b>Expected Outcomes</b>	<p><i>By the end of this module, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>➤ Understand the elements of student wellbeing and how they may be different in crisis contexts</li> <li>➤ Understand how working to address teacher wellbeing, as addressed in the previous module, can promote student wellbeing and learning</li> <li>➤ Understand children's rights and how meaningful participation can contribute positively to the classroom environment</li> <li>➤ Identify and apply ways to create a safe and protective learning environment for children</li> <li>➤ Use tools, resources, and techniques provided in the classroom to promote social and emotional learning</li> <li>➤ Begin thinking about the different approaches to promoting wellbeing and teaching and learning that should be used to make sure classrooms are inclusive of all learners</li> <li>➤ Develop a personal action plan for supporting children's wellbeing in the classroom</li> </ul>														
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### 3.1: RECAP AND CHECKING IN

- **Purpose:** To equip teachers with tools, exercises, and activities to support their self-care
- **SEL competencies addressed:** Self-Awareness, Relationship Skills
- **Materials:** None
- **Time:** 45 minutes

#### Facilitator Note

SEL skills in this session are addressed as follows:

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

1. SAY:
  - a. Before we start with today's module, we should remind ourselves what we discussed last time.
  - b. Is there a volunteer who would like to summarize the previous session?
2. DO:
  - a. Allow a volunteer to recap the previous session, and fill in any gaps.
  - b. Refer to the Expected Outcomes from Module 2 to make sure all are mentioned.
3. SAY:
  - a. I hope you were all able to practice some of what you learned last time in your classrooms.
  - b. Does anyone have a successful experience you would like to share?
  - c. Does anyone have a challenging experience that you would like to share?

### 3.2: CLASSROOM ROUTINES AND APPROACHES

- **Purpose:** To provide participants with practical tools they can use to promote Social Emotional Learning in their classroom
- **SEL competencies addressed:** Relationship Skills, Self-Awareness, Self-Management
- **Materials:** Sample calendars, agendas, flip chart paper, markers
- **Time:** 45 minutes

### Facilitator Note

SEL skills in this session are addressed as follows:

#### Teachers

- *Relationship Skills* – to be effective in the SEL classroom, teachers need to create a supportive environment for students

#### Students

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

### 1. SAY:

- a. Last week we talked about the importance of teacher wellbeing and stress management.
- b. Today we will talk about student wellbeing, which is important in ensuring children's healthy development and resilience.
- c. Schools and teachers play an important role in supporting students' wellbeing.
- d. School can provide routine, structure and a sense of normalcy for students, which is critically important in the face of crisis.
- e. During this session today we are going to be discussing specific routines and activities you can use in your classroom to help strengthen children's wellbeing.
- f. Teachers who practice these types of routines are more likely to see positive student behavior, improved classroom management and academic performance, and better coping skills and stress management - for both teachers and students.
- g. Building these routines daily into your classroom allows you to prevent bad behaviour before it starts.
- h. We will discuss three different routines today, and there are more suggestions in your participant workbook as well.

- i. Routines are important because they provide a sense of structure in a classroom, which can help children feel more comfortable and calm.
- j. What are some routines that you already use regularly in your classroom? Please discuss with the person next to you and then we will create a list together.

2. DO:

- a. Allow participants to discuss in pairs for a few minutes.
- b. Ask for volunteers to share what routines they discussed.
- c. Write the routines that are named on a piece of flipchart paper.

3. SAY:

- a. These are great examples of routines!
- b. Another example of a routine is the **Morning Meeting**.
- c. This is when students come together before the day begins, greet one another, and prepare for the day ahead.
- d. Morning Meetings do not have to be long – only 5 or 10 minutes.
- e. Morning meetings can be adapted for different contexts but, generally, they have four key components.

4. DO:

- a. Write the four key components of a morning meeting on a new piece of flipchart paper.

**Activity Instructions: Morning Meeting**

1. Greeting: Students and teachers greet and welcome each other.
2. Sharing: Students share something about themselves or their lives, and the rest of their peers listen, then ask follow-up questions or offer comments. If possible, have students sit in a circle during this activity so they can see each other and give eye contact.
3. Activity: The group completes an activity that encourages teamwork while re-emphasizing social or academic skills.
4. Morning Message: Students read a short message from their teacher, usually describing what is to happen in the day ahead.

- b. Explain each of the components and provide examples.

### Facilitator Note

Greeting: Some example greetings could include:

- Teacher greets the students, says the date and that s/he is happy to see everyone
- The group decides on some type of action that starts each meeting (such as a wave) and all students have to participate

Sharing: It may not be possible for the whole class to share every day; consider identifying the students who will share in advance so that they are prepared. Examples of what students can share include:

- A lesson they learned
- Something they made or have at home
- A short story about themselves

Activity: The LWiE activity guide includes a number of activities you could use during this session.

Morning Message: a short message about something planned for the day. Examples include:

- Reminding the class of the day's schedule
- Announcing a different/exciting event planned in the school community for that day
- Wishing a Happy Birthday to any student/students

5. ASK:

- a. Do you think this is something that would be possible in your classroom? Why or why not?
- b. How would you suggest changing an activity so it might be something that would be more appropriate?

6. SAY:

- a. Another routine you might consider is a **Feelings Dictionary**.
- b. A feelings dictionary could be part of the Morning Meeting, worked on independently as a separate activity, or perhaps related to another lesson, especially tied to reading or storytelling.
- c. For example, if a character in a story is experiencing a particular set of emotions, you could use their experience as the example in the dictionary.

7. DO:

- a. Introduce the steps for creating a **Feelings Dictionary** through the steps below.

### Activity Instructions: Feelings Dictionary

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

8. SAY:
  - a. It is helpful to add to the Feelings Dictionary regularly throughout the day, so it becomes a routine for your students.
  - b. The Feelings Dictionary can be displayed permanently on the classroom wall, so that you can refer to it regularly.
  - c. It is also hopeful to include words and images produced by the students themselves, rather than only the teacher.
9. ASK:
  - a. Do you think this is something that would be possible in your classroom? Why or why not?
  - b. How would you suggest changing the activity so it might be something that would be more appropriate?
10. SAY:
  - a. Now that we have talked about two specific examples of routines, you are going to work together in groups to demonstrate routines that can be used regularly in your classroom.
  - b. Please develop or adapt a classroom routine that you will then role-play in front of the other groups.
  - c. Please also specify the SEL competencies that your activity addresses, how often the activity will be completed, and what questions you would ask students to reflect about the activity.
11. DO:
  - a. Allow groups 15 minutes to prepare their presentations.
  - b. Remind groups that they need to identify the SEL competencies that the activity addresses, how often the activity will be completed, and what questions students would be asked to reflect on the activity.
  - c. After each group presents, lead a brief discussion on the routine's feasibility, and any questions, comments, or reflections participants might have.

- **Purpose:** To think about how to address and ease potential conflicts and empower students to do the same.
- **Materials:** Story, paper with markers
- **SEL Competencies:** Relationship Skills, Social Awareness, Self-Awareness
- **Time:** 30 minutes

### Facilitator Note

SEL skills in this session are addressed as follows:

#### Teachers

- *Relationship Skills* – support teachers and students to address the basic issues that contribute to conflict in their daily lives. When teachers are equipped with this knowledge and provided with the tools to address conflict that happens between students, they are better classroom managers and mentors.
- *Social Awareness* – conflicts can be resolved more effectively when a teacher is able to understand the reason for stress that has framed a situation from the students' perspective
- *Self-Awareness* – part of empathy is self-awareness and understanding one's own role in and contribution to a conflict

#### Students

- *Relationship Skills* – support teachers and students to address the underlying issues that contribute to conflict in their daily lives. The conflicts could be between students, students and teachers, teachers and their peers, parents, etc.
- *Social Awareness* – considering the perspective of other actors in a conflict. Role plays are a good way to get encourage empathy
- *Self-Awareness* – part of empathy is self-awareness and understanding one's own role in and contribution to a conflict

#### 1. SAY:

- a. Stress levels are high during a crisis – this is true among adults and community members and is obvious among children as they struggle to come to terms with their emotions.
- b. Conflict resolution is the set of skills that helps us address issues and disagreements with other people and conflicts in a positive manner as they happen.
- c. Conflict is often unavoidable, but we can work to resolve conflicts in a positive way.
- d. As a teacher, you have an important role to play in resolving conflict between students and modeling the ways in which they, too, can manage conflicts in their daily life.
- e. Skills of conflict resolution have direct benefits in the immediate term, as well as lead to longer-term wellbeing for the community.

#### 2. ASK PARTICIPANTS TO REFLECT:

- a. Think about your own classes – what types of conflict have you seen there before?
  - b. Turn to the person beside you and consider the following questions:
    - What causes conflict?
    - What types of conflict arise in your classroom and why?
    - How do you usually respond to conflict?
  - c. At your tables, discuss some strategies you might use in your classroom to address the basic or hidden causes of conflict or how to address a conflict when it occurs.
3. DO:
- a. While participants are discussing in groups, ask for three volunteers to prepare a short role-play about a conflict that is likely to happen in a classroom or schoolyard.
  - b. Allow 10-15 minutes for the groups to discuss and the volunteers to practice.
  - c. Ask the volunteers to demonstrate the role-play in front of the wider group.
4. ASK:
- a. What should have been done to address this conflict?
  - b. What was the problem?
  - c. How did my actions, reactions, or taking no actions contribute to the conflict?
  - d. How could the conflict have been avoided?
5. SAY:
- a. Role-playing is a helpful technique to use in your classrooms.
  - b. It provides children with the opportunity to put themselves in someone else's position and mindset to see a situation differently from the other person's perspective.

---

### 3.4: COOPERATIVE GAMES

- **Purpose:** To provide participants with activities that can be used to build cooperation in the classroom
  - **SEL Competencies:** Social Awareness, Relationship Skills
  - **Materials:** Story, paper with markers
  - **Time:** 60 minutes
- 

1. SAY:
- a. Cooperative games are games that involve working together, rather than competing.
  - b. They can be a fun and engaging way for children to develop social and emotional competencies and practice mindfulness.

- c. These games also facilitate sharing, caring, and appreciation for one another.
- d. Through these games, children learn that cooperation is not just beneficial in a practical sense for achieving goals and accomplishing tasks, but it is also a lot of fun and makes us feel good.
- e. We will practice several cooperative games that you can use in your classrooms.

2. DO:

- a. Introduce the steps for The Humming Game through the steps below.

**Activity Instructions: The Humming Game** (from [www2.peacefirst.org](http://www2.peacefirst.org))

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

3. SAY:

- a. We will now divide into three groups to demonstrate three other cooperative games.
- b. I will assign each group a game that is listed in the teacher workbook.
- c. Each group will then be responsible for teaching the rest of us one game.
- d. We will discuss all four games together afterwards.

4. DO:

- a. Assign one group to each of the following games listed in the participant handbook:
  - The Human Knot
  - Who is the Leader?
  - The Big Wind Blows
- b. Allow each group 10 minutes to prepare for the game, and 15 minutes to teach the rest of the participants how to play.

### Activity Instructions: The Human Knot

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

### Activity Instructions: Who is the Leader?

7. Ask one volunteer to leave the room, and while they are outside, ask the group to nominate a leader.
8. 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).
9. Everyone who is not the leader must follow the leader without giving away who the leader is.
10. The volunteer is then brought back into the room, and will ask, “who is the leader?”
11. Everybody must answer, “I am the leader” while following the gestures that leader is making.
12. The goal is for everyone to work together, and copy the leader as soon as he/she switches to a new gesture.
13. The round is complete when the volunteer identifies a leader – then a new leader and volunteer can be selected.

### Activity Instructions: The Big Wind Blows *(from [www2.peacefirst.org](http://www2.peacefirst.org))*

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

### Facilitator Note

Additional cooperative games can be found at the following websites:

- <https://cooperativegames.com/category/free-games/for-education/>
- [http://www2.peacefirst.org/digitalactivitycenter/files/top\\_ten\\_games\\_for\\_families\\_0.pdf](http://www2.peacefirst.org/digitalactivitycenter/files/top_ten_games_for_families_0.pdf)

5. ASK:
- What did you think of these games? Do you think they can be effective tools in strengthening SEL activities in your classroom?
  - What would be some suggestions you might offer other teachers who wanted to use cooperative games in their classroom?

### 3.5: CLASSROOM PLANNING FOR WELLBEING

- **Purpose:** To provide participants with tools to manage an SEL classroom
- **SEL Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making
- **Materials:** Calendar (workbook page)
- **Time:** 45 minutes

#### 1. SAY

- As discussed in the introduction, LWiE is not a new curriculum for students, but an additional support for teachers to promote learning and wellbeing in their classrooms.
- Given that you as teachers already need to meet different requirements in the curriculum, one of the simplest ways to approach the inclusion of SEL is to create a weekly schedule that highlights the times and places where you will include specific SEL activities.
- The calendar can be posted on the wall in the classroom or at the beginning of the week – perhaps even shared as part of Sunday/Monday’s morning meeting so that children know what to expect for the week.
- These do not need to be the only times in the week you consider SEL. As you become more comfortable with SEL, you may find it easier to address SEL’s competencies in your regular teaching practice.
- In addition to making a calendar for the class, it is also helpful to keep a personal calendar to track the activities you do to manage your own wellbeing.

#### 2. DO:

- Present an example of a classroom and personal calendars on a flipchart:

<b>Classroom Calendar of SEL Activities and Routines</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting





Breathing exercise (15 min)		Cooperative game (30 min)	SEL outdoor activity – (45 min)	
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Personal Calendar of SEL Activities and Routines						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Attend church/mosque	Go for walk	Breathing exercise	Meet TLC group	Breathing exercise	Read book for pleasure	Family time

- b. Briefly read the examples with participants.
- 3. SAY:
  - a. Please turn to the person next to you and discuss other activities that could be listed on the classroom or personal calendars.
  - b. Remember to consider your own wellbeing and self-care, which can be addressed through activities you do for yourself (such as reading or talking to a friend), as well as opportunities to seek support.
  - c. After discussing ideas with your partner, please create your own weekly classroom and personal calendars.
- 4. DO:
  - a. Allow participants several minutes to discuss before directing them to their individual calendar.
  - b. When everyone has completed their calendar, ask if anyone would like to share some of the activities that they have planned.

**3.5: RECAP AND REFLECT**

- **Purpose:** To recap main learning points from the session and reflect on personal learning
- **SEL competencies addressed:** Self-Awareness
- **Materials:** Post-it notes, markers, flipchart paper

→ Time: 15 minutes

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1. SAY:
  - a. This is the end of the teacher wellbeing session today.
  - b. Before we finish, let us recap the main learning points.
2. DO:
  - a. Read each session title from the agenda and ask a participant volunteer to recap a key point from the session.
  - b. Ask if participants have any questions or concerns under each session before moving on.
  - c. For each question that is asked, solicit answers from the rest of the participants, or answer the question directly – make sure participants are made to feel that their questions are intelligent and thoughtful.
  - d. Thank all participants for their questions, and remind them that questions are an important component of a successful training.
3. SAY:
  - a. Now that we have reflected together as a group, I will ask you to take some time to reflect individually as well.
  - b. Take a moment to consider the following questions:
    - What are you going to practice in your classroom?
    - Is there anything you want to share or try with your family at home?
  - c. Write your answers to these questions in the notes section of your teacher workbook.
4. DO:
  - a. While participants are writing, put two signs up on opposite sides of the same wall: one that says “Very prepared” and another that says “Not at all prepared”.
  - b. Provide each participant with a single Post-it note.
5. SAY:
  - a. I would like you to turn to the person beside you and discuss the following, “I feel equipped to manage my SEL classroom”.
  - b. When you finish your discussion, you will see there are two pieces of paper at either end of the wall in the front of the room – “Very prepared” on one end and “Not at all prepared” on the other.
  - c. Please write one question/concern you may have on your Post-it note and place it on the wall somewhere between the two points to demonstrate how prepared you feel you are to manage SEL in your classroom.



- d. We will address these questions before we start the next session.
- e. Thank you very much for all your hard work today and I look forward to our next session.

# MODULE FOUR: Simple Classroom Literacy Activities

## Session Overview

<b>Key Message</b>	Literacy games can help children strengthen their core reading skills.																		
<b>Total Time</b>	4 hours and 45 minutes																		
<b>Materials Required</b>	Matching word cards																		
<b>Expected Outcomes</b>	<p><i>By the end of this module, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>➤ Understand what it means to be a true reader</li> <li>➤ Understand the impact of learning experiences on reading skill development</li> <li>➤ Recognize barriers to learning</li> <li>➤ Explore methods for supporting learners who do not speak the language of instruction</li> <li>➤ Recognize the importance of the five core skills of reading</li> <li>➤ Incorporate reading activities and games into classroom instruction</li> </ul>																		
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### 4.1: RECAP AND CHECKING IN

- **Purpose:** To remind participants what was discussed previously and share related experiences
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** None
- **Time:** 30 minutes

1. SAY:
  - a. Before we start with our new topic, we should remind ourselves what we discussed in our last session.
  - b. Is there a volunteer who would like to summarize the previous session?
2. DO:
  - a. Allow a volunteer to recap the previous session, and fill in any gaps.

- b. Refer to the Expected Outcomes from the previous session to ensure all are mentioned.
3. SAY:
    - a. I hope you were all able to practice some of what you learned last time in your classrooms.
    - b. Does anyone have a successful experience you would like to share?
    - c. Does anyone have a challenging experience that you would like to share?

#### **Facilitator Note**

Allow participants to share their experiences. If someone has had a challenge, discuss how he or she might be able to resolve the challenge next time. Encourage participants to make suggestions to each other – do not feel as though the answers must come from the facilitator. This will not only lead to more contextually appropriate guidance, but will reinforce the concept that fellow teachers are reliable resources.

4. SAY:
  - a. In the spirit of our previous sessions of managing stress and calming ourselves and getting ready to learn, let us do one of the calming exercises we learned in our previous sessions.
  - b. Does anyone want to lead this exercise?
5. DO:
  - a. Practice one of the calming or breathing exercises learned in a previous session.

---

## **4.2: UNDERSTANDING THE LITERACY PROBLEM**

- **Purpose:** To clarify that being a reader means being able to read *new* texts, not just repeating or memorizing from the textbook
  - **SEL competencies addressed:** Social Awareness
  - **Materials:** None
  - **Time:** 20 minutes
- 

1. SAY:
  - a. Now we are going to discuss what it means to learn to read.
  - b. We are going to start with a short story.

**Facilitator Note**

Read the following story out loud to participants:

One day, towards the end of the school year in a rural village, a young boy in grade 3 returned home from school and proudly told his parents: “We finished our textbook today. I have learned to read and write properly now.”

His parents were delighted. They themselves were not literate, but they could see the true value of education. His mother went and fetched a letter she had received from her brother in the city. “Please read my brother’s letter to me,” she asked him. “And then we can write a reply and tell him our news from the village.”

The boy looked worried. He shook his head sadly. “I cannot do those things,” he said. “I meant I can read and write all the sentences in our school textbook.”

His parents looked very disappointed and confused. Maybe education was not so very useful after all...

**2. DO:**

- a. Lead participants in a 5-10 minute discussion about whether the boy was really able to read or write.
- b. Explain that there is an important difference between learning to repeat and copy compared to learning to read and understand.

**3. SAY:**

- a. Generally, the main point of reading and writing is to communicate information.
- b. The boy in the story had only learned to repeat and copy, but he could not read or write new text.
- c. In order to be a true reader, a child must be able to read and understand a text that she/he has never seen before.
- d. In order to be a true writer, a child must be able to write and understand a text that she/he has never seen before.
- e. In this training, we will practice different activities and learning games that you can use with children to help them become strong readers and writers.

**Facilitator Note**

While the main purpose of reading in most contexts is to understand the information in the text, there are some exceptions. In some contexts, there may also be other purposes of reading, such as reading religious texts, or learning the words of songs in another language. In these cases, it is often accepted for children to recite without understanding. Discuss this with participants if relevant in the context.

4. DO:

- a. Ask participants to discuss with a partner the question, “Why do we use games as learning activities?”
- b. Ask partners to share what they discussed with the larger group.
- c. Record responses on a flip-chart paper.



**Facilitator Note**

Ensure that the following concepts are mentioned:

- Games are always a useful way to teach children, because children concentrate best when they are having fun.
- Learning through activities like games is particularly helpful for children who have had distressing experiences, such as experiencing natural disasters or conflict. *[Relate this point to the particular humanitarian emergency context in which they are working.]*
- Games are less stressful for children than more formal classroom activities.
- Games engage children actively and help them to re-connect with their natural way of dealing with the world.

---

### 4.3: RECOLLECTIONS OF EARLY LITERACY LEARNING

- **Purpose:** To understand that learning to read can involve positive and negative experiences, and learn how positive experiences help children learn better
- **SEL competencies addressed:** Self-Awareness
- **Materials:** Matching word cards
- **Time:** 30 minutes

---

1. SAY:

- a. We are going to begin by reflecting on our own experiences about learning to read and write.
- b. I would like you to think back to when you were a child learning to read and write. Afterward, you will share your memories with the group.
- c. To start, I will give you an example of an early memory of mine.

2. DO:

- a. Share with participants your earliest memory learning to read. [Example: “I remember watching my sister read and trying to copy what she was doing.”]

3. SAY:

- a. Now you will form pairs and share your earliest memories of reading.
- b. These could be positive memories or negative ones.
- c. To find your partner and form pairs, I will give each of you one half of a word. You must stand up and walk around the room until you find the person with the other half of your word. That is your partner.
- d. Listen carefully to your partner’s story, so you can report it back to the group.

**Facilitator Note**

Ask participants to stand up and move to an open space. Distribute simple word cards that have been cut in half (for example, divide the word “apple” into two cards, one that says “ap” and one that says “ple”). Participants walk around saying aloud the word or syllable on their card until they find the person who has the other half of their word.

4. DO:

- a. Allow participants time to find their partners and share their stories.
- b. Walk around and check that participants have understood and are on task.
- c. Ask the participants to return to their seats.
- d. Ask participants to share their partner’s story with the group.
- e. Write key points on the board or a flip chart.

5. SAY:

- a. Thank you for sharing your stories.
- b. As we have heard, we have many different memories learning to read.
- c. Some of us had positive memories, like being encouraged by parents or teachers, or having fun practicing reading.
- d. Others of us had negative memories, like being yelled at by teachers or feeling disappointed at slow progress.
- e. Positive experiences can help children feel motivated to learn, while negative experiences can make children feel discouraged.
- f. Positive experiences are especially important for children who have experienced stress.
- g. Similarly, negative experiences can cause additional distress for such children.
- h. The activities in this training aim to help children enjoy learning to read – they aim to maximize protective factors and reduce stresses or risk factors.

#### 4.4: REASONS CHILDREN FAIL TO LEARN TO READ

- **Purpose:** To understand the difficulties faced by children who do not speak the language of instruction, and identify strategies to help them learn to read
  - **SEL competencies addressed:** Social Awareness, Relationship Skills, Responsible Decision-Making
  - **Materials:** Flipchart paper and markers
  - **Time:** 60 minutes
- 

##### 1. SAY:

- a. We have shared our own experiences of learning to read and write.
- b. Fortunately, we all succeeded and are now able to read and write well.
- c. Unfortunately, in many schools – in every country – there are many children who do not succeed in learning to read and write.
- d. Children who are not able to read well cannot use reading to study other school subjects. So they are likely to fail or drop out of school before completion.
- e. Think about your own challenges and external reasons of why this happens.
- f. Why do you think this happens? What are some factors that might cause children to have difficulty learning to read?

##### 2. DO:

- a. Organize participants into small groups and ask them to discuss why some children have difficulty learning to read.
- b. Allow groups to discuss for 10 minutes, and then return to the large group.
- c. Ask each group to share the factors they identified, and write their ideas on a flip chart paper.



**Facilitator Note**

Typical responses include:

- They have no books at home / books were lost or destroyed.
- There is nothing to read in the community.
- The community does not value or prioritize reading (no culture of reading).
- Their parents cannot read, or do not read to the children.
- Parents who used to read or tell stories to children have stopped doing so.
- They may not speak the language of instruction at home.
- Teachers are not trained in effective methods of teaching basic literacy.
- Children do not learn the basic sub-skills of reading.
- Classes are too big to give individual attention.
- They did not attend an ECD program.
- They do not spend enough time practicing.

3. SAY:

- a. As we can see, there are many reasons why children might struggle in learning to read.
- b. How might these barriers change for children living in an emergency or stressful situation?

4. DO:

- a. Engage participants in a brief discussion on how emergencies and stress impact children’s learning.

5. SAY:

- a. Literacy Boost is designed to help children overcome some of barriers to learning and “boost” (increase) their reading skills.
- b. We are now going to do a quick activity to explore one of these barriers in more detail – the barrier caused by not speaking the school’s language of instruction.
- c. Imagine that you are students on your first day at a new school, and I am your teacher, trying to speak to you in a language called “Clunkclickish.”<sup>1</sup>
- d. After the activity, we will discuss and process what we have learned about children’s classroom experiences.

6. DO:

- a. Follow the directions in the “say” and “do” columns of the Clunkclickish activity in the box below.

	<b>Say:</b>	<b>Do:</b>	<b>What the words “mean”</b>
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<sup>1</sup>Adapted from an activity from the PRAESA TELL teacher training module on “Learning an additional language” (Worldwide Commons license).

Step 1	Clunk click [say your name].	<i>Nothing.</i>	I am [your name].
Step 2	Clunk clicky?	<i>Look at one person in the group. Wait 2 seconds for a response.</i>	What is your name?
Step 3	Clunk clicky?	<i>Look at another person in the group. Wait 2 seconds for a response.</i>	
Step 4	Bang bang.	<i>Look towards the door, then back to the group.</i>	Make a line by the door.
Step 5	Bang bang! Bang bang!	<i>Motion your head towards the door, and look at the group with eyes wide open, as if with a sense of urgency.</i>	Make a line by the door! Make a line by the door!
Step 6		<i>Sigh heavily. Pause, then try to speak again, this time with actions.</i>	
Step 7	Clunk click [say your name].	<i>Point to yourself while looking at the different members of the group.</i>	I am [your name]
Step 8	Clunk clicky?	<i>Look at and point/gesture to one person in the group with an inquiring facial expression (eyebrows raised). Wait for an answer.</i>	What is your name?
Step 9	Clunk clicky?	<i>Look at and point/gesture to another person in the group with an inquiring facial expression (eyebrows raised). Wait for an answer.</i>	
Step 10	Bang bang.	<i>Move towards the door and gesture with both arms that you want them to make a line by the door. Wait 2 seconds for them to move.</i>	Make a line by the door.
Step 11	Bang bang. Bang bang.	<i>Go to one person, and bring him/her toward the door. Go to another person and bring him toward the door behind the first person. Keep saying bang bang the whole time. Get another person and bring him/her to the forming line. Finally, just motion to the remaining persons in the group to line up by gesturing to them to come forward and join the line while still saying “bang bang.”</i>	
Step 12	Clack clack! Clack clack!	<i>Wave goodbye.</i>	

- b. If needed, the activity can be extended by adding more ideas in steps 9-12 (for example, using more actions or drawing a picture on the board).

7. SAY:

- a. Thank you for participating! How did you find Clunkclickish?
- b. How did you feel at the beginning of the activity when I was speaking to you in this language?

8. DO:

- a. Allow 5 minutes for participants to share their responses.

9. SAY:

- a. After the first round of speaking to you in Clunkclickish, I tried to change my strategy.
- b. What did you notice me doing differently in the second part of our activity?
- c. Did my new strategies help you understand what I was saying? How?

**Facilitator Note**

The main change in strategy was that the teacher began using gestures and actions to clarify what she/he was saying.

10. ASK:

- a. Apart from adding gestures, what other strategies do you think would have helped you understand me better?
- b. If you were the teacher, what would you have done differently to help people understand Clunkclickish?

11. DO:

- a. Allow 5-10 minutes for participants to suggest techniques.
- b. Write the responses on the flipchart.

**Facilitator Note**

If participants have difficulty identifying techniques, use the following suggestions to guide the conversation:

- Try to speak to the children in their own language.
- Ask someone who speaks the children's language to translate.
- Draw a picture to illustrate what you are trying to say.
- Speak slowly, clearly, and use vocabulary that students will understand.
- Model what they would like students to do by doing an example.
- Use repetition.
- Allow them time to think before responding to questions.
- Assign a buddy to help them.
- Use group/pair work.

12. SAY:

- a. Children's language skills play a major part in their ability to learn in school.
- b. They need to be able to follow instructions, understand lessons, and respond to questions.
- c. Children do not come to school with zero language skills.
- d. All children have experiences speaking and communicating in their mother tongue (the language they speak at home).

- e. Children need to continuously develop their skills in their mother tongue, in addition to learning the school language of instruction (if the language of instruction is different from their mother tongue).
- f. Research shows that it is best for children to first develop literacy and reading skills in their mother tongue, because it is easier for them to connect to what they already know.
- g. In some ways, learning to read is like learning to ride a bicycle: if you learn to ride on one bike, you can use those skills to learn to ride a different bike more easily.
- h. In the same way, children who learn to read in their mother tongue can transfer those skills to reading the language of instruction.

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#### 4.5: INTRODUCTION TO LITERACY BOOST

- **Purpose:** To introduce the five core skills of reading
- **SEL competencies addressed:** Social Awareness
- **Materials:** Flipchart paper and markers
- **Time:** 30 minutes

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##### 1. SAY:

- a. Literacy Boost is based on research in what helps children learn to read.
- b. According to research, there are some basic sub-skills children must strengthen in order to become strong readers.

##### 2. DO:

- a. Write the following five skills on a flipchart paper:
  - **Letter Knowledge**
  - **Phonemic Awareness**
  - **Reading Fluency**
  - **Vocabulary**
  - **Comprehension**

##### 3. SAY:

- a. **Letter Knowledge** means knowing all of the letters of the alphabet.
- b. This includes different forms of letters, such as upper case and lower case (in Latin or Cyrillic scripts), or different cursive forms (as in languages that come from Arabic) or when a letter is joined with other letters (as in the consonant + vowel combinations of Asian scripts that come from Sanskrit).



- c. It also means being able to recognize the letters in random sequence, not just reciting the alphabet.
  - d. To read well, children need to gain the skill of recognizing all letter forms and letter combinations automatically, without needing to think for too long.
  - e. **Phonemic Awareness** means understanding that:
    - individual speech sounds combine to make syllables and words,
    - spoken words are made by combining separate speech sounds (phonemes),
    - phonemes can be represented by alphabet letters.
  - f. In other words, phonemic awareness means understanding that alphabet letters are symbols representing speech sounds.
  - g. Young children cannot explain this in words, but they demonstrate phonemic awareness when they recognize rhymes or make up nonsense words.
  - h. **Reading Fluency** means being able to read fast, accurately, and with appropriate expression.
  - i. **Vocabulary** means knowing the meaning of words that you read.
  - j. Children learn to read some common words automatically, without needing to think.
  - k. They learn to read other words, especially longer words, by making the sound of each letter or syllable in sequence.
  - l. Recognizing more words automatically takes a lot of practice, but greatly improves reading fluency!
  - m. **Comprehension** means understanding the text that you read.
  - n. This is the real goal of learning to read, either for study or pleasure!
4. DO:
- a. Check if participants have any questions about the five core skills of reading
  - b. Discuss with participants if there are other key reading skills relevant in their language.

#### Facilitator Note

Depending on the language and writing system, there may be other key skills beyond the ones mentioned above. For example:

- some languages use marks for different tones as well as alphabet letters;
- in some languages consonants and vowels are learned separately, so children need to learn the skill of combining them;
- in some writing systems, there are no spaces between words, so children need to learn to recognize word boundaries.

5. SAY:
- In grades 1-3, children learn to read.
  - From grade 4 onwards, they must use reading as a tool for learning their other subjects.
  - So learning to read in grades 1-3 is fundamental.
  - As well as learning to read, children must also learn to write.
  - Learning to write supports and reinforces learning to read.
  - In addition to the basic sub-skills, it is important for children to feel motivated to learn to read and write.
  - If children are having fun, and are free of stress, then they are more likely to be motivated.
  - Early grades literacy learning activities – for both reading and writing – should be enjoyable and free of stress, for all children, whatever their level of skills.

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#### 4.6: CLASSROOM LITERACY ACTIVITIES – PART 1

- **Purpose:** To introduce simple activities that reinforce early literacy skills
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** 1) Flipchart and markers; 2) paper and pens for each group
- **Time:** 30 minutes

- 
1. SAY:
- Now we are going to practice some simple games and activities to help children learn letter names and letter sounds.
2. DO:
- Demonstrate and explain Touch the Letter.

#### **Activity Instructions: Touch the Letter**

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

- Repeat the game 2-3 times in front of the class.

- c. Divide participants into groups of 3-4 to practice together (one person in each group writes the letters on a piece of paper, in large print, and well-spaced, as on the board or flip-chart, then one person says a letter and the others race to touch the letter first).
- d. Groups can practice different variations of the game as relevant to their context (see facilitator note below).

### Facilitator Note

Touch the Letter can be played in all the following ways. Choose the ones that are most useful for your language and writing system:

- Practice with letter names (e.g. em, ar, esss - for letters 'm', 'r' and 's' - in English).
- Practice with the sounds that the letters make (e.g. /mmm/, /rrrr/, /ssss/ in English).
- Practice with different letter forms, such as upper and lower case, or initial / medial / final forms in cursive scripts like Arabic, Urdu, Farsi, Pashtu etc.
- Practice with common letter combinations (e.g. 'th', 'sh', 'ch' in English).
- Practice with common consonant + vowel (CV) combinations in alphasyllabic scripts such as Hindi or Thai.
- As above, but instead of saying a letter the teacher (or facilitator) says a word that starts with one of the letters, without naming the letter.

### 3. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity?
- c. How will you be able to use it in your classroom?
- d. How does this activity help strengthen reading skills?
- e. How might you modify this activity if there are children with disabilities in your class who cannot move around quickly, or who have difficulty seeing or hearing?

### 4. DO:

- a. Allow 5-10 minutes to discuss the activity
- b. Emphasize that activities like this should be practiced by children in small groups, so that every child is actively engaged – the teacher should then circulate among the groups and give help where it is needed.

### 5. SAY:

- a. This activity strengthens reading skills by helping children become more familiar with the letters when they are shown in a random order.
- b. It also gives children a chance to practice recognizing letters or letter combinations automatically.
- c. Automatic recognition (“automaticity”) is a significant step in learning to read.

- d. Now let us try another activity that can be used to practice both letters and sounds. It is called Bingo.
- e. Has anyone ever played Bingo before?

6. DO:

- a. Demonstrate and explain Bingo.

**Activity Instructions: Bingo**

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

- b. Repeat the game 2-3 times in front of the class.
- c. Break into groups of 3-4 to practice together (one person acts as the teacher, and the others follow as students).

7. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. Will you be able to use it in your classroom?
- d. How does this activity help strengthen reading skills?

8. DO:

- a. Allow 5-10 minutes to discuss the activity.

9. SAY

- a. This activity strengthens reading skills by helping children recognize letters and associate the correct sounds with letters
- b. It also gives children practice in recognizing letters or letter combinations automatically (automaticity).
- c. This activity can also be adapted for older children.
- d. For example, you could play Bingo with simple words instead of letters.

- e. Or, instead of a list, children can draw a 3x3 grid, with one letter (or word) in each square. In this version, the winner is the person who crosses out three letters in a row, either horizontal, vertical, or diagonal.

### Facilitator Note

Variations of bingo can use a grid format, in which children have to cross out three words in a row (horizontally, vertically, or diagonally):

run	walk	jump
<del>hop</del>	<del>sit</del>	<del>smile</del>
drink	eat	stand

S	P	<del>Z</del>
X	V	<del>G</del>
R	M	<del>W</del>

<del>book</del>	pen	ball
girl	<del>house</del>	door
goat	boy	<del>tree</del>

## 4.7: CLASSROOM LITERACY ACTIVITIES – PART II

- **Purpose:** To practice more literacy activities that teachers can use with students
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** Flipchart and markers
- **Time:** 30 minutes

### 1. SAY:

- a. The activity Touch the Letter activity can also be played using simple words, instead of letters.
- b. That version is called Touch the Word – it is a useful method for practicing new words.
- c. Touch the Word is also a good method to practice more difficult new words in a text, to build vocabulary.
- d. You can also choose a category of words to use – for example, nouns, verbs, animals, or colors.
- e. When practicing vocabulary, you can play Touch the Word in two ways:
  - You say the word out loud – this allows for the practice of rapid reading of words but does not require understanding the words.

- You give a definition or explanation of the word (for example, if the word is 'pen' the clue could be "We use this for writing"; or if it is an action, you can mime it by silently performing the act of writing with an imaginary pen and paper) – this encourages students to focus on the meaning of the words.
  - f. This second way is good for teaching new vocabulary, as well as reading frequent simple words.
2. DO:
- a. Demonstrate Touch the Word using both methods (first by saying the words and then by giving a clue or definition).

**Activity Instructions: Touch the Word**

1. Ask 2-4 volunteers to come and stand by the board.
  2. Write 5 different common words on the board, in large print and spaced far apart.
  3. Say a word.
  4. Participants (or children) race to be first to touch the letter.
- b. Ask participants to play Touch the Word in their groups.
  - c. Circulate and check they are trying it in the two different ways.
3. ASK:
- a. Does anyone have any questions about how to implement this activity?
  - b. Did you like this activity?
  - c. Will you be able to use it in your classroom?
  - d. How might you modify this activity if there are children with disabilities in your class who cannot move around quickly, or who have difficulty seeing or hearing?
4. DO:
- a. Allow 5-10 minutes to discuss the activity.
5. SAY:
- a. For our final activity, we are going to focus specifically on spelling new words.
  - b. This activity helps children practice a new word in a text.
  - c. It is called Look, Cover, Write, Check.
6. DO:
- a. Demonstrate and explain Look, Cover, Write, Check

**Activity Instructions: Look, Cover, Write, Check**

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

- b. Repeat the game 2-3 times in front of the class.
- c. Break into groups of 3-4 to practice together (one person acts as the teacher, and the others follow as students).

**7. ASK:**

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. How will you be able to use it in your classroom?
- d. How does this activity help strengthen reading skills?

**8. DO:**

- a. Allow 5-10 minutes to discuss the activity.

**9. SAY:**

- a. This activity helps children learn correct spelling of new vocabulary words.
- b. Showing the word for just a few seconds encourages students to concentrate strongly.
- c. Writing immediately afterwards from memory provides immediate reinforcement and is more fun for children than copying.
- d. The checking stage is very important as it ensures we are reinforcing the correct spelling.

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**4.8: RECAP AND REFLECT**

- **Purpose:** To recap main learning points from the session and reflect on personal learning
- **SEL competencies addressed:** Self-Awareness
- **Materials:** None

→ Time: 15 minutes

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1. SAY:

- a. Before we finish, let us do a quick recap of the main points from today's session.
  - Children learn best when they are having fun and free of stress.
  - Children need to strengthen essential sub-skills to become strong readers: letter knowledge, phonemic awareness, vocabulary, fluency, and comprehension.
  - Effective reading for education requires reading with comprehension.
  - As part of the basis for reading with comprehension, children need to gain automatic recognition of alphabet letters and common words.
  - Children who do not speak the language of instruction will need additional support learning to read and, if possible, should learn to read in their mother tongue first. [We recognize that this can be a big issue in emergency contexts with displaced populations and teachers will require much support].
- b. Now let us take some time to reflect on what we have learned today.
- c. Please take 5 minutes to think quietly about what you have learned today, and how you will be able to use these practices in your classroom.
- d. Please write your reflections in your journal.

2. DO:

- a. Allow participants a few moments to complete their writing.
- b. Ask if anyone would like to volunteer to share what they wrote.
- c. If no one volunteers, do not force anyone to answer.

3. SAY:

- a. As we have learned in our earlier sessions, let us practice gratitude.
- b. Think about the aspects of the day that you enjoyed.
- c. What did you enjoy doing and whom did you enjoy working with? Why? What were you grateful for?

4. DO:

- a. Give participants a moment to think about what they enjoyed.
- b. Ask them to stand and stretch together.
- c. Demonstrate the following stretches as you give the instructions.

5. SAY:

- a. Now let us all stretch our hands in the air, reaching for the sky while taking a deep breath in and out.

- b. And let us stretch our arms out to the sides, and take another deep breath in and out.
- c. And finally, let us put our arms to the back and take another deep breath, breathing in and out.
- d. Thank you all for your participation today.
- e. Please practice using these activities in your classroom in the coming days.
- f. We will start our next session by discussing your experiences using the activities with children.

# MODULE FIVE: Focusing on Meaning

## Session Overview

<b>Key Message</b>	Teaching children to read should focus on helping children read to understand the meaning of text, and write to communicate meaning.	
<b>Total Time</b>	5 hours	
<b>Materials Required</b>	Matching word cards	
<b>Expected Outcomes</b>	<i>By the end of this module, participants will be able to:</i> <ul style="list-style-type: none"> <li>➤ Focus on their own mindfulness</li> <li>➤ Understand how they learn as individuals</li> <li>➤ Understand the different ways children learn</li> <li>➤ Recognize the diversity of learning in a classroom</li> <li>➤ Incorporate literacy games into their classrooms</li> <li>➤ Recognize the importance of Print-Rich environments</li> </ul>	
<b>Agenda</b>	Activity	Time (min)
	5.1 <i>Recap and Checking In</i>	30
	5.2 <i>Practicing Mindfulness</i>	15
	5.3 <i>Classroom Literacy Activities – Part I</i>	30
	5.4 <i>Different Ways Children Learn</i>	60
	5.5 <i>Classroom Literacy Activities – Part II</i>	45
	5.6 <i>Creating a Print-Rich Classroom Environment</i>	45
	5.7 <i>Writing in Words and Phrases</i>	30
	5.8 <i>Book Banks and D.E.A.R.</i>	30
	5.9 <i>Recap and Reflect</i>	15

### 5.1: RECAP AND CHECKING IN

- **Purpose:** To remind participants what was discussed previously and share related experiences
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** None
- **Time:** 30 minutes

1. SAY:
  - a. Before we start with our new topic, we should remind ourselves what we discussed in our last session.
  - b. Is there a volunteer who would like to summarize the previous session?
2. DO:
  - a. Allow a volunteer to recap the previous session, and fill in any gaps.

- b. Refer to the Expected Outcomes from the previous session to ensure all are mentioned.
3. SAY:
    - a. I hope you were all able to practice some of what you learned last time in your classrooms.
    - b. Does anyone have a successful experience you would like to share?
    - c. Does anyone have a challenging experience that you would like to share?

#### **Facilitator Note**

Allow participants to share their experiences. If someone has had a challenge, discuss how he or she might be able to resolve the challenge next time. Encourage participants to make suggestions to each other – do not feel as though the answers must come from the facilitator. This will not only lead to more contextually appropriate guidance but will reinforce the concept that fellow teachers are reliable resources.

4. SAY:
  - a. And in the spirit of our previous sessions of managing stress and calming ourselves and getting ready to learn, let us do one of the calming exercises we have learned in our previous sessions.
  - b. Does anyone want to lead this exercise?
5. DO:
  - a. Practice one of the calming or breathing exercises learned in a previous session.

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## **5.2: PRACTICING MINDFULNESS**

- **Purpose:** To help teachers learn and practice a new strategy to promote relaxation, calmness, and focusing on the present.
- **SEL competencies addressed:** Self-Awareness and Self-Management
- **Materials:** None
- **Time:** 15 minutes

1. SAY:
  - b. In earlier sessions, we have already learned some simple routines and strategies to help students relax, manage their stress, and focus on the moment.

- c. Here is another example of a short strategy you can use with your students at different times during the day to help calm and relax them or to get them ready to focus on learning.
- d. This ability to focus on the moment and remain calm is known as mindfulness.
- e. Again, the key is that you do this regularly and build it into your daily teaching schedule.

2. DO:

- a. Demonstrate and Explain the Mindfulness Exercise:

**Activity Instructions: Mindfulness Exercise**

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

3. ASK:

- a. How do you feel?
- b. Do you feel any different from before the exercise? If so, how?
- c. Could you do this with your students? How?
- d. Could you practice mindfulness regularly or on a daily basis? How?

### 5.3: CLASSROOM LITERACY ACTIVITIES – PART I

- **Purpose:** To help children become more familiar with the written form of their friends' names and practice recognizing them automatically
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** Name cards
- **Time:** 30 minutes

1. SAY:
  - a. Our first new activity today is a literacy activity for early learners.
  - b. What do you think is typically the first word that a child learns to read and write?
2. DO:
  - a. Allow participants to suggest words.
  - b. If it is not mentioned, explain that children usually learn to read their own name.
  - c. Ask each participant to create a name card for themselves – names should be written clearly enough for everyone to read.
  - d. Collect all the name cards and place them face up on a separate table, or on the floor.
3. SAY:
  - a. Now we will play an activity to help children learn to read their own names.
  - b. Okay, let us play Find Your Name!
4. DO:
  - a. Demonstrate and explain Find Your Name:

#### **Activity Instructions: Find Your Name**

1. Arrange the students' names at the front of the room.
  2. Ask groups of 3-4 students to come up together.
  3. Each child must find his/her own name.
  4. When the children find their names, they bring them back to their seats.
  5. The game continues until all children have found their names.
- 
- b. Allow all participants a chance to find their name cards and return to their seats.
5. SAY:
    - a. That is a simple activity that can be done to help children learn to read their own names.
    - b. This version of the activity would be most appropriate in the early weeks of grade 1, or when children are still learning to read their own names.

- c. Now let us try a variation of the activity that is more appropriate for slightly older children.
6. DO:
    - a. Collect the name cards again and place them back on the table or floor.
    - b. Demonstrate and explain Find Your Friends' Names:

#### **Activity Instructions: Find Your Friends' Names**

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

7. SAY:
  - a. This activity helps children become familiar with more words, as well as the sounds that make up their friends' names.
  - b. Learning to read common words faster is an important part of learning to read.
  - c. Before we continue, does anyone have any questions or comments about using these two activities in your classroom?
8. DO:
  - a. Discuss any questions the participants might have and, if necessary, repeat the instructions.

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#### **5.4: DIFFERENT WAYS CHILDREN LEARN**

- **Purpose:** To understand the importance of varied, active approaches to teaching
  - **SEL competencies addressed:** Self-Awareness and Social Awareness
  - **Materials:** Flipchart and markers; sample text
  - **Time:** 60 minutes
- 

1. **SAY:**
  - a. Now we are going to spend some time thinking about the different ways people like to learn.

- b. Think about what your favorite way is to learn something new – maybe you like to read about it, have someone explain it to you, sing a song about it, watch a movie, or something else entirely.
- c. I will pass out a piece of paper to each person – when you think of your favorite way to learn, write it on this piece of paper.

### Facilitator Note

If participants are struggling to think of their favorite way to learn, an alternate approach is to encourage them to think about something they learned recently (it could be a new idea, a new skill, or new information). Tell them to write down *how* they learned this new thing (for example, reading about it, hearing about it on the radio, discussing it, or practicing it).

## 2. DO:

- a. Pass out a small piece of paper or sticky note to each participant.
- b. When everyone has finished writing their favorite way to learn (or how they learned something recently), ask participants to hold up their piece of paper, and walk around until they find the other people who wrote the same method as they did.
- c. Allow participants a chance to find others who wrote similar learning methods.
- d. Ask each group to briefly introduce the learning method they selected.

## 3. SAY:

- a. Now where is the group of people who prefer to learn by rote memorization?
- b. *If there are no people who prefer to learn by rote memorization, say:* How interesting that no one in this group likes to learn by rote memorization, even though that is how most children are expected to learn in school!
- c. *If there are some people who prefer to learn by rote memorization, say:* It is interesting that there are so many different ways we prefer to learn – rote memorization is only preferred by a few, yet it is probably the most common method used in classrooms around the world. Memorizing is also proven to be the least effective for many kinds of learning outcomes.
- d. As we can see, people – including children – learn in a range of different ways.
- e. Most children may prefer to learn through a variety of different methods at different times.
- f. So it is obvious that if we want children to learn anything – reading, writing or anything else – then the greater the range of teaching methods we use, the more likely we are to create successful learning in our students.
- g. Does anyone have any questions or reflections on the many different ways children learn?

## 4. DO:

- a. Allow participants a chance to discuss any reflections on varying instruction strategies.

5. SAY:

- a. In many classes, teachers do not address the different ways children learn.
- b. Reading is taught mainly by having the class read the textbook aloud after the teacher.
- c. Similarly, writing is taught by having students copy words and sentences from the board.
- d. These methods help some children learn to read and write, but for many others it does not.
- e. Since most teachers have to conduct choral readings as part of the curriculum, let us discuss some simple steps they can take to help children learn better and understand what they read.

6. DO:

- a. Post a flipchart titled **Introducing a New Text** and write the following steps underneath:

- i. **Discuss the topic of the text**
- ii. **Introduce new words**
- iii. **Play word games**
- iv. **Repeat the topic of the text**

7. SAY:

- a. By introducing a text and challenging words before reading it together, children will be much more likely to understand what they are reading.
- b. When you first discuss a new text (step one), you can help children relate to what they already know about the topic.
- c. Introducing new or difficult words in advance (step two) also helps them prepare to understand.
- d. What type of word games might you play to help children remember the new words (step three)?

8. DO:

- a. Allow participants a chance to suggest different word games.
- b. If they are not mentioned, remind participants about Touch the Word and Look, Cover, Write, Check.

9. SAY:

- a. After playing word games, just before you start to read, remind the students again what you will be reading about (step four).
- b. Do those four steps make sense? Does anyone have any questions?
- c. We will demonstrate what these steps might look like in just a moment.



10. DO:

- a. Discuss any questions that participants might have.

11. SAY:

- a. Which do you think is a more effective way to read with students?
  - i. Teacher reads the text aloud, clearly and with good expression; students repeat after the teacher.
  - ii. Teacher reads the text aloud; students follow silently in their books, pointing to the words with their finger as the teacher reads.

12. DO:

- a. Lead a debate as to which method is better.
- b. Advocate for the second approach, since this is the recommended method.
- c. After a brief debate, post a flipchart titled **Reading a New Text** with the following points written underneath:
  - i. **Teacher reads a passage aloud (with expression), students follow with their finger**
  - ii. **Teacher and students read passage aloud together (2-3 times)**
  - iii. **Teacher lowers voice to allow children to read missing words**
  - iv. **And/or teacher plays “find the mistake”**
  - v. **Students practice in small groups**

13. SAY:

- a. It is very important for teachers to read in phrases, (rather than one word at a time) and with normal tone and expression (step one) – this helps children strengthen their fluency.
- b. It is also very important for children to follow along, looking at the words as the teacher is reading (step one).
- c. The teacher can repeat this first step as many times as necessary, before asking the children to read out loud with the teacher at the same time (step two).
- d. It is important that the children read each sentence at the same time as the teacher, and not after – if they only read a sentence after the teacher does, they can just repeat back what they hear, without practicing reading.
- e. To further demonstrate this point, I will need a volunteer to pretend to be a teacher who expects children to read by repeating after the teacher reads.

14. DO:

- a. Select a volunteer to read a piece of text (from the textbook, if possible).
- b. As the volunteer reads, correctly repeat what he/she says while very visibly looking away from the written words.

- c. After a minute of this demonstration, engage participants in a brief discussion on whether you were actually reading.

15. SAY:

- a. Clearly, it is very important for teachers to make sure children are actually following along with the text as they read.
- b. Reading along with the teacher is an easy way to make sure a child is not just blindly repeating what is said.
- c. As the teacher is reading out loud with the students, he/she can also try lowering his/her voice at certain points to see if children are able to keep reading on their own (step three).
- d. This is called a cloze exercise, which we will discuss more in another session.
- e. Alternatively, the teacher can play “spot the mistake”: this is when the teacher reads the text out loud to students, and deliberately makes a mistake with some of the words (step four) – students must follow along silently with the reading, and clap when they notice a mistake.
- f. The final step in reading a new passage is allowing children to practice reading together in groups.
- g. Are there any questions about the steps for reading with children?

16. DO:

- a. Allow participants to ask questions and discuss for 2-3 minutes.
- b. Ask for a volunteer to demonstrate introducing a new text and reading with children.
- c. Closely monitor as he/she demonstrates the steps written on both flip charts (Introducing a New Text and Reading a New Text).
- d. Gently correct the volunteer if he/she makes any mistakes.

17. SAY:

- a. Reading new texts like this helps children strengthen their reading fluency.
- b. Can someone please remind us what fluency is?

18. DO:

- a. Solicit responses from participants
- b. If necessary, clarify that fluency means speed, accuracy, and reading with the correct expression.

19. SAY:

- a. Being able to read accurately and with the correct expression is very important for being able to understand what one reads.
- b. The speed aspect of fluency is also very important, because a child who reads too slowly will not be able to remember all the words in a sentence that he/she is reading.

- c. It is estimated that children need to be able to read at least 30 words per minute to be able to remember the first part of a sentence by the time they reach the end of a sentence.

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## 5.5: CLASSROOM LITERACY ACTIVITIES – PART II

- **Purpose:** To practice writing with children in a way that helps communicate meaning
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** Blackboard and chalk or whiteboard and marker
- **Time:** 45 minutes

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### 1. SAY:

- a. As important as it is for children to learn to read with understanding, it is equally important for them to learn to write with understanding.
- b. Many teachers teach writing by asking children to copy what is on the board.
- c. The main purpose of being able to write is to be able communicate through writing in addition to communicating by speaking.
- d. We do not expect children to learn to talk by simply copying what other people say, so we cannot expect them to learn to express themselves through writing by simply copying words over and over again.
- e. We are now going to try an activity that helps children strengthen their ability to write with meaning.

### 2. DO:

- a. Demonstrate and Explain Class-Generated Texts:

**Activity Instructions: Class-Generated Texts**

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

b. Break into groups of 4 – 5 to practice together.

3. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. Will you be able to use it in your classroom? Why or why not?
- d. How does this activity strengthen reading skills?

4. DO:

- a. Allow 5-10 minutes to discuss the activity.

5. SAY:

- a. This activity strengthens reading skills by helping children practice writing with meaning, rather than just copying.
- b. If new vocabulary words are introduced through this activity, you can play a vocabulary game (such as Touch the Word, or Look, Cover, Write, Check) to help reinforce understanding of those new words.

- **Purpose:** To identify the importance of displaying writing in the classroom
  - **SEL competencies addressed:** Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision-Making
  - **Materials:** Examples of Print-Rich vs. non-Print-Rich environments
  - **Time:** 45 minutes
- 

1. SAY:
  - a. Literacy assessments usually show that children in urban/city areas have better reading skills than children in rural areas.
  - b. Does anyone have any ideas for why that may be?
2. DO:
  - a. Facilitate a 3-4 minute discussion about the differences between learning to read in urban/city vs. rural settings.
3. SAY:
  - a. There are multiple reasons why children in urban environments usually score higher than children in rural environments, but one of the most important is exposure to print.
  - b. Urban environments are full of written material: shop signs, street names, advertisements, labels on packaged food, and so on.
  - c. The more that children are exposed to written text, the faster they are typically able to strengthen their reading skills.
  - d. It is therefore very important that teachers make sure children are exposed to lots of examples of writing in the classroom – this is called a “Print-Rich Environment.”
  - e. Print-Rich Classrooms should include various examples of text: pictures, charts, magazine cuttings, posters, and especially artwork and writing that the students have created themselves (which can also help them feel more motivated).
  - f. Anything that is attractive, colorful, educational, interesting to children, and contains written text will make the classroom environment more supportive of children learning to read.

### Facilitator Note

If possible, show examples of Print-Rich and non-Print-Rich environments (examples below from South Sudan [top, non-Print-Rich] and Sri Lanka [bottom, Print-Rich]).



4. SAY:
  - a. What challenges do you foresee in creating a Print-Rich Classroom in your school?
5. DO:
  - a. Facilitate a 10-15 minute discussion on the potential challenges and solutions for creating a Print-Rich Environment.

6. SAY:
  - a. Remember – a child cannot learn to read without seeing lots of writing!
  - b. If there is not enough wall space or tape to hold up papers, one solution is to hang a string along a wall or ceiling and hang items from the string.
  - c. Likewise, if you do not have access to any written material, you can expose children to letters and writing by tracing words in dirt on the ground.
7. DO:
  - a. Ask if there are any final questions about Print-Rich environments.
8. SAY:
  - a. Now we are going to talk about an easy way to bring print closer to children – it is called word cards, and they can be created out of any type of paper or cardboard.
  - b. Word cards are small pieces of paper that each have one common “sight word.”
  - c. A sight word is a word that children will see often and are encouraged to memorize, so that they do not have to sound out the letters each time they see it.
  - d. Teachers can create lists of priority sight words based on words that occur frequently in the textbook, and support children to each create a set of sight word cards.
  - e. Sight word cards can be used to practice memorizing words, as well as for playing games in groups.
  - f. Games that can be played with sight words include Touch the Word, Memory, and Snap.
  - g. We have already discussed how to play Touch the Word. Memory is a game where children mix together two sets of sight word cards, and arrange the cards face down on the desk. The children then take turns turning over two cards to try to find the matching pairs.
  - h. Snap is a card game where two children each hold their stack of word cards and turn over one card at the same time. If the cards match, the first child to call “Snap!” gets to keep the entire pile of cards that have already been flipped over. The game continues until one player holds all of the cards.
  - i. Snap can also be played with rhyming words – instead of yelling “Snap!” when the two cards match, the children yell “Snap!” when the two cards rhyme.
9. DO:
  - a. Demonstrate and explain: Word Card Games:

### Activity Instructions: Word Card Games

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

#### 10. SAY:

- a. Children can also be given a small packet of word cards to take home in order to practice reading them with a family member or reading buddy.
- b. What other card games can be played with word cards?

#### 11. DO:

- a. Facilitate a 5-7 minute discussion on different ways to create and use sight word cards.

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### 5.7: WRITING IN WORDS AND PHRASES

- **Purpose:** To practice simple writing activities that can help children strengthen their vocabulary skills
  - **SEL competencies addressed:** Self-Awareness and Relationship Skills
  - **Materials:** Paper and pencils
  - **Time:** 30 minutes
- 

#### 1. SAY:

- a. Building up vocabulary and practicing using new words can involve more than just seeing the words in the classroom or on word cards.
- b. Now we are going to talk about two different activities you can do with your students to help them practice writing simple words.
- c. The first activity is called Making Lists.
- d. This is very simple, and is a familiar activity, since making lists is a common and useful organizational tool.

2. **DO:**

- a. Demonstrate and Explain Making Lists:

**Activity Instructions: Making Lists**

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

3. **SAY:**

- a. Additionally, rather than starting with a list and then making a drawing, you can ask children to start with a drawing and then label the items in their drawing.
- b. In this variation, children practice writing words that are visible in a picture.

4. **DO:**

- a. Draw a very simple drawing of a familiar scene [Ex. a home, a market, a school, etc.]

### Facilitator Note

The drawing does not need to be very artistic, as long as people can tell what it represents. It is best to have a many different things in the drawing, so there is plenty of vocabulary to be learned – see the example below.



- b. Demonstrate and explain the steps for Labeling a Drawing:

### Activity Instructions: Labeling a Drawing

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

- c. Divide the participants into groups of four, and ask them to work together to draw a picture, label it, and then write simple sentences about it.
5. SAY:
- a. You can also conduct this activity in groups, where each group makes their own drawing, and work together to label it.
  - b. Does anyone have any questions about how to implement Making Lists or Labeling a Drawing?
  - c. Did you like these activities? Why or why not?
  - d. Will you be able to use them in your classroom? Why or why not?

- e. How does this activity help strengthen reading skills?

### Facilitator Note

If children have had recent distressing experiences, some may want to draw pictures of scenes of violence or destruction that they have witnessed. Drawing and writing about these events may help some children process their bad experiences.

However, other children may find it upsetting to be reminded of these experiences.

Teachers should allow the children themselves to make the decision about whether or not to draw or write about bad experiences, or topics of violence or destruction.

If children want to talk about these events, their teacher should listen in a supportive way. Talking about distressing experiences can help children come to terms with them, but it should normally be the child who takes the initiative. Children are usually the best judges of their own emotional needs.

6. DO:
- a. Allow 5-10 minutes to discuss the activity.
7. SAY:
- a. This activity strengthens reading skills by helping children practice writing and using vocabulary words.
  - b. Writing sentences also gives children a chance to practice working with connected text.

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## 5.8: BOOK BANKS AND D.E.A.R.

- **Purpose:** To explore possible uses of book bank materials in the classroom
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** Sample story
- **Time:** 15 minutes

- 
1. SAY:
- a. As we have discussed, children need a lot of practice to strengthen their reading skills.
  - b. Each Literacy Boost school should receive a box of varied and contextually appropriate reading materials, including one-page stories and short books that children can use to practice reading.

- c. Also, remember that using local items and materials from the local environment to create your own reading and learning materials is important.
- d. This is especially useful and important after an emergency or when commercial resources are hard to get.
- e. Teachers can use these materials in a variety of ways, but two helpful activities are Drop Everything And Read (D.E.A.R.) and Story Time.

2. DO:

- a. Explain the steps for Drop Everything And Read (D.E.A.R.):

**Activity Instructions: Drop Everything And Read (D.E.A.R.)**

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

3. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. How will you be able to use it in your classroom?

4. DO:

- a. Allow 5-10 minutes to discuss the activity.

5. SAY:

- a. It is important for children to feel that reading is enjoyable, not a chore.
- b. D.E.A.R. can help children develop a culture of reading.
- c. Similar to D.E.A.R., teachers can also use the reading material (if it is available) to implement Story Time.

6. DO:

- a. Explain and demonstrate the steps for Story Time:

### Activity Instructions: Story Time

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

- b. Break into groups of 3-4 to practice together.

#### 7. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. How will you be able to use it in your classroom?

#### 8. DO:

- a. Allow 5-10 minutes to discuss the activity.

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### 5.9: RECAP AND REFLECT

- **Purpose:** To recap main learning points from the session and reflect on personal learning
- **SEL competencies addressed:** Self-Awareness
- **Materials:** None
- **Time:** 15 minutes

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#### 1. SAY:

- a. Before we finish, let us do a quick recap of the main points from today's session.
  - Different children prefer to learn in different ways, so it is important to use varied approaches to teaching.
  - Children need to be exposed to many different types of print in order to learn.
  - Writing activities should allow children a chance to think about the meaning of the text.
  - It is important to set aside regular time for children to read, and to have stories read to them, during the school day.
- b. Now let us take some time to reflect individually on what we have each learned today.

- c. Please take 5 minutes to think quietly about what you have learned today, and how you will be able to use it in your classroom.
  - d. Please write your reflections in your journal.
2. ASK:
  - a. Does anyone want to share your reflections with the group?
  - b. Does anyone want to share what reading means to you?
3. DO:
  - a. If someone volunteers, allow him or her to share.
  - b. If no-one volunteers, do not force anyone to answer.
4. SAY:
  - a. As we have learned in our earlier sessions, let us practice gratitude.
  - b. Think about the aspects of the day that you enjoyed.
  - c. What did you enjoy doing and whom did you enjoy working with? Why?
5. DO:
  - a. Give participants a moment to think about what they enjoyed.
  - b. Ask them to stand in a circle.
6. SAY:
  - a. As we have learned in our earlier sessions, let us express our gratitude.
  - b. What aspects of this class did you enjoy today?
  - c. Whom did you enjoy working with today?
  - d. What areas of this topic would you like to learn more about?
7. DO:
  - a. Allow participants to think quietly for a moment.
  - b. Ask for a volunteer to lead the group in a relaxation exercise.
  - c. If no one volunteers, lead the group in a breathing or stretching activity.
8. SAY:
  - a. Thank you all for your participation today.
  - b. Please practice using these activities in your classroom in the coming days.
  - c. We will start our next session by discussing your experiences using the activities with children.

# MODULE SIX: Diversity of Learners

## Session Overview

<b>Key Message</b>	Every classroom has a wide range of learners, so to raise the achievement level of the entire class, teachers must be able to support students who are struggling.																		
<b>Total Time</b>	4 hours and 45 minutes																		
<b>Expected Outcomes</b>	<p><i>By the end of today's session, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>➤ Recognize the uniqueness of learning styles</li> <li>➤ Recognize the different learning needs of students</li> <li>➤ Identify methods for supporting students who need additional help</li> <li>➤ Design and utilise a literacy check-in tool to monitor student learning</li> <li>➤ Implement different literacy activities into their classroom</li> </ul>																		
<b>Agenda</b>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Time (min)</th> </tr> </thead> <tbody> <tr> <td>6.1 Recap and Checking In</td> <td>30</td> </tr> <tr> <td>6.2 Letter Stretching</td> <td>15</td> </tr> <tr> <td>6.3 Addressing Different Learning Needs</td> <td>15</td> </tr> <tr> <td>6.4 Classroom Literacy Activities – Part I</td> <td>60</td> </tr> <tr> <td>6.5 The Different Ways We Learn</td> <td>30</td> </tr> <tr> <td>6.6 Classroom Literacy Activities – Part II</td> <td>30</td> </tr> <tr> <td>6.7 Classroom Monitoring Tool</td> <td>90</td> </tr> <tr> <td>6.8 Recap and Reflect</td> <td>15</td> </tr> </tbody> </table>	Activity	Time (min)	6.1 Recap and Checking In	30	6.2 Letter Stretching	15	6.3 Addressing Different Learning Needs	15	6.4 Classroom Literacy Activities – Part I	60	6.5 The Different Ways We Learn	30	6.6 Classroom Literacy Activities – Part II	30	6.7 Classroom Monitoring Tool	90	6.8 Recap and Reflect	15
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## 6.1: RECAP AND CHECKING IN

- **Purpose:** To remind participants what was discussed previously and share related experiences
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** None
- **Time:** 30 minutes

### 1. SAY:

- a. Before we start with our new topic, we should remind ourselves what we discussed in our last session.
- a. Is there a volunteer who would like to summarize the previous session?

### 1. DO:

- a. Allow a volunteer to recap the previous session, and fill in any gaps.
- b. Refer to the *Expected Outcomes* from the previous session to ensure all are mentioned.

2. SAY:
  - a. I hope you were all able to practice some of what you learned last time in your classrooms.
  - b. Does anyone have a successful experience you would like to share?
  - c. Does anyone have a challenging experience that you would like to share?

### **Facilitator Note**

Allow participants to share their experiences. If someone has had a challenge, discuss how he or she might be able to resolve the challenge next time. Encourage participants to make suggestions to each other – do not feel as though the answers must come from the facilitator. This will not only lead to more contextually appropriate guidance but will reinforce the concept that fellow teachers are reliable resources.

3. SAY:
  - a. And in the spirit of our previous sessions of managing stress and calming ourselves and getting ready to learn, let us do one of the calming exercises we have learned in our previous sessions.
  - b. Does anyone want to lead this exercise?
4. DO:
  - a. Practice one of the calming or breathing exercises learned in a previous session.

---

## **6.2: LETTER STRETCHING**

- **Purpose:** To understand and practice another relaxation/stress management strategy that can be used with students
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** None
- **Time:** 15 minutes

- 
1. SAY:
    - a. Today we are going to start with another very simple routine that you can do at any time of the day with your students.
    - b. This activity is designed to help children relax, calm themselves, and focus.
    - c. It also reinforces their understanding of letters.
  2. DO:

- a. Demonstrate and explain Letter Stretching:

**Activity Instructions: Letter Stretching**

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

3. SAY:

- a. You can also use this activity to make entire words, which reinforces vocabulary and spelling as well.
- b. How did you like this short exercise?
- c. Did you feel any different? Can you feel any changes?
- d. Is this something your students would like and do?
- e. Could you build this into your daily teaching schedule easily? Why or why not?

4. DO:

- a. Allow several minutes to discuss the activity.

---

### 6.3: ADDRESSING DIFFERENT LEARNING NEEDS

- **Purpose:** To identify how to help struggling learners
- **SEL competencies addressed:** Social Awareness
- **Materials:** None
- **Time:** 30 minutes

- 
1. SAY:

- a. Before we begin discussing different learning needs, I would like to discuss what it means to be learning differently.
- b. Who are the children in a classroom who are learning differently from everyone else?
- c. Please take a moment to discuss this question with the person sitting next to you and try to come up with a one-word answer – only one word.

- d. I am thinking of one word that answers the questions, “Who are the children in a class affected by crises who are learning differently from everyone else?”
- e. I hope one of you is able to guess it!

2. DO:

- a. Allow 2-3 minutes for each pair to discuss.
- b. Ask each pair to share their one-word answer.

**Facilitator Note**

Common responses include slow students, high achievers, active children, creative children, lazy children, or children with disabilities. However, the one-word answer that describes the children who learn differently in the classroom is “all” or “everyone.” Every single person learns differently than everyone else – even among groups of seemingly similar people or high achievers, everyone has a different learning style.

- c. If a group suggests “all” or “everyone,” congratulate them on guessing the answer.
- d. If no group suggests “all” or “everyone,” tell them that their responses are all very true, but you are thinking of a word that includes everything they just suggested.
- e. If needed, allow additional time to guess in case one of the groups is able to think of the word you are looking for.

3. SAY:

- a. Every child is an individual, and the way that she/he learns is as unique as her/his fingerprint.
- b. In any single class, there will always be a large range of behaviour and achievement levels.
- c. This means some students will behave well and others will have problematic behaviour, which could be due to their stress level, coping ability, or even a behavioral disability.
- d. This also means that some students learn quickly and easily, and other students struggle and need more time to master lessons.
- e. In order to address behaviour, we have learned that teaching social and emotional skills and modelling positive behaviour can help.
- f. In order to raise the achievement levels of the entire class, a teacher will need to help the struggling students catch up with the rest of the class.
- g. Before a teacher can help a struggling student, there is something they will need to do first – does anyone know what that is?

4. DO:

- a. Allow participants to suggest first steps to helping struggling students.

- b. Continue asking for suggestions until someone says, “To identify who is struggling and how,” or until participants are out of ideas.
5. SAY:
- a. Before a teacher can help the struggling students in his/her classroom, he/she must be able to identify *who* the struggling students are, and *how* they are struggling.
  - b. Later today, we will look at ‘check-in’ techniques that teachers can use to identify which level each child is at in their classroom.
  - c. We will also be practicing different activities that help strengthen the skills of struggling learners while also engaging and supporting children who are stronger students.

---

#### 6.4: CLASSROOM LITERACY ACTIVITIES – PART I

- **Purpose:** To practice activities that help a wide range of learners strengthen their phonemic awareness skills
- **SEL competencies addressed:** Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision-Making
- **Materials:** Blackboard or flipchart and marker
- **Time:** 60 minutes

- 
1. SAY:
- a. Let us take a closer look at how some activities can support a wide range of learners.
  - b. In general, using group work and pair work so that children of different achievement levels work together can be a helpful way to keep everyone engaged.
  - c. We will practice some more group games today, as well as games that help children strengthen their foundational reading skills.
  - d. Before we do, though, let us look at one of the more basic core skills in learning to read: phonemic awareness.
  - e. Can anyone remind us of what is phonemic awareness?
2. DO:
- a. Allow 1-2 participants to remind everyone the definition of phonemic awareness.
  - b. Ensure that the answer includes “Understanding how letters relate to sounds, and being able to break words down into their smallest unit of sound”
  - c. Write two words on a piece of flipchart paper: **Phoneme** and **Syllable**.
3. SAY:



- a. Now that we have reminded ourselves what is phonemic awareness, can anyone explain what a phoneme is?
  - b. And what is the difference between a phoneme and a syllable?
4. DO:
- a. Allow 1-2 participants to suggest answers.
  - b. Monitor the explanations, and if necessary, add or repeat the following clarifications:
    - A phoneme is the sound that a letter in an alphabet represents. It is the smallest speech sound unit we can make.
    - While a phoneme is the smallest unit of sound, a syllable is the smallest rhythmic “beat” of a word.
    - A syllable usually contains several phonemes.
    - A syllable always has one vowel sound.
    - For example, the word “cat” contains three phonemes (/c/, /a/, and /t/), but only one syllable (cat). The word “phoneme” has five phonemes (/f/, /o/, /n/, /e/, /m/), but only two syllables (‘pho’ and ‘neme’).
    - Syllables are particularly important for poetry and songs, since the number of beats in a word affect the rhythm of a sentence.
  - c. If participants need additional reinforcement, work together to count the numbers of syllables and phonemes in common words.

**Facilitator Note**

Although one syllable always has one vowel sound, in some languages (e.g., Arabic, Farsi, Pashtu) the short vowel sounds are not always marked in writing. Share this with participants if it is relevant in your context.

5. SAY:
- a. Phonemes and syllables may seem complicated, and it certainly takes some practice to be comfortable breaking down words into individual sounds and identifying phonemes.
  - b. However, at the early stages of developing phonemic awareness, even struggling learners are able to play with sounds.
  - c. Children who are still developing their literacy skills can still appreciate rhythm and rhyme, as well as songs and music.
  - d. A first step in developing phonemic awareness is to recognize words that rhyme. Words that rhyme normally have the same final syllable.
  - e. The next step is being able to produce words that rhyme.

- f. Now we are going to try an activity that includes these two levels of phonemic awareness and allows children to work in groups so that children can be actively engaged in learning at their own level.
6. DO:
- a. Explain and demonstrate Rhyming Words:

### Activity Instructions: Rhyming Words

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

- b. Break into groups of 3-4 to create new rhyming words and practice together.
7. ASK:
- a. Does anyone have any questions about how to implement this activity?
  - b. Did you like this activity? Why or why not?
  - c. Will you be able to use it in your classroom? Why or why not?
  - d. Do you think a fun activity like this can have value for children – and teachers – who are living in difficult situations and who may have had recent distressing experiences?
8. DO:
- a. Allow 5 minutes to discuss the activity.
  - b. Discuss the value of making lessons fun for children in difficult situations.
9. SAY:
- a. Doing an activity like this in groups allows participation at a large range of levels. For example, all of the children could work together to identify what rhymes, but the stronger learners were still challenged by the part where they generated their own sentences.
  - b. There is great value in making learning fun and engaging.
  - c. Game-like activities engage attention and make children's brains more active.
  - d. For children living in difficult situations, or recovering from distressing events, there is even greater value in giving them some happy experiences.
  - e. Another type of activity that is fun for a variety of achievement levels is Clapping Syllables.

10. DO:

- a. Explain and demonstrate Clapping Syllables:

**Activity Instructions: Clapping Syllables**

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

- b. Break into groups of 3-4 to create a new list of words and practice together.

11. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. How will you be able to use it in your classroom?

12. DO:

- a. Allow 5 minutes to discuss the activity.

13. SAY:

- a. Our final activity for phonemic awareness involves everyone getting up and walking around.

14. DO:

- a. Explain and demonstrate Phoneme Cards:

**Activity Instructions: Phoneme Cards**

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

- b. Break into groups to create a new set of phoneme cards and practice together.

15. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. Will you be able to use it in your classroom? How?

16. DO:

- a. Allow 5 minutes to discuss the activity.

17. SAY:

- a. Learning activities that involve physical movement are good, because physical movement stimulates blood flow and oxygen supply – to the whole body, including a child’s brain!
- b. Neuroscience research shows children’s brains are more active after some minutes of physical exercise.

---

## 6.5: THE DIFFERENT WAYS WE LEARN

- **Purpose:** To clarify that being a reader means being able to read *new texts*, not just repeating or memorizing from the textbook
- **SEL competencies addressed:** Social Awareness and Responsible Decision-Making
- **Materials:** None
- **Time:** 20 minutes

---

1. SAY:

- a. Even though we are practicing activities that focus on the different core skills of reading, it is important to remember that students will be developing all of the skills at the same time.
- b. A child does not master one skill before developing the next one.
- c. Reading is a complex skill that involves many different components.
- d. As we have already discussed, every child learns in different ways, and regarding any topic or skill, there will always be children who are behind their peers.
- e. Let us take a few moments to think about different reasons why children might struggle in the classroom.

2. DO:

- a. Ask groups of 3-4 to work together to brainstorm different reasons why children might struggle in the classroom.
- b. As each group reports back, note the different reasons on a flip chart.



### Facilitator Note

Possible reasons for why children might struggle in the classroom are listed below. Teachers need to be aware of all these issues:

- Age – some children in class will be younger than others.
- Early Childhood Care and Development (ECCD) – children who did not go to ECCD are more likely to struggle.
- Home environment – some children are not exposed to books or encouraged to learn by their parents at home.
- Nutrition – some children may have suffered from malnutrition, which affects brain development in early childhood. Or they may be hungry at school due to food shortage at home.
- Disabilities – some children have more difficulty learning to read than others, because the way their brain functions makes it harder for them to connect letters to sounds (this condition is called Dyslexia). Other children may have difficulty in pronouncing words correctly (a speech or language disorder), or they may have difficulty making sense of information taken in through the eyes (visual processing disorder); these children should not be forced to speak in front of the whole class if it makes them uncomfortable. Disabilities can be visible or invisible.
- Emotional state - the impact of a crisis or emergency may affect a child's learning style, emotional state, motivation and ability to concentrate.
- Domestic or school-based violence – both of these can disrupt children's performance at school in any context. And both tend to increase in crisis or emergency situations.
- Discrimination or bullying – children from a different ethnic or religious group may feel insecure or face discrimination by their peers; this can be a barrier to their active participation and learning.
- Mother Tongue – the language spoken at home. Some children may not speak the language of instruction, so they struggle to read or write in a language they do not understand. Or they may speak the language, but in a different local dialect.
- Left-handed children: approximately 10% of the population has naturally stronger control with their left hand, rather than their right hand. Some schools in the past have forced all students to write with their right hands, which, for left-handed children, makes it more difficult for them to become good writers. Since writing – and drawing – are modes of self-expression, forcing a left-handed child to write with their other hand is unnatural and a violation of the child's right to self-expression – a teacher should never do this. It is much better for these children's chances of success in school if their teachers allow and encourage them to use the hand which feels natural and comfortable. This is now accepted as a good practice. It is an essential element of child-centered education.

### 3. SAY:

- a. It is important to remember that no matter what the challenge a child is facing, all children can learn.
- b. There are some challenges that teachers can address directly, such as bullying or discrimination in school.
- c. Other challenges risk being made worse if teachers do not understand them correctly.

- d. For example, teachers may see children with dyslexia as ‘slow’ or ‘unintelligent’; but, in fact, children with some kinds of learning disabilities may have average or above average intelligence – they just face difficulty in demonstrating their intelligence under a rigid curriculum.
  - e. Even though teachers are usually required to complete the textbook in a set period of time, there is some flexibility in how they use the textbook and how they work with students.
  - f. This flexibility can be used to help children who are struggling.
  - g. What are some things teachers can do to help children who are struggling?
4. DO:
- a. Allow 3-5 minutes for teachers to suggest different methods of helping students.
  - b. Write each suggestion on a flipchart or the white board, leaving space at the top for the first step.
  - c. If someone mentions “Identify who is struggling and how”, write that at the top of the list. If no one mentions it, prompt teachers by asking what step needs to come first before any of the other methods on the list.
  - d. The completed list of **How to Help Struggling Learners** should include at least the following items:
    - Be aware of learner diversity (styles, interests, needs, experiences) resulting from the emergency
    - Identify who is struggling and how
    - Provide extra opportunities to practice
    - Be positive and supportive (do not yell at the child!)
    - Ensure the classroom is welcoming to all children, with no bullying or teasing
    - Maintain high expectations for all children
    - Never embarrass, tease, or discourage a child who has any kind of learning difficulty or difference
    - Provide opportunities for pair and group work
    - Speak clearly and present information in multiple ways
    - Assign a ‘buddy system’ for children who are struggling. A buddy system means assigning a child with stronger skills to work with another child who is struggling.



- **Purpose:** To practice activities that can help diverse groups of learners develop their basic literacy skills
  - **SEL competencies addressed:** Self-Awareness and Relationship Skills
  - **Materials:** Textbooks; short, sample story
  - **Time:** 30 minutes
- 

1. SAY:

- a. Before we start developing tools to identify who is struggling and how, let us explore some other activities teachers can use to help diverse groups of children learn.
- b. All children have different strengths and interests – this is sometimes called Multiple Intelligences, which is the theory that each child is intelligent in different ways.
- c. Your participant guide includes more information on Multiple Intelligences, as well as examples of how teachers can vary their approaches to address different types of intelligences.
- d. One way to ensure that you address as many types of intelligences as possible is to use many different types of activities in your classroom.
- e. One activity you can use is called Count the Letter.

2. DO:

- a. Demonstrate and explain Count the Letter:

**Activity Instructions: Count the Letter**

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

- b. Break into groups to allow participants to practice together in groups.

3. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. Will you be able to use it in your classroom? How?

4. DO:
  - a. Allow 5 minutes to discuss the activity.
5. SAY:
  - a. The activity promotes automaticity in letter recognition, which is an important foundational skill. It also starts children learning to scan a text silently, which is another important reading skill.
  - b. It is good to conduct the activity as a race, since that makes it more engaging for children.
  - c. Now we are going to try two variations of this activity, using a different paragraph in your textbook.
6. DO:
  - a. Explain and demonstrate Find the Word:

#### **Activity Instructions: Find the Word**

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

7. SAY:
  - a. Alternatively, you can play this game as Count the Word.
8. DO:
  - a. Explain and demonstrated Count the Word:

#### **Activity Instructions: Count the Word**

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

- b. Break into groups to allow participants to practice together in groups.
9. ASK:
  - a. Does anyone have any questions about how to implement this activity?
  - b. Did you like this activity? Why or why not?

- c. Will you be able to use it in your classroom? How?

10. DO:

- a. Allow 5 minutes to discuss the activity.

11. SAY:

- a. These activities help children strengthen their sight word reading skills, since they are racing to recognize words quickly, rather than sounding each word out.
- b. These activities also give children a chance to practice silent reading and learn how to scan text quickly.
- c. Our next activity uses the same techniques, but goes a step further to focus on meaning, rather than just picking out letters or single words.
- d. In this activity, I will give you a short text to read and a question to answer – but unlike the usual method for comprehension questions, the question comes before the text, and the task is to read the text to find the answer to the question.

12. DO:

- a. Explain and demonstrate Silent Reading with Pre-Questions:

**Activity Instructions: Silent Reading with Pre-Questions**

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

- b. Identify a passage to use from the textbook, or pass out copies of the example text below.
- c. Remind participants to keep the text face down until you tell them to start reading.
- d. Write a question about the text on the board.
- e. Ask participants to read the text and find the answer to the question, as quickly as they can – they should raise their hand when they find the answer.
- f. Allow participants time to find the answer in the text.



**Facilitator Note**

Below is a sample story and comprehension question that can be used for this activity.

Pre-question: What are three things we can get from goats?

Text:

Some people like to keep goats. Goats are very useful animals. They are easy to feed. They eat all kinds of different things. They eat grass. And they eat leaves.

Goats also eat rubbish. If we leave plastic bags on the ground, goats might eat them. Then they might get ill. So do not leave rubbish on the ground.

Some male goats have horns and beards. Female goats produce milk. We can drink goats' milk.

We can also eat the meat from goats. So that is also something they give us.

Goats give us milk and meat. But sometimes they also take our things. If we leave our clothes out to dry and goats find them, the goats might eat our clothes. We need to be careful about goats.

People can also use the skins of goats to make bags. So goats give us leather, too.

**13. SAY:**

- a. The question(s) you choose for this activity must be very simple.
- b. Select questions that can only be answered by reading through most of the text – do not pick a question that is answered in the first line!
- c. This activity works best when you use a text the students have never seen before; otherwise, they are relying on their memory, not their reading skills.
- d. If the text is very long and the students are not fluent readers, you can divide the text into shorter sections and ask a question for each section of the text.

**14. DO:**

- a. Break into groups to allow participants to practice the activity together in groups.

**15. ASK:**

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. Will you be able to use it in your classroom? How?

**16. DO:**

- a. Allow 5 minutes to discuss the activity.

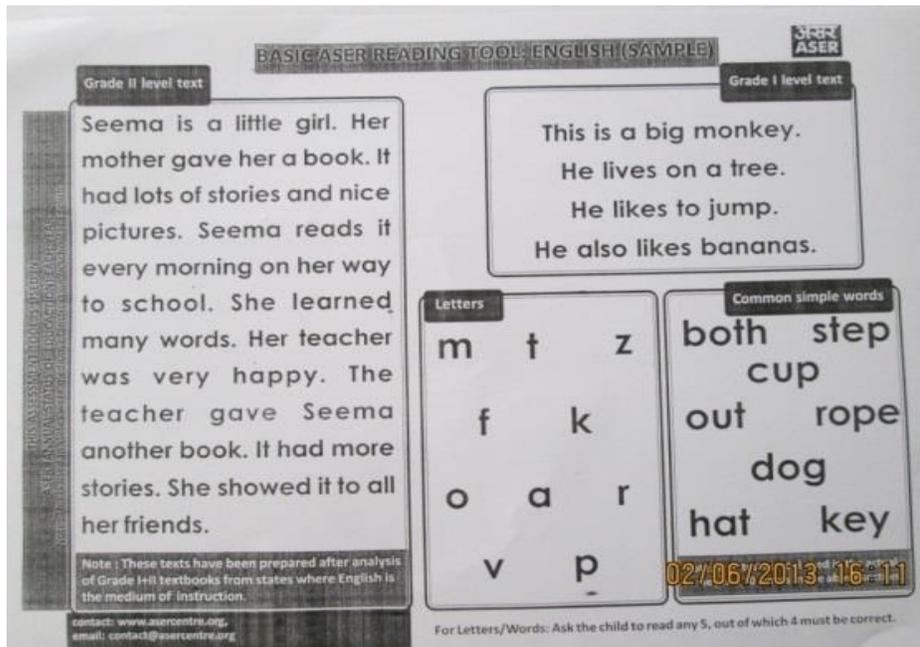
- **Purpose:** To create simple check-in tools that teachers can use in their classrooms
  - **SEL competencies addressed:** Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision-Making
  - **Materials:** Flipchart paper and markers
  - **Time:** 90 minutes
- 

1. SAY:

- a. Now that we have practiced many different activities to help children of all levels strengthen their literacy skills, we are going to talk about what it means to be a struggling learner, and how to identify the children who are falling behind.
- b. As we have discussed, each classroom has a wide range of student achievement levels.
- c. What we usually see in a large class, is that the teachers aim their teaching towards the children who are performing at grade level, which can sometimes be only the top 25-50% of the class.
- d. When a teacher asks, “Does everyone understand?” it is easy for the children who are falling behind to stay silent, or simply nod along with their peers.
- e. A more effective way to check for understanding after a lesson is to ask children to close their eyes and give a “Fist to Five” ranking of how well they understand.
- f. A “fist” (or, no fingers) means the child does not understand at all, one finger means they understand very little, two fingers means understanding some, three fingers means understanding about half, four fingers means understanding most, and five fingers means understanding all.
- g. It is important to have children close their eyes for a fist to five ranking, so that they feel they can answer honestly and do not feel pressured to say they understand the same amount as their friends.
- h. A Fist to Five ranking is a helpful way to get a sense for how well children understood a specific lesson.
- i. However, in order to improve the reading levels of the entire class, teachers need to be able to identify who are the students struggling with literacy skills in general (beyond specific lessons), and which the specific sub-skills with which the student is having difficulty.
- j. To do these things, teachers need to be able to conduct a regular “check-in” on the reading levels of their students.
- k. This “check-in” needs to be used individually, to check the reading levels of each child, as well as regularly, to monitor progress (or lack of progress).

2. DO:

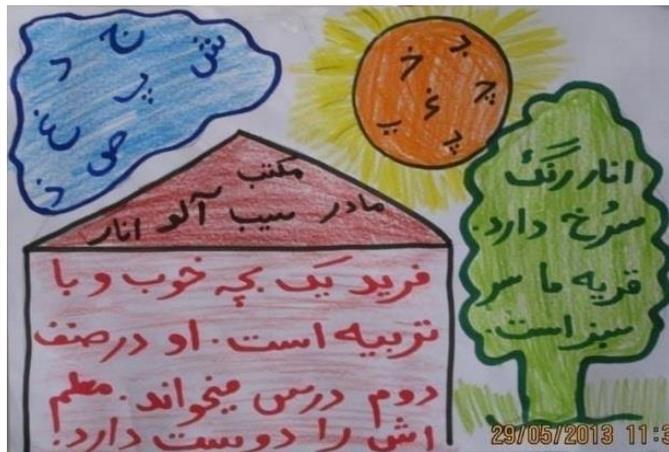
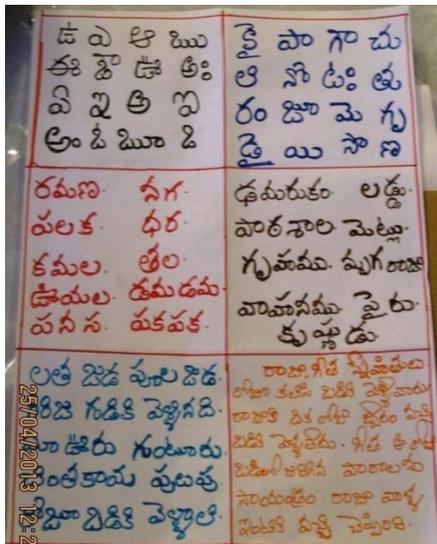
- a. Show the following example of a reading check-in tool.



3. SAY:

- This was developed in English by the Indian NGO Pratham.
- You can see that the tool has four sections – one for individual letters, one for words, one for single sentences, and one for a paragraph.
- To use this tool with individual children, the teacher first sets an assignment to the entire class, to keep children working silently.
- Then the teacher calls children up one at a time to sit with the teacher.
- With each student, the teacher asks the child to first read the alphabet letters.
- If the child can read more than half of the letters, the teacher asks him/her to read the common words.
- If the child can read more than half of the words, the teacher asks him/her to read the sentences.
- If the child can read more than half of the sentences, the teacher asks him/her to read the paragraph.
- If the child reads the paragraph, the teacher asks him/her to explain what it was about, or asks some comprehension questions.
- If at any point the child is not able to read at least half of the items on the level, the teacher stops the conversation and notes the highest level the child was able to read.

- k. The teacher will need to have several versions of the tool, so that the children do not memorize the items for future assessments.
  - l. In classes with a large number of students, the teacher can split up the class and assess 10-20 students per day over the period of a few days.
  - m. Does anyone have any questions or concerns about this tool?
4. DO:
- a. Allow participants to share their concerns with check-ins or the tool.
  - b. Work together to solve any challenges related to using the tool.
5. SAY:
- a. Variations of this tool can be used to make it more child friendly, or to assess additional levels appropriate to different languages.
6. DO:
- a. Share the examples below, from India (left) and Afghanistan (right).



7. SAY:
- a. In these examples, the teachers added colors, as well as additional levels to check, such as simple letters and combined letters.
  - b. No matter what the tool looks like, it is important to remember a few key rules for using the check-in tools.
8. DO:
- a. Write on a flipchart **Rules for Conducting a Check-in** with the following five points underneath:

- 
- Do not help the child answer
  - Do not show the tool before the check-in
  - Accept local accents or variations in pronunciation
  - Make sure children are comfortable
  - Check-in with ALL children

9. SAY:

- a. The following are a few key points to keep in mind as you use the check-in tool.
- b. First, it is important that you let the child answer on his/her own.
- c. Do not try to give the child an answer, or help him/her sound out a word.
- d. The point of the check-in is to identify if the child is struggling at any level – it is therefore very important that you correctly identify where the child is struggling, rather than helping him/her get to the next level.
- e. Second, do not let the children see the tool before the check-in.
- f. We want to be correctly checking what the children need help with; so if they memorize the tool in advance, we will not get an accurate understanding of their skills.
- g. Third, if a child is pronouncing a word or letter differently than you do because they have a different local accent, it is okay to mark them correct.
- h. Having a different accent is not related to reading ability, and if a child is able to read a letter or a word in a way that can be understood, we should count that as correct during the check-in.
- i. If needed, pronunciation can be corrected later.
- j. Fourth, make sure the child is comfortable and not nervous or afraid.
- k. Some children may be scared to work with the teacher one-on-one, so give plenty of positive encouragement, and do not tell the child when they read something incorrectly. Just keep smiling at the student and saying things like “Good job!”
- l. Lastly, make sure you use the check-in tool with all the students in your class.
- m. Sometimes children who are struggling are very good at pretending they can read, so if a teacher only checks in with children who are obviously struggling, there may be some children whose problems are not noticed and identified.

**Facilitator Note**

The first rule can be the most challenging rule for adults to follow – it is a natural instinct to try to help a child who is struggling to read a word or sentence. Emphasize the importance of this rule, and pay careful attention to participant behaviors during this session to ensure that they are abiding by it.

10. DO:

- a. Pass out blank paper and pencils to the participants.

11. SAY:

- a. Now, we are going to create our own check-in tools that you can use in your classrooms.
- b. First, we have to agree on which levels to include. At a minimum, we should have letters, words, short simple sentences and a reading passage.
- c. Does anyone else think we should add any other levels, such as complex letters, syllables or different letter forms for cursive writing?

12. DO:

- a. Discuss with the teachers until everyone agrees on the levels to be included in the tool.
- b. Allow each teacher (or group of teachers) 20 minutes to prepare their own assessment tool.
- c. When the tools are completed, give each participant or group a chance to present what they created.
- d. Ask for two volunteers to demonstrate using the tool (one as a teacher, and one as the student).
- e. Monitor the demonstration closely, and correct the “teacher” if he/she does anything that violates the five rules on the flip chart discussed earlier.

13. SAY:

- a. Thank you everyone for developing these tools.
- b. Before our next session, please be sure to use this tool with students in your classroom, and keep a record of what you find out.
- c. During the next session, we will create a tracking sheet that you can use each week, but for now, just keep track of what the highest level was that each child could read at least half of the items.

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## 6.8: RECAP AND REFLECT

- **Purpose:** To recap main learning points from the session and reflect on personal learning
  - **SEL competencies addressed:** Self-Awareness
  - **Materials:** None
  - **Time:** 15 minutes
- 

1. SAY:

- a. Before we finish, let us do a quick recap of the main points from today's session.
    - The way each person learns is as unique as their fingerprint.
    - The first step in helping struggling learners is to figure out who they are and in what way they are struggling.
    - There are many reasons why children might struggle in the classroom.
    - There are many simple approaches teachers can use to support struggling learners.
    - Regular reading check-ins can help teachers monitor their students' progress, and identify any challenges that need to be addressed.
  - b. Now let us take some time to reflect on what we have learned today.
  - c. First, to get ready, take a moment to focus on your breathing, breathing in and out slowly and deeply, in through your nose and out through your mouth. Do this action 3 or 4 times as you need, to relax and focus your thoughts.
  - d. Please take 5 minutes to think quietly about what you have learned today, and how you will be able to use it in your classroom.
  - e. Please write your reflections in your journal.
2. DO:
- a. Ask if anyone would like to share his or her reflections with the group.
  - b. If no one volunteers, do not insist.
3. SAY:
- a. Now let us express our gratitude, as we would encourage our students to do at the end of the day/lesson.
  - b. What aspects of this class did you enjoy today?
  - c. Whom did you enjoy working with today?
  - d. What areas of this topic would you like to learn more about?
4. DO:
- a. Allow participants 2-3 minutes to reflect quietly.
5. SAY:
- a. Thank you all for your participation today.
  - b. Please practice using these activities and the check-in approach in your classroom in the coming days.
  - c. We will start our next session by discussing your experiences using the activities with children.
  - d. In our next session we will also build on the data you collect through the check-ins, so please be prepared to share what you have learned about your students.

# MODULE SEVEN: Guided Writing

## Session Overview

<b>Key Message</b>	Learning to write is a process, and children should be encouraged to practice and be creative.																		
<b>Total Time</b>	5 hours 20 minutes																		
<b>Expected Outcomes</b>	<i>By the end of today's session, participants will be able to:</i> <ul style="list-style-type: none"><li>➤ Practice using a recording form to manage and monitor data collected through literacy check-ins</li><li>➤ Incorporate comprehension-focused reading activities into their classrooms.</li><li>➤ Analyse and respond constructively to student writing.</li></ul>																		
<b>Agenda</b>	<table><thead><tr><th>Activity</th><th>Time (min)</th></tr></thead><tbody><tr><td>7.1 Recap and Checking In</td><td>30</td></tr><tr><td>7.2 Classroom Literacy Activities – Part I</td><td>20</td></tr><tr><td>7.3 Recording Format for Reading Check-ins</td><td>60</td></tr><tr><td>7.4 Classroom Literacy Activities – Part II</td><td>45</td></tr><tr><td>7.5 Using Cloze Exercises to Build Comprehension</td><td>45</td></tr><tr><td>7.6 Classroom Literacy Activities – Part III</td><td>45</td></tr><tr><td>7.7 Responding to Errors in Children's Writing</td><td>60</td></tr><tr><td>7.8 Recap and Reflect</td><td>15</td></tr></tbody></table>	Activity	Time (min)	7.1 Recap and Checking In	30	7.2 Classroom Literacy Activities – Part I	20	7.3 Recording Format for Reading Check-ins	60	7.4 Classroom Literacy Activities – Part II	45	7.5 Using Cloze Exercises to Build Comprehension	45	7.6 Classroom Literacy Activities – Part III	45	7.7 Responding to Errors in Children's Writing	60	7.8 Recap and Reflect	15
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## 7.1: RECAP AND CHECKING IN

- **Purpose:** To remind participants what was discussed previously and share related experiences
- **SEL competencies addressed:** self-awareness and relationship skills
- **Materials:** None
- **Time:** 30 minutes

- SAY:
  - Before we start with our new topic, we should remind ourselves what we discussed in our last session.
  - Is there a volunteer who would like to summarize the previous session?
- DO:
  - Allow a volunteer to recap the previous session, and fill in any gaps.
  - Refer to the Expected Outcomes from the previous session to ensure all are mentioned.
- SAY:

- a. I hope you were all able to practice some of what you learned last time in your classrooms.
- b. Does anyone have a successful experience you would like to share?
- c. Does anyone have a challenging experience that you would like to share?

#### **Facilitator Note**

Allow participants to share their experiences. If someone has had a challenge, discuss how he or she might be able to resolve the challenge next time. Encourage participants to make suggestions to each other – do not feel as though the answers must come from the facilitator. This will not only lead to more contextually appropriate guidance, but will reinforce the concept that fellow teachers are reliable resources.

4. SAY:
  - c. And in the spirit of our previous sessions of managing stress and calming ourselves and getting ready to learn, let us do one of the calming exercises we have learned in our previous sessions.
  - d. Does anyone want to lead this exercise?
5. DO:
  - e. Practice one of the calming or breathing exercises learned in a previous session.

---

## **7.2: CLASSROOM LITERACY ACTIVITIES – PART I**

- **Purpose:** To understand and practice new literacy activities that can be used with students
- **SEL competencies addressed:** Self-Awareness and Social Awareness
- **Materials:** A4 paper and markers/pens/pencils
- **Time:** 20 minutes

- 
1. SAY:
    - a. Our first activity today will focus on one of the SEL competencies.
    - b. Can anyone remind us what the main SEL competencies are?
  2. DO:
    - a. Request responses from participants.
    - b. Ensure that all five competencies are mentioned:
      - Self-Awareness

- Self-Management
  - Social Awareness
  - Relationship Skills
  - Responsible Decision-Making
- c. Pass out paper and markers to all participants
  - d. Explain and demonstrate Self-Portrait:

### **Activity Instructions: Self-Portrait**

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

3. SAY:
  - a. This activity shows how each person sees themselves – both their physical qualities and their personalities.
  - b. It can also show what they see as their own strengths and weaknesses.
  - c. Did you like this activity? If not, why not?
  - d. Would this work with your students? Why or why not?
  - e. Which SEL competency does this address?
4. DO:
  - a. Allow several minutes of discussions.
  - b. Ensure that participants note that this activity addresses self-awareness.
5. SAY:
  - a. Although this activity primarily addresses self-awareness, it can also be used to reinforce literacy concepts.
  - b. For example, you can ask students to label their drawings, or to write key characteristics about themselves next to the drawing.
  - c. Students can also write a short introduction about themselves to go with the picture.

---

## **7.3: RECORDING FORMAT FOR READING CHECK-INS**

- **Purpose:** To practice using tracking sheets for student learning, and identify steps teachers can take if a child is not demonstrating progress
- **SEL competencies addressed:** Social Awareness and Responsible Decision-Making
- **Materials:** None
- **Time:** 60 minutes

1. SAY:
  - a. Now that you have each had a chance to try using the assessment tools we developed last time in your classes, we are going to look at an easy tracking form you can use to keep track of everyone's progress.
  - b. Writing down students' levels each time will help you notice which children are struggling, and which levels they find most difficult.
2. DO:
  - a. Pass out copies of the tracking form (see handouts in the Appendix).

<b>Student Literacy Check-in: Tracking Sheet</b>						
<b>Student Name</b>	<b>Date of Assessment</b>					<b>Actions Planned</b> <i>[Ex: assign learning buddy, extra help, extra practice work, literacy game, etc.]</i>
	Feb	Mar	Apr	May	June	
<i>Mariam</i>	2	3				
<i>Ahmad</i>	1	1				
<i>Ranjit</i>	4	5				
<i>Kylie</i>	1	2				
<i>Shona</i>	1	1				
<i>Richard</i>	0	0				
<i>Hamid</i>	2	2				
<i>Basir</i>	1	2				
<i>Shirin</i>	1	2				

3. SAY:
  - a. The check-in tools we created last time each had five levels of reading.
  - b. Each time you use the check-in tool, you keep track of the highest level a child was able to read more than 50% correct.
  - c. This form lists out each student in the class, and gives a space for you to mark the highest level each child was able to read during each check-in.
  - d. So in this example, we can see that the teacher has conducted a check-in with all students in February and March.
  - e. Which students have made consistent progress each month?
4. DO:
  - a. Allow participants to suggest responses of who is progressing.
  - b. Make sure that they note that the only students making progress in the sample chart are Mariam, Ranjit, Kylie, Basir, and Shirin.
5. ASK:
  - a. Which students might the teacher be a bit concerned about?
6. DO:
  - a. Allow participants to discuss possible responses.
  - b. Ensure that they note that:
    - Richard is most concerning, as he has not learned any skills yet.
    - Ahmad, Shona, and Hamid are also not progressing quickly, although the check-ins were only a month apart, so it is possible their progress just had not become apparent yet
7. SAY:
  - a. You will notice that the form also has a space to indicate “Actions Planned.”
  - b. Remember, the point of conducting check-ins and monitoring the levels of your students is not to just collect data.
  - c. The point is to identify which students are struggling and how to help them.
  - d. So if you recognize that one student is not making much progress, or is at a lower level than the rest of the class, you need to consider what you will do to help the child.
  - e. As teachers, what methods do you use already when you notice that a child or children do not understand a concept?
8. DO:
  - a. Facilitate a 5-7 minute discussion about different techniques teachers can use to support children who need extra help.

- 
- b. Make a list of key ideas on a flipchart titled **Actions to Support Learners**.
  - c. Ensure that the list includes at least the following:
    - **Assign learning buddy**
    - **Provide extra help lesson**
    - **Extra practice work**
    - **Literacy game**

9. SAY:

- a. Learning Buddies (or learning friends) can be one of the most effective ways for children to help those who are struggling.
- b. The idea is that you assign groups of 2-3 students with different skill levels to be “buddies.”
- c. After a lesson, you can ask everyone to meet with their learning buddy to explain what the lesson was about to each other.
- d. You can also ask buddies to work together on homework or assignments.
- e. Providing an Extra Help Lesson is when the teacher plans to spend additional time talking about a topic with a student, either after school or during break.
- f. Extra Practice Work is when the teacher assigns additional exercises for a child to spend more time practicing (usually as part of homework)
- g. Be careful with assigning extra practice work, however – it is only effective if the child understands the basic concept and needs additional practice to strengthen skills.
- h. If the child does not understand the basic concept, forcing him/her to complete more exercises will be more frustrating to him/her and likely not improve his/her skills.
- i. Also, make sure the child is not already over-burdened with chores at home, or a long journey between school and home.
- j. In emergency or crisis contexts, teachers should take extra care to find out a child’s living situation before assigning extra work.
- k. One example of extra practice that might not be too demanding is to give the child some letters or words on small slips of paper to practice at home.
- l. Literacy Games means planning to use one of the games or activities we have discussed in these trainings to allow the entire class to spend more time practicing a skill.
- m. For example, if several children have similar difficulties, organize some games for them to practice in a group led by one stronger reader (e.g. to play Touch the Letter or Word Bingo).
- n. Other possible ways to help children who find reading difficult include the following:
  - Allow weaker readers extra time to complete a task.
  - Include more revision of basic skills in future lessons for all children.

- Plan future lessons with activities that allow time to focus on a small group of struggling readers.
  - If one or two children in the class have a hearing or vision disability, or difficulty concentrating, sit these children at the front of the class so that the teacher can give them extra help when needed, and consider assigning a reading buddy in such cases.
- o. Does anyone have any questions or concerns about the key actions for supporting struggling learners?
  - p. Do you think you would be able to use this tracking tool in your classroom? How?
10. DO:
- a. Discuss potential benefits and challenges of targeting support to struggling learners.
  - b. Emphasize that the tracking tool is for the teacher's own information – it should NOT be displayed publicly or shared with students.
  - c. Allow participants 5-10 minutes to complete a blank tracking form using the data they have collected since the previous session.

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#### 7.4: CLASSROOM LITERACY ACTIVITIES – PART II

- **Purpose:** To practice literacy activities that strengthen writing and comprehension skills
  - **SEL competencies addressed:** Self-Awareness and Relationship Skills
  - **Materials:** Small pieces of paper
  - **Time:** 45 minutes
- 

1. SAY:

- a. Now we are going to look at some literacy activities that strengthen writing and comprehension skills.

2. DO:

- a. Demonstrate and explain Making Short Words from a Long Word:

**Activity Instructions: Making Short Words from a Long Word**

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

- b. Break into groups of 3-4 to practice together.

**Facilitator Note**

For some languages, it may be necessary to use a phrase of several words instead of a single word for this activity. Other languages may require other adjustments, for example including several forms of each letter in the long word or phrase.

3. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. How will you be able to use it in your classroom? What adaptations will you need to make?

4. DO:

- a. Allow 5-10 minutes to discuss the activity.
- b. Demonstrate and explain Scrambled Sentences:

### Activity Instructions: Scrambled Sentences

1. Write a sentence on the board with the words in a mixed-up order [Example: on ten shelf there books are the].
  2. Students work in groups of 2-3 to write the words in the correct order.
  3. The first group to complete the sentence reads it out loud [Note: There may be more than one correct answer, ex: “There are ten books on the shelf.” or “On the shelf there are ten books.”].
  4. The teacher writes the sentence on the board.
  5. All students copy the correct sentence.
    - c. Break into groups of 3-4 to practice together.
5. ASK:
- a. Does anyone have any questions about how to implement this activity?
  - b. Did you like this activity? Why or why not?
  - c. How will you be able to use it in your classroom? What adaptations will you need to make?
6. DO:
- a. Allow 5-10 minutes to discuss the activity.

---

## 7.5: USING CLOZE EXERCISES TO BUILD COMPREHENSION

- **Purpose:** To understand and practice new literacy activities that can be used with students
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** None
- **Time:** 45 minutes

- 
1. SAY:
    - a. Has anyone ever heard of a “cloze” or “gap-fill” exercise before?
    - b. Cloze is abbreviated from “reading closure”, which means filling in the gaps in a text.
    - c. In a cloze exercise, students are given a sentence, paragraph, or short text, with some words deleted.
    - d. Depending on the words that are deleted, the exercise can help strengthen different skills.
    - e. Sometimes, cloze is used to help children practice grammar by deleting words like pronouns or prepositions.

- f. For example, “The bird landed \_\_\_ the branch.” [Answer: “on”]
  - g. More frequently, the exercise focuses on building comprehension, by deleting words that are more related to the content or meaning.
  - h. For example, “The bird was so \_\_\_ it made all other birds look tiny.” [answer: “big”].
  - i. Does anyone have any questions or reflections on cloze exercise? Does anyone already use cloze exercises?
2. DO:
- a. Allow 2-3 minutes to discuss initial reflections on cloze exercises.
  - b. Demonstrate and explain using the directions for Cloze Exercise:

### Activity Instructions: Cloze Exercise

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

3. DO:
- a. Write **Variations of Cloze** on the flipchart with the following items underneath.
    - **The bird \_\_\_\_ home.**
    - **The bird f\_\_\_\_ home.**
    - **The bird \_\_\_\_w home.**
    - **The bird \_\_\_\_ home (*saw, dog, flew*)**



4. SAY:
- a. Depending on the skill levels in your class, you can provide additional hints to children, including the first or last letter of the missing word, or a list of possible answers at the end of the sentence or text.
  - b. Remember to always leave all spaces the same length, so that children do not try to identify the missing word by the size of the space!

- c. If you are making a cloze exercise from a paragraph or longer, do not delete any words from the first sentence, so children are able to get a clearer picture of the meaning of the text.
  - d. When making a cloze exercise, do not change or delete the punctuation.
  - e. Cloze exercises used individually are a good method of assessment, but as a learning activity, they are best done by children working in pairs or small groups.
  - f. When working together, students must talk about the reasons for choosing the answer, which promotes discussion and learning.
  - g. Remember to always use a new text that students have not seen before – otherwise they will be relying on their memory instead of their reasoning skills.
5. DO:
- a. Break into groups of 3-4 to practice creating a cloze exercise together.
  - b. Once groups have created a cloze, ask them to switch with another group to practice completing the exercise.
6. ASK:
- a. Does anyone have any questions about how to implement this activity?
  - b. Did you like this activity? Why or why not?
  - c. How will you be able to use it in your classroom?
7. DO:
- a. Allow 5-10 minutes to discuss the activity.

---

## 7.6: CLASSROOM LITERACY ACTIVITIES – PART III

- **Purpose:** To practice writing activities that encourage children to focus on meaning
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** Flipchart and markers
- **Time:** 45 minutes

- 
1. SAY:
- a. Similar to learning to read, children go through many different stages when learning to write.
  - b. The first step comes long before children learn how to copy letters and write words – typically much earlier, children have already practiced scribbling and drawing patterns.

- c. Likewise, once a child learns to write words, a necessary stage of the development process is to experiment with spelling new words they have not seen written before.
- d. As teachers, we must support children to build on their experiences and progress towards more formal correctness of written language.
- e. Now, let us practice some activities that help children build on their writing skills.

2. DO:

- a. Demonstrate and explain Guided Writing:

**Activity Instructions: Guided Writing**

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

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

- 2. Give an example of simple sentences that can be created from the information on the table. [*ex: Cows eat grass. Dogs do not eat grass.*]
- 3. Students work in groups of 3-4 to generate additional examples of simple sentences.
- 4. Give an example of a more complex sentence [*Ex: cows eat grass, but they do not eat meat.*]
- 5. Students work together in groups of 3-4 to try to create the longest sentence using the words in the table.
- 6. The group that creates the longest sentence wins.

- b. Break into groups of 3-4 to practice together.

3. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. How will you be able to use it in your classroom?

4. DO:

- a. Allow 5-10 minutes to discuss the activity.
- b. Ask participants to suggest other examples of possible topics for simple tables.
- c. Write suggested topics on a flip chart – examples include towns and cities, objects and what they are made of, or jobs and what the people do for work, etc.

5. SAY:

- a. There is also a variation to make this activity more interactive.
  - b. For example, we can ask students to collect the information themselves.
6. DO:
- a. Demonstrate and explain Research and Reporting:

**Activity Instructions: Research and Reporting**

1. Students draw a simple table in their notebooks:

Student Name	Favorite Color	Favorite Food

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

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

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

- b. Break into groups of 3-4 to practice together.
7. ASK:
- a. Does anyone have any questions about how to implement this activity?
  - b. Did you like this activity? Why or why not?
  - c. How will you be able to use it in your classroom?
8. DO:
- a. Allow 5-10 minutes to discuss the activity.
9. SAY:
- a. This activity can also be extended by adding additional columns, such as favorite activity, or least favorite food, and reasons for not liking the least favorite food.
  - b. This type of activity is less controlled than the version where the teacher gave all of the information in the chart.
  - c. Teachers will need to be prepared to see a lot of experimental spelling in Research and Reporting.
  - d. But remember that errors are a necessary stage in development of writing skills.

- e. How do you typically handle errors in spelling in your class?

10. DO:

- a. Engage participants in a conversation about errors in spelling.
- b. Encourage teachers to think of errors as experiments that are an integral part of learning to use writing as a way to communicate meaning.

11. SAY:

- a. Think of learning to write as a similar process to learning to talk.
- b. We do not expect small children to have perfect pronunciation and grammar from the moment they start talking.
- c. Similarly, when children are learning to communicate through writing, they will not immediately have perfect grammar and spelling.
- d. As teachers, we need to encourage these early efforts and not discourage children by making them feel bad about their efforts.
- e. In our next activity, we will talk about ways to help children learn spelling and grammar without discouraging their creativity.

---

## 7.7: RESPONDING TO ERRORS IN CHILDREN'S WRITING

- **Purpose:** To discuss ways to encourage children to improve their writing
- **SEL competencies addressed:** Self-Awareness, Social Awareness, Relationship Skills
- **Materials:** Flipchart and markers
- **Time:** 60 minutes

---

1. DO:

- a. Divide participants into groups of three.
- b. Provide each group with the following copy of two students' "Writing Assignments." (See Appendix for printable copy).

Child A

I went to school. I met my friends. Then I went home. I had lunch. It was nice food. So I liked it. Then I played. I like to play. Then I went to bed.

Child B

I ding goAt a skool yestodAy bikoz my muver woz sik so she KuDNT bring me. So I stayeb hoAm orl dAy AN I got bord AN I kuDTN go out to play kuz it wuz raiNiNg. So is not fAre corze I biN like yestodAy so I KaNT rite wot wez saposeta rite.

### Facilitator Note

If translating this activity into another language: Child A's writing can be translated directly, but that of Child B will need specific adaptation for each language. The idea is to reflect some common errors that a child might make in trying to write, particularly as the child tries to reproduce in writing the sounds that s/he hears in normal connected speech. In this English version, the errors include spelling (reflecting a London working-class accent), misuse of upper case letter forms, and grammar (reflecting patterns of informal child speech rather than adult formal written language).

In adapting this activity for other languages, the translator should choose the kinds of errors that are appropriate for the language and its writing system. Incorrect letter forms are likely to be relevant in most languages; spelling errors will be less common in languages that have higher consistency between letters and speech sounds than English; grammar errors require translators to think about the kinds of mistakes young children might make in their language.

There is no need to stick closely to the English script, but the text should clearly follow the teacher's instruction. Letter forms in some languages could be the use of full forms rather than medial forms, for example, in Arabic-based scripts, or incorrect placing of tone marks or accents or vowel markers, or letters the wrong way in consonant clusters, or letters written back-to-

- c. Ask each group to read the two assignments, assign a grade to each one, and decide as a group which paragraph is better.
  - d. Allow participants 5-10 minutes to read and discuss as a group.
  - e. Call participants back to the larger group, and ask for a volunteer to read each assignment out loud.
  - f. Ask each group to share the grades for each student, and keep a list of the grades on a flip chart (expect that most groups will give a higher score to Child A, whose writing is more formally correct, but less adventurous or creative).
  - g. Ask participants to explain the reasons for their scoring.
  - h. If no group scored Child B higher, point out that Child B used more complex sentence structure, and is a more courageous, creative writer, even though she/he made more spelling mistakes.
2. SAY:
- a. Even though Child B made errors, his/her errors are caused by experimenting with the sounds that she/he has heard when words are spoken.
  - b. Child B also sounded more emotionally involved in what she/he was writing, which can lead to more mistakes, but also means that he was using writing to communicate thoughts and feelings in a way Child A did not.
3. DO:
- a. On a new flip chart, write **Writing Criteria** with the following items underneath:



- **Ideas/creativity**
- **Logic/structure/organization**
- **Vocabulary range**
- **Sentence complexity**
- **Communication effect**
- **Formal features (grammar, spelling, punctuation)**

4. SAY:

- a. These categories for scoring children's written work are used in some international assessments.
- b. These categories show that there are many different aspects of writing beyond a child's spelling, grammar and punctuation.
- c. A child's spelling, grammar, and punctuation may be one of the most obvious categories to correct, but it is important to think about the other features that mean a child is able to communicate through writing.
- d. Working in the same groups, please re-review the two writing samples, and for each category on this list, identify which child was stronger.

5. DO:

- a. Allow participants to discuss the two writing samples again, this time specifically thinking of the categories on the flip chart.
- b. After a few minutes, ask the groups to report back their decisions.
- c. If necessary, point out to participants that Child B should have been scored as the best in each category, with the exception of formal features (grammar, spelling, and punctuation).
- d. Ask participants to compare their decisions with their initial scores for Child A and Child B.
- e. Ask participants to discuss how teachers can encourage Child B to continue writing with passion and creativity, but also to make fewer mistakes.

6. SAY:

- a. Some errors children make can be ignored.
- b. If children continue to read and write more, most of the basic errors will be corrected automatically as they become familiar with more words.
- c. The most important role of the teacher in helping Child B is to support and motivate, with limited correction.
- d. This is especially important for children in emergency or crisis situations, because writing about experiences and feelings is a creative act.
- e. Writing is similar to drawing in that it can help children express themselves.

- f. Writing is a channel of expression that can help a child to relieve tension and process experiences and feelings in a positive way.
- g. In this way, writing can support a child's resilience. In a crisis context, that is more important than correct spelling and grammar.
- h. It is important to get a good balance between motivating and praising children, encouraging their creativity and supporting their resilience, while also helping to correct some of their weaker areas.
- i. Corrections to a child's creative work should always be done very carefully and very gently.
- j. One way to do this is for the teacher to make a note of the errors that were made and address them in future lessons to the entire class (for spelling, grammar, and punctuation), rather than publicly pointing out what the child did wrong.
- k. That approach would teach the child what he/she needs to know and empower all of the children to self-correct their own future writing.
- l. And what about Child A? How could you encourage that child to be more imaginative and adventurous in their writing?

7. DO:

- a. Allow 5 minutes to discuss methods to encourage Child A.
- b. If not mentioned by anyone, point out that one helpful approach would be to encourage Child A to think of writing similar to talking – he could plan how he would answer the question if he was talking, and then write out those sentences.

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### 7.8: RECAP AND REFLECT

- **Purpose:** To recap main learning points from the session and reflect on personal learning
- **SEL competencies addressed:** Self-Awareness
- **Materials:** None
- **Time:** 15 minutes

---

6. SAY:

- a. Before we finish, let us do a quick recap of the main points from today's session.
  - A tracking sheet can help you monitor students' progress during check-ins
  - It is important to identify specific actions you can take to support the children who are not making progress in the check-ins

- Cloze exercises are a helpful way to build comprehension
  - Good writing is about more than just spelling and punctuation
- b. Now let us take some time to reflect on what we have learned today.
  - c. First, to get ready, take a moment to focus on your breathing, breathing in and out slowly and deeply, in through your nose and out through your mouth. Do this 3 or 4 times as you need to relax and focus your thoughts.
  - d. Now, please think quietly about what you have learned today and then draw a picture representing your learning or write some words describing how you feel about your learning.
  - e. Please write or draw your reflections in your journal.
7. **DO:**
- a. Ask if anyone would like to share his or her reflections with the group.
  - b. If no one volunteers, do not insist.
8. **SAY:**
- a. Now let us express our gratitude, as we would encourage our students to do at the end of the day/lesson.
  - b. What aspects of this class did you enjoy today?
  - c. Whom did you enjoy working with today?
  - d. What areas of this topic would you like to learn more about?
9. **DO:**
- a. Allow participants 2-3 minutes to reflect quietly.
10. **SAY:**
- a. Thank you all for your participation today.
  - b. Please practice using these activities and the check-in approach in your classroom in the coming days.
  - c. We will start our next session by discussing your experiences using the activities with children.

# MODULE EIGHT: Reading Comprehension

## Session Overview

<b>Key Message</b>	It is important to plan reading activities and questions that help children think about and understand the meaning of text.																		
<b>Total Time</b>	6 hours																		
<b>Expected Outcomes</b>	<i>By the end of today's session, participants will be able to:</i> <ul style="list-style-type: none"><li>➤ Develop different types of comprehension questions to increase student understanding.</li><li>➤ Plan next steps to implement SEL and literacy approaches in their classroom.</li><li>➤ Identify methods for extending classroom activities.</li><li>➤ Practice a wide range of literacy activities.</li></ul>																		
<b>Agenda</b>	<table><thead><tr><th>Activity</th><th>Time (min)</th></tr></thead><tbody><tr><td>8.1 <i>Recap and Checking In</i></td><td>30</td></tr><tr><td>8.2 <i>Classroom Literacy Activities – Part I</i></td><td>30</td></tr><tr><td>8.3 <i>Review of Experiences</i></td><td>30</td></tr><tr><td>8.4 <i>Comprehension Questions</i></td><td>60</td></tr><tr><td>8.5 <i>Extension Activities</i></td><td>30</td></tr><tr><td>8.6 <i>Classroom Literacy Activities – Part II</i></td><td>90</td></tr><tr><td>8.7 <i>Action Planning</i></td><td>60</td></tr><tr><td>8.8 <i>Recap and Reflect</i></td><td>30</td></tr></tbody></table>	Activity	Time (min)	8.1 <i>Recap and Checking In</i>	30	8.2 <i>Classroom Literacy Activities – Part I</i>	30	8.3 <i>Review of Experiences</i>	30	8.4 <i>Comprehension Questions</i>	60	8.5 <i>Extension Activities</i>	30	8.6 <i>Classroom Literacy Activities – Part II</i>	90	8.7 <i>Action Planning</i>	60	8.8 <i>Recap and Reflect</i>	30
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## 8.1: RECAP AND CHECKING IN

- **Purpose:** To remind participants what was discussed previously and share related experiences
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** None
- **Time:** 30 minutes

### 1. SAY:

- Before we start with our new topic, we should remind ourselves what we discussed in our last session.
- Is there a volunteer who would like to summarize the previous session?

### 2. DO:

- Allow a volunteer to recap the previous session, and fill in any gaps.
- Refer to the Expected Outcomes from the previous session to ensure all are mentioned.

3. SAY:
  - a. I hope you were all able to practice some of what you learned last time in your classrooms.
  - b. Does anyone have a successful experience you would like to share?
  - c. Does anyone have a challenging experience that you would like to share?

**Facilitator Note**

Allow participants to share their experiences. If someone has had a challenge, discuss how he or she might be able to resolve the challenge next time. Encourage participants to make suggestions to each other – do not feel as though the answers must come from the facilitator. This will not only lead to more contextually appropriate guidance but will reinforce the concept that fellow teachers are reliable resources.

4. SAY:
  - a. And in the spirit of our previous sessions of managing stress and calming ourselves and getting ready to learn, let us do one of the calming exercises we have learned in our previous sessions.
  - b. Does anyone want to lead this exercise?
5. DO:
  - a. Practice one of the calming or breathing exercises learned in a previous session.

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**8.2: CLASSROOM LITERACY ACTIVITIES – PART I**

- **Purpose:** To practice activities that make children feel more secure
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** A4 paper, markers/pens/pencils
- **Time:** 45 minutes

- 
1. SAY:
    - a. Our first activity today will focus on one of the SEL competencies.
    - b. Can anyone remind us one more time what the main SEL competencies are?
  2. DO:
    - a. Request responses from participants.
    - b. Ensure that all five competencies are mentioned:
      - Self-Awareness

- Self-Management
  - Social Awareness
  - Relationship Skills
  - Responsible Decision-Making
- c. Pass out paper and markers to all participants
  - d. Explain and demonstrate Drawing your Special Place:

### **Activity Instructions: Drawing your Special Place**

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

### 3. SAY:

- a. Did you enjoy this activity? Why or why not?
- b. What do you think the purpose of this activity was?
- c. Could you do this activity with your students? Why/not?

### 4. DO:

- a. Allow a few minutes for participants to discuss their reflections on the activity.

### 5. SAY:

- a. Although this can be a fun exercise, as you can see, this can be sensitive, too, because you are dealing with feelings and emotions.
- b. Please do not force anyone to participate in this activity, and make sure you are showing care and that the students understand they are in a safe space in their classroom.
- c. I hope you can see how this simple exercise can help identify feelings and help a person better understand them.
- d. And we know, identifying and understanding feelings is important for healing, coping, self-awareness and wellbeing.
- e. Again, it is important to remember that feelings are not good or bad, they just exist.
- f. But a person's behavior and ability to learn is linked to how they feel.
- g. The other point of this exercise is to help your students feel safe and secure.
- h. Identifying their special place (or 'happy place') means imagining a place where they feel secure, calm and relaxed - their own personal 'happy place'.
- i. Students can use this technique to calm themselves and to feel secure.

- j. By doing this in a caring way in the safe space of the classroom, you are creating and emphasizing a sense of belonging and security, which is important for every student to feel.

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### 8.3: REVIEW OF EXPERIENCES

- **Purpose:** To reflect on the changes teachers have made since beginning this training
- **SEL competencies addressed:** Self-Awareness
- **Materials:** None
- **Time:** 30 minutes

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#### 1. SAY:

- a. Since today is our final session together, we are going to start with a broader review of the changes you have made since we began the training several months ago.
- b. What have been your favorite activities to conduct with children?
- c. What have been the most difficult challenges you have experienced?
- d. Have you been able to identify your struggling learners in your classroom and target support towards them?
- e. Do you have any advice you would like to share with your colleagues?

#### 2. DO:

- a. Allow participants 10 minutes to discuss in groups, and then ask them to share their feedback in plenary.
- b. Refer to the list of classroom activities that have been introduced in this training, and ask participants to discuss their experiences with other activities that were not yet mentioned.

---

### 8.4: COMPREHENSION QUESTIONS

- **Purpose:** To introduce four types of comprehension questions
- **SEL competencies addressed:** Self-Awareness and Relationship Skills

→ **Materials:** Textbooks

→ **Time:** 60 minutes

---

1. SAY:

- a. Now we are going to look at one of the most commonly used methods of building comprehension: asking questions.
- b. This is a technique that many teachers are familiar with, but today we are going to talk about how to vary the types of questions asked to promote comprehension.

2. DO:

- a. Post a flipchart titled **Types of Comprehension Questions** with the following items below:

- **Factual**
- **Inferential**
- **Evaluative**
- **Experience-related**

- b. Post a second flip chart with a sample short story to help illustrate the different types of questions. Suggested text:

**Amadou has a chicken. The chicken lives in Amadou’s back yard. Amadou is careful to feed the chicken every day. When Amadou comes home from school, the chicken runs to meet him.**

3. SAY:

- a. There are four main types of questions you can ask about text.
- b. Factual questions ask questions where the answer is very clearly stated in the text.
- c. For example: “What animal does Amadou have?”, “How often does Amadou feed the chicken?”, or “What does the chicken do when Amadou comes home?”
- d. Does anyone have another example of a factual question we could ask about this story?

4. DO:

- a. Allow participants to suggest other examples of factual questions.
- b. Explain how to strengthen the questions if necessary.

5. SAY:

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

- c. For example, “Does the chicken like Amadou?” or “Does Amadou like the chicken?”
  - d. The answer to each of these questions is not in the text, but we can make a good guess – the chicken probably likes Amadou, because it runs towards him, and Amadou probably likes the chicken, because he takes good care of it.
  - e. Does anyone have another example of an inferential question we could ask about this story?
6. DO:
- a. Allow participants to suggest other examples of inferential questions.
  - b. Explain how to strengthen the questions if necessary.

### Facilitator Note

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

7. SAY:
- a. Evaluative questions promote critical thinking about a text by asking students to make personal judgements about a text.
  - b. For example, “Do you think Amadou is a good owner of the chicken?”
  - c. Typically, there is no correct answer for an evaluative question, as long as a child can support his/her opinion with facts from the text.
  - d. For example, a child could say, “Yes, Amadou is a good owner of the chicken since he feeds it every day.” or “No, Amadou is not a good owner, because he feeds the chicken only once each day.”
  - e. Both answers would be correct as they include a reasonable defense from the text.
  - f. Does anyone have another example of an evaluative question we could ask about this story?
8. DO:
- a. Allow participants to suggest other examples of inferential questions.
  - b. Explain how to strengthen the questions if necessary.
9. SAY:
- a. Experience-related questions ask a child to engage with the text in a deeper way, by relating it to his/her own life.
  - b. For example, “Have you ever taken care of something like Amadou does?”
  - c. Does anyone have another example of an experience-related question we could ask about this story?

10. DO:

- a. Allow participants to suggest other examples of inferential questions.
- b. Explain how to strengthen the questions if necessary.

11. SAY:

- a. When asking these different types of questions to students, it is helpful to follow the same sequence as we have shown here: start with factual questions since they are the easiest and they also establish the main outline of the story.
- b. Then, move on to inferential and evaluative questions, as these are more challenging.
- c. If you start with the harder questions, some children might get discouraged.
- d. Teachers should also encourage students to answer questions with vocabulary that goes beyond the actual words in the text, which pushes them to think about the text at a higher level.
- e. Requiring students to repeat the words exactly in the text does not develop (or assess) genuine comprehension skills.
- f. Does anyone have any questions about how to ask these types of questions?
- g. Did you like this activity? Why or why not?
- h. How will you be able to use it in your classroom?

12. DO:

- a. Allow 3-5 minutes to discuss comprehension questions, and address any questions or concerns that they might have.
- b. Divide participants into groups of 3-4, and ask each group to pick a passage from the textbook, and propose comprehension questions (at least 2 per each category).
- c. Ask groups to share their completed comprehension questions with another group for them to answer.
- d. Allow 10-15 minutes for groups to share the questions they answered and to discuss which questions were strong and which needed to be improved.

13. SAY:

- a. As you can see, there is sometimes overlap between the different types of questions.
- b. The most important thing to keep in mind is to continue varying your question type to make sure you are asking questions in each of the four categories.
- c. Do not worry too much if you have a question that might be both inferential and evaluative – it is far more important to ask good questions than to categorize them.
- d. Do not forget to encourage different students to answer the questions. If you find that only a few students are answering, try splitting the class into groups to work through the questions together.

- e. Helping all students participate actively is especially important in emergency or crisis situations, since part of the value of school is helping children experience a return to normal living.
- f. But children who are not actively participating are missing this benefit – and they are likely to be among the ones who need it most.

---

## 8.5: EXTENSION ACTIVITIES

- **Purpose:** To brainstorm other types of activities that engage students in the meaning of text
- **SEL competencies addressed:** Social Awareness
- **Materials:** Flipchart and markers; sticky notes
- **Time:** 30 minutes

---

### 1. SAY:

- a. Comprehension questions are an important part of reading activities in the classroom, but asking questions is not the only method a teacher can use to support children’s reading development.
- b. So let us now think about further activities that could help children engage with written texts.
- c. Remember, the activities have to be fun, and they also have to have a serious purpose of helping children read with greater comprehension.
- d. What other activities do you use to build reading comprehension?

### 2. DO:

- a. Post a flipchart with the title **Activities to Build Comprehension** and list the activities suggested by participants.



**Facilitator Note**

Examples of activities that build comprehension include:

- Students re-tell the story in their own words.
- Summarize the text in writing.
- Students draw a picture or diagram to illustrate the story or text.
- Groups of students make a series of drawings and text, to re-create the story as a comic book. This can be added to the Book Bank.
- Students work in pairs or groups to write their own comprehension questions on a text. They exchange these with other pairs / groups to answer the questions.
- Class quiz: students are organized in teams. They ask questions on the text orally. Note that students have to be allowed to refer to the text, otherwise it becomes a test of memory rather than comprehension.
- Re-tell the story from the point of view of one of the characters, i.e. as if the character were telling the story.
- Act out the story.
- Write a dramatized play script for the story, if it has more than one character. Students then practice performing from their scripts, for extra reading practice.

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**8.6: CLASSROOM LITERACY ACTIVITIES – PART II**

- **Purpose:** To revisit activities that vary the way children read in school
- **SEL competencies addressed:** Self-Awareness and Relationship Skills
- **Materials:** Textbook and/or sample stories
- **Time:** 90 minutes

- 
1. SAY:
    - a. We have now discussed reading comprehension activities that can be used after students have read a text.
    - b. I hope you will remember that in a previous session we practiced an activity that involved asking a question before students read a text – do you remember what that activity was?
  2. DO:
    - a. Check that participants remember the use of pre-questions – asking a question and having students read a text quickly and silently to find the answer.
    - b. Ask a participant to briefly describe this activity for the group.
  3. SAY:

- a. Pre-questions, comprehension questions, and the activities on our list are all activities that we can use with various texts.
- b. Now I want us to think about the different ways we can actually read a text with our students.
- c. In some classrooms, the main reading activity is students reading a text aloud after the teacher, either in chorus or individually, or sometimes in groups.
- d. That is a very limited kind of reading, and it does not help reading comprehension very much.
- e. So now, we are going to review five different ways that a text can be read.
- f. These have all been introduced and discussed in previous sessions, so this will be mainly a reminder, to see how they link together to promote children's reading.
- g. After that, we are going to work in groups again to plan how we can use these five different kinds of reading in our actual classroom work.

4. DO:

- a. Write on a flipchart **Five Ways to Read with Students** with the following items underneath:
  - **Story Time**
  - **Reading with Teacher**
  - **Reading in Pairs**
  - **Silent Reading with Pre-Questions**
  - **Independent Silent Reading**

5. SAY:

- a. Not all of these activities will be appropriate for all children.
- b. Specifically, for groups of children who cannot read at all, story time would be the most appropriate activity, as the others might be too difficult and frustrating for them.
- c. Other than that, children who have at least some basic reading skills (even if they are still emergent readers) can do versions of any of these activities.
- d. And even students who can read by themselves still benefit from Story Time, where they will hear the teacher model good fluency and pronunciation.

6. DO:

- a. Explain and demonstrate Story Time:



### Activity Instructions: Story Time

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

#### 7. SAY:

- a. Reading to children requires some thought and preparation.
- b. The following guidance is in your participant handbook – please be sure to follow these ten tips when reading to students.
- c. Read the story first yourself – it is important to practice reading the story before trying to read it to a group of children.
- d. Introduce the topic of the story to set the context; if there are pictures, show them to the children and ask them to say what they see in the pictures.
- e. Read in meaningful phrases (not one word at a time).
- f. Follow the punctuation carefully.
- g. Try to use a different voice for different characters.
- h. Read the story with expression; make it exciting!
- i. Vary your voice according to the story – for example, read some parts slowly, to build suspense, or read faster for exciting parts; raise your voice if something surprising happens, or lower your voice for a sad or scary part.
- j. If there is a difficult word, explain it to the children – this will help build vocabulary.
- k. Check that the children are understanding the story – pause and ask questions occasionally (but do not do this too often – you do not want to disturb the flow of the story.)
- l. Keep eye contact with the children – look up from the book occasionally, and ask the children a question.

#### 8. DO:

- a. Break into groups of 3-4 to practice together – if possible, use books from a Literacy Boost book bank to practice.

#### 9. SAY:

- a. If you have space, it is best to let children gather round or sit in a circle on the floor for Story Time.
- b. Some classrooms provide a special space for this activity, with mats and cushions.
- c. Children enjoy the closeness and informality.
- d. This type of comfortable setting is especially valuable for children in emergency or crisis situations.
- e. Does anyone have any questions about how to implement this activity?
- f. Did you like this activity? Why or why not?
- g. Have you used this activity in your classroom already? If so, what happened?

10. DO:

- a. Allow 5 minutes to discuss the activity.

11. SAY:

- a. This type of activity helps children learn to enjoy stories – it can motivate them to want to learn to read for themselves.
- b. It also helps children learn to follow a narrative sequence as they become engaged with the story and the characters.
- c. Lastly, children become familiar with written language, its grammatical forms, and slightly more advanced vocabulary.

12. DO:

- a. Explain and demonstrate Choral Reading:

**Activity Instructions: Choral Reading**

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

- b. Break into groups of 3-4 to practice together using a textbook.

13. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. Have you used this activity in your classroom already? If so, what happened?

14. DO:

- a. Allow 5 minutes to discuss the activity.

15. SAY:

- a. This activity helps children learn to read in meaningful phrases, which supports both fluency and comprehension.
- b. Children's attention is focused on the words as the teacher reads; they cannot participate only by chanting with the other students.
- c. Struggling readers or children who lack confidence can learn without pressure.

16. DO:

- a. Explain and demonstrate Reading in Pairs:

**Activity Instructions: Reading in Pairs**

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

- b. Break into groups of 3-4 to practice together with textbooks or with supplementary reading materials.

17. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. Have you used this activity in your classroom already? If so, what happened?

18. DO:

- a. Allow 5 minutes to discuss the activity.

19. SAY:

- a. This type of activity helps children practice fluency.
- b. It gives the teacher the opportunity to focus attention on the students most in need.
- c. It also helps children support each other's learning and develop cooperative attitudes.

20. DO:

- a. Explain and demonstrate Silent Reading with Pre-Questions:

### Activity Instructions: Silent Reading with Pre-Questions

1. Teacher writes 1-2 simple questions about a selection from the textbook on the board.
2. Check that all students have understood the question.
3. Tell the students the page number where the text appears.
4. Ask all students to open their books to the correct page and find the answer to the question(s) at the same time.
5. Students should raise their hand or write down the answer when they find it.

- b. Break into groups of 3-4 to practice together, using a text from a textbook.

#### 21. ASK:

- a. Does anyone have any questions about how to implement this activity?
- b. Did you like this activity? Why or why not?
- c. Have you used this activity in your classroom already? If so, what happened?

#### 22. DO:

- a. Allow 5 minutes to discuss the activity.

#### 23. SAY:

- a. This type of activity provides a purpose for the reading.
- b. It focuses attention on reading for meaning.
- c. It also encourages fast silent reading.
- d. There is one more activity I would like to mention that we discussed in a previous session – can someone remind us of what DEAR (Drop Everything and Read) is?

#### 24. DO:

- a. Allow a participant to explain DEAR.
- b. Engage participants in a discussion about their experiences implementing DEAR.

#### 25. SAY:

- a. This type of activity encourages children to enjoy reading and form the habit of reading for pleasure.
- b. Teachers can also use the time to give extra help or instruction to the weakest readers in the class, and in this way improve overall reading levels.

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## 8.7: ACTION PLANNING

- **Purpose:** To plan for incorporating the activities and principles from the training into daily teaching
- **SEL competencies addressed:** Self-Awareness and Responsible Decision-Making

→ **Materials:** Flipchart and markers

→ **Time:** 90 minutes

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1. SAY:

- a. The reading activities we have discussed today should be part of any early grades reading program.
- b. The child-friendly interactive strategies and activities to promote your students' social emotional learning skills should also be part of your regular teaching practice.
- c. We have talked at the beginning and end of each session about how you can (and do!) use these activities in your classroom.
- d. Now we are going to reflect on what changes you plan to make in your classroom based on all of the activities we have discussed so far.

2. DO:

- a. Divide participants into groups of 3-4, ideally from the same grade.
- b. Ask each group to plan one week of effective literacy teaching, using their classroom textbooks and activities they have learned through this training.
- c. Write the following guidelines for the activity on a flipchart:
  - **Follow the standard curriculum**
  - **Include a variety of classroom literacy activities**
  - **Include wellbeing strategies and child-friendly activities**
  - **Aim to identify and support struggling learners**
- d. Allow 45 minutes for groups to prepare their plans on flipchart, and answer any questions or concerns they might have.
- e. Ask each group to post their flipcharts on the wall for everyone to walk around and review.
- f. Facilitate a discussion between the different groups about their plans.
- g. Encourage groups to continue sharing their ideas with their peers and support each other through regular teacher meetings.



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## 8.8: RECAP AND REFLECT

- **Purpose:** To recap main learning points from the session, reflect on personal learning, and evaluate the entire training series
  - **SEL competencies addressed:** Self-Awareness
  - **Materials:** None
  - **Time:** 30 minutes
- 

1. SAY:

- a. Before we finish, let us do a quick recap of the main points from today's session.
  - We discussed four different types of comprehension questions.
  - We brainstormed different activities to get children engaged in the meaning of text.
  - We revisited certain activities we have already discussed, which help vary the way children read in school.
  - We planned to incorporate the activities and principles from the training into daily teaching.
- b. Now let us take some time to reflect on what we have each learned today and during the entire training program.
- c. Let us follow our usual routine.
- d. Please take a moment to relax and calm your thoughts by breathing deeply for about 1 minute.
- e. Then, please take 5 minutes to think quietly about what you have learned, and how you will be able to use it in your classroom.
- f. Reflect also on your gratitude – what did you enjoy about the session today?
- g. Whom did you enjoy working with? Why? Why?
- h. Please write your reflections in your journal.

2. DO:

- a. Ask if anyone would like to share his or her reflections with the group.
- b. If someone volunteers, allow him or her to share.
- c. If no one volunteers, do not force anyone to answer.

3. SAY:

- a. Thank you all for your participation today and throughout the different sessions.
- b. There has been some very good learning, and we hope that you will be able to take what you have learned about social and emotional knowledge, attitudes and skills (inner resources), and reading and literacy content and methodology into your classrooms.

- c. We hope that over time, you will see some positive change in your students' academic learning, behavior, interactions with each other, coping abilities, and their overall wellbeing.
4. DO:
- a. If applicable, distribute a training evaluation to participants.
  - b. Present participants with a certificate of participation in this training.

# APPENDIX: Handouts for Training Sessions

## Handout for Session 1.2: Group Work Assignments

Group 1: Self-Awareness - skills that allow us to understand our own emotions and reactions to others and channel these in a positive manner

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Self-Awareness?
- What are some activities you can do with students to practice this skill?

Group 2: Self-Management - skills that helps students to manage their emotions in the classroom and focus on learning

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Self-Management?
- What are some activities you can do with students to practice this skill?

Group 3: Social Awareness - skills that allow us to look at a situation from someone else's perspective and demonstrate an understanding of their challenges

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Social Awareness?
- What are some activities you can do with students to practice this skill?

Group 4: Relationship Skills - skills that help us communicate our thoughts and feelings with others in a clear, positive manner

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Relationship Skills?
- What are some activities you can do with students to practice this skill?

Group 5: Responsible Decision-Making - skills that allow us to keep moving forward in the face of challenges and continue to work towards a realistic goal.

Questions:

- Rewrite this definition in your own words on the flipchart.
- Draw a picture to match the definition.
- What are some examples of Responsible Decision-Making?
- What are some activities you can do with students to practice this skill?

## Handout for Session 7.3: Sample Recording Form

<b>Student Literacy Check-in: Tracking Sheet</b>						
<b>Student Name</b>	<b>Date of Assessment</b>					<b>Actions Planned</b> <i>[Ex: assign learning buddy, extra help, extra practice work, literacy game, etc.]</i>
	Feb	Mar	Apr	May	June	
<i>Mariam</i>	2	3				
<i>Ahmad</i>	1	1				
<i>Ranjit</i>	4	5				
<i>Kylie</i>	1	2				
<i>Shona</i>	1	1				
<i>Richard</i>	0	0				
<i>Hamid</i>	2	2				
<i>Basir</i>	1	2				
<i>Shirin</i>	1	2				

## Handout for Session 7.7: Examples of Children's Writing

### Child A

I went to school. I met my friends. Then I went home. I had lunch. It was nice food. So I liked it. Then I played. I like to play. Then I went to bed.

### Child B

I ding goAt a skool yestodAy bikoZ my muver woz sik so she KuDNT bring me. So I stayeb hoAm orl dAy AN I got bord AN I kuDTN go out to play kuz it wuz raiNiNg. So is not fAre corze I biN like yestodAy so I KaNT rite wot wez saposeta