



PlayMatters

Learning through Play at School

Facilitator Guide for Traning Teachers



2025

In partnership with



ipa Innovations for
Poverty Action

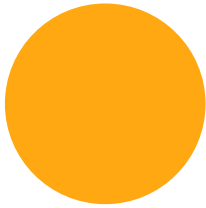


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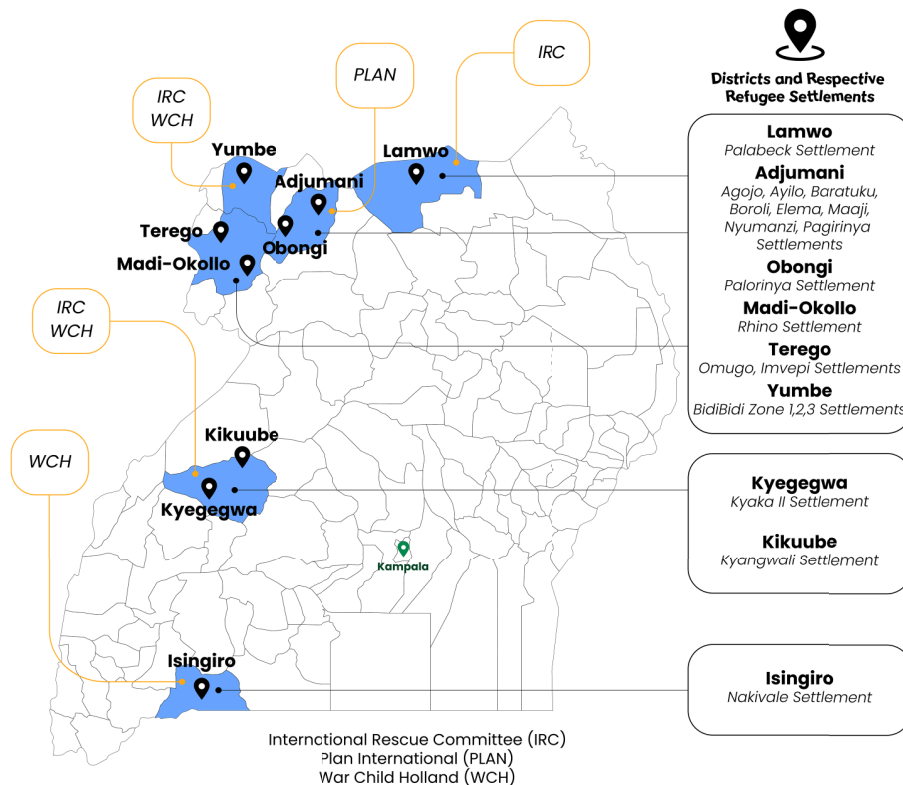


The LEGO Foundation





Where We are Working



Uganda

Introduction

PlayMatters seeks to build sustainable capacity in existing education systems to integrate Learning through Play (LtP) approaches for **800,000+** refugee and host community children ages **3-12+** in Ethiopia, Uganda and Tanzania. The objective is to give children the opportunity to improve holistic learning and wellbeing in contexts of crisis and poverty. In Uganda, PlayMatters targets **350,000 children** in refugee settlements and host communities.

The PlayMatters consortium is led by the International Rescue Committee, and includes Plan International, War Child Holland, Innovations for Poverty Action, and the Behavioural Insights Team in partnership with the **LEGO Foundation**.

PlayMatters acknowledges with gratitude the tremendous support of the **Ministry of Education and Sports** in Uganda to the success of the project.

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Should you be interested in adapting the materials,
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Disclaimer

PlayMatters content development follows a build-test-learn process and hence content may go through further refinement and development.

Foreword

In the ever-changing landscape of education, Learning through play approach stands as a cornerstone for nurturing creativity, critical thinking, and a genuine love for learning.

We trust that **Learning through Play at School – Teachers’ Facilitator Guide** will be an asset as you set out to create joyful, active, socially interactive, and meaningful learning experiences for learners in pre-primary and primary school.

The guide ensures that Learning through Play is an essential component of teaching and learning activities. This guide is designed for use by schools and teacher training institutions as a vital tool in teacher training and development programs, enabling teachers to implement Learning through Play consistently and effectively. This guide is accompanied by the *Learning through Play at School – Teacher Workbook* as a resource for teachers to reflect, practice and share insights and experiences.

Together, let’s embark on a journey where enjoyment and education blend, shaping young minds into vibrant learners.

Enjoy the journey of exploring the various sections and confidently integrating Learning through Play into the classroom with enthusiasm and assurance!



Martin Omukuba

PlayMatters Project Director

Acknowledgement

PlayMatters acknowledges with gratitude the writers, reviewers and supervisors from the Ministry of Education and Sports, the teacher training institutions including Arua, Bulera, Kabulasoke, St. John Bosco Lodonga, Bishop Stuart Mbarara and Kitgum and the District Education Officers from refugee hosting districts for their tireless effort rendered to the making of this.

Recognition also goes to the PlayMatters Consortium Partners; led by the International Rescue Committee (IRC), including Plan International, War Child Holland (WCH), the Behavioral Insights Team (BIT), and Innovations for Poverty Action (IPA) in partnership with LEGO Foundation, for their expertise, input, and utmost dedication during the entire development process of this **Learning through Play at School – Teachers’ Facilitator Guide**.

We would like to thank the **LEGO Foundation** for their partnership and financial support which made this guide possible and our field staff for their hard work and dedication to the success of this project.

A heartfelt thank you to the dedicated PlayMatters committee members, technical team, illustrators, graphic designers, and everyone who contributed to the successful creation of this material.

Special recognition goes to the following individuals:

Writers: Joseph Adweka, Beatrice Kayegi, Joshua Oluga, Mary Ayaa Ocaya, Selfago Fuse, Laura Snider, Thomas Oredo

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Thank you all for your invaluable contributions!

About the Guide

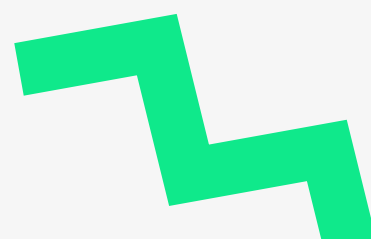
This guide is aimed at facilitating a 5-day workshop to introduce Learning through Play to teachers.

The guide highlights Learning through Play strategies and practices, and their application in a classroom setting. This guide is accompanied by the ***Learning through Play at School – Teacher Workbook*** as a resource for teachers during the training and contains key ideas, concepts, reflections and practice activities for each session.

The workshop is also designed to cultivate reflective practice of teachers around the use of Learning through Play as a way of increasing interaction, shared learning and innovation in the classroom.

Finally, facilitating is an art and a science. The science is the methodology that has been laid out, the art is what the facilitator brings to the discussion. Thus the energy, passion and experience the facilitator has is invaluable in the success of this workshop.

Thank you!



Acronymns

CMC	Center Management Committee
CBO	Community Based Organization
COP	Community of Practice
CPD	Continuous Professional Development
DEO	District Education Officer
DIS	District Inspector of Schools
ECD	Early Childhood Development
EGR	Early Grade Reading
LA	Learning Area
LO	Learning Outcome
LtP	Learning through Play
MoES	Ministry of Education and Sports
NGOs	Non-Governmental Organizations
OPM	Office of the Prime Minister
PTA	Parent Teacher Association
SMC	School Management Committee
TLM	Teaching and Learning Material
TOT	Training of Trainers



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Summary of 5-Day Workshop Program

Day	Morning Session (9:00 – 10:30 am)	Mid-morning session (11:00 am – 1:00 pm)	Afternoon session (2:00 – 4:30 pm)	Grouping
Day 1	Session 1: Climate Setting	Session 2: Understanding Learning through Play	Session 3a: Teachers' Psychosocial Wellbeing Session 3b: Learner Psychosocial Wellbeing	Plenary, Class level groups
Day 2	Session 3c: Gender Responsive Teaching and Learning Session 3d: Inclusive Teaching and Learning	Session 4: LtP Enabling Classroom Environment	Session 5a: Teaching and Learning Materials Session 5b: Six Bricks	Class level groups
Day 3	Session 6a: Introduction to LtP Teaching Strategies and Practices	Session 6b: Integrating LtP Teaching Strategies and Practices in Lesson Activities	Session 6c: Integrating LtP Teaching Strategies and Practices in Lesson Planning	Class level groups
Day 4	Session 6d: Integrating LtP Teaching Strategies and Practices in Lesson Delivery	Session 6d: Integrating LtP Teaching Strategies and Practices in Lesson Delivery	Session 6d: Integrating LtP Teaching Strategies and Practices in Lesson Delivery	School-based groups
Day 5	Session 7a: Supporting LtP Practice in the Community and School Session 7b: Supporting LtP Practice: Potential Challenges and Solutions	Session 7c: Supporting LtP Practice: School Based CPD Activities	Session 8: Workshop Closing	School-based groups



Climate Setting

Session 1



2 hours 30 min

Session Overview

This session is intended to create a welcoming learning environment, set the workshop climate, and motivate participants to participate joyfully and meaningfully during the training sessions. It introduces the workshop's objectives and program, assesses participants' baseline knowledge through a pre-test, and set expectations and norms to be followed during the workshop.

Session Objectives

By the end of the session, participants will be able to:

- Introduce each other as a group and individually.
- Complete the pre-test and submit their results.
- Explain workshop's purpose, objectives, and structure.
- Share and discuss their expectations.
- Agree to a set of workshop rules.
- Get acquainted with the teacher workbook and other essential resources.

Content Outline

1 Welcome and Opening – Whole Group, Plenary (30 min)

- Welcome remarks (5min)
- Opening prayer (5 min)
- Sing National Anthem (10min)
- Introductions of participating schools and invited guests (10Min)
- Remarks/greetings from hosting team (10min)

2 Breakout Sessions – Whole Group, Plenary – 20 min

- Briefing on set up of groups – 5 min
- Break out into groups by level (Pre-, Lower and Upper Primary) – 10min.
- Attendance Registration for the day prompts – (5min)

3 Pretest – Whole Group, Individual Task – 30min

- Briefing whole group – 10 min
- Administration of test –20min

4 Participant Introductions – Pair Work (20min)

- Individual participants introductions

5 Workshop Roles – Whole Group, Plenary – 10min

- Sharing workshop roles and responsibilities.
- Appointing/nomination of workshop officers

6 Setting Expectations – Small Group Activity – 20 min

- Identifying participant Expectations
- Agreeing on workshop Norms

7 Workshop Aims and Program – 10min

- Overview of workshop agenda
- Outline of sessions for Day 1

7 Workshop Resources – 10min

- Introduction to Teacher Workbook and other key resources



Session Procedure

Step	Time	Topics	Activity-How	Resources
1	30min	Official opening	<p>Welcome remarks (5min)</p> <ul style="list-style-type: none"> • Greet and ask participants to say a quick hello to their neighbors. • Give brief introductory remarks including a warm welcome and expression of gratitude for participants' presence. • Cover any important administrative details. <p>Opening Prayer (5 min)</p> <ul style="list-style-type: none"> • Invite a volunteer to lead a short prayer <p>National Anthem (10min)</p> <ul style="list-style-type: none"> • Sing Uganda National anthem as a whole group <p>Schools and guest Introductions (10Min)</p> <ul style="list-style-type: none"> • Invite school representatives to share school's name, motto, and slogan. Ensure each school gets a fair amount of time • Introduce invited guests by name, title, and location and thank them for their participation <p>Remarks by Host team</p> <ul style="list-style-type: none"> • Invite representatives of the host team to give brief remarks including: District Education office, Teacher Training Institution, Sponsoring Agency and Facilitator team • Recap key messages or important points shared with participants (5min) 	<ul style="list-style-type: none"> • Microphone/ Public Address system • If available, use an audio system and version to play the national anthem. • Display List of participating schools (may show school names, mottos, and slogans) • List of invited guests and their titles
2	5min	Break outs into groups	<p>Purpose of break outs, plenary (5min)</p> <ul style="list-style-type: none"> • Briefly explain the purpose of the breakout sessions is to tailor discussions to specific teaching levels. • Highlight the three levels and their respective classes below: <ul style="list-style-type: none"> o Pre-Primary Level: Baby, Middle, and Upper Class Teachers o Lower Primary Level: P1-P3 Teachers o Upper Primary Level: P4-P7 Teachers <p>Group formation, plenary (5min)</p> <ul style="list-style-type: none"> • Guide participants on breaking into groups based on their teaching level. • Instruct participants on how to locate and join their respective breakout room. • Facilitate participants to smoothly transit to their assigned breakout groups. 	<ul style="list-style-type: none"> • Participant list categorized by teaching levels. • Chart with breakout rooms Labels and assigned groups. • Facilitators and their contacts for each group
IN BREAKOUT SESSIONS				
3	10min	Register Attendance	<p>Registration of Attendance, individual task (10 min)</p> <ul style="list-style-type: none"> • Briefly explain attendance data helps track participation in the workshop (at least 75% of the total time of the workshop) • Hand out physical sign-in sheets (or use an alternative such as name cards or digital register) • Ask participants write their names and provide signatures • Check list and call out names registered as participants respond to confirm their presence. • Verify participant registration against the planned attendance list. 	<ul style="list-style-type: none"> • Sign in sheets or registration forms • Participant lists categorized by level • Writing supplies for participants use

Step	Time	Topics	Activity	Resources
4	25min	Administer Pre-Test	<p>Purpose of Pretest, plenary briefing (5 min) Briefly explain the purpose of the pre-test noting the following key points:</p> <ul style="list-style-type: none"> • The pre-test helps us trainers understand what you already know, so we can focus on what you need to learn. • Your pre-test results are confidential. They won't affect your performance and won't be shared with anyone outside our team. • You'll work on this test by yourself. Don't worry if you don't know all the answers; it helps us understand where you might need help. • Trainers will answer your questions and clear up any doubts you may have while taking the pre-test. • After the workshop, you'll take a post-test to see how much you've learned, and which parts were most helpful. • The data guides facilitators in evaluating the workshop's effectiveness and refining future sessions. <p>Administer the Pretest, Individual task (20 min)</p> <ul style="list-style-type: none"> • Remind participants to have a quiet workspace and necessary writing materials (pen, pencil, eraser). • Highlight allocated time for the pre-test and distribute the pre-test questionnaire. • Emphasize facilitators are available for any questions or clarifications during the pre-test and help where needed. • Monitor to ensure everyone completes the pre-test within the allocated time. Collect tests from all participants, including those arriving late. 	<ul style="list-style-type: none"> • Presentation slides, script, or handouts with key points for the pretest briefing. • Writing materials (pens, pencils, erasers). • Printed pre-test questionnaires for distribution. • Timer or clock
5	20min	Participant Introductions	<p>Participant introductions (Plenary, large group, Pair work): 20 min</p> <ul style="list-style-type: none"> • Display an item in assorted colors (such as Six Bricks, manilla cards or bottle tops) • Ask participants to randomly select one of the colored items. • Have participants pair up with someone who has the same color. • Ask each pair to use 2 minutes to greet each other warmly and share key details including: Names, Class taught, where they work and one teaching aspect they enjoy. • After 2 minutes, pairs rotate as individual participants find a new partner with a similar colour and repeat introductions (for up to 3 different times) • In the plenary, select 2-3 pairs to briefly mention one interesting thing they learned about the group members they paired with. • Wrap up by pointing out the following: <ul style="list-style-type: none"> o Any valuable insights, anecdotes, and interesting aspects shared during the plenary. o The diversity and unique experiences showcased within the group. o The need and opportunity to continue interactions, collaboration, and connections throughout workshop. 	<ul style="list-style-type: none"> • Selected item with assorted colors (such as Six Bricks, manila cards, or bottle tops) • Space to display items (such as a table or box) • Clock, timer, or alert (such as a whistle, rattle, shaker) • Presentation slides, scripts or visual aids for plenary instructions for introductions

Step	Time	Topics	Activity	Resources
6	10min	Sharing roles and responsibilities	<p>Appointing workshop officers (in plenary)</p> <ul style="list-style-type: none"> • Briefly list, discuss and agree with participants on roles of each position including Participant leader (male and female), Timekeeper, Spiritual leader, and Welfare Officer • Ask participants to suggest nominations (2-3 people per position) and/or volunteer for the positions 	<ul style="list-style-type: none"> • Presentation slides, scripts, or visual aids for outlining the roles and responsibilities of each position.
7	20min	Setting expectations	<p>Setting Participant expectations – Group work, plenary review</p> <ul style="list-style-type: none"> • Highlight the importance of setting expectations and norms for a successful learning experience. • Ask participants to form 5 groups by color (Yellow, Red, Blue, Orange, Green) basing on colored item they selected. • Draw attention to stations around the room (set up before session) each with a flip chart labelled and assign each group a starting station. • Give 5 minutes for each group to identify and note 2-3 major expectations related to: Workshop Logistics, Workshop Content, Participants, Facilitation Team, and Follow-up Supervision. • After 5 minutes, have each group share key expectations related to their assigned theme as you note on the displayed flip chart. • Invite other groups to contribute additional points to each theme. • Review expectations on each list, clarifying which ones can and cannot be addressed during the workshop. • Note any concerns or matters for further attention . 	<ul style="list-style-type: none"> • Selected item of assorted colors (such as Six Bricks, cards, or bottle tops) • Visual aids or slides to emphasize key points.
8	5min	Agree on workshop Norms	<p>Agree on workshop norms–Plenary presentation</p> <ul style="list-style-type: none"> • Display and briefly present a set of proposed workshop rules. • Briefly explain the purpose of each rule and its contribution to a successful workshop • Ask participants to confirm agreement by thumbs up (agree) or thumbs down (disagree) with a suggestion. • Provide participants with a copy of the agreed-upon rules for reference or maintain a display of the rules if on flip chart. 	<ul style="list-style-type: none"> • Printed copies, handouts, or flip charts of proposed workshop rules
9	5min	Formation of Family Groups	<p>Form Family Groups, Plenary briefing, Group work</p> <ul style="list-style-type: none"> • Briefly explain the meaning, purpose, and set up of the Family Group highlighting the points below: <ul style="list-style-type: none"> o Family groups facilitate peer-to-peer interaction, mentorship, and mutual support among participants. o Membership is purposefully assigned, ensuring diverse representation from different schools, classes, and genders for cross learnings. o Family Groups serve as platforms for collaborative activities and reflections, allowing participants to share insights during dedicated times in the workshop. o Roles like facilitator, timekeeper, and notetaker rotate within family groups, ensuring equal opportunities for everyone to contribute. • Introduce participants to their Family groups by displaying and calling out lists of names in each group. • Have participants move and sit with peers in their Family Group. 	<ul style="list-style-type: none"> • Lists of participants categorized in Family Groups (printed copies or flip charts)

Step	Time	Topics	Activity	Resources
10	10min	Workshop objectives and Day's session	<p>Introduce workshop objectives, plenary presentation.</p> <ul style="list-style-type: none"> • Display and briefly present the overview of the workshop's purpose, aims, and expected outcomes. • Emphasize session timings, breaks, and mealtimes for participant awareness. • Highlight Day 1 agenda and sessions to be covered. • Answer any questions and encourage participants to refer to the agenda throughout the workshop for guidance 	<ul style="list-style-type: none"> • Workshop agenda (handouts, flip chart, or presentation slide)
11	10min	Teachers Workbook and other workshop resources	<p>Introduction to Teachers Workbook – Plenary presentation, demonstration</p> <ul style="list-style-type: none"> • Hand out Teachers Workbooks and ask every participant to label and write their name, school, and contact on their Teacher Workbook. • Present and briefly explain key features, sections • Emphasize how the Teachers Workbook serves as a resource for reflective learning during the workshop and in the classroom. • Briefly introduce the meaning and importance Reflective Practice highlighting the following <ul style="list-style-type: none"> ◦ Reflective practice is the ability to think about and learn from our actions, promoting continuous learning. ◦ While teaching, it's common to be absorbed in tasks and curriculum. Reflective practice helps you step back, see, and understand the bigger picture you are trying to achieve. ◦ Reflection can help you to be more creative and try new things. It's very easy to get stuck doing the same things in the same way. It can be helpful to explore what you are doing and why you are doing it in that way. This can help to spark new ideas and ways of thinking. • Demonstrate and show participants how to document thoughts, ideas, and reflections in the workbook. • Ask participants to begin using the Teacher Workbook Section 1 and respond to reflect on their experiences with Learning through Play. 	<ul style="list-style-type: none"> • Teacher's workbook • List of suggested Curricular references for pre-primary and primary

Notes for Facilitators

Opening and Welcome

- Microphone/PA System if available can be considered to use an audio version of the national anthem. Remember to check and test all audio-visual equipment beforehand to avoid any technical issues during the session. Plan for displays or handouts of any important information or announcements.
- Have printed version of the agenda, facilitator and participant lists for easy reference.

Break-out Sessions

- Have a list of participants categorized by teaching levels for efficient breakout room assignments. Pre-assign participants to breakout rooms based on their teaching levels to streamline the process.

- Set up labels and check the breakout rooms before sessions to easily direct participants to breakout rooms.
- Check for and prepare visual aids or slides to reinforce key points during the explanation of the purpose of breakout sessions.
- Share facilitator contact information in case participants need assistance or encounter technical difficulties.

Attendance Registration

- Prepare an adequate supply of physical sign-in sheets, name cards, or a functional digital register for distribution.
- Have a printed list of planned participants available for quick reference or verification during the session.
- Consider the provision of pens for participants to write their names and provide signatures.
Designate personnel responsible for the distribution of sign-in materials, cross-referencing participant registration against the planned list and collection of signed sheets.
- Briefly and clearly communicate instructions to participants regarding the sign-in process.
- Verify lists by calling out names during the session for verification of attendance or/and ensuring clarity and accuracy.
- Ensure that all sign-in sheets, name cards, or digital records are properly collected and stored securely for future reference.
- If using a digital register, ensure accurate entry and save participant data for future analysis or reporting.

Pretest

Overall trainers will need to ensure clarity of purpose, effective administration, and proper handling of participant queries or late arrivals.

- Provide key messages key points for the briefing for reference on presentation slides, script, or handouts.
- Provide writing materials (pens, pencils, erasers) if not already available to participants.
- Print or prepare the pretest questionnaires for distribution before the workshop in adequate numbers.
- Use a timer or clock to strictly adhere to the allocated 20 minutes.
Give support in case participants are not able to read and write with proficiency.
- Allow for flexibility to read out aloud as participants follow and answer, one to one support or interactive activities as opposed to writing the test.
- Agree and put in place a plan for notifying, providing necessary instructions and collecting pretests from participants arriving late.
- Agree on checklist for facilitators to monitor participant attendance, analyze and give feedback on the pretest.
- Collect and store completed pretests for future reference, reporting, and analysis.
- Keep the pre-and post-tests safe for participant privacy.

- Review pre-test results to understand what participants know beforehand and adapt training content to meet participant needs.
- Use the pre-test results during training to focus on areas where participants need help and show their progress.
- Share post-test results before end of training providing constructive feedback and highlighting improvements.

Introductions

- Prior to the session, prepare different color items such as Six Bricks, colored cards, bottle tops or stickers. Have at least more than two of each color e.g., red, blue, green, yellow).

Expectation and Norms

- Collect and analyze all written expectations for inclusion in the report.
- Address all expectations respectfully and transparently, even if some can't be met.
Be well-prepared regarding logistics, including what will and won't be provided.
- Anticipate questions about meals, transport refunds, allowances, and other details.
- Avoid making promises that cannot be fulfilled to maintain trust and clarity.



Understanding Learning through Play (LtP)

Session 2



2 hours

Session Overview

This session is intended to introduce participants to the concept of Learning through Play, its components, the meaning and dimensions of child development, the benefits of LtP for holistic child development and the teachers, and the roles of the teacher in relation to LtP.

Session Objectives

By the end of the session, participants will be able to:

- Explain the meaning and components of LtP
- Identify the benefits of LtP for holistic development.
- Identify teacher roles and benefits in relation to LtP.

Content Outline

1 Meaning and Components of LtP

- Self-reflection on personal experiences of LtP- Individual task
- Simulation of LtP Activity (Secret Keeper)-Learning game
- Defining Learning through Play - Turn and talk (5 min)
- Teach the LtP Definition-plenary presentation (5 min)
- Identify components of LtP in relation to class level - Groups

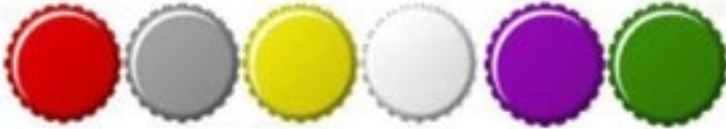

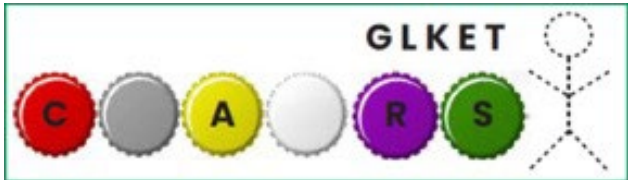

2 Benefits of Learning through Play for Holistic Child Development

- Concept of holistic child development-Turn and Talk
- Five skills of holistic development skills - visual
- Holistic skills development through LtP activities - guided demonstration
- Ways LtP helps children's holistic development - Question and Answer, pair work and plenary sharing

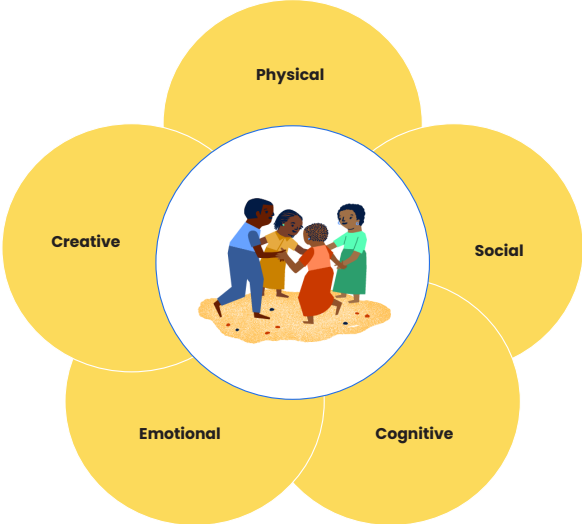
3 Teacher Roles and Benefits in Relation to LtP

- Identifying teacher benefits and roles in relation to LtP -Learning game (Knockout)

Session Procedure

Step	Time	Topics	Activities	Resources
1	25min	LtP Activity	<p>Simulation of LtP Activity (Secret Keepers) -Learning game, group work.</p> <ul style="list-style-type: none"> • Ask participants to join their Family Groups and distribute a set of bottle tops or cards to each group. • Explain that each set has these letters -2 As, 1 B, 1 C, 1 D, 2 Es, 1 H, 1 I, 1 L, 1 M, 1 N, 1 O, 1 P, 1 R, 2 Ss, 2 Ts, 1 U .and is played by up to 10 people. • Give instructions below as you demonstrate how to play the Secret Keeper game: <ul style="list-style-type: none"> • Choose a Secret Keeper—this person will select a secret word that the rest of the group will try to guess. • While the rest of the group covers their eyes, s/he chooses the appropriate letters and places them face down in front of him/her to form the secret word.  <ul style="list-style-type: none"> • Taking turns, each group member guesses one letter of the secret word. <ol style="list-style-type: none"> a. If the guesser is wrong, the Secret Keeper writes the letter that is incorrect and draws a new body part on a child off to the side (either in the sand or on a piece of paper or on their slate). b. If the guesser is correct, the Secret Keeper reveals the letter(s) that were correctly guessed.  <ul style="list-style-type: none"> • Continue guessing letters, looking for clues like which letters go together (consonant clusters) and vowel placement. As the group guesses well, more of the word is revealed to them. As the group guesses incorrectly, more body parts of the child are drawn.  <ul style="list-style-type: none"> • The game ends when either the guessers reveal the Secret Word, or if the entire child is drawn by the Secret Keeper. 	<ul style="list-style-type: none"> • Illustrated Games instruction Handout or sheet • Sets of bottle tops or letter cards

Step	Time	Topics	Activities	Resources
1	25min	LtP Activity	<p>Debrief the Secret Keepers Game–individual task, plenary sharing.</p> <ul style="list-style-type: none"> • Ask participants to individually respond to the following questions in their Teacher Workbook Section 2A. <ol style="list-style-type: none"> 1. What did you learn from the game? 2. What similar games if any have you used in your experience 3. How could you make this game harder or easier for different age /levels learners? Listen for ideas such as: make vowels a different color, make shorter/longer words, give the starting/ending letter, ask questions that prompt thinking like which consonants often go with the letter H? [CH, TH, PH, GH, etc.], make the drawing have fewer/more body parts, etc.] • After 5 min, select 2-3 participants to share. their experiences in plenary. Have a different set of people each time (try to balance gender and grade level representation). 	<ul style="list-style-type: none"> • Illustrated Games instruction Handout or sheet • Sets of bottle tops or letter cards
2	10min	Meaning and components of Learning through Play	<p>Self-Reflection: Personal Experiences of LtP, individual task</p> <ul style="list-style-type: none"> • Ask them to reflect on their experiences with Learning through Play and fill given questions in the Teacher Workbook. <p>Teach the LtP Definition–plenary presentation (5 min)</p> <ul style="list-style-type: none"> • Flash the definition of LtP on a flipchart or slide for comparison. • Refer participants to Teacher Workbook Section 2A. • Explain the definition and components of LtP highlighting the main elements of the definition below: <ul style="list-style-type: none"> o Learning through Play (LtP) is an active teaching and learning method that capitalizes on a child’s natural desire to engage in play. Core elements include: <ul style="list-style-type: none"> o The adult facilitator (a teacher or community volunteer) intentionally plans and delivers contextually and age-appropriate guided playful experiences with clear learning objectives. o LtP experiences promote interactions with people and/or materials that allow children to question, experiment, practice, and discover, developing critical skills that they need to thrive today and in future. o The facilitator deliberately creates and maintains a positive, safe, and inclusive environment for children, allowing children to feel comfortable and joyful. 	Teacher Workbook
3	5min	The Concept of LtP	<p>Defining Learning through Play– turn and talk (5 min)</p> <ul style="list-style-type: none"> • Ask participants to reflect on their experience of the Secret Keepers Game • Have each participant turn and talk to person next them to answer the question below: <ol style="list-style-type: none"> 1. What is the meaning of LtP? 2. What are key components of LtP? <p>Invite 2-3 pairs to share their definitions as the facilitator highlights common themes and key words related to definition of LtP.</p>	

Step	Time	Topics	Activities	Resources
4	20min	Components of LtP	<p>Identify LtP components in different classes levels - Group Activity (20 min).</p> <ul style="list-style-type: none"> • Ask participants to get into their Family groups and assign each group one component from the LtP definition to discuss. • Allow each group to take 10 minutes to come up with examples for what their assigned element means depending on the class level they teach. • Let each group share their work briefly (5 minutes per group). Draw special attention to the following concepts if not mentioned: <ul style="list-style-type: none"> o Intentional planning of LtP activities (Guided playful experiences with clear learning objectives) o Promoting interactions with people and/or materials. o Positive, safe and inclusive environment including (Age-appropriate activities that match the child's abilities). 	Teachers workbook. Facilitators guide Slide decks
4	30min	Benefits of LtP to children's holistic development	<p>Meaning of holistic child development skills - Turn and Talk</p> <ul style="list-style-type: none"> • Ask participants to turn and talk briefly in 3 minutes to discuss the questions: <ul style="list-style-type: none"> o What does the term holistic child development mean to you? o Highlight the following. <ul style="list-style-type: none"> o Refers to the various interconnected aspects of a child's growth and well-being including the physical, emotional, social, and cognitive dimensions and influenced by genes, environment, relationships, and experiences. <p>Dimensions of holistic child development skills – Visual</p> <ul style="list-style-type: none"> • Show the visual of the 5 Skills for Holistic Development below. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Have participants briefly describe in plenary the kind of skills associated with each dimension shown. • Summarize by highlighting the following: <ul style="list-style-type: none"> o Physical (body) development: skills enable body movement and coordination abilities. They include. <ul style="list-style-type: none"> o Fine motor skills such as hand-eye coordination when drawing, painting, sculpting o Gross motor skills such as when walking, dancing, jumping. and balance activities 	Teachers workbook. Facilitators guide Slide decks

Step	Time	Topics	Activities	Resources
4	30min	Benefits of LtP to children's holistic development	<ul style="list-style-type: none"> o Cognitive (mental) development includes skills for thinking, reasoning, memorization and remembering such as learning, experimenting, and discovering how to use words, symbols, numbers, and concepts to communicate their ideas and observations. o Emotional development: abilities to express and manage feelings including joy, sadness, anger such as coping with fear, gaining self-esteem, confidence, and resilience, o Social development: abilities to relate with others such as cooperation, sharing, leading, taking turns work and following group norms. o Creative development: abilities to explore and come up with new ideas, do something differently to solve a problem such as solving a puzzle, <p>Child holistic development skills through LtP activities in different class levels – guided demonstration.</p> <ul style="list-style-type: none"> • Have participants to try out the LtP activities given below (select only the two relevant to the breakout group) • In each case identify the kind of development skills promoted through the given LtP activity and the benefits for learners • pre-primary <ul style="list-style-type: none"> a. children name parts of the body using the song "Head, Shoulders, Knees and Toes". b. Learners use clay to model domestic animals. Lower Primary <ul style="list-style-type: none"> a. Learners rearrange words written on cards to form correct sentences. b. Learners create a human figure using geometric shapes. Upper Primary <ul style="list-style-type: none"> a. Learners draw out large circles on the ground using sticks and strings and practice measuring circumference. b. Learner's role plays the work of leaders in a community. 	
5	30min	Benefits of LtP for children's holistic development	<p>Ways LtP helps children's holistic development Q&A, pair work, plenary sharing (30 mins)</p> <ul style="list-style-type: none"> • Refer participants to Teacher Workbook Section 2B. • Ask participants to work in pairs to go through the questions below and note down any additional points to those listed: <ol style="list-style-type: none"> 1. How does LtP help children to develop holistically at home, at school and in the community? 2. How does LtP help children's social, emotional, physical, cognitive, and creative skills development? 3. How do learning through Play activities help children of different age groups learn and develop (Pre-primary or ages 3-5 Years, Lower primary or ages 6-8 years and Upper primary or ages 9-12+ years) • Have 2-3 pairs share in plenary. Listen for and emphasize ideas for holistic child development such as: conversations, reading, writing, singing, question and answer, playing, chances to try out, discover and practice, parental involvement, use of materials to make ideas concrete; interactions with peers and adults; hands-on support, do new things (physically 	

Step	Time	Topics	Activities	Resources
5	30min	Benefits of LtP for children's holistic development	and academically), having a safe and conducive environment that promotes inclusion, respect and good health).	
6	30min	Roles and Benefits of LtP for teachers	<p>Identifying teacher benefits and roles in relation to LtP –Learning game (Knockout)</p> <ul style="list-style-type: none"> • Explain briefly that teachers have key roles to promote Learning through Play approach and teachers benefit when they use the approach. • Divide the participants into two teams and introduce the Knockout game. • Point out that each group has 6 minutes to list as many answers as possible to the two questions below: <ul style="list-style-type: none"> 1. What are the roles of a teacher to promote Learning through Play activities 2. What are the benefits of LtP to the teacher? • Call out "Go!" for teams to brainstorm as many possible answers as each team can for each question • After 6 min, have each group representative read out a list and compare answers. Similar answers are knocked off while unique answers score a point. • While Team 1 shares, Team 2 listens well and calls out "knockout" where the same point is listed. Both notetakers knock off the similar point. The team with the most unique answers wins. <p><i>(Listen for list of roles including lesson planner; activity designer; materials preparer; organizer of the learning environment; facilitator of the learning through play activities; rules enforcer; guide; Champion of wellbeing, inclusiveness and gender; assessor of children's learning; giver of feedback/communicator; collaborator with other school and community stakeholders; reflective practitioner.)</i></p> <ul style="list-style-type: none"> • Share consolidated list of roles and benefits of teachers on LtP emphasizing. 	Teachers workbook. Facilitators guide Slide decks
7	5min	Reflect-Connect-Apply	<ul style="list-style-type: none"> • Highlight key ideas for take away. <ul style="list-style-type: none"> o Learning through Play is not the same as free play. While there is learning that can happen during free play, LtP focuses on guided interactions with a specific learning objective in mind. o LtP is not accidental learning; it is intentional learning using an active learner-centered approach as a method. • Refer participants to Teacher Workbook Section 2B. • Ask participants to take 2 minutes to write down two key ideas they are taking from this session. • Invite 2-3 volunteers to share in plenary. 	Teachers workbook. Facilitators guide Slide decks

Proof of Learning

- Participants are able to list the key concepts from the LtP definition.
- Participants can document the benefits of LtP for the learner.
- Participants can list roles of an LtP teacher.

Notes for Facilitators

Simulation of LtP Activity

To prepare for the Secret Keeper game.

- Collect 20 bottle caps to make one activity set.
- One set can be used by up to 10 people, suggested to have at least 4 sets per break out room.
- For one set, write the following letters on the inside of each bottle cap (2 As, 1 B, 1 C, 1 D, 2 Es, 1 H, 1 I, 1 L, 1 M, 1 N, 1 O, 1 P, 1 R, 2 Ss, 2 Ts, 1 U if using English words. If not using English words, then choose letters based on letter frequency of local language).

In places where bottle tops are not available, you can use letter cards,

- cardboard, or even just a notebook and paper with blanks drawn for each letter.

Benefits of LtP for Holistic Child Development

- Child holistic development skills through LtP activities in different class levels.
- Here are some suggested LtP activities that might bring out development of the holistic skills by class level:

Pre-School

- Children practice demonstrating parts of the body using Head, Shoulders, Knees and Toes song.
- The teacher gives a short story about something that makes the learners HAPPY. If they are happy, they jump forward, if not, they jump backward.
- The teacher asks the learners during the free choice time to choose the activity they want to do with five other learners.
- Learners form sets with their own materials, and match to shared number cards.
- Learners use clay to model domestic animals.

Lower Primary

- Children practice number sequences, counting by 4s while skipping rope. (Ex. 4, 8, 12, 16...)
- Learner models a feeling using facial expressions while the other learners guess.
- Children are asked to do a group project to design their perfect school using materials available in the environment.
- Learners rearrange words on cards to form correct sentences.
- Learners create a human figure using geometric shapes.

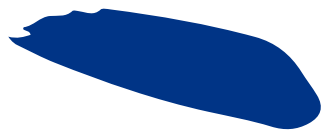
Upper Primary

- Learners practice measuring circumference by using sticks and strings to draw out large circles on the ground.
- A teacher tells a story and the learner writes about how the character is feeling in the moment.
- Learners exchange their compositions for peer review and practice giving constructive feedback.
- Learners conduct an experiment to discover if air has weight.
- Learners use role play to demonstrate leadership roles in a community.

Teacher Benefits and Roles

Knock Out Game

In the Knockout game, teams can get very invested and engaged. Use your power as the facilitator in a humorous way and try to say yes to as much as possible. If there is a role, they identify that does not fit within LtP, give a gentle redirect or re-frame. Some possible roles to listen for are: lesson planner; activity designer; materials preparer; organizer of the learning environment; facilitator of the learning through play activities; rules enforcer; guide; Champion of wellbeing, inclusiveness and gender; assessor of children's learning; giver of feedback/communicator; collaborator with other school and community stakeholders; reflective practitioner, etc.)



Teachers' Psychosocial Wellbeing

Session 3a



2 hours

Session Overview

This session is intended to provide an opportunity for teachers to explore how psychosocial wellbeing affects their mindset, motivation, confidence, and teaching practice.

Session Objectives

By the end of the session, participants will be able to:

- Define term psychosocial wellbeing.
- Define stress and distress.
- Identify signs and effects of stress on teachers' practice.
- Identify effect of psychosocial wellbeing on teachers' practice
- Identify positive ways for teachers to cope with stress and care for self.

Content Outline


- 1 Define Psychosocial Wellbeing, stress and distress
- 2 Factors that lead to stress in teachers
- 3 Identify ways teachers' psychosocial wellbeing affects teaching practice
- 4 Identifying positive coping Strategies to manage stress

Session Delivery Methods

- Games
- Visuals
- Think-Pair-Share
- Group discussions
- Self-reflection

Session Procedure

Step	Time	Topics	Activity Description	Resources
1	10min	Meaning of Psychosocial wellbeing	<p>Definition of Psychosocial Wellbeing -Turn and Talk, plenary presentation.</p> <ul style="list-style-type: none"> • Introduce session by mentioning that how teachers think, feel and behave is influenced by their psychosocial wellbeing. • Ask participants to pair up, turn and talk to discuss the question: <ul style="list-style-type: none"> ◦ What does the term Psychosocial Wellbeing mean to you? • Give participants 3-5 minutes to discuss and write key points in the Workbook. Refer participants to Teacher Workbook Section 3A. • In plenary, randomly select and call upon 2-3 pairs to briefly share their answers. • Harmonize responses, present, and highlight key components of the definition including: <ul style="list-style-type: none"> ◦ Psychosocial refers to the interplay between our psychological (internal, mind, feelings, experiences, routines, knowledge, strengths) and social (external, relationships, culture, values, interactions, support systems, community structures) aspects. ◦ Wellbeing indicates a state of being okay and capable of functioning effectively. ◦ Psychosocial wellbeing occurs when we effectively use our internal and external resources to meet our needs, manage and cope with the challenges or stressors in our environment. 	
2	30min	Psychosocial wellbeing and teacher's practice	<p>Identifying ways teachers' psychosocial wellbeing affects teaching practice-mind map.</p> <ul style="list-style-type: none"> • Explain that teachers own psychosocial wellbeing deeply affects the teaching process. • Refer participants to the Workbook Section 3A and introduce template below provided for mind mapping. <div style="text-align: center;"> </div> <ul style="list-style-type: none"> • Allow for 2-3 minutes for participants to individually fill the mind map to answer the question below: <ul style="list-style-type: none"> ◦ How does a teacher's own wellbeing affect his/her teaching practice? • Have participants form small groups of upto 5 people to share their answers and discuss the question. • In plenary, have each group provides 1-2 points and jointly fill a mind map below together. 	Teachers' workbook. Facilitators guide Slide decks

Step	Time	Topics	Activity Description	Resources
2	30min	Psychosocial wellbeing and teacher's practice	 <ul style="list-style-type: none"> • Listen for the following as groups share. <ul style="list-style-type: none"> o Readiness to plan and deliver lessons [Listen for ideas such as motivation, level of detail, preparation time for materials and lesson plans, ability to identify meaningful LtP activities,] o Relationships with learners [Listen for ideas such as communication, level of patience, willingness to create LtP interactions, ability to allow learners to learn from mistakes (try, fail, and try again), attunement to learners' needs and learning styles) o Establishment/maintenance of the conducive learning environment [Listen for ideas such as type of discipline in the class, level of sharing and emotional safety, the amount of "chaos" that is tolerable in the classroom,] o Self-reflection on teaching practice and participation in professional development [Listen for ideas such as willingness to try new projects/ ideas, taking time to learn new skills, ability to accept coaching and feedback.] • Summarize key points: <ul style="list-style-type: none"> o A teacher who is not well does not teach to the best of their abilities. It affects every aspect of their professional life from relationships with children and colleagues, to job satisfaction and motivation. o In relation to Learning through Play, a teacher's own wellbeing affects their preparation for lessons, the classroom environment and ability to create LtP opportunities for children. o If a teacher psychosocial wellbeing improves, his/her skills and motivation are affected positively leading to a safe, enabling classroom environment; more positive and playful interactions in the classroom; higher levels of satisfaction with the job; and improved pupil learning and wellbeing outcomes. 	Teachers' workbook. Facilitators guide Slide decks
3	15min	Meaning of Stress and distress	<p>Differentiate between Stress and distress- Turn and Talk, question and answer, plenary discussion.</p> <ul style="list-style-type: none"> • Ask participants to turn and talk to a neighbor to answer the question: <ul style="list-style-type: none"> o What do the terms stress and distress mean to you? o What is the difference between stress and distress? • Give participants 3-5 minutes to discuss. • Call upon 2-3 pairs in plenary to briefly share their answers. • Harmonize, and highlight that: <ul style="list-style-type: none"> o Stress is the normal reaction to changes in our environment, in our minds and bodies. 	Teachers' workbook. Facilitators guide Slide decks

Step	Time	Topics	Activity Description	Resources
3	15min	Meaning of Stress and distress	<p>o Distress is when this change overwhelms our ability to cope and function normally. This could result in us changing our behavior, such as making bad choices or losing our tempers, having difficult feelings that won't go away such as feeling unmotivated or uninterested in things we used to enjoy, or affecting our daily functioning by being unable to do things that we usually can manage.</p>	Teachers' workbook. Facilitators guide Slide decks
4	25min	Stresses of Being a teacher	<p>Identifying stresses of a teacher – Learning game (Ballon Game), plenary discussion Play Ballon game.</p> <ul style="list-style-type: none"> • Ask participants to stand in a circle (for large groups, divide into groups of between 15-20 participants). • Give them one balloon and ask them to keep it in the air as a group but using only one finger. • After a minute, add a second balloon. Then a third. Keep adding balloons until they reach overwhelm and balloons are falling on the floor. <p>Reflection and debrief.</p> <ul style="list-style-type: none"> • In plenary ask questions and get participants answers to debrief on their experience. <ul style="list-style-type: none"> a. How easy or hard was it to play the game? How so? [Listen for ideas such as: it started off easy but as more balloons were added it became harder, our plans and communication stopped working, etc.] b. How is this activity like the stresses you face as a teacher? [Listen for ideas like too many tasks, trying to do too many things, not enough support, giving up, overwhelm, etc.] • Summarize and highlight that: <ul style="list-style-type: none"> o A teacher has many different roles such as: educator, behavior manager, planner, evaluator, parent-liaison, and champion. This can lead to feelings of stress, frustration, or job dissatisfaction. o When tasks and stresses overwhelm a teacher's ability to respond, they eventually must let something fall. Often it is teachers own wellbeing that drop first. o If a teacher does not get enough support or does not take good self-care, then this can influence how s/he interacts in the classroom, ability to tune into learners' needs, the quality of teaching and children's academic outcomes. 	Filled balloons (approximately 1 per participant) Teachers' Workbook
5	15min	Recognizing signs of stress in a body	<p>Identifying Signs of Stress: Analogy story of Lion and Antelope, visuals/image, Large Group Discussion</p> <ul style="list-style-type: none"> • Remind participants that stress is the way our bodies and minds respond to challenges or changes in our environment (positive or negative). • Explain briefly that the session will focus on what happens in the body because of stress. • See the picture of the lion chasing the antelope in the Teacher Workbook Section 3B. • Ask participants to discuss the question below in pairs: <ul style="list-style-type: none"> o What do you think is happening in the body of the antelope and the lion? • After 3-5 min, invite 2-3 pairs to share briefly in plenary Listen for ideas such as: <ul style="list-style-type: none"> o The antelope is scared, its muscles are tense, it is looking around for an escape, its heart is beating fast. 	Slide deck Picture of lion and antelope

Step	Time	Topics	Activity Description	Resources
5	15min	Recognizing signs of stress in a body	<ul style="list-style-type: none"> o The lion is focused only on her goal, she is preparing to jump/pounce, her muscles are tight, breathing fast. • Summarize and highlight that: <ul style="list-style-type: none"> o When dealing with stress, the body reacts physically and mentally to the various changes and demands of life—both negative and positive. o What happens to the body also affects the mind, and what is going on in the mind also affects the body thus the effects of stress are both physical and mental. o Stress is not always bad. Sometimes stress can help us focus or perform better, but too much stress over time without relief can affect our happiness, job performance and relationships. o Distress is when stress overwhelms our ability to cope, perform our roles and tasks, or behave normally in our environment. For teachers, when stress starts to affect how they teach, they have moved out of feeling stressed and into feeling distressed. 	Slide deck Picture of lion and antelope
		Signs of stress in the body	<p>Notice and recognize signs of stress in the body - Personal reflection Individual task, plenary discussion.</p> <ul style="list-style-type: none"> • Refer participants to the Wokbook Section 3B. • Ask participants to reflect on given questions below and note answers. <ul style="list-style-type: none"> o Think about a time where you felt very, very stressed. What were the signs in your body that you were stressed? Did your face feel hot? <ol style="list-style-type: none"> i. Did you clench your fists? ii. Did you grind your teeth? iii. Did your heart race? iv. Did you feel heaviness in your stomach? v. Other feelings? 	
		How stress affects the body	<p>Spot and tell how stress affects the body-Practical Activity: Where in my body? - Individual task, plenary discussion</p> <ul style="list-style-type: none"> • Refer participants to the Teacher Wokbook Section 3B. • Ask participants to look at the given outline of the human body and using the given instructions answer the reflection questions. <ul style="list-style-type: none"> o Draw the places on the body outline where they felt a sensation. o Determine the areas of the body that are most susceptible to stress by placing an x on them. o Mention ways of how to reduce tension in those areas identified. <p>Reflection.</p> <ul style="list-style-type: none"> o Which do you usually notice first: your body sensations of stress or behavioral/emotional signs that you are stressed? o How might recognizing signs of stress in your body help you to manage stress? o Think of a loved one or close colleague, do they display the same signs of stress as you? 	

Step	Time	Topics	Activity Description	Resources												
6	20min	Positive coping strategies to manage stress	<p>Identifying positive coping Strategies- Plenary Presentation, Case Studies</p> <ul style="list-style-type: none"> Briefly explain to participants the session will focus on ways and how to manage stress, coping skills and self-care. Review the term coping or coping skills as: the thoughts, strategies and actions used to deal with a difficult situation or deliberately take care of ourselves. Mention and list there are various categories of coping or self-care highlighting the ones below : <ul style="list-style-type: none"> Physical self-care (things you can do to help your body cope) Mental/emotional self-care (things you can do to help clear your mind or regulate your feelings) Social self-care (things you can do with others to increase your resilience) Professional self-care (things that can affect your job performance). Summarize with the visual below highlighting the categories and examples of things to do in each case. <table border="1"> <tbody> <tr> <td>Physical Self-Care</td> <td>Things you can do to help your body cope</td> <td>Examples: Dancing, running, exercise, stretching, deep breathing</td> </tr> <tr> <td>Emotional Self-Care</td> <td>Things you can do to help clear your mind or regulate your feelings</td> <td>Examples: Singing, writing, meditation, praying</td> </tr> <tr> <td>Social Self-Care</td> <td>Things you can do with others to increase your resilience</td> <td>Examples: Asking for help, talking to friends, counseling, reaching out to a mentor, participating in community activities and celebrations</td> </tr> <tr> <td>Professional Self-Care</td> <td>Things that can affect your job performance</td> <td>Getting peer feedback, sharing challenges with other teachers, identifying a veteran teacher to be your mentor, preparing well for your lessons, learning something new</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Introduce case study below representing teachers experiencing stress in different scenarios on Teacher Workbook Section 3B. Point out that the case study is drawn from several teacher’s experiences and does not represent anyone they know. <p>Case Study: Joseph</p> <p>Joseph is a pre-primary teacher who is feeling overly stressed. He does not feel like the Head Teacher respects him; he also believes he does not have the materials that he needs to teach well because there are too many children in his class. In his mind, the children have become undisciplined and rude, even from this very young age. He recently got in trouble for grabbing a misbehaving learner by the shirt which caused the buttons to pop off and the child to become afraid of him. Joseph is not typically violent—he loves to dance and sing, is a leader in his church and spends time at home with his family on the weekends. Since this incident, Joseph has started to skip meals, withdraw from his children, and oversleep.</p> <ul style="list-style-type: none"> Ask participants to work in pairs to apply their knowledge of self-care and stress management practices to recommend at least three healthy coping strategies that the person could try. 	Physical Self-Care	Things you can do to help your body cope	Examples: Dancing, running, exercise, stretching, deep breathing	Emotional Self-Care	Things you can do to help clear your mind or regulate your feelings	Examples: Singing, writing, meditation, praying	Social Self-Care	Things you can do with others to increase your resilience	Examples: Asking for help, talking to friends, counseling, reaching out to a mentor, participating in community activities and celebrations	Professional Self-Care	Things that can affect your job performance	Getting peer feedback, sharing challenges with other teachers, identifying a veteran teacher to be your mentor, preparing well for your lessons, learning something new	Teachers’ workbook. Facilitators guide Slide decks
Physical Self-Care	Things you can do to help your body cope	Examples: Dancing, running, exercise, stretching, deep breathing														
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Step	Time	Topics	Activity Description	Resources
6	20min	Positive coping strategies to manage stress	<p>Reflection:</p> <ul style="list-style-type: none"> • Do you see any of these tendencies in yourself or your colleagues? • Why should you have multiple self-care strategies to choose from? [Listen for ideas such as: It allows for choice, materials might not be available, I might not feel like doing something in the moment, I need many ways to help myself calm down in case one doesn't work] • Which self-care strategies that were shared inspired you or were new ideas? • Remind participants to reflect on what kind of self-care strategies they can use to help manage their stress. 	Teachers' workbook. Facilitators guide Slide decks
7	5min	Reflect-Connect-Apply	<p>Closing Reflection: My Self-Care Plan</p> <ul style="list-style-type: none"> • Ask participants to think about how what they have learned might apply to their personal life, teaching practice. • Refer participants to Teacher Workbook Section 3B. • Ask participants to take 10 minutes for a focused self-reflection to establish specific intentions for their well-being using the provided guiding questions and the Self-Care Plan Template. • Emphasize the difference between intentions and goals and point out that <ul style="list-style-type: none"> ◦ Unlike goals, intentions don't presume a definitive endpoint; rather, they serve as a continuous guide, just like following a compass. ◦ By setting intentions, you acknowledge your commitment to moving in the right direction without the pressure of success or failure. • Remind teachers to regularly assess their intentions throughout the week, adjusting them as needed. • Conclude by underscoring the significance of teachers' self-reflection and awareness of self-care skills which empowers teachers to respond more effectively both as an individual and as an educator. Mention that having multiple coping skills allows teachers to make a choice that suits their mood, environment, and available resources. 	Teacher Workbook Self-Care Plan Resource material: Teacher Self-Care Reflection Tool

Proof of Learning

- Participants are able to identify the signs of stress on their bodies.
- Participants are able to identify the positive coping strategies to stress.
- Participants are able to state how their own psychosocial wellbeing affects their motivation on teaching practice.
- Participants are able to draw self-care plan

Notes for Facilitators

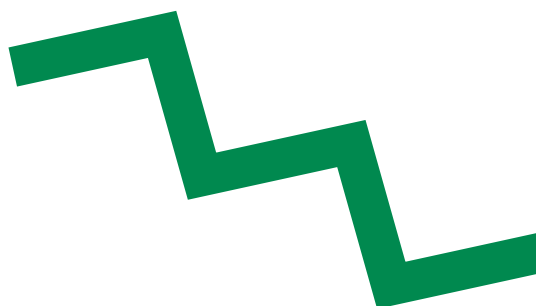
Key Ideas for this session have been:

- Teacher's own wellbeing affects their motivation, job performance, confidence and willingness to try LtP. Therefore, teachers need to be aware of their own stress level and have some healthy coping skills to manage their stress.
- Teacher's own wellbeing affects how they engage with learners in the classroom and in LtP activities—the relationships, the classroom environment, their level of patience, and the tone of feedback. Therefore, teachers need to prioritize their own wellbeing as an essential part of their teaching practice.

Depending on the level of knowledge of your participants, you might need to explain psychosocial wellbeing. A simple definition is psychosocial wellbeing is: When we are able to use our resources (internal and external) to meet our needs and cope with the stressors in our environment. Internal resources are ones inside of us (psycho—relating to the mind), such as our routines, knowledge, strengths, feelings, and experiences. External resources are ones connecting us to our environment (social—relating to our interconnection with others), such as our relationships, culture, values, support systems and community structures.

We have chosen to use images of animals to depict stress intentionally so that it:

- Focuses on the physical sensation or response.
- Is less triggering.
- Is applicable across cultures.
- Avoids biases such as gender/class/race/economic status/citizenship/sexuality/etc. and,
- Reduces the likelihood of privileged sharing.



Learner Psychosocial Wellbeing

Session 3b



1 hour

Session Overview

This session is intended to discuss the meaning of learners' psychosocial wellbeing and its influence on their learning and behaviors. The session also covers ways to identify learners in distress, classroom management strategies to support children facing challenges.

Session Objectives

By the end of the session, participants will be able to:

- Define meaning of learners' psychosocial wellbeing.
- Identify ways learners' psychosocial wellbeing influences their behaviors and learning.
- Define meaning of distress in the context of a learner.
- Identify observable signs indicating distress in learners.
- Outline ways for teachers to recognize and effectively manage learner behavior and wellbeing issues.

Content Outline

- 1 How a learner's psychosocial wellbeing affects their behavior and learning.
- 2 Identifying signs of stress in learners.
- 3 How teachers can manage learner behavior that stems from wellbeing concerns.

Session Delivery Methodology

- Think-Pair-Share
- Self-Reflection
- Group Discussion

Session Procedure

Step	Time	Topics	Activities	Resources
1		Meaning of child psychosocial wellbeing	<p>Definition of child Psychosocial Wellbeing-Turn and Talk, plenary presentation.</p> <ul style="list-style-type: none"> • Ask participants to pair up, turn and talk to discuss the question: <ul style="list-style-type: none"> o What does the term child Psychosocial Wellbeing mean to you? • Refer participants to Teacher Workbook Section 3C. • Give participants 3-5 minutes to write key points in the Workbook. • In plenary, randomly select and call upon 2-3 pairs to briefly share their answers. • Harmonize responses, present, and highlight key components of the definition including. 	Teacher Workbook Slide deck
2		Importance of psychosocial wellbeing for learners	<p>Introduce the importance of psychosocial wellbeing in learners -plenary, visual</p> <ul style="list-style-type: none"> • Point out that how learners think, feel and behave is influenced by their psychosocial wellbeing. • In plenary briefly present and introduce the importance of psychosocial wellbeing in children. • Display visual below and highlight how psychosocial wellbeing links to different aspects of school. <div data-bbox="558 1030 1165 1534" data-label="Diagram"> </div> <ul style="list-style-type: none"> • Point out the following: <ul style="list-style-type: none"> o Learner outcomes-, they do better in school. They understand things well, get good scores, and feel proud of their achievements. o Classroom behavior – When learners feel good, they behave better, participate more, and the whole class runs smoothly. o Ability of learners to learn new things and focus – When learners feel good on the inside, they can pay better attention in class, understand what the teacher is saying, learn and remember new things more easily. o Relationship with peers: When learners feel good, they're more likely to make friends, play together, and enjoy school. o School attendance: When learners feel good and are excited to come to school, they don't want to miss out. They will attend school regularly, ready for the adventure. 	Teacher Workbook Slide deck Visual of child psychosocial wellbeing

Step	Time	Topics	Activities	Resources
3		Signs of distress in learners	<p>Naming signs of distress among learners – pair work, small groups, and plenary</p> <ul style="list-style-type: none"> • Ask participants to stand up and find a partner they have not yet interacted with to discuss question below: (5 min) <ul style="list-style-type: none"> o What signs can you observe that tell you that your learners are not okay? Ask them to think about the <ul style="list-style-type: none"> i. Physical (related to the body or their sense) ii. Emotional (how they feel) and iii. Behavioral (how they act or relate with others) • Ask each pair to find another pair and in groups of four discuss their responses. (5 min) • In plenary, call upon 1-2 groups to provide their responses. • Refer participants to Teacher Workbook Section 3C to individually note down their answers and any additional points to those given. 	Teacher Workbook Slide deck
4		Signs of distress in learners	<p>Identifying signs of distress in learners – Pictorial and Case scenario Analysis, plenary, small groups</p> <ul style="list-style-type: none"> • Draw attention of the participants to picture and case scenario of Juma on Teacher Workbook Section 3C. • Explain that the case scenario is intended to help participants to practice their skills of detection of a learner’s signs of distress. • Have participants pair up, read, discuss, and answer the given questions. • In plenary, call upon 1-2 pairs to provide their responses. • Harmonize responses and add any points not mentioned. High light that: 	Teacher Workbook Slide deck
5		Ways teachers can support Learner Psychosocial wellbeing	<p>List ways teachers can support learner Psychosocial Wellbeing – Individual Task, small group work, Plenary</p> <ul style="list-style-type: none"> • Ask participants to individually take 2 minutes to reflect on things they have done in their teaching where they have consciously or unconsciously supported psychosocial well-being of their learners. • Point out that these could be moments of encouragement, empathy, or creating a positive classroom atmosphere. • Explain that teachers will listen to statements on roles of teachers in promoting learner Psychosocial wellbeing and respond as follows. <ul style="list-style-type: none"> o Thumbs up if it is the job of the teacher. o Thumbs down if it is not the job of the teacher. o Thumb midway if unsure • Read out the 5 statements below one by one as participants respond. <ul style="list-style-type: none"> o Teach and keep learners safe. o Know the signs and symptoms of children who are distressed. o Prevent or control all distressed behaviors. o Provide counseling, diagnosing or assessment. o Keep children’s stories and information confidential. • In plenary, provide any clarifications or further explain any statements that may not be well understood. • Refer participants to the Teacher Workbook Section 3C and allow participants 5min for to go through lists provided. 	Teacher Workbook Slide deck

Step	Time	Topics	Activities	Resources
5		Ways teachers can support Learner Psychosocial wellbeing	<p>• Harmonize and summarize key take aways below:</p> <ul style="list-style-type: none"> o Be observant: Keep an eye out, watch for and notice for any changes on how learners act or do in class that might show they're having a hard time . o Get to know and make friends with your learners. If they trust you, they're more likely to tell you if something's wrong. o Listen actively: Really listen when learners talk to you. Let them share their feelings without judging them. o Show you care: Be understanding and caring. Remember that each learner is different and maybe going through different things. o Encourage friendship and kindness: Encourage learners to be kind and to support each other. Being kind and understanding helps everyone feel better. o Talk to parents: Keep in touch with parents. They can give you more info about what might be going on with the learner and work with the school to help o Be flexible with learners: If a learner is having a hard time, be flexible with schoolwork, this can ease the stress of schoolwork. o Get help if needed: If a learner is really upset and you don't know what to do, get help from the school administrators or another expert. 	Teacher Workbook Slide deck
6		Strategies to manage challenging classroom behaviors	<p>In plenary, ask participants to share a challenging learner behavior they have encountered in classroom.</p> <p>Quickly notes challenges on flip chart as they are mentioned.</p> <p>Ask participants in pairs to brainstorm potential solutions for each challenge.</p> <p>Select 2-3 pairs to share their responses on common challenges and have other pairs add to the list any ones not mentioned.</p> <p>Provide an overview of the following four key strategies for managing challenging behaviors.</p> <ol style="list-style-type: none"> 1. Activities that can be done to help children re-regulate (calm down) so they can focus on learning such as grounding, deep breathing, helper tasks or physical activity. 2. Identifying safe spaces for children to go to where they can calm down and re-regulate so the class is not disrupted 3. Setting clear classroom rules that focus on safety, consistency and inclusion. Collaborative rule setting increases buy-in, especially from older learners, develops decision-making skills. 4. Using classroom routines to help children have a predictable schedule helps build positive behavior and consistency. 	
6		Supporting learners experiencing distress	<p>Introduction: One of the most frequent questions we get from teachers is about what they can do to help support a child who is showing signs of distress that are beyond their role as a teacher.</p> <p>Remind the teachers that their main job is to teach. They are not counselors or therapists or service providers.</p>	

Step	Time	Topics	Activities	Resources
6		Supporting learners experiencing distress	<p>Activity 3 - Pairs and squares discussion (12 min) Let's think about our specific mandate as teachers; What is our role in supporting children who display signs of distress? Find a partner and discuss: (give them 3 minutes to discuss) Now pair finds another pair to make a group of 4 to discuss; What is beyond our role as teachers? (give them 3 minutes to discuss) Ask a few groups to share in the plenary as you capture on the flip chart a few ideas about what is within the teacher's role and what is beyond their role. Teach the identification and referral skills (10 mins) Please refer to visual on the Teacher Workbook Section 3E.</p> <p>Reminder: the role of the teacher is to teach. teachers have what is called a signaling function—their job is to identify and then flag up to others when children are in need of further services as shown in the diagram below reminder: if the behavior or challenge is beyond your expertise, refer to specialized support: do not go beyond the limits of what you know, this could cause more harm than good. let others with more specialized skills, such as doctors, nurses, counsellors, and mental health professionals, take over. link the person directly to the child protection/referral focal point in your school. the school structures should have information about how to link them to services in the community that can provide support, or make sure that they have contact information and clear instructions for getting further help.</p> <p>Caution on confidentiality—point out that any time we are dealing with personal information that can identify another person or their experience, we need to make sure we are protecting them. This means not using their name, sharing their story, or talking about it beyond making the referral to the service provider.</p>	

Gender Responsive Teaching and Learning

Session 3c



1 hour 20min

Session Overview

This session is intended to enable teachers develop the skills and knowledge needed to implement Inclusive Learning through Play. This embodies active learning and teaching that recognizes and values the differences in learning styles and experiences between male and female learners. Teachers will be facilitated to discuss, recognize and identify ways to challenge gender biases and stereotypes in order to promote equality and support children's learning and development.

Session Objectives

By the end of the session, participants will be able to:

- Explain the meaning of gender, sex and relevant gender-related terms.
- Identify common gender biases and stereotypes and how it affects teachers' personal values and children's learning and development.
- Determine how societal expected behaviors, roles and responsibilities affect children's learning and development.
- Use Gender and inclusion responsive teaching and learning practices.

Content Outline

- 1 **Meaning of gender, sex, and gender-related terms**
- 2 **Common gender biases, stereotypes, and expressions and how it affect children's learning and development**
- 3 **How societal expectations around specific behaviors, roles and responsibilities shape the opportunities and accomplishments for boys and girls in LtP.**
- 4 **Gender and inclusion responsive teaching and learning practices.**

Session Delivery Methodology

- Reflective practical exercise (Gender in Our Lives)
- Group discussions and presentations
- Plenary discussions
- Role modeling
- Think-pair-share

Session Procedure

Step	Time	Topics	Activities	Resources
1	10min	Opening welcome recap	<p>Opening and Welcome: Recap activity (10 minutes) [LTP Strategy: Facilitator creates opportunities for participants to actively participate and share ideas with peers through practice, discussion, and engagement.]</p> <p>Instruction: Facilitator welcome participants to day 2 of the workshop and introduces briefly the overview of Day 2. Mentioning the key area of focus for the day) tell participants that they will be covering gender and inclusion in LTP</p> <p>RECAP (proof of learning of previous day): Facilitator leads the team in forming a circle throws a ball randomly and instruct the participants that, when a person receives the ball, S/he should answer in less than a minute the question asked. After answering throws back the ball to the facilitator. If a participant fails to respond correctly the facilitators choices another person to answer the same question before asking the next.</p> <ol style="list-style-type: none"> 1. What is learning through play? 2. Mention key elements in the definition of Learning through Play. 3. Identify 3 positive ways that you will plan to take care of your own wellbeing this coming term. 4. Mention one thing that you didn't quite understand from the training yesterday. <p>After the recap, participants take their seats before the next activity.</p>	Pens, flip charts, slide decks and TWB
2	20min	Understand- ing prior knowledge of partic- ipants on Gender and sex	<p>Activity 1: Turn and Talk</p> <ul style="list-style-type: none"> • Facilitators ask participants, what is Gender? (allow for 2 responses) • What is Sex? (allow for 2 responses in pairs in 3 minutes) <p>Characteristics and Roles of Men/Boys and Women/ Girls</p> <p>[LTP Practice: Create an activity at the start of the session for learners to draw out prior knowledge]</p> <p>Instruction: Facilitator Ask participants to get to their family groups formed the previous day and assign them the activity as indicated below.</p> <ol style="list-style-type: none"> 1. To all the women/female participants in their different Groups, ask them to take 5 minutes to list characteristics, attributes, roles, behaviors, responsibilities associated with boys and men in their communities. 2. To all the Men/Male participants in their different Groups, ask them to take 5minutes to list characteristics, attributes, roles, behaviors, responsibilities associated with girls and women in their communities. 	Pens, flip charts, slide decks and TWB

Step	Time	Topics	Activities	Resources
2	20min	Understanding prior knowledge of participants on Gender and sex	<p>3. Ask one representative of the women to read out what the women from the different groups listed in 2mins.</p> <p>4. And a representative for all the Men to do the same in 2mins.</p> <p>Facilitator: Present the definition of Gender and the definition of Sex as seen below:</p> <ul style="list-style-type: none"> • Sex: Refers to the biological and genetic differences universally found between males and females. E.g. (sex organs, body features, hormones etc.). • Gender: Characteristics, roles, responsibilities, behaviors of women, men, girls, and boys that are socially constructed, given, or defined. <p>• Facilitator: Explain that the sex of a person is biological and fixed but gender is social and can change. Sex is what we are born with; gender is what society teaches us about how we should behave based on our sex. Please refer to Teacher Workbook Section 4A.</p> <p>• Ask the group's members in their different group to take 2 minutes to identify in their lists which ones are gender-related behaviors, characteristics, roles, responsibilities and attributes and mark them with a capital letter G. Those that are sex-related, mark them with capital letter S.</p> <p>• Facilitator Note: Ensure participants have clearly understood the definition before they start marking the listing appropriately with either a G or S. To end this activity, ask one woman and man as group representatives to read their listing and marking as the rest of the participants confirm if it was done correctly.</p> <p>Facilitator: Remind participants that there are other gender related terms that they need to know and refer participants to the Teacher Workbook for other gender-related terms. These include: Gender biases, Gender Equality, Gender stereotype etc.</p>	Pens, flip charts, slide decks and TWB
3	15min	Common gender biases, stereotypes, and expressions	<p>Activity 2. Plenary presentation</p> <p>Introduction: facilitator present the definition of Gender bias as a guide to the next session.</p> <ul style="list-style-type: none"> • Gender bias: There are unproven beliefs about a specific gender (sometimes we say these are conscious biases, meaning we are aware that we think that way and sometimes they are unconscious biases, meaning that we take it to be natural or given and we are not aware that we are thinking in a specific way) E.g., Girls always do better in English subject not mathematics. <p>LtP Practice: Turn and Talk:</p> <ul style="list-style-type: none"> • Facilitators tell participants that since they now know what gender biases are, ask them to take 3 minutes to think about their own school days, remember and share 	Pens, flip charts, slide decks and TWB

Step	Time	Topics	Activities	Resources
3	15min	Common gender biases, stereotypes, and expressions	<p>with a colleague some of the different ways teachers treated, handled and talked to boys and girls negatively.</p> <ul style="list-style-type: none"> • Get 2 responses from pairs about what they discussed. (Facilitator note: Encourage paired sharing as opposed to individual sharing-limit participants from sharing personal experience) <p>Movement-based Activity: Agree/Disagree, not sure [LTP Practice: Use of familiar objects]</p> <p>Facilitators note. Inform participants that you will read a number of statements and that each participant is to respond what reflects their own personal values THUMBS UP stands for AGREE, THUMBS-DOWN stands for DISAGREE and CROSS ARM -NOT SURE.</p> <ul style="list-style-type: none"> - Boys are active. Girls are timid. - Girls are more discipline than boys - Both girls and boys should be kept in school - Boys are better in science and girls in social studies. - If parents have limited resources or money for school fees, the boys should be prioritized. - Teachers should give equal attention to girls and boys while at school <p>Facilitator Lead a brief discussion by asking the following questions while participants respond to the statements ask 1-2 participants to respond to:</p> <ul style="list-style-type: none"> • Qn 1 Why are you responding the way you have to the statement (facilitator listen for the answers given, this will help you to determine bias that some teachers have, Keep the activity moving quickly, do not get pulled into arguments but rather use this to identify key biases that may affect LTP). • Qn2. How do these stereotypes and biases affect learners experience in the classroom and school? (facilitator listen for responses like, biases discourage children from concentration in a subject, make them loose interest, make them not belief in themselves etc). <p>Summary Reflection</p> <p>Most times we unconsciously speak out statements like the ones above because our values are informed by our society. For that reason, we may be silently discouraging girls and boys from believing in themselves or imagining possibilities about their future or capabilities.</p> <ul style="list-style-type: none"> • The language we use affects how both boys and girls participate in learning activities, what they pick interest in, what they want to be good at. • Many times children will feel discouraged from trying out what they are told their gender isn't good at. • We know that all children are different, so to understand boys and girls better, we should look at the ability of the individual child, not limited by perceptions about their gender. 	Pens, flip charts, slide decks and TWB

Step	Time	Topics	Activities	Resources												
4	15min	Gender roles and responsibilities of girls and boys	<p>Activity 3 – Small group discussion</p> <p>1. The facilitator asks participants to get into their family Groups.</p> <p>2. Ask the men in the different groups to complete a time table in 5minutes showing Activities, roles and responsibilities for a girl and the women in the different groups to complete activity, roles and responsibility timetable of a boy in their community from the age level that they teach. Ask them to think about what boys and girls are expected to do, . Think about what happens before school, during school and after school.</p> <p>[Listen for ideas such as, girls take care of younger siblings, do household chores and maybe expected to be cook, help in the house rather than play outside. Boys may be expected to take care of animals, do heavy duty work, involve in games outside the home etc.]</p> <table border="1"> <thead> <tr> <th>Time of the day</th> <th>Boys’ daily activities, roles, responsibilities</th> <th>Girls’ daily activities, roles, responsibilities</th> </tr> </thead> <tbody> <tr> <td>Morning</td> <td>- -</td> <td>- -</td> </tr> <tr> <td>Afternoon</td> <td>- -</td> <td>- -</td> </tr> <tr> <td>Evening</td> <td>- -</td> <td>- -</td> </tr> </tbody> </table> <p>3. Discussing Listings Bringing the participants together, show the listing side-by-side, and lead a discussion around the following</p> <ul style="list-style-type: none"> • What are the differences between the boy’s and girl’s timetable ? Why are they different? • How did girls/boys learn these roles and responsibilities? • How do the roles and responsibilities shape the opportunities and accomplishments of boys and girls at school? • How might it affect how they participate in LtP? <p>Summary Reflection (facilitator to give this summary to participants)</p> <ul style="list-style-type: none"> - The culture in which girls and boys grow up determines their quality of life by the difference in opportunities it offers them. Negative cultures bring up children in negative ways denying them opportunities to explore their abilities. - As teachers our work is to create awareness about how these different expectations and roles are sometimes unfair and can have a negative effect on children’s performance and accomplishments at school, teachers should initiate and engage with children in the regular LtP activities by allowing girls and boys to try their abilities in all subjects and activities. 	Time of the day	Boys’ daily activities, roles, responsibilities	Girls’ daily activities, roles, responsibilities	Morning	- -	- -	Afternoon	- -	- -	Evening	- -	- -	Pens, flip charts, slide decks and TWB
Time of the day	Boys’ daily activities, roles, responsibilities	Girls’ daily activities, roles, responsibilities														
Morning	- -	- -														
Afternoon	- -	- -														
Evening	- -	- -														

Step	Time	Topics	Activities	Resources
5	20min	Gender and inclusion responsive teaching and learning practices	<p>Activity 4 – Plenary Presentation</p> <p>Facilitators inform participants that this is a practical discussion on how teachers can be more gender responsive and inclusive in their classrooms.</p> <p>Facilitators note: Briefly discuss the meaning of Gender responsive education: Gender responsive education simply mean Education that include specific activity and action trying to reduce gender inequalities within the teaching and learning environment.</p> <p>Facilitators note: Share the Good practices at School Level and discuss briefly (5 min) as seen below: -</p> <ul style="list-style-type: none"> - Use positive language for both boys and girls - Offer boys and girls equitable opportunities to explore their abilities in a given activity. - Assign similar roles to girls and boys, including compound clearing, fetching water, leadership positions, arranging the class environment, etc. - Speak up against stereotypes that demean either boys and girls. <ul style="list-style-type: none"> • Besides the Teacher Code of Conduct, put in place school and classroom rules that promote inclusiveness not discrimination. • Ensure equal participation of girls and boys in class activities • Ensure equitable access to teaching and learning materials. • Arrange the classroom fairly so girls and boys feel comfortable • Use gender-positive language and encourage both boys and girls to strive hard. <ul style="list-style-type: none"> - Expect equal intended outcomes for all learners, both boys and girls, in all lesson activities for every subject or thematic area. <p>Gender and Inclusion Class Checklist (what does a gender and inclusion responsive class look like)</p> <ul style="list-style-type: none"> • [LtP Practice: Connect the lesson to learners’ real-life experience and environment.] <p>Qn ask participants to discuss in threes what a gender and inclusion responsive look like to them(2mins) Ask 2 participants to share their discussion</p> <p>Facilitator notes: we will look at gender and inclusion responsive class in mainly four focus areas.</p> <p>Facilitators note: Present and display the gender inclusive class checklist slides. Lead a guided discussion after each focus area.</p> <p>Focus Area 1 : Classroom Layout and Organization</p> <ul style="list-style-type: none"> • Ensure appropriate class set-up and seating arrangement (<i>equal use of indoor and outdoor spaces for girls and boys of different abilities. Language, height etc.</i>) • Rotate how the girls and boys are seated in the classroom, so all learners sit in preferred positions and feel included in the learning space. • If culturally accepted, mix boys and girls in your seating arrangement. (<i>If it is not acceptable, ensure that one groups does not occupy all the desks/seats</i>) 	Pens, flip charts, slide decks and TWB

Step	Time	Topics	Activities	Resources
5	20min	Gender and inclusion responsive teaching and learning practices	<p><i>while the other sits down, or on group sits on comfortable seating while the other on uncomfortable or broken desks, or one group does not occupy the entire front row/preferred position in the class.)</i></p> <ul style="list-style-type: none"> • Ensure class rules and practices apply equally and/or fairly to girls and boys • Ensure the class environment is physically safe for girls and boy. <ol style="list-style-type: none"> 1. On Classroom Layout and Organization—Which of these practices are you already using? <p>Focus Area 2 : Access to Teaching and Learning Materials</p> <ul style="list-style-type: none"> • Ensure equitable access and sharing of Teaching and Learning resources for boys and girls of different abilities. • Set group norms about sharing fairly. • Avoid dividing materials into boys’ materials and girls’ materials. • Avoid a race for materials, make a clear distribution and collection plan for the materials. 2. Regarding Access to Teaching and Learning Materials, has there ever been a situation where boys and girls had different access to the TLMs if so why? <p>Focus Area 3 : Roles, Responsibilities and Participation Set expectations about equal participation and critical thinking for boys and girls of different abilities</p> <ul style="list-style-type: none"> • Distribute roles for boys and girls equally in all typical activities, indoor and outdoor, leadership and classroom helping tasks. • Avoid using gender as a way to assign classroom helping tasks (<i>for example assign girls and boys leadership tasks, control tasks and junior tasks interchangeably</i>). • When you divide the learners into small groups, pay attention to the gender balance of the groups. One boy alone in a group of girls or one girl alone in a group of boys can be challenging. Ensure you mix them. • Qn3. In terms of Roles, Responsibilities and Participation, what roles do children typically do in your classes? Are the tasks shared equally? What might be an example of a time where having boys and girls in separate groups would be helpful? [<i>Listen for ideas around safety, cultural/religious considerations, possibly discussions of puberty. Do not let this turn into a debate, push the participants to think about ways to integrate boys and girls together so they learn from each other.</i>] <p>Focus Area 4: Language, Examples and Modeling</p> <ul style="list-style-type: none"> • Pay attention to “talk time” of boys and girls. If, for example, boys speak more during the lesson, ensure you also allow time for girls and children who are quieter to speak by asking them a question and give them time to think before they must respond. (LtP practices like Think-Pair-Share work well for this) • Use positive examples of both men and women. When you give examples of role models in your community and school, ensure there are female and male leaders and examples. 	Pens, flip charts, slide decks and TWB

Step	Time	Topics	Activities	Resources
5	20min	Gender and inclusion responsive teaching and learning practices	<p>Use neutral and inclusive language. Avoid using language that has a negative tone based on gender and other characteristics. <i>[For example, do not say this subject is better done by boys or by girls.]</i></p> <ul style="list-style-type: none"> • Interactions and relationships should be positive, friendly and safe between teachers and learners and learners with peers (linked to Code of Conduct) Remember to praise girls and boys equally • Qn4. Looking at Language Examples and Modeling, what are some ways you can make sure male and female role models or examples are discussed equally? <p>Summary Reflection Teachers are important role models for children. They can show learners new ways of behaving and thinking about themselves which they might not get from their parents and community. If a teacher consistently demonstrates that they care about girls and boys attending and participating in LtP activities, it sends an important message that girls and boys are equally important, and their education is important too. Teachers can help address gender discrimination by providing equal opportunities for girls and boys to participate in LtP activities.</p> <p>Closing Reflection (after session assignment) Facilitator's note. After the session refer participants to Teacher Workbook Section 4A and ask them to read and complete the following starting statements, at their free time.</p> <ol style="list-style-type: none"> 1. To be more gender responsive in my class I will... 2. Examples of gender biases I will work on include.... 3. I can respond to gender biases and stereotypes by... 4. To be more gender inclusive in my class I will... 5. I recognize that learner's abilities are not based on their gender, so I will... 6. All children are different, so to understand boys and girls better I will... 	Pens, flip charts, slide decks and TWB

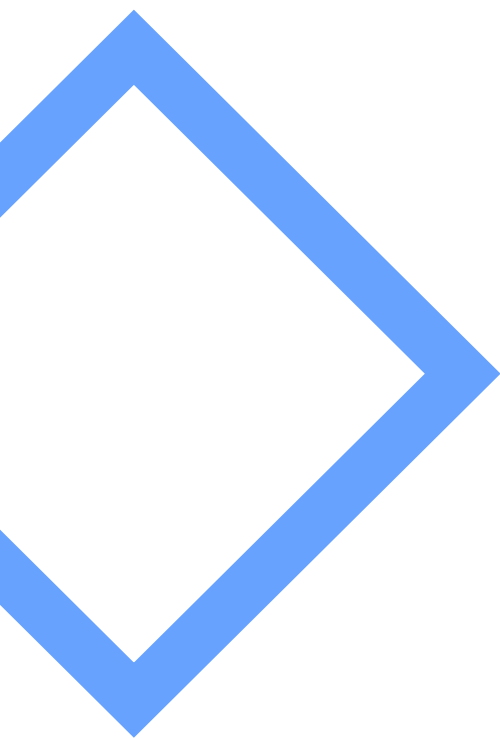
Proof of Learning

Participants are able to:

- Understand the difference between the terms gender and sex.
- Mention common gender biases and stereotypes and how it affects teachers' personal values and children's learning and development.
- Explain how societal expected behaviors, roles and responsibilities affect children's learning and development.
- Demonstrate a gender and inclusion responsive teaching and learning practices.

Notes for Facilitators

- Gender sessions entail topics that affect children, but the activities and discussions are for adults. Please know that this session is designed to increase your understanding of gender considerations, not give you activities to do with children in your class.
- As a facilitator ensure you control the discussion, Gender sessions often generate a lot of discussions which consumes a lot of time.
- As Facilitator ensure that throughout the discussion, gender biases that affect the participation of the trainees is immediately handled.



Inclusive Teaching and Learning

Session 3d



40min

Session Overview

This session is intended to provide a brief introduction to Inclusion concerns within teaching and learning activities.

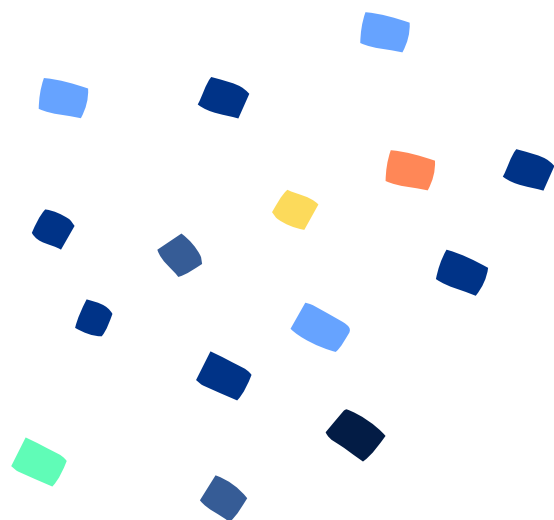
Session Objectives

By the end of the session, participants will be able to:



- Explain what inclusion means.
- Identify strategies to promote inclusion in teaching and learning.

Content Outline

- 1 Definition of inclusion.
- 2 LtP and inclusion strategies in schools.



Session Procedure

Step	Time	Topics	Activities	Resources
1	20min	Definition of inclusion	<p>Small Group Discussion</p> <ul style="list-style-type: none"> • Facilitator informs participants that they will be looking at inclusion in teaching and learning and • And ask participants to be in a group of 3 to discuss what inclusion means to them? (<i>popcorn response, allow for 2 responses</i>) • Present/share the definition of inclusion <p>Inclusion is the act and practice of including someone or something as part of a group, list, etc.</p> <p>When we talk of inclusion in LtP, we mean</p> <ul style="list-style-type: none"> • Participation of all children in the classroom in LtP activities, and • Accessibility of the materials and learning environments for all children in a school and or class. <p>LtP practice (think pair and share)</p> <p>Facilitators present the two pictures and ask the below question to lead the discussion.</p> <p>Picture 1</p>  <p>Picture 2</p>  <p>Question: Which of the pictures show inclusion in teaching and learning and why? (Facilitators listen for response like, in picture 1 all children are participating, picture 2, only boys are leading the activity, a child with disability is blocked by another learner etc.)</p> <p>Finally, facilitators harmonize the discussion based on the definition of inclusion in LtP shared. Picture 1 is an inclusive classroom, while picture 2 is non-inclusive.</p>	Slide deck, teacher workbook, Referral chart

Step	Time	Topics	Activities	Resources
2	15min	LtP and inclusion strategies in school (scenario)	<p>Activity 2: Practice: Build Scenarios (handout found in the workbook)</p> <ul style="list-style-type: none"> Facilitators instruct participants to find a partner and open their Teacher Workbook Section 4A on inclusion in teaching and learning, read the scenario and answer the guiding questions as a pair and share with the rest of the participants. <p>Senario #1: A ten-year-old girl Margaret has limited hearing and sight . she is dependent on her elder brother's. Her brother assists her to walk to and from school every day, but because he has a new job and a business to run he sometimes comes late to pick and drop Margret to school, arriving when classes have started and this makes it quite difficult for her to keep up with the learning activities. Although she is able to understand better when she sits in the front of the class close to the blackboard where she can hear the teacher well, Margaret gets to class when the front rows are already taken by those who arrive early. The teacher and other learners generally treat her well—they do not tease her or disrespect her, but they do not include her in conversations or activities, assuming it is too difficult for Margaret to understand the questions and materials being used.</p> <p>Facilitator's note: Lead a guided discussion using the following questions.</p> <p>Qn 1, In your teacher workbook underline inclusion concern in the scenario.</p> <p>Qn 2, How does the identified inclusion issue create an unfavorable learning environment? (facilitator listen for: makes a learner feel left out, makes a learn loose interest in learning, creates limited opportunity for equal participation etc)</p> <p>Qn 3, If Margret was in your classroom what would you do to make the classroom inclusive for her (facilitator allow for 2 to 3 response)</p> <p>Quick tips for child inclusion in LtP: (facilitator ask one participant to read this tips)</p> <ul style="list-style-type: none"> Establish classroom rules or Code of Conduct that encourage the value of all children and requires learners to engage with everyone in the class Create an appropriate learning environment and seating chart to ensure full and active participation of all children regardless of physical, linguistic or cognitive abilities Ensure every child understands LtP activities and messages using different techniques (drawing, picture, symbols, audio-visuals, language, etc.) Create access to LtP materials for all children regardless of any differences, and give adequate time to communicate, share and work in groups. Ensure LtP activities are not segregated (e.g. dividing into groups based on religion, ethnicity, economic status, host community vs. refugee children, singling out the children living with disabilities, etc.). 	Teachers Workbook

Step	Time	Topics	Activities	Resources
2	15min	LtP and inclusion strategies in school (scenario)	<ul style="list-style-type: none"> • Give opportunities for children living with disabilities to lead, be a good example and participate equally; • Use inclusive language and avoid using language that diminishes, separates or focuses pity on people with differences • Inspect and ensure safe, confidential and accessible reporting mechanisms for school violence; • Regularly interact and monitor learner’s performance with their parents/guardians. <p>Key ideas Notes (remind participants on this)</p> <ul style="list-style-type: none"> • When we talk about inclusion, most teachers’ minds go specifically to special needs inclusion and children living with disabilities. Inclusion covered a wide range of special needs, from children living with disabilities to gifted learners to social cohesion like being in a multi-lingual, multi-religious, multi-ethnic classroom. <i>Because this is not a project specializing in special needs, when we are discussing inclusion, it is focused on two primary considerations:</i> <ul style="list-style-type: none"> - Participation of all children in the classroom in LtP activities, and, - Accessibility of the materials and learning environments for all children in the classroom. • The scope of the project does not have a technical focus on children with special needs nor provision of dedicated services for these children. Rather, the project takes a mainstream approach to ensure that there is awareness of and inclusion of children with special needs in LtP activities. • For children with needs beyond what Play Matters can handle, we encourage REFERRAL TO PARTNERS WITH SPECIALIZED SERVICES. (<i>facilitator share a referral pathway/chart with participants</i>) 	Teachers Workbook
3	5min	Possible – Not Possible activity	<p>Facilitators tell participants that they are going to do a quick activity called: Possible, Not Possible. To play this game, the facilitator will read a prompt and you will decide if, based on the information above it is possible or not possible within the confines of the workshop. If it is possible, you will hold both hands above your head with a Thumbs Up sign. If it is not possible, you will cross both arms across to your chest in an X form. [LtP Practice: Hold it up].</p> <ol style="list-style-type: none"> 1. Providing classroom resources for children with severe levels of disability [e.g., textbooks in Braille, Personal assistants for 1 to 1 support] (not possible, we are looking at a mainstreamed approach and making referrals) 2. Providing reasonable accommodation for an LtP activity so that a learner who is missing an arm can participate (possible, we could change the movement-based activity to be more inclusive or provide an alternative role for the learner). 3. Distributing mobility assistive devices (not possible, we would need to make a referral) 4. Diagnosing children’s learning difficulties (not possible, we would need a specialist’s support, as teachers we can only identify difficulties) 	Teachers Workbook, slide deck

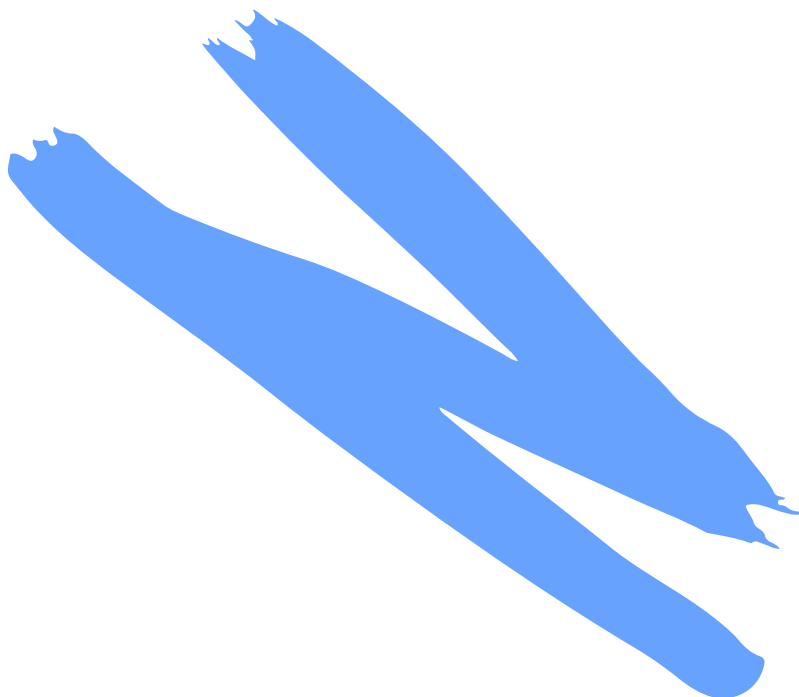
Step	Time	Topics	Activities	Resources
3	5min	Possible – Not Possible activity	<p>5. Doing specialized counselling with a learner (not possible, counselling is a specialized skill, teachers can do guidance)</p> <p>Closing Reflection Ask participants to summarize what they have learnt about inclusive teaching and learning in their Teacher Workbook Section 4A.</p>	Teachers Workbook, slide deck

Proof of Learning

- Participants are able to accurately explain what inclusion is.
- Participants are able to identify inclusion and social cohesion issues from the case studies and make actionable recommendations.

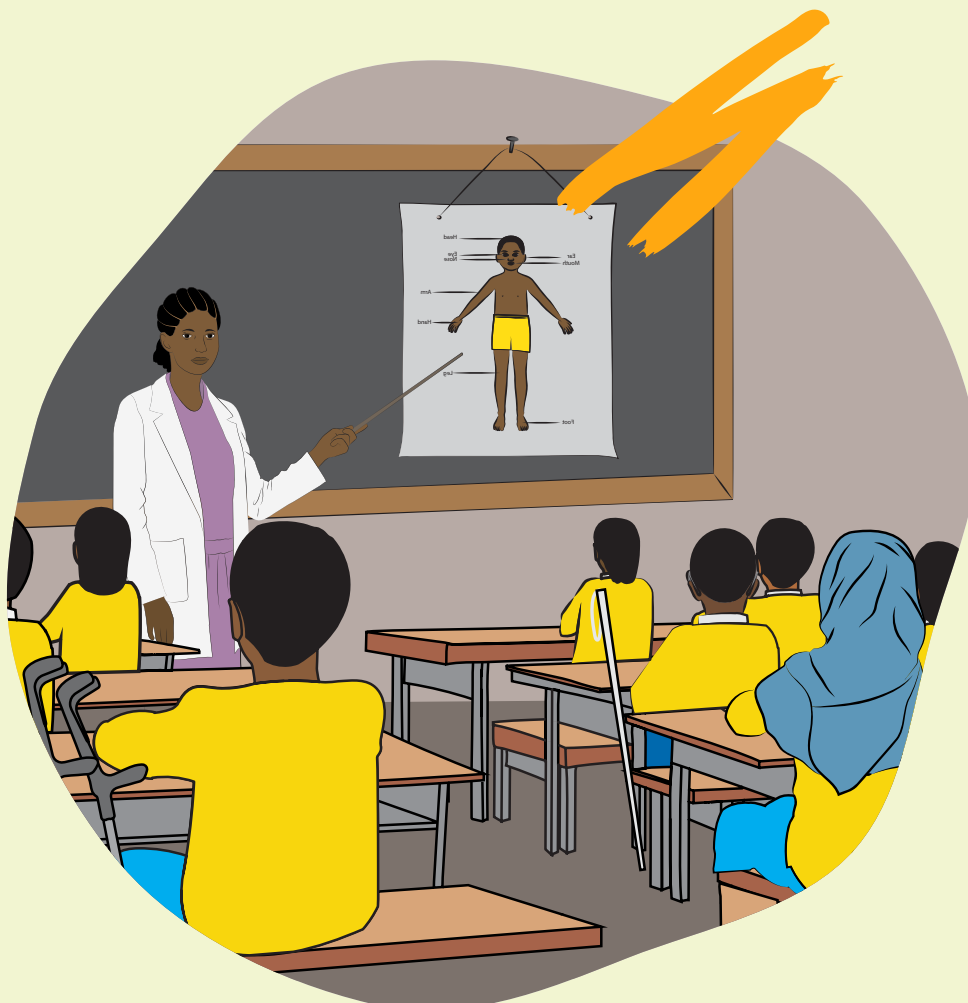
Notes for Facilitators

Teachers may ask about issues that relate to special needs concerns and need for support beyond the training, it is recommended that teachers are encouraged to work within means possible and in extreme case refer for specialized handling.



Learning through Play Enabling Classroom Environment

Session 4



2 hours

Session Overview

In this session, teachers will explore factors that contribute to a conducive and enabling LtP environment related to class layout, display of visual aids, access to and use of teaching and learning materials, use of classroom routines to manage the class and the learning process.

Session Objectives

By the end of the session, participants will be able to:

- Outline class enablers to LtP in the classroom.
- Explore different ways to promote enabling learning environment for LtP.

Content Outline

- 1 Classroom management
- 2 Classroom organization
- 3 Establishing classroom routines
- 4 Managing large classes

Session Delivery Methodology

- Group discussion
- Plenary presentation
- 2-4-8-all discussion
- Visualization
- Think-pair-share
- Brainstorming
- Small groupwork
- Scenarios/Case studies

Session Procedure

Step	Time	Topics	Activities	Resources										
1	20min	Elements of an enabling environment for LtP	<p>Visualization, individual reflection</p> <ul style="list-style-type: none"> • Explain to participants that they are going to do a silent, guided visualization, then discuss after. • Say out the Instructions below as participants. • Take a quiet moment, think about your classroom environment, what it looks like, what it feels like and what is available there. Mentally tick off or say Yes/No in response to each guiding question below. <table border="1"> <tr> <td>Layout and seating</td> <td> <ul style="list-style-type: none"> • Does the layout promote group work? • Can you move freely around the classroom to access all learners? • Can all learners see the blackboard? </td> </tr> <tr> <td>Visuals and displays</td> <td> <ul style="list-style-type: none"> • Are visuals, models, and displays easy for both you and learners to refer to or see from different angles? • Do they promote incidental learning? </td> </tr> <tr> <td>Instructional materials</td> <td> <ul style="list-style-type: none"> • How many sets of manipulative materials are available? • How safe are these materials? • Can you use them in new and flexible ways linked to lesson objectives? </td> </tr> <tr> <td>Teacher's position</td> <td> <ul style="list-style-type: none"> • Visualize your position in the classroom. • How inclusive are you as a teacher, especially for children with learning difficulties? • Do you ensure all learners understand lesson activities? </td> </tr> <tr> <td>Classroom routines</td> <td> <ul style="list-style-type: none"> • How are learners greeted when entering the classroom? • Do learners have set roles or daily tasks? • Are social guidelines developed together as a class? </td> </tr> </table>	Layout and seating	<ul style="list-style-type: none"> • Does the layout promote group work? • Can you move freely around the classroom to access all learners? • Can all learners see the blackboard? 	Visuals and displays	<ul style="list-style-type: none"> • Are visuals, models, and displays easy for both you and learners to refer to or see from different angles? • Do they promote incidental learning? 	Instructional materials	<ul style="list-style-type: none"> • How many sets of manipulative materials are available? • How safe are these materials? • Can you use them in new and flexible ways linked to lesson objectives? 	Teacher's position	<ul style="list-style-type: none"> • Visualize your position in the classroom. • How inclusive are you as a teacher, especially for children with learning difficulties? • Do you ensure all learners understand lesson activities? 	Classroom routines	<ul style="list-style-type: none"> • How are learners greeted when entering the classroom? • Do learners have set roles or daily tasks? • Are social guidelines developed together as a class? 	Teacher Workbook, Slide deck
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Classroom routines	<ul style="list-style-type: none"> • How are learners greeted when entering the classroom? • Do learners have set roles or daily tasks? • Are social guidelines developed together as a class? 													
2	10min	Elements continued	<p>Think- Pair- Share</p> <ul style="list-style-type: none"> • Ask participants to turn to a neighbor and share your reflections on the guided visualization, specifically focusing on: <ul style="list-style-type: none"> o Layout of the classroom o Visuals and displays in the classroom. o Teaching and learning materials for manipulation. o Inclusion of all learners (broadly, not just focused on special needs inclusion) o Classroom routines <p>Discussion Points:</p> <ul style="list-style-type: none"> • Tell participants to think about and discuss with each other the following questions: <ol style="list-style-type: none"> 1. What is going outstandingly well and what needs improvement. 2. Did you participate in laying out your classroom the way it is? If yes, what inspired you? 3. If no, what changes could you make to make it more learner-centered? 	Teachers Workbook, Slide deck										

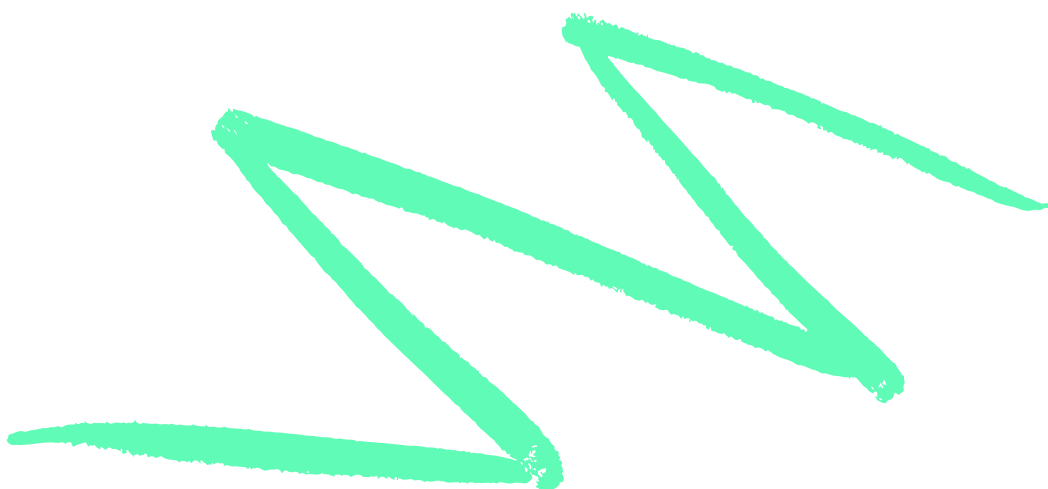
Step	Time	Topics	Activities	Resources
2	10min	Elements continued	<p>Sharing with the Group:</p> <ul style="list-style-type: none"> • Select 2–3 pairs to share good practices and key challenges for each of the above aspects. • Participants should discuss both outstanding elements and areas needing improvement. • Harmonize the discussion, offering additional suggestions and tips on each aspect, with emphasis on what teachers can do within their means. 	<p>Teachers Workbook,</p> <p>Slide deck</p>
3	30min	Challenges of creating an enabling environment for LTP	<p>Group Activity: Use of scenarios</p> <ul style="list-style-type: none"> • Divide participants into 5 Groups. • Assign each group a scenario below portraying challenges affecting the learning environment. • Each group takes 2–3 minutes to discuss how the challenges in the scenarios affect teaching/learning, give advice on how to address the challenge and solutions to make the classroom conducive for learning? <p>Scenarios</p> <ol style="list-style-type: none"> 1. The large class size limits access to learning materials for learners 2. The storage for teaching materials Insufficient; and the class is often used for meetings, leading to damage of displays and charts. 3. There are two learners with special needs: one is a visually impaired learner who struggles to see the charts and blackboard, even when seated at the front. 4. Another learner from a neighboring country faces language difficulties with verbal instructions and engaging in group work 5. Gender-biased picture cards, portraying stereotypical professions are being used in class. The men are depicted as doctors, drivers, soldiers, and presidents, while women shown as cleaners, cooks, and nurses. <p>Groups share in the plenary</p>	<p>Teachers Workbook,</p> <p>Slide deck</p>
4	10min		<p>Review best practices (10 min)</p> <p>Refer participants to Teacher Workbook Section 4D to look at the classroom and learning environment checklist provided.</p> <p>In summary:</p> <ul style="list-style-type: none"> • Advocate for teachers paying more attention to the PHYSICAL LEARNING ENVIRONMENT including seating arrangements, classroom layout, accessibility, use of visual aids and inclusion. • Remind them that classroom environment affects children’s concentration, understanding of new information and ability to learn. How the classroom is organized affects children’s ability to interact with each other, the teacher and TLMs. • Advocate for teachers paying more attention to the EMOTIONAL ENABLING ENVIRONMENT including classroom routines, leadership opportunities for boys and girls, social guidelines, learner wellbeing, inclusive language and positive relationships. 	<p>Teachers Workbook,</p> <p>Slide deck</p>

Proof of Learning

Participants are able to outline enablers to LtP in the classroom and come up with solutions for particular challenges to making the learning environment conducive for LtP.

Notes for Facilitators

- Prepare the materials for the Learning Stations before they day starts to enable quick transition into group work.
- The focus of the session is teacher creativity and sharing of experiences, not correct answers, or perfect solutions.
- Please manage the feedback session well to keep it moving and very focused.



Teaching and Learning Materials (TLMs)

Session 5a



2 hours

Session Overview

This session is intended to provide an opportunity for teachers to appreciate the importance of TLMs to implement LtP. In addition, the session will provide opportunity for teachers to explore the different ways of using locally available materials to teach academic content across the different class levels.

Session Objectives

By the end of the session, participants will be able to:

- Appreciate the importance of TLMs to enable LtP implementation.
- Utilize TLMs in their day-to-day teaching and learning process.
- Appreciate and use TLMs to increase learner interactions during lessons.
- Explore how TLMs develop children's holistic skills (cognitive skills, physical skills, social-emotional skills, creative skills, and critical thinking)
- Demonstrate hands-on abilities and skills on how to use the TLMs to facilitate active learner engagement in learning specific subject-based concepts in a practical way.

Content Outline

- 1 **Relevance of TLMs to implement LtP.**
- 2 **Understanding and using and other locally available materials to teach an academic content.**

Session Delivery Methods

- Pair work
- Plenary discussion
- Small group work

Session Procedure

Step	Time	Topics	Activities	Resources
1	10min	Importance and ways TLMs promote children's holistic learning	<p>Individual Reflection (5 Mins)</p> <ul style="list-style-type: none"> • Ask participants to think about and write in their Teacher Workbook Section 4E at least 5 ways Teaching and Learning Materials help children learn holistically. • Have participants find a partner and compare answers. <p>Plenary Sharing (5 Mins)</p> <ul style="list-style-type: none"> • Pairs share a few key answers in the plenary. Participants briefly discuss their insights. • Discuss the various ways Teaching and Learning Materials contribute to children's learning. 	Teacher Workbook, Slide deck
2	10min	Importance of using manipulative TLM for learners	<p>Plenary Brainstorming (10 Mins)</p> <ul style="list-style-type: none"> • Brainstorm together with participants about why it is crucial for children themselves to manipulate the objects or materials in their learning. Explore the differences it makes in their learning experience. • Harmonize or add to the list, reinforcing the importance of hands-on learning experiences with Teaching and Learning Materials. 	Teachers Workbook, Slide deck
3	10min	Qualities of an effective TLM	<p>Large Group Brainstorm (10 Mins)</p> <p>As a large group, brainstorm and list the qualities of good teaching and learning materials within 5 minutes.</p> <ul style="list-style-type: none"> • Listen for ideas such as: Reasonable size for manipulation, Attractiveness, Safety, Cleanliness, Bold visibility for children, Adequacy for all learner groups, Durability, Age appropriateness, Colorfulness, Easy cleaning, multi-purpose use. • Encourage participants to share insights on incorporating these qualities into LtP strategies and practices. • Discuss how these qualities can be adopted into lesson planning and resource selection. 	Teachers Workbook, Slide deck
4	5min	Commonly Used TLMs	<p>Plenary brainstorm-Identify Commonly Used TLMs</p> <ul style="list-style-type: none"> • Begin by asking participants to identify the Teaching and Learning Materials commonly used in their classrooms. • Collaboratively generate a list of materials with the participants. 	Teachers Workbook, Slide deck
5	10min	Categories of TLMs	<p>Plenary, List, categorize and discuss advantages and disadvantages of using TLMs:</p> <ul style="list-style-type: none"> • Briefly introduce and explain the different categories of materials including Visuals, Manipulatives, Audio-visuals, and Audios. • Collaboratively with participants use the list of TLM generated to categorize them into Visuals, Manipulatives, Audio-visuals, and Audios • Post the categorized TLMs on a flip chart using sticky note. 	Teacher Workbook, Slide deck, Sticky note

Step	Time	Topics	Activities	Resources
5	10min	Categories of TLMS	<ul style="list-style-type: none"> • The participants share their note to the plenary. • Advantages and disadvantages of using the different categories of TLMs. • Discuss the advantages of using Visuals, Manipulatives, Audio-visuals, and Audios. • Explore the limitations associated with each category of TLMs. 	Teacher Workbook, Slide deck, Sticky note
6	10min	Effective use of locally available Teaching Learning Material	<p>Groups by Subject/Learning Area: Ask participants to organize themselves into subject/learning area groups based on their teaching focus:</p> <ul style="list-style-type: none"> • Upper Primary (Maths, English, SST, Science), • Lower Primary (Literacy #1, Literacy #2, Math, English), • Pre-Primary (Developing Math Concepts, Oral Literacy, Developing Language, Morning Circle). <p>Assign an everyday item to each group such as bottle tops, water bottles, cups, sticks, stones, or pens.</p> <p>Brainstorming Session (10 Minutes): 1. Instruct each group to spend 10 minutes listing as many different concepts/learning areas as possible that could be developed using the given everyday item within their assigned subject/learning area. 2. Presentation (10 Minutes):</p> <ul style="list-style-type: none"> • Each group representative presents their group's work, highlighting the concepts and learning areas identified. • Emphasize the versatility and multi-purpose nature of the learning aids. • Encourage participants to applaud the group that generated the most ideas. <p>3. Reflection and Discussion:</p> <ul style="list-style-type: none"> • Conclude the activity with a brief reflection and open discussion on the importance of creating versatile, multi-purpose, and accessible learning aids. • Explore ideas on how to adapt everyday items for various subjects and learning levels. • Discuss strategies for making learning aids inclusive and accommodating diverse learning needs. 	Teacher Workbook, Slide deck
7	10min	Management of TLMs including Six Bricks	<ul style="list-style-type: none"> • Explain the significance of proper management of TLMs including Six Bricks in schools and classrooms. • Present proposed Standard Operating Procedures (SOPs) for TLMs including Six Bricks management on a chart or projector. • Emphasize the need for organized storage to ensure easy access and longevity of TLMs including the Six Bricks. • Assign participants homework to discuss how the proposed SOPs can be customized to suit their specific school/classroom environments. 	Teacher Workbook, Slide deck
8	5min	Summary	<p>Summary (5 Minutes)</p> <ul style="list-style-type: none"> • Advocate for increased use of Teaching/Learning Materials (TLMs), focusing on learners' interaction with the materials. • Remind teachers that TLMs promoting one-on-one manipulative learning deepen understanding. • Highlight TLM standards: attractiveness, boldness, clarity, durability, and safety. • Emphasize the importance of selecting TLMs linked to the lesson concept for effective learning. 	Teacher Workbook, Slide deck

Step	Time	Topics	Activities	Resources
9	5min	Reflect— Connect— Apply	<p>Closing Reflection in Teacher Workbook</p> <ul style="list-style-type: none"> • In your Teacher Workbook Section 4E, write down three very practical tips or ideas that you can carry back to your classroom on the use of TLMS. • From the information in this session, what will you commit to doing and how will you do it? 	Teacher Workbook, Slide deck



Six Bricks

Session 5b



1 hour

Session Overview

This session introduces teachers to the Six Bricks as an educational tool to facilitate creative and hands-on activities across all subject/learning areas and class levels.

Session Objectives

By the end of the session, participants will be able to:

- Explain the importance of Six Bricks in relation to holistic learning and development.
- Demonstrate the use of Six Bricks to promote creative and learning skills.
- Outline ways to effectively manage Six Bricks at School and classroom level.

Content Outline

- 1 Introduce Six Bricks
- 2 Creative exploration with Six Bricks
- 3 Teaching curriculum content with Six Bricks
- 4 Management of Six Bricks

Session Delivery Methodology

- Plenary brainstorm
- Hands-on exploration
- Practical activity
- Pair work
- Document review
- Take home assignment

Session Procedure

Step	Time	Topics	Activities	Resources
1		Introduce Six Bricks	<p>Plenary brainstorm, Presentation, Introduce Six Bricks (15 min)</p> <p>Brainstorm on Six Bricks (10 minutes)</p> <ul style="list-style-type: none"> • Distribute a Six Bricks set to each participant. • Guide participants to brainstorm. <ul style="list-style-type: none"> ◦ What are Six Bricks? ◦ Why Six Bricks? ◦ Why six different colors? 	Teacher Workbook, Slide deck
		Elements continued	<p>Hands-On Exploration-Understanding the Six Bricks (10 minutes)</p> <ul style="list-style-type: none"> • Instruct participants to carefully examine each brick, paying attention to the colors, shapes, and textures. • Ask participants to separate and reassemble the bricks to become familiar with each piece. 	Six Bricks sets for each participant
			<p>Plenary presentation-Introduce the Six Bricks</p> <ul style="list-style-type: none"> • Briefly explain and introduce the Six Bricks as one of the TLMS that can be used to facilitate teaching and learning. Highlight that: <ul style="list-style-type: none"> ◦ Six Bricks are plastic-colored bricks that are used by teachers to support Play, teaching, and learning processes in the school, community, and home. ◦ Six Bricks is a concept designed to excite and motivate children in the classroom to attain the skills, knowledge, and attitudes necessary for success in later life. ◦ The use of Six Bricks helps teachers teach in a playful way that enables children to learn naturally through engaging them in activities that promote the use of manipulative activities - using the senses of seeing, hearing, smelling, tasting, and touching things. ◦ When used alongside locally available teaching and learning materials, Six Bricks can support the teacher to effectively deliver Learning through Play (LTP) across levels of education and subject areas in classroom contexts by providing hands-on, minds-on activities tied to lesson objectives. 	
		Exploring Creativity with Six Bricks	<p>Practical, pair work, small group – Creative and Learning skills.</p> <ul style="list-style-type: none"> • Briefly explain the role of Six Bricks in promoting creativity and learning skills • Emphasize the idea of constraints and how creativity can flourish within limitations. • Guide participants to explore the utilization of the Six Bricks in different activities listed below. <ul style="list-style-type: none"> ◦ Activity 1: Ask participants to use three bricks to design their favorite animal. ◦ Activity 2: Show a predesigned pattern using the Six Bricks and ask participants to repeat or design the same way what they saw in the displayed visual. ◦ Activity 3: Ask participants to build the tallest tower using the Six Bricks as a groups. • Encourage experimentation and creativity in their designs. • Circulate among participants to offer guidance and support. 	Six Bricks sets for each participant

Step	Time	Topics	Activities	Resources
		Exploring Creativity with Six Bricks	<p>Reflection and Sharing (3 minutes):</p> <ul style="list-style-type: none"> • Bring the groups back together and ask participants to share their creation, highlighting the different ways the same set of bricks can be used. • Discuss the challenges faced and lessons learned during the activity. • Answer reflection questions: <ul style="list-style-type: none"> o Which activity was most exciting to you and why? o Can a teacher conduct such activities with learners in the class? o What social and academic skills do they develop as a result of the experience? 	Six Bricks sets for each participant
		Teach curriculum content with Six Bricks	<p>Groups, Plenary discussion-Teach with Six Bricks Plenary</p> <ul style="list-style-type: none"> • Discuss potential applications of Six Bricks in the classroom setting. • Emphasize the development of skills such as communication, problem-solving, and critical thinking. <p>Grouping by subject/Learning Area</p> <ul style="list-style-type: none"> • Divide participants into four groups and use a raffle to randomly assign each group a subject/learning area content from the Teacher’s Workbook Section 4E. <ul style="list-style-type: none"> o Upper primary – Mathematics, Science, English, Social Studies o Lower primary – Mathematics, English, Literacy 1, Literacy 2 o Pre-primary – Morning Circle, Developing Mathematics concepts, Oral Literacy, Language development. <p>Group Activity – Six Bricks Lesson:</p> <ul style="list-style-type: none"> • In each group, plan an activity using Learning through Play (LtP) strategies and practices to deliver the assigned lesson content using Six Bricks. • Groups will demonstrate the use of Six Bricks in teaching and learning for their specific subject and class level. <p>Reflection and Plenary Discussion (10 Min):</p> <ul style="list-style-type: none"> • Facilitate a reflection and plenary discussion to gather insights and feedback: <ul style="list-style-type: none"> o How did you find the use of Six Bricks in teaching/ learning the specific content? o What other locally available materials would you use to teach the same content? o How could Six Bricks be helpful in your lesson planning, delivery, classroom management, and assessment? o Show thumbs up if you feel confident to use Six Bricks in your classroom, or thumbs down if not confident. 	
		Management of Six Bricks	<ul style="list-style-type: none"> • Explain the significance of proper management of Six Bricks in schools and classrooms. • Present proposed Standard Operating Procedures (SOPs) for Six Bricks management on a chart or projector. 	

Step	Time	Topics	Activities	Resources
		Management of Six Bricks	<ul style="list-style-type: none"> • Emphasize the need for organized storage to ensure easy access and longevity of the Six Bricks. • Assign participants homework to discuss how the proposed SOPs can be customized to suit their specific school/classroom environments. 	

Proof of Learning

- Participants recognize the importance of TLMs to enable LtP implementation and show how they support children’s holistic development.
- Participants are able to appreciate and use Six Bricks as tools to increase learner interactions during lessons.
- Participants are able to demonstrate hands-on abilities and skills on how to use the TLMS including Six Bricks to facilitate active learner engagement in learning specific subject- based concepts in a practical way.

Notes for Facilitators

What are Six Bricks?

Six Bricks are six different colored DUPLO Bricks. The six colors include green, red, orange, light blue (sometimes called sky blue), dark blue and yellow. Six Bricks can be used for learning through play: individually or with a partner/group with a variety of ages as an assessment too. Teachers can do Six Bricks activities to facilitate learning. These activities can assist with critical cognitive skills & caters for holistic development integrated activities designed to cover all learning areas and developmental skills development of executive functions of the brain - working memory; cognitive flexibility & inhibitory control: life-long learning skills. (10min)

Why Six Bricks?

Six Bricks can be used for constructive and facilitated play which requires a supportive environment provided by teachers, and materials that encourage children to think, discover, learn, and problem solve. If you lay 4 bricks out short-end to short-end – that range is about what the eyes can see. When you add 2 bricks to either side, you are aware of the bricks on either side, but abstractly; adding the 5th & 6th brick enables learners to work in the abstract. This allows the teacher to do powerful activities even in small space. Finding a middle point (line up with your middle) allows for crossing of the midline, even in a restricted desk space. Being aware of the bricks at either end develops peripheral sight – necessary for reading fluency. Widening the visual window allows the brain to focus and pay attention.

Activities with Six Bricks re-energize the brain. Through movement, children get blood flow to the neurons to create new neuronal pathways. This will build new learning while reinforcing and consolidating previous learning.

The power is not in how many activities you can do at one time but rather in the repetition of activities to build self-regulation, working memory, and lay foundations for further learning. Children develop core learning skills through play. Six Bricks is an attempt to bring back that element of playful learning to the classroom and more specifically to the learner’s desk. Six Bricks on each learner’s desk creates the possibility for each learner to build outside their field of vision and to build knowledge with their hands whilst manipulating the 3D bricks. (15 min)

Introduction to Learning through Play Teaching Strategies and Practices

Session 6a



2 hours 10min

Session Overview

This session is intended to introduce the teachers to the LtP Teaching Strategies and Practices and help them to reflect on how they have used them in a classroom situation.

Session Objectives

By the end of the session, participants will be able to:

- Explain the LtP Teaching Strategies and Practices.
- Identify familiar examples of classroom practices which support the LtP Strategies in a lesson.

Content Outline

- 1 Introduction to LtP Teaching Strategies and Practices.
- 2 LtP strategies and practices in a classroom situation.

Session Delivery Methodology

- Group discussion
- Plenary presentation
- Pair work
- Brainstorming
- Lecture
- Modeling
- Self Reflection

Session Procedure

Step	Time	Topics	Activities	Resources
1	10min	Introducing LtP teaching strategies and practices	<p>Plenary brainstorm: 10 min</p> <ul style="list-style-type: none"> • Ask participants to reflect on their teaching practice and answer the question below. <ul style="list-style-type: none"> ◦ What are some of the playful ways you have previously used to teach in your classroom? • Have participants call out responses as you list the ideas mentioned. • Listen for ideas such as group work, pair work, games, role play, movement, songs, stories among others. 	Teacher workbook
2	10min		<p>Plenary–Introduction key term LtP Strategy and Practice</p> <ul style="list-style-type: none"> • Briefly explain the difference between strategy and practice • Highlight that in simple terms. <ul style="list-style-type: none"> ◦ The strategies refer to a plan, a method or way to solve a problem or reach an answer. ◦ Practice refers to doing something regularly or repeatedly to become skilled at it or do it better. ◦ In the context of Learning through Play: Strategies are methods and practices are the specific activities or techniques to make learning enjoyable and effective. 	Teacher workbook
3	15min	Identifying LtP strategies	<p>Turn and Talk (5 min)</p> <p>Ask participants turn to a colleague and select one strategy and practice to discuss in 5 minutes.</p> <p>Large Plenary</p> <ul style="list-style-type: none"> • Have participants raise a green color (such as brick, card or other item) if they understand the selected strategy and practice very well and have used it in teaching. • Select a few pairs to share their insights. • Ask participants to raise a red color (such as brick, card or other item) if they have questions or find the selected strategy and practice unclear. • Selects a few pairs to share, providing clarification. • Explain unfamiliar strategies and practices with relevant examples, focusing on those not selected by pairs. • Summarize by highlighting that: <ul style="list-style-type: none"> ◦ Participants are not expected to cram the list by numbers. ◦ The five practices are some of the many out there laid out but there could be others known to teachers. ◦ There is room for teachers to innovatively connect strategies and practices differently from the given list if it is justifiable. 	Matrix Handout with examples of practices across the 4 phases in a lesson
4	1 hour	Identify LtP practices in model LtP lesson	<p>Observe LtP Model Lesson (40 min):</p> <ul style="list-style-type: none"> • The TOT will present a pre-prepared lesson (ensure samples are available for each level, and the TOT practices ahead for an optimal participant experience). • Participants observe the model lesson either live or through a recorded LtP session. 	Matrix Handout with examples of practices across the 4 phases in a lesson, Model lesson plan

Step	Time	Topics	Activities	Resources
4	1 hour	Identify LtP practices in model LtP lesson	<ul style="list-style-type: none"> Participants use the LtP Tracking tool in the Teacher Workbook Annex to identify LtP strategies and practices from the model lesson. In the plenary, debrief (20 mins) Participants share and discuss the identified LtP strategies and practices. 	Matrix Handout with examples of practices across the 4 phases in a lesson, Model lesson plan
5	5min	Reflect, Connect, Apply	<p>Reflection questions:</p> <ul style="list-style-type: none"> Were you able to Identify LtP Strategies and Practices from the Scenarios easily? Which LtP practices did you find familiar and have already been using in your classroom? Which LtP practices were unfamiliar to you? Which LtP practices struck you most and why? What one thing did you learn from this session that you would like to immediately add on to your classroom practice? 	

Proof of Learning

- Participants are able to identify a variety of practices that can be used to support a strategy under the different phases of a lesson.
- Participants can ably explain what each of the strategies and practices mean using relevant examples.
- Participants are able to show the integration of LtP strategies and practices in the different phases of lessons in different subjects in the curriculum and show how to cater for the cross-cutting issues.

Integrating LTP Teaching Strategies and Practices in Lesson Activities

Session 6b



2 hours 30min

Session Overview

This session is intended to help teachers get a deeper understanding of the LTP teaching strategies and practices and show how they can be integrated in the four different phases of the lesson (introduction, experiencing, sharing of experiences, evaluation) across different subject/learning areas.

Session Objectives

By the end of the session, participants will be able to:

- Identify the lesson plan steps
- Indicate which phase of the lesson the identified LTP strategies and practices can be applied.
- Show how to integrate cross cutting issues within the LTP strategies and practices.

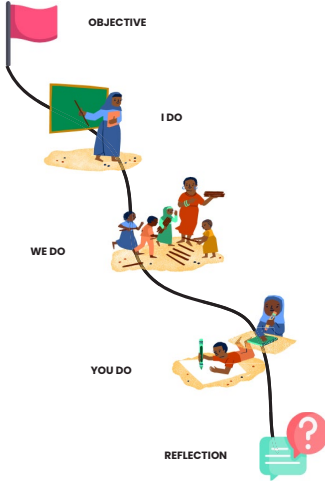
Content Outline

- 1 Applying LTP teaching strategies and practices into the four phases of the lesson linked to subject/learning area content

Session Delivery Methodology

- Group discussion
- Plenary presentation
- Pair work
- Question and answer
- Gallery walk

Session Procedure

Step	Time	Topics	Activities	Resources
1	10min	Experience of effective lesson	<p>Individual reflection: Lesson Memory Lane (15 mins):</p> <ul style="list-style-type: none"> • Ask participants to share memorable moments from their favorite lessons, highlighting what made those lessons effective. • Listen for ideas such as clear objectives, practical, appropriate materials, positive experiences, time well managed, teacher's passion, relevant topic and active learner participation. 	Teacher workbook
2	20min	Chronological Lesson phases/ steps Introduce Lesson strategy	<p>Presentation in plenary</p> <ul style="list-style-type: none"> • Explain that a well-structured lesson guides learners from introduction to content mastery. Present the key phases that make up of a lesson and how they align with the "I do, We do, You do" lesson strategy (See Facilitators Notes) • Present visual below and invite participants to use the visual to brainstorm how they understand the strategy "I do, We do, You do"  <ul style="list-style-type: none"> • Guide discussion and highlight that the strategy is a scaffolding approach that allows for modelling, guided practice, active engagement and confidence building among others with three key stages below. • I Do: Teacher demonstrates how to do a task to the learners. • We Do: Learners practice the task with guidance from the teacher. • You Do: Learners practice the task independently without guidance from teacher. This will give an opportunity for the teacher to assess learning. 	Teacher workbook Sample lesson plans
3	15min	LtP strategies and practices in different lesson phases	<p>Examples of LtP Strategies in sample Lesson Plan (15 Mins):</p> <ul style="list-style-type: none"> • Present briefly and share examples of LtP strategies and practices embedded in various lesson phases. Refer to the illustrated example in the Teacher Workbook Section 5E. • Facilitator guides participants to brainstorm and identify different LtP assessment practices (games, puzzles, quizzes, projects) across the lesson phases. 	Teachers Workbook, Sample lesson plans

Step	Time	Topics	Activities	Resources																				
4	20min	Identifying LtP strategies and practices from sample lessons	<p>Group Activity – Identifying LtP in Sample Lesson (20 Mins)</p> <ul style="list-style-type: none"> • Ask participants to form family groups and analyze a provided sample lesson plan from the teacher workbook that is relevant to the level and class they teach. • Each group identifies the LtP strategy and practices applied in each phase. • Family groups share their findings in the plenary, allowing for a brief comparison of identified LtP strategies across different phases. 	<p>Teacher workbook</p> <p>Sample lesson plans</p>																				
5	40min	LtP Strategies and Practices in different subject / learning areas	<p>Group work, Raffle</p> <ul style="list-style-type: none"> • Ask participants to form groups based on subject / learning area (of interest they teach) • Play a Raffle where each group picks any of the following two strategies written on a piece of paper; 1 &4, 2 &4, 3 &4, 5&4 • Explain that all groups share answers on strategy 4. • Ask each group to identify at least 5+ activity ideas for using LtP in their selected subject/learning content area. • For each phase, participants identify at least one activity to implement the assigned strategy. • Guide groups to use the lesson plan template below to fill in the activity ideas proposed. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4">Group _____ Class _____</td> </tr> <tr> <td colspan="4">Subject/Learning Area _____</td> </tr> <tr> <td colspan="4">LtP Strategies _____</td> </tr> <tr> <td style="text-align: center;">Introduction Phase</td> <td style="text-align: center;">Experiencing Phase</td> <td style="text-align: center;">Sharing of Experiencing Phase</td> <td style="text-align: center;">Evaluation Phase</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Group _____ Class _____				Subject/Learning Area _____				LtP Strategies _____				Introduction Phase	Experiencing Phase	Sharing of Experiencing Phase	Evaluation Phase					<p>Teacher workbook</p> <p>Sample lesson plans</p>
Group _____ Class _____																								
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Introduction Phase	Experiencing Phase	Sharing of Experiencing Phase	Evaluation Phase																					
6	40min	Integrating cross-cutting; themes (Gender, Wellbeing and Inclusion) in LtP Strategies and Practices	<p>Group work, Gender, Wellbeing, and Inclusion analysis (20min)</p> <ul style="list-style-type: none"> • Ask participants to indicate how the cross-cutting issues (Gender, Wellbeing, and Inclusion) are catered for by responding to the following questions. <ul style="list-style-type: none"> o Can this strategy or practice help promote gender inclusion? If so, how? o Can this strategy or practice help promote participation of all children in the classroom? If so, how? o Can this strategy or practice help learner wellbeing by letting children feel seen, valued, appreciated and safe? If so, how? • Each Group takes 5 minutes to present and discuss their work in the plenary (20 minutes) <p>Harmonization:</p> <ul style="list-style-type: none"> • Guides the discussion, harmonizing insights from different grades and subject areas. • Emphasize the integration of gender inclusion, participation promotion, and learner wellbeing into LtP Strategies and Practices. 	<p>Teachers Workbook,</p> <p>Sample lesson plans</p>																				

Step	Time	Topics	Activities	Resources
6	40min	Integrating cross-cutting; themes (Gender, Wellbeing and Inclusion) in LtP Strategies and Practices	<ul style="list-style-type: none"> Facilitator engages with participants, answering questions, and highlighting outstanding activities that align with LtP principles. Stars denote exceptional contributions. <p>(Refer to the facilitator’s notes at end of session for more ideas to supplement and enrich the discussion)</p>	Teachers Workbook, Sample lesson plans
7	5min	Closing reflection	<p>Closing Reflection in the Teacher Workbook: 5 Mins</p> <ul style="list-style-type: none"> The facilitator asks participants to answer the reflection questions below in their Teacher Workbook that they would share the following day during the recap. Reflection questions: <ol style="list-style-type: none"> Which LtP strategies did you find easy to integrate in the lesson phases? Which LtP strategies were difficult to integrate How would you like to be supported? 	Teachers Workbook, Sample lesson plans

Proof of Learning

- Participants are able to identify a variety of practices that can be used to support a strategy under the different phases of a lesson.
- Participants can ably explain what each of the strategies and practices mean using relevant examples.
- Participants are able to show the integration of LtP strategies and practices in the different phases of lessons in different subjects in the curriculum and show how to cater for the cross-cutting issues.

Notes for Facilitators

Teachers may ask about issues that relate to special needs concerns and need for support beyond the training, it is recommended that teachers are encouraged to work within means possible and in extreme case refer for specialized handling.

KEY PHASES OF THE LESSON PLAN

Introduction

- Objective: Set the stage, state lesson goals, and engage learners’ curiosity.
- Activities: present key questions or share relatable scenarios to connect to their experiences.
- Teacher Role: Establish context, generate interest, and provide a clear learning focus (I Do).
- Assess learners’ prior knowledge related to the content to be presented.

KEY PHASES OF THE LESSON PLAN

Experiencing

- Objective: Deliver core content or skills through explicit teaching.
 - Activities: Present new information, model procedures, and guide understanding through examples.
 - Teacher Role: Demonstrate, explain, and provide guided practice (I Do).
 - Assess if learners are understanding the content, you re presenting.
-

Sharing of Experiences (We Do)

- Objective: Reinforce learning through hands-on activities.
 - Activities: Collaborative exercises, discussions, or independent tasks.
 - Teacher Role: Facilitate and support active learner participation, addressing questions (We Do).
 - Assess for opportunities of how learners internalized the content.
-

Independent Practice (You do)

- Objective: Allow students to apply knowledge or skills learnt on their own.
 - Activities: Homework, projects, or self-directed tasks.
 - Teacher Role: Provide guidelines, resources, and support as needed (You Do).
 - Assess how learners independently practice.
-

Evaluation (We Do/You Do)

- Objective: Check for understanding and provide feedback.
 - Activities: Formative assessments, discussions, or quizzes.
 - Teacher Role: Evaluate learning progress, identify misconceptions, and adjust instruction as needed.
 - Make sure you have summative evaluation which is an assessment of learning.
-

Conclusion/Review (We Do/You Do)

- Objective: Summarize key points and solidify understanding.
 - Activities: Recap main concepts, answer lingering questions, or preview the next lesson.
 - Teacher Role: Reinforce key takeaways, connect concepts, and encourage reflection.
-

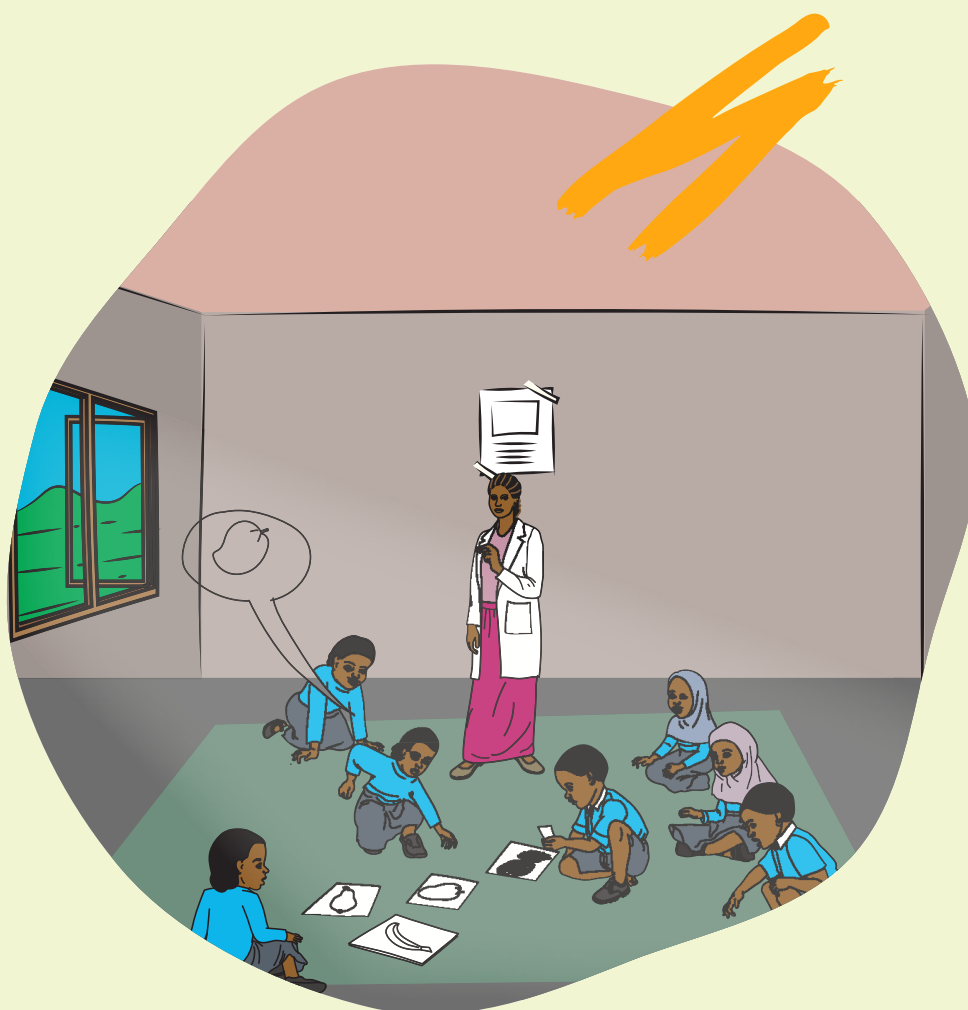
Closure: Learning (We Do/You Do)

- Objective: Bring the lesson to a thoughtful end.
 - Activities: Reflect on learning, answer final questions, and provide a sense of completion.
 - Teacher Role: Summarize key concepts, emphasize the relevance of the lesson, and set expectations for future.
-

Facilitator Notes to harmonize and enrich participant discussion.

Integrating LtP Practices and Strategies into Lesson Planning

Session 6c



2 hours

Session Overview

This session is intended to provide guidance and support to the teachers in Lesson Planning using the selected LtP Teaching Strategies and Practices in the different subject learning areas for different class levels.

Session Objectives

By the end of the session, participants will be able to:

- Articulate why lesson planning is important for them, teachers as well as for their learners.
- Develop a sample lesson plan step by step using identified LtP strategies and practices.
- Write an LtP lesson plan for different subjects/ learning areas for the different class levels.

Content Outline

- 1 Modeling lesson planning for class level using appropriate content.
- 2 Lesson planning by identifying interactive activities, relevant TLMS to use and where to apply LtP strategies and practices across all phases of a lesson.
- 3 Writing lesson plans.
- 4 Lesson plan reviews.
- 5 Identifying activities that develop life skills and values into the learners in relation to every lesson content.
- 6 Identify and locally source relevant TLMS for teaching a specific lesson content.
- 7 Identify and plan more engaging tasks for assessing learning in an LtP lesson.

Session Delivery Methods

- Modeling
- Questions and answers
- Brainstorming
- Group discussion
- Group self-assessment
- Gallery walks
- Plenary discussions
- Self-reflection

Session Procedure

Step	Time	Topics	Activities	Resources
1	10min	Lesson planning experiences	<p>Peer Discussion on Lesson Planning (10 minutes):</p> <ul style="list-style-type: none"> • Ask participants turn and talk to partners and share their experiences of how they plan for their lessons using the 4Ws and 1 H: <ul style="list-style-type: none"> ◦ Why do you plan? ◦ Who do you work with? ◦ What things do you need? ◦ When do you plan? ◦ How do you plan? 	LtP Sample lesson plan in Teacher Workbook LtP Teaching Strategies and Practices Tracking Tool
2	10min	Importance and key elements of an LtP based lesson plan	<p>Plenary discussion on importance and elements of a lesson plan</p> <p>Ask participants to say out the need for and importance of a lesson plan as you make a list of points raised. Highlights the importance and key elements of the lesson plan and how they guide the teacher in effective lesson delivery including the following:</p> <ul style="list-style-type: none"> • Clearly defined lesson objectives. • Choose appropriate teaching methods. • Advance preparation of Teaching and Learning materials. • Time allocation and sequencing lesson activities • Plan for different learning styles and needs. • Prepare for learner assessment. 	LtP Sample lesson plan in Teacher Workbook LtP Teaching Strategies and Practices Tracking Tool
3	10min	LtP Lesson planning templates and checklists	<p>Lesson Planning Templates</p> <ul style="list-style-type: none"> • Introduce and review lesson planning templates relevant to class levels participants teach. • Discuss the interpretation and completion of each section with examples. <p>Lesson Planning Checklist</p> <ul style="list-style-type: none"> • Present the lesson planning checklist from the Teacher Workbook, emphasizing crucial elements. • Guide participants to use the checklist to review a sample lesson plan from the Teacher Workbook 5E. • Ask participants to discuss the identified key elements, strategies, and practices from in the sample lessons. Have participants pinpoint and name strategies, practices, cross-cutting issues, and Teaching and Learning Materials (TLMs) used in different phases of the lesson plans and related activities. 	LtP Lesson planning templates and checklists
4	1 hour	Writing an integrated LtP based lesson plan	<ul style="list-style-type: none"> • Inform and guide participants to develop LtP lessons for their subject/learning areas. • Emphasize the importance of these plans as the basis for demonstration lessons or micro teaching by participants in consequent sessions. • Remind participants to incorporate LtP strategies actively and intentionally into every phase of their lesson plans and to. • Encourage participants to reference the knowledge gained from the previous session on LtP strategies and practices. • Prompt participants to refer to sample lessons in the teacher workbook for guidance and inspiration in their planning process. 	LtP Lesson Planning Checklist Teacher Workbook Curriculum books/ECD learning framework ECD Resource book

Step	Time	Topics	Activities	Resources																																																		
4	1 hour	Writing an integrated LtP based lesson plan	<ul style="list-style-type: none"> • Divide the participants into 4 groups according to the subjects/learning areas/parts of the daily routine they are teaching. <table border="1"> <thead> <tr> <th>Group</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Upper Primary</td> <td>Mathematics</td> <td>Science</td> <td>Social Studies</td> <td>English</td> </tr> <tr> <td>Lower Primary</td> <td>Mathematics</td> <td>Literacy 1 or 2</td> <td>CAPE (Select 1 area)</td> <td>English</td> </tr> <tr> <td>Pre-Primary</td> <td>Mathematics</td> <td>Oral Literacy</td> <td>Morning Circle</td> <td>Language</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Each group is given or asked to choose a sub-topics/ sub-themes/competence relevant to the level they teach (for upper primary, lower primary and pre-primary) from a list of suggested content areas in the Teacher Workbook 5E. • Participants use the chosen content to develop a complete LtP lesson plan step by step. • Participants work in their groups to plan activities for the different phases of the lesson by filling in the matrix below. <p>Subject/learning area: _____ Sub-topic/theme: _____ Class: _____</p> <table border="1"> <thead> <tr> <th>Lesson Phase</th> <th>LtP Strategies and Practices</th> <th>Activities</th> <th>TLMs/Resources Required</th> <th>Life Skills/ Values to be developed</th> <th>Class Organization</th> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Experiencing Phase</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sharing of Experiences</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Evaluation</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • During the group planning session, actively move around to guide the groups in their assigned task. Place emphasis on effective integration of LtP strategies and practices into the lesson and targeting the development of learners' skills and values. 	Group	1	2	3	4	Upper Primary	Mathematics	Science	Social Studies	English	Lower Primary	Mathematics	Literacy 1 or 2	CAPE (Select 1 area)	English	Pre-Primary	Mathematics	Oral Literacy	Morning Circle	Language	Lesson Phase	LtP Strategies and Practices	Activities	TLMs/Resources Required	Life Skills/ Values to be developed	Class Organization	Introduction						Experiencing Phase						Sharing of Experiences						Evaluation						<p>LtP Lesson Planning Checklist</p> <p>Teacher Workbook</p> <p>Curriculum books/ECD learning framework</p> <p>ECD Resource book</p> <p>Teacher's Guide to the Thematic Curriculum</p> <p>Thematic Curriculum Teachers Resource Book</p> <p>Primary course books</p>
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Step	Time	Topics	Activities	Resources																		
4	1 hour	Writing an integrated LtP based lesson plan	<ul style="list-style-type: none"> • Encourage participants to refer to the sample lesson plans in the Teacher Workbook 5E where LtP strategies and practices are already highlighted. • Remind participants to specifically concentrate on enhancing strategies and practices, utilization of materials, classroom organization/management techniques, activities targeting the development of indicated life skills and values, and assessment tasks in different lesson phases. • Ask participants in their groups to use the template provided in the teacher workbook to write their complete lesson plans (Note: For pre-primary use a different lesson format structure as indicated in the Teacher Workbook 5E.) <table border="1" data-bbox="491 689 1241 929"> <thead> <tr> <th>Subject/ Learning Area</th> <th>Class</th> <th>Date</th> <th>Time</th> <th>Number of Learners</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Topic/Theme: Sub-topic/Sub-theme: Objectives/Competences: Content: Methods: TLMs: References: Indicators of Life skills and Values: Lesson procedure:</p> <table border="1" data-bbox="491 1288 1241 1527"> <thead> <tr> <th>Step/Phase</th> <th>Time</th> <th>Teacher's Activity</th> <th>Learner's Activity</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Lesson evaluation: _____ _____</p> <ul style="list-style-type: none"> • Participants, in their respective groups, write complete LtP lesson plans based on the matrix, referring to the checklist, and following facilitator guidance. • Provide support, check integration of LtP strategies, and encourages active participation within groups. 	Subject/ Learning Area	Class	Date	Time	Number of Learners						Step/Phase	Time	Teacher's Activity	Learner's Activity					LtP Lesson Planning Checklist Teacher Workbook Curriculum books/ECD learning framework ECD Resource book Teacher's Guide to the Thematic Curriculum Thematic Curriculum Teachers Resource Book Primary course books
Subject/ Learning Area	Class	Date	Time	Number of Learners																		
Step/Phase	Time	Teacher's Activity	Learner's Activity																			
5	5min	Review and Assessment of Lesson plans	<ul style="list-style-type: none"> • Lead a plenary session after each group completes their lesson plans to discuss and assess the quality and completeness of the lesson plans using the Lesson planning checklist. • Guide participants to engage in a clapping and snapping activity based on the inclusion or omission of checklist items. • If the checklist item mentioned is included in the lesson plan, all group members clap once and snap once above their heads. 	LtP strategies and practices tracker, lesson planning checklist																		

Step	Time	Topics	Activities	Resources
5	5min	Review and Assessment of Lesson plans	<ul style="list-style-type: none"> • If the checklist item mentioned is missing in the lesson plan, all group members stand up. Notes it down, passes it over to the group and asks if they would consider including it and refine their lesson plans. • Groups make final reviews and corrections to their lesson plans and display them. • Participants engage in a gallery walk, selecting representative lesson plans by voting against the most preferred. • Summarizes the session by emphasizing key components of a good lesson plan. • Inform participants about the upcoming simulation where they will present their lessons, and therefore ensure readiness. Stress preparing the required TLMs well in time. 	LtP strategies and practices tracker, lesson planning checklist
6	5min	Closing reflection	<p>Individual Reflection (5 minutes):</p> <p>Ask participants to answer the following reflection questions in the Teacher Workbook 5E.</p> <ol style="list-style-type: none"> a. What new thing have you learned from the session? b. What did you like most and why? c. What was challenging? d. What do you consider taking on to help plan your lessons better? e. Who would you work with in the school to support you? 	

Proof of Learning

- Participants are able to identify appropriate LtP activities and materials for the lesson.
- Participants can incorporate the important LtP elements in the lesson plan.
- Participants write a comprehensive lesson plan that reflects LtP strategies/practices in different phases of the lesson and indicate considerations for crosscutting issues of gender, inclusion and learner psychosocial wellbeing.

Notes for Facilitators

Before teachers write their lesson plans, emphasize the following points:

- Identify the learning objectives: Before you start designing the lesson, you need to have a clear understanding of what you want your students to achieve by the end of the lesson. Identify the specific knowledge, skills, or attitudes you want them to acquire.
- Determine the level of the lesson: Based on the learning objectives, decide whether the lesson will be an introduction to a new topic, a review of previously covered material, or a deeper exploration of a concept.
- Determine the appropriate teaching strategies and methods: Choose the teaching strategies and methods that will be most effective in achieving the learning objectives, taking into account the level of the lesson, the students' learning styles, and the resources available.
- Develop the lesson plan: Create a detailed lesson plan that outlines the objectives, teaching strategies and methods, activities, assessment tasks and resources required for the lesson.
- Incorporate technology: Consider incorporating technology into your lesson, such as multimedia presentations, interactive whiteboards, and online resources (if you can access them), to enhance student engagement and learning.
- Incorporate assessment: Ensure that the lesson includes assessment tasks that are aligned with the learning objectives and that provide students with opportunities to demonstrate their understanding all throughout the lesson.



Integrating LTP Strategies and Practices in Lesson Delivery

Session 6d



2 hours 30 min

Session Overview

This session is a practice session where participants are expected to apply the knowledge of LtP experiences learnt during the model lesson session and lesson planning session into lesson delivery. In groups according to class grade levels, the participants shall present/deliver their planned lessons through simulation. This micro-teaching activity aims to enhance teaching skills by promoting collaboration, peer support, and practical application of LtP strategies within a simulated classroom setting.

Session Objectives

By the end of the session, participants will be able to:

- Demonstrate teaching an LtP lesson.
- Use the checklist to assess the level of integration of LtP Strategies and Practices into the lesson.
- Provide constructive and focused feedback on the lessons delivered.

Content Outline

- 1 Micro teaching inclusive LtP lesson
- 2 Assessing the integration of LtP strategies and practices in the lesson
- 3 Reflection and feedback on the LtP lesson presented (reflective practice)

Session Delivery Methodology

- Modeling
- Questions and answers
- Brainstorming
- Micro-teaching
- Group/self-assessment
- Plenary discussions

Session Procedure

Step	Time	Topics	Activities	Resources																
1	20min	Preparation for lesson delivery	<p>Preparation for Team Teaching:</p> <ul style="list-style-type: none"> • Subgroups prepare for team teaching. • Have each team pick a number to determine the order of presentation. • Indicate to participants that they will present the lessons planned in the previous day. • Emphasize to participants the main goal of the activity is integrating LtP strategies into lessons through a simulated classroom situation. • Explain to participants that they are all participating and will have to be assigned roles as learners, observers, and/or teachers during the lesson presentation. • Before delivering the lesson, assign different roles to the different groups as shown below; <table border="1"> <thead> <tr> <th>Presentation</th> <th>Teacher(s)</th> <th>Observers</th> <th>Learners</th> </tr> </thead> <tbody> <tr> <td>Selected Lesson</td> <td>Members of the group whose lesson is selected</td> <td>7 members from groups whose lessons were not selected</td> <td>All the rest of participants</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Ask each of the observers to randomly pick a paper on which the following areas to observe in the lesson are written. <table border="1"> <thead> <tr> <th>Area to observe throughout the lesson</th> </tr> </thead> <tbody> <tr> <td>1. Focus on the use of Teaching and Learning materials/visuals.</td> </tr> <tr> <td>2. Focus on the LtP Strategies and Practices used.</td> </tr> <tr> <td>3. Focus on Gender and Inclusion considerations.</td> </tr> <tr> <td>4. Focus on the organization of the learning environment.</td> </tr> <tr> <td>5. Focus on how the teacher manages the behavior of the learners throughout the lesson.</td> </tr> <tr> <td>6. Focus on how LtP is used to carry out assessment of learners.</td> </tr> <tr> <td>7. Focus on activities that develop the life skills and values indicated in the lesson.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Remind, instruct, and tell observers they are expected to: <ul style="list-style-type: none"> o Keenly observe the designated area of the lesson they picked using the Guided Feedback for LtP Lesson Delivery. o Record and document “tops” (areas delivered well) and “tips” (areas needing improvement). o Provide feedback after the lesson presentation. o Portray attributes of a good observer and offer constructive suggestions to facilitate improvement. • Remind and instruct participants acting as learners not to over act and disrupt the lesson. 	Presentation	Teacher(s)	Observers	Learners	Selected Lesson	Members of the group whose lesson is selected	7 members from groups whose lessons were not selected	All the rest of participants	Area to observe throughout the lesson	1. Focus on the use of Teaching and Learning materials/visuals.	2. Focus on the LtP Strategies and Practices used.	3. Focus on Gender and Inclusion considerations.	4. Focus on the organization of the learning environment.	5. Focus on how the teacher manages the behavior of the learners throughout the lesson.	6. Focus on how LtP is used to carry out assessment of learners.	7. Focus on activities that develop the life skills and values indicated in the lesson.	Prepared lesson plans with TLMs, charts, markers. LtP strategies and practices tracking tool
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Step	Time	Topics	Activities	Resources
2	1 hour & 20min	Simulated Lesson pre-sentation	Invite at least two selected group to deliver complete lessons, lasting 30 minutes for pre-primary and lower primary and 40 minutes for upper primary to the simulated class while the assigned observers note down what goes on in the lesson in their specific areas of focus.	LtP strategies and practices lesson tracking tool
3	40min	Feedback on the lessons presented	<p>Guided Feedback on LtP Lesson Simulation - Plenary</p> <ul style="list-style-type: none"> • After the lesson presentation, call upon participants in a specific order as below: <ul style="list-style-type: none"> o The teacher(s) to do a quick reflection—1 thing they are proud of and 1 thing they want to do differently next time. o Two learners (one female and one male) to do a quick reflection about how they felt as learners in the class by answering two questions: <ul style="list-style-type: none"> o Was the lesson engaging and interactive? o Did I learn something and feel safe while learning? o The observers provide quick feedback (1 Top and 1 Tip based on their area of focus) from which all participants are expected to learn. o The facilitator team to provide quick overarching feedback (1 Top and 1 Tip) • Summarize general key considerations for integrating LtP in lessons from the feedback. • Congratulates all participants in their groups for the journey from lesson preparation to delivery. <p>Facilitator Note:</p> <ul style="list-style-type: none"> • Leads feedback following the Guided Feedback for LtP Lesson Delivery used during observation. • Enforce the rule that each observer provides one top (positive aspect) and one tip (constructive suggestion) for all groups. • Remind participants on key components of LtP (Time Permitting), and reflect demonstrated practices in interactions, materials, and creating a safe environment. • Emphasis and focus of feedback to cover the following: <ul style="list-style-type: none"> o LtP practices across 4 phases. o Explicit observation of cross-cutting practices (gender, inclusion, wellbeing). o Appropriate use of Teaching and Learning Materials (TLMs). o Safe and inclusive classroom management. o Modelling positive and inclusive communication. o Minding learner wellbeing. o Multiple opportunities for learners to demonstrate their learning. o Learner engagement with teacher, materials, and peers. • If time allows, in addition to at least one full lesson observed, reflections can be coupled with practice activities for different lesson phases or activities from other lessons. 	Prepared lesson plans with TLMs LtP strategies and practices tracking tool

Step	Time	Topics	Activities	Resources
4	10min	Reflect— Connect— Apply	<p>Mindful pause. – wellness exercise</p> <ul style="list-style-type: none"> • Explain that doing simulations like this can bring up a lot of feelings. • Tell participants to take just a minute to clear their minds and check in with their bodies. • Ask participants to sit comfortably, close their eyes if comfortable, and focus on body sensations such as their heartbeat, breathing, the feeling of their feet on the ground. • Ask participants to take a slow, deep breath, hold it, count to 5 mentally, and then breathe out the same way. <p>Reflection on Lesson Presentations:</p> <ul style="list-style-type: none"> • Guide a quick reflection using the following questions: • How do you feel after observing the LtP lesson presented? (Good – thumbs up, fair – thumbs sideways, confused/scared – thumbs down) • What did you like most in this session, and why? • What would you have preferred done differently, and how? <ul style="list-style-type: none"> ◦ Write down one thing that you learned from this session that you commit to trying to practice in your class? • What support would you require to help you integrate LtP in your lesson delivery? 	Teachers Workbook

Proof of Learning

- Participants can deliver an LtP lesson.
- Participants can observe and identify the appropriate indicators of an inclusive LtP lesson.
- Participants provide constructive feedback to LtP lesson presentation.

Notes for Facilitators

Key consideration for a good inclusive LtP lessons.

- Well laid structured lesson plan drawn from scheme of work (the plan should reflect the learning indicators).
At least one or more LtP practices in each phase/part of the lesson (introduction phase, experience phase, sharing phase and evaluation phase) indicators
- of the intentional write up of the practices should be observed. E.g., in the experience phase: teacher shall use everyday items to count with learners' numbers 1-10. etc.
- Clearly stated practices consider wellbeing, gender and inclusion practice integrated into the lesson steps. E.g.,
All learners working in groups, allowing for equal participation, materials cater
- for both abilities and gender, learners are asked to listen and respect each other's views.
- Lesson has enough, a variety, safe, gender sensitive and inclusive materials relevant for the prepared content and drawn from the local environment.
- Lesson has variety of learner centered methods E.g., more learner-led activities, and few teacher-led activities.
- Determine the appropriate class space and set an appropriate learning environment relevant for the lesson being delivered.
Incorporate use of technology: Consider incorporating technology into your lesson, such as multimedia presentations, interactive whiteboards, and online resources (if you can access them), to enhance learner engagement and learning.
- Incorporate assessment checklist/tool: Ensure that the lesson includes assessment tasks that are delivered with the learning objectives and that provide learners with opportunities to demonstrate their understanding all throughout the lesson not just at the end.

Supporting LTP Practice in the Community and School

Session 7a



1 hour

Session Overview

This session is intended to provide an opportunity for teachers to understand the community and school-based structures and their roles in promoting the practices of LtP in the classroom and wider school environment.

Session Objectives

By the end of the session, participants will be able to:

- Identify the community and school-based structures that support LtP implementation.
- Explain the role of community and school-based structures in supporting the implementation of LtP in the classroom and the school community.

Content Outline

- 1 What are community and school-based structures that support the practice of LtP in the classroom and in the larger community?
- 2 What is their role in the school to support practicing LtP?

Session Delivery Methodology

- Visual aid
- Plenary presentation
- Peer review
- Large group brainstorm
- Small group work
- Scenarios

Session Procedure

Step	Time	Topics	Activities	Resources																								
1	30min	Identifying the School and Community Stakeholders	<p>Large Group Brainstorm (10 min):</p> <ul style="list-style-type: none"> • Ask participants to respond to the following questions. <ul style="list-style-type: none"> ◦ Who are some of the stakeholders that have a responsibility to support teaching and learning in the classroom and larger school community? [Listen for ideas such as Head teachers, Director of Studies, Heads of Sections, Head of Departments, Senior Teachers, and subject heads; parents, school/center management committees, district and OPM officials, community leaders, Lead partners officials] • Make a list of the stakeholders mentioned and add any key ones not listed. • Ask participants in small groups to discuss and fill template below. <ul style="list-style-type: none"> ◦ What role(s) does each stakeholder play to facilitate LtP in the classroom? ◦ Ask participants to specify where the roles are performed. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">School stakeholder</th> <th style="width: 33%;">Role</th> <th style="width: 33%;">Ways to collaborate</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <th style="width: 33%;">Community stakeholder</th> <th style="width: 33%;">Role</th> <th style="width: 33%;">Ways to collaborate</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	School stakeholder	Role	Ways to collaborate										Community stakeholder	Role	Ways to collaborate										Labelled Flipchart
School stakeholder	Role	Ways to collaborate																										
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2	30min	The school based CPD committee	<ul style="list-style-type: none"> • In plenary, use the visual from the school-based handbook to present and discuss the school based CPD committee's composition, roles, and significance. • In groups of 4-5 members, participants outline ways teachers are expected to collaborate with the school based CPD committee to support LtP implementation in the classroom and school. <p>Facilitator emphasizes the supportive supervision role of the CPD committee in the final guidance. These include mentioning the different activities that can be delivered by the committee.</p>	School Based CPD Handbook																								

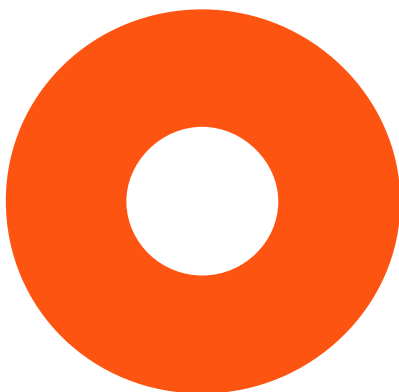
Proof of Learning

- Teachers are able to generate a program for a parent meeting that introduces LtP.
- Teachers are able to identify the school-based support persons who will be their focal points for ongoing CPD.
- Teachers are able to propose suggested responses to the Scenario Guiding Questions.

Notes for Facilitators

Stakeholder	Roles and Responsibilities
District local government	<ul style="list-style-type: none"> • Monitor, coordinate and support the implementation of CPD activities at District level.
Teacher Training Institute (TTIs)	<ul style="list-style-type: none"> • Establishing effective leadership and learner centered pedagogy in the cluster school or institution. <ul style="list-style-type: none"> o To design guidelines on lesson observation, including pre and post lesson activities o To give clinical lesson support supervision skills to teaching staff. • Initiating innovative and creative teaching-learning resource development. • Organizing and coordinating, including planning and reporting of mentoring and coaching. • Coordinating with the management and support teachers in their interaction with PTC. • Providing in-service training on various topics.
Cluster schools at CC level	<ul style="list-style-type: none"> • Establishing and supporting the Cluster CPD Committee • Managing and Coordinating CPD activities within the cluster • Collating and sharing individual school CPD plans and supporting, as appropriate, the Annual School CPD plans • Providing opportunities for collaboration and the sharing of good practice within the cluster (samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons etc.) • Making available resources for cluster schools to use in the classroom. • Providing training opportunities as appropriate • Supporting the delivery of the induction programme for newly deployed teachers • Reporting annually to the district on cluster CPD activities • Maintaining an effective communication system between all the schools.
Schools	<p>School leaders are responsible for:</p> <ul style="list-style-type: none"> • Strategic planning and resource management • Creating a CPD management strategy within the institution • Ensuring that an effective CPD needs analysis is carried out each year • Identifying issues for consideration as CPD proprieties together with colleagues • Ensuring that the school produces an Annual CPD Plan and manages the budget. • Regularly monitoring the effectiveness of the changes to teaching and learning • Ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing individual teacher performance and giving constructive feedback. • Collaborating with CCTs to facilitate effective responses to shared CPD issues.
School CPD committee	<ul style="list-style-type: none"> • Establishing effective leadership and learner centered pedagogy in the school by: <ul style="list-style-type: none"> o Monitoring the development of schemes of work and lesson plan preparation. o Designing guidelines on lesson observation, including pre and post lesson activities. o Giving clinical lesson support supervision skills to teaching staff. • Initiating innovative and creative teaching-learning resource development. • Organizing and coordinate, including planning and reporting of mentoring and coaching. • Coordinating with the management and support teachers in their interaction with the respective PTC. • Providing in-service training to teachers on various topics, including but not limited-to: <ul style="list-style-type: none"> o Learner assessment. o Innovative teaching and learning methods to support learners. o interaction with materials, environment, teachers and peers. o Improvising, making and using teaching learning materials in classroom practices. o Setting and equipping the learning environment. • Designing a monitoring tool to determine/ evaluate the effectiveness of mentorship.

Stakeholder	Roles and Responsibilities
Teachers	<ul style="list-style-type: none">• Engaging in their own Continuous Professional Development throughout in regards LtP training, classroom support observations, Peer learning cycles, Peer group meetings.• Consulting with others (e.g., headteachers, trainers and supervisors) about their daily work and their continuous professional development,• Identifying personal CPD needs in the light of the school's Annual CPD Plan and individual teacher Competencies,• Working collaboratively with colleagues to improve teaching and learning using LtP.



Supporting LTP Practice: Potential Challenges and Solutions

Session 7b



1 hour 15 min

Session Overview

This session is intended to provide an opportunity for teachers to reflect on what the major challenges and obstacles to LtP implementation in the classroom might be and identify solutions or suggestions on how to overcome them.

Session Objectives

By the end of the session, participants will be able to:

- Generate expected challenges that may affect the implementation of Learning through Play.
- Outline and discuss possible strategies to address the anticipated challenges.

Content Outline

- 1 Identifying concerns in relation to LtP implementation.
- 2 Prioritizing challenges.
- 3 Identifying solutions.

Session Delivery Methods

- Large group brainstorm
- Prioritization voting exercise
- Gallery walk
- Reflection

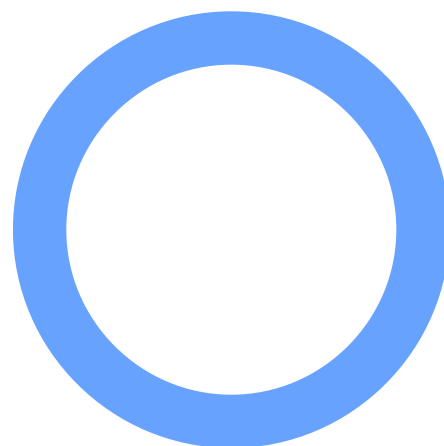
Session Procedure

Step	Time	Topics	Activities	Resources										
1	50min	Identify anticipated challenges to implementing LtP	<ul style="list-style-type: none"> • Prompt participants to brainstorm anticipated challenges related to implementing LtP. • Probe for details to understand the specific aspects causing concern (e.g., time constraints, space limitations, lesson preparation, availability of teaching and learning materials, behavioral management concerns, assessment and marking challenges). • Provide each participant with 2 sticky notes and instruct them to place the notes next to the challenges that most significantly impact their work. • Ask participants to place both sticky notes on a single challenge or distribute them among two. • Have participants post their sticky notes on the flip chart designated for either children or teachers' challenges. • Explain that the challenges with the highest number of votes will be the focus of the session, emphasizing that all challenges are important. • Utilize a prioritization chart to visually represent the challenges and determine which ones will be addressed during the session. <table border="1" data-bbox="491 999 1244 1142"> <thead> <tr> <th>Teachers' Challenges</th> <th>Learners' Challenges</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • After prioritizing challenges as a large group, have participants form teams based on interests and experiences, allowing for optional rotations between groups to foster diverse contributions. • Assign each team to a workstation with a specific prioritized challenge and provide 15 minutes for them to generate solutions and recommendations. • Emphasize that solutions should include at least half within teachers' control, avoiding solely systemic changes (e.g., building construction). • Use a flipchart divided into two sections: "Within the Teacher's Control" and "Outside the Teacher's Control," placing the challenge at the top. • Instruct groups to record their solutions and recommendations under the respective subheadings on the flipchart. <table border="1" data-bbox="491 1675 1244 1872"> <thead> <tr> <th colspan="2">Challenge: Lack of Teaching and Learning Materials</th> </tr> <tr> <th>Solutions within the teachers' control</th> <th>Solutions out of the teachers' control</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Teachers' Challenges	Learners' Challenges			Challenge: Lack of Teaching and Learning Materials		Solutions within the teachers' control	Solutions out of the teachers' control			Sticky notes Labelled flip charts Slide Deck Teacher Workbook
Teachers' Challenges	Learners' Challenges													
Challenge: Lack of Teaching and Learning Materials														
Solutions within the teachers' control	Solutions out of the teachers' control													
			<ul style="list-style-type: none"> • Monitor group progress while walking around [LtP Practice: Walk and Check]. • After 15 minutes, prompt participants to decide whether to continue with the same group or move to another (individual choice without needing consensus). • At the 45-minute mark, ask participants to pause and stand in their chosen final round group. 											

Step	Time	Topics	Activities	Resources
1	50min	Identify anticipated challenges to implementing LtP	<ul style="list-style-type: none"> • Instruct each group to designate a leader for presenting findings as a celebrity guest on a radio talk show. • Have groups reflect on the question: "If you were 10% braver, which solutions would you try in your classroom?" • In the "Within the Teacher's Control" column, mark at least three strong recommendations for brave teachers. • Conduct a gallery walk where every participant learns about solutions submitted by others for the LtP implementation challenge at the school level. 	Sticky notes Labelled flip charts Slide Deck Teacher Workbook
2	10min	Reflect-connect – Apply	<ul style="list-style-type: none"> • Instruct participants to open their Workbook and answer reflection questions: • Identify top 2 challenges affecting LtP in the classroom. • Choose recommended solutions you are willing to try. 	Teacher workbook

Proof of Learning

- Participants are able to generate lists of solutions to anticipated challenges.
- Participants are able to promote peer learning and sharing of experiences.



Supporting LTP Practice: School Based CPD Activities

Session 7c



1 hour

Session Overview

This session is aimed at enabling teachers reflect on the school based CPD activities and outline the activity plan.

Session Objectives

By the end of the session, participants will be able to:

- Interpret the School based CPD activities.
- Collaboratively design school based CPD plans.


Content Outline

- 1 LTP CPD Journey Mapping
- 2 School based CPD Calander

Session Delivery Methods

- Plenary
- Small group work

Session Procedure

Step	Time	Topics	Activities	Resources																																
1	20min	LtP CPD Journey Mapping	<ul style="list-style-type: none"> • Display the visual showing the school based CPD cycle.  <ul style="list-style-type: none"> • Give an overview of the key activities of the school based CPD cycle highlighting the purpose, frequency, participants, and activities in each of the following activity. <ul style="list-style-type: none"> o Foundational and refresher workshop on LtP held face to face supported by trainers and external supervisors from the college and district. o Support supervision during classroom-based practice by trained teachers conducted by school based CPD committee, trainers and external supervisors from the college or district at least twice a term. o Peer Learning sessions held at school level at the start, midway or end of term for lesson scheming, planning and joint reviews supported by the CPD committee and trainers. o Community of practices for headteachers and teachers held at least once a term at cluster level across schools supported by trainers and external supervisors from the college and district. 	Visual of the CPD journey																																
2	40min	School based CPD calendar	<p>Write school based CPD plans.</p> <ul style="list-style-type: none"> • Ask participants to gather according to their schools. • Refer participants to the termly calendar template provided and guide participants on its use to schedule CPD activities. • Highlight the need to align with the national school calendar and dates. • Participants populate the calendar starting with an activity list provided and illustrative template below: <table border="1" data-bbox="491 1608 1238 2123"> <thead> <tr> <th>Week 1 Dates:</th> <th>Week 2 Dates:</th> <th>Week 3 Dates:</th> <th>Week 4 Dates:</th> </tr> </thead> <tbody> <tr> <td>School Opening</td> <td>Class Visits</td> <td></td> <td>Monthly Peer Learning</td> </tr> <tr> <th>Week 5 Dates:</th> <th>Week 6 Dates:</th> <th>Week 7 Dates:</th> <th>Week 8 Dates:</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Week 9 Dates:</th> <th>Week 10 Dates:</th> <th>Week 11 Dates:</th> <th>Week 12 Dates:</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Week 13 Dates:</th> <th>Week 14 Dates:</th> <th>Week 15 Dates:</th> <th>Week 16 Dates:</th> </tr> <tr> <td></td> <td></td> <td></td> <td>Termly Cluster</td> </tr> </tbody> </table>	Week 1 Dates:	Week 2 Dates:	Week 3 Dates:	Week 4 Dates:	School Opening	Class Visits		Monthly Peer Learning	Week 5 Dates:	Week 6 Dates:	Week 7 Dates:	Week 8 Dates:					Week 9 Dates:	Week 10 Dates:	Week 11 Dates:	Week 12 Dates:					Week 13 Dates:	Week 14 Dates:	Week 15 Dates:	Week 16 Dates:				Termly Cluster	Planning template National School calendar (dates)
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Proof of Learning

- Participants will submit their finalized CPD plans, including goals, action steps, and timelines.
- Reflections on the session and personal insights gained will be collected through end of workshop evaluation or survey or reflection document.

Notes for Facilitators

CPD Activities

Supportive Supervision.

Purpose

Supportive supervision aims to collaborate with teachers, identifying strengths and areas for improvement. It offers constructive feedback, aligns with standards, motivates, and fosters peer learning.

Frequency

Conducted regularly, at least twice a term, with flexible schedules based on needs. Informal check-ins address immediate concerns or celebrate achievements.

Supervisors include:

- School administrators ensure alignment with school goals.
- Department heads provide subject-specific or grade-level expertise.
- Peers engage in peer-to-peer observations.
- Experts like tutors or consultants share technical insights.

Ways of Support Supervision:

- Direct classroom observations assess teaching methods, management, and engagement.
- Review and provide feedback on teacher portfolios.
- Feedback sessions follow observations for collaborative goal setting.
- CPD workshops target needs identified during observations.
- Supervisory support for teachers involved in action research projects.

Peer Learning

- Purpose: Teachers collaborate to share experiences, insights, and resources for improved classroom practices.
- Frequency: Conducted regularly, at least twice a month.
Peer Groups may be composed in different ways such as by class/grade level or subject, team teaching, collaborative projects, mentorship for newer teachers, and communities of practice.

Activities include:

- Collaborative Lesson planning and discussion of teaching materials, lessons, and strategies.
- Reflective discussions and professional exchanges on teaching observations, best practices and resources such as.

- o Analysis of audio/video recordings.
- o Peer class observations.
- o Focus group discussions with learners.
- o Briefings and reviews on professional topics.
- Providing social-emotional support through sharing experiences and problem-solving of common problems.
- Networking and connections within and beyond the school such as WhatsApp and peer exchanges.

Community of Practices

- Purpose: Provide a platform and opportunity for teachers within or across schools to network, connect and collaboratively engage in exchange of expertise, strategies, insights and problem-solving as a community of teachers.
- Frequency: at least once a term.
 - Community of Practices may be organized as:
 - o Online forums, social media groups, or dedicated platforms such as WhatsApp to facilitate discussions and resource sharing.
 - o Arrange regular face-to-face or virtual meetings for members to share experiences and insights.
 - o School based CoPs for teachers with common interest to collaborate within their school.
 - o Interest based COP which focus on specific teaching approach, subjects or other interest area,
 - o Cross-School Collaboration: Extend the community to include teachers from different schools, broadening perspectives and ideas.
 - Who can participate:
 - o Teachers from various experience levels, including new and experienced educators.
 - o School administrators who can provide support and resources.
 - o Educational experts or consultants who can contribute specialized knowledge.
 - o Other educational or school stakeholders.
 - Activities Within a Community of Practices:
 - o Teachers jointly plan lessons and share effective teaching strategies.
 - o Engage in reciprocal classroom observations, providing constructive feedback.
 - o Conduct workshops or training sessions on relevant topics.
 - o Collaborate on research projects addressing specific educational challenges.
 - o Share teaching materials, lesson plans, and resources to enhance teaching practices.
 - o Facilitate discussions where teachers reflect on their experiences and challenges.

Workshop Closing

Session 8



1 hour

Session Overview

This session is intended to provide an official closing to the Learning through Play Foundational workshop. The session aims to celebrate the participants' learning journey, reflect on key takeaways, and establish a commitment to continuous learning and improvement.

Session Objectives

By the end of the session, participants will be able to:

- Reflect on the main concepts and skills covered during the workshop.
- Share individual insights and experiences from the learning process.
- Establish personal and collective goals for implementing new strategies in the classroom.
- Provide a platform for open feedback on the workshop content and delivery. Strengthen the sense of community among participants.

Content Outline

- 1 Administer the Post Test.

Session Delivery Methodology

- Plenary presentation

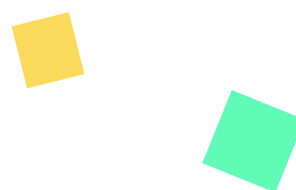
Session Procedure

- 1 Printed certificates of completion or appreciation (optional).
- 2 Reflection sheets for participants.
- 3 Camera or smartphone for capturing group moments.

Step	Time	Topics	Activities	Resources
1	20min	Post-test and day 5 Evaluation	Final evaluation Individual task <ul style="list-style-type: none"> • Administer the Post-Test • Conduct overall Workshop Evaluation 	Post-test Day 5 Evaluation
2	20min	Self-reflection and personal commitment	Individual learning – snowball <ul style="list-style-type: none"> • Invite participants to reflect on the knowledge gained and consider the impact on their practice. • Ask participants to write down what they learned on a piece of paper and fold it up like a ball. • Give a signal, so participants throw their paper snowballs in the air. • After 5 min, ask each participant to pick up a nearby ball of paper and read the response written on it aloud. • Make a list of participant responses as they are read out. 	Pieces of paper
3	20min	Official closing	Closing Remarks and Celebration <ul style="list-style-type: none"> • Anthems in Reverse Order • Closing Prayer • Play national and school anthems in reverse order. • Key speakers 	

Proof of Learning

Collect participants' reflection sheets or as proof of their learning and commitment. Use this information to inform future workshops and tailor professional development opportunities to meet the specific needs of the teaching community.



ANNEX

Annual CPD Activity Workplan Template.

Guiding question	CPD Activity		
	Face-to-face teacher's LtP workshop	Peer to peer Learning	Community of Practice
a. What is the main aim of the activity?	Get knowledge and skills on LtP. Get materials and tools		
b. What steps will you take from start to finish?	Enroll for workshop. Attend/participate in workshop.		
c. What resources will you need?	Teacher Workbook, LtP-integrated lesson plans, Curricular references		
d. What timeframe will the activity be undertaken?	School holidays or weekends at onset of term		
e. How often will the activity be done (frequency)	Twice a year		
f. Which person(s) will lead?	Trainers of trainers, head teachers		
g. Who will participate?	Teachers, head teachers		
h. What key output is expected from this activity?			
i. How will you monitor the activity?			

GLOSSARY OF TERMS

Learning through Play - An active teaching and learning method in which children learn through guided, hands-on, meaningful, play-based interactions in safe and inclusive environments.

Six Bricks - Six Bricks is a concept and approach created by Care for Education and is based on the creative application of Six LEGO® Bricks to educational activities.

Inclusion - The act and practice of including someone or something as part of a group.

Gender - Characteristics, roles, responsibilities, behaviors of women, men, girls, and boys that are socially constructed, given, or defined.

Sex - Biological and genetic differences universally found between males and females.

Gender Stereotypes - Generalized beliefs or ideas about the attributes, roles, or behaviours of individuals based on their gender.

Gender Bias - Unfair or unequal treatment based on unproven beliefs about a specific gender.

Wellbeing - The state of being okay and able to function.





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