ROOM TO LEARN SOUTH SUDAN

Implemented in partnership with FHI 360 and Plan International USA

TEACHER TRAINING INTERVENTION MANUAL

March 2016

FOREWORD AND ACKNOWLEDGEMENT

This Teacher Training Intervention Manual is designed to enhance teachers' capacity to support literacy, psychosocial well-being and gender equality for learners in primary 1, 2 and 3 classes and Accelerated Learning Program Levels 1 and 2. Teachers who undergo the five-day training will be able to demonstrate gender sensitive approaches and appropriate literacy instruction techniques while addressing the emotional and psychosocial needs of learners.

While there are no quick solutions to optimizing learner well-being and reading achievement, which greatly impacts learning of other subjects, an existing knowledge base now exists to show us the skills children must learn in order to read well. The Teacher Training Intervention Manual focuses on psychosocial well-being classroom practices, gender sensitive approaches and basic literacy skills learners need to acquire and develop in order to read fluently and with understanding. Reading with understanding includes both the ability to decode (translate sound to print) and understand what is read at the level of words, simple phrases and sentences. Based on this principle, the teaching methods and techniques in this Teacher Training Intervention Manual take into account the key Early Grade Reading Assessment subtasks, teachers' academic and professional background, scarcity of early grade reading materials and structural inadequacies in the learning environment.

The Teacher Training Intervention Manual provides step-by-step instruction for each training day. Each training day is organized around key themes and expected learning outcomes. Additional time is spent on the basic literacy skills component. This builds a firm foundation to minimize reading failure and increase literacy outcomes among learners in foundation classes. Integration of psychosocial well-being, gender and social inclusion and basic literacy skills is meant to enhance learners' self-confidence and motivation to learn. Psychosocial support interventions for vulnerable children, especially those who have suffered traumatic experiences, are meant to help ease strains inhibiting a child's learning while gender sensitive approaches and techniques promote participation of girls and learners with special learning needs who are usually forgotten.

The Teacher Training Intervention Manual and associated Key Information Cards are products of a joint undertaking by the Ministry of Education Science and Technology (MoEST) and USAID-funded Room to Learn (RtL) South Sudan project implemented by Winrock International in partnership with FHI 360 and Plan International.

Special thanks to the MoEST Quality Promotion and Innovation staff, especially the Departments of Curriculum Development and Teacher Education. Without you, none of this would have been possible. All of us at the MoEST want to share our deepest gratitude for your partnership and for helping us develop a comprehensive in-service training and coaching manual based on international best practices that promote child-centered, interactive teaching methods and enhance teachers' skills to create more exciting, print-rich classroom environments that support the acquisition of reading and writing skills.

"Children can, and should, learn to read with understanding by the end of grade 2, despite differences in complexity between languages and differences in the contexts in which children are taught to read."[1] While no two children will acquire reading skills at exactly the same rate, all are able to reach this stage in the early grades. Failing to read with understanding by grade 2 should be considered a "warning light" for action to be taken to correct this by grade three.[2]

This Teacher Training Intervention Manual equips teachers with skills to provide safe and stable learning environments in which learners are able to restore a sense of normalcy, dignity and hope.

I invite South Sudan School Supervisors and NGOs who are supporting education to use this Teacher Training Intervention Manual, which aims to promote learner well-being and increase reading outcomes.

Omot Okony Olok

Director General Directorate of Quality Promotion and Innovation
Ministry of Education Science and Technology, South Sudan

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[1] Gove, A. and P. Cvelich. 2011. Early Reading: Igniting Education for All: A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle Park, NC, USA: Research Triangle Institute.

[2] Ibid

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INTRODUCTION

Room to Learn (RtL) is a project funded by the United States Agency for International Development (USAID) and led by Winrock International, with support from FHI 360, Plan International and the South Sudan Ministry of Education, Science and Technology (MoEST).

Room to Learn's primary goals are:
1. Improve and expand education services for children and youth
2. Enhance the relevance of education and promote learner well-being and social cohesion
3. Strengthen the capacity of education departments at the state, county and local level to deliver and monitor education services and to promote equitable access to these services

This training manual focuses on Goal 2: Enhancing the relevance of education and promoting learner well-being and social cohesion. Specifically, this goal seeks to improve literacy and psychosocial well-being for learners in P1, P2, P3 and the Accelerated Learning Program (ALP) levels 1 and 2. This training manual is designed to help teachers develop awareness of important concepts and practical instruction techniques to support literacy, psychosocial well-being and gender equality.

Training Objective: By the end of the training, workshop participants will be able to describe important concepts pertaining to gender and psychosocial support at the school level and hence have the potential to create a climate in the classroom that helps children feel secure and one in which they are able to heal. Teachers will also be able to demonstrate appropriate literacy instruction techniques.

ABOUT THIS GUIDE
This guide is designed for Room to Learn Teacher Trainers who will be leading 5-day training sessions with P1, P2, and P3 teachers; ALP facilitators; head teachers; and Payam supervisors. It can also be used by any experienced teacher trainers to train teachers of the same levels.

The guide provides step-by-step instructions for each training day. Each training day is organized around key themes and outcomes. Note that outcomes are measured not by what the facilitator *says,* but by what participants are able to *do.*

Before each training day, use the following checklist to review the key themes and outcomes that you hope to achieve. At the end of the day, refer to the checklist again to determine if you have achieved these outcomes.

DAY	THEME	KEY OUTCOMES
1	**Psychosocial Support** Introduction to psychosocial support and well-being	Each participant has the basic tools to create a safer and more stable environment for learners, with an emphasis on the Teachers' Code of Conduct. Each participant has a basic understanding of well-being and psychosocial support through the application of practical classroom activities, such as play therapy. Each participant has a basic understanding and can replicate some positive discipline practices, such as addressing difficult behaviors in the classroom.
2	**Gender and Social Inclusion** Introduction to gender and social inclusion **Literacy** Introduction to RtL Instructional Materials Package	Each participant has a basic understanding of different categories of vulnerability and barriers to education for girls and other vulnerable children and youths. Each participant is able to identify school-related gender-based violence and take mitigation measures. Each participant is able to identify items in the RtL Instructional Materials Package and give examples of how these materials can be used to improve teaching and learning in ways that support goals of the National Curriculum.
3	**Literacy** Introduction to basic literacy skills teaching techniques	Each participant is able to demonstrate how to use instructional techniques for oral language acquisition, including: flash cards, and alphabet charts; word building, songs, reading aloud, reading comprehension and basic literacy skills assessment.
4	**Literacy** Material creation and use in teaching basic literacy skills lessons	Each of the participating teachers is able to print upper case and lower case alphabet letters; create picture, word, sentence flash cards, letters for word building activities, alphabetic charts and use them to improve teaching and learning of basic literacy skills. Each of the participating head teachers and Payam supervisors is able to develop a school level plan for: • instructional materials storage and inventory systems

		• integrating RtL supplied manipulative games and the pocket library in the school week activities and guide discussions on choice of school level implementation options
5	**Literacy** Lesson planning; micro-teaching and planning implementation of knowledge and skills gained	Each participant is able to: • include gender sensitive approaches and techniques in lesson plans and teaching • identify and include the most important components of a lesson in lesson planning, and apply them in micro-teaching and in real lessons with learners. • integrate knowledge and skills gained to improve teaching and learning in ways that support goals of the National Curriculum

WORKSHOP FACILITATION GUIDELINES

PREPARING FOR EACH SESSION

Each training day is divided into sessions. Each session has its own **objective, set of materials, timeframe and learning outcomes**. These are described in the box at the beginning of each session. Use these introductory boxes to ensure that you are prepared for each session.

For example...

Day 4, Session 4: Materials Creation, Display and Peer Learning	
Objective: To learn from a display of teacher handmade instructional materials	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour Start time: 4:00 End time: 5:00	• Create and display handmade basic literacy skills instructional materials • Participate in the gallery walk and learn from peer displays • Explain how the handmade unique instructional materials can be used in teaching and learning of basic literacy skills
Materials: Chart paper, cardboard pieces to create flash cards, marker pens, short and long rulers, paper cutter, colored pencils, lead pencils, scissors, glue, string, punching machine, stapler, printing paper	

In addition to reviewing the key objectives for each day, make sure that you review the objectives for each session prior to the training day. Some sessions require special materials (such as handmade flash cards and flash boards) in addition to a blackboard and chalk.

The tasks in each sub-activity are numbered. Use these numbers as a guideline to make sure you are completing each activity in order.

BEFORE THE TRAINING, MAKE SURE...

1. You have checked the workshop space and have evaluated its resources (including a blackboard, chalk, and chairs).

2. You have reviewed and rehearsed presentations for each day of the training and are familiar with the content, objectives and timing of each session.

3. You have all group and pair activities written on pieces of paper or printed and organized according to the proper day.

4.   You have organized all additional materials (including Pocket Library books, material creation tools, and Key Information Cards).

KEY TECHNIQUES USED IN THE TRAINERS' MANUAL

Activating prior knowledge: Most training sessions include a small opening discussion to "activate prior knowledge." These discussions ask participants to consider what they already know about a topic, which helps participants learn from one another and get ready for new information. The activity only lasts a few minutes, but it is an essential part of the learning process.

Trainers' Manual example: Day 2, Session 6, Activity 2. Pairs/Share: Ask participants to turn to a partner and discuss this question: "How do you teach reading to your learners?"

Stating the objective at the beginning of the session: The objective is stated at the beginning of each session in bold. It is very important to announce the objective to prepare participants. The objective should also be explained at the early stages of the session.

Trainers' Manual example: Day 2, Session 6, Activity 3: Explain, "In this session, you will learn about five key reading skills. These skills build on each other over time, until a learner becomes a good reader."

Reviewing important information: After participants learn something new, participants must review and summarize it. It is at this moment of review that real learning has taken place! Most sessions in the Trainers' Manual include "rapid review" questions in gray boxes. These reviews help participants process information so that they can retain it after the training.

Trainers' Manual example: Day 2, Session 6 last activity on this day: Rapid Review box: What oral language techniques have we learned so far? How can oral language help learners learn to read? What classes should teach oral language?

If participants need additional review or practice, ask participants to respond to one of the following points (either through discussion or writing):
- List five learning points from the sessions today.

- List 1-2 questions you still have about the content of today.

- List what has been most valuable.

- What still does not make sense?

Tracking time: The beginning of each session includes the timeframe for the session. *Keep a clock or watch handy and check the time every few minutes.* This is essential to ensure that all topics will be covered!

Discussion: Almost all training sessions in this manual include either large group discussions or small group discussions. Both types of discussions are essential to the learning process. In large group discussions, the facilitator's responsibility is to ask questions, keep the discussion moving and ensure the discussion stays on topic. The facilitator is also responsible for keeping time. Most of the talking will be done by participants.

In small group discussions, the facilitator's responsibility is to make the instructions clear and let the groups work on their own. A natural leader will usually emerge in each small group. The trainer should, however, move from group to group, to make sure the assignment is being done correctly. At the end of the small group discussion, the conclusion or ideas from each group should be reported to the larger group.

Tips for facilitating discussions:
- Ask open-ended questions that make people think about their responses, rather than a simple "yes" or "no."

- Always consider the essential goal of the discussion. If the conversation gets side-tracked, bring it back to the central theme.

- Get as many participants involved in the discussion as possible.

- During a discussion, the facilitator should be talking *with* participants, not at them.

Example questions and comments (provided by a facilitator):
"If I understand you correctly, you are saying that…"
"Let us make sure everyone understands the point you are making. Would you summarize it for us?"

GENERAL BEST PRACTICES IN WORKSHOP FACILITATION

Overarching principles of adult learning:
- Knowledge and skills are developed through experience and reflection; they cannot be injected into participants. For this reason, trainers should avoid extensive lecturing, and should instead include ample time for discussion, examples and role-play. These strategies promote long-term retention of training concepts.

- Learning is most effective when the training goals are clear and important concepts are reviewed. Make sure to state the objectives clearly at the beginning of each session. At the end of each session, review key points through questions and summarizing.

- Learning must be relevant. The facilitator should regularly link concepts to participants' lives and help identify how concepts can be practically used in classrooms.

Writing on the blackboard: Use the blackboard <u>only for writing the most important information</u>. It is <u>not</u> necessary to write everything on the blackboard for participants. In fact, if you write too much, participants may become bored or will become more focused on note-taking than listening. Instead of writing excessively, focus on communicating verbally with participants.

The facilitator's role: The role of the facilitator will be to create an effective, active learning environment, including:

- Encouraging the active involvement of all the participants

- Promoting an atmosphere of cooperation, respect and encouragement

- Providing linkages to other sessions, and assisting participants to do so

- Encouraging the participants to relate group experiences to real life situations

- Being available as a resource, but not acting as the 'expert' who has all the answers

Strategies for effective workshop facilitation:

1. **Make eye contact –** Participants will engage better if you maintain eye contact while speaking and listening to them.

2. **Keep the session moving –** Timing is given for each session. Use a clock or watch to stay on schedule. Remember that sessions that move too slowly will cause participants to disengage. When giving instructions for an activity, announce how much time participants have and give them a time warning before they finish: for example, "Two more minutes!"

3. **Encourage new volunteers –** Broad participation is critical for learning. If only a few people are participating, pose new questions and ask for participants who have not said anything yet; then acknowledge them and their contributions.

4. **Use good-natured humor –** For example, in the face of a difficult or problem participant, you could put yourself down instead of the participant by saying: "I guess I am being stubborn, but...."

5. **Connect on a personal level –** Try to get to know participants during breaks, including their names. Connecting on a personal level will improve learning! As a "get to know you" activity at the beginning, ask participants to write their name on a piece of paper and draw several things that represent them. Then ask them to share with the group. Any other appropriate activity can be used to make sure participants know each other well.

6. **Keep participants energized –** When you see energy levels falling, stop for a quick song, game or exercise. There is a list of "energizers" in the back of this manual. If participants are tired, it's almost always worth stopping for several minutes to re-energize.

Common mistakes to <u>avoid</u> in workshop facilitation: As you conduct the training, beware of the following pitfalls—they are common mistakes among workshop facilitators.

1. **Expert versus Participant View:** The facilitator should avoid becoming identified as the expert. The most important part of learning for the participants is the <u>process</u> of developing the knowledge or skills, not the knowledge and skills themselves. Most importantly, *remember that these participants are teachers!*

2. **Not Maximizing Participant Involvement:** Due to limited time and pressure, you may be tempted to hurry the training process by taking short-cuts such as lecturing. This encourages passivity and reduces learning for the participants. Remember that people learn best when they are active participants in the learning process.

3. **Processing Questions that Do Not Relate to Objectives:** During the session, some questions may arise that do not relate to the objectives. Make sure not to spend too much time on questions that are not relevant; these questions can be saved for break time or after hours.

Day 1, Session 1: Introduction to Room to Learn (RtL)

Objective: To understand Room to Learn and the overall training objectives	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour and 15 minutes Start time: 8:30 End time: 9:45	• Describe the main objectives of RtL • Complete a survey
Materials: Blackboard, chalk, Pre-training Survey, example name/picture card, paper, markers, masking tape	

OVERVIEW AND INTRODUCTIONS   **Time:** 15 minutes

1. Write

One and a half days: Psychosocial support, gender and inclusivity

Three and a half days: Literacy materials and instruction

2. Say

Room to Learn (also known as RtL) is an initiative funded by the United States Agency for International Development (USAID) and implemented by Winrock International, FHI 360 and Plan International. The objective of this session is to understand Room to Learn's training goals:

- The project aims to improve literacy instruction, gender sensitivity and psychosocial support in P1, P2, P3 and ALP Levels 1 and 2.

- During the first one and a half days of the training, we will discuss psychosocial support, gender and inclusivity. During the following three and a half days, we will discuss literacy instruction and materials. RtL will provide some new literacy materials and also help you make your own.

Head teachers and Payam supervisors will also participate in this training in order to better support teachers. We are thrilled to have such talented educators participating in this training. This is an exciting opportunity to grow professionally and help your learners improve.

3. Say

My name is _____. I am from _____ and I will be your trainer for the next few days.

Ask each participant to stand and say his or her name, position and school. If you wish, add a "fun" item such as favorite food, place or hobby.

PRE-TRAINING SURVEY	**Time:** 30 minutes

1. Distribute
Distribute the Pre-training Survey (see Annex) to each participant.

2. Say
Complete this survey to the best of your ability. Do not worry if you do not know many of the answers! This survey will help us understand what you already know and what you still need to learn in this training. You do not need to put your name on the survey.

After the first day of training is complete, take time to look through the survey responses. This will help you better understand participants' training needs.

ICE BREAKER	**Time:** 30 minutes

1. Say
Before going further with the training, we will get to know each other better.

2. Demonstrate
Show a card with your name written in large letters, surrounded by several pictures that represent you (for example, your family members, a hobby, your favorite subject to teach, your favorite food, where you are from, etc.). Point to your name and explain what each symbol represents.

3. Distribute
Distribute paper and markers to all participants. Explain that they will also make a name card that says something about themselves.

4. Present
Ask participants to present their card. If possible, hang the cards on the wall with masking tape.

Alternate ice breaker: *Two truths and a lie.*
Say two things about yourself that are true, and one that is a lie. (For example, "I have three

children, I studied to be a journalist, and I am very good at football.") Participants have to guess which statement is the lie. After demonstrating in the large group, ask participants to continue the activity in pairs.

Day 1, Session 2: Introduction to Well-Being and Psychosocial Support	
Objective: To develop a basic awareness of the foundations of well-being and psychosocial Support. **Time:** 1 hour and 20 minutes Start time: 9:45 End time: 11:20 (includes 15 minute break)	**Learning Outcomes:** At the end of the session, each participant should be able to: • Explain the meaning and domains of well-being • Explain the meaning of psychosocial support
Materials: Blackboard, chalk, large paper, flash card, pens/markers, psychosocial well-being picture developed by RtL, Key Information Card 1.1 – Well-Being and Play Therapy	

INTRODUCTION	**Time:** 5 minutes

1. Explain

The first one and a half days of the training will focus on psychosocial well-being, the Teachers' Code of Conduct, alternative discipline practices and gender. Today we will discuss the meaning of well-being, relate it to psychosocial support and show how teachers can support it in their classrooms. We will also understand the principles of the Teachers' Code of Conduct with a focus on a safe and inclusive classroom climate and alternative discipline practices. Tomorrow we will focus on gender and inclusiveness.

WHAT IS WELL-BEING?	**Time:** 15 minutes

The objective of this session is to discuss the meaning of well-being.

1. Explain

Well-being depends on the fulfillment of many human needs. These needs are very different from person to person.

2. Ask

Imagine if a child does not have access to good medical care, education, love or care. How could this affect the child's life?

Show the Key Information Card with children who are happy and able to play because the elements of their well-being are met. Also point out the other child who is miserable thinking about the risk factors surrounding his life, which make him unhappy and sad.

Ask for participants to give 5 reasons why each child feels the way she or he feels. Explain that these factors affect the children's psychosocial well-being.

3. Draw this diagram on the board.

The following diagram can help us understand the various needs that compose well-being.
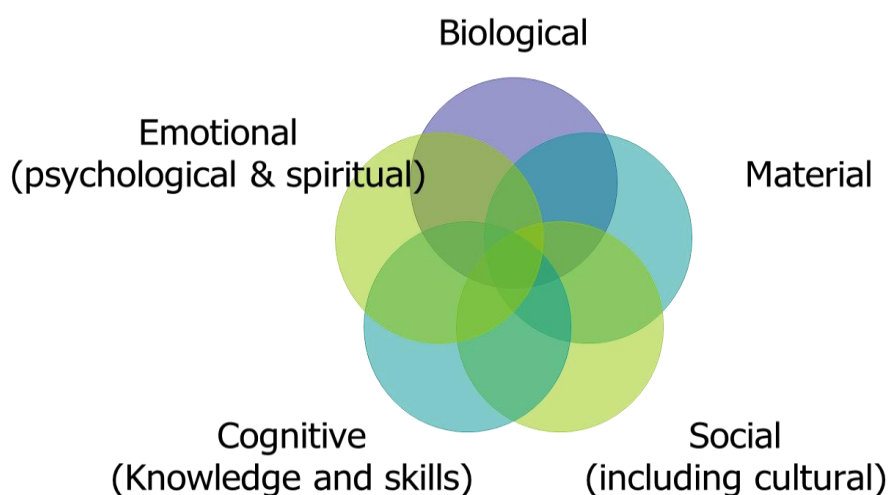
4.   Explain

Help the participants group one of the psychosocial factors they listed in reference to the children above into each of the domains illustrated in the above diagram. For each example, write it into the appropriate bubble in the diagram (Example: Being hungry or well-nourished is a biological factor; having a school uniform is a material factor; having a peer group is a social factor; knowing how to read is a cognitive factor; and feeling neglected or unloved is an emotional factor).

Fulfilling even one domain of well-being will have an impact on other domains. Similarly, the lack of fulfillment of a domain impacts other domains.

------ 15 MINUTE BREAK (10:05 – 10:20) -------

INTERCONNECTEDNESS OF WELL-BEING AND PSYCHOSOCIAL SUPPORT

Time: 30 minutes

The objective of this session is to define how psychosocial support interconnects with well-being and how it is reflected in learners.

1.   Draw
<u>Visual Demonstration</u>
Draw the outline of a girl child.

Explain that "psychosocial" is made up of two words: "psycho" and "social." "Psycho" refers to the inner person. Point to the drawing and inside the head. "Psycho" includes things such as thoughts, behaviors and beliefs.

Explain that "social" refers to what is external, such as people's relationships like family, friends, environment, etc. Point to the area outside of the girl.

"Psycho" and "social" are interconnected. They can reinforce each other in both positive and negative ways. It is a cycle. For example, a person with positive thoughts will likely contribute to his or her community. Then they will feel a sense of belonging with the community, and will become even happier.

Psychosocial support is any type of local or outside resource that aims to protect or promote the psychosocial well-being of an individual.

- **Scenario**

Point to the drawing on the board and explain that you are going to read a short story about a learner.

Maya is an 8 year old girl in primary two. Her class teacher noticed that she is very quiet, doesn't like to participate in class activities with her classmates and stays alone. The class teacher talked to her mother who says that Maya has been like this since they left their home for an Internally Displaced Persons camp after the conflict. When the teacher talked to Maya, she said "I am sad because my father doesn't want me to go to school because he doesn't have money to pay my fees and buy my uniform." Maya is sad that she doesn't have a school uniform like other children. She comes to school late every day because she has to help her mother take goods to the market before coming to school. Maya's neighbors say that her father is very sick and her mother has been unhappy for a long time.

2.   Brainstorm

What key psychosocial issues can you identify from the story? Give the group 10 minutes to brainstorm. Summarize the comments on the board, writing them inside the drawing of

Maya if they are internal (psycho) factors and outside the drawing if they are external (social) factors. Examples may include:

- Insecure attachments with caregivers
- Lack of meaningful peer relations
- Low sense of self-worth, value and self-esteem
- Lack of trust in others, including her own family, especially the father
- Limited access to opportunities, such as inability to go to school
- Physical and economic insecurity – no money for school fees
- Hopelessness or lack of optimism about the future

3.   Explain

The aim of psychosocial support is to **minimize the risks** faced by children like Maya and **increase their coping skills and support they receive** to improve their well-being.

In schools, educators may not have control over all aspects of well-being. However, teachers and head teachers may have opportunities to promote the psychosocial well-being of learners.

Children develop and grow in the context of their surroundings and environment. The link between the child (as an individual with thoughts, feelings, beliefs and culture), and the support the child receives from family, community, school, friends and parents is important. Children therefore need to be supported to rebuild their inner resources, and their community needs to be supported in order to help the child in his or her development.

SYMPTOMS OF PSYCHOSOCIAL DISTRESS	**Time:** 30 minutes

The objective of this session is for participants to understand symptoms of psychosocial distress and be able to identify learners with psychosocial problems.

1.   Explain

In normal, peaceful and safe times, most of us are able to experience at least a basic degree of well-being. Even if we go through temporary and ordinary moments of unhappiness, most of us are able to manage the daily tasks of living.

South Sudan has endured long periods of violence and unrest, which has affected the psychosocial well-being of many of its civilians. In this section, we will specifically discuss threats to learners' psychosocial well-being.

2.   Ask

In the South Sudan context, what factors currently affect the psychosocial well-being of

learners? List answers on board.

3.   Explain

Sometimes suffering is only short-term, and individuals quickly recover. Sometimes, however, short-term suffering can affect long-term psychosocial well-being.

4.   Ask

There are some common ways to identify learners with psychosocial distress or emotional problems. Ask the participants to name as many as they can and write them on the board. Examples may include:[3]

- Sucks his or her thumb
- Clings physically to friends
- Fidgets, is very restless
- Acts out the traumatic event
- Bites his or her fingernails
- Talks with a stutter
- Misses many days of school
- Falls asleep or shows difficulty concentrating in class
- Seems unhappy most of the time
- Becomes annoyed easily
- Frequently fights with friends
- Appears withdrawn (quiet, preoccupied)
- Chooses to work and sit alone or decreases her or his interactions with peers
- Shows disinterest in school or comes to school late
- Earns much lower marks or shows much lower standard of work than before
- Becomes rebellious or disobedient
- Complains frequently of physical problems (headaches, stomachaches, skin irritation)
- Appears uncooperative or lazy
- Shows decreased appetite

5.   Explain

The above possible responses are normal responses to an abnormal event. When these symptoms are consistent and severe, there is greater risk of psychosocial harm.

Learners may or may not demonstrate these behaviors, and may show some, or only one. We need to understand that they behave like this because their needs have been interrupted, or have not been met because of a difficult event.

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[3] UNESCO. 2013.

Also, learners do not have the same communication skills as adults, and they are not able to express themselves the way adults can. We therefore use psychosocial interventions like play therapy to help learners express themselves just like adults would talk to another person (counseling) to get help.

<table>
<tr><td colspan="2">**Day 1, Session 3: Helping Children Process Emotions through Play Therapy**</td></tr>
<tr>
<td>**Objective:** To provide participants with a basic understanding of well-being and psychosocial support through the application of practical classroom activities, such as play therapy.</td>
<td rowspan="3">**Learning Outcomes:** At the end of the session, each participant should be able to:

• Use practical classroom activities, such as play therapy to address the emotional needs of children</td>
</tr>
<tr>
<td>**Time:** 1 hour
Start time: 11:20
End time: 12:20</td>
</tr>
<tr>
<td>**Materials:** Blackboard, chalk, large paper/flipcharts, pens/markers, crayons/colors, balls, Key Information Card 1.2 – Using Play Therapy to Deal with Difficult Behavioral Symptoms among Learners</td>
</tr>
</table>

CHILD DEVELOPMENT AND PLAY THERAPIES	**Time:** 5 minutes

1.   Explain

Play is one way learners can relax and interact with other learners for enjoyment. By playing, learners will develop physical, mental, emotional and social skills. Play is a vital and necessary part of healthy life and is an important part of a learner's world. Play has a dual function for learners:

*   It helps learners to learn about the "reality" of life by experimenting with the environment and exploring the world.
*   It also helps to escape from "reality" and makes it possible to create an imaginary world.

In play, learners can express their feelings and disturbing experiences they went through. Words are not always necessary, as drawing, painting, drama activities, movement, and music are some non-verbal means to express oneself. We are going to lean some games that can help us address behavioral symptoms among learners.

HOW TO DEAL WITH DIFFICULT BEHAVIOR OR SYMPTOMS

Time: 55 minutes

1.   Explain

Give out Key Information Card 1.2 on how to use play therapy to deal with difficult behavioral symptoms among learners. Have the participants get into small groups, each assigned one of the six different difficult behaviors. Instruct them to create a short drama/skit with a child acting out the behaviour and a teacher using one of the play therapies. They should be creative and use their imaginations! As each group takes turns performing, the other participants should guess the difficult behaviour and the play therapy activity utilized. The behaviors and play therapies can again be reviewed at the end of the performances. Some of these activities can also be used as energizers in between other training sessions.

Learner Exhibits Aggressiveness

In this case, give learners the chance to act out their aggressiveness through controlled play, such as playing an instrument as loud as they can. Reinforce positive attention seeking behavior by giving a lot of positive feedback and ignore, if possible, negative attention seeking behavior. With time, ignored behavior may fade.

Learner Exhibits Hyperactivity and Attention Seeking

When a learner's concentration span is short, give simple and short explanations (non-verbal and verbal). During the explanation of instructions, be physically close to the learner, which will allow easier observation for the learner. Reinforce positive attention seeking and give positive feedback. Have realistic expectations of the child and adapt the standard activity, if necessary.

Learner Exhibits Withdrawal

When a learner is withdrawing from activities, don't pressure him or her to do something he or she doesn't want to do. Instead, give positive feedback and try to use interactive methods to draw/engage the learner and draw him or her back into the discussion, such as melodic instruments (drum, flute), art, or drama.

Child Exhibits Need to Always Please Others

Help the child to feel accepted and appreciated. Ask other children also to help you with materials and activities in class.

Learner Experiences Hallucinations

Take the hallucinations serious at the moment they appear; let the learner feel you understand it. When the learner is calm, explain that what the learner experienced is not reality. Refer the learner to a social worker, doctor or a psychologist.

Learner Experiences Flashbacks

Flashbacks are a part of dealing with a trauma. A child may both re-experience the trauma and avoid it at different moments; this means the child is slowly coping with the trauma. Creating a regular classroom routine, instilling a sense of normalcy and hope for the future and keeping learners occupied with classroom activities and structured play activities can help minimise flashbacks.

Day 1, Session 4: Positive Discipline Practices and Addressing Difficult Behaviors in the Classroom	
Objective: To understand the importance of the classroom climate and its impact on learning and behavior. **Time:** 1 hour and 35 minutes (40 minutes before lunch and 55 minutes after lunch) Start time: 12:20 End time: 1:00 **Materials:** Key Information Card 1.3 – Positive Discipline Practices	**Learning Outcomes:** At the end of the session, participants will be able to: • Identify how corporal punishment can have negative implications on a learner's well-being and learning • Identify positive discipline strategies to implement in the classroom

ICE BREAKER	**Time:** 10 minutes

1. **Explain**

We are going to do an icebreaker activity that will help you to explore some of the earliest messages you received as a child from your parents and other adults.

2. **Do**

Ask the participants to find a partner. Tell the participants that they will have five minutes to discuss the following questions with their partners:

●   What was school like for you as a child?

●   What do you remember about being a learner?

●   What do you remember about your teachers?

●   How should learners behave in general?

●   How should learners behave in school?

●   How should discipline be addressed when a learner does not behave appropriately?

When the pairs are done discussing, ask for volunteers to share their responses to the questions with the whole group.

3.   Explain

The earliest messages we receive can shape the way we think about others and ourselves. The earliest messages we were told about school, learning and being a learner can shape the way we now work as teachers.

Today we are going to learn about positive discipline practices and how to address difficult behaviors in the classroom. We will start by understanding classroom climate, learning and well-being.

CLASSROOM CLIMATE, LEARNING AND WELL- BEING   **Time:** 30 minutes

1.   Brainstorm
How would you describe a safe school and classroom climate?

Write answers on the board.

2.   Explain
A **school climate** refers to the quality and character of school life.
A school climate is based on patterns of learners', parents' and school personnel's experience of school life and it reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

A positive and sustainable school climate supports learners to feel safer, supported, and engaged and reduces negative behaviors.

A safer school climate enables learners to become compassionate, responsible, creative and thoughtful individuals. Consider the following features of a safer school:

3.   Group Work

- Refer participants to Key Information Card 1.3 – Positive Discipline Practices.

- Ask the participants to choose a partner. You can also assign pairs for the participants.

- Give the pairs 5-8 minutes to discuss the following questions:

  o How can creating a positive classroom/school climate encourage learning?

  o How can creating a positive classroom/school climate help to improve learner behavior?
- When the pairs are finished discussing, ask for some volunteers to share their responses to the questions.

4. Ask

What are some strategies you have used to promote a positive classroom and school climate at your school? Discuss as a group.

5. Explain

Safe and Supportive Learning Environments (Classrooms) are "spaces":

- That are caring and supportive

- Where learners can trust their teacher and feel an attachment to them

- Where learners feel safe with their teacher, peers and school personnel

- Where learners feel a sense of control and predictability

- Where learners know that there are consistent consequences for their behavior

Classrooms and the school climate play a significant role in how learners learn and behave. Their interaction with teachers and peers can become more positive when their learning environment is positive and promotes mutual respect and empathy, and when learners are encouraged to use positive behavioral choices. Additionally, when learners exhibit inappropriate behavior it is critical that they learn the skills necessary to transform that behavior in a positive manner.

------ LUNCH BREAK (1:00 – 2:00) ------

CORPORAL PUNISHMENT VS. POSITIVE DISCIPLINE   Time: 35 minutes

1. Explain

Let's think back to the activity we did on early messages we received as learners. I asked you to think about how behavior was addressed when you were a learner at school. Let's review that discussion.

2. Ask

Ask the group to volunteer responses to the following questions and note the participants' responses on the flip chart/board.

- How did your teacher address behavior at your school?

- Did they use corporal (physical) punishment practices, such as hitting, slapping or pinching? If so, what did they do?

- How did it make you or your classmates feel when you were punished in this way?

3. Explain

Thanks for sharing! It can be difficult to discuss corporal or physical punishment because it can bring up some negative and uncomfortable memories from the past.

We are going to discuss how corporal punishment can negatively impact learning and well-being of learners and learn some positive discipline approaches to address learner behaviors in the classroom.

4.   Explain

Corporal Punishment is the use of physical force causing pain, but not necessarily wounds, as a means of discipline. Corporal punishment is just one of the wrong ways to discipline a learner.

Corporal punishment, although most widely used as the approach for addressing behavior in the classroom, is not effective in helping learners learn how to correct their behavior.

The aim of this discussion is not to substitute corporal punishment with psychological abuse such as degrading, name calling, shaming, humiliating or differential treatment amongst learners but to discipline without using any type of violence.

5.   Brainstorm

Facilitate a discussion with the participants on the benefits (pros) and consequences (cons) of using corporal punishment.

On the flip chart/board create two columns with the pros and cons for using corporal punishment and include participants' responses.

6.   Define

Positive Discipline is a disciplinary strategy geared toward reducing and improving a child's or individual's unfavorable behavior by rewarding positive behavior rather than focusing on and punishing negative behavior.

The four principles of a positive disciplinary response include:

1. Relevant to the misbehavior
2. Proportional to the offence
3. Focused on correcting the behavior not humiliating the learner
4. Aimed at rehabilitation (learning from mistakes) not retribution (payback)

However, your first action when using positive discipline is not to apply these four principles in your disciplinary response but rather to decide if discipline is even appropriate.

When it seems a learner has misbehaved, your first challenge is to ensure you understand the reasons for the child's behavior and to evaluate whether the behavior actually deserves a disciplinary response.

Often poor behavior results from factors outside a learner's control and, therefore, disciplining the learner will not eliminate the behavior. Instead, other interventions and support for the learner are required. For example, sometimes learners come late to school because they were sent by parents to run errands.

Other times, however, learners make poor choices based on flawed beliefs. For example, sometimes learners make no effort to arrive on time for school because they do not believe that punctuality is important. These types of beliefs should be corrected through a disciplinary response—they are correctable beliefs.

Once you have established that the behavior is based on a correctable belief, as opposed to circumstances beyond the learner's control, you can begin to respond with disciplinary measures that adhere to the four principles of positive discipline.

7.　Ask

Ask the participants to repeat the four principles of positive discipline from memory.

HOW POSITIVE DISCIPLINES CREATE SUCCESSFUL INDIVIDUALS	**Time:** 20 minutes

1.　Ask

What do you think are the advantages of using positive discipline?

Summarize the responses on the board.

2.　Explain

Experiencing positive discipline instills a desire to possess and demonstrate self-discipline.

People who learn through positive discipline show its positive effects in their personalities; for example:

- They have clear goals.
- They believe in themselves.
- They are self-motivated.
- They are willing to work hard for their goals.
- They trust their own judgment.
- They think of new ways to solve old problems.
- They are persistent.

When we use positive discipline on the learners, self-discipline comes from within, because they feel positive about themselves and the people around them. They respect themselves and recognize that each person has a meaningful contribution to make to our collective development.

Through many different experiences, they realize that their decisions and actions determine whether or not they will succeed. They learn to accept responsibility for their fate.

3.   Ask

Think of your school as a child. Did it help you develop strong self-confidence? And desire to succeed? Why or why not? Share responses with the group.

4.   Explain

Unfortunately, some educators have inherited the idea that they should intimidate the learners in their classrooms instead of cultivating their confidence.

They beat learners and humiliate them with the aim of creating obedient learners. We even refer to this process as imposing discipline.

However, by intimidating learners, we are not equipping them to respond to the challenges of life. The children we are educating today will need a wide range of skills and abilities to compete for jobs and make wise decisions.
We need to help them develop self-discipline by allowing them to experience positive discipline.

5.   Brainstorm

How is positive discipline more effective then corporal punishment in promoting learners' learning? How can positive discipline help teachers manage learner behavior? Can you share an example of when you used positive discipline in the classroom? Share answers with the group.

6.   Explain

Some of you might already be using positive discipline practices and do not realize it. For others, this might be a new approach. The approach works and improves learners' behavior and learning but it requires the teacher to take the lead in implementing the practices.

When we address learners' behavior and help them build the skills to make good decisions we empower them to make smart choices for their learning and development. Addressing only the negative behaviors and not the positive behavior choices learners make does not encourage them to improve their behavior.

Day 1, Session 5: Implementing Positive Discipline Practices[4]	
Objective: Understand and identify positive discipline strategies to implement in the classroom.	**Learning Outcomes:** At the end of the session, each participant should be able to: • Use positive discipline practices in the classroom
Time: 1 hour Start time: 2:55 End time: 3:55	
Materials: Key Information Card 1.3 – Positive Discipline Practices	

USING POSITIVE DISCIPLINE PRACTICES	**Time:** 10 minutes

1. Explain

You just learned about positive discipline and why it is more effective than corporal punishment in addressing behavior and promoting learning for learners. We will now discuss how to implement positive discipline practices in our classrooms and schools.

Common Positive Discipline Practices

- **Positive reinforcement**, such as complimenting a good effort

- **Consequences**, such as requiring a learner to clean up a mess they made

- **Not using negative reinforcement**, such as ignoring requests made in a whining tone of voice

- **Not using punishment**, and instead removing a privilege or treat in response to poor behavior

    Positive behavior includes emotional and behavior management, empathy and making responsible decisions. When you model social and emotional learning for your learners, you are engaging in positive behavior. Your learners will learn how to behave by the way that you manage your emotions and behavior.

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[4] *Adapted from: Dr. Meridith Gould, www.letsmakepeace.com*

You can also serve as a model for other teachers by practicing these skills and implementing positive discipline practices in your classroom.

POSITIVE DISCIPLINE SCENARIOS	**Time:** 50 minutes

1.   Group work
- Divide the participants into pairs.
- Refer participants to Key Information Card 1.3. – Positive Discipline Practices
- Give the pairs 10 minutes to practice acting out the following scenarios. Once ready, each pair will perform the scenario, followed by a group discussion of the subsequent questions. The group members should discuss how they would use positive disciplinary approaches to handle the learners in the two different scenarios.

Scenario 1: Arriving late to school
Sabina: I live two kilometers from my school. In the morning, sometimes I have to fetch water and sweep the compound around our house before I can go to school. Most of the time I walk, because I do not have money to take the bus. I know that being beaten is just the way things are at our school. Sometimes, because I am tired, I take it easy. I will just take the three canes. I try to hide in the bush until the teacher leaves, but most of the time there is no escape. I just have to take the beating.

Sabina's teacher: I have to make sure the learners understand that coming late to school is not acceptable. They have to know that there are consequences for their lateness. I always give them three canes. Some of them are even used to it. They just offer themselves up because they know I don't listen to any excuses.

2.   Ask

What positive discipline alternatives can be used in this scenario? Ask participants to work in groups.

3.   Explain

After the group presentation, summarize and then share the following examples:

In this situation, beating Sabina does not teach her what is wrong with coming late to school. It just teaches her that she will experience pain. She may get used to it and, therefore, never learn from her mistake. After all, if beatings taught her what was wrong with arriving late, she would try to arrive on time.

4.   Ask
Ask the group to share other ways a teacher could use positive disciple to teach Sabina not to arrive to class late. Once they have shared, consider also sharing the following alternatives:

- The teacher could begin by trying to understand why Sabina comes late. The teacher could get in touch with her parents to see if together they could help Sabina get to school on time.

- The teacher could hold discussions in class about the importance of being on time and the value of punctuality. The class could make a list of reasons for being on time, such as:
  a) The lessons can start and finish on time.
  b) You will not miss part of the lesson because you are late.
  c) It shows respect for your fellow learners, teachers and school.
  d) It shows that you take pride in your conduct and enjoy being at school.

- Sabina could be asked how to ensure that she is on time. This approach would involve listening to her reasons for being late and taking her situation into consideration. It may involve getting her to write a letter to explain why she comes late or asking her to apologize to her class for arriving late. It may involve sending a note home to her parents or, if it is a small community, arranging personal communication with her parents to explain why Sabina needs to arrive at school on time.

Scenario 2: Making noise in class and disruptive behavior

James: I was feeling good today. I was telling funny stories and everyone was laughing. The teacher tried to tell me to stop talking, but I wanted to show everyone that I was not afraid. I am tough and can't be bossed around by a teacher.

James' teacher: I have to ensure that they fear me in this class. Otherwise, they will just get out of control and I will not be able to teach. The learners will take over and other teachers will laugh at me. I will put James in his place by embarrassing him publicly and beating him. I will make an example out of James so that learners will not dare to show disrespect by making noise in my class.

5.   Ask

What positive discipline alternatives can be used in this scenario? Ask participants to work in groups.

6.   Explain

In this case, James may be trying to get some attention and praise rather than wanting to be disruptive for the sake of it.

7.   Ask

Ask the group to share alternate ways a teacher could use positive disciple to teach James not to disrupt the class. Once they have shared, consider also sharing the following alternatives:

- The teacher could begin the term by developing class ground rules. The class would agree on these rules together. These rules could include:
  o No side talking during the lessons.

- All the lessons will start and finish on time.
- The teacher will not humiliate learners if they don't know the answer to a question. Learners will take responsibility for trying hard by asking questions when they don't understand.
- Everyone will respect each other in class.
- If a person breaks any of the rules, the teacher will take an appropriate action already discussed with the class.
- In the case of persistent offenders, the class disciplinary committee will follow pre-written guidelines to determine the appropriate discipline.

- The teacher could get James to write a letter to the class regarding his behavior and what effect he thinks it has on the class.

Day 1, Session 6: Introduction to Teachers' Code of Conduct	
Objective: To understand the principles in the Teachers' Code of Conduct	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour and 15 minutes Start time: 3:55 End time: 5:10	• Give examples of how the Teachers' Code of Conduct applies to their school
Materials: Key Information Card 1.4 – South Sudan Teachers' Code of Conduct for Emergency Situations, Key Information Card 1.5 – Teachers' Code of Conduct and Learners' Psychosocial Well-being	

INTRODUCTION TO THE TEACHER'S CODE OF CONDUCT	**Time:** 15 minutes

The objective of this session is to understand the principles of the Teachers' Code of Conduct and be able to apply it to our schools.

1.   Ask

Who is familiar with the Teachers' Code of Conduct? Who is familiar with the Teachers' Code of Conduct for Emergency Situations?

2.   Explain

• The Teachers' Code of Conduct (CoC) for Emergency Situations was written to complement the South Sudan Teachers' Code of Conduct (2008).

• The Code helps teachers to understand how to behave and be good role models for their learners during an emergency.

• It highlights child protection issues that teachers should know for an emergency.

• The CoC exists to ensure that teachers act in an ethical manner and maintain their professionalism at all times.

• The CoC also reinforces the concept of accountability. Teachers have a responsibility to create a safe and respectful learning environment for all learners.

UNDERSTANDING THE TEACHERS' CODE OF CONDUCT   **Time:** 1 hour

1.   Ask

Ask teachers to look at the Teachers' Code of Conduct in Emergency Situations in their Key Information Cards.

2.   Brainstorm

Ask teachers to read the Teachers' Code of Conduct in pairs and discuss these questions:

- What have they understood from the Teachers' Code of Conduct?

- Does their school follow this code?

- How could their school better follow this code?

3.   Homework

Ask participants to go home read and understand the Teachers' Code of Conduct. They should note key points on the Code of Conduct for discussions tomorrow.

4.   Evaluation

Give out pieces of papers and ask participants to write one thing they liked about the training and one thing they didn't like that needs to be improved. No names required. Thank participants for their participation and close the day. Remember to use participants' responses to improve future sessions.

Day 2, Session 1: Teachers' Code of Conduct and Learners' Well-Being	
Objective: To relate the Teachers' Code of Conduct to learners' well-being	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour Start time: 8:30 End time: 9:30	• Explain how observing the Teachers' Code of Conduct contributes to learners' well-being.
Materials: Blackboard, chalk, large paper, marker pens, Key Information Card 1.4 – South Sudan Teachers' Code of Conduct for Emergency Situations, Key Information Card 1.5 – Teachers' Code of Conduct and Learners' Psychosocial Well-being	

SESSION REVIEW	**Time:** 30 minutes

1.   Open the Session

Welcome participants to day two and do some games and energizers. Ask if there are new participants and ask them to introduce themselves to the group. Check if there are any welfare issues, such as accommodation, food, health and transport for those coming from home and respond to the issues raised.

2.   Explain

Today is day two of our training and we will continue to have more discussions on the Teachers' Code of Conduct and relate it to learner's well-being. Ask if participants were able to read the Code of Conduct.

3.   Ask

Ask the following questions, and ask participants to write their answers or discuss in pairs. Then review the answers as a group.

- What are key points we learned yesterday?

- What is well-being?

- How can teachers' support mitigate barriers to girl child education? How can teachers support vulnerable children?

- What are the key important points that you picked out from the Teachers' Code of Conduct?

- Where do you see aspects of wellbeing and psychosocial support in the Code?

- Does your school follow this code?

- How could your school better follow the Code?

4. Explain

There are various ways the Teachers' Code of Conduct can promote learners' well-being using a psychosocial approach. Give out Key Information Card 1.5 and go through the approaches outlined in the Key Information Card. Ask participants if they are using some of the approaches.

GUIDELINE FOR TEACHERS	**Time:** 30 minutes

1. Group Work

In small groups of six, give each group one of the teacher guidelines below and have them brainstorm an associated activity they could conduct in the classroom, relating to one of the codes of conduct. Once they have brainstormed for 5-10 minutes, have each group share their ideas and invite the teachers to take notes in their notebooks for future reference.

- Provide education that helps to restore a sense of structure, predictability, and normality for learners; create opportunities for expression, choice, social interaction and support; and build learners' competencies and life skills.

- Conduct structured group activities to identify psychosocial issues that learners have and provide extra support to individual learners with atypical behaviors.

- Identify learners who need extra psychosocial support and help identify resource support to address the cause of problem behaviors in the class (for example, aggressiveness or withdrawal).

- Make educational spaces accessible to and appropriate for different groups of learners, especially the marginalized (for example, girls, disabled learners, economically disadvantaged learners or ethnic minorities).

- Attend to specific psychosocial well-being and resilience of both girls and boys.

- Involve parents/caregivers in psychosocial activities in schools and communities.

2.   Discuss

After every group shares, add some additional recommendations, such as these associated with the guidelines discussed:

- Establish activity schedules and post these visibly in the education facility/learning space.

- Use collaborative games rather than competitive ones.

- Increase the use of active, expressive learning approaches, such as games, song, dance and drama that use locally available materials.

- Work with community partners and resources for teenage mothers and siblings tasked with caring for younger children; provide school materials to learners in need.

- Ensure referral mechanisms are in place to provide additional support for learners who exhibit severe mental health and psychosocial difficulties and need specialized or focused psychosocial care.

- Ensure constructive classroom management methods that provide concrete alternatives to the use of violence.

- Organize community meetings with child/youth/community representatives to discuss the well-being of the learners in the schools and at the community level.

------ 15 MINUTE BREAK ------

Day 2, Session 2: Introduction to Gender	
Objective: Understand that gender is malleable and that gender roles can change in positive ways.	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour Start time: 9:45 End time: 10:45	• Identify the difference between sex and gender • Explain why it is important to analyze gender roles in society
Materials: Blackboard, chalk, flip chart, markers, + (plus) and – (minus) signs	

INTRODUCTION TO GENDER	**Time:** 20 minutes

The objective of this session is to understand that gender roles can change over time in positive ways.

1. Explain

The next sessions will focus on gender. Gender equality is an important part of psychosocial well-being.

2. Write on the Board

Sex is universal and involves biological characteristics.

Gender is based on roles given by society and can change.

3. Explain

Sex and gender are different.

• Sex is universal and involves biological characteristics. It does not change.

  Examples: Physically different body parts; ability to give birth to children; voices change; etc.

• Gender is based on roles given by society; it can change. A "gender role" means the activities that a particular person is expected to do, based on their sex.
  Examples: The expectation that women should cook, but men don't, or that men are assertive and women are not.

4. Brainstorm in Pairs

What are other examples of gender roles in South Sudan? Have these roles changed over your lifetime?

PARTICIPATORY EXERCISE	**Time:** 35 minutes

1.   Activity

- Take the participants to a large open space.

- Mark two places on the ground, one with a **+** and one with a **–.**

- Read the sentences below. Explain to participants that if they agree with a sentence, they should walk to the **+**. If they disagree, they should walk to the **–**. Participants may be allowed to stand in the middle if they are unsure.
- After the participants have chosen a side, ask one representative from each group to briefly say her or his point of view.
- If the explanation convinces some of the participants, they are free to change their positions from the agreeing members' area (+) to the disagreeing members' area (-).

Read these agree/disagree statements. *If time is limited, choose three or four of the following.*
- Little boys are more active than little girls.
- Women can be as good leaders as men.
- Women cook better than men.
- Both young women and men should help their parents with house chores.
- Boys often perform better than girls in school because they learn more quickly.
- Women can negotiate well and are good in peace building.
- Women and men should have equal opportunities for leadership.

EDUCATION AND SOCIETAL VALUES	**Time:** 5 minutes

1.   Explain

In order to treat both girls and boys fairly, we need to understand our assumptions about gender. For example, a teacher who assumes that only boys can be leaders may give more responsibilities to boys.

Education reinforces societal ideals and values, some of which are already planted in the family. Education can help create positive change in society. For example, if teachers give important responsibilities to girls as well as boys, or call on girls frequently in class, then these girls may grow up to be better leaders with a better place in society.

Day 2, Session 3: Barriers to Girls' and Vulnerable Children and Youth's Education	
Objective: To identify major barriers to education, especially for girls, and explore improvement strategies. **Time:** 1 hour and 5 minutes Start time: 10:45 End time: 11:50	**Learning Outcomes:** At the end of the session, each participant should be able to: • Identify the different categories of vulnerability • Identify major barriers to girls' and other vulnerable children and youth's education • Develop strategies for mitigating girls' and other vulnerable children and youth's barriers to education
Materials: Blackboard, chalk, large pieces of paper or notebook paper, Key Information Card 2.1 – The Concept of Social Inclusion and Vulnerability	

INTRODUCTION	**Time:** 5 minutes

The objective of next exercise is to identify vulnerable children and youth and brainstorm on different problems that girls in particular may face in schools, as well as how these problems can be overcome to promote gender equality.

1. Explain
Girls are not the only group who may face barriers to education. Other groups are also considered "vulnerable."

IDENTIFYING VULNERABLE CHILDREN AND YOUTH	**Time:** 30 minutes

1. Write on the Board
Vulnerable groups include those children and youth who are at high risk of lacking adequate protection, education opportunities, and other basic requirements.

2. Pair Work
Ask participants to find a partner and list as many "vulnerable groups" as they can.

3.   Group sharing

Ask a few pairs to share one "vulnerable group" from their lists and refer them to Key Information Card 2.1 – The Concept of Social Inclusion and Vulnerability.

Note: Answers may include:
Internally Displaced Persons (IDPs)
Orphans
Learners affected by HIV/AIDS
Learners with disabilities
Learners from minority groups

4.   Explain

There are many barriers to girls' and other vulnerable children and youth's participation in education. Even if girls and other vulnerable children and youth are in school, teachers may treat them differently than others, especially girls who may be given fewer opportunities for leadership.

Participants can use the following chart as an example. Each group should add at least two or three additional "barriers" and "solutions."

5. Draw:

Draw the chart below on the blackboard as an example.

BARRIERS AND SOLUTIONS TO GIRLS' AND OTHER VULNERABLE CHILDREN AND YOUTH'S EDUCATION	
Barrier	**Solution**
Boys are always appointed as school monitors and prefects.	Distribute tasks equally between boys and girls; promote girls' leadership.
Teachers call on boys to answer questions more frequently than they call on girls.	Teachers should count how many boys they call on and how many girls, striving to call on both equally.
Teachers exclude children and youth with disabilities from co-curricular activities	Teachers should encourage children with disabilities to play with their peers and provide relevant games/activities such as indoor games supplied by RtL.

SMALL GROUP WORK　　　　　　　　　　　　　**Time:** 15 minutes

1. Small Group Work

Divide participants into small groups. If available, provide each group with a large piece of paper on which they can write down their barriers and solutions (they can also use notebook paper). Tell the groups they have 15 minutes to write their ideas for barriers and their solutions.

SCENARIOS DISCUSSION　　　　　　　　　　　　**Time:** 15 minutes

1. Ask

Ask participants to share a few of the problems and solutions they identified. As participants share, add to the chart written on the board.

2. Discuss

- How many people here have witnessed these barriers and solutions?

- Do these solutions seem feasible to you? Why or why not?

- Are there any important barriers or solutions that have been forgotten?

Day 2, Session 4: School-Related Gender-Based Violence (SRGBV)	
Objective: To understand gender-based violence in schools	**Learning Outcomes:** By the end of the session, each participant should be able to: • Explain the different types of school-related gender-based violence in schools • Discuss and list mitigation measures for school-related gender-based violence
Time: 1 hour Start time: 11:50 End time: 12:50	
Materials: Key Information Cards 2.3 – School-related gender-based violence (pictures)	

| INTRODUCTION	**Time:** 15 minutes

1.   Explain

The focus of this session is gender-based violence in schools and measures that can be used to mitigate such undesired practices.

Ask participants to find a partner and discuss 1) an incident of school-related gender-based violence that has taken place in their respective schools and 2) actions that were taken to address the incident. Choose a few volunteers to share the incidents with the whole group of participants.

2.   Discuss

Ask participants to get their Key Information Cards and look at the card as in the picture below which depicts an incident of school-related gender-based violence.

Picture 1: School-Related Gender-Based Violence (SRGBV)
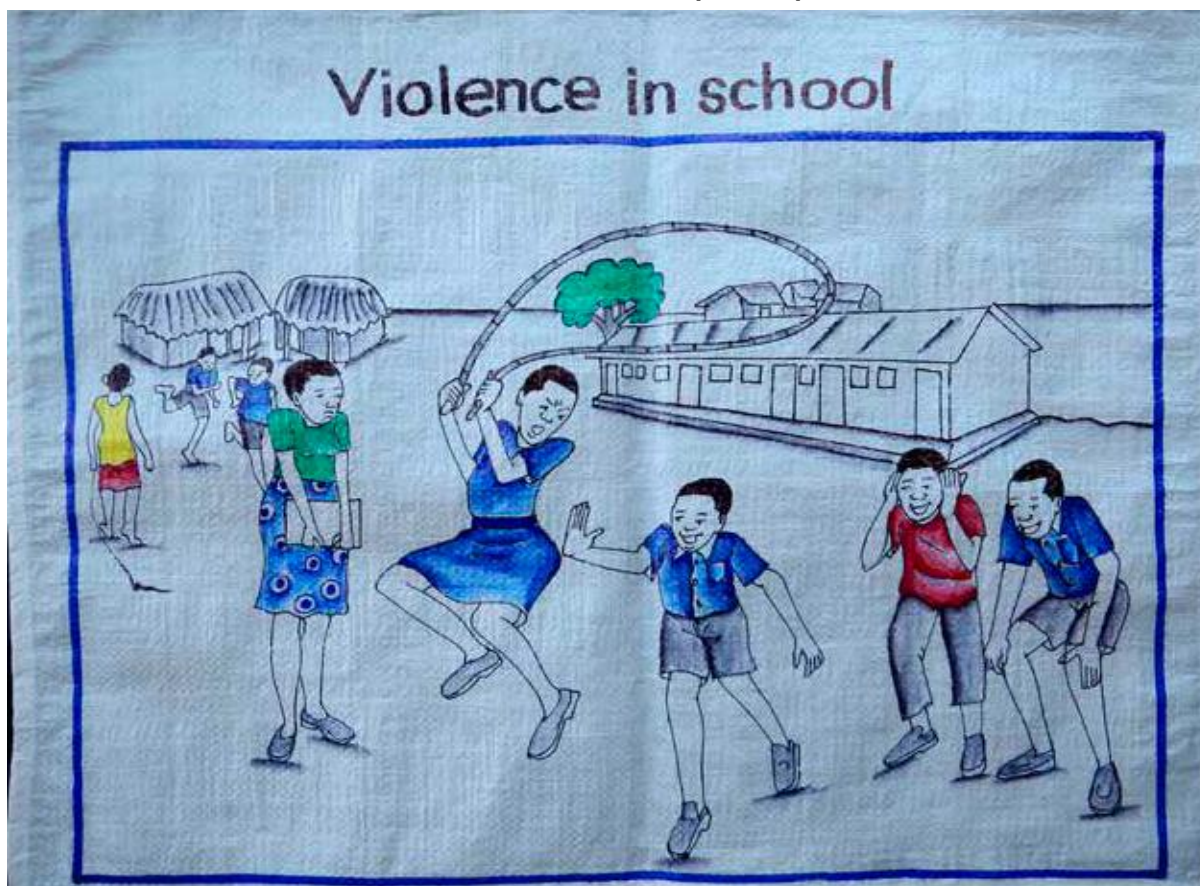
Source: UNESCO Psychosocial kits for use in South Sudan schools

Ask participants to study the picture and discuss the following questions:

- What is happening in the picture?
- Who looks happy, sad or angry in the picture?
- How might the events in the picture prevent a girl from attending school?
- What can schools do to prevent such incidents from happening?

STORY BUILDING AND DISCUSSION	Time: 15 minutes

1.   Ask

Ask participants to look at pictures 1, 2 and 3 on school-related gender-based violence. These are in the Key Information Cards booklet on story sequence pictures 2.1, 2.2 and 2.3.

Ask participants to look at one picture at a time, starting with picture 1. In picture 1, three boys are planning to harass a schoolgirl on her way to school. In picture 2, one of the boys is baiting the schoolgirl. Her school bag has fallen down and the books are scattered all over the place. In picture 3, the girl is crying and the teacher is intervening.

2.   Group work

Inform participants that they will build a story together. The first participant will provide the beginning sentence(s) and a second participant will add to it, until the story depicted through the three pictures is completed in a way that answers the following questions.

- What do you see in this picture?

- What are the people doing?

- Do you see any violence in the picture?

- Have you ever seen this happen in your school or community?

DEFINING SCHOOL-RELATED GENDER-BASED VIOLENCE	**Time:** 15 minutes

1.   Ask
Ask participants to define school-related gender-based violence and list perpetrators. Call upon a few volunteers to share their definitions. Responses may include:

- Violence can be physical like beating, kicking, hitting, or kneeling on hard and rough surfaces such as rocks.

- Violence can be psychological, like calling someone a name or ignoring them.

- Violence can be sexual, like rape or touching a learner inappropriately.

- Violence can be committed by teachers, pupils, school leaders or community members.

- Both women and men can commit violence and be victims of violence.

2.   Explain
Summarize ideas from the discussion by writing the following definition on the board:

School-Related Gender-Based Violence (SRGBV) includes violence or abuse that is based on gender stereotypes or that targets learners on the basis of their sex, sexuality, or gender identities. Refer to Key Information Card 2.3 – School-related Gender-based Violence.

DISCUSSION: MITIGATION MEASURES AGAINST SRGBV	**Time:** 15 minutes

1.   Ask

Ask participants to turn to a partner and discuss the following question:

How can girls and boys be advised to protect themselves against SRGBV?

Ask groups to share their answers.

Note: Answers may include (but are not limited to):

- *Walk to school in a group or with another person they trust*

- *Try not to be alone with teachers or adults of the opposite sex that you do not fully trust.*

- *If a teacher or adult of the opposite sex asks to be alone with you, tell friends and family members where you are going.*

- *Do not accept gifts from teachers or adults, because they could demand sex or favors in exchange.*

- *Dress appropriately so that others do not misunderstand your behavior.*

- *Be assertive.*

Ask both teachers and head teachers: What are specific ways in which these strategies could be communicated to girls and boys? Is there time during the school day? Could a meeting be called after school? Ask a few volunteers to share their answers with the group.

------ LUNCH BREAK ------

Day 2, Session 5: The Room to Learn Materials Package – Enhancing Teaching and Learning

Objective: To understand RtL training objectives and the Instructional Materials Package	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour and 15 minutes Start time: 1:50 End time: 3:05	• Name the main components of the RtL Instructional Materials Package and how the materials can be used to improve teaching and learning
Materials: Samples of items in the RtL Instructional Materials Package including Pocket Library; flash boards; slates; paper cutter and scissors; stationery items such as chart paper, marker pens, colored pencils, crayons, glue, cello tape, display string, long and short rulers; alphabet chart; manipulative games such as Scrabble, Ludo, Snakes and Ladders and dominoes; teachers' reference books; and a metallic storage cabinet	

INTRODUCTION	**Time:** 5 minutes

The objective of this session is to understand the main components of the Room to Learn Instructional Material Package.

1.   Ask

Ask if there are remaining questions from the previous sessions on creating safe learning environments for learners. If not, do a quick energizer.

The remainder of the training will focus on:

- Enhancing understanding of foundational literacy skills

- Making instructional materials for use to teach basic literacy skills

- Planning basic literacy skills lessons (oral language, phonemic awareness, alphabetic principle, fluency, and reading comprehension lessons)

- Teaching basic literacy skills lessons through micro-teaching procedures

If you have questions or have your own idea to share, please do not hesitate to ask!

1.   **Say**

Room to Learn provides instructional materials to facilitate teaching and learning. These include:

- The Pocket Library and teachers' reference books

- Portable chalkboards, flashboards, slates, and chalk

- Stationery and tools, such as chart paper, marker pens, colored pencils, rulers, paper cutter, scissors, paper punch, stapling machines, display strings and glue

- Teaching and learning games and charts

- A metallic cabinet in which to keep the supplied materials and tools

2.   **Demonstrate**

Show the Pocket Library and say:

- There are many ways that learners practice reading, such as in the National Curriculum.

- The Room to Learn initiative is providing additional materials—called supplementary materials—to help give learners extra reading and learning practice. These materials will be used in addition to and alongside the existing National Curriculum materials.

Ask two participants to hold the Pocket Library so that everyone can see it. Take books out of the pockets as you explain the following:

3.   **Say**
- This is the Room to Learn Pocket Library. Each RtL-supported school will receive one. It contains many types and levels of supplementary books.

- The first row contains beginner books with basic text, the second row contains books with slightly more complex texts and the third row contains the most advanced books. Learners can choose books according to their level.
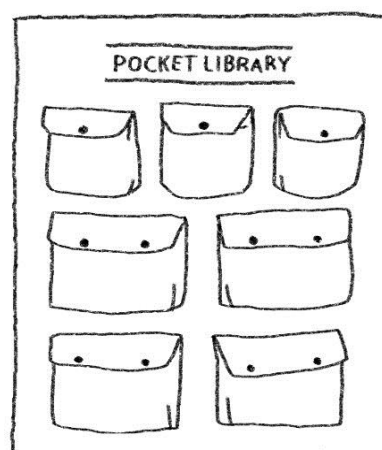
- The structure of the Pocket Library can work in a variety of school settings. Because it hangs, it can be rolled up and stored in a different location at the end of the day. It can be hung in a classroom, on a tree, or laid carefully on the ground. It is lined with waterproof material to protect books from rain. However, rodents and termites can destroy the Pocket Library if not kept well.

- We will be using Pocket Library books throughout this training.

4.   Activity: Pocket Library Books

- Ask participants to sit in small groups. Give each group a few Pocket Library books. Ask participants to identify which books are appropriate for which levels.

TOOLS FOR MATERIAL CREATION	**Time:** 30 minutes

1.   Do

- Show examples of items in the RtL Materials Package. Briefly share ideas with participants how such stationery, materials and tools can be used to improve teaching and learning and increase learners' participation. Conduct quick demonstrations on how to use some of the materials.

- Demonstrate use of a paper cutter to cut paper to desired size. Use a marker to create flash cards with read and do sentences such as:

Touch your head

Clap five times

- Flash one card at a time and ask participants to read silently and do the action.

- Hold up a few example letter cards, word cards, and material creation tools such as marker pens, chart paper, and scissors.

- Ask participants to suggest how they can use the displayed instructional materials.

- Show the board games, such as Scrabble, Ludo, Snakes and Ladders, and dominoes. Find out which participants do and do not know how to play each of the games. Ask those

who know how to play the games to volunteer to teach those who do not know how to play the games. They can borrow the games and practice at their convenience during the training period.

------ 15 MINUTE BREAK ------

Day 2, Session 6: Overview of English Language and Literacy Instruction

Objective: To understand the progression of foundational literacy skills **Time:** 1 hour and 40 minutes Start time: 3:20 End time: 5:00	**Learning Outcomes:** At the end of the session, each participant will be able to: • Define the five key reading skills • Participate in activities which demonstrate techniques for teaching English oral language
Materials: Blackboard, chalk; definitions of oral language, phonemic awareness, alphabetic principle, fluency, and comprehension (written on large cards); tape	

INTRODUCTION TO READING ACQUISITION   **Time:** 10 minutes

The objective of this session is to understand the progression of five foundational literacy skills.

1. Say

In addition to providing materials, RtL will introduce various teaching techniques.

2. Pair/Share

Ask participants to turn to a partner and discuss this question:

How do you teach reading to your learners?

After several minutes, ask a few pairs to share their current practices with the group.

3. Say

• In this session, you will learn about five key reading skills. These skills build on each other over time, until a learner becomes a good reader.

• Research has shown that these skill areas are critical for reading acquisition.

• You can use these techniques with both the National Curriculum and with RtL materials.

1. Write

1) Oral language

2) Phonemic awareness

3) Alphabetic principle

4) Fluency

5) Comprehension

2. Distribute

Distribute the following definitions cards to five participants (one card each):

The ability to speak and understand a language. It is the foundation of reading.	The ability to connect sounds with written letters	The ability to hear and say the individual sounds in language
The ability to read quickly, accurately and with expression	The ability to understand what is read. It is the goal of reading.	

3. Activity

Point to the statement "oral language" written on the board. Ask which participant thinks they have the definition for oral language. That participant should come to the front, read their definition aloud and tape their definition next to the correct term. Repeat this process for phonemic awareness, alphabetic principle, fluency and comprehension.

Give participants several minutes to copy each term and definition in their notebook.

4. Say

These five skills (oral language, phonemic awareness, alphabetic principle, fluency, reading comprehension) are closely linked together—they strengthen each other.

1. Write

APPROXIMATE TARGET AGES FOR SKILL DEVELOPMENT (adapted for the South Sudan context)	
Oral language	Age 0-adult
Phonemic awareness	Age 5-6
Alphabetic Principle	Age 6-8
Fluency	Age 7-10
Reading comprehension	Age 7-adult

These age benchmarks are adapted from general guidelines from the National Reading Panel's "Teaching Children to Read" report. They are adapted to fit Room to Learn's structure and the South Sudan context.

2. Say

These skills are taught at different times, although they overlap. These are approximate ages at which these skills should be developed, although it varies by school and individual child. Teachers should adapt to the particular needs of their school and learners.

3. Ask

According to the ages written on the board, which skills should be taught in P1? Which should be taught in P2? Which should be taught in P3?

INTRODUCTION TO ORAL LANGUAGE	**Time:** 10 minutes

The second objective of this session is to learn techniques for teaching English oral language.

1. Ask

How did you learn your first language at home?

2. Say

Oral language development is very important for reading. If learners are able to speak and understand words in a language, it will be much easier to recognize those words in written texts. It is very difficult to learn a new word and how to read it at the same time!

3.

Write

Concept 1: Oral language
Oral language means speaking and understanding a language. It is the foundation for reading.

Teaching techniques: flash cards, songs, read alouds

Inform participants that techniques for read alouds will be introduced on Day 3.
Give participants a moment to copy what you have written.

INTRODUCTION TO FLASH CARDS	**Time:** 20 minutes

THIS ACTIVITY IS MOST EFFECTIVE IF YOU USE A LANGUAGE THAT YOU KNOW, BUT OTHER PARTICIPANTS DO NOT. In some cases, that might be your own mother tongue.

1. Say
I am going to teach you several new phrases using a language you do not know. This will help you remember what it is like to be a P1 learner who doesn't know the language.

- Show a *flash card of a rising sun*, wave your hand in greeting, and say "Good morning" (in your chosen language). Ask participants to repeat.

- Still giving instructions in a different language, ask participants to stand up, shake hands and greet each other.

- Show a *flash card of a sun high in the sky*, wave your hand in greeting, and say "Good afternoon" in your chosen language. Ask participants to repeat.

- Ask participants to stand, shake hands and greet each other with "good afternoon" in the new language.

- Show each flash card again, and ask participants to say the correct phrase.

- Add a new *flash card of the moon and stars*. Say, "Goodnight." Participants repeat.

- Ask participants to stand up, shake hands and greet each other with "Goodnight."

- Mix the flash cards and show them without speaking. Ask participants to say the phrase.

2. Ask
In this exercise, what teaching techniques helped learners understand new phrases?
Example answers: The teacher introduced only a few words, connected them with something meaningful (pictures and waving) and the words were repeated.

Principles of good flash cards

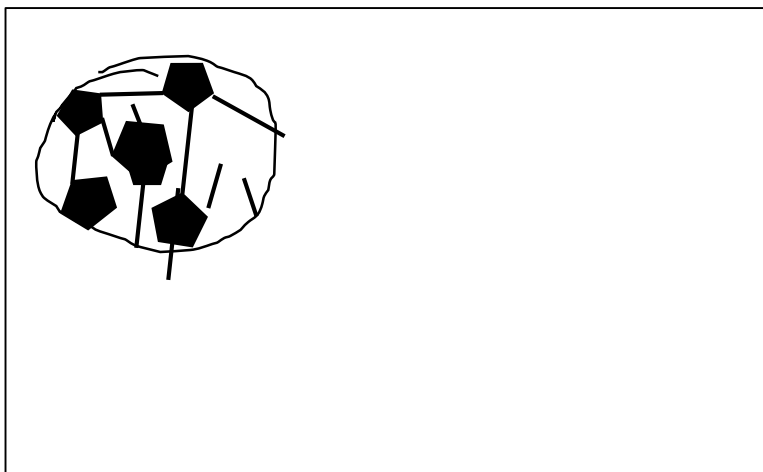**1. Write:**

"Principles of good flash cards" on the board.

2. Ask:
What do you notice about these flash cards? What makes them an effective material?

Write participant answers underneath the "Principles" heading. *Possible answers include: bright, large image size, the picture is clear, the picture is easy to see, the picture is in the center. Examples of good and bad flash cards for the word "football" are below:*
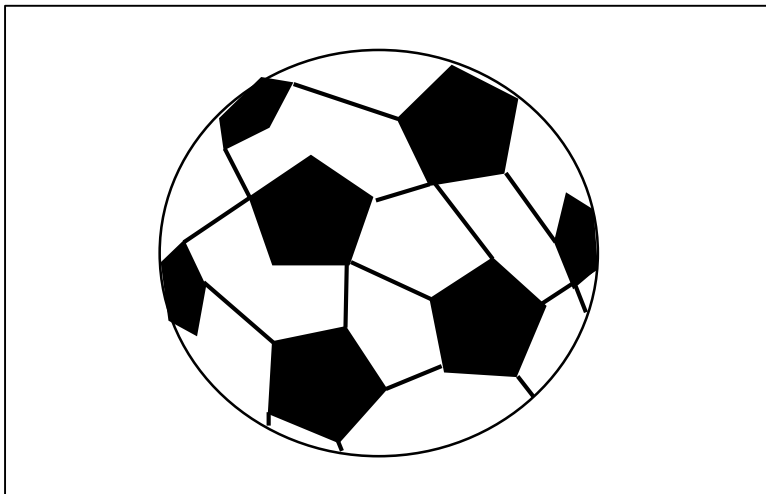
Good flash card: The drawing is clear, it is large, it is centered and it is neat.

Bad flash card: The drawing is not clear, it is small and difficult to see and it is not centered.

FLASH CARD PRACTICE   **Time:** 10 minutes

1. Write

When using flash cards, you can ask individuals or the whole group to repeat the word.

   1) Show a card and say the word. Learners repeat and do an action.

   2) Show the next card and say the word. Learners repeat and do an action.

   3) Show another card and say the word. Learners repeat and do each action.

   4) Show the last card. Learners repeat and do an action.

   5) Mix the cards and show each. Learners repeat and do an action.

2. Say

The picture helps learners understand the concept. Doing an action reinforces the concept and the word and also helps all learners to participate and stay engaged. In addition, actions also provide proof that learners understand the material. When you choose an action, make sure it adequately represents the word. For greetings, you can wave or shake hands. For colors you can point to the color in the room, or for animals you can pretend to be the animal.

3. Small Group Work

Divide participants into small groups. Give each group at least two picture flash cards. Ask each group to practice teaching new words using picture flash cards technique. Circulate to observe and provide feedback.

INTRODUCTION TO SONGS   **Time:** 10 minutes

1. Ask
- Do you sing songs with your learners?
- How can songs help build oral language skills?

2. Say
- Songs make English easy to remember.
- In this session, we will learn a few new English songs. Before each song, we will practice a few vocabulary words, just like you would with your learners. Teaching vocabulary first will help learners understand and sing the entire song.

SONG PRACTICE	**Time:** 10 minutes

1. Say

I am going to demonstrate how to teach a new song. You will be my primary 2 class.

Example 1: Head, Shoulders, Knees and Toes

- Teach four new words using flash cards/boards: head, shoulders, knees, toes.

- Sing the song 2 times while participants listen and observe your actions.

- Ask participants to stand up, join you and sing with you.

- Sing the song slowly together, then faster.

- Ask participants to Annex 1 and find the song "Head, Shoulders, Knees and Toes."

- Give each picture card (head, shoulders, knees or toes) to volunteer participants. The volunteer participant can hold up the card every time the word is sung.

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes

1. Ask participants to sing one or two songs which are found in the English National Curriculum Teachers' Guides or Learners' Books for primary 1, 2 and 3.

2. Inform participants you will use songs and rhymes as energizers at appropriate times during this training. This will help participants to learn more English language songs and rhymes which they can use to build learners' vocabulary, fluency and comprehension.

RAPID REVIEW (5 minutes)

What oral language teaching techniques have we learned so far?
Answer: Flash cards/boards and songs

How can oral language help learners learn to read?
Answer: After learners know a word, it will be easier to recognize that word in text.

What classes should teach oral language?
Answer: P1, P2, P3, ALP, CGSs and PEP Levels 1 and 2

Day 3, Session 1: Alphabetic Principle and Phonemic Awareness

Objective: To learn techniques for teaching the phonemic awareness and alphabetic principle	Learning Outcomes: At the end of the session, each participant should be able to:
Time: 1 hour Start time: 8:30 End time: 9:30	• Distinguish between letter sounds and letter names • Demonstrate how to use alphabet flash cards, charts and songs to teach letter names and letter sounds
Materials: Blackboard, picture and letter flash cards, teacher-made alphabet chart, Pocket Library books, ball	

INTRODUCTION	Time: 5 minutes

The objective of this session is to learn techniques for teaching the alphabetic principle and phonemic awareness (letter names and letter sounds) including use of alphabet flash cards, charts and songs.

1. **Write**

Concept 2: Alphabetic principle The alphabetic principle means connecting sounds with letters. **Teaching techniques:** Alphabet song, flash cards

Give participants a moment to copy what you have written.

2. **Say**
The alphabetic principle builds on phonemic awareness. It means connecting sounds with letters.

THE ALPHABET	Time: 10 minutes

1. **Say**
The alphabetic principle requires both the letter name and the letter sound. One of the best

ways to learn letter names is the alphabet song. *The alphabet song is included in the P1 National Curriculum textbook.*

2.   Activity: Alphabet song

1) Ask for a volunteer to lead the group in singing the alphabet song (the volunteers should know the alphabet song well). As you sing the song, point to the letters on the teacher-made alphabet chart.

A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z

2) Explain that pointing to each letter as you sing helps connect the letter name and text.

3) Ask for a volunteer to point at the alphabet chart as the group sings the song again. Make sure the volunteer points to the letters as the letters are sung. Repeat several times, or until all volunteers appear to know the song.

SAMPLE LESSON	**Time:** 10 minutes

1. Say

A letter's sound is very different from its name. After learners know letter names, it is very important to focus on letter sounds.

A letter name can help you spell a word, but the sounds are important for actually reading. For example, if I say, "How do you spell 'dog?'" you will tell me the letter names: d, o, g. But if I am trying to *read* the word dog, I don't say the letter names. I say the sounds: /d/ /o/ /g/.

Now we will focus on letter sounds.

2. Demonstration: Sample Lesson

1) Show a flash card with the picture of a ball. Ask participants to repeat "ball."
2) Ask participants if they sometimes play with a ball.
3) Ask, "What is the first sound in "ball?"
4) Flip over the flash card to show B. Say, "The letter B makes /b/ as in 'ball.'"
5) Ask, "What letter did you learn? What sound does it make?"
6) Ask, "Can a volunteer match the letter card to the alphabet chart?"
7) Ask, "Can you think of other words that start with B?"
8) Ask, "Do any of your names include the letter B? Stand up and say your name!"
9) Explain, "Names are a great way to teach letters in a meaningful way for learners who do not yet know English! When possible, emphasize names that correspond to the letter you are teaching."
10) Show a book with "B" in the title. Explain that reading this book aloud after introducing "B" can reinforce the concept.

PRACTICE TEACHING	**Time:** 25 minutes

1. Activity

Provide a set of letters and corresponding picture flash cards. (For example, a picture of "cat" for the letter "C"). Ask participants to choose one of the letter flash cards to teach. They will select a picture card (using the flash card principles) that corresponds to the letter.

If available, participants will also choose a book that highlights their chosen letter.

2. Write
1) Show a picture.
2) Identify the sound.
3) Identify the letter.
4) Match the letter to the chart.
5) Identify names/words that begin with the letter.
6) Show a book.

3. Say

Look at what I have just have written on the blackboard. These are the steps I followed to teach you a letter card a few minutes ago. Now you will practice these same steps. Can I have a volunteer to select and teach a letter and picture to the group, using these steps?

4. Small group practice

After the whole group demonstration, divide participants into groups of four to continue practice teaching, using the given format. Encourage self-critique and group feedback.

LETTER SOUND PRACTICE	**Time:** 10 minutes

1. Say

It's very important to know the sounds of each letter. We will briefly practice letter sounds.

2. Activity

Point to each letter of the alphabet chart. Ask participants to say the letter SOUND, not the letter name.

3. Activity

Ask participants to stand in a circle. Explain that a person will throw the ball and say a letter

name. The person who catches the ball has to say the letter sound. If the thrower says, "F," for example, the catcher should say /f/. You do not need to go in alphabetical order.

Inform participants that they will create their own sets of picture flash cards, letter flash cards and an alphabet chart on Day 4. They will get more opportunity to practice teaching using their cards and charts on Day 5. They will take their materials to their schools for use with their learners.

Day 3, Session 2: Building words

Objective: To understand techniques for word level instruction	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour Start time: 9:30 End time: 10:30	• Practice techniques for teaching learners to combine letters and sounds to build words
Materials: Blackboard, chalk, National Curriculum textbooks, teacher-made letter flash cards, word cards from a story	

ALPHABETIC PRINCIPLE: WORD BUILDING	**Time:** 10 minutes

The objective of this session is to use the alphabetic principle to build words.

1.   Say
After learners know a few letter names and letter sounds, you can help them use the alphabetic principle to make words. For example, learners must combine /l/ /i/ /o/ /n/ to quickly read the word "lion."

2.   Ask
What sounds do you hear in the word "sit?" (Answer: /s/ /i/ /t/)

3.   Write
Write "sit" on the board, with widely spaced letters: s   i   t.

4.   Say
- This lesson assumes that learners have already learned these three letters individually and are ready to practice combining them.
- Note the wide spaces between letters. This helps learners think about the individual sounds.
- Point to each letter, and ask participants to say the sound with you: /s/ /i/ /t/. The second time, say the sounds more quickly, pointing to each letter again. The third time, say, "sit," sweeping your finger under the letters.
- Ask for two or three participant volunteers to repeat the same exercise with different words (participants can choose the word). They should remember to space the letters, say the sounds and point to each letter again.

ALPHABETIC PRINCIPLE: CHOOSING WORDS	**Time:** 10 minutes

1.   Say
"Sit" is a good first word to teach learners beginning to learn to read English because it is short, manageable and you pronounce every letter. There are no silent letters or complicated spellings.

2.   Ask/Write
What are other good examples of short words? *Write participant responses on the board.*

3.   Say
You do not have to teach the whole alphabet before beginning to teach word reading. In fact, it's better to start putting together a few letters when you can.

In the National Curriculum textbooks, they do not introduce the letters in alphabetical order. They teach two letters per week—first A and D, then C and O, then B and G, etc. *If there is time, show the pages of the National Curriculum textbook where these are taught.*

4.   Write
Write the letters: A, D, C, O, B, G

5.   Ask
What words can you make with only these letters? (Examples: Dog, God, Bad, Go, Bag, Add).

FLASH CARD AND WORD BUILDING	**Time:** 15 minutes

1. Demonstrate
1) Use teacher-made letter cards for S, I and T. Call up three volunteers.

S   I   T

2) Give each volunteer one letter card (S, I, T). Have them hold their letter card so the class can clearly see it. Tell the participants that when you tap them, they should step forward. When a person steps forward, the class should say the sound.

3) Tap the person holding "I" so that the person steps forward. Ask the class to say the sound /i/. Tap the person again so that they step back. Then repeat the process with T and S.

4) Explain that you will now tap *two* people. Tap "I" and then "S" so that they form the word "is." Ask the class to say /i/ /s/, and then "is."

I	S

5) Tap the person holding "t" and rearrange the learners to make the word "sit." Then tap each person in order, asking participants to say the sounds. You can continue with "it" and "its."

2. Participant Demonstrations
Ask for different participants to choose a new word. They select handmade letter flash cards from your set and use the letter flash cards to teach the word to the class, using the demonstrated format.

RAPID REVIEW (5 minutes)

Think about the exercises we just completed. In these exercises, why was it important for learners to practice the letter sound—and not only the letter name?
Answer: When we read words, we blend letter sounds together, not the letter names.

WHOLE WORDS DEMONSTRATION	**Time:** 10 minutes

1. Say
After learners become more comfortable with making words out of letters, you can try building sentences with whole words.

2. Activity
1) Before reading a story, distribute word cards that appear frequently in a story. For example, in the story "The Lion and the Mouse," you could distribute the cards "lion" and "mouse" to certain participants.

2) During the story, ask participants to raise their card when they hear the right word.

3) After the story, use the word cards to practice building sentences related to the story. For example, call up a learner with a "the" card to stand at the front, then call up the learner with

"lion." Ask learners to read the words together. Continue adding words to make the statement, "The lion and the mouse."

Then try mixing the words (for example, "the mouse and the lion,") or calling up different participants with different cards (for example, "The lion and the den.") You can even try substituting in some silly words!

The	Lion	and	the	Mouse

3. Say
You could do this same exercise more than once with learners. If they see these words on different days, they are more likely to learn and remember them.

WHOLE WORDS PRACTICE	**Time:** 15 minutes

1. Say
- Before creating my cardboard words, I looked at the story I wanted to read. Then I chose words from the story that appeared frequently.
- Everyone will get in groups of three. I will give each group a Pocket Library book. Choose several words that appear frequently in the book. Write the title of the book and the words you have selected in your notebook.

Inform participants that they will create their own sets of letter and word flash cards on Day 4 and will get opportunity to practice teaching using this technique on Day 5.

Day 3, Session 3: Read Alouds

Objective: To understand good read aloud techniques	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour Start time: 10:30 End time: 11:30	• Explain why reading aloud is important • Demonstrate good read aloud techniques
Materials: White supplementary readers, ball	

ACTIVATE PRIOR KNOWLEDGE: READ ALOUDS	**Time:** 5 minutes

The objective of this session is to learn how to conduct a good read aloud lesson.

1. **Ask:** Have any of you ever read aloud to your learners? Why do you read aloud?

PRESENTATION ON READ ALOUDS	**Time:** 10 minutes

1. **Write**

   Read alouds help with:
   • Oral language skills
   • Concepts about print
   • Fluency
   • Comprehension
   • Motivation: It is fun to listen to stories!

2. Say

Reading aloud helps learners develop many skills, including:
   • Oral language skills: During read alouds, learners hear new words and grammar.
   • Concepts about print: Learners see how to hold a book and turn pages.
   • Fluency: Learners hear how good reading sounds, so that they can imitate it later.
   • Comprehension: During a read aloud, learners will learn how to pay attention to important information in text. For example, if a teacher reads a text aloud and asks learners to summarize what happened in a text, then when a learner eventually reads alone, she/he will know to ask herself/himself "What were the main events?"

- Motivation: Reading aloud can be fun! If learners view reading as something enjoyable, they will be more likely to practice reading independently.

CHARACTERISTICS OF A GOOD READ ALOUD	**Time:** 10 minutes

1. Demonstration

Choose a short Pocket Library book. Tell participants you will read the book twice, and they should identify which reading is better and why.

1) Read aloud example one: *Read the book poorly (slowly, no expression, no questions).*

2) Read aloud example two: *Read the book well (introduce the title, read with good pace and expression, and ask questions).*

3) Ask participants to identify how the readings were different.

2. Write on the board

Good read alouds include:
- Introducing the title
- Showing the pictures
- Reading with expression
- Asking questions

GROUP PRACTICE: READING WITH EXPRESSION	**Time:** 10 minutes

1. Explain

One of the most difficult aspects of read alouds is reading with expression. However, reading with expression is VERY important. Reading with expression helps learners understand the story's meaning. Even if learners don't understand English, reading with expression will help learners understand when something good, bad or exciting is happening. Reading with expression also makes a story fun! This will motivate learners to learn.

2. Group practice

1) Choose a white Pocket Library book and distribute a copy to each participant.

2) Explain that everyone will practice reading with expression.

3) Ask a participant to read aloud the first page. As a group, provide constructive feedback: did the reader use expression? How could expression be improved? *Encourage participants to be dramatic, even if they seem hesitant!*

4) Continue asking different volunteers to read one page each until the story is finished.

GROUP PRACTICE: READING WITH QUESTIONS	Time: 10 minutes

1. **Explain**
   - Asking questions helps children comprehend the text.
   - Questions can be asked before, during and after a story to ensure that learners are engaged. Usually, 3-5 questions per story is sufficient.

   Just like in conversation, there are many ways to ask questions during a story. In this session, we will focus on four types of questions:

   Predict: Before or during a story, ask learners what they think will happen in the story, or what will happen next.
   Explain: During or after a story, ask learners why a character did something or why a particular event occurred.
   Summarize: After a story, ask learners to describe the main events of the story.
   Connect: After a story, ask learners if they have had a similar experience to the one in the text or whether they would have done the same thing as the main character.

2. **Write on the board**
   - Predict
   - Summarize
   - Explain
   - Connect

3. **Activity**

1) Ask participants to refer back to the book that was just read together.

2) Go through the book again together. Every several pages, stop and ask participants what question they could ask learners. Participants can use the questions "who, what, when, where, why, how" as a starting point.

PAIR PRACTICE	Time: 10 minutes

Ask participants to choose another book and practice reading aloud in pairs, using both expression and questions. Move around the groups to listen. If time allows, ask for one more volunteer to read a dramatic story aloud to the group, using questions.

------ LUNCH BREAK ------

Day 3, Session 4: Reading Comprehension

Objective: To understand how to help learners develop reading comprehension skills.	**Learning Outcomes:** At the end of the session, each participant will be able to:
Time: 1 hour Start time: 2:00 End time: 3:00	• Explain why reading comprehension is important • Demonstrate techniques for reading comprehension • Use the "predict, explain, summarize, connect" framework for questions
Materials: Blackboard, chalk, short story on the blackboard, Pocket Library book	

INTRODUCTION	**Time:** 10 minutes

The objective of this session is to understand techniques to help learners develop reading comprehension.

1. Ask

What techniques did we discuss for reading comprehension?

2. Say

A key technique in listening comprehension is *asking questions.* Questions are also important during reading comprehension. The only difference is that now, instead of listening to the text, learners are reading the text for themselves.

3. Write

<u>**Concept 3: Reading comprehension**</u> Reading comprehension means understanding what is read. It is the goal of reading. <u>**Teaching techniques:**</u> questions, drawings, discussion, acting

ASKING QUESTIONS	**Time:** 25 minutes

1.   Ask

What types of questions have we discussed before?

2. Write

Predict

Explain

Summarize

Connect

3. Say

As we discussed before, good questions prompt learners to think deeply about a story. Please take a moment and try to think of one example question for each category: a prediction question, an explanation question, a summary question, and a connection question.

4. Write

Category	Example Question
Predict	What will the book be about?
	What do you think will happen next?
Explain	According to the text, why do flowers need sunshine?
	In this story, why is the main character jealous?
Summarize	What were three important events in this story?
	What was the main problem and how did the character solve it?
Connect	Have you ever seen this kind of flower in your village?
	Have you ever felt like the main character in the story?

5. Demonstrate

1) Hold up the Pocket Library book you used in the last reading session.

2) Give an example of a prediction question for this book.

3) Give an example of a summarizing question for this book.

4) Give an example of a connection question for this book.

6. Activity: Group reading with comprehension questions

1) Pass out copies of a different Pocket Library book to participants. If there are not enough, participants can share.

2) Ask participants to look at the cover and predict: What do they think the book will be about?

3) Participants should take turns reading aloud. All participants should follow along with their finger.

4) During the story, stop and ask a participant to explain: why did a particular event happen or why did a character make a particular decision?

5) After participants finish the story, ask a participant to summarize what happened.

6) Ask participants to connect the story to their own life.

7) Tell participants if they do not have enough books for all their learners, they can write a story on the board before class. This way, everyone can read the text at the same time.

RAPID REVIEW (5 minutes)
What types of questions did we ask during this group reading? *Answer: predict, explain, summarize, connect* **What grade level would this exercise be appropriate for?** *Answer: All primary grades (P1 – P3)*

DISCUSSION	Time: 20 minutes

- What types of comprehension exercises did we demonstrate?
- Which would work best for your classrooms and why?
- What adaptions can you make to these exercises for overcrowded classrooms? For example, can you read with learners after school? Could younger learners be paired with older learners to practice their reading?
- Questions?

Day 3, Session 5: Basic Literacy Skills Assessment

Objective: To understand use of simple exercises to assess learners' progress in literacy skills development	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour Start time: 3:00 End time: 4:00	• Demonstrate skills to assess learners' literacy competencies using simple exercises. • Discuss a plan to design and use simple literacy skills assessment exercises
Materials: Pre-prepared exercises to assess literacy skills, cut cards for participants to design sample cards	

INTRODUCTION TO SIMPLE EXERCISES TO ASSESS LEARNERS' LITERACY SKILLS	**Time:** 10 minutes

The objective of this session is to practice how to use simple exercises that can be used to assess basic literacy skills (phonemic awareness, alphabetic principle, fluency and comprehension).

1.   Ask
In your classes, how do you know that learners are learning?

2.   Say
It is essential for teachers to know whether their learners are improving. This way, the teacher can adjust her or his teaching practices accordingly. The teacher can slow down and revisit important information if learners don't understand, or she or he can speed up and move to new topics if they do understand.

It is possible to assess learners even in large classrooms. Remember, assessments do not always have to be formal. They can be as simple as asking learners questions or checking their notebooks.

3.   Ask
Ask volunteers how they assess their learners' literacy skills during daily lessons, periodically during the term, at the end of term and at the end of the year. Inform participants they are going to practice some of the exercises that can be incorporated in what they have been doing.

4.   Demonstration

Organize two chairs in front of the class. Inform participants that you will demonstrate how to assess letter recognition.

Letter sound knowledge and skills (phonemic awareness)

The exercise includes a set of different letters a teacher has taught in a given period (a few weeks, term or year). Show participants a pre-prepared card, chart and chalkboard that can be used to assess letter sound knowledge and skills. Inform them that a teacher can create three different sets of letters to assess letter sound knowledge and skills. She or he can print upper case letters, lower case letters and can mix upper case and lower case letters as in the sample exercise below.

Teachers can also choose to assess whole class, small group and individual learners. Whole class and small group assessment would provide a general picture of areas in which most learners need more practice while assessing individual learners will provide information on progress made by the individual learners and areas where each learner needs more practice.

Ask a volunteer who will play the role of a learner to come and sit next to you. Demonstrate how to assess letter sound knowledge and skills following the steps described below.

1. Letter sound knowledge and skills (phonemic awareness)	

t   **F**   **s**
 	
        h   **c**
 	
        B   **m**   **w**
 	
        u **V**	

Point one by one at the 10 letters on a pre-prepared card, chart or portable chalkboard. Ask a learner/group/class to sound the letters as you point at them.	
If the learner/group/class is not able to correctly sound 8 out of the 10 letters from the list – know that the learner/ group/ class is "not ready" to move to next stage. Plan to give the learner/group/class more practice to improve letter sound knowledge and skills.	If the learner/group/class correctly sounds 8 out of the 10 letters – know that the learner/group/class is ready to move to the next stage – letter name knowledge and skills (alphabetic principle). Prepare to introduce the learner/group/class to alphabetic principle activities – connecting letter sounds with letter names.

Encourage participants to ask questions for clarification on the observed demonstration.

EXPERIENCING THE PROCEDURE TO ASSESS LEARNERS' LITERACY SKILLS	**Time:** 40 minutes

Ask participants to form four groups. Inform them they will practice and demonstrate alphabet letter name (alphabetic principle), word reading, paragraph reading and short story reading. Assign each group one of the following literacy assessment exercises to practice.

Let each group:
1. Study the procedure of conducting the exercise.
2. Practice in pairs how to assess learners using the assigned literacy skills assessment exercise. One person plays the role of the teacher (the assessor) while the other plays the role of the learner. The rest of the group members observe and provide feedback. After the first round, the pair changes roles. All pairs within each group get a chance to practice.
3. Practice small group and whole class assessment where one participant plays the role of a teacher and the rest of the group members play the role of learners.
4. Visit pairs as they practice and provide hands on support.

<table>
<tr><td colspan="2">2.   Letter name knowledge and skills (alphabetic principle)</td></tr>
<tr><td colspan="2">t   F   s

h   c

B   m   w

u   V</td></tr>
<tr><td colspan="2">Point one by one at the 10 letters on a pre-prepared card, chart or portable chalkboard. Ask a learner/group/class to read names of the letters as you point at them.</td></tr>
<tr><td>If the learner/group/class is not able to correctly read 8 out of the 10 letters from the list – know that the learner/group/ class is "not ready" to move to next stage – simple word reading.

Plan to give the learner/group/class more practice to improve alphabetic principle knowledge and skills – connecting letter sounds with letter names.</td><td>If the learner/group/class correctly reads 8 out of the 10 alphabet letters – know that the learner/group/class is ready to move to next stage – simple word reading.

Prepare to introduce the learner/group/class to simple word reading skills.</td></tr>
</table>

3. Simple word reading

This includes a list of 10 different words (nouns and verbs) you taught during a specific period week, term or year. For beginners, words should not have more than 2 consonants and one or two vowels. All the words in a list should be similar to those found in the learners' grade level text books.

Book	**Go**	**run**
Girl	**tree**	**man**
Sun	**pot**	**Sit**
	cat	

Point one by one at the 10 words.

If a learner/group/class does not read correctly 8 out of the 10 words – know that the learner/group/class is "not ready" to move to next stage. Plan to give the learner/group/class more practice to read simple words.	If the learner/group/class reads correctly 8 out of the 10 words with ease, and can match 8 out of the 10 words with pictures or real objects, and can demonstrate meaning by doing actions (in case of verbs) then let the learner/group/class move to next stage. Give the learner/group/class a paragraph to read.

4. Paragraph/sentence reading

This is a set of a few simple sentences with 4-5 words in each sentence. Care is taken to ensure that the sentences are connected to each other. The words and sentence structure used in the reading activity are similar to those in the learners' grade level textbooks. The words used in paragraphs are easy and common in daily usage.

DENG AND HIS BALL
My name is Deng.
I have a big ball.
It is in my bag.
I like my ball.
I like playing football.

Tasks:	1. Show me the sentence which says: I have a big ball (read it). 2. Show me a word which says football (read it). 3. Tell me, where is the ball?

The learner/group/class is not at the sentence reading level if they:	The learner/group/class is at the sentence reading level if they:
• Do not read the sentences fluently • Read the sentences as a string of words rather than sentences • Read haltingly or stop very often • Cannot perform 2 of the 3 tasks In this case provide more activities for sentence reading.	• Read 4 of the 5 sentences fluently • Read each sentence as a sentence and not as a string of words • Read fluently with ease – even when she or he reads slowly • Can perform 2 of the 3 tasks In this case plan and provide work for the next stage – simple story reading.

5. Simple story reading

For beginners, a story can be 8 to 10 sentences long (approximately 60 to 65 words) with simple vocabulary and sentence structure. Words and sentences used in the story are comparable to grade level textbooks.

A GOOD TEACHER

Mrs. Mariam Atik is a good teacher. She teaches at Aweil Primary School. She teaches boys and girls in primary two. She comes to class in the morning. She does not like lazy pupils. Mrs. Mariam Atik wants everybody to work hard and well. All boys and girls like her. It is good to have a good teacher like Mrs. Mariam Atik.

Questions:
1. What is the name of the teacher?
2. When does she come to class?
3. What class does she teach?

The learner/group/class is not at simple story reading level if they:	The learner/group/class is at simple story reading level if they:
• Do not read the sentences fluently • Read the sentences as a string of words rather than sentences • Read haltingly or stop very often • Fail to answer the set of comprehension questions In this case provide more sentence reading activities.	• Reads 6 of the 8 sentence fluently • Reads each sentence as a sentence and not as a string of words • Reads fluently with ease • Correctly answer the set of comprehension questions In this case plan and provide next level simple story reading activities.

DISCUSSION	**Time:** 10 minutes

1.   **Ask**

- What types of literacy assessment exercises did we demonstrate?
- Which would work best for your classrooms and why?
- What materials are likely to be easier to use at the classroom level (cards, charts, portable chalkboards) and why?
- What adaptions can you make to these exercises for overcrowded classrooms? For example, what are you likely to be able to assess: individual learners, small groups, whole class?
- Can you conduct some assessment activities in the afternoon when you are not teaching or after school?
- Ask participants to suggest simple ways of keeping assessment records. Inform them that they should use one of the counter books supplied by RtL.
- The records should help the teacher to focus her or his teaching in ways that respond to learning needs of the class, group or individuals.

Build on the above discussion and encourage participants to 1) use the RtL supplied stationery and tools to design reading assessment exercises 2) use one of the RtL supplied counter books to record findings from the assessment and 3) use the record to guide literacy instruction.

RAPID REVIEW (5 minutes)

What is the alphabetic principle?

Answer: It is connecting sounds with written letters.

Why is it important to teach both letter names and their sounds?

Answer: Letter names help you spell, but letter sounds help you read.

Day 4, Session 1: Materials Creation

Objective: To understand how to create and use handmade instructional materials	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour Start time: 8:30 End time: 9:30	• Practice printing upper case and lower case alphabet letters
Materials: Blackboard; alphabet chart; paper cutter; school grouping work stations/tables each with: Key Information Card 4.0 – Forming letters of the alphabet, chart paper in different colors, a ream of ruled paper, a ream of A4 paper, marker pens, punching machine, stapler, paper cutter, scissors, glue, cello tape, masking tape, string, erasers, lead pencils, colored pencils, pencil sharpeners, crayons, short and long rulers	

HANDWRITING	**Time:** 20 minutes

For this session our objective is to form upper and lower case letters of the alphabet correctly.

1.   Explain

RtL provides materials to make instructional materials to improve teaching and learning. Ask participants to refer to the Key Information Card 4.0. Ask a volunteer to read out the list, item by item while another volunteer touches and shows the item on the display table.

2.   Say

You should aim to produce good and neat charts and cards. In order to achieve this we will start by practicing how to form letters. Letters should be taught using their proper form. Both RtL and the Ministry of Education put a strong emphasis on copying letters in their proper form.

3.   Demonstrate

On the board, demonstrate how to properly form a letter. As you write, describe your motions:

Example: Say, "For the letter A, I make a line down, then another line down, then I cross in the middle."

Now ask participants to do it with you.

Example 2: Say, "For the letter B, I make a line down, then a loop, then another loop."

Now ask participants to do it with you.

HANDWRITING PRACTICE	**Time:** 40 minutes

1. Activity: Handwriting practice

1) Distribute Key Information Card 4.0 that shows how to write the letters of the alphabet properly. Explain that the arrows show the direction in which you write, and the numbers show the order. Capital letters reach the top line, and lower case reach the middle line.

2) Participants practice writing upper case and lower case alphabet letters.
They start by writing on ruled paper. Then they practice writing on A4 plain paper before they practice writing on a chart. Move around the room to see if participants have difficulty. Encourage peer support.

Write school name cards and use these to designate an allocated area where each school will display its work. As participants complete set work, each school gradually builds up its display.

Day 4, Session 2A and 2B: Materials Creation (Teachers), Planning Storage and Inventory System (Head teachers and Payam supervisors)	
Objective: To learn techniques for creating flash cards to teach alphabetic principles and phonemic awareness, and plan storage and inventory systems.	Learning Outcomes: At the end of the session, each participant should be able to create:
Session 2A Time: 1 hour and 20 minutes Start time: 9:30 End time: 10:50	• Picture, word and sentence flash cards
Materials: Blackboard; alphabet chart; paper cutter; School grouping work stations/tables each with: Key Information Card 4.0, chart paper in different colors, a ream of A4 paper, marker pens, punching machine, stapler, paper cutter, scissors, glue, cello tape, masking tape, string, erasers, lead pencils, pencil sharpeners, colored pencils, crayons, short and long rulers	• Letter cards for word building activities • Story booklets • Plan storage and inventory system (head teachers and Payam supervisors)

CREATING ALPHABET FLASH CARDS	**Time:** 45 minutes

Show a sample set of 26 blank cardboard flashcards to participants. Cards should be at least 12 cm by 12 cm. Explain that they will write one letter of the alphabet on each card: the uppercase on the front and the lowercase on the back. Each letter should be large, clear and neat.

Example:
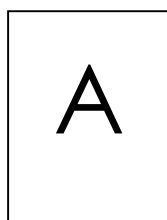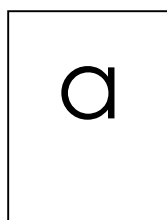
front   back

- Conduct a lower case letter, upper case letter matching exercise and/or letter sound letter name matching exercise to remind participants how the cards can be used. Ask participants to suggest other ways the cards can be used with their learners.
- Demonstrate using a punching machine to create holes in the set of cards and threading the letter cards on the nylon string provided by Room to Learn. Display by tying and hanging the upper case and lower case letter string across the classroom/workshop venue hall. Demonstrate the same process using the sample picture flash cards.
- Provide some chart paper, scissors, paper cutter, rulers and glue at work stations. Ask participants to make their lower case and upper case flash cards.

CREATING ALPHABET CHARTS	Time: 45 minutes

Distribute a large piece of poster paper to each participant (1 meter by 50 cm). Display a sample chart. Ask each participant to create an alphabet chart. Each participant should use a ruler to draw straight lines on their chart, so that the letters are evenly formed. If time allows, participants can add illustrations.

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

| DAY 4, SESSION 2B: BREAKOUT GROUP: HEAD TEACHERS AND PAYAM SUPERVISORS: INSTRUCTIONAL MATERIALS STORAGE AND INVENTORY SYSYSTEM	Time: 1 hour and 20 minutes Start time: 9:30 End time 10:50

While teachers are creating booklets one of the trainers conducts the following session on increasing safe storage and use of instructional materials with head teachers and Payam supervisors. Head teachers will present their recommendations and these will be discussed with all the participants for feedback on Day 5, Session 5.

INTRODUCTION: INCREASING SAFE STORAGE AND USE OF INSTRUCTIONAL MATERIALS	**Time:** 5 minutes

The objective of this session is to recommend what needs to be done to establish safe storage of instructional materials and check-in and check-out systems that increase learners' and teachers' access to and use of instructional materials.

1.   Explain

Materials are meant to be used! We implement careful storage so that materials can last for many years. However, it is NOT good to keep materials in storage for fear of damaging them. Instead, it is important to establish good check-in and check-out systems to ensure that they are properly used.

STATUS OF STORAGE FACILITIES AND INVENTORY SYSTEMS	**Time:** 20 minutes

1.   Ask

- What is the status of storage facilities for instructional materials in schools in this cluster of schools? *Encourage participants to discuss their current storage facilities for instructional materials.*
- What can be done to improve storage facilities? Who can do what and when?
- How will RtL materials and inventory fit within existing systems?
- What adaptions will they need to make?

EXAMPLE OF INVENTORY SYSTEMS	**Time:** 25 minutes

1.   Demonstrate

Drawing from the above discussion, introduce the following inventory sheet to participants. Discuss why it is important to establish and use inventory systems.

Item	Quantity	Borrower name	Check-out date	Return date
Musa and Finda Make a Football	10	Wani Francis	20 January, 2016	

Ask participants to copy this form in their notebooks.

2.   Explain

- Each day, when teachers borrow or use RtL materials, they should write down their name, the material and the date.
- This form should be kept in the materials storage area.
- Note that the inventory should be checked each week. If there are shortages in the inventory, the RtL Materials check-out form can be consulted.

ENHANCING STORAGE FACILITIES AND INVENTORY SYSTEMS	**Time:** 30 minutes

1.   Discuss

Guide head teachers and Payam supervisors to consolidate ideas raised in the discussion to propose 2 key actions schools need to take to improve storage facilities and establish inventory systems

Head teachers and Payam supervisors should prepare to present and discuss the suggested key actions schools need to implement to improve storage facilities and inventory systems on Day 5 Session 5.

------ 15 MINUTE BREAK ------

Day 4, Session 3A and 3B Breakout Groups: Materials Creation and Material Storage and Inventory Systems

Objective: To create flash cards and plan integration of the pocket library in the school week activities.

Time: Session 3A – 3 hour and 40 minutes
Start time: 11:05
End time: 3:45

Materials: Blackboard, chalk, Key Information Card 4.0 – Forming Letters of the Alphabet, large poster papers, cardboard pieces for use to create flash card, markers, short and long rulers, paper cutter, colored pencils, lead pencils, scissors, glue, string, punching machine, stapler, printing paper, flash board, Teaching and Learning Manipulatives Games worksheet, RtL Pocket Library worksheet

Learning Outcomes: At the end of the session, each participant should be able to:

- Create picture, letter, word and sentence flash cards and other literacy instructional materials according to need (teachers)
- Plan school level RtL supplied instructional materials storage and inventory systems (head teachers and Payam supervisors)
- Plan for Pocket Library implementation/integration in school week activities in RtL supported schools (head teachers and Payam supervisors)

Session 3A Time 11:05-3:45 (Note that teachers will continue with material creation after lunch for 1 hour and 30 minutes.)

CREATING PICTURE FLASH CARDS	**Time:** 35 minutes

1. **Activity**

- Ensure that each work station/ table has enough materials and tools to use such as: marker pens, pencils, erasers, rulers, flash board and chart paper.
- Show four different sample picture flash cards (two demonstrating qualities of well-made picture flash cards and two demonstrating weaknesses in poorly made picture flash cards). Use these to demonstrate acceptable and unacceptable standards (for example, centering pictures, size, visibility, theme, picture quality and use of colors and borders).

- Ask participants to choose a theme (for example, fruits, clothes, colors, family, etc.). Ask each participant to choose five words around that theme, and make flash cards. Participants are encouraged to choose themes and words from books of the classes they teach from the English Teachers' Guides and Pupils' books of the National Curriculum.
- **Remember, these are oral language cards and involve only pictures, not words. They are designed to help learners build vocabulary even before they can read.**

2. Evaluate

- Ask participants to stand in a circle, holding one of their flash cards on their chest.
- Ask participants to evaluate each other's flash cards. What has been done well? What can be improved? Consider size, visibility, theme, and picture quality.

CREATING WORD AND SENTENCE FLASH CARDS AND LETTERS FOR WORD BUILDING ACTIVITIES	**Time:** 40 minutes

1. Demonstrate
- **How to use word and sentence flash cards**
  1. Hold up sample "read and do" flash cards, each with one verb such as "smile," "laugh," "jump," or "wave." Hold up your card and ask participants to do the action.
  2. Hold up sample "read and do sentence" flash cards each with an action to do such as: "Sing a song," or "Touch your leg." Tell participants you will flash a sentence, they should read it silently and then do the action. Conduct this activity with different read and do sentence flash cards.
  3. Demonstrate the same activity using flash boards supplied by Room To Learn.

- **Word pairs**
  1. Show cards with word pairs (for example, two cards that say "cat," two cards that say "dog," two cards that say "bird," etc.).
  2. Mix the cards and distribute them to participants. Participants must find their matching pair. Ask participants to suggest other activities that can be done by learners using word and picture cards.

- **How to create word and sentence flash cards**
  1. Show four different word and sentence flash cards (two demonstrating qualities of well-made word and sentence flash cards and two demonstrating poorly made word and sentence flash cards). Use these to demonstrate acceptable and unacceptable standards (for example, centering words and sentence, use of upper

case and lower case letters, formation of letters, letter size on size of card used and visibility).

2. Ask participants to choose a theme (for example, names of classroom items, action words, action sentences (read and do), names of fruits, clothes, colors, etc.). Ask each participant to choose five words or sentences around that theme and make flash cards. If participants have access to the National Curriculum English Teachers' Guides and Pupils' Books they should choose themes and words from books of the classes they teach.

- **Letter reading and word building**
  1. Show a set of cut out letters. Make sure there are extra vowel letters included.
  2. Flash a letter card. Ask participants to find the same letter from among the cut letters they have.
  3. Ask volunteer participants to match the letter with the one on the classroom displayed alphabet poster.
  4. Ask participants to form short words using their cut letters. For example, say "cat" or "dog" and ask the participants to quickly form the word.
  5. Ask participants to propose other activities that can be done by learners using cut alphabet letters.

- **How to create word building letter cards**
  1. Show six different word building letter cards (three demonstrating qualities of well written word building letters and three demonstrating poorly made word building letters). Use these to demonstrate acceptable and unacceptable standards (for example, using three line spacing to achieve balance in paper use, centering letters, writing upper case and lower case letters, formation of letters, letter size on size of card used and visibility).
  2. Ask participants to create at least ten sets of each of the vowel letters. Explain that this is because in writing we use more vowel letters than consonants.
  3. Ask each participant to create letters for word building activities.

CREATING BOOKLETS – INTRODUCTION	**Time:** 10 minutes

1.   Explain
Teachers can be effective children's authors. During this session we will practice **making booklets for learners.** After you make booklets, you will display your booklets for other participants to read your story and give you feedback on what you have done well and what you could improve.

Show a teacher-made sample story book. Read the story aloud.

2.   Say
This story has three key things: characters, a problem, and a resolution.

I first thought of two characters. Then I thought of a problem they would face, and how they would resolve it. Then I wrote the story.

STORY DRAFTING	**Time:** 30 minutes

1. Say

To start with, each person will draft a story that is not more than 150 words. Later you can write longer stories. First think of your characters, then the problem, then the resolution. After you draft a story, give it to another participant to review and give suggestions. Inform participants that they can complete their stories when they get back to their schools.

2. Demonstrate
- Get a ream of A4 paper. Ask volunteers to distribute 5 pages to each of the participants.
- Hold the five pages together and make sure they are straight. Ask participants to do the same.
- Hold the papers horizontally (Landscape) and fold them in half to make a ten page booklet.
- Press hard along the spine of the booklet and use a stapling machine to pin the papers together. Use two staples to hold the papers firm.
- Show the completed booklet to the participants.
- Ask participants to do likewise; staple and complete their booklets.

CREATING BOOKLETS	**Time:** 1 hour and 40 minutes

1. Say

Carefully copy your story into your handmade booklet. First write lightly in pencil, then trace over it with a pen or maker. If needed, use a ruler to make straight lines. After you have added text, you should add illustrations.

If time allows, participants will be allowed to share their finished book with the group. If you do not finish your booklet during this session, you can take it and finish at school.

RAPID REVIEW (5 minutes)

Why is it important for teachers to be able to write short story books for learners?

Answer: Teachers know best the reading needs of their learners. They can fill the gap created by lack of supplementary readers in schools.

What principles should one bear in mind when choosing a story to write for learners to read?

Answer: The story should use characters, a problem and a resolution.

Encourage participants to make other charts and cards which can be used to teach basic literacy skills such as a weather chart, months of the year chart, days of the week chart, helpers' chart, improvised TV screen for picture, letter and word reading cards and classroom labels.

DAY 4, SESSION 3B: BREAKOUT GROUP: IMPLEMENTING POCKET LIBRARY STRATEGIES AND INTEGRATING TEACHING AND LEARNING MANIPULATIVE GAMES IN THE SCHOOL WEEK ACTIVITIES	**Time:** 1 hour and 40 minutes Start time: 11:05 End time: 12:45

Note that teachers will continue with material creation session for 1 hour and 40 minutes. While teachers are creating instructional materials, one of the trainers supports head teachers and Payam supervisors to make plans to integrate the Pocket Library and integrate teaching and learning manipulative games in school week activities. Head teachers and Payam supervisors will present their recommendations on integrating teaching and learning manipulative games in school week activities later in the day (Day 4, Session 5). The proposed options will be discussed with all the participants for feedback. The plan to integrate the Pocket Library strategy in school week activities will be presented to all participants on Day 5, Session 5. Schools will choose options that suit their contexts.

INTRODUCTION: INTEGRATING THE POCKET LIBRARY AND TEACHING AND LEARNING MANIPULATIVE GAMES STRATEGIES IN THE SCHOOL WEEK	**Time:** 10 minutes

The objective of this session is to develop a school plan for integrating the Pocket Library strategy and use of the teaching and learning manipulative games supplied by RtL in the school week activities.

1.   Explain

I would like you to create two plans today. One for integrating teaching and learning manipulative games and another for implementing the Pocket Library supplied by RtL into the school week activities. You will do this by describing two to three options which can be implemented. You will present and discuss with all participants the options to integrate

teaching and learning manipulative games today in Session 5. Options to integrate the Pocket Library in the school week will be presented on Day 5, Session 5. Each school will choose options that suit their context.

INTEGRATING TEACHING AND LEARNING MANIPULATIVE GAMES IN THE SCHOOL WEEK ACTIVITIES	**Time:** 45 minutes

1. **Distribute the Teaching and Learning Manipulative Games Implementation worksheet.**

If unavailable, draw the following diagram on the board or flip chart, and ask that head teachers and Payam supervisors write their corresponding plans in their notebooks.

2. Say

Fill out the form. After filling out the form we will discuss your ideas as a group and consolidate them into two to three options which will be presented to all participants during Session 5 today.

School Name:	
When (specifically) can the teaching and learning manipulative games be used during the school day for classes 1, 2 and 3?	
Can a specific time be added for the teaching and learning manipulative games into the official school timetable for classes 1-3?	
Would it be possible to establish small group arrangements for learners to use the teaching and learning manipulative games, for example during the lunch break, during games and sports activity time?	
Who will follow up with teachers to ensure that the teaching and learning manipulative games are being used and track who is using them? How will this follow up be conducted?	

Where can the teaching and learning manipulative games be stored that is safe, clean and free from termites, rodents, rain, moisture, dust, etc.?	
Who will be responsible for ensuring the safety of the teaching and learning manipulative games and that they are returned in good condition?	

3. Say

Refer to what you have filled out in the form and share your ideas by answering the following questions. Answers to these questions will help us to come up with options from which individual schools can derive a plan to integrate teaching and learning manipulative games in school day activities.

- Can primary 1, 2 and 3 teacher use the teaching and learning manipulative games to supplement teaching and learning of school lessons which aim to develop learners' literacy, numeracy and social skills?
- Can other classes use the teaching and learning games for similar benefits? If "Yes" name the classes.
- Is it is possible to integrate use of manipulative games in co-curriculum activities such as games and sports or school clubs to benefit groups of learners?
- How can the teaching and learning manipulative games be checked in and out and where can they be stored for easy access and use by teachers and learners?

4. Discuss

- Guide head teachers and Payam supervisors to share ideas they filled in their sheets and to address the above four points.
- Participants discuss obstacles and solutions to implementation of the teaching and learning manipulative games.
- Participants consolidate the different ideas into options from which individual schools can pull what works for them to implement the teaching and learning manipulative games.
- Participants get ready to present and discuss the suggested options for schools to choose what works best in their context.

INTEGRATING THE POCKET LIBRARY IN THE SCHOOL WEEK ACTIVITIES	**Time:** 45 minutes

1.   **Distribute the RtL Pocket Library Implementation worksheet.**

 If unavailable, draw the following diagram on the board, and ask that head teachers and Payam supervisors write their corresponding plans in their notebooks.

2.   **Say**

Fill out the form below. After filling out the form we will discuss your ideas as a group and consolidate them into two to three options that will be presented to all participants on Day 5, Session 5.

School Name:	
When (specifically) can the Pocket Library be used during the school day for classes 1, 2 and 3?	
Can a specific time be added for the Pocket Library into the official school timetable for classes 1-3?	
Would it be possible to establish pair reading opportunities after school, using the Pocket Library? This would involve pairing an older learner with a younger learner to read Pocket Library books together.	
Who will follow up with teachers to ensure that the Pocket Library is being used? How will this follow-up be conducted?	
Where can the Pocket Library be stored that is safe, clean and free from termites, rodents, rain, moisture, dust, etc.?	
Who will be responsible for ensuring the safety of the Pocket Library and that the books are returned in good condition?	

3.   Say

Use the following questions to come up with options from which individual schools can derive a plan to implement the Pocket Library strategy in their respective schools.

4.   Write

- How often the Pocket Library will be used?
- When will each grade use the Pocket Library?
- How will the Pocket Library be checked in and out and where it will be stored; where will additional materials be stored and how can teachers access those materials?
- Is it possible to include time for "paired reading" among learners on a regular basis (for example, once a month after school)?

5.   Discuss

- Guide head teachers and Payam supervisors to share ideas they filled in their sheets and to address the above four points.
- They discuss obstacles and solutions for obstacles to implementation of the Pocket Library.
- They consolidate the different ideas into options from which individual schools can pull what works for them to implement the Pocket Library.
- They get ready to present and discuss the suggested options for schools to choose what works best in their context.

------ LUNCH ------

Head teachers to join teachers between 2:00 and 3:45 as teachers make materials and participate in the peer learning through the material display.

------ 15 MINUTE BREAK ------

Day 4, Session 4: Materials Creation, Display and Peer Learning

Objective: To learn from a display of teacher handmade instructional materials	Learning Outcomes: At the end of the session, each participant should be able to:
Time: 1 hour Start time: 4:00 End time: 5:00	• Create and display handmade basic literacy skills instructional materials • Participate in the gallery walk and learn from peer displays • Explain how the handmade unique instructional materials can be used in teaching and learning of basic literacy skills
Materials: Chart paper, cardboard pieces to create flash cards, marker pens, short and long rulers, paper cutter, colored pencils, lead pencils, scissors, glue, string, punching machine, stapler, printing paper	

FINALIZING THE DISPLAY	**Time:** 15 minutes

1.   Say

It is now time to finalize the display. You have 15 minutes to do this. We shall use the last 45 minutes in this session to walk around to look at and learn from what each school has produced. Be ready to explain how you made some of your unique instructional materials and how they can be used in the teaching and learning process and to receive feedback from your colleagues. Remember the qualities of a good display include:

- Materials that are categorized and sequenced in a developmental way
- Charts that are straight and at learners' eye level – not far up into the roof and not far down to the floor
- Manipulative materials that are not scattered all over the place. They are in a container such as paper pocket, small box or tin which is safe and convenient for use by learners.
- Care is taken on use of cello tape and masking tape. Avoid covering charts with cello tape or masking tape.
- Hangings displayed on string are above the height of learners

Ask participants to add to the list of quality of good classroom displays.

GALLERY WALK AND PEER LEARNING	**Time:** 45 minutes

1. Participants visit each of the school displays.
2. Each school explains how the outstanding and unique instructional materials were made and demonstrate how they can be used in the teaching and learning process.
3. Inform participants that on Day 5 (the next day) they will get more opportunities to demonstrate how to use most of the materials on display. They will prepare lessons that include some of the materials and they will demonstrate how such materials can be used. This will be done through micro-teaching procedures.

Day 5, Session 1: Gender Sensitive Approaches and Techniques	
Objective: To understand gender sensitive approaches and techniques in the teaching and learning process.	**Learning Outcomes:** At the end of the session, each participant should be able to: • Discuss and list examples of gender sensitive approaches and techniques in teaching
Time: 45 minutes Start time: 8:30 End time: 9:15	
Materials: Blackboard, chalk, prepared group work on flip chart paper	

Before this session, you should prepare four group work tasks on sheets of paper as indicated below. Use flip chart paper.

INTRODUCTION	**Time:** 5 minutes

The objective of this session is to help participants understand gender sensitive approaches and techniques in the teaching and learning process.

1. Explain

Even if girls are in school, teachers may treat them differently. Girls may be given fewer opportunities for active participation in lessons and in other classroom activities.

Divide participants into four groups. Assign each group a specific task as in the examples below. Members in a group will discuss and list examples that demonstrate application of gender sensitive approaches and techniques during the teaching and learning process. Each group will present its work to all the participants.

GROUP WORK	**Time:** 15 minutes

1.   Ask

Ask each group to discuss and complete its task on the provided sheets of paper.

| Group 1: Gender sensitivity and inclusivity in application of question and answer method in teaching a class of boys and girls including those with disabilities | Group 2: Gender sensitivity and inclusivity in application of group discussion and brain storming methods in teaching boys and girls including those with disabilities |
| Group 3: Gender sensitivity and inclusivity in application of demonstration, dramatization and role play methods in teaching boys and girls including those with disabilities | Group 4: Gender sensitivity and inclusivity when drawing or selecting pictures to use with a class of boys and girls including those with disabilities |

| WHOLE GROUP SHARING | **Time:** 25 minutes |

1. Each group presents its work and invites the rest of the participants to discuss and add more points.

2. Finally, summarize gender sensitive approaches and techniques. Include those in the table below which may not have been mentioned by the groups.

Gender sensitive approaches and techniques

Methodology	Action
Question and answer method	- Give equal chances for both girls and boys to answer questions. - Extend positive reinforcement to both girls and boys. - Allow sufficient time for learners to answer questions especially girls and learners with disabilities who may be shy or afraid to participate. - Assign exercises that encourage learners, especially girls and learners with disabilities who may be shy or afraid to participate. - Ask questions in a manner to provide all learners an equal chance to participate.

	• Phrase questions to reflect gender representation through use of females' and males' names and female and male characters.
Group discussion and brainstorming	• Ensure that groups are mixed (girls and boys). • Ensure that girls and boys both have a chance to be group leaders and secretaries to their respective groups. • Encourage both girls and boys to present the results from their groups. • Ensure that both girls and boys record their proceedings. • Ensure that groups consist of girls and boys of different academic ability.
Demonstration, dramatization and role play	• Call upon both girls and boys to participate in demonstration activities and in carrying out experiments. • Let girls and boys exchange roles so each sex group has an opportunity to experience the different roles. • Provide opportunities for girls and boys to play different roles that help them achieve more by not confining themselves to gender stereotyping. • React cautiously to unfriendly and potentially gender-biased attitudes that learners may demonstrate towards other female and male learners. Help learners question these attitudes in order to prevent them from happening in the future learners' participation in the classroom.
Drawing and selecting pictures and other illustrations to use	• Use materials that portray female and male characters involved in similar activities; if not possible, try to call on learners and help them challenge stereotypes in the portrayal of female and male characters in the existing print and electronic teaching/learning materials. • Create balance when using curriculum texts which depict male heroes by giving comparable examples of female heroines. • Draw and select pictures that balance gender roles of key actors and avoid depicting girls and women in inferior roles. • Draw and use pictures that reflect good practices in school and community depicting acceptance and support for learners with disabilities. • Use pictures and other illustrations that show people with disability as capable and successful actors.

Day 5, Session 2: Introduction to Lesson Planning

Objective: To understand how to design a good first grade lesson plan	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour and 15 minutes Start time: 9:15 End time: 10:30	• Describe components of a good lesson plan • Identify components of a good lesson in Key Information Card lesson plans • Identify components of a good lesson in the Lesson Observation Checklist
Materials: Blackboard, chalk, Key Information Cards 3.6-3.15 – Sample Lessons, Lesson Observation Checklist	

INTRODUCTION TO LESSON PLANNING	**Time:** 20 minutes

The objective of this session is to discuss how the components of reading instruction fit together into one lesson.

1.   Say

We have discussed a variety of different teaching techniques for oral language, phonemic awareness, and the alphabetic principle.

2.   Ask

- What are components of a good lesson plan? Answers could include class, number of learners, subject, topic/unit, reference books, teaching learning aids, date and time, objectives and learners activities.

  Write responses on the blackboard or flip chart.

- Why should such information be included in a lesson plan?

  Write responses on the blackboard or flip chart.

3.   Explain and discuss with participants

- **Class and Number of learners**

Answer the question, "who are you teaching?" It specifies the number of learners and their level. It is important to indicate the number of girls and boys. This helps in selection of methods, activities and materials to use.

- **Subject, Topic/Unit, Reference books**
Specifies the source for the methodologies and source of information—teachers' guide, learners' curriculum books and other books used.

- **Resources**
Specify key instructional materials you need for the lesson. Write them down so you can make sure you have everything you need.

- **Date and Time**
Specify when the lesson will be taught.

- **Statement of objective/s**
Specify what it is that you intend learners to be able to achieve during the lesson. All objectives must be specific, measurable, achievable, realistic, and time-bound (SMART).

- **Lesson development**
Provide information about what is going to happen in the lesson. Describe clearly how you will teach the subject content, skills and attitudes to the learners and how you will step by step lead learners to demonstrate they have achieved the set objectives.

  Describe activities to be done in each of the steps or phases of the lesson while indicating the teaching and learning methods, learning and teaching resources, time to be spent and supporting adults (if any is needed for the lesson).

  Activities may include teacher-led learning, and either group work and/or independent learning activities. Plan what will work best for your lesson. This will help ensure that all the activities in your lesson are relevant and will help the learners achieve the objectives for the lesson.

- **Assessment**
Periodically pause and check to find out if the learners are actually learning and if they understand what you are trying to teach them. Use informal and formal assessment activities. State the assessment activities in your lesson plan.

- **Self-assessment**
Leave space where you can summarize what went well and did not go so well. Include what you need to do to improve the weak areas.

SUMMARY LESSON PLANS IN KEY INFORMATION CARDS	**Time:** 10 minutes

1.   Say

RtL has developed summary lesson plans that form part of the Key Information Cards. These lesson plans demonstrate use of techniques for teaching basic literacy skills introduced in this training. The techniques can also be used when teaching the National English Curriculum content. They focus on three aspects of a good lesson plan.

2.   Write
- Objective
- Learner participation
- Assessment

3.   Ask
Why is it important to have a lesson objective?

4.   Say
An objective helps teachers focus their lessons and ensure that learners achieve the stated lesson objectives.

5.   Ask
Why is learner participation important in a lesson?

6.   Say
Learners learn best when they are actively involved rather than passively listening. Ideas include singing songs, responding to questions, doing actions, drawing, writing on the board or listening for key information.

7.   Ask
 Why is it important to assess (check for understanding)?

8.   Say
 Assessment helps teachers know whether their teaching is effective, and whether learners need additional help. It can help catch and solve problems early—before learners take end of term and end of year exams. Assessment also helps learners to know how well they are progressing.

9.   Say
Please look back at Key Information Cards 3.6 and 3.7, Lessons 1.1 and 1.2. Try to find examples of the objective, learner participation and assessment in each lesson.

HOW KEY LITERACY COMPONENTS OF READING INSTRUCTION FIT TOGETHER INTO ONE LESSON	**Time:** 10 minutes

1. Say

- Turn to your Key Information Cards 3.6 and look at Lesson 1.1. What examples of oral language, phonemic awareness, and/or alphabetic principle do you see in this lesson? What examples of assessment do you see?

- Turn to your Key Information Cards 3.7 and look at Lesson 1.2. What examples of oral language, phonemic awareness and/or alphabetic principle do you see in this lesson? How is this lesson similar to Lesson 1.1? How is it different? How does this lesson build on the previous lesson?

- Turn to Lesson 1.3. How does it compare to Lesson 1.2?

DEMONSTRATION LESSON	**Time:** 25 minutes

1.   Say

Now I will conduct a demonstration lesson, using Key Information Card 3.6, Lesson 1.1. During the lesson, I would like you to think of three things I do well, and one thing I can improve.

2.   Demonstrate

Conduct a 20-minute demonstration of Key Information Card 3.6, Lesson 1.1. Explain that participants should have the Lesson Observation Checklist in front of them during the lesson.

3.   Discuss

After the demonstration, provide a self-critique. Then ask participants to give you feedback: first several positive things, then one or two things to improve.

4.   Say

This is an environment in which everyone can grow—even the facilitator! So, remember to be encouraging and respectful of your fellow teachers when they practice teach.

RAPID REVIEW (5 minutes)

What are components of a good lesson plan?

Answer: A lesson objective, learner participation and assessment

Why do we use the Lesson Observation Checklist?

Answer: To appreciate teachers' strengths as well as to provide suggestions for improvement.

Additional questions?

------ 15 MINUTE BREAK ------

Day 5, Session 3: Lesson Planning and Lesson Observation Checklist	
Objective: To understand how to integrate basic literacy skills development techniques in lesson plans. **Time:** 45 minutes Start time: 10:45 End time: 11:30 **Materials:** Key Information Cards 3.6–3.15 – Sample Lessons, Lesson Observation Checklist, tools and stationery to make instructional materials that might not be available from items on the display	**Learning Outcomes:** At the end of the session, each participant should be able to: • Practice planning basic literacy skills lessons using different techniques introduced during this training. The lessons will depict qualities of good lesson plans, gender and social inclusion techniques as well as positive class management introduced early in the week.

CLASS LEVEL LESSON PLANNING	Time: 10 minutes

The objective of this session is to practice planning basic literacy skills lessons using different techniques introduced during this training.

1.   Say
We have discussed a variety of different teaching techniques for oral language, phonemic awareness, and the alphabetic principle and you have made different instructional materials to use with the techniques.

- You will form three groups to plan a lesson. P1 teachers will form a group, P2 teachers will form a second group, while P3 and ALP teachers will form a third group. Each group will plan a lesson that they will demonstrate this afternoon.

- Each group will choose lessons from the Key Information Card lessons for the class teachers in the group to teach. The cards for each class are clearly labeled P1, P2 and P3.

- The group can choose to follow the lesson exactly as it is laid out on the card or can make a few variations. However, they should follow the general format and ensure use of gender and social inclusion techniques.

- Remember to make use of some of the instructional materials you have made. Feel free to make specific teaching materials for your lesson. When needed, use any of

the items from the samples of the Room to Learn supplied materials and tools such as slates, flashboards and Pocket Library supplementary readers. All materials in the room are at your disposal.

- The three groups will present their demonstration lessons this afternoon. Demonstration lessons should last only 20 minutes. This will allow time to learn from each of the presented lessons.

2. Ask

Are there any questions or comments?

LESSON PLANNING AND REHEARSING	Time: 35 minutes

1. Group work

- Participants form their groups and start preparing and rehearsing their lessons.
- Head teachers and Payam supervisors familiarize themselves with the Lesson Observation Checklist and get ready to provide feedback to micro-teaching lessons.
- Visit each group to provide assistance.

Day 5, Session 4: Micro-teaching and Micro-mentoring

Objective: To practice principles of good literacy teaching and good mentoring	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 1 hour and 30 minutes Start time: 11:30 End Time: 1:00	• Practice teaching and assessing literacy lessons (teachers, head teachers and Payam supervisors) • Conduct a lesson debrief using the Lesson Observation Checklist (head teachers and Payam supervisors)
Materials: Blackboard, chalk, Lesson Observation Checklist	

INTRODUCTION	**Time:** 10 minutes

The objective of this session will be to practice literacy instruction through demonstration and observation.

1.   **Say**
   - Demonstration lessons will be conducted in small groups (organized by school).
   - A Primary 1 teacher will teach a lesson for 20 minutes. The Primary 2 and 3 teachers, ALP teachers and head teacher will act as learners.
   - After the lesson, the P1 teacher will self-critique. Then the Primary 2, Primary 3 and ALP teachers, head teachers and Payam supervisors will provide feedback.
   - Remember, this should be a highly encouraging and supportive atmosphere—always mention things you liked about the lesson.

MICRO-TEACHING AND MICRO-MENTORING: SMALL GROUP	**Time:** 1 hour 20 minutes

   - Teachers conduct a 20-minute sample lesson in their school teams.
   - The teacher self-critiques, then asks for feedback from the group.

Walk around and observe as mini-lessons are happening. If appropriate, identify a teacher who could provide a demonstration for the whole class.

------ LUNCH BREAK ------

Objective: To practice principles of good literacy teaching and good mentoring	**Learning Outcomes:** At the end of the session, teachers should be able to:
Time: 1 hour and 45 minutes Start time: 2:00 End Time: 3:45	• Practice teaching and assessing literacy lessons (teachers, head teachers and Payam supervisors) • Conduct a lesson debrief using the Lesson Observation Checklist (head teachers and Payam supervisors)
Materials: Blackboard, chalk, Lesson Observation Checklist	• Discuss options for integrating Pocket Library and manipulative games in the school week.

MICRO-TEACHING AND MICRO-MENTORING: LARGE GROUP	**Time:** 40 minutes

1.   Demonstrate

A demonstration lesson by the first teacher:

1. A Primary 2 or Primary 3 teacher demonstrates a 20-minute lesson.
2. A head teacher demonstrates a 10-minute debrief with the teacher.
3. The group provides feedback to both the teacher and the mentor for 10 minutes.
4. Ask for final questions.

MICRO-TEACHING AND MICRO-MENTORING: LARGE GROUP	**Time:** 40 minutes

1.   Demonstrate
A demonstration lesson by the second teacher:

1. A representative of Primary 2 teachers demonstrates a 20-minute lesson for the entire group.
2. A head teacher demonstrates a 10-minute debrief with the teacher.
3. The group provides feedback to both the teacher and the mentor for 10 minutes.
4. Ask for final questions.

INTEGRATING THE POCKET LIBRARY AND MANIPULATIVE GAMES IN THE SCHOOL WEEK ACTIVITIES	**Time:** 25 minutes

1. **Say:**
   - While teachers were preparing lessons, head teachers and Payam supervisors focused on integrating the Pocket Library and manipulative games in the school week to enhance National Curriculum literacy goals.
   - They will lead us in a discussion of their recommendations.

2. Discuss

   - Ask head teachers and Payam supervisors to share their responses in the worksheet with all the participants.
   - They will discuss obstacles and solutions to Pocket Library implementation.
   - Teachers contribute to the recommendations by head teachers and Payam supervisors on use of the Pocket Library and manipulative games to supplement National Curriculum literacy goals.

Day 5, Session 6: Wrap up and Final Evaluation

Objective: To summarize the training and identify next steps; to take an evaluation	**Learning Outcomes:** At the end of the session, each participant should be able to:
Time: 45 minutes Start: time 3:45 End time: 4:30	• Summarize key takeaways from the training • Complete a Post-Training Survey to evaluate the training and test teacher knowledge
Materials: Blackboard, chalk, Post-Training Survey (Refer to Annexes)	

DISCUSSION	**Time:** 20 minutes

1.   Ask

What are your key takeaways from this training?

2.   Write

Write participant responses on the board.

3.   Ask

Are there any remaining questions?

4.   Discuss in pairs

Ask participants to pair up and describe what literacy teaching and learning techniques and practices they will implement during their first week back at school.

TRAINING EVALUATION	**Time:** 25 minutes

1.   Say

Thank you very much for your time and for participation in the Room to Learn project. You have done wonderful work. RtL and the Ministry of Education greatly look forward to working with you in the future.

• Provide contact information for follow up questions.

2.   Distribute

Distribute the Post-Training Teacher Survey. Explain to participants that they do not need to include their names and are free to leave upon completion of the survey.

GLOSSARY

Alphabetic principle: The understanding that letters correspond to particular sounds (for example, understanding that m makes the sound /m/ and k makes the sound /k/). This understanding enables readers to spell and sound out words.

Assessment: Evaluation of learning and understanding. Assessments can be formal (such as a test) and informal (such as calling on learners to answer questions, or walking around to check learner work). Teachers should regularly incorporate informal assessments into class time, and use formal assessments to occasionally evaluate learner progress.

Command cards: Flash cards with commands such as "jump," "sit," "wave," etc. Learners must read the card and perform the command.

Comprehension: Understanding the important ideas in text or in spoken language.

Corporal punishment: The use of physical force causing pain, but not necessarily wounds, as a means of discipline.

Fluency: The ability to read quickly, accurately and with expression. This is an essential skill for reading; teachers must allow learners frequent opportunities to read aloud in order to build fluency.

Gender role: A designated role given by society (for example, the idea that women are shy and men are not). Unlike one's sex, gender can change over time and distance.

Letter name: What a letter is called (for example, in the alphabet song). The name is usually different than the sound a letter makes. Letter names are often used for spelling, but not for actually sounding out words.

Letter sound: The actual sound (or sounds) a letter can make; unlike letter names, these sounds can be combined to make words. To distinguish the letter sound from the letter name in writing, the letter names are written normally (for example, c). Letter sounds are written with slash marks (for example, /c/). The first letter of "cow" is c, and the first sound in cow is /c/.

Listening comprehension: Understanding the ideas in spoken language (for example, listening to someone tell a story). Listening comprehension should be taught throughout primary school. Skills learned in listening comprehension, such as asking and answering questions, are easily transferred to reading comprehension.

Mentoring: Providing guidance for professional improvement. Good mentors provide encouragement and recognize positive performance; they also provide ideas for improvement. Good mentoring is an ongoing relationship that is built over time.

Micro-mentoring: A public demonstration or role-play of a "mentoring session." One volunteer acts as a mentor while a second volunteer acts as the teacher. After watching the micro-mentoring, the group provides feedback on the mentor's techniques and the teacher's responses. This exercise provides training participants with a concrete example of mentoring; it also creates a forum for group feedback and questions.

Micro-teaching: A public demonstration or role-play of a school lesson. One volunteer acts as a teacher while the rest of the group acts as learners. After the micro-teaching, the group provides feedback on the teacher's techniques. Micro-teaching may also be followed by micro-mentoring. This exercise provides training participants with a concrete example of teaching techniques; it also creates a forum for group feedback and questions.

Oral language: Refers to speaking and understanding a language without text. Oral language instruction is especially important for children who must attend school in a second or foreign language. Learners should begin oral language instruction as soon as they start school; they should continue developing oral language skills throughout primary school.

Phonemic awareness: Phonemic awareness means hearing and saying individual sounds in language (for example, identifying that the first sound in cow is /c/).

Positive Discipline: A disciplinary strategy geared toward reducing and improving a child's or individual's unfavorable behavior by rewarding positive behavior rather than focusing on and punishing negative behavior.

Psychosocial well-being: The individual and social factors that reinforce one another (for example, positive self-esteem and societal acceptance) and contribute to an overall sense of safety and happiness.

Read aloud: The technique of reading a book aloud to learners to increase their listening comprehension, vocabulary and language skills, conceptions about print, conceptions of fluency, and motivation to read. When reading aloud, teachers should introduce the book title, read with expression and ask occasional questions.

Reading comprehension: Refers to understanding important ideas in written text. Teachers can boost reading comprehension by asking learners to read text in a large group, in pairs or individually. Learners should be asked to demonstrate understanding of the text in a variety of ways, such as answering questions, acting, drawing or writing.

School-related gender violence: Includes violence or abuse that is based on gender stereotypes or that targets learners on the basis of their sex, sexuality or gender identities.

Sex: The biological characteristics of being male or female; unlike gender, these do not pertain specifically to societal roles, and they do not change over time.

Small group instruction: An instructional approach that allows a teacher to focus on specific areas of learning based on the needs of different learners. In small groups, teachers can provide remediation for struggling learners or provide enrichment to learners who are advancing quickly.

Supplementary Materials: Refers to any materials outside of the National Curriculum and textbooks. Supplementary materials reinforce academic concepts and address a variety of learning needs. The RtL Pocket Library and material creation tools are types of supplementary materials.

Teachers' Code of Conduct: The Teachers' Code of Conduct for Emergency Situations was written to complement the South Sudan Teacher Code of Conduct (2008) in an emergency situation. The Code helps teachers to understand how to behave and be good role models for their learners during an emergency. It concentrates on the child protection issues teachers need to be aware of during an emergency.

Vulnerable children and youth: Children and youth who are at high risk of lacking adequate protection, education opportunities and other basic requirements. Vulnerable children and youth often include girls, persons with disabilities and overage learners. Causes of vulnerability may include inability to pay for school costs; teen pregnancy and early marriage; and discriminatory attitudes towards girls' education and children with disabilities.

Well-being: A sense of safety and happiness. Well-being is composed of a variety of mutually reinforcing domains including social, emotional, cognitive, material and spiritual well-being. A change in one domain usually sparks changes in other domains.

ANNEXES

1. LIST OF RHYMES, ENERGIZERS AND SONGS

Words are in **bold type,** instructions are in *italic type.*

<table>
<tr><td colspan="2" align="center">RHYMES</td></tr>
<tr><td>Words and instructions</td><td>Notes</td></tr>
<tr>
<td>Bounce the ball, bounce the ball, bounce the ball high! Stretch up and put your arms high. Bounce the ball, bounce the ball, let the ball die. Crouch down and put your hands near the floor.</td>
<td>This exercise is short and simple and is designed to get everyone out of their seats and moving. It can also help build oral language skills.</td>
</tr>
<tr>
<td>I have the ball. Hold out a pretend ball.
I have the ball. Hold out a pretend ball.
I put it here. Put a pretend ball near your head to the left.
I put it here. Put a pretend ball near your head to the right.
I kick it here. Pretend to kick the ball to the left.
I kick it here. Pretend to kick the ball to the right.
I head it here. Pretend to head the ball up.
I head it there. Pretend to head the ball away.</td>
<td>This exercise gets people up and moving and helps children learn simple phrases. Participants begin the rhyme standing almost still, and become progressively more active as the rhyme goes on.</td>
</tr>
<tr>
<td>One, two, tie my shoe.
Three, four, shut the door.
Five, six, pick up sticks.
Seven, eight, you are late.
Nine, ten, a big fat hen.</td>
<td>This rhyme teaches both English and counting. As you say the rhyme, encourage participants to do the actions in the rhyme. For "you are late," you can shake your finger. For "a big fat hen," people can pretend to be a hen.</td>
</tr>
<tr><td colspan="2" align="center">ENERGIZERS</td></tr>
<tr>
<td>Participants should form a circle, then start walking in one direction.
Fire, fire, fire on the mountain. Run, run, run.
Fire, fire, fire on the mountain. Run, run, run.
Call out a number: 3! Participants have to form a group of three.
Fire, fire, fire on the mountain. Run, run, run.
Fire, fire, fire on the mountain. Run, run, run.</td>
<td>This exercise gets people energized and can also help people form small groups.</td>
</tr>
</table>

Call out a number: **5!** *Participants have to form a group of five.*	
Designate a line on the floor. One side is "land" and another is "sea." When you say "land" or you say "sea," participants must jump to the correct place. If participants jump to the wrong place, they are out. **Land!** **Sea!** **Sea!** **Land!** **Sea!** *etc.*	This exercise helps participants get up and moving and energized.
When you give a command that begins with "Simon says," participants should do the command. When you give a command without saying "Simon says" first, participants should stay as they are. Participants who move at the wrong time are out of the game. *Examples:* **Simon says stand up** *(participants should stand).* **Simon says jump** *(participants should jump).* **Touch your nose.** *(participants should NOT touch their nose. Those who do are out).*	This is a great game for getting people up and moving, and it can be done with large or small groups. It is also a great game for teaching vocabulary such as action words (sit, stand, jump, touch, etc.) and body parts (touch your nose, touch your leg, wave your hand, etc.). It also builds listening skills.
SONGS	
On a day like this *(clap, clap)* **On a day like this** *(clap, clap)* **On a day like this OH I need someone to help me** *After verse 1:* **whoop whoop** *(make a wave motion while you say it)* *After verse 2:* **whoop whoop, nanner nanner** *(make a wave motion, then a scissors motion)* *After verse 3:* **whoop whoop, nanner nanner, beep beep** *(make a wave motion, then a scissors motion, then a "honking a horn" motion)* *Keep adding nonsense words and motions so that it becomes longer and more difficult to remember:* **ding dong** *(pretend to pull a rope)* **quack quack** *(flap your arms like a duck or*	This is a silly song that is easy to learn but challenging to remember. It gets participants thinking and laughing. Participants can use their creativity to make up their own gestures, too!

chicken) *Add your own!*	
Head, shoulders, knees and toes, knees and toes *Touch these body parts as you sing.* **Head, shoulders, knees and toes, knees and toes** *Touch these body parts as you sing.* **And eyes, and ears, and mouth and nose** *Touch these body parts as you sing.* **Head, shoulders knees and toes, knees and toes.** *Touch these body parts as you sing.*	Try this song slowly first, then sing it two or three more times, going faster each time. It is a good song to get people energized while also teaching vocabulary about the body.
Good morning, Good morning, Good morning. *Two people meet and happily greet each other while shaking hands.* **This is a lovely day!** **Good morning, Good morning, Good morning.** *The two people repeat the greeting – shaking hands.* **We love to dance and play...We love to dance and play.** *They sing the last two lines holding each other, rhythmically skipping around.*	This exercise gets people up and moving and helps children learn simple phrases. It contributes to oral language development.
The ants go marching one by one, hurrah, hurrah. **The ants go marching one by one, hurrah, hurrah.** **The ants go marching one by one, the little one stops to suck his thumb.** **And they all go marching down, to the ground, to get out of the rain, boom, boom, boom.** **The ants go marching two by two, hurrah, hurrah.** **The ants go marching two by two, hurrah, hurrah.** **The ants go marching two by two, the little one stops to tie his shoe.** **And they all go marching down, to the ground, to get out of the rain, boom, boom, boom.** **The ants go marching three by three...the little one stops to climb a tree...**	Ask participants to stand up and march while you sing. Participants should do the actions (suck his thumb, march "down" towards the floor, tie his shoe, etc.).

| The ants go marching four by four... the little one stops to close the door...

The ants go marching five by five ... the little one stops to take a dive... | |

2. PRE-TRAINING SURVEY

1. I am a: (circle one)
Head teacher
P1 teacher
P2 teacher
P3 teacher
ALP teacher
Payam supervisor

2. What are the key messages in the Teachers' Code of Conduct? Write three.

_____

_____

3. Give two examples of positive discipline and practices that can be used in a classroom.

_____

_____

4. How can you promote equal participation of all learners in lessons – girls, boys and learners with special learning needs? Give two examples.

_____

_____

5. How should teachers teach reading in P1-P3?

_____

_____

6. Is there a difference between a letter name and a letter sound (circle one):
    Yes / No

7. Is it important to read aloud to children? Why or why not?

_____

_____

8. What are components of a good lesson plan? (circle the best answer)
- Drill and repetition
- Objective, assessment and learner participation
- Strong discipline measures to ensure obedience

9. What are barriers to girls' education?

_____

_____

10. What are different domains of psychosocial well-being?

_____

_____

11. What do you hope to learn in this training?

_____

_____

3. POCKET LIBRARY IMPLEMENTATION WORKSHEET

School Name:	
When (specifically) can the Pocket Library be used during the school day for grades 1, 2 and 3?	
Can a specific time be added for the Pocket Library into the official school timetable for grades 1-3?	
Would it be possible to establish pair reading opportunities after school, using the Pocket Library? This would involve pairing an older learner with a younger learner to read Pocket Library books together.	
Who will follow up with teachers to ensure that the Pocket Library is being used? How will this follow-up be conducted?	
Where can the Pocket Library be stored that is safe, clean and free from termites, rodents, rain, moisture, dust, etc.?	
Who will be responsible for ensuring the safety of the Pocket Library books?	

4. POST-TRAINING SURVEY

1. I am a: (circle one)
Head teacher
P1 teacher
P2 teacher
P3 teacher
ALP teacher
Payam supervisor

2. What are the key messages in the Teachers' Code of Conduct? Write three.

_____

_____

3. Give two examples of positive discipline and practices that can be used in a classroom.

_____

_____

4. How can you promote equal participation of all learners in lessons – girls, boys and learners with special learning needs? Give two examples.

_____

_____

5. How should teachers teach reading in P1-P3?

_____

_____

6. Is there a difference between a letter name and a letter sound (circle one):
Yes / No

7. Is it important to read aloud to children? Why or why not?

_____

_____

8. What are components of a good lesson plan? (circle the best answer)
- Drill and repetition
- Objective, assessment and learner participation
- Strong discipline measures to ensure obedience

9. What are barriers to girls' education?

_____

_____

10. What are different domains of psychosocial well-being?

_____

_____

11. Please rate how helpful this training was to you. One (1) means it was not helpful, five (5) means it was very helpful.

          1   2   3   4   5

   Not helpful   Very helpful

12. What was most helpful to you about this training?

_____

_____

13. What was NOT helpful in this training?

_____

_____

14. How could this training be improved in the future?

_____

_____

15. What topics do you still have questions about or would like to know more about?

_____

_____

16. Please put additional questions or comments here:

_____

_____

_____

5. PICTURE FROM KEY INFORMATION CARD 2.3 SCHOOL-RELATED GENDER-BASED VIOLENCE

Violence in school