

Training of Trainers Workbook

Learning through Play in Classrooms



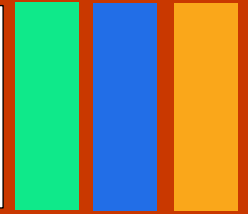
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In partnership with



The LEGO Foundation

until we are all equal



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Introduction

PlayMatters is a consortium project, led by the International Rescue Committee (IRC) and includes Plan International, War Child Alliance (WCA), Innovations for Poverty Action, and Behavioral Insights Team in partnership with the **LEGO Foundation**.

The six-year initiative 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 through promoting an active teaching method that capitalizes on a child's natural desire to engage in play, focusing on building skills so that teachers and communities intentionally plan to deliver contextually and age-appropriate guided play experiences. This emphasis on child-centered learning allows peer interactions that provide the children with the platform to question, experiment, practice, and discover, thereby developing critical skills that they need to thrive today and in future. The objective is to develop the holistic development and well-being of children in contexts of crisis.

Building on the amazing resilience of children, PlayMatters is helping to cultivate holistic learning through play experiences for children to bounce back, recover, learn, and thrive. This project will build children's social, emotional, cognitive, physical, and creative skills, contributing to their long-term well-being, through play in their homes, schools, and communities.

In Ethiopia, PlayMatters targets 200,000 children in refugee settlements and host communities.

Acknowledgement

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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

Children have a natural ability to learn about their environment through play from a young age. In today's changing world, it's increasingly important for them to develop comprehensive skills that will help them thrive in the future. PlayMatters' Learning through Play initiative enhances play-based activities at home, in schools, and in communities to support children's learning.

This approach transforms how children learn, making it joyful, engaging, socially interactive, and meaningful. As a result, children experience enjoyable, stress-free, and participatory learning, which enhances their well-being.

Engaging in Learning through Play equips children with essential skills for today and the future while fostering strong bonds with peers, parents, teachers, and the community. It motivates children to learn, succeed in school, and enjoy holistic learning experiences.

For refugee and host community children affected by crisis, positive experiences and coping skills are vital. PlayMatters strengthens the capacity of Education systems in refugee-hosting areas to train teachers in Learning through Play (LtP) as an inclusive, active teaching method that delivers quality education.

By working with existing education structures and engaging the wider ecosystem including school communities and parents, PlayMatters focuses on building teachers' skills and motivation to implement active, playful, and learner-centered approaches in pre-primary and primary education for children aged 3-12+, aligned with the existing government curriculum.

Preface

Dear Trainers,

Thank you for being an advocate for Learning through Play! This workbook is designed to assist you as a trainer to plan and deliver the Foundational LtP Teacher Trainings. It is modelled on the Teacher's Workbook and includes contents to familiarize you with the key ideas that you will be trained on around LtP. Additionally, it provides you with space to reflect on the facilitation skills you observe and can apply to your own facilitation practice. The information in this workbook can serve as a reference for you during your preparation for the training and beyond.

Yours Sincerely,

The PlayMatters team

Purpose of the trainers of trainers Workbook (TOT WB)

This workbook has been developed, basically, to

1. Serve as an accompaniment to the TOT training;
2. Provide support for trainers to understand teachers' practices of LtP in the classroom;
3. Provide support for trainers to reflect on the training and their facilitation skills; and
4. Provide reference materials for trainers to use during preparation and facilitation of the Foundational Teachers Training.

How to use the Workbook

This TOT workbook has space for trainers' reflection on key practices, skills and concepts that support planning and delivering LtP lessons so that they can provide support and advice for teachers in these areas during the Foundational Training. It also integrates crosscutting themes such as gender, learner psychosocial wellbeing and inclusion considerations where applicable; themes that trainers will support teachers with as well.

Each section of the workbook will have activities for trainers to complete during the Foundational Training sessions, followed by a Reflect-Connect-Apply activity. The Reflect-Connect-Apply activities are designed to provide you as a trainer with the space to think about what you are learning and how you can deliver the content to teachers.

The goal of this workbook is to be a space for you to write down your ideas, inspirations, and goals for your facilitation of the LtP Foundational Teacher Training.

Themes in this workbook include: understanding LtP; gender responsive and inclusive LtP; teaching and learning materials (TLMs) for LtP; teacher well-being; LtP strategies and practices, lesson planning, continuous assessment and lesson delivery for LtP; and challenges and solutions to implementing LtP in schools.

The final sections of the workbook focus on facilitation, leadership, and action planning. This will be a space for you as the trainers to plan how you will prepare for and carry out the training.

This book is version 1 and will be updated periodically to capture the learnings from implementation and from your experience of training teachers. We look forward to seeing LtP come alive in your trainings!

Thank you,
The PlayMatters Team



Acronyms

BOWCA:	Bureau of Women and Children Affairs
CMC:	Centre Management Committee
CPD:	Continuous Professional Development
ECCD:	Early Childhood Care and Development
LtP:	Learning through Play
RRS:	Refugees and Returnees Services
SMC:	School Management Committee
TLMs:	Teaching and Learning Materials
TOT:	Trainer of Trainers
UNHCR:	United Nations High Commissioner for Refugees

Glossary of Terms

Learning through Play (LtP): This is an active teaching and learning method in which children learn through guided, hands-on, meaningful, play-based interactions in safe and inclusive environments.

Refugees & Returnees Service (RRS): This is the Ethiopian government's leading office in protecting refugees and coordinating assistance throughout Ethiopia.

Six Bricks: These are six colored and versatile plastic teaching and learning materials that anyone, including Teachers, can use to facilitate and deliver LtP.

SMC (School Management Committee): involves community members, educators, and parents in school governance, overseeing management and resource use. It fosters collaboration to improve educational quality and address local challenges.

PTSA (Parent Teacher Student Association): enhances partnerships among parents, teachers, and students to promote involvement in education. It facilitates communication and supports initiatives that improve student learning and well-being.

Teaching and Learning Materials (TLMs): This includes LtP-focused teaching and learning aids for use by Teachers and learners in the classroom and schools.

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Day 1

Session 1

Welcome, Opening and Climate Setting

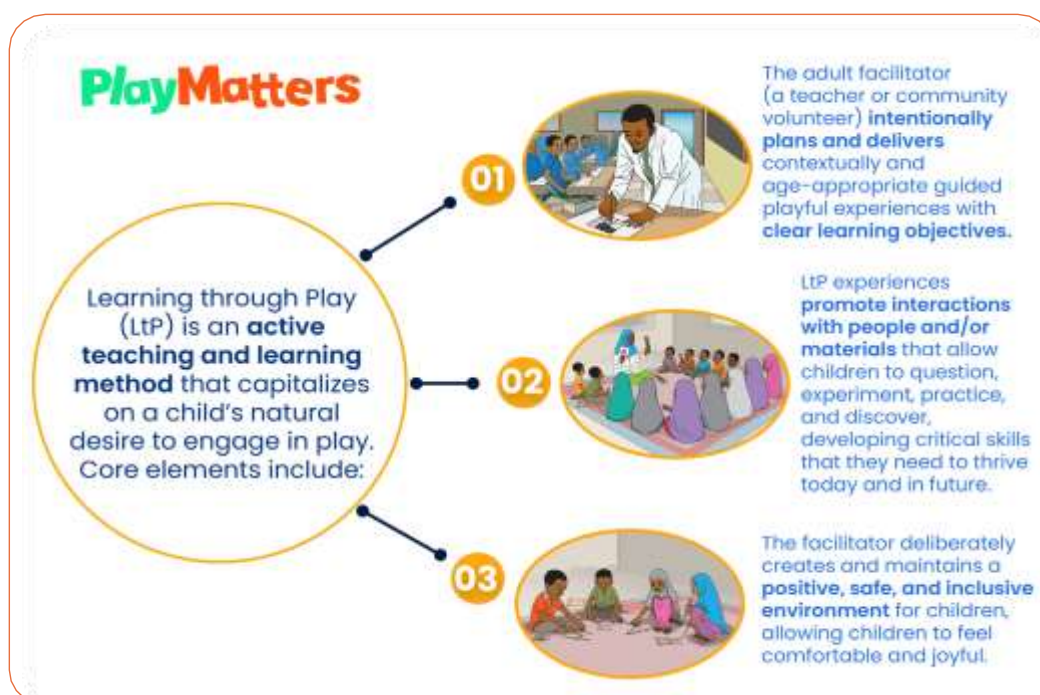
- Note of welcome to LTP training, signed by PM lead

Session 2

Understanding Learning through Play

2.1 What is Learning through Play (LtP)?

- LtP promotes active, student-centred teaching and learning with a focus on intentional planning, guided experiences and interactions with peers or materials in a positive, safe classroom environment.
- LtP promotes children's holistic development (cognitive, creative, social, emotional and physical).
- LtP supports all teachers to put active teaching and learning into practice.



2.2 Learning through Play Definition Exercise

Review the definition and discuss one of the following questions:

- What does this definition mean to you? [Group 1]
- How could learning through play benefit children? [Group 2]
- How could learning through play benefit teachers? [Group 3]

Session 3

LtP and an Inclusive Learning Environment

3.1 Understanding Gender vs. sex

- a) **Sex** - the physical or biological characteristics that we are born with; such as genitalia, chromosomes, hormones and body hair. It's our anatomy. At birth, most people are either male or female.
- b) **Gender** - the socially constructed characteristics of women, men, boys and girls. These include the societal expected behaviors, roles and practices with being men and women.

3.2 Common Gender biases, stereotypes, and expressions

- a) **Gender Bias** - There are unproven beliefs and perceptions of a person about a specific gender (*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*) (Example: Boys can defend themselves when bullied or harassed)
- b) **Gender Stereotype** - making a broad generalization and categorization about the characteristics and behaviors of an individual based on their gender (Example: Girls always do better in English subject not math)
 - **Personality traits** - For example, women are generally expected to be emotional, while men are expected to be confident and aggressive.
 - **Domestic behaviours** - For example, women can be expected to take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs.
 - **Occupations** - Often teachers and nurses are assumed to be women, and pilots, doctors, and engineers to be men.

- **Physical appearance** – Women may be expected to have long hair and wear make-up, whilst men have short hair and are expected to be taller and more muscular
- c) **Gender Norm** – socially and culturally agreed principles that govern the expected behavior of women, men, girls, and boys in a society.

3.3 How does this apply to children in classrooms?

Socially constructed ideas about the expected behaviors and roles of men and boys, and women and girls are internalized by children early in life. These biases, stereotypes and norms establish a cycle of gender socialization and ultimately limit the possibilities boys and girls have to learn and grow in different areas.

For example, the gender stereotype that men are better leaders than women can lead teachers to select more boys than girls for leadership roles in the classroom. Girls observe that they are not selected for leadership roles in their classes, which limits their ability to develop leadership skills and, over time, may limit their interest in becoming leaders in their schools and communities. Similarly, boys do not see girls in leadership roles during their childhood and may develop the belief that this is because girls are not interested in having leadership roles or that they are not well-suited to these positions.

Teacher Tip! You might be faced with resistance from the school community especially when you try to assign roles and responsibilities that are perceived to be for one gender to another gender. One solution to this is emphasize that the role requires their ability to do it, not what society has assigned each gender to do. School is a place to learn about your abilities, which means children need to be encouraged to try new things, explore their talents and grow.

Gender or Sex?

Men/Boys		Women/Girls		
	Characteristics, attributes, roles, behaviors, responsibilities	Sex or Gender?	Characteristics, attributes, roles, behaviors, responsibilities	Sex or Gender?
1				
2				

3				
4				
5				
6				

List characteristics of men and women that are related to gender and sex.

3.4 Partner Discussion: Gender and Inclusion Scenarios

Scenario #1

A ten-year-old girl named Margaret has limited hearing and sight following an accident that occurred while she played outside after an inter-tribal conflict. Because of that incident, she is dependent on her parents' and elder brother's support. Her brother assists Margaret to walk to and from school every day, but because he has a new baby at home and a business he sometimes comes to the house after school has already started. In class, it can be quite difficult for her to keep up with the learning activities: 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. But by the time Margaret gets to school, the front rows are usually taken by those who arrive early. The teacher and other students generally treat her well—they do not tease her or disrespect her, but they also do not often include her in conversations or activities, assuming it is too difficult for Margaret to understand the questions and materials being used.

1. What inclusion issues have you identified from the scenario?
2. How do these relate to inclusion issues you have in your classroom and school?
3. How does the identified inclusion issue create an unfavourable learning environment?
4. What kind of inclusive strategies would you suggest and apply in this situation?

Scenario #2

Since the first day of the term, you as a teacher have encouraged your students to ask questions, take on leadership roles and participate during class LtP activities. You have clear classroom routines that emphasize respect and turn-taking that were developed collaboratively with the students. However, there is one student named Hassen who continuously speaks out of turn, interrupts female students when they are speaking, insists on being the group leader and refuses to be in groups with particular students, specifically those that are not the same clan as him. The other students fear him and say nothing when Hassen acts like that because he is the son of the MP for the area and grandson of the village chief. He prefers to be with other boys and specifically other boys who are also the sons of politicians, wealthy people or who he considers to be "high class." He always expects everyone to do exactly as he says or he threatens them with either violence or social isolation. Again today Hassen has left the group you assigned him to join another and when you confront him about it he walks out of class, so you have decided to call his parents in for a meeting.

5. What inclusion issues have you identified from the scenario?
6. How do these relate to inclusion issues you have in your classroom and school?
7. How does the identified inclusion issue create an unfavourable learning environment?
8. What kind of inclusive strategies would you suggest and apply in this situation?

Scenario #3

Kedija and Ali are siblings who are raised in a small village that is 3km away from their school. They both go to the same school and attend in the same primary grade. Kedija is a naturally shy girl; she barely interacts with her classmates. Her brother Ali is outgoing and looks forward to talking to his friends at school. Even if Ali and Kedija leave their house at the same time, Ali usually arrives at school on time and takes the front seat, while Kedija arrives late and needs to take a seat in the back. Kedija has additional household responsibilities that keep her up late at night and she is often tired in the morning. Their teacher never asks why Kedija is late for class and usually gives her a hard time, mentioning she is not active as her brother. Kedija studies hard and wants to become an engineer when she grows up. Ali would like to become a hair dresser. Their teacher and classmates tease the children when they mention this. The teacher tells them that they might not fit with the working class in the future with these professional choices.

9. What inclusion issues have you identified from the scenario?
10. How do these relate to inclusion issues you have in your classroom and school?
11. How does the identified inclusion issue create an unfavourable learning environment?
12. What kind of inclusive strategies would you suggest and apply in this situation?

3.4 Gender and Inclusion Considerations for a Safe and Inclusive Learning Environment

a) Classroom Layout and Organization

- To the extent possible, mix boys, girls and children with different ability levels in your seating arrangement, making note that some children may require certain seats to best support their learning (e.g., children with low sight or hearing in the front of the class; children with mobility issues near the door).
- Rotate how the girls, boys and children with different ability levels are seated in the classroom over the course of the year or during small group and pair-

activities, so all students sit in preferred positions and feel included in the learning space.

- Ensure the class environment is physically safe for all children.
- Establish classroom rules or Code of Conduct that reinforces the value of all children and ensure class rules apply equally and/or fairly to girls, boys, children different ethnic, language and religious groups and those with differing abilities
- Ensure safe, confidential and accessible reporting mechanisms for school violence;

b) Teaching and Learning Materials

- Ensure equitable access and sharing of Teaching and Learning resources for all children.
- 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.

c) Roles, Responsibilities and Participation

- Set expectations about equal participation and critical thinking for boys and girls, as well as students of different backgrounds and abilities.
- Use different techniques to explain LtP activities and lesson objectives to help ensure every child understands (e.g., drawing, picture, symbols, audio-visuals, language, etc.)
- 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 (for example assign girls and boys leadership tasks, control tasks and junior tasks interchangeably).
- Avoid dividing into groups based on gender, religion, ethnicity, economic status, host community vs. refugee children, singling out the children living with disabilities, etc. unless necessary. Also consider the composition of groups; one boy alone in a group of girls or one minority language speaker alone in a group of majority language speakers can be challenging.

d) Language, Examples and Modelling

- 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. Consider how you can also give examples of role models from minority groups and people with disabilities.

- Use neutral and inclusive language. Avoid using language that has a negative tone based on gender and other characteristics. Also avoid using comparative language with students from different groups.
- Interactions and relationships should be positive, friendly and safe between teachers and students and students with peers (linked to Code of Conduct)
- Remember to praise all children equally. Focus praise on children's effort, rather than only correct responses.
- Give opportunities for children living with disabilities to lead, be a good example and participate equally.

e) Making Connections Outside of the Classroom

- Use independent practice time to walk around and check on students, noticing changes in appearance, behaviour and health.
- Become familiar with your school's referral pathways and procedures.
- Communicate regularly with students' parents about progress in learning and development.

Reflect-Connect-Apply

Please read the following starting statements and choose 2 to fill in and commit to doing in your own classroom. Once done, please stand up and the facilitator will choose a few participants to share their commitments.

- A. To be more gender responsive in my class I will....
- B. Examples of gender biases I will work on include.....
- C. I can respond to gender biases and stereotypes by.....
- D. I recognize that student's abilities are not based on their gender, so I will...
- E. To be more inclusive in my class I will...
- F. All children are different, so to understand my students better I will...
- G. I can make my lessons more accessible to all students by...

I.
.....
.....
.....

II.
.....
.....
.....

f) Facilitation Skills

Reflect-Connect-Apply

- H. What playful facilitation skills or activities did your trainer use during the sessions today?
- I. What other points do you want to remember for your upcoming training?

Session 4
Introduction to TLMs for LtP Classroom visualization activity

- Notes during visualization activity (optional)
- *Turn to a neighbour and share both of your reflections about what you noticed during the visualization activity in terms of:*
 - ✓ Layout of the classroom
 - ✓ Teaching aids like visuals and displays for teacher to use
 - ✓ Teaching aids that children can manipulate (hands-on)

- ✓ Inclusiveness of layout and materials for different students
- *Explain to your partner your answer to the following questions:*
 - ✓ Did you participate in laying out your classroom the way it is?
 - ✓ If yes, what inspired you? If no, what would you change?

4.1 Local teaching and learning materials: Small Group Activity

Take notes about possible lesson ideas using the materials at each station.

Station #1	
Station #2	
Station #3	
Station #4	

Six Brick Activity Ideas

A. Mathematics

i. Simple Multiplication/Division

Materials

Six Bricks, Dice

Procedure

- Children work in small groups and place their bricks in a pile together. Select one child to start the game with a dice.
- The first child throws the dice and says the number that is shown. He / She then builds the number using the LEGO bricks. (Example: dice shows 4. Place 4 bricks in a stack.)
- The second child builds a stack with the number of LEGO bricks, doubling the number of bricks.
- The child must then say the number of bricks. (Example: When the second child places another row of bricks next to the original 4 they say, $4+4 = 8$, $4 \times 2 = 8$, or 8 is double, 4 is half of 8, etc.)
- The children break down the stacks, and the next child throws the dice. The game continues until each child has had 3 or 4 turns to throw the dice and to build the double.

Extension

Use 2 dice to add numbers, or ask all children in the small group to add stacks to the original roll. Example: In a group of 5, the children would all add stacks of 4 bricks and end on the last. Children would report:

$$4 + 4 + 4 + 4 + 4 = 20$$

$$4 \times 5 = 20$$

$$20 \text{ divided by } 4 = 5, \text{ etc.}$$

ii. Word Problems

Children work in pairs or small groups. If you want them to add larger numbers, put them in larger groups.

Procedure

- Teacher reads out a problem. Children listen then discuss with their group what the equation will be.
- Example: Mohammed has 6 sweets. How many more does he need to have 12?
- Group decides on equation of either $12 - 6 = ?$ Or $6 + ? = 12$
- Children use their bricks as concrete apparatus to work out the answer. Each group shares their answer.

Extension

Use this strategy with any level of word problem, ranging from very simple numbers to more complex problems with multiple operations.

iii. Telling time

Children work individually with 3 of their bricks.

Procedure

- The children must create a "long/minute hand" with 2 bricks and the "hour hand" with one brick.
- Teacher calls out the time, e.g. 3 o'clock.
- The children use their bricks to show the position of the clock hands.

iv. Skip Counting

Children work in small groups of 4 – 6.

Procedure

- Each child places their bricks out in front of them in a line, in any order; make sure they can be seen by the whole group.
- One child begins counting the bricks out aloud; when they get to any blue brick, skip that number (do not count it out aloud) and carry on counting from the next brick.
- After a child has counted their set of bricks, the next child begins counting.

Extension

Skip multiple colours or have children skip 2/3/4 numbers after the target colour.

v. Voting activity

Procedure

- Tell students that we will be voting on their favourite fruits. Draw on the board or pass out a sheet that shows which bricks corresponds to which fruit
- Ask students what they predict which fruit they think will be the most popular and the least popular, and write the predictions on the board
- After predictions, ask participants to raise up the Brick related to their favourite fruit
- One-by-one, call the fruit groups up and ask them to stack their bricks at the front of the room (Example: "Everyone who voted for Banana, come up to the front and stack your yellow bricks.")
- After all groups have stacked their bricks, discuss the results with the group:

Which fruit was the most popular? Least popular? Were our predictions correct?

Extension/Modification

Voting can be done for any type of category, and the activity levelled up or down depending on the age of the students.

B. Literacy

i. Where is the Brick?

Procedure

- Teacher selects one child to leave the classroom while she gives a brick to someone in the class to hold.
- That child then returns to the classroom and must try to guess who has the brick.
- Three yes / no questions may be asked in order to help the child figure out who has the brick. E.g. Is it a boy? Does the person have a red shirt? Etc.
- If the child cannot guess, one clue may be given.
- Play the game a few times to allow different children a turn to be the guesser.

Extension

Encourage children to use new vocabulary words or to not use certain types of words.

ii. Letter Identification

Children work in small groups; pile all their 6 bricks together.

Procedure

- Teacher asks: With what sound does your name start?
- Each child takes a turn to give the sound of the start of their name.
- Teacher asks: What is the letter name of that sound?
- Group decides on a child who will start, then all in the group build the first letter of that child's name.
- Repeat the exercise with everyone in the group getting a turn to have their letter built.

iii. Story Comprehension

Children have their 6 bricks randomly placed on their desks in front of them.

Procedure

- Teacher tells a simple, short story, naming 3 colours in the story.
- Each time a colour is mentioned; children must pick up the appropriate brick and place it on their desk. Place the bricks in a line from left to right (or right to left if teaching Arabic).
- Mpho put on her green track suit and went outside. She admired the pretty, red roses in the garden. What a lovely day it is, she thought, as she gazed up at the blue sky.
- Teacher asks: Can you retell the story using your colour bricks to remind you of the sequence of events? Turn to a partner and re-tell each other the story.

Extension

Use longer stories. Ask children to make up their own stories and tell them to one another.

iv. Vocabulary with B-Line Mats

Children work individually with a B-line mat and their Six Bricks.

Procedure

- Ask children to place their mat horizontally in front of them, and put the Six Bricks on the red line at the centre of the mat.
- Tell children you will be practicing vocabulary like up and down, forward and backward. Up and forward means moving bricks toward the top of the mat. Down and backward means moving the bricks toward the bottom of the mat. Place Bricks on the lines of the mat (not the spaces between).
- Tell children that you will begin reading instructions slowly to make sure everyone is following and will then speed up/make it more challenging.
 - ◇ Yellow down 1 [pause]
 - ◇ Red up 2 [pause]
 - ◇ Light blue forward 1 [pause]
 - ◇ Orange backward 2 [pause]
- Ask children how they're doing. Walk around the room, and check to see if the LEGOs are placed correctly. Make clarifications to the instructions as needed.
- Ok, let's continue! I will continue reading the instructions a little more quickly now:
 - ◇ Red down 2
 - ◇ Green down 2
 - ◇ Yellow up 1
 - ◇ Dark blue up 2
 - ◇ Orange up 2
 - ◇ Light blue down 1
 - ◇ Green up 2
 - ◇ Dark blue down 2
- All bricks should be on the red line.

Extension/Modification

If up/down/forward/backward is too much at once, use one set of terms at a time. Extensions can include adding longer instructions, or using mathematics terms like +/- and involving adding numbers together (Move green to orange + blue).

C. Science

i. Build a Model

Children work in groups of 6; place all bricks randomly in the middle of the group.

Procedure

- Teacher has a jar filled with words on her desk. The words can be associated with any lesson topic (e.g., mammals, plants, solar system, etc.)
- Each team leader comes to the desk to pick out a word and takes it back to show the group.
- The children must work together to build a model of that word, using their bricks.
- These builds must be done quietly and secretly so that the other groups cannot hear what the word is.
- Groups have a look at each other's models and try to guess what their word is, by asking questions that can only be answered with yes or no (e.g. Is it an animal? Can we eat it? Does it grow?).

ii. Weather Charts

Students work in small groups (5–6 children) and combine their bricks.

Procedure

- Provide students with a data sheet about the average temperature over the past month (this can be created by the teacher or data that the class has been collecting together).

- Ask students to predict which temperatures they think were most common; teacher writes the predictions on the board.
- Students are instructed to tally the number of days where the temperature falls into different temperatures ranges (choose ranges that correspond with local weather).
- Then students graph the temperature trends. They pick different colours to correspond to different temperature ranges (e.g., 20 - 23 degrees is blue, 24 - 26 degrees in green, etc.), and stack the appropriate number of bricks into each temperature category.
- After all groups have stacked their bricks, discuss the results as a group - what were the temperature patterns over the past month? Is this type of weather common for this time of year?

Extension/Modification

Voting can be done for many types of categories (e.g., average rain fall, days of sun vs. rain, etc.), and the activity levelled up or down depending on the age of the students.

iii. Geographic Features

Students work in small groups (5-6 children).

- Provide students with a key that assigns each colour brick to a geographic feature (e.g., light blue = river; dark blue = lake; yellow = desert; red = mountain, green = forest; orange = valley).
- Students each arrange their six bricks to form a "map" of the geographic terms
- Students take turns giving each other instructions for where to move on their map by describing a geographic feature (e.g., move to the place that is a lowing body of water; move to the place that is very dry; etc.).
- When one student shares instructions on where to move, the rest of the group places their finger on the matching brick and says the name of the feature.

Extension

If available, provide students with maps of the geographical features of Ethiopia. Students can repeat the same activity but move their bricks to each geographic feature on the map when the description is mentioned.

iv. Boat Building

Children work in small groups. This activity requires basins or other objects that hold water and small objects such as stones, buttons, counters, or coins.

Procedure

- Provide students with basins/plastic boxes filled with water so that there are 5 - 6 children to a basin.
- Instruct each child to build their own boat with their set of Six Bricks.
- Children put their boats in the water to see if they float.
- Tell children they will be placing the small objects on top of the boats and ask them to estimate how many objects they will be able to stack before the boat sinks.
- Proceed to allow children to stack objects on the boats until they sink. Were the predictions correct?
- Ask students to work with their small groups and build new boats. How many objects will the boats hold? Is it better to have a bigger boat? How accurate are their predictions?

Extension/Modification

If needed, use one large basin for the whole class. Have small groups of children take turns testing their boats.

D. ECCD

i. Tallest Tower (Life skill – Team work)

Children work in a large group (8 - 10) to build the tallest, strongest tower that they can in 3 minutes.

Procedure

- The children can vary the ways in which bricks are added by clicking the bricks in different directions or using a different number of studs to attach bricks.
- Teacher says "Go!" and they work as a team to build.
- When Teacher says "Hands off!" the groups stop building.

- Compare the towers - who has the tallest; smallest? If the teacher shakes the table, which tower is the strongest? Weakest?

ii. Brick vocabulary {Early Literacy}

Children have their 6 bricks, loose on their desk.

Procedure

- Teacher builds any sequence with 3 bricks.
- Teacher asks the children: Can you copy me?
- Children select the same colours and build the same sequence.
- Teachers asks questions to the class like: Which colour is 1st / 2nd / 3rd? (left to right), Which colour comes before red; after blue? Which colour is in the middle?
- Teacher varies the arrangement of the bricks and repeats the exercise.

Extension

This activity can be repeated using 4 / 5 / 6 bricks. Bricks can also be stacked on top of one another to add vocabulary around prepositions (on, under, behind, etc.).

iii. Hungry Crocodile {Early Math}

Procedure

- All the children place their bricks in a pile in front of the classroom
- Teacher decorates a shoebox (or similar sized box) to look like a crocodile. There should be an opening at either end.
- Teacher puts her arm through the opening at the back - her hand being the "mouth" of the crocodile, peeping out at the other end.
- She asks the children to feed her bricks (fish). E.g. Shewaye, please give me 2 red fish. Samuel give me 4 yellow fish / Give me 3 green + 4 blue fish. Etc.
- The children must listen for their name, how many and what colour bricks to give the hungry crocodile.

iv. Listen, Watch, Do (Working Memory)

Children have their 6 bricks randomly placed on their desks in front of them.

Procedure

- Teacher performs a sound action with 3 of her 6 bricks. E.g. She claps green and red bricks together, then places them on the desk, then taps the orange brick twice on the desk before placing it next to the green and red brick.
- Children repeat the action, remembering which bricks, sounds and actions the teacher performed.

Extension

Increase the number of bricks, sounds and actions.

Session 5

Introduction to Teacher Wellbeing

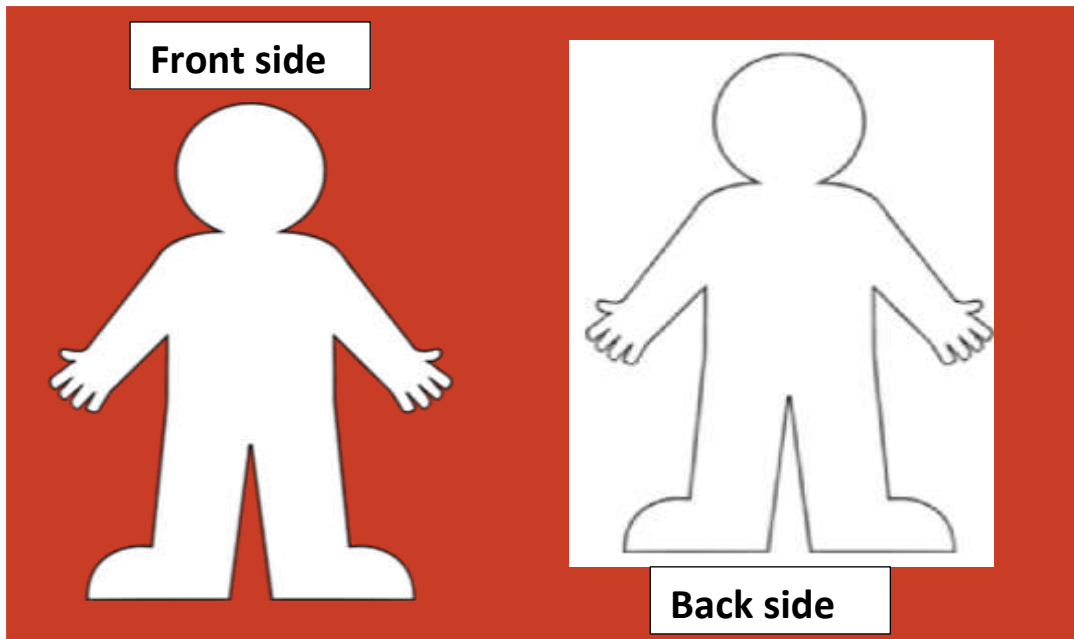
Think-Pair-Share Stress Activity

Take 5 minutes and write the answers to these questions:

1. What kind of teacher do I want to be?
2. How do I want to be remembered?

5.1 Where in my body?

1. 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? Did you clench your fists? Did you grind your teeth? Did your heart race? Did you feel heaviness in your stomach?
2. Looking at our human outline in your Teacher Workbook, draw the places in your body where you felt a sensation.
3. Determine the areas in your body that are most susceptible to stress and think about how to reduce tension in those areas.



5.2 Coping Strategies: Case Study Scenarios

Case Study

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 student 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 over sleep. What self-care would you recommend for Joseph to do to help him recover?

Physical Self-Care	Emotional Self-Care	Social Self-Care	Professional Self-Care

Case Study

Sarah is a grade 3 teacher who feels like she can never catch up. She comes in early, stays late, and even works on weekends and holidays. She has started to forget things that are important, like to do student evaluation/assessment during lessons or what homework she assigned yesterday. Sarah struggles to sleep at night because her mind is racing thinking about everything she still needs to do. She feels guilty all the time, even when she is trying to relax. She has stopped spending time with friends, and her neighbours say that she barely even greets them anymore. What self-care would you recommend for Sarah to do to help her balance her stress?

Physical Self-Care	Emotional Self-Care	Social Self-Care	Professional Self-Care

Case Study

Mahmoud is a grade 7 teacher who is very anxious about how his students will perform on the upcoming exams. He is having bad dreams, causing him to wake up multiple times throughout the night. He prepares and re-prepares his lessons, trying to make sure that everything is perfect, but to him nothing is ever good enough. During his sister's wedding, instead of celebrating with the family, he sat off to the side writing notes about his lesson next week. For his students also, nothing is ever good enough and he regularly has harsh words or criticism for the children. He expects his students to do extra hours of work after school and thinks anyone who cannot is lazy. Children have started dodging his class rather than be insulted by the teacher. In his latest supervision meeting with the Head Teacher, he was told that he needed to work on his professionalism. What self-care would you recommend for Mahmoud to do to help him refocus?

Physical Self-Care	Emotional Self-Care	Social Self-Care	Professional Self-Care

5.3 Optional Activity: Teacher Self-Care Reflection Tool

This self-care reflection tool mentions some key strategies in different areas of physical, emotional, social and professional self-care. Take some time to complete the self-care reflection below. Notice that the tool includes possible ideas for how to support your psychosocial wellbeing in response to the challenges of working in education. These are not “correct” strategies, merely a menu of options for you to select what works for you. You might also have other self-care practices such as:

- Singing, drama, playing an instrument, journaling/writing and dancing.
- Participating in community activities, celebrations, holidays, ceremonies and events.
- Having supportive relationships with other adults (friends, family, mentors, etc.)
- Physical activities such as sports, recreation, playing with children, etc.
- Reflecting on the values or beliefs you wish to model in the classroom and in life

Instructions

Step 1: Read through the following list and identify how often you incorporate any of these strategies.

Step 2: For each type of self-care (physical, emotional, social, professional), look at the ones marked with 1s or 2s. These are areas where you might want to consider giving more attention to. For each type of self-care, look at the ones marked with 3s or 4s. These are good practices to continue.

Step 3: Choose one or two strategies that you would like to focus on for the next one month in your self-care plan.

Physical Self-Care				
Activity	1 <i>I never do this</i>	2 <i>I rarely do this</i>	3 <i>I do this at times</i>	4 <i>I do this often</i>
1. I eat healthy meals regularly during the school day (<i>e.g., breakfast and lunch</i>)				
2. I drink enough water throughout the school day				
3. I get enough sleep during the school week				
4. I engage in at least one relaxing activity each day				
5. I take time off when needed				
6. I do something physically active every day (<i>e.g., walking, dancing, working in the garden, etc.</i>)				
7. I take breaks from technology such as phone, tablet or laptop				
8. I notice where I feel emotions (<i>e.g., stomach, neck, shoulders, etc.</i>) and can decrease tension in my body				
Emotional Self-Care				
9. I start my day with an activity that helps me feel good (<i>e.g., spiritual practice, exercise, singing, etc.</i>)				
10. I limit time spent on negative or stressful media (<i>e.g., radio, TV, newspapers, social media, etc.</i>)				
11. I allow myself to express my emotions (<i>e.g., cry, speak out my thoughts or emotions, write, etc.</i>)				
12. I utilize activities, people and materials that make me laugh or shift my mood				
13. I am aware of my emotions and feelings				

14. I am in control of how I react to my emotions				
15. When I am not okay, I can stop and do something different that helps me to re-regulate (<i>e.g., body scan, mindfulness, hot/cold shower, cup of tea, etc.</i>)				
16. I am able to ask for help and seek professional support when needed				
17. I feel proud of myself				
18. I express pride, gratitude and genuine compliments for those around me				
Social Self-Care				
19. I am regularly in contact with important people in my life				
20. I have peers and friends at work				
21. I engage in community activities				
22. I share about how my day went with another adult				
23. I engage in play/leisure activities with others				
24. I have hobbies outside of my main work				
25. I have family members who I share my feelings with, both positive and negative				
26. I have friends who I share my feelings with, both positive and negative				
27. I make time for spiritual practice (<i>e.g., prayer, gratitude, time in nature, readings or events, etc.</i>)				
28. I celebrate meaningful rituals (<i>e.g., holidays, anniversaries, memorials for loved ones, etc.</i>)				
29. I am inspired by others				
30. I find ways to help others				
31. I accept help from others				
Professional Self-Care				
32. I take time to connect with my students				
33. I take time to connect with my colleagues				
34. I have something visual in my classroom that				

inspires me				
35. I include quick brain breaks for my students in lessons (<i>e.g., energizers, stretches, turn-and-talks, etc.</i>)				
36. I include brief brain breaks for myself throughout the day				
37. I schedule an enjoyable task after a stressful one to motivate myself				
38. I have regular learning and professional development (individual, group, in-person/virtual)				
39. I have a mentor or someone I look up to professionally that I can consult with				
40. I ask for what I need to do my work successfully (<i>e.g., resources, guidance, technical/emotional support, etc.</i>)				
41. I set reasonable expectations for myself				
42. I set reasonable expectations for my students				
43. I set reasonable expectations for my colleagues				
44. I recognize when I am learning and accept that it is okay to try-fail-and try again				
45. I recognize when my pupils are learning and accept that they might need to try-fail-and try again				
46. I have a separation between work life and home life				
47. I make time for self-reflection and self-assessment				
48. I set professional goals for myself and regularly refer back to track my progress				
49. I practice self-awareness during my workday (<i>e.g., deep breathing every time I wash my hands, taking a shower as soon as I get home to separate work/home, taking a moment to collect my thoughts before a meeting,</i>				

singing while walking, etc.)				
50. I have included coping strategies into my daily routine before or during the times I am most stressed.				

5.4 Make a self-care plan

Pick one or two things for each area that you already do and want to continue, and one or two things for each area that you would like to start doing.

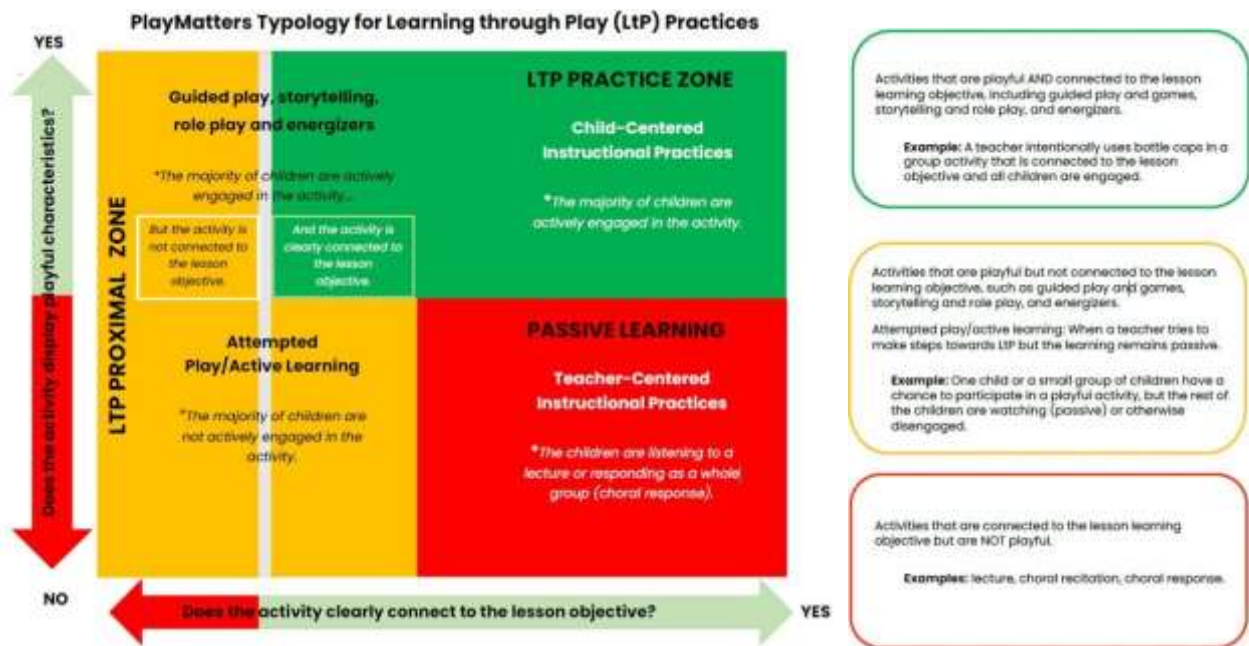
My Self-Care Plan

My Self-Care Plan		
Area	Positive things I already do...	Positive things I want to start doing...
Physical Self-Care		
Emotional Self-Care		
Social Self-Care		
Professional Self-Care		

Session 6

Model LTP Lesson

LTP Typology

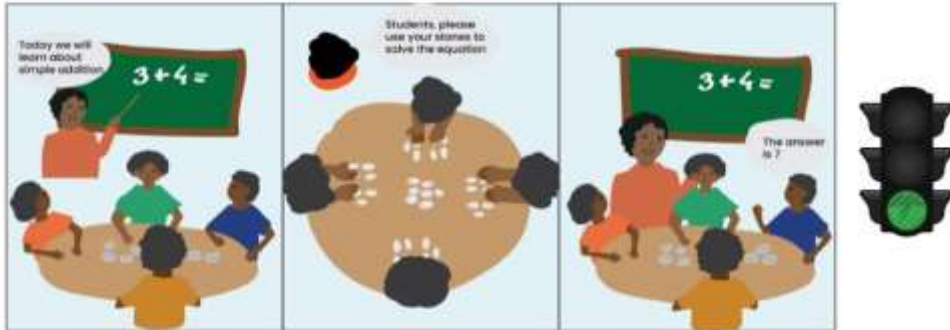


RED: Passive Learning Zone (Traditional Methods)



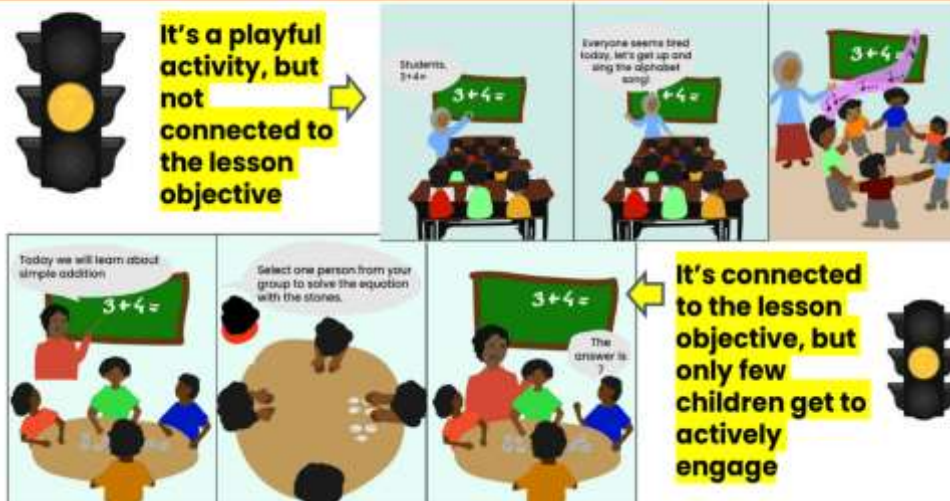
It's connected to the lesson objective, but not playful or active!

GREEN: LTP Practice Zone (Active learning in action!)



It's connected to the lesson objective, and it's playful for everyone!

YELLOW: LTP Proximal Zone (the teacher needs a little support!)



Individual Reflection

As you watch the Model Lesson, make notes on the following points:

1. Which active, student-centred techniques did you see?
2. Were any teaching and learning aids used? If so, which ones and how were they used?
3. How was the teachers' tone of voice and behaviour toward students in the class? Did they use activities and language that was inclusive of boys, girls, and students of different abilities?

Day 2

Reflect-Connect-Apply

- How are you using teaching and learning materials in your classroom now? Which materials or activities did you learn about today that could be useful for your classroom?
- What kind of self-care practices do you already use? Which practices did you learn about today that could be useful for you?
- Which active learning practices did you find familiar and have already been using in your classroom? Which active learning practices were unfamiliar to you but seem useful for your classroom?

Facilitation Skills

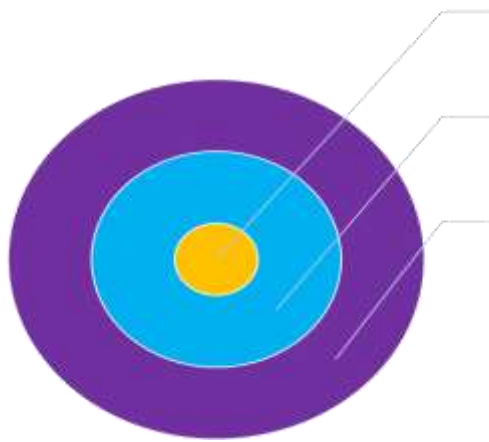
Reflect-Connect-Apply

- What playful facilitation skills or activities did your trainer use during the sessions today?
- What other points do you want to remember for your upcoming training?

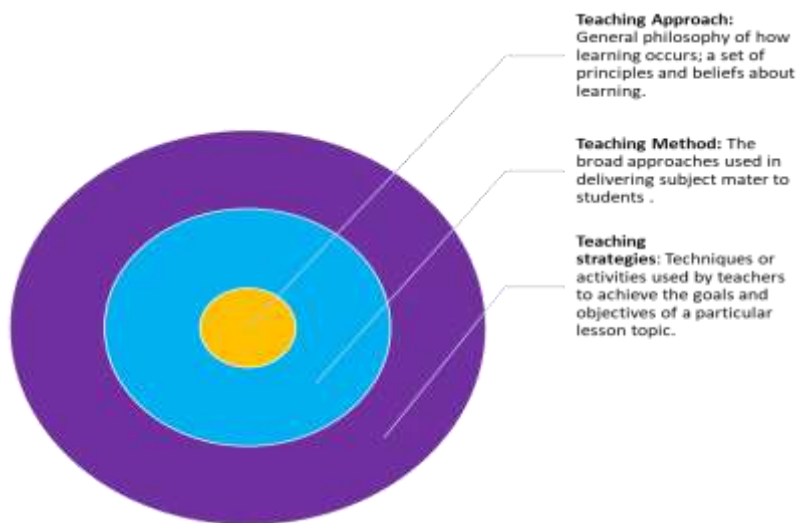
Session 7

Deep Dive into the LtP Teaching Strategies and Practices

Decide where you would label TEACHING APPROACH, TEACHING METHODOLOGY and TEACHING STRATEGY



7.1 Teaching Approaches, Methods and Strategies



7.2 Learning through Play Strategies & Practices

Classroom Practices	Teaching Strategies	Examples
<p>Connects the academic lesson to students' prior knowledge and lived experiences. (Some they may use during the introduction)</p>	<p>PRIOR KNOWLEDGE: Start the lesson with a challenge or brainstorm about a topic previously learned that is related to the lesson objective.</p>	<p>Before starting to teach about loam soil the teacher asks what they know about Soil</p>
	<p>EVERYDAY ITEMS: Use familiar items (like rocks, sticks, string, or fruit) to explain a concept or make an abstract idea concrete.</p>	<p>In the day's lesson, the teacher brought a whole plant to remind them/help them recall the major parts of a plant (root, stem, leaf, lower) that they were taught in the previous class.</p>
<p>Actively engages children with peers and materials through group work, pair work, and individual exploration. (Some they may use during the presentation)</p>	<p>INCLUSIVE GROUPING: Arrange for learners of mixed confidence, gender, or mother tongue to work together in pairs or groups, and arrange the same confidence, gender, or mother tongue groups on other days.</p>	<p>While forming groups for group work, the teacher makes sure different types of students in cognitive capacity and gender are mixed up in the groups.</p>
	<p>POSITIVE TEAMWORK: Give learners an academic challenge and encourage them to solve it collectively in a group. Celebrate the positive teamwork that you see.</p>	<p>Encourage all group members to participate and contribute to discussions and activities</p>
	<p>UNINTERRUPTED PRACTICE: Have learners try doing the activity alone or in groups without additional teaching.</p>	<p>Students are given classwork to add/subtract integers on a number line individually</p>
	<p>BODY MOVEMENT: Use body movement or acting to help learners remember the lesson</p>	<p>While teaching addition and subtraction of integers, jumping forward to the positive axis represents positive numbers and jumping backward to the negatives.</p>

Classroom Practices	Teaching Strategies	Examples
<p>Facilitates a variety of teaching and learning activities.</p>	<p>VISUALS: Use images or visual objects to help learners understand and relate to the learning</p>	<p>Drawing a number line on the board or a number line on chart paper at each desk.</p> <p>Using LEGO bricks to teach prepositions like on, under, between, and besides (e.g., the red brick is on/under/ beside the blue brick)</p>
	<p>SONG: A short poem or other set of words set to music or meant to be. Use songs to help learners remember key learnings, remind learners of expected behaviors, and bring learners' attention back to their task</p>	<p>Singing a song that is related to the objective</p>
	<p>DIFFERENT WAYS: using different methodologies and new material to teach the same concept to appeal to students' learning needs and styles.</p>	<p>Besides teaching showing colors using visuals, the teacher used three different colored containers and three different items so that same-colored items will be inserted in their alike container. This is another way of teaching colors.</p>
	<p>SHOW ME: connect a new lesson to students' previous knowledge and experiences.</p>	<p>Asking students to show their answers or responses to their teachers and peers</p>
<p>Uses inclusive and interactive assessments of learning progress. (Some they may use during evaluation)</p>	<p>CONCEPT COMPREHENSION: Have learners discuss questions in small groups. Walk around the room and ask each group a comprehension question.</p>	<p>The teacher requests students how they conceptualized/ understood the day's lesson part by part or as a whole</p>
	<p>WALK AND CHECK: Moving around the class to check how students are doing to guide the process, encourage, to support all student</p>	<p>After giving them an activity to do (in a group or individually) the teacher then moves around to examine how students are doing, guide the procedures, and facilitate to sway them in the right direction.</p>

Classroom Practices	Teaching Strategies	Examples
	<p>OPEN-ENDED QUESTIONS: Asking students a question starting with “what” “where” “when” “why” “how” “what if” and “why not” to encourage students to answer in an open-text format based on their knowledge feeling and understanding rather than a “yes” or “no” or a single answer</p>	<p>What are two pairs of numbers whose sum is 9?</p>
<p>Creates a positive, safe, and inclusive learning environment that motivates students to learn.</p>	<p>BE POSITIVE: During the lesson, use inclusive language and provide examples that empower learners in the class to build confidence and a sense of belonging.</p>	<p>During a biology lesson, the teacher gives an example of a female doctor working in a nearby community and how she helps many people with her knowledge of the human body.</p>
	<p>CELEBRATION: Celebrate the positive behavior of learners and remind learners that they are valued, and respected</p>	<p>The teacher praises students for their effort in trying to understand a challenging reading passage, rather than focusing on students who answered correctly</p>
<p>(Some they may use during the whole class)</p>	<p>TONE: Use a kind and respectful tone and voice with all learners and the full class</p>	<p>The teacher uses a friendly tone throughout the day, even while giving instructions and correcting behavior</p>
	<p>OBJECTIVE: Formulating and communicating the day’s objective to the students</p>	<p>The teacher posts three color dots on the board and tells students they are going to learn these colors today</p>

Think-Pair-Share

7.3 Integrating Gender, Wellbeing and Inclusion into the LtP Strategies and Practices

- Can the LtP practices used on the lesson example you just worked on help promote gender inclusion? If so, how?
- Can these practices help promote participation of all children in the classroom? If so, how?

Session 8

What is the need for Lesson Planning and Continuous Student

Write your own SMART Objective

[**SMART** = Specific, measurable, achievable, relevant, time-bound] **Teacher's**

Name: _____

School: _____

Subject: _____

Grade: _____

Lesson Topic: _____

Time Allotted: _____

SMART Objective:

At the end of the lesson the students will be able to:

Reflect - Connect - Apply

- What commitment you are making to lesson preparation for the coming week?
- How does formative assessment serve you as a teacher? How does it serve your students?

- How might Learning through Play support you to do either Formative Assessment in a more engaging way? What activities can you use in your lessons next week?

Session 9

Learning through Play Lesson Planning Practice

LtP Lesson Planning Checklist

Use this checklist by ticking against the important elements of an LtP lesson to guide you in writing a comprehensive LtP Lesson Plan.

- ✓ *The lesson plan has all the preliminary information indicating; subject area, grade and section, lesson topic, objective, teacher's name, date and time allotted.*
- ✓ *The lesson plan has allocated for time management across the lesson phases (introduction, presentation, stabilization, evaluation).*
- ✓ *The lesson objectives/competences stated are SMART and relate to the daily content.*
- ✓ *The lesson plan has relevant and inclusive teaching and learning aids listed down to facilitate learning the content for boys, girls and children with different learning needs.*
- ✓ *The lesson plan indicates teaching strategies that promote active student engagement and interactions with the teacher, peers and materials across all of the lesson phases (introduction, presentation, stabilization, evaluation).*
- ✓ *Lesson plan clearly states the techniques for organizing and managing class activities (e.g., How will students be grouped? What materials will they use? How will they access these materials? Is there a clear flow of instructions for teacher actions and student actions? NOTE: Consider gender and inclusion).*
- ✓ *Lesson plan has tasks for assessing learning during and after the lesson delivery.*

9.1 Example of LtP Strategies Integrated into a Primary Level Mathematics Lesson

Phase	Strategy	What is the practice supporting the strategy
Introduction	Prior knowledge	Teacher begins class by asking students to recalling what they have learnt in the previous class about integers.
	Pair-work	Children discuss with a partner what they remember about integers; teacher asks a few pairs to report out and accepts many different responses.
	Objective	Teacher explains the objective to this day's lesson.
Presentation	Visuals	Teacher draws a number line on the board for all children to see. Children are given number lines for their desks.
	Body movement & Open-ended questions	Teacher lectures about the difference between positive and negative numbers and jumps back and forth to the corresponding points along the number line drawn on the board to demonstrate his points. (Example: For $4 + -2$, teacher starts at 0 position on the number line, jumps four paces forward, and then two back) During the lecture, teacher asking students open-ended questions such as where do you always start on the number line?
	Body movement, group activity, positive teamwork	Teacher leads the students outside the classroom to an area where he has drawn 5 number lines in the dirt. He facilitates an activity where 5 children at a time jump forward and backward, corresponding with his prompts about positive and negative integers. The game continues until all children have had a turn. Teammates cheer on the children in their number line group.
Evaluation	Uninterrupted practice, walk- and-check	Teacher brings children back to the classroom for another activity. Each child has a paper number line and bottle top at their desk. Teacher calls out addition problems and asks the students to follow his prompts with their bottle tops. Teacher walks around the room as he is calling out instructions and observes how children perform with the addition problems. Teacher does not correct individual

		children during the activity.
<i>Reflection (after lesson)</i>	Professional development	Teacher reflects on how lesson activity went, how students performed on the different tasks, and makes a plan for the next integer lesson.

9.2 Example of LTP Strategies Integrated into a Pre-Primary Lesson

Phase	Strategy	What is the practice supporting the strategy
	Prior knowledge	Teacher begins class by asking children to recall what they learned about in the previous lesson on counting numbers 1-5.
	Everyday items and pair work	Teacher holds up 3 objects and asks children to whisper the number to the person next to them; the teacher asks a few pairs to report out the number of objects they counted. Teacher and class count the objects together.
	Objective	Teacher explains the objective to this day's lesson.
Presentation	Visuals	Teacher holds up number cards 1-5 so that the children can see.
	Body movement & open-ended questions	Teacher rotates through the number cards to count 1-5 in a sequential order. She tells the children that they are going to play a game where whichever number card she holds up, she is going to jump that many times (e.g., if she holds up number 4, she will jump 4 times). After demonstrating, she asks the children to stand up and join her. The teacher asks open ended questions such as: How did you know how many times to jump?
	Group activity, positive teamwork	Teacher leads the students outside the classroom to an area where she has drawn 5 lines of 5 circles in the dirt. She facilitates an activity where children start at one end of the lines and jump 1-5 places depending on a number card that she holds up (e.g., if the card says 3, the children jump up to the third circle). The game continues until all children have had a turn. Teammates cheer on the children in their number line group.

Evaluation	Uninterrupted practice, walk- and- check	Teacher presents each student number cards 1-5 cards that have 1-5 dots drawn on them. She instructs the students to match the number cards to the correct number of dots. Teacher walks around the room as observes how children perform with the matching activity. Teacher does not correct individual children during the activity.
<i>Reflection (after lesson)</i>	<i>Professional development</i>	<i>Teacher reflects on how lesson activity went, how students performed on the different tasks, and makes a plan for the next integer lesson.</i>

LtP Lesson Planner

Teacher's Name _____

School: _____

Time Allotted: _____

Subject: _____

Grade: _____

Lesson Topic _____

Page No. _____

SMART Objective: At the end of the lesson the students will be able to:

Date	Content	Time		Teacher's Activity	Students Activity	Teaching Strategies	Teaching Aid	Remarks
			Introduction					
			Presentation					
			Stabilization					
			Evaluation					

Reflect - Connect - Apply

1. What new thing have you learned from today's session?
2. What do you consider taking on that will help you plan or deliver your lessons in the future?

Facilitation Skills

Reflect - Connect - Apply

3. What playful facilitation skills or activities did your trainer use during the sessions today?
4. What other points do you want to remember for your upcoming training?

Session 10

Learning through Play Lesson Delivery and Peer Review

Lesson Observation Form

Use the checklists below to take notes while each group is presenting their LtP model lessons. Make sure to use one checklist per group. The notes that you take can be used as a guide to provide feedback to your colleagues on their LtP lesson delivery. While you are taking notes, focus on "tops"/areas that have been delivered well and "tips"/areas that need improvement.

10.1 Group 1:

Element		Notes
1	The presenters introduce their lesson and share all the preliminary information (e.g., subject area, grade and section, lesson topic, objective, presenters' names, date and time allotted).	
2	The lesson presentation has allocated for time management across the lesson phases (introduction, presentation, stabilization, evaluation).	
3	The presenters introduce lesson objectives/competences that are SMART and relate to the daily content.	
4	The lesson presentation includes relevant and inclusive teaching and learning aids to facilitate learning the content for boys, girls and children with different learning needs	
5	The lesson presentation incorporates teaching strategies that promote active student engagement and interactions with the teacher, peers and materials across all of the lesson phases (introduction, presentation, stabilization, evaluation).	
6	The lesson presentation clearly demonstrates techniques for organizing and managing class activities (e.g., was the presentation intentional about how students were grouped? What materials they used? How they accessed these materials? Was there a clear flow of instructions for teacher actions and student actions? Did the presenters consider gender and inclusion)?	
7	The presenters consider how all students are included and catered for in the lesson, regardless of gender, ability, confidence, religion, language, etc. (For example: student groupings are called out as gender inclusive; presenter calls on students from both genders.)	
8	Lesson presentation had tasks for assessing learning during and after the lesson delivery.	

10.2 Group 2

Element		Notes
1	The presenters introduce their lesson and share all the preliminary information (e.g., subject area, grade and section, lesson topic, objective, presenters' names, date and time allocated).	
2	The lesson presentation has allocated for time management across the lesson phases (introduction, presentation, stabilization, evaluation).	
3	The presenters introduce lesson objectives/ competences that are SMART and relate to the daily content.	
4	The lesson presentation includes relevant and inclusive teaching and learning aids to facilitate learning the content for boys, girls and children with different learning needs.	
5	The lesson presentation incorporates teaching strategies that promote active student engagement and interactions with the teacher, peers and materials across all of the lesson phases (introduction, presentation, stabilization, evaluation).	
6	The lesson presentation clearly demonstrates techniques for organizing and managing class activities (e.g., was the presentation intentional about how students were grouped? What materials they used? How they accessed these materials? Was there a clear flow of instructions for teacher actions and student actions? Did the presenters consider gender and inclusion)?	
7	The presenters consider how all students are included and catered for in the lesson, regardless of gender, ability, confidence, religion, language, etc. (For example: student groupings are called out as gender inclusive; presenter calls on students from both genders.)	
8	Lesson presentation had tasks for assessing learning during and after the lesson delivery.	

10.3 Group 3

Element		Notes
1	The presenters introduce their lesson and share all the preliminary information (e.g., subject area, grade and section, lesson topic, objective, presenters' names, date and time allotted).	
2	The lesson presentation has allocated for time management across the lesson phases (introduction, presentation, stabilization, evaluation).	
3	The presenters introduce lesson objectives/ competences that are SMART and relate to the daily content.	
4	The lesson presentation includes relevant and inclusive teaching and learning aids to facilitate learning the content for boys, girls and children with different learning needs.	
5	The lesson presentation incorporates teaching strategies that promote active student engagement and interactions with the teacher, peers and materials across all of the lesson phases (introduction, presentation, stabilization, evaluation).	
6	The lesson presentation clearly demonstrates techniques for organizing and managing class activities (e.g., was the presentation intentional about how students were grouped? What materials they used? How they accessed these materials? Was there a clear row of instructions for teacher actions and student actions? Did the presenters consider gender and inclusion)?	
7	The presenters consider how all students are included and catered for in the lesson, regardless of gender, ability, confidence, religion, language, etc. (For example: student groupings are called out as gender inclusive; presenter calls on students from both genders.)	
8	Lesson presentation had tasks for assessing learning during and after the lesson delivery.	

10.4 Group 4:

Element		Notes
1	The presenters introduce their lesson and share all the preliminary information (e.g., subject area, grade and section, lesson topic, objective, presenters' names, date and time allotted).	
2	The lesson presentation has allocated for time management across the lesson phases (introduction, presentation, stabilization, evaluation).	
3	The presenters introduce lesson objectives/ competences that are SMART and relate to the daily content.	
4	The lesson presentation includes relevant and inclusive teaching and learning aids to facilitate learning the content for boys, girls and children with different learning needs.	
5	The lesson presentation incorporates teaching strategies that promote active student engagement and interactions with the teacher, peers and materials across all of the lesson phases (introduction, presentation, stabilization, evaluation).	
6	The lesson presentation clearly demonstrates techniques for organizing and managing class activities (e.g., was the presentation intentional about how students were grouped? What materials they used? How they accessed these materials? Was there a clear flow of instructions for teacher actions and student actions? Did the presenters consider gender and inclusion)?	
7	The presenters consider how all students are included and catered for in the lesson, regardless of gender, ability, confidence, religion, language, etc. (For example: student groupings are called out as gender inclusive; presenter calls on students from both genders.)	
8	Lesson presentation had tasks for assessing learning during and after the lesson delivery.	

Reflect - Connect - Apply

1. How did you feel presenting in front of the class today?
2. Did you observe any activities or strategies that you would like to use in your own classroom?

Facilitation Skills

Reflect - Connect - Apply

3. What playful facilitation skills or activities did your trainer use during the sessions today?
4. What other points do you want to remember for your upcoming training?

Session 11

Potential challenges and solutions for implementing LtP in schools

Reminder: Some of the challenges that we discussed today will appear frequently and need a longer process to find solutions to. These will continue to be addressed through continuous professional development within your schools. The following table provides tips for addressing challenges to implementing learning through play:

Challenge	Tip(s)
Large class sizes	<p><u>Lesson planning:</u> planning for how content can be delivered in a large class can help to support teachers with time management, delivering activities, and providing support to students. The more preparation goes into the lesson content, the more attention you will be able to pay to students and behavior management.</p> <p><u>Using TLMs:</u> Using teaching and learning materials that all students have access to can help keep learners engaged and on-task in the lesson. As a teacher you could use Six Bricks, which are available for every student, or locally sourced TLMs to help manage large classes.</p> <p><u>Group work:</u> Consider strategic groupings of students to help manage large classes. Small group work can be an opportunity for students to practice activities independently; setting up clear routines around group work can be helpful. Additionally, you could break the class in half and have one group practice independent or group work while you instruct the other half of students.</p> <p><u>Establishing routines and rules in the classroom:</u> Adhering to a daily schedule can be helpful for managing students' expectations and behavior. Building in consistent attention grabbers and signals can help to keep students on task. Build reasonable rules around student behavior such as taking-turns and participation expectations. Co-create rules and responsibilities to support mutual engagement and understanding.</p> <p><u>Praise and teacher-student relationship:</u> Build strong interpersonal relationships with students by learning their names and getting to know them to build rapport and engagement. Use praise, lively energy, enthusiasm and encouragement to keep students engaged. Appoint students as classroom helpers in a rotation so that all students have a chance to take on leadership and support roles within the classroom.</p> <p><u>Use of space:</u> Consider different table arrangements such as groupings that align to lesson objectives.</p> <p><u>Support staff:</u> Teachers aids, community actors, parents or former students can join the class as support staff to help with activities and classroom management. Ensure that support staff are trained or oriented on safeguarding and ethical engagement with children. These actors could help with group work and support roles as necessary.</p>

Challenge	Tip(s)
<p>Managing learning behavior during LtP activities</p>	<p><u>Positive discipline strategies</u>, in addition to the guidance for large class sizes, can be used to manage behavior during LtP lessons. Set clear expectations for behaviors.</p> <p><u>Use transitions, reminders and rituals</u> to help guide student behavior. For example, when entering from an outdoor activity, try choosing a student to lead the group in a silly walk to allow them to get out the “wiggles” before returning to class, but once they cross the door, they walk normally. Let children know that they have 10 minutes left, 5 minutes left, 1 minute left. Use attention getters such as call and response or clapping patterns.</p> <p><u>Have classroom routines</u> to guide student behavior.</p> <p><u>Use proximity</u> to keep the student(s) close to the teacher or another adult.</p> <p><u>Make referrals</u> if the behavior is a result of distress or suspected abuse.</p> <p><u>Engage the class</u> in creating the expectations and social norms to promote buy-in and acceptance.</p> <p><u>Have children contribute to consequences</u> if rules or social norms are broken (this does not apply to safety concerns, which require immediate intervention by an adult).</p> <p><u>Engage parents</u> about their children’s behavior in the classroom.</p> <p><u>Seek support</u> from the previous classroom teacher about what worked with a particular child; seek support from champion teachers.</p>

Challenge	Tip(s)
Judgment about using “play in the classroom”	<p><u>LtP is an active teaching and learning methodology</u> that capitalizes on a child’s natural desire to play. Playful activities are incorporated within lessons to achieve learning outcomes, assess student progress, increase engagement and wellbeing. There is a difference between free play that children engage in on their own, and intentional playful activities to strengthen learning outcomes.</p> <ul style="list-style-type: none"> • LtP focuses on guided interactions with a specific learning objective in mind. It is not accidental learning; it is intentional learning using an active student-centered approach as a method. • LtP can offer opportunities for students to express their understanding of academic concepts in multiple ways. It can allow for multiple types of intelligence and be more inclusive for different learning needs as well as speeds of students. • LtP also offers opportunities for assessments beyond written exams through the use of group activities, projects, scenarios and real-life challenges. LtP makes children active agents of their own learning. • LtP allows children to practice multiple skills at one tied to an academic concept including social and emotional skills—such as teamwork, growth mindset or positive communication—as well as academic skills—such as literacy, numeracy, exploration, discovery and metacognition (thinking about the learning process). • LtP increases children's interactions with materials and/or peers, which increases their independent practice engagement and likelihood of remembering concepts.
Lack of Materials	<p><u>Use locally sourced TLMs:</u> Materials that are available in the local environment can be used to create TLMs. For example, small stones could be used as number counters. Sticks could be used as measuring tools. Leaves or grasses could be used for a science experiment. You can use peer learning engagements to design and make TLMs together.</p> <p><u>TLMs can be multi-purpose</u> and multi-use (e.g., letter cards can be used for literacy, but also for introducing new vocabulary in science or SST; dice can be used for mathematics, but also for creating stories in language lessons; picture cards can be used to sequence stories as well as introduce concepts like My Environment or</p>

Challenge	Tip(s)
	<p>Professions or Animals in the Home). You can also create activities that allow the children to use their notebooks/pens or slates to demonstrate their learning, focusing on the quality of the interaction with their peers and reflection on their learning process.</p>
<p>TLM Manag ement and storage</p>	<p>Management: Ensure that there are clear routines around the use of TLMs within classrooms. Routines that are easy for students to predict can save time and build in helpful transitions into the lesson. For example, table leaders could come to the front of the class and bring a box of TLMs back to their table, or TLMs could be located at a box by the door where students can grab them as they enter the room from recess.</p> <p>Storage: TLMs can be stored in a safe space within the classroom where students are able to access them but they will not be a distraction. For example, a box on the side of the classroom.</p> <p>Six Brick Specific Guidance: Sets of Six Bricks could be numbered as a set to increase accountability (for example: each brick in a set has a number and that number is assigned to a specific student). This could be a point for children’s responsibility where they organize and hold themselves accountable for their own set.</p>
<p>Own confidenc e to deliver LtP lessons</p>	<p>School-Based CPD: Coaching, mentorship, and peer-learning circles are opportunities to gain support with your own abilities to implement LtP. Within your school, school leaders and teachers can work to implement peer learning communities which can serve as a space to discuss problems and brainstorm solutions.</p>
<p>Student s with diverse skills</p>	<p>Create Intentional Groupings and Classroom Roles: To account for students with diverse skill sets, plan intentional group work based on ability, skills, or other characteristics. This could be mixed groups where some students act as leaders and support their peers, or groups based on ability where students who need a challenge are given a more difficult assignment and students who need more support are given scaffolded work. Additionally assigning student roles within the classroom (ex: material distributor, table leader, etc.) can provide opportunities for students to engage in different ways.</p>
<p>Lack of time</p>	<p>Plan intentional lessons and activities: Playful activities will often take longer due to set up and materials required. To account for this, plan intentional activities that build preparation time into the lessons.</p>

Challenge	Tip(s)
Multilingual Classrooms	<p><u>Make use of para-professionals</u> such as classroom assistants, parent helpers, youth facilitators, etc. who speak the language to assist with understanding. It is important to make sure the child safeguarding practices are in place any time we are bringing in an adult who is not a staff member to work with children. Always ensure the rule of 2, so no adult is left alone with a child to possibly put them at risk.</p> <p><u>Use same mother-tongue/area tongue</u> as an intentional grouping practice at times to allow students to share their thoughts in their preferred language before presenting or completing class assignments.</p> <p><u>Make use of group leaders</u> and encourage as a practice checking understanding as a small group to ensure that the task, language and expectations are clear.</p> <p><u>After planning, translate materials into local language(s)</u> or the agreed-upon area tongue to assist the teaching assistants to run focused sessions that meet the learning objectives.</p> <p><u>Use visuals</u> to help guide process even if it cannot guide content.</p> <p><u>Activities such as Think-Pair-Share</u> can become regular practice which allows for Think and Pair to be in mother tongue and share to be in the language of instruction.</p>

Reflect - Connect - Apply

Reflection on Classroom Management and Organization

1. How does the support that surrounds teachers in the school community affect the uptake of LtP? Who is the key person in your school who plays this supporting role?
2. How does ensuring parents' buy-in for LtP in the classroom help encourage more active involvement of parents in their children's education?

- How would you feel if someone came to observe your lesson (peer, school leadership team member, etc.)? What benefits could it bring?

Session 12

Role of ToTs in LtP – Facilitation and Leadership

12.1 Session 12a: ToTs Facilitation Skills

Adult learning principles activity:

Review the adult learning principles below. Reflect back on the past four days of the training and think of where you might have seen examples of each adult learning principle. Use the table below to record those examples. Having experienced these principles as a training participant, how might you apply them when it is your turn to facilitate the trainings? Use the table below to record your ideas.

Adult Learning Principle facilitation	Example from the training:	Example of how you can this principle to your
Involvement in the learning process: Adults learn best when they are able to actively take part in gaining new knowledge and skills.		
Experience as the basis of learning: Adults have much experience that they can draw on when they learn something new.		
Relevant and applicable learning: Adults are motivated when they can use new skills in their daily lives.		

<p>Learning that is focused on solving a problem: Adults like to come up with solutions to challenges they may be facing.</p>		
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12.2 Session 12b: Preparation for Foundational Teacher Trainings

Checklist for Training Preparation:

Use this checklist to ensure you have taken the preparation steps and gathered the necessary materials for each day of the foundational training. Use the notes column to add in any additional steps or ideas to keep in mind when preparing for the trainings.

Training Day 1

Training Day 1		
Preparation Steps	Materials	Notes
<ul style="list-style-type: none"> Room should be arranged in such a way that participants can easily work in groups and move around the room for activities. For example, the desks/chairs should be arranged in groups with ample space between them, not tight rows. Prior to the session, arrange participants' materials and ensure there is enough for each participant to have their own materials, including teacher workbooks, pencils/pencils, Six Bricks. 	<ul style="list-style-type: none"> Flipcharts Markers Sticky notes Projector Water bottles, water, sand Teachers Workbooks Pens/pencils Six Bricks 	
Training Day 2		
Preparation Steps	Materials	Notes
<ul style="list-style-type: none"> Room should be arranged in such a way that participants can easily work in groups and move around the room for activities. For example, the desks/chairs should be arranged in groups with ample space between them, not tight rows. 	<ul style="list-style-type: none"> Flipcharts Markers Sticky notes Projector Teachers Workbooks 	

<ul style="list-style-type: none"> • Arrange participants’ materials and ensure there is enough for each participant to have their own materials, including teacher workbooks, pencils/pencils, Six Bricks, everyday items that could be used during lesson planning. • Have LTP strategies printed and cut into strips • Prepare 4 stations with everyday items for participants to manipulate in small groups. 	<ul style="list-style-type: none"> • Pens/pencils • Six Bricks • Everyday items for participants to manipulate in small groups 	
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Training Day 3

Preparation Steps	Materials	Notes
<ul style="list-style-type: none"> • Room should be arranged in such a way that participants can easily work in groups and move around the room for activities. For example, the desks/chairs should be arranged in groups with ample space between them, not tight rows. • Arrange participants’ materials and ensure there is enough for each participant to have their own materials, including teacher workbooks, pencils/pencils, Six Bricks, everyday items that could be used during lesson planning. • Have LTP strategies printed and cut into strips. 	<ul style="list-style-type: none"> • Cut strips of LtP strategies and practices • Flipcharts • Markers • Sticky notes • Projector • Teachers Workbooks • Pens/pencils • Six Bricks and Activity Mats 	

Training Day 4

Preparation Steps	Materials	Notes
<ul style="list-style-type: none"> • Today the participants will be leading their own LtP lessons. The room should be arranged in such a way that participants can easily work in groups and move around the room for activities that may be included within the lessons. For example, the desks/chairs should be arranged in groups with ample space between them, not tight rows. 	<ul style="list-style-type: none"> • Flipcharts • Markers • Sticky notes • Projector • Teachers Workbooks • Pens/pencils • Six Bricks 	

<ul style="list-style-type: none"> • Arrange participants' materials and ensure there is enough for each participant to have their own materials, including teacher workbooks, pencils/pencils, Six Bricks. 		
Training Day 5		
Preparation Steps	Materials	Notes
<ul style="list-style-type: none"> • Room should be arranged in such a way that participants can easily work in groups and move around the room for activities. For example, the desks/chairs should be arranged in groups with ample space between them, not tight rows. • Arrange participants' materials and ensure there is enough for each participant to have their own materials, including teacher workbooks, pencils/pencils, Six Bricks, everyday items that could be used during lesson planning. • Have classroom challenges handout printed ahead of time. 	<ul style="list-style-type: none"> • Flipcharts • Markers • Sticky notes • Projector • Teachers Workbooks • Pens/ pencils • Six Bricks • Classroom challenges handout 	

Reflect - Connect - Apply

1. Why is it important to practice facilitation skills?
2. What is something new that you learned today that you will use moving forward?
3. How will you prepare to lead trainings based on what you learned in today's session?
4. What is something new that you learned today that you will use moving forward?

5. How will you prepare to lead trainings based on what you learned in today's session?

Session 13

Action Planning & Closing

Facilitation action planning template:

Activity	Purpose	Steps of the activity from preparation to completion	Resources needed	Time Period and Frequency