



PlayMatters

Learning through Play at School

Facilitator Guide for Training Trainers



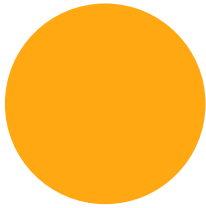
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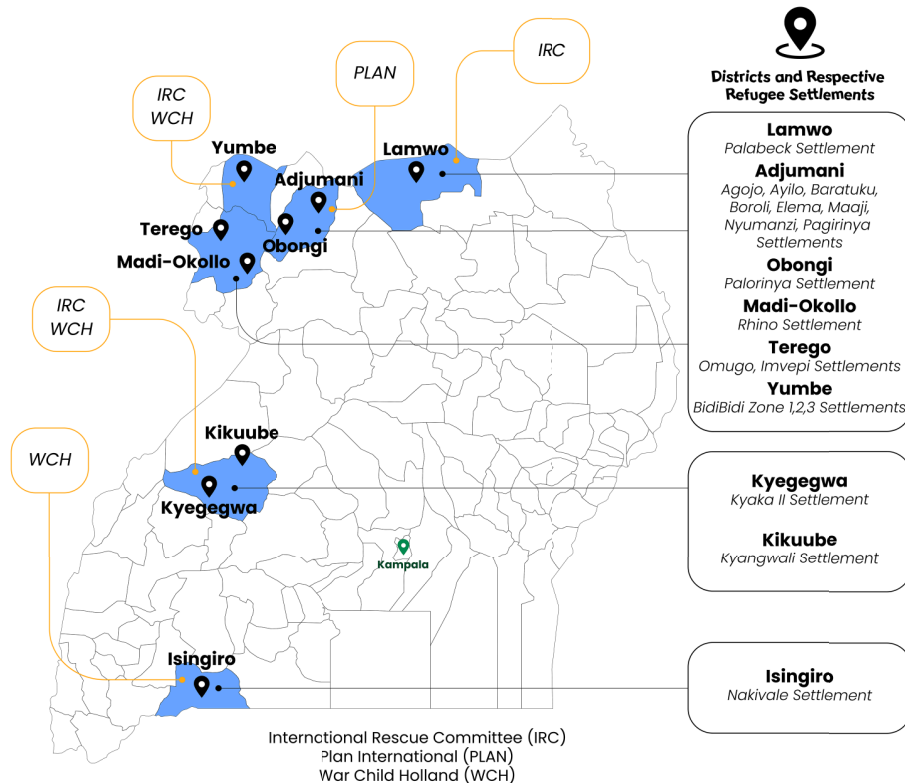


The LEGO Foundation





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 stands as a cornerstone for nurturing creativity, critical thinking, and a genuine love for learning.

We trust that this **Learning through Play at School Facilitator Guide for Training Trainers** will be an asset as you set out to create joyful, active, socially interactive, and meaningful learning experiences for your 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 trainers of trainers as a vital tool to develop training programs on Learning through Play training.

This guide is accompanied by the **Learning through Play at School – Facilitator Guide for Teachers** and the **Learning through Play at School – Teacher Workbook** as resources for aiding reflection and practice during the cascade of teacher training on Learning through Play.

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

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 Facilitator Guide for Training Trainers**.

We would like to thank the **LEGO Foundation** for their partnership and financial support which made this workbook 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:

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Thank you all for your invaluable contributions!

About this Guide

Dear **Facilitator**,

Thank you for your dedication to facilitate this **5-day initial training** on Learning through Play for Trainers of Trainers (TOT). The training is intended to prepare trainers to deliver the foundational training for teachers to integrate Learning through Play in their teaching and learning activities at school level.

The training is structured into three sessions per day each 2 hours for a total of 6 hours of per day. The sessions illustratively include the morning session 8.30am-10.30am (2 hours), Break (30 min), Mid-morning session 11.00am-1.00pm (2 hours), lunch (1 hour), and afternoon session 2.00pm-4.00pm (2 hours).

The sessions cover the concept of LtP, cross-cutting themes on promoting a conducive learning environment (gender, inclusion, and wellbeing), LtP teaching strategies and practices, integrating LtP in Lesson Planning, Lesson delivery and the school based Continuous Professional development follow up support. These sessions are developed with hands on activities to model LtP methods and facilitation skills.

This guide will be used hand in hand with **Learning through Play at School - Facilitator Guide for Teachers** and the **Learning through Play at School - Teacher Workbook**. Ensure you have both materials with you for your preparations and delivery of an effective LtP training of TOTs. There is also an accompanying slide deck for you to use that links activity by activity to aid preparation for this workshop. It contains key ideas, vocabulary, images, examples, and instructions for your direct reference.

Finally, as you deliver this training, please know that facilitating is both an art and a science. The science is the methodology that has been laid out, the art is what you bring to the discussion.

The energy, passion and experience you have is invaluable, and we are grateful for your collaboration.

Thank you

Acronymns

CPD	Continuous Professional Development
CoP	Community of Practice
CCT	Center Coordinating Tutors
LtP	Learning through Play
MEAL	Monitoring Evaluation Accountability and Learning
TCPD	Teacher Continuous Professional Development
TLMs	Teaching and Learning Materials
TOT	Training of Trainers
PM	PlayMatters
MoES	Ministry of Education and Sports
TWB	Teacher Workbook
PGMs	Peer Group Meetings
PTC	Primary Teachers' Colleges





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Outline of the Trainer of Trainers Program

Objectives of the ToT Training

By the end of the 5-day training, TOT will be able to:

- Define key roles and performance expectations of TOT in delivering Learning through Play in schools and,
- Explain the the concept of LtP and its relevance to children;s holistic development
- Introduce TOTs to the LtP content , methods and materials to apply Learning through Play in various learning contexts.
- Practice using the LtP materials for training delivery and ongoing post-training support.
- Demonstrate essential facilitation strategies for delivering Learning through play training including effective communication and participant engagement.
- Develop an action plan to cascade training, supervise and support Learning through Play at school level.

Anticipated Outputs

The following outputs are anticipated by the end of the workshop.

- A customized outline of roles and responsibilities of TOT.
- Improvements in Knowledge of trainees on LTP as measured during pre and post tests.
- Samples of adapted content, materials and training plans.
- Action plans for cascading training and support at school level.
- Adapted tools for assessing whether trained participants can demonstrate effective Learning through Play in the classroom.



Five (5) Day Program

Day 1



Session 1

8am - 10:30am

Getting Started

Session 2

11am - 1pm

Introduction to the LTP TOT Training

Session 3

2pm - 4:30pm

Introduction to the Learning through Play (LTP) approach

Day 2



Session 1

8am - 10:30am

Session 2

11am - 1pm

Session 3

2pm - 4:30pm

LTP Foundational Teacher Training – The Content and Facilitation Approach

Day 3



Session 1

8am - 10:30am

Session 2

11am - 1pm

Session 3

2pm - 4:30pm

LTP Foundational Teacher Training – The Content and Facilitation Approach - continued

Day 4

Session 1

Session 2

Session 3



8am - 10:30am

11am - 1pm

2pm - 4:30pm

LTP Foundational Teacher Training – The Content and Facilitation Approach - continued

Day 5

Session 1

Session 2

Session 3



8am - 10:30am

11am - 1pm

2pm - 4:30pm

LTP Foundational Teacher Training – The Content and Facilitation approach - continued

Cascading Teacher Training – Action plans

TOT Training Conclusions and Closing



Section 1

Getting Started



Overview

These sessions aim to create a welcoming, supportive and inclusive training environment. They introduce the workshop's objectives and program and assess participants' baseline knowledge through a pre-test.

Aims

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

- Get to know each other
- Complete and submit the pre-test
- Explain the aims and expectations of the TOT training
- State the LTP initiatives of the PlayMatters project

Content Outlines

- Official opening (30min)
- Pretest (30 min)
- Climate setting (40 min)
- PlayMatters Project (20min)

Resources

- Participant name lists
- Pretest questionnaires and writing aids
- PlayMatters project quiz, briefs and handouts

Session Procedures

Day 1: Morning



30 min

Official Opening

a) Official introductions (30min)

As a whole group, plenary

- Welcome, prayers and official Introductions (15min)
- Opening Ceremony from Hosts and Honored Guests (15 min)



30 min

Pretest

b) Adminster pretest (30min)

Individual Task

- Briefly explain the purpose of a pretest (10 min)
- Administer Pre-test (20 min)



1 hour

Climate Setting

c) Facilitate climate setting (1 hour)

As a whole group

- Guide group and individual introductions: (20 min)
Begin with a Learning Game or brief warm-up to help participants get to know each other and feel comfortable.
- Discuss expectations and fears: (10min):
Ask participants to share their expectations and fears for the training, recording key points on a flipchart.
- Set expectations and norms: Plenary, whole group (10 min):
Facilitate a quick discussion on ground rules for participation, focusing on respect, active listening, and openness.
- Share Workshop program (10 min): Display and briefly present the 5-day Workshop objectives and program. Briefly point out what will be achieved and not achieved in the workshop in relation to participant expectations.
- Identify helpers (10 min): Identify helpers during the workshop including the Timekeeper, Welfare, and Coordinator.



30 min

Overview of the PlayMatters Project and LtP Initiatives

d) Share the overview of the PlayMatters project and LtP initiatives(30min)

Quiz (10 min)

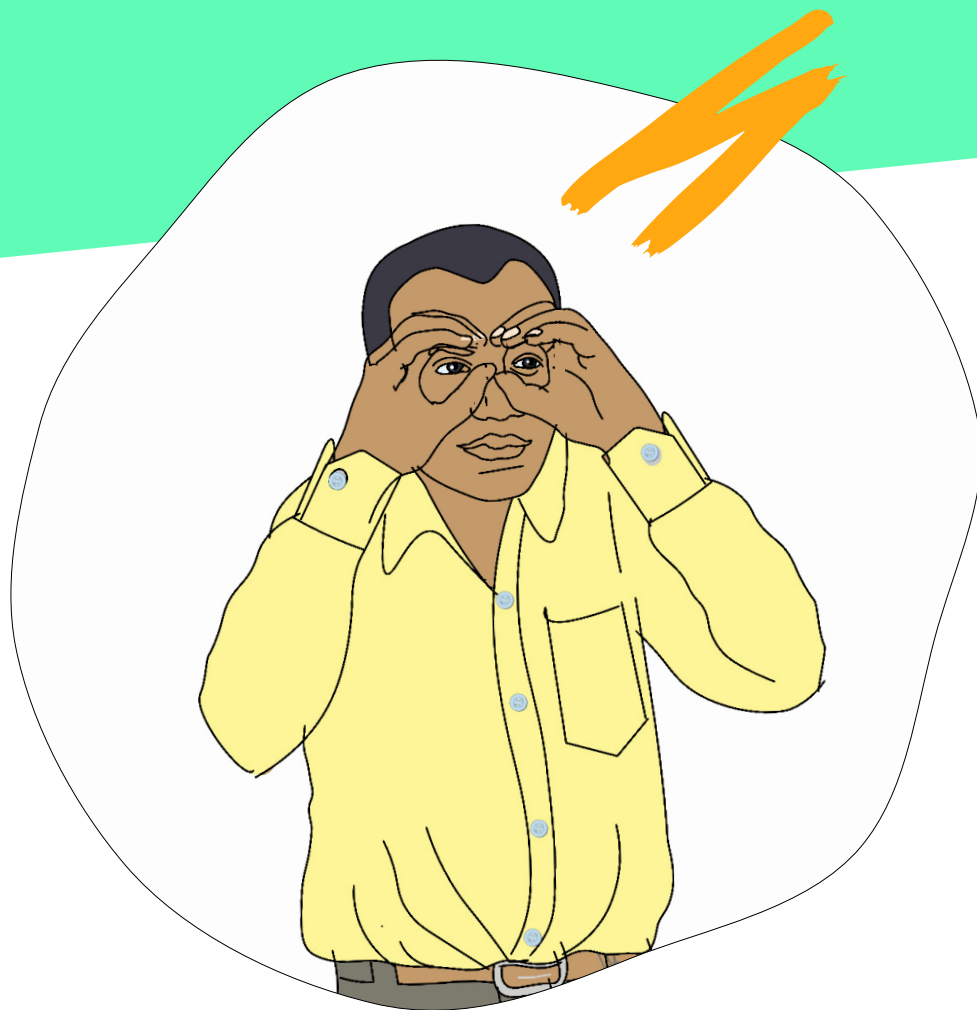
- Refer to a list of statements including facts and myths about PlayMatters (see annex 1)
- Explain you will read out one at a time, a statement about PlayMatters to which TOT respond by thumbs up if the given statement is a fact or thumbs down if it is a myth. Read out a set of not more than 10 statements.

As a whole group (10 min)

- Present a brief overview of the PlayMatters Project and highlight the following points: (Refer to PlayMatters fact sheet or handout).
 - The PlayMatters project aims to improve holistic learning and wellbeing outcomes for children ages 3-12+ who live in refugee and host community contexts using Learning through Play methodologies.
 - PlayMatters works hand-in-hand with existing education systems to train and support pre-primary & primary school teachers and facilitators to use “Learning through Play” (LtP) and engage parents and community leaders to support LtP.
 - PlayMatters takes a whole-school approach, training all or most school leaders and teachers to deliver and build a supportive environment for LtP methods.
 - PlayMatters offers a core package of six key interventions (refer to PlayMatters project fact sheet/handout).

Section 2

Overview of the TOT Program



Overview

The sessions introduce TOTs to background, relevance and cycle of the TOT LTP training highlighting their roles, the key competencies needed to support LTP practice, their training journey, facilitation approach and resources to assist them during and after the LTP workshop.

Aims

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

- Identify key roles and competencies of an effective TOT
- Map the key milestones of TOT LTP Training Journey
- Outline purpose of essential TOT workshop resources
- Explain the TOT training approach

Content Outlines

- An effective TOT - Roles and competencies (20 min)
- The TOT LTP training Journey (20min)
- Essential TOT workshop resources (1 hour)
- The TOT Training approach (20 min)

Resources

- The Uganda school academic year calendar
- Copies of the Teachers Facilitator Guide
- Copies of the Teachers Workbook
- Samples of TOT support tools, templates, videos and handouts
- Colored items (such as Cards or Six Bricks)

Session Procedures

Day 1: Mid-Morning



40 min

An Effective TOT – Roles and Competencies

a) Outline key roles and competencies of an effective TOT (20min)

Think-pair-share:

- What are the key roles and competencies of an effective TOT for teacher development?
- What knowledge and skills do you as an individual need to be an effective TOT?

As a whole group:

- Create a checklist of the roles and competencies of an effective TOT (Listen for ideas such as: planning training sessions, providing mentorship, promoting collaboration among teachers).
- Once the lists are compiled, have TOT vote on up to five (5) top roles and competencies. TOTS vote by raising a blue colored item (such as a Six brick or card) for agreement and a red colored item (such as a Six brick or card) for disagreement. Note: If there is disagreement about where an item is placed, call on one participant who agrees and one who disagrees to provide a justification for their opinion. Once consensus is reached, move the sticky note to the agreed upon category.

b) Map the key milestones of the TOT LTP training Journey (20 min)

Think-pair-share:

- What are potential phases or milestones in the training journey of TOTs responsible for supporting teacher development. (Base on the Ugandan experience of in-service teacher training progression.)

As a whole group:

- Display a list of key milestones including initial training, school-based mentorship, classroom application, refresher training and continuous learning.)
- Present a calendar template (*See example in Teacher Workbook Page 3*) and guide the TOT to plot suggested milestones on appropriate months of the academic school year.
- Highlight the order of the milestones as illustrated below:
 - At the start of the school year – A foundational training on LtP is conducted for TOT which they cascade to teachers.
 - During the first and second school term TOT support school-based practice teacher through collaboration with a school based CPD committees.
 - During the middle of the year (over the school holidays), the TOT receive and cascade refresher training intended to address practice gaps identified during

support supervision in collaboration with CPD committees held in the school term.

- At the end of the year, TOTs facilitate a community of practice for teachers and CPD committees to share experiences and learning across schools.

Think-pair-share:

- What phases in the journey might be challenging for TOT?
- What support might TOT need at each stage to be effective?

Reflect, apply and connect

- How can TOTs' existing professional development experiences inform this journey?
- What strategies can you use during and after this TOT training to ensure that you acquire the knowledge and skills you need?



1 hour 20min

Introduction to TOT Training Approach and Resources

a) Identify essential TOT workshop resources (10 min)

Think-pair-share:

- What key training resources are necessary to support TOTs in their roles.

b) Introduce the Learning through Play at School – Teachers Facilitation Guide (20 min)

As a whole group:

- Hand out the Teacher facilitator's guide, share an overview of the resource and guide TOT to explore sample sections of the resources. Highlight key points below:
 - The Teacher Facilitator's Guide is used by the TOTs to train the teachers with an accompanying Slide Deck. TOTs use it to deliver the foundational training to teachers.
 - The guide is divided into 12 sessions with topics that aim to support teachers implement LtP within their classrooms. Each session provides step by step instructions for TOT to lead activities and discussions with teachers they train.
 - The TOT are expected to model LtP strategies and practices for teachers during the training. These are called out in blue text throughout the facilitator's guide.
 - The text marked as "listen for" throughout the sessions and facilitator's notes at the end of each session support the TOT to guide discussions and share relevant information with teachers.
 - The facilitator's guide will be accompanied by Teacher Workbook for them to share with participants.

c) Introduce the Learning through Play at School – Teachers Workbook (20min)

- Hand out the Teacher Workbook, share an overview of the resource and guide TOT to explore sample sections of the resources. Highlight key points below:
 - TOT use the Teacher facilitator’s guide together with the Teacher Workbook as training guide and reference respectively.
 - The Teacher Workbook is a resource for teachers to use during the training, and when they return to their schools.
 - During the training, teachers’ complete reflections in their workbooks at the start and/ or end of each session and refer to the workbook during peer-to-peer learning activities (such as sample lesson plans that teachers can review during the lesson planning session).
 - Teachers use and adapt the tools within the Teacher Workbook as required for their context. The tools among others include the LtP strategies and practices, sample lessons, checklists, glossaries of specific terminology and tips for addressing challenges related to LtP.

d) Introduce other resources (10 min)

- Comment on other key resources TOT may need including:
 - The LTP strategies and practices and practices highlighted in BLUE in the Facilitator’s Guide are intentionally chosen and incorporated into the training activities to model active, meaningful, and engaging learning (can we provide a chart).
 - Videos and case studies that offer insights and show case LTP in practice.
 - Tools to aid the monitoring and reporting on the effectiveness of the training.
- Provide time for a brief Q&A on the use of the guides (Note: Let TOT know that they will go through each session in greater detail during the workshop and thus there will be more time for questions on the content in each session).

e) Explain the training approach to the TOT workshop (20 min)

Think-pair-share:

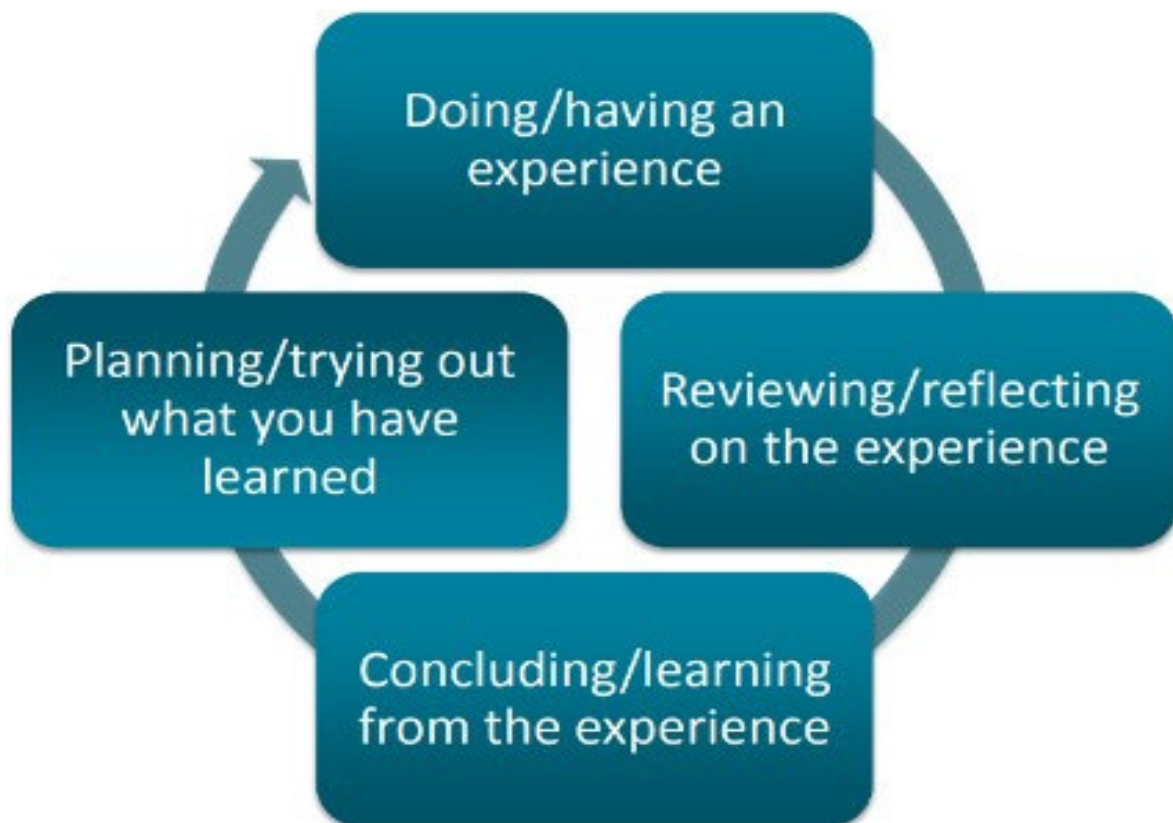
- Reflect on successful training approaches you know or have experienced. What worked well and what did not work well?

In plenary, as a whole group

- Highlight the main approaches of the TOT Workshop including the following:
 - **Reflection:** TOT will reflect on learning from past experience and make connections to apply knowledge and skills acquired in roles and daily practice. Reflection questions are suggested to spark new ideas, ways of thinking and creativity. TOTs will during cascade guide teachers in reflective practice and provide ongoing coaching to help teachers apply what they have learned in their classrooms. (Note: Discuss idea to use their notebooks as a reflection diary)
 - **Participatory facilitation:** The TOT training models the use of adult learning strategies and interactive, participatory training techniques. TOT will cascade similar techniques and facilitation approach to engage teachers and build their confidence in applying LTP strategies
 - **Practice:** TOT will engage in hands-on learning, demonstration and coaching activities with clear objective and focused skills for TOT to acquire.

The practice sessions cover the 5 Ts including:

- a. **Type of practice:** (such as sessions for planning, preparation, challenge or problem solving, delivery or presentation, Monitoring/observing)
- b. **Time allocated** (how much time do you have and what size groups do you need to accomplish that—think about both the participation of group members and the time to share our findings!)
- c. **TASK to complete** (clear objective, clear instructions, enough materials)
- d. **TEAM that works together** (Individual? Pair? Trio? Small group? Large group? There are benefits and challenges to each.)
- e. **TONE of feedback** (Self-reflection, Facilitator-led, Observer/participant feedback, Actionable, focused on behavior or outcome not person, specific)



Key reminder

- Practice sessions require adequate preparation, guidance, facilitation, and materials based on a clear objective and focused skill you want to observe.

Section 3

Understanding the Learning through Play Approach



Overview

The sessions introduce the concept and components of the Learning through Play approach, its importance in Ugandan schools and the LTP training content and journey for teachers.

Aims

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

- Explain the concept of LTP and its components
- Discuss the importance of LTP in Ugandan schools
- Describe the LTP Teacher development initiative

Content Outlines

- LTP concept and its components (40 min)
- Importance of LTP in Ugandan schools (40min)
- LTP Teacher Development Initiative (40min)

Resources

- Copies of the Teachers Facilitator Guide
- Copies of the Teachers Workbook

Session Procedures

Day 1: Afternoon



40 min

The Learning Through Play (LTP) Concept

a) Share Personal experiences with LTP (10 min)

Think-pair-share:

- Refer TOTS to *Teachers Workbook Page 4* to individually respond to a quick survey to share personal experiences on LTP.
- Note and share the importance of such an exercise for TOTs. (Listen for answers such as: It surfaces attitudes and beliefs about LTP, it provides comparison for self-reflection before and after the training) (TOT need a different set of questions from those in the workbook- check also with RMEAL).

b) Generate common meaning of LTP concept (10 min)

Brainstorm, pair work

- Ask TOTs to Turn and talk to a partner to brainstorm the definition of LTP and its components based on their understanding.
- Select (3-5) pairs to share their definitions as you highlight common themes and key words. Generate a shared list of key words.

c) Teach the definition of LTP and its components (20 min)

As a whole group:

- Refer TOT to *Teacher Workbook page 9* to review the visual, definition and notes of the concept and components of LTP.

Reflect, apply and connect

- How would you explain the concept of LTP to a teacher who is new to it?

Note: LTP Strategies and Practice Used

Create an activity at the start of the lesson for learners to draw out prior knowledge).



40 min

Importance of LTP in Ugandan Schools

a) Reflect on common teaching approach in Uganda (10min)

Think-pair-share:

- Reflect on the learning approach in Ugandan schools in your context.

- Discuss briefly how important the LTP approach is for Ugandan schooling? Why?
- How important is the LTP approach for teachers in your context? Why?

b) Discuss the value of LTP and supporting evidence (10min)

As a whole group:

- Present briefly on the evidence on the value of investing in LTP with emphasis on learner engagement, creativity, exploration and other crucial skills for the 21st century. Refer to a policy brief (can we include this?)

c) Practice pitching LTP Investment in Uganda schools (20min)

In small groups TOTs:

- Prepare an 'Elevator pitch' to convince an audience on the importance of LtP in schools and record their elevator pitches on flipcharts or large cards for presentation. Emphasize to TOTs that their pitch should be:
 - Short (approximately 1-2 minutes);
 - Simple (for an audience that has no prior knowledge of LtP)
 - Convincing (to sell to an audience the importance of LtP and why they should implement it in schools)
 - Engaging and playful!

As a whole group, in plenary

- Group representatives present their elevator pitch to the plenary.
- Review the definition of LtP and discuss how proposed elevator pitches support this definition, and what elements could be added moving forward [*Listen for ideas such as: we shared that LtP is an active teaching methodology; we shared that LtP promotes social interaction, creativity, skills that children need for the future; we shared that LtP has clear objectives and intentional planning; we shared that LtP helps to create a positive learning environment.*]
- Share BCC messages on value of LTP?

Reflect, apply and connect

- How would you explain the concept of LtP to a teacher who is new to it?



40 min

The LTP Teacher Development Initiative

a) Explain the LTP Teacher development Initiative (10 min)

Think-pair-share:

- Think about your experiences working as a teacher or with teachers in your context.
- Discuss and write down one sentence that best describes what the term teacher training and development means to you.

- What should the LTP Teacher training and development Initiative entail to be effective in your context. Why?

b) Identify roles and training needs of teachers (10min)

Small groups:

- What key roles must teachers play to successfully implement LTP in the classroom? (Listen for ideas such as: Lesson planning, TLM development, classroom organization and management, positive behavior management, learner assessment, wellbeing, inclusiveness, and gender awareness, assessment of learner progress and reflective practice and collaboration with other school and community stakeholders)
- What specific knowledge and skills on LTP Implementation do they need to be effective in these roles?

As a whole group:

- Build on TOTs responses and highlight skills to implement LTP below:
 - Facilitation strategies for child-led, playful activities are different from adult-led activities and may require more work to master;
 - Differentiating active, child-centered approaches for different ages, abilities, subject areas, and well-being.
 - Planning for inclusive, age and subject appropriate activities, particularly within large class sizes.
 - Establishing positive discipline and behavior management, with clear rules, routines and clear transitions
 - Consistent and effective collection, handling and use of TLMs.
 - Managing large class sizes and multilingual classrooms, including seating arrangements and class organization.
 - Reflective practice and peer to peer collaboration after trying a new LTP activity can bring important insights and lead to big improvements in classroom environments.

c) Discuss 5-day LTP Teacher Training schedule (20min)

As a whole group:

- Refer TOT to *Teachers Facilitator's Guide Page 1* to discuss the summary of the 5-Day LTP foundational training for teachers.
- Highlight the importance of each topic and lay out of the training schedule.

In small groups:

- Refer TOT to *Teacher Workbook Page 2* to read the overview of the LTP Teacher Development Initiative.
- Illustratively fill the LTP Teacher development calendar.

As a whole group TOTs discuss:

- What are the key phases in the journey?
- How can teachers be supported to adopt their key roles in LTP implementation?
- How can teachers be supported at each stage?

Reflect, apply and connect

- How can TOT support teachers to gain and develop the skills they need to implement LTP?

Note: LTP Strategies and Practice Used



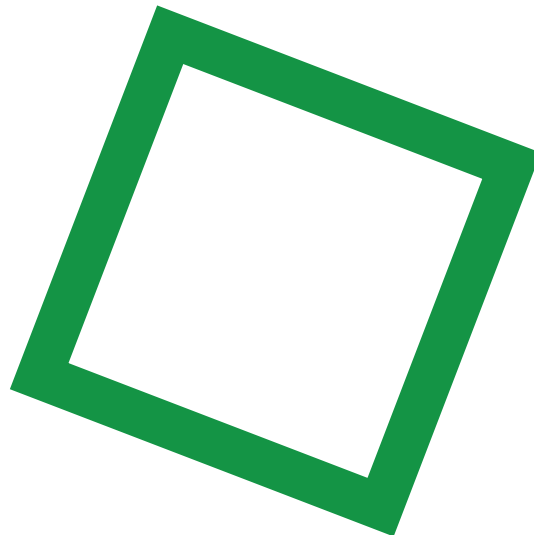
30 min

Day 1 Evaluation

1. Administer end of day 1 evaluation exercise (*see suggested evaluation tool*)
2. Summarize the day with conclusions and takeaways of the day

Key Reminder

- Daily evaluations will be used in the teacher trainings to get feedback for the facilitators on specific sessions as well as overall understanding. This will guide the daily debrief and session improvements.



Section 4

LtP Foundational Teacher Training – The Content and Facilitation Approaches



Overview

The sessions familiarize TOTs with key concepts, content outlines, and facilitation approaches needed to effectively deliver the five-day Foundational teacher training as outlined in the Learning through Play at School: Teacher's Facilitator's Guide and Learning through Play at School: Teacher's Workbook. TOTs will also reflect and provide constructive feedback on how to adapt the sessions to their specific contexts.

Aims

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

- Recall key concepts from previous day
- Read and interpret key concepts and content outlines for sessions 1-8
- Summarize the content outlines for sessions 1-8
- Simulate facilitation approaches and adaptations to context for sessions 1-8.

Content Outlines

- Participatory Recap previous day
- Content overview and facilitation approach for Sessions 1 - 7 in the Teacher Facilitator Guide

Resources

- Copies of the Teachers Facilitator Guide
- Copies of the Teachers Workbook

Session Procedures

Day 2: Morning



30 min

Day 1 Recap

a) Recall and recap concepts from Day 1 (30min)

Learning game: Mingle

- Have TOT move and mingle around the room to a chant or song.
- Signal the music/chant to stop briefly and TOT pair up very fast.
- Read out loud a question and have pairs discuss 2–3 minutes. (see *guiding questions below*)
- Repeat the process to mix up pairs and have a series of paired conversations, each with a different person.

Suggested guiding questions:

1. Why is teamwork and a positive learning environment key to climate setting?
2. In your own words, what are the key components of LTP concept?
3. Explain in one sentence why LTP is important in Ugandan schools?
4. Give a summary of what you remember about the PlayMatters Project.
5. What is the sequence of the LTP teacher training journey?

Think-pair-share:

- Why are participatory recaps important for LTP trainings? [*Listen for ideas such as: It is a process monitoring/ continuous assessment practice; it lets us know what participants are finding key and useful; it allows for review for those who have missed sessions; it lets us role model how LTP can be used to teach content*]

Reflect, apply and connect

- What participatory methods can TOT use to engage participants quickly and actively recap previous sessions?



30 min

Session 1: Climate Setting

a) Read: content outline session 1 (10min)

As a whole group:

- Refer TOTs to *Session 1 Outline in the Teachers Facilitators' Guide Page 3* and lead a guided walk-through of the overview, aim and content outlines of Session 1.

b) Review and discuss importance of setting a conducive training environment (20min)

Think—Pair—Share:

- Refer TOT to *Teacher Facilitators Guide Pages 8–9* to read, discuss and internalize the Facilitator Notes about the climate setting. TOT discuss:
 - i. How important is climate setting on the overall workshop experience?
(Listen for ideas such as: It sets the tone for how we engage; it ensures everyone is on the same page, it allows for the facilitator to know if what s/he has prepared meets the needs of the participants, it clears misunderstandings early, etc.)
 - ii. What is the purpose of a pre-test?
(Listen for ideas around. It helps facilitators know the base level of participant knowledge, it gives us the ability to compare before and after to measure knowledge, it lets us know which sessions might need more time and emphasis, etc.)
 - iii. Who should mark/grade the pre-test?
(Listen for: The facilitation team so that they can identify patterns in gaps of knowledge, this informs their facilitation of specific sessions.)
 - iv. Imagine a participant has come late to the training on Day 2. Do they still need to take the Pre-test?
(Listen for: YES, pre-test and post-test are mandatory to get their certificate of participation in the training. It is also a required document as proof of attendance for accountability purposes.)
 - v. Why do we want to open with an exercise about teacher wellbeing?
(It links to teacher readiness to engage with new material and openness, it sets the tone for reflection and sharing, it lets us start off with an activity, etc.)
 - vi. Why do you think we start off in plenary and then move into class level groups right away?
[Listen for ideas such as: Smaller groups allow for more interaction, class levels can be grouped together for easier sharing of experiences that are relevant, examples and activities can be tailored to that level]
 - vii. What is the role of a TOT in this opening session?
[Listen for ideas such as: Helping hands, managing expectations, guiding the process, getting agreement on expectations for participants and facilitators, delivering the pre- test, teacher wellbeing activity.]
 - viii. What role does a TOT play in the process of pretesting trainees.
(Listen for ideas such as identifying questions, marking and using the test scores to improve the training plans).

Reflect, apply and connect

- Reflect on the training environment in your context and discuss any other activities or ways to set up a conducive learning climate for teachers during training. What can be different and why?



30 min

Session 2: Understanding Learning through Play

Note: The sessions introduce the concept of Learning through play, its components and value in how it supports children’s holistic development. TOTs also identify the developmental benefits and skills attained by learners in classroom setting.

Session 2a: Introduction to Learning through Play Concept

a) Read: content outline session 2a (10 min)

As a whole group:

- Refer TOTs to *Session 2 in the Teachers Facilitators’ Guide Page 12* and lead a guided walk-through of the purpose and content outlines of Session 2.

b) Review LTP concept and its components (20min)

As a whole group:

- Refer TOT to *Teacher Workbook Page 9* to review the visual, definition and notes of the concept and components of LTP.
- Display a picture or 2-minute video clip of a classroom LTP activity and have TOT quickly spot LTP components shown (add as annex or to guide/workbook?).

Think-pair-share:

- What key component of LTP resonated with you most? Why?
- In what ways can a TOT connect the LTP concept to teacher training delivery?



1 hour 30 min

Session 2b: Importance of LTP for Children’s Holistic Development

Read: content outline session 2b: (10min)

As a whole group:

- Refer TOTs to *Session 2 in the Teachers’ Facilitator Guide Page 12* and lead a guided walk-through of the purpose and content outlines of Session 2.

b) Review the concepts of holistic child development (10min)

Think-Pair-Share:

- What is holistic child development mean to you? What are the child development domains and examples of skills related to each domain?

In small groups:

- Refer TOT to *Teacher Workbook Page 15-16* to read and discuss visual definitions and notes on holistic child development.

c) Discuss LTP importance for holistic learning and development (10min)

Think—Pair—Share:

- How does LtP help or support children to acquire developmental skills across the different domains (Listen for ideas such as aligns with how a child's brain naturally learns, it creates varied opportunities for different kinds of learning by increasing time for experimentation, discovery, and trial/error, it uses hands-on approaches, it allows children to learn from others, etc.)
- What kind of LTP activities can promote children's holistic development and learning at home, at school and in the community? (Facilitator listens for ideas such as: a variety of different types of activities such as conversations, reading, writing, singing, playing, parental involvement/question and answer; regular opportunities to practice; the ability to try—fail—and try again; use of materials to make ideas concrete; interactions with peers and adults; having a clear learning objective; having a safe and conducive environment that promotes inclusion, respect and good health, etc.)

d) Identify developmental benefits and skills of LTP activities in a classroom (30 min)

Think—Pair—Share:

- Refer TOT to *Facilitator's Guide Page 18* to see instructions for playing Secret Keepers Game and demonstrate how to play the Secret Keepers Game.
- Guide TOTs In pairs to read, practice giving the instructions of the activity to their partner and simulate the Secret Keepers Game. Circulate and provide guidance as TOTs practice (LtP Practice: Walk and Check).

Think—Pair—Share:

- Refer TOT to the *Teachers Workbook Pages 10-11* to debrief the LTP activity and summarize the developmental benefits for the children.

e) Discuss LTP developmental benefits and skills for different class levels (30 min)

In groups by class level (pre-primary, lower primary and upper primary):

- Refer TOT to *Teachers Workbook Pages 18-21*.
- Groups go through given questions to discuss developmental skills and benefits teachers expect to see in the classroom when using LtP activities.
- Groups note down any additional points to those already listed.

Reflect, apply and connect

- In what ways can you as a TOT connect the LTP concept to your own teaching or training experiences?

Day 2: Mid-Morning



1 hour 20 min

Session 3: Creating and Managing an LTP Enabling Environment

Note: Session 3 encompasses sessions on creating and managing an enabling LTP learning environment with emphasis on teacher and learner psychosocial wellbeing, inclusion, gender in teaching and an enabling learning environment. TOT reflect on the relevance of these aspects for effective LTP practice in a classroom setting.

Session 3a: Teachers' Psychosocial Wellbeing

a) Read: content outline session 3a: (10min)

As a whole group:

- Refer TOTs to *Session 3a in the Teachers Facilitators' Guide Page 21* lead a guided walk-through of the overview, aim and content outlines of Session 3a.

b) Review concept of Psychosocial Wellbeing - (10 min)

- Refer TOTs to *Session 3a in the Teacher Workbook Page 25*.
- Briefly introduce and discuss the key concepts of Psychosocial Wellbeing.

c) Discuss relationship between teacher's wellbeing and teaching practices (10 min)

As a whole group:

- Refer TOTs to *Teachers Facilitators' Guide Page 22-23* to read and discuss ways teachers' psychosocial wellbeing affects teaching practice.

Individually, mind mapping:

- Refer TOT to *Teacher Workbook Page 26* to individually read and complete mind map identifying ways teachers' psychosocial wellbeing affects teaching practice in respective contexts.

d) Review the concept of stress and distress (10min)

As a whole group:

- Ask TOT to distinguish between the terms stress and distress.
- Refer TOT to *Teachers Workbook Page 31* to discuss the visual and analogy story of a lion chasing an antelope.
- TOT discuss and outline signs of distress and stress depicted in the analogy.

e) Identify common stressors and signs of stress for teachers (10 min)

As a whole group, Learning Game: Balloon Game:

- Refer TOTs to *Teachers Facilitators' Guide Page 14* for instructions to practice Balloon Game.
- Debrief to discuss insights related to teachers psychosocial Wellbeing.

In pairs:

- Refer TOT to *Teacher workbook Page 32-35.*
- Review and add to the given lists of common stressors and signs of stress in the body.

f) Identify ways to recognize signs of stress in the body (10min)

Body Map, Think—Pair—Share:

- Refer TOT to *Teacher workbook Pages 31: Where in my body.*
- TOT individually reflect, spot and tell where and how stress affects their body.

g) Discuss effects of stress and positive coping Strategies (10 min)

In small groups TOTs brainstorm two scenarios below:

- What does an LtP classroom look like, sound like and feel like when a teacher has done a good job taking care of themselves and is not distressed?
 - What does an LtP classroom look like, sound like and feel like when a teacher has not done a good job taking care of themselves and is showing signs of distress?
- Refer TOT to *Teacher workbook Pages 36.* To read, discuss and internalize different categories and positive coping strategies.

h) Analyze importance and ways for selfcare for teachers (10min)

- Refer TOT to *Teachers Workbook Pages 43* to briefly discuss and analyze the case study of Teacher Joseph.
- TOTs identify self-care concerns depicted in the case scenario and strategies to address concerns.

Reflect, apply and connect

- In what ways can TOT help teachers express their experiences with stress and burnout during training?
- What coping mechanisms or tools for maintaining psychosocial well-being can be encouraged by TOT during teacher trainings?
- What skills and strategies do TOT need to be able to manage difficult discussions and make teachers feel comfortable and safe sharing their challenges?



1 hour

Session 3b: Learner Psychosocial Wellbeing

a. Read: content outline session 3b (10min)

As a whole group:

- Refer TOTs to *Session 3b in the Teachers Facilitators' Guide Page 30*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 3b.

b. Review concept of Learner Psychosocial Wellbeing (10min)

Think—Pair—Share:

- What does the term Learner Psychosocial Wellbeing mean to you?
 - Why is psychosocial wellbeing important for learners?
- Refer TOT to *Teacher workbook Pages 44-45*. To read, discuss and internalize different signs of learner distress.

As a whole group:

- Refer TOTs to *Teacher Workbook Page 44-46* to read and discuss the key concepts of Learner Psychosocial Wellbeing.

c. Discuss signs of learners in distress (10min)

Think—Pair—Share:

- What signs can you observe that tell you that your learners are not okay?
 - What psychosocial challenges do learners commonly face in your context?
 - How can LTP practice in a classroom or school contribute to learner wellness in your context?
- Refer TOTs to *Teacher Workbook Page 44-45* to read and discuss the signs a learner is in distress.

d. Identify ways teachers support Learner Wellbeing (10min)

In small groups TOTs:

- Refer TOTs to *Teacher Workbook Page 46* read some ways to help learners' psychosocial wellbeing.
- TOT analyze the case scenario of Juma and identify strategies teachers can employ to provide appropriate psychosocial support for Juma.

e. Identify ways to manage challenging learner behaviors (10 min)

As a whole group:

- Refer TOTs to *Teacher Workbook Page 51-56* lead a guided walk-through of the concept and strategies of managing challenging learner behaviors.

Think—Pair—Share:

- i) Which strategies are likely to be easy for teachers to apply?
- ii) Which strategies may be difficult for teachers to apply? Why?
- iii) What other positive alternatives do teachers use in managing challenging learner behaviors?

f. Discuss the importance and ways to manage referrals of learners in distress (10 min)

As a whole group:

- Refer TOTs to *Teacher Workbook Page 62–65* to lead a guided walk-through of the concept, teacher roles and process of managing referrals for distressed learners.

In small groups by location:

- TOT map available known referral contacts for different services in their respective locations.

Reflect, apply and connect

- What are examples of good practice in addressing learner wellness that teachers in your context can be encouraged to adopt?



Day 2: Afternoon



1 hour 15 min

Session 3c: Gender Responsive Teaching and Learning

a. Read: content outline session 3c (10 min)

As a whole group:

- Refer TOTs to *Session 3c in the Teachers Facilitators' Guide Page 36*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 3b.

b. Reflect on individual gender perceptions (10 min)

As a whole group:

- Distribute cards with a list of words that include: Rescuing, Dancing, Teacher, Cooking, Pink, Doctor, Nurse, Cars, Scientist, Blue, Cleaning, Lawyer, Engineer Set of spanners, computer programmer, Red, Glitter and Mathematician.
- TOT sort, group and categorize the given cards into three (3) groups based on whether they are associated with (boys and men) female (girls and women) or neutral (neither male nor female).
- TOT share the basis of assigning a word to a category and discuss whether the basis is gender characteristics, individual ability or interest.
- Note the following points:
 - Most times gender characteristics are used to determine what is for boys and men as well as what is for girls and women.
 - All of these things are not gendered in themselves, but they have been assigned gender meaning. Each one can belong in the neutral box.
 - Being aware of our own assumptions about gender helps us avoid situations where we might deny learners from accessing services, materials or participation in activities that can enhance their learning interest. This is what we want our teachers to unlearn and offer fair opportunity for all learners.

c. Review concepts of Gender (10 min)

In small groups TOTs:

- Refer the TOTs to session 3C in the *Teacher Workbook, Pages 71-72* to read gender related terms.
- TOT categorize the given list of statements, distinguishing between gender and sex related statements by marking them with capital letter **G**. Those that are sex-related, marking them with capital letter **S**.

d. Identify gender roles (15 min)

- Refer the TOTs to session 3C in the *Teacher Workbook, pages 70* to analyze typical roles and responsibilities of boys and girls read gender related terms.

- TOT list learner roles and responsibilities in school in given template and discuss how these are typically assigned to the roles to boys or girls.

As a whole group:

- Discuss the differences between the roles typically assigned to boys and girls, associated gender biases and concerns in relation to the participation, opportunities and accomplishments of boys and girls at school.

e. Discuss Gender responsive teaching and learning practices (30 min)

In small groups:

- Refer the TOTs to session *Teacher Workbook, pages 77-80* to discuss the gender-friendly classroom checklist.
- TOT add to given points in the checklist and highlight ways to apply the gender friendly classroom checklist in their context.

Reflect, apply and connect

- What are common gender biases, stereotypes, and expressions in schools in your context? How do these impact LTP practice by teachers?
- What gender-related assumptions and biases may affect TOT roles and performance?
- What can TOT do to ensure gender-inclusive practice in their roles?

Key Reminder

- The gender session both here in the TOT and in the Teacher, Workshop has been drafted for adult teacher participants, please make sure it is clear that we are not asking them to do these activities with children in their classes, but as a way of self-reflecting.



45 min

Session 3d: Inclusive Teaching and Learning

a) Read: content outline session 3d (10 min)

As a whole group:

- Refer TOTs to *Session 3d in the Teachers Facilitators' Guide Page 46*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 3d.

b) Review concepts of Inclusion (15 min)

- Refer the TOTs to session *Teacher Workbook pages 84-87* and lead a brief discussion of the concept of inclusion.

- TOT List typical barriers to inclusion that learners with diverse needs face in schools in their context.

c) Identify inclusion issues in schools and classrooms (15 min)

Case Scenario, In pairs, TOT:

- Read, discuss and analyze the case scenario of Margaret (*Teacher Workbook Page 86* -Section 4A on inclusion).
- Share and discuss real-life examples of inclusive teaching from their own experiences.
- TOT discuss good practices that can be shared with teachers to make classrooms in their contexts more inclusive for diverse learners?

Reflect, apply and connect

- What may be typical barriers to inclusion during teacher training delivery and school-based support?
- In what ways can TOT promote inclusion during teacher trainings and school-based supports?

Day 2 Evaluation

- Administer end of day 2 evaluation exercise (see suggested evaluation tool).
- Summarize the day with conclusions and takeaways of the day.



Day 3: Morning



30 min

Day 2 Recap

a. Read: content outline session 3c (10 min)

As a whole group, visual interpretation:

- Display a classroom-based video or picture of a classroom activity.
- Ask TOT to spot and make a list of any aspects related to Teacher Psychosocial Wellbeing, Learner Psychosocial Wellbeing, Gender and Inclusion in the classroom situation observed.
- Have the TOT administer the Gender-responsive teaching and learning checklist based on their observations.



40 min

Session 4: LTP Enabling Classroom Environment

a) Read: content outline session 4 (10 min)

As a whole group:

- Refer TOTs to *Session 4 in the Teachers Facilitators' Guide Page 52*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 4.

b) Discuss concept of an LTP enabling classroom environment (20 min)

As a whole group:

- Refer TOT to *Teachers Workbook Page 81-95* to reflect on learning environments in their contexts.
- Lead guided discussion of the checklist for an enabling learning environment. Highlight how each key component support LTP practice?

c) Identify common challenges and solutions to creating an enabling classroom environment (10 min)

In small groups TOT:

- Discuss common challenges outlined and suggest solutions to address them. TOT can add any other challenges in their context to the given list.
- Outline ways LTP practice can be a solution to challenges teachers face in context of large class sizes and limited space?
- List practical recommendations to share with teachers to effectively handle large class sizes.

Reflect, apply and connect

- What are typical challenges TOT may face in promoting an enabling learning environment during teacher training delivery?
- What practical recommendations can TOT implement to address these challenges?



40 min

Session 5a: Teaching and Learning Materials (TLMs) for LTP Practice

a) Read: content outline session 5 (10min)

As a whole group:

- Refer TOTs to *Session 5 in the Teachers Facilitators' Guide Page 57*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 5.

b) Discuss concept, importance and types of TLM (10min)

As a whole group:

- Refer TOT to *Teachers Workbook Page 99-103* to reflect on concept, importance and types of TLM in their contexts.
- Lead guided discussion of the effective use of TLM to support LTP practice in the classroom.

c) Demonstrate creative use of TLM for LTP Practice (20min)

As a whole group:

- Split TOT in small groups and assign each group a different category of TLM commonly used by teachers (e.g., flashcards, manipulatives, pictures, posters, textbooks). Ensure samples of all TLM categories (print, visual, manipulative, digital) are covered.

TOT in small group:

- Brainstorm how their assigned TLM can be innovatively used and adapted for various learning objectives and levels.
- Demonstrate a 3–5-minute activity for using the given TLM for LTP practice.
- Discuss common challenges teachers raise at school level for making, using, managing the assigned TLM.
- Propose recommendations for teachers to effectively make, use and manage the assigned TLM in the classrooms in your context.

As a whole group discuss:

- What starting suggestions can be given to teachers at different grade levels on ways to use everyday items and other materials that are locally available to them?

- What starting suggestions can be given to teachers of different subjects on ways to use everyday items and other materials that are locally available to them?
- What ideas can be shared with teachers on how the local materials could be set up and maintained in a context of few resources, limited classroom space, large class sizes and diverse learner needs and abilities?

Reflect, apply and connect

- What TLM are locally available to TOT for teacher training delivery?
- How can TOT creatively get equipped with these TLMs in a context of few resources.



40 min

Session 5b: Using Six Bricks for LTP Practice

a) Read: content outline session 4 (10 min)

As a whole group:

- Refer TOTs to *Session 6 in the Teachers Facilitators' Guide Page 62*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 5.

b) Discuss concept and importance of Six Bricks (10min)

As a whole group:

- Refer TOT to *Teachers Workbook Page 107–110* to reflect on concept, importance and features of Six Bricks.
- Lead guided discussion of the effective use of Six Bricks to support LTP practice in the classroom.

c) Identify and demonstrate using Six Bricks for LTP practice (20min)

As a whole group:

- Split TOT in small groups. Provide each group sets of Six Bricks and one learning objective (such as improving fine motor skills, promoting teamwork, enhancing problem-solving).

In small groups TOT:

- Create a learning activity using only the Six Bricks, focusing on how it can be applied in different subject areas and for diverse learner needs and abilities.

As a whole group:

- Each group demonstrates their Six Brick activity and explain how it supports LTP to the larger group.
- Discuss:
 - i. How can Six Bricks be adapted to different age groups, learning needs or contexts?
 - ii. How can the Six Bricks be effectively used for LTP practice in a context of limited classroom space, large class sizes and diverse learning needs?

Reflect, apply and connect

- In what ways can TOT use Six Bricks in the teacher training and school-based support?
- What can TOTs do to acquire and practice skills for using Six Bricks in their roles?



Day 3: Mid-Morning



30 min

Session 6: Learning through Play Teaching Strategies and Practices

Note: Session 6 introduces LTP teaching and learning strategies, focusing on helping TOTs gain a solid understanding of LTP practices and how to apply them in lesson planning. This includes setting clear learning objectives and designing LTP-based activities and lesson plans. Lesson examples and micro-teaching sessions will demonstrate how to effectively structure LTP strategies and practices in a lesson to achieve learning outcomes. Constructive feedback will follow, allowing TOTs to refine their teaching methods.

Session 6a: Introduction to LTP Teaching Strategies and Practices

a) Read: content outline session 6a (10min)

As a whole group:

- Refer TOTs to *Session 6a in the Teachers Facilitators' Guide Page 67*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 6a.

b) Introduce the LTP strategies and practices (20min)

As a whole group:

- Refer TOT to *Teachers Workbook Pages 114–117* to explain what each of the strategies and practices means using relevant examples from a classroom setting.

As a whole group:

- Which of the LTP strategies and practices are TOT familiar with, have used or remember from their training?
- Which strategies and practices may be new or difficult for TOT to uptake? Why?
- Which LTP strategies and practices are unfamiliar, new or difficult to explain and apply by TOT?
- Which strategies and practices may be new or difficult for teachers to uptake? Why?

Reflect, apply and connect

- Which strategies and practices may be new for TOT to uptake and use in teacher training delivery?
- Which strategies and practices may be easy for TOT to use in teacher training delivery?
- Which strategies and practices may be difficult for TOT to use in teacher training delivery? Why?



1 hour

Session 6b: Integrating LTP Strategies and Practices in Lesson Activities

a) Read: content outline session 6b (10 min)

As a whole group:

- Refer TOTs to *Teachers Facilitators' Guide Page 71*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 6b.

b) Identify LTP strategies and practices in given lesson activities (20 min)

In small groups TOT:

- Refer TOT to *Teacher Workbook, pages 118-121* to read the given case scenarios of lesson activities by teachers Zapi, Mala, Rajab, and Mayo.
- TOT in their groups use 2-3 minutes to spot the LTP strategies and LTP practices reflected in each of the scenarios.

c) Practice designing LTP based lesson activities (30 min)

- Split TOT into groups by levels (pre-primary, lower primary and upper primary) and assign each group a different LTP strategy and related practices.

In groups TOT:

- Design a 3-5-minute lesson activity involving the given strategy and practices for their respective class level.

As a whole group

- Each group presents their lesson activity to the larger group and collectively reflect on the learning outcomes of the activity.
- Discuss ways the lesson activity reflects; a) Psychosocial Wellbeing b) Gender c) Inclusion?



30 min

Session 6b (ii): Integrating LTP Strategies and Practices in Lesson Phases

a) Review the different phases of a Lesson (10min)

- Refer the TOTs to *Teachers Workbook Pages 118-121* to discuss the different Lesson phases and their importance for LTP practice.

b) Identify LTP strategies and Practices across different lesson phases (20min)

In groups by class level TOTs:

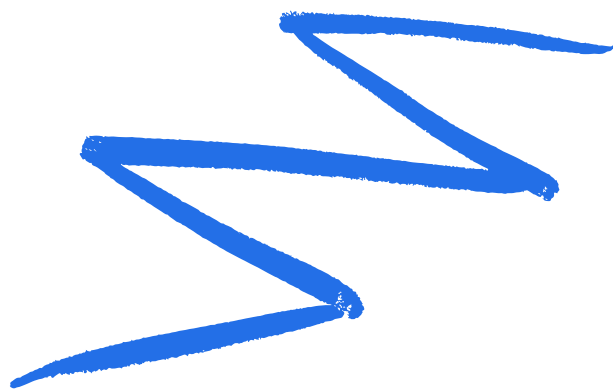
- Refer the TOTs to *Teachers Workbook Pages 118-121* to read the given outline of a lesson activities and write down the LTP strategies and LTP Practices that are evident in each given lesson phase.

As a whole group discuss:

- Which strategies and practices are most applicable (commonly used) in each lesson phase?
- Which strategies and practices are least applied in each phase and need to be deliberately reinforced for daily practice by teachers?
- What lesson phases may teachers find challenging to apply LTP? How can TOT support in addressing these challenges.

Reflect, apply and connect

- Which strategies and practices may be easy for TOT to use in teacher trainings.
- Which strategies and practices may be difficult for TOT to use in teacher training? Why?



Day 3: Afternoon



1 hour

Session 6c: Integrating LTP Strategies and Practices in Lesson Planning

a) Read: content outline session 6c (10 min)

As a whole group:

- Refer TOTs to *Session 6c in the Teachers Facilitators' Guide Page 77*.
- Lead a guided walk-through of the overview, aim and content outlines of session 8.

b) Review the importance, steps and templates for LTP based Lesson planning (10 min)

As a whole group:

- Refer the TOTs to *Teachers Workbook Pages 125-129* to discuss the importance, steps, checklists and templates (pre-primary and primary) for LTP based lesson planning.

c) Introduce and discuss LTP based lesson planning checklist (20 min)

In small groups TOT:

- Review a written sample model LTP-based lesson plan Refer the TOTs to *Teachers Workbook Pages 148-163* to see sample model lessons.
- Use the lesson planning checklist to assess if the sample lesson plan meets the requirements of an effective LTP based lesson.
- Analyze the sample lesson plan to identify the LTP strategies and practices proposed in each lesson phase.

d) Practice designing LTP based lesson plan (40 min)

In groups by class level TOTs:

- Prepare a 30-minute lesson plan that incorporates LTP strategies and practices for micro-facilitation as a team using the Lesson Planning Checklist and the relevant Lesson planning template.
- Review LTP lesson samples for respective class level. Record any challenges faced in designing an LTP lesson plan, and how to overcome them.

As a whole group discuss:

- In what ways can TOT support Lesson Planning Session with reference to the lesson planning checklist? what aspects if any of the checklist may be adapted modified to enhance LTP integration.

- What are common fears or challenges teachers experience in lesson planning and preparation that may limit LTP integration and practice?
- What are recommendations or suggestions for TOT to manage or mitigate those fears and challenges?

e) Prepare to Teach and apply LTP Typology (40 min)

As a whole group:

- Distribute printed copies of the LtP Typology tool (*See Annex Page 63-64*)
- Introduce the typology of LtP and explain the three zones on the mat. Use the illustrations to visually define the zones.
- Pick a sample lesson plan, select an activity from the plan and facilitate then have TOT use and reflect on LTP Practice observed using the tool.
- Continue to pick two or three activities from the sample LtP and each time have TOT identify which zone represents the level of interaction observed.

In groups by class level TOTs:

- Prepare and practice for micro- facilitation as a team using the LTP typology tool, respective Lesson plans and other references.

Reflect, apply and connect

- What aspects if any of the Lesson Planning checklist may be adapted modified to enhance LTP integration in your context?

Day 3 Evaluation

- Administer end of day 3 evaluation exercise (see suggested evaluation tool).
- Summarize the day with conclusions and takeaways of the day.

Day 4: Morning



30 min

Day 3 Recap

Recall and recap concepts from day 3

As a whole group, visual interpretation.

- Display a classroom-based video or picture of a classroom activity.
- Ask TOT Spot and list the LTP Strategies and Practices depicted in the visual.
- TOT applies LTP Typology to discuss if and how well the lesson activity integrated LTP Practices and strategies.



2 hours

Session 6d: Integrating LTP Strategies and Practices in Lesson Delivery

a) Read: content outline session 6d (10 min)

As a whole group:

- Refer TOTs to *Session 6d in the Teachers Facilitators' Guide Page 84*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 6d.

b) Introduce classroom lesson observation, LTP Typology tool and guided feedback tools (30 min)

In small groups:

- Refer the TOTs to *Teachers Workbook Pages 167-173* to discuss the indicators of effective lesson delivery and LTP based classroom lesson observation tool.
- Discuss guided feedback tool and highlight the concept of Tips and Tops (tip = recommendation or area of improvement and top = compliment or area of strength).

c) Demonstrate teaching and observing an LTP based lesson (1 hour)

In groups by class levels TOT:

- Take turns acting as the teacher to deliver short segments (10 min) of their LTP lesson plans to the group simulating a real classroom setting. (TOT use the LTP lesson plan prepared in prior session to micro teach their peers).
- Observe micro-lessons of peers, practice filling the classroom LTP based lesson observation tool.

- Record the feedback using the Guided Feedback tool and adhering to the concept of Tips and Tops.
- After each delivery, peers practice giving structured feedback using the Guided Feedback tool with due attention to the use of LtP strategies, classroom management, learner engagement, and clarity of instruction.

As a whole group (10min)

- How easy or difficult was it to micro teach the LTP lesson activities why?
- What areas (if any) of the LTP based lesson delivery requires further explanations.
- How easy or difficult was it to observe and use the LTP based lesson observation tool? why?
- What areas (if any) of the LTP based lesson observation tool require further explanations.
- How easy or difficult was it to record and sharing feedback lesson using the Guided Feedback tool? why?
- What areas (if any) of the Guided Feedback tool require further explanations.

d) Discuss importance and skills to deliver constructive feedback – 30 min

In pairs, discuss:

- What might the teacher feel about this kind of observation? How can we help them understand the benefits?
- How is feedback given? In what way should feedback be given?
- What skills do TOT need to deliver supportive and constructive feedback to teachers during this session?

[Listen for giving specific feedback that is actionable and applicable, helping to keep the session moving, focusing on both things to continue doing (positives) and things to do differently (constructive).]

As a whole group:

- Read scenarios below and generate recommendations to deliver and manage feedback (**LtP Practice: Build Scenarios**)

Scenario 1

You have just completed a micro-teaching lesson delivery session where the team did not adequately include Learning through Play methodologies in the presentation. They used games or activities only as a refresher or energizer, not linked to the lesson objective. The other participants are giving feedback to the group and are being quite harsh—all tips and no tops. How will you guide them to make sure the feedback is balanced between strengths and areas of improvement?

Scenario 2

You have just completed a micro-teaching lesson delivery session where the team did adequately include Learning through Play methodologies in the presentation. They used discussion activities effectively and used a jumping activity to practice distinguishing between even and odd numbers that was very engaging. The participant feedback has been complimentary with no critical feedback or areas of improvement, so participants start to talk about handwriting of the teacher on the chart she used, how she is dressed and whether this was the right lesson topic to be teaching at this time. None of the feedback is related to Learning through Play. How will you guide them to make sure the feedback is focused on LtP and balances Tips and Tops?

Reflect, apply and connect

- What facilitation skills are needed for effective delivery of the Model Lesson session?
- What guidance will you offer to teachers as they complete these sessions?

Key Reminder

- TOT need to use a facilitation style that can model active, hands-on, participatory methods that are required for LtP. It is important they are prepared to facilitate the workshop to not only cover content but also demonstrate LtP strategies and practices for teachers in their delivery.



Day 4: Mid-Morning



1 hour

Session 6d (ii): Integrating LTP Strategies and Practices in Learner Assessment

a) Read: content outline session 7f (10min)

As a whole group:

- Refer TOTs to *Session 6d in the Teachers Facilitators' Guide Page 84*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 6d.

b) Review concept, importance and types of Learner continuous assessment (20min)

- Discuss relationship between teacher effectiveness and Learner performance.
- Refer the TOTs to *Teachers Workbook Pages 167-173* to discuss concept and ways of continuously assessing learners using Learning through Play based strategies and practices. Highlight importance for LTP practice.

c) Practice formulating LTP based Learner assessment activities (30 min)

In small groups TOTs:

- Identify LTP strategies and practices teachers apply in formative and summative assessments.
- Create an example of an assessment activity using LTP strategies and practices.



30 min

Session 7a: Supporting LTP Practice in the Community and School

Note: The sessions emphasize the roles of various stakeholders in building community and school-based support for LTP practice. TOTs will discuss common challenges affecting LTP practice in their contexts and propose solutions. The sessions will also address how to handle sensitive issues teachers may face during LTP implementation. TOTs will also explore support activities through the school-based CPD model, which includes a functional CPD committee, peer learning, and collaboration on LTP within and across schools. Practical strategies and tools for supervising, monitoring, and reporting on LTP implementation in schools will also be covered.

Session 7a (ii): Community and School-based Support Structures

a) Read: content outline session 7a (10 min)

As a whole group:

- Refer TOTs to Session 7a in the *Teachers Facilitators' Guide Page 90*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 7a.

b) Identify and explain roles of school and community stakeholders in LTP implementation - 10 min

- Refer the TOTs to *Teachers Workbook Pages 176-178* to list key community and school stakeholders for effective LTP implementation. Highlight the roles and ways teachers can collaborate with the different stakeholders in LTP implementation.

c) Discuss common LTP misconceptions and BCC messages to address them (10 min)

In Small groups:

- What are good practices on partnering with parents and communities in respective contexts.
- What concerns and misconceptions about LTP may parents, school leaders, or community members have. Why?
- How can buy-in for LTP and involvement of parents, school leaders, or community members be encouraged?

As a whole group discuss:

- Review teachers BCC message chart to identify key messages to address these concerns.
- Highlight with examples potential ways, where, and when to deliver messages.

Reflect, apply and connect

- What school structures and stakeholders are most essential for TOT to collaborate with to ensure continuous practice and professional development around LTP?



30 min

Session 7b: Supporting LTP Practice: Potential Challenges and Solutions

a) Read: content outline session 7b (10min)

As a whole group:

- Refer TOTs to *Session 7b in the Teachers Facilitators' Guide Page 95*.

- Lead a guided walk-through of the overview, aim and content outlines of Session 7b.

b) Identify common challenges in LTP implementation and potential solutions (20 min)

As a whole group:

- Refer the TOTs to *Teachers Workbook Pages 182–183* to identify and outline opportunities and common obstacles to implementing LTP in the classroom and school and strategies for overcoming them.
- Review list of potential challenges listed in the session notes and add any that may not be highlighted to create a comprehensive list of the anticipated challenges.

In small groups TOTs:

- Prioritize and highlight common fears, concerns and challenges that teachers are likely to encounter such as time, resources, or curriculum demands and elaborate creative solutions to address them.

As a whole group:

- TOTS share additional suggestions with peers.

Think—Pair—Share

- What challenges might TOT face in facilitating this session? (e.g., participants do not bring up LTP-related challenges, participants get upset about issues beyond the facilitator's control like salaries or school infrastructure, participants want others to provide solutions, participants argue about the proposed solutions, etc.).
- How can TOT support teachers to openly discuss challenges they are likely to experience during LTP implementation? How can TOT prepare to have a challenging conversation.

Reflect, apply and connect

- What solutions are within TOT control to address? How can TOT help to address these challenges without raising expectations that are beyond the scope of what can be provided?

Key Reminders

- This session is difficult to script and predict how it will go. The Facilitator's Notes and detailed notes is not that these are "the answers," rather they spark some ideas for when/if the teams get stuck.
TOT need to give trainees space to discuss their fears openly without getting defensive or trying to convince them about LTP.
- Studies show that teachers trust other teachers more than they trust administrators or supervisors. During this session allow teachers to work with peers to generate their own solutions.
- TOT as facilitators should try not to get pulled into arguments or trying to get the "right" answer. While it is important to guide the discussion and offer suggestions, the goal is for the teachers to reflect and then reference the helpful tips in the Teacher Workbook that might help them overcome some of their fears.

Day 4: Afternoon



2 hours

Session 7c: Supporting LTP Practice: School-based CPD Model and Activities

a) Read: content outline session 7c – 10min

As a whole group:

- Refer TOTs to *Session 7c in the Teachers Facilitators' Guide Page 99*.
- Lead a guided walk-through of the overview, aim and content outlines of Session 7c.

b) Introduce CPD model and outline the CPD activities (20min)

As a whole group:

- Refer the TOTs to *Teachers Workbook Pages 188–191* to discuss school based CPD activities to help teachers ongoing practice and support for LTP at school level after the workshop.
- Highlight the importance of each activity for teacher continuous professional development and any good practices.

c) Introduce the concept and functions of a CPD Committee (20min)

Turn and Talk

- Who supported you professionally in your career and how?
- Who is mandated to support teachers' continuous professional development and how?
- Who can professionally support teachers to continuously improve LTP practice in the class and school and how? Make a suggested list.

As a whole group:

- Refer TOT to the Continuous Professional Development Framework (CPD) Framework and Costed Implementation Plan (2017) to elaborate the guidelines from Ministry of Education and Sports for establishing and supporting a CPD committee.

Discuss ways to integrate LTP practice into school based CPD activities including:

- Formation and support for the school-Based CPD Committee
- LTP-focused community of practice for teachers to share experiences, best practices and cross learnings across different schools.
- PGMs of school leadership that focus on planning, problem solving, and preparation to lead the school-based LTP support process.
- Joint support supervision (TOTs and HTs) and benchmarking on LTP application in the classroom.

d) Introduce the School based LTP CPD Handbook: (30 min)

As a whole group:

- Lead a guided discussion and run through of the CPD Handbook.
- Highlights the roles and responsibilities of various actors to support with the integration of LTP into CPD activities at the school level.

In small groups TOT discuss:

- What activities from the handbook are you already doing/feel comfortable in?
- What activities do you need more support to engage in/are not clear for you?

Think—Pair—Share

- i. What is the role of a TOT in the set up and functionality of a Teachers' Community of Practice
- ii. What is the role of a TOT in set up and functionality of the Peer Group Meetings for headteachers and other school leaders
- iii. What is the role of a TOT in the set up and functionality of a school based CPD Committee.

e) Identify existing opportunities for teachers' collaborative and peer learning (40 min)

In small groups, TOT discuss:

- How do expected CPD activities align within existing responsibilities of teachers in a school? How can TOT integrate support for LTP practice in existing responsibilities of teachers?
- What opportunities exist for teachers from different to share experiences and learn together as a community of practice? If yes, where, how often? How are learnings recorded?
- What opportunities exist for head teachers, school managers or leaders from different schools to meet for peer group meetings? If yes, where, how often?

Case Study

- TOT discuss the case study below and answer the guiding questions.

The Ministry of Education and Sports is rolling out an intervention on a reading methodology that follows the 5 systematic instructional strategies. All teachers in the district were trained for 5 days at the Core PTC. Most teachers at Vumba P.S. are struggling to apply the methodology in their classroom practice, except Ms. Kala who had just been transferred from a district where the intervention was piloted.

Guiding questions:

- i. If you were the Lead of the School-based CPD Committee of Vumba P.S, how would you harness Ms. Kala's knowledge and skills to support the other teachers conceptualize and effectively apply the methodology in teaching reading in their classes?
- ii. What would you need from others at the school to help structure and coordinate the peer learning process?

Reflect, apply and connect

Facilitator Note:

- TOT will receive an in-depth training to deepen TOT understanding of the school-based CPD model, the concept and role of the Communities of Practice, Peer Group Meetings and peer learning systems in promoting LTP practice.

Section 5

Cascading Plans and Actions for LtP Teacher Training



Overview

The sessions aim to help TOTs develop a clear cascade training calendar and plan to ensure LTP training is implemented at all levels within a structured timeline. The focus will be on identifying actionable steps for cascading the training to teachers, CPD Committees, and other educators. TOTs will plan post-training actions, district coordination, team collaboration, and create a unified training calendar for effective implementation at district and school levels. The final session will include a post-training assessment, concluding administrative matters, and a formal closing ceremony of the workshop.

Aims

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

- Assess knowledge gain of participants (before and after training)
- Identify key actions to cascade teacher training and LTP Practice at school level.
- Discuss ways to effectively coordinate TOT activities at different levels.
- Create a calendar of TOT cascade training activities across different levels.
- Recognize participants achievements from the workshop.

Content Outlines

- TOT Post training assessment (30 min).
- TOT Post training actions (30 min).
- TOT coordination activities and plans (30 min).
- Teacher Training Cascade calendar and plans (30 min).

Resources

- Post test and writing aids.
- Uganda academic School year calendar (for commencing school year).
- Planning templates including Calendar.
- Participating school lists and contacts.
- End of Workshop evaluation form.
- Attendance certificates.

Session Procedures

Day 5: Morning



30 min

Day 4 Recap

Recall and recap concepts from day 4 (30min)

As a whole group, visual interpretation

- Display a classroom-based video or picture of a classroom activity.
- Ask TOT to spot and list the mentorship needs of the teacher depicted in the visual.
- Have TOT discuss the mentorship process and ways to provide ongoing support for LTP to that teacher.



2 hours

Session 7c (ii): Support supervision, Monitoring and Reporting on School based LTP Practice

a) Review key concepts of Support Supervision, Monitoring and Reporting (40 min)

Think, pair, share

- TOT brainstorm to fill the table below key concepts below in relation to school based LTP practice:

	Key Concepts
<input checked="" type="checkbox"/>	Coaching
<input checked="" type="checkbox"/>	Mentoring
<input checked="" type="checkbox"/>	Support Supervision
<input checked="" type="checkbox"/>	Monitoring
<input checked="" type="checkbox"/>	Evaluation
<input checked="" type="checkbox"/>	Performance Review
<input checked="" type="checkbox"/>	Reporting
<input checked="" type="checkbox"/>	Documentation

	Meaning
	Importance for teachers' LTP practice at school
	Who is involved? How?
	Preparation and tools
	TOT roles in applying tool
	TOT Skills needed

b) Review and discuss application of TOT support tools for LTP based Support supervision, monitoring and Reporting (40min)

Small group

- Assign a tool to each group to discuss the following:
 - What is the purpose of this tool?
 - How should it be used? By whom?
 - How does it support with LTP implementation?
 - Is there anything about this tool that needs clarification?







c) Discuss School based LTP records and documentation (30 min)

Large Group Brainstorm:

- List and discuss typical records and documentation of school-based activities created or needed by TOTS. (Listen for ideas such as: attendance sheet, agenda, summary of minutes, Action list, copies of the action plan, samples of work produced, completed tools such as classroom observation tool, training reports).

In small groups

- Assign each group one activity from the list in the table below:
- TOT Identify the key records, documentation and the means of verification for each of the following activities:

School Level Activity	
<input checked="" type="checkbox"/> Peer Group Meeting	<ul style="list-style-type: none">  Key Records  Ideas for documenting  Means of verification  Ideas for dissemination  TOT Roles  TOT Aids
<input checked="" type="checkbox"/> COPS	
<input checked="" type="checkbox"/> Classroom Observations	
<input checked="" type="checkbox"/> Support Supervision	
<input checked="" type="checkbox"/> CPD Mini Training	
<input checked="" type="checkbox"/> Planning Session	

d) Outline School based LTP reporting (40min)

As a whole group

- Discuss importance of reporting, TOT reporting roles and responsibilities and stakeholders interested in reporting.
- Explain the reporting cycle for LTP, including frequency, key indicators, report formats and TOT reporting responsibilities.

In small groups TOTs:

- Outline reporting responsibilities of TOT on School based LTP Practice – 5 w, 1 H – why? who? What? Where? When? How?

School Level Activity

- Peer Group Meeting
- COPs
- Classroom Observations
- Support Supervision
- CPD Mini Training
- Planning Session



Why report



Who is targeted audience



What is reported?



When is the activity reported



Where is the report submitted



How is the report shared?

As a whole group

- Overview of the TOT Summary Activity Report Template.
- Review and critique sample LTP reports to identify strengths and weaknesses.
- Discuss how to adapt reporting methods to their specific school context.

Day 5: Mid-Morning



30 min

Post-Test

a) Administer Post test (30min)

Individual task

- Participants complete the post-test Individually.

Note:

Ensure to analyze test results and share back results with participants before workshop closes.



1 hour 30 min

Post – Training Actions and Plans

a) Outline post –training actions, working modalities and teaming approach (45 min)

As a whole group:

- Brainstorm key actions for TOT to cascade teacher training and support LTP practice across the school calendar year.
- Add to their list and generate a harmonized of key actions including the cascade of the Teacher trainings, TOT trainings in preparation for the CPD committee training and the CPD committee training, post- training follow-up support and mentorship of teachers and CPD committees, supportive supervision, and CPD activities.

In groups by implementation level

- Assign each group one level including: (At school, At Community, At Coordinating Centre, At District, At Teacher Training Institute).
- Each group identifies 3-5 key actions to undertake by TOT at that level, discuss and fill in details in the table below.

Question 1



Aim of the activity



Question 2



Who is targeted to participate in this activity?



Question 3



Who will TOT collaborate or work with?



Question 3



How often will this activity be done during the school year?



Question 4



When in the school year will the activity be done?)



Question 5



What resources and tools do TOT need to do this activity?



Question 6



What Logistics will help TOT do this activity?



Question 7



What resources and tools do TOT need to do this activity?



Question 8



What will indicate the success of this activity?



Question 9



How will TOT report on this activity?



b) Develop site-based TOT calendar (45 min)

As a whole group:

- Briefly guide discussions on teaming considerations for each location and have TOT divide into groups according to their location specific and site-based teams.
- Refer TOT to the *Teacher Workbook Page 184-191* to introduce the site-based action planning calendar template.

In groups by location team, TOTs:

- Complete the action planning template for their site. Each group will prepare and submit a copy of their action plan on calendar.
- Groups concurrently note any questions or areas for consultation with larger group on a flip chart and display chart for a gallery walk.
- Move to each group to address any concerns that come up with that group's action plan.

As a whole group:

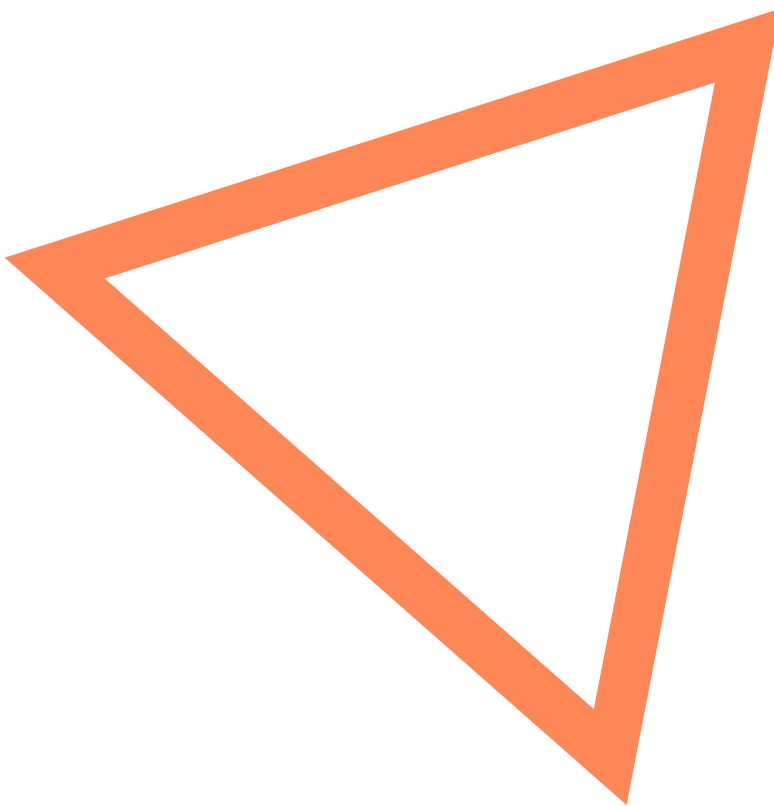
- Highlight key expectations, dates and responsibilities for the post training activities.
- Draw attention to the Slide Deck and Teacher Workbook as a means of supporting their prior preparation (should not have to write out many materials/flipcharts/handouts, etc.).
- Note that one of the key principles of workshop facilitation is preparation for the workshop, for the session, for the unknown!

Reflect on key ideas to prepare for the trainings that they will facilitate.

- What kind of materials preparation has been needed?
[Listen for ideas such as: preparation of the training hall, supplies such as flipcharts/markers, nametags, resources, activity materials, etc.]
- What do you think will be most challenging for you when preparing materials?
[Listen for challenges and help build on participant knowledge to manage or mitigate those challenges]
- How much time do you think preparation for a training workshop usually takes?
[Listen for awareness that it usually takes double the time of the workshop to prepare for it—so if it is 3 days, 6 days of preparation work]

Facilitator Note:

Remind TOTs that colleges have periodic meetings with CCTs and District Education Officers where they develop and harmonize their plans and report on their work. It is expected that the plans and reports for this intervention will always be part of what TOTs are sharing with participating entities including the sponsoring entity, the District Education Office and teacher training Institutions. The Head Teachers will do the same with the plans and reports to their DEO/DIS. Copies of these reports will be shared with the field staff of the sponsoring agency.



Day 5: Afternoon



2 hours

Workshop Closing and Conclusions

a) Administer end of workshop overall evaluation (30min)

Individually

- Individually TOT complete the end of workshop evaluation.

b) Facilitate Workshop conclusions (30min)

As a whole group

- Present and comment on overall results of the effectiveness of the training (compare pretest and post test results) . Comment on TOT areas for further support revealed by the results. Providing information on any follow-up communication or support.
- Address administrative tasks, clarify any pending issues, and ensure that all participants understand next steps.
- Addressing logistics (travel reimbursement, final documentation, certificates).
- Ensuring all necessary documents are signed and submitted.

c) Facilitate Workshop Closing Ceremony: (1 hour)

As a whole group:

- Opening remarks by workshop organizers.
- Participant reflections on their key learnings.
- Commitments/messages from trainers, sponsors, administrators and participants.
- Certificate distribution.
- Closing speech by the lead facilitator or a guest of honor.

ANNEX

Daily Evaluation Questionnaire

- **How useful was the session?**
 - a) Very useful
 - b) Somewhat useful
 - c) Neutral
 - d) Not very useful

- **How clearly do you understand the sessions?**
 - a) Very clearly
 - b) Somewhat clearly
 - c) Neutral
 - d) Not clearly

- **How satisfied are you with today's session(s) overall?**
 - a) Very satisfied
 - b) Satisfied
 - c) Neutral
 - d) Dissatisfied
 - e) Very dissatisfied

- What was the most valuable insight or skill you gained today

- What aspect of today's training would you like more practice or information on?

- What could be improved in tomorrow's sessions to enhance your learning?

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.

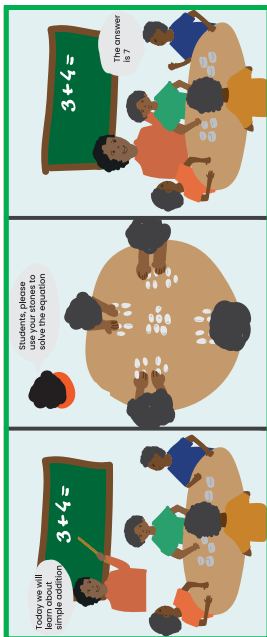
Gender Bias - Unfair or unequal treatment based on unproven beliefs about a specific gender.

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



TYPOLGY FOR LEARNING THROUGH PLAY (LTP)

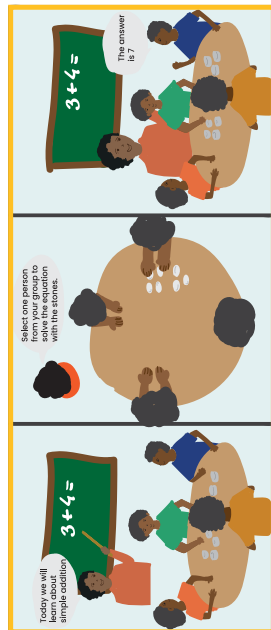
LtP Practice Zone



Green



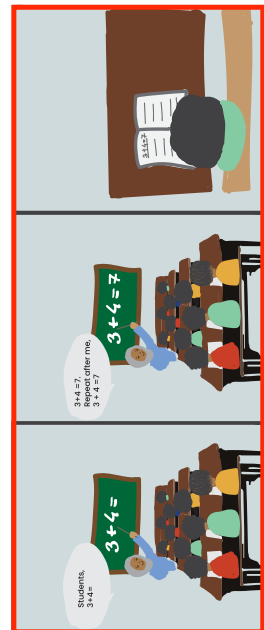
LtP Proximal Zone



Yellow



Passive Learning Zone



Red



Activities that are playful AND connected to the lesson learning objective, including guided play and games, storytelling and role play, and energizers.

Example: A teacher intentionally uses bottle caps in a group activity that is connected to the lesson objective and all children are engaged.

Activities that are playful but not connected to the lesson learning objective, such as guided play and games, storytelling and role play, and energizers.

Attempted play/active learning: When a teacher tries to make steps towards LtP but the learning remains passive.

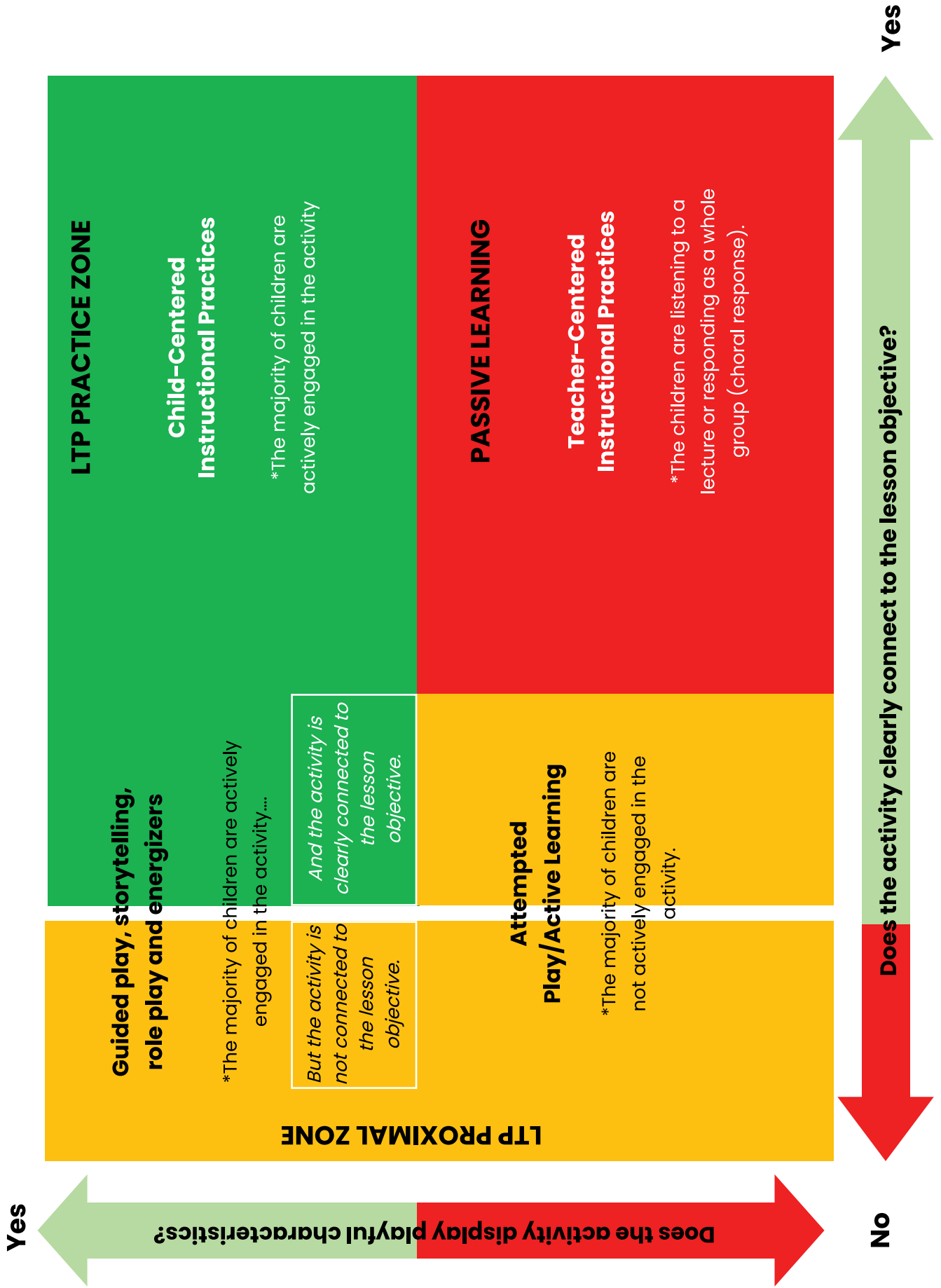
Example: One child or a small group of children have a chance to participate in a playful activity, but the rest of the children are watching (passive) or otherwise disengaged.

Activities that are connected to the lesson learning objective but are NOT playful.

Examples: lecture, choral recitation, choral response.

TYPOLGY FOR LEARNING THROUGH PLAY (LTP)

PlayMatters Typology for Learning through Play (LTP) Practices



English:

Living things:

Bird and insect

crow

ant

Wasp

Wasp



ou da

What does
everyday?

She preache

can



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