

Numeracy? It's play!

Learning Numeracy through Play in Pre-primary



Trainer's manual

Version Oct 2022

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Published by:

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Introduction

This trainer's manual complements the *Numeracy? It's play! - Learning Numeracy through Play in Pre-primary – Training module*. While the Training module could stand on its own for trainees, this trainer's manual helps the trainer to translate the content of the teacher guide into meaningful and **playful learning experiences** during the training in order to develop new competencies (knowledge, skills and attitudes). In other words, participants to the trainings will be experiencing the content of the teacher's guide and actively engage with it, without the content being taught. This means the Teacher's guide is rather a reference and resource.

The key principles underlying the training are:

1. **Play based**
The training by itself will be an example of learning through play. Teachers will engage actively in playful learning activities. Trainers are more facilitators than trainers. They limit lecturing to the absolute minimum. They help teachers experience, interact/collaborate, reflect, discover, practice.
2. **Reflection**
The training helps teachers to reflect on current practices and identify areas for improvement.
3. **Try out and practice**
Teachers are encouraged to try out new practices during the training, via role play, and in between training moments, in their schools and by going through this iterative process practice new skills.
4. **Collaborative** learning
The training wants to create a collaborative environment where teachers can learn with and from each other.

Materials and venue

Each venue needs the following:

- Chairs for all participants
- Tables that allow flexible grouping
- Space to move around and play (preferably also an outdoor space)
- At the start the day the chairs will be in a big circle and the tables moved to the side.

For each training, trainers and trainees will work with the following materials:

- Markers
- Crayons
- Colour pencils
- Colour felt tip pens
- Flip chart paper
- Sticky stuff
- Scissors
- Flash cards
- Paper (recycled)
- Glue
- Staplers and staples

- Masking tape
- Sello tape
- Recycled materials such as toilet rolls, empty bottles, bottle caps, cardboard boxes,
- [Twiga Dukina](#): A2 posters classroom

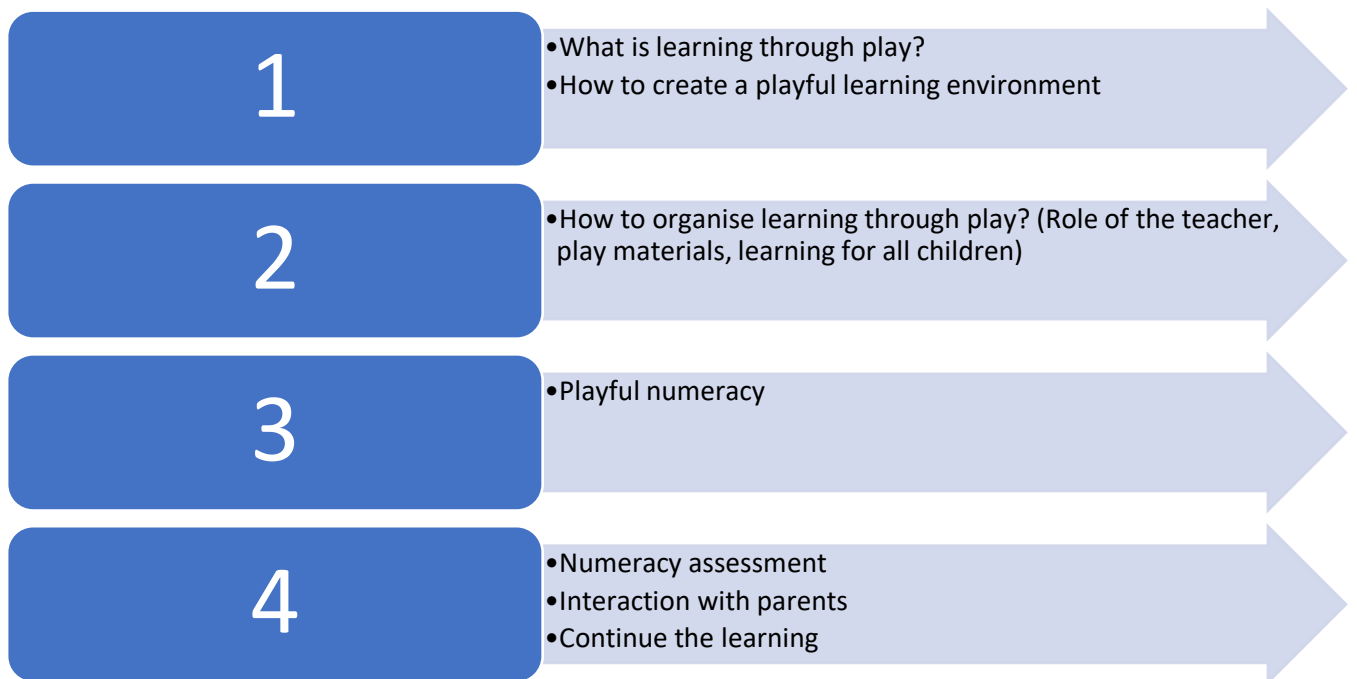
Participants should always bring:

- Curriculum pre-primary
- Teacher guide play and Numeracy

Specific training contents might need additional materials. These will be mentioned in the facilitation plan.

Overview of the trainings

There are 4 training sessions of 2 days each for teachers.



There is a 2-day training session for school leaders.

Preparation

For the training to be successful, good preparation is necessary. Facilitators need to be familiar with both:

1. the content of each session: what are participants learning?
2. the facilitation method of each session: how are they learning?
3. the materials needed for each session
4. the **timing** of each session

The facilitation guides worked out in this manual provide guidance on each of these.

Co-facilitation is encouraged. Since most activities entail group work or group activities, both facilitators can play an important role in triggering further learning in the groups, in reducing misunderstandings, in level appropriate guidance.

Training Session 1: What is learning through play

Objectives:

In this session trainees will learn:

- about the objectives of the IT'S PLAY Project and the 4 training sessions
- what is learning through play
- why learning through play is the right approach for young children
- what are the characteristics of learning through play
- to use the characteristics of play to reflect on their classroom practice
- how children develop holistically through play
- about different types of play on the spectrum of play
- to reflect on their current classroom learning environment
- to create a playful learning environment in their classroom
- to design playful corner activities
- to improve their practices via try out and reflection on their try out (=iteration)

Agenda session 1

Day 1

Time	Duration	Content
8:00-8:20	20'	Registration and pre-test
8:20-9:10	50'	Introductions and welcome Expectations; house rules Objectives and programme
9:10-10:00	50'	Early childhood development
10:00-10:30	30'	Tea break
10:30-12:00	1h30'	Holistic development in play: Developmental Domains
12:00-12:30	30'	Introduction of the characteristics of learning through play
12:30-13:30	1h	Lunch
13:30-15:10	1h40'	Characteristics of learning through play (continued)
15:10-16:00	50'	The spectrum of play: Free play, Guided play, Games, Direct instructions
16:00-17:00	1h	Reflection and conclusions

Day 2

Time	Duration	Content
8:00-8:20	20'	Registration
8:20-9:00	40'	Welcome, Summary of and reflection on Day 1 Agenda of day 2
9:00-10:00	1h	Getting started with Learning through Play: 3 key principles: connect and integrate, stimulate child agency, safe classroom environment
10:00-10:30	30'	Tea break
10:30-12:30	1h30'	Playful learning environment: Classroom management, Daily routines, Corners and corner activities

12:30-13:30	1h	Lunch
13:30-16:00	2h30'	Designing Corner activities
16:00-16:30	30'	Conclusion and commitment (Overview of the 2 days Reflection)

Day 1

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	Materials
8:00	Registration	Monitoring all participants, details for payment, check covid tests Give symbol card	To visualize attendance of the participants	Ask to fill in attendance register Give each participant a symbol card upon arrival (a different symbol for each) and ask to write their name on it. Ask participants to fill in the pre-test.	<ul style="list-style-type: none"> - Attendance registers - Pens - Symbol card - Symbol card for each participant
8:20	Introductions	Icebreaker: who sits next to you	Participants to get to know each other	Icebreaker Ask the participants to break into groups of 3-5. Ask each person to share in their group: <ol style="list-style-type: none"> 1. their name, 2. their (very) first job they did (maybe as a child?) 3. something they learned from that job. No plenary! This is just a quick round to get to know people.	n/a
8:30	Welcome and getting started	Objectives of the workshop: <ul style="list-style-type: none"> • To understand about the IT'S PLAY project and training sessions • To improve understanding of early childhood education and learning through play • To understand the 	<ul style="list-style-type: none"> • To share objectives of the workshop with participants • To experience morning routine 	Circle time: facilitator welcomes everybody, asks them to hang their attendance card in the tree, asks how they feel (use emotion symbols) and explains objectives of workshop (see content column)	<ul style="list-style-type: none"> - Flipchart with objectives - Emotion symbols - Symbol card of each participant - Markers - Sticky stuff - Attendance chart: a flip chart with a bus, house or tree drawing (or any other)

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	Materials
		importance of Learning through Play for the development of children in Early Childhood Education			
8:40	House rules	<p>Suggested rules:</p> <ul style="list-style-type: none"> • Devices on silent • Respect • Active participation 	<p>To allow participants to determine the rules of the workshop</p> <p>To reflect on house rules in the classroom</p>	<p>In circle: Collect 4 main rules from participants, get buy in from all “is that fine for everyone”? Visualise rules on flipchart.</p> <p>Reflect how house rules are made in the classroom. Participation of learners? Visualisation?</p>	<ul style="list-style-type: none"> – Flip chart with visualised rules – Markers – Sticky stuff
8:50	Expectations	<p>Set expectations:</p> <p>Workshops are INTENSE. Not only for a facilitator, but for participants as well! The workshop attendees will have to work hard to keep their concentration for long periods of time, take in a lot of information, and then put it into practice, so it’s 99% likely they’ll feel</p>	<p>To create a common understanding of what can be expected from the workshop</p>	<p>Circle (2’) Set expectations:</p> <p>Tell participants:</p> <ul style="list-style-type: none"> • It’s common that this might feel too rushed. • The exercises might feel weird or awkward, and that’s totally normal! • It’s normal to not have any ideas yet. • It’s normal to feel like it’s not going to work. <p>(8’) Get expectations:</p> <ul style="list-style-type: none"> • Ask your participants: What do they expect (What are you hoping to get out of this? What will make this worthwhile for you? What do you hope to achieve today and tomorrow?) • get some inputs from the group 	<ul style="list-style-type: none"> – Flip chart with set/get expectations – Markers – Sticky stuff

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	Materials
		<p>overwhelmed at a certain point during the workshop.</p> <p>Get expectations: Asking participants what they hope to get out of this workshop will make them feel heard and will help you know which topics to focus more attention on.</p>		<ul style="list-style-type: none"> Note down the expectations and refer to them during the workshop. Refer to objectives training and project (playful numeracy in Early childhood Education) This should be short! 	
9:00	Programme of the day	<p>Day 1</p> <ul style="list-style-type: none"> Opening/introduction Development milestones early childhood Tea Holistic development Lunch Learning through play (characteristics and spectrum of play) <p>Day 2</p> <ul style="list-style-type: none"> introduction 3 key principles 	<ul style="list-style-type: none"> To create understanding of the agenda of the workshop To avoid the group feeling disoriented To create awareness about an Early childhood Education (ECE)-way of communicating 	<p>In the circle: visualise the timeline (as in ECE) Each session is visualized on one paper; the papers are put in a line. A clothespin or arrow shows which session is currently on. You don't need to make it fancy or too elaborate, a simple timeline will do. Don't include fixed timeframes in your agenda in case you need to adjust the timing for some exercises, but jot down the flow of the day so people know what to expect.</p> <p>Reflect on the use of a visualised timeline in ECE (e.g. children seeing the day structure makes them feel more safe as they know what to expect; children "reading" visuals (from left to right) is a pre-stage of real reading; the visualised timeline gives them a sense of time;...).</p>	<ul style="list-style-type: none"> A card for each main session, visualised Sticky stuff Clothes peg or arrow

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	Materials
		<ul style="list-style-type: none"> • Tea • A playful learning environment • Lunch • Corner activities • promise 		Note: Actively use this timeline during the workshop. Whenever you go to a next activity, you should change the peg. OR: Ask one of the participants to change the peg for you.	
9:10	Early childhood development	<ul style="list-style-type: none"> • Main development milestones of early childhood (Annex 1 Teacher guide) • Link between development and play 	To understand the main milestones in early childhood (0-8yr) and the importance of play	<ul style="list-style-type: none"> • Puzzle: In groups of 3 people max (half groups does 0-5, other half groups 4-8) • (20') Content of child development is cut in pieces and participants try to reconstruct the timeline. When they are done, they go and self check the results by checking Annex 1 • (10') They visit other groups to see other phase (0-3 visit 4-8, 4-8 visit 0-3) • (10') Plenary wrap up by facilitator: <ul style="list-style-type: none"> ○ Something that stood out? ○ Key elements ○ Children are naturally curious and they explore the world. They do that via playing. ○ We should follow the lead of children: follow their way of exploring. 	<ul style="list-style-type: none"> - Child development main steps: see Annex 1 - A puzzle for each group - Copies cut in pieces (0-3: keep some steps together) - Tape - glue - paper
10:00	Tea break				
10:30	Holistic development in play	Developmental Domains (Development domain = area of	To gain insight in holistic development and how Learning through Play	(10') The participants discuss in groups of 4-5 participants, and come up with: <ol style="list-style-type: none"> 1. A definition of holistic development 2. A list of developmental domains 	<ul style="list-style-type: none"> - Flip chart - Markers - 5 A4 sheets with on each one

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	Materials
		<p>development and growth) – with reference to the curriculum and Chapter1 of teacher guide:</p> <ul style="list-style-type: none"> • Cognitive development • Social/emotional development • Physical development • Language development • Spiritual and moral development <p>Holistic development = developing all development domains in a child, developing a child's intellectual, mental, physical, emotional, and social skills intended to help meet daily life's demands and challenges</p>	<p>relates to the natural development of young children</p>	<p>(10') Plenary:</p> <ul style="list-style-type: none"> • conclusion on 5 development domains from curriculum. Write them on a poster • Conclusion on a definition of holistic development <p>(10') in 5 groups, each group is responsible for 1 development domain (give A4 sheet to them)</p> <ol style="list-style-type: none"> 1. Is your domain being stimulated during the morning routine and how (revive the memory of participants: <ul style="list-style-type: none"> ○ How all participants are stimulated to tell how they feel ○ How participants are called to put their symbol on the attendance chart ○ How the schedule of the day is used ○ ... <p>(10') Plenary:</p> <ul style="list-style-type: none"> • Conclusion: Play and playful activities stimulate holistic development. Play allows children to develop holistically. Play helps children to learn and develop. It empowers them, builds creativity, makes children life long learners • It allows for integration of learning goals (which curriculum goals were stimulated in morning routine? Be specific, look them up in curriculum) <p>(10') Game: Simon says: all participants walk in a circle. The facilitator says “Simon says, show a circle</p>	<p>development domain written</p> <p>–</p>

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	Materials
		<p>Link Learning through Play with brain development of young children</p> <p>Link Learning through Play with the developmental domains</p>		<p>with your arms” (show an angle, show a triangle, show a rectangle, show a straight line, ..)</p> <p>(10’) Plenary:</p> <ul style="list-style-type: none"> Let participants reflect and share <ol style="list-style-type: none"> What development domains were stimulated in this game? Could we stimulate others? How? Conclusion: referring to the links between Learning through Play and holistic development 	
12:00	Characteristics of learning through play	<p>Introduction of the characteristics of learning through play:</p> <ul style="list-style-type: none"> Joyful Meaningful Iterative Socially interactive Actively Engaging <p>Chapter 1: characteristics of play</p>	To create knowledge and understanding about Learning through Play	<p>(10’) The participants reflect in groups of 4-5 participants, and come up with:</p> <ul style="list-style-type: none"> What were the characteristics of the teaching approach in the math game we played? <p>(20’) Plenary: Facilitator gets some input, and concludes by presenting 5 characteristics of play (explain in your own words); use example from the game as example to illustrate the characteristics or examples of observations/memories that people have made from their own children (e.g. remember in the game: you were so concentrated, that is actively engaging,)</p>	<ul style="list-style-type: none"> 1 A4 for each characteristic (so 5 in total)) -
12:30	Lunch				
13:30	Characteristics of learning through play	<p>Understanding and recognising characteristics of play</p>	To create knowledge and understanding	<p>(30’) Vote with your feet: facilitator asks questions and participants take position in the hall, according to their response.</p> <ul style="list-style-type: none"> Left = yes, very much 	<ul style="list-style-type: none"> Chapter 1: characteristics of play Flash cards

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	Materials
	play (continued)		<p>about Learning through Play</p> <p>To reflect on current teaching practices</p>	<ul style="list-style-type: none"> ○ Right = no, not at all ○ Middle = so-so <p>Questions and discussion</p> <ul style="list-style-type: none"> ● Was the math game joyful? ● Was the math game meaningful? ● Was the math game iterative? ● Was the math game socially interactive? ● Was the math game actively engaging? <p>Facilitators stimulate discussion</p> <ul style="list-style-type: none"> ● Why do you take this position? ● How can a teacher make the game more meaningful?...? ● How is math usually taught at school? ● Does the traditional teaching method have the same characteristics? <p>Individual reflection</p> <p>(30') Let participants reflect individually:</p> <ol style="list-style-type: none"> 1. Think back of an activity you did yesterday with your preschool learners. 2. Assess each characteristic: was it present, could it improve, ... 3. You can use the checklist on the next page to assist your reflection. 4. What can you learn from this? What would you want to change? <p>(20') Let participants in pairs exchange some reflections and identify each 1 point for action</p>	<ul style="list-style-type: none"> - Sticky stuff - markers

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	Materials
				<p>(something they want to change). Facilitator helps them to make it specific and concrete.</p> <p>(10') Build a promise wall: all participants write 1 card with what they promise to change.</p> <p>(10') Gallery walk to see each other's promises</p>	
15:10	Spectrum of play	<p>Spectrum of play</p> <ol style="list-style-type: none"> Free play Guided play Games Direct instructions <p>Spectrum of play:</p> <ul style="list-style-type: none"> differences lie in who initiates the play and who directs it children/adult there is no good or bad, as long as it is a variety of all link to child agency <p>Chapter 1: spectrum of play</p>	To understand that play is a spectrum	<p>(10') Circle Let participants come up with examples of how they played or their children play. Facilitator writes each idea on a card and hangs the cards on the spectrum line (correct place) (from free play to direct instructions)</p> <p>(10') When no more ideas: facilitator explains "spectrum of play":</p> <ul style="list-style-type: none"> differences lie in who initiates the play and who directs it : so, who is more in control, the child or the adult? there is no good or bad, as long as it is a variety of all: we need a lot of activities where children can make decisions for themselves, make choices; link to child agency <p>facilitator hangs prewritten cards of free play, guided play, games on spectrum and explains each.</p> <p>(10') How is math usually taught at school? Where on the spectrum?</p>	<ul style="list-style-type: none"> Chapter 1: spectrum of play Flashcards Washing lines Washing pegs or tape Markers

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	Materials
16:00-17:00	Reflection and conclusions	Overview of the day Reflection	To revise and reinforce what was learnt and commit to action	<p>(15') Facilitator runs through the main flip charts of the day:</p> <ul style="list-style-type: none"> • 5 development domains: link with holistic development • 5 characteristics of play • Spectrum of play: who initiates and who directs it <p>(40') Drawing the dream: in groups of 4-5 Participants draw their dream for ECE in their school, based on what they have learnt today. Possible guiding questions can be:</p> <ol style="list-style-type: none"> 1. How do they see Play in your classroom? 2. How does the learning environment then look, inside and outside the classroom? 3. How do learners act? What do they do? 4. <p>(this will be discussed on day 2) (5') closure: indicate when day 2 will start</p>	<ul style="list-style-type: none"> - Posters for 5 characteristics of play, spectrum of play, development domains - Pencils/markers/crayons/colour felt

Day 2

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:00	Registration	Monitoring all participants, details for payment,	To make sure all admin requirements are covered	Ask to fill in attendance register.	<ul style="list-style-type: none"> - Attendance registers - Pens
8:20	Welcome and plan of the day	Summary of and reflection on Day 1 Agenda of day 2	To reinforce contents of Day 1 To understand agenda of day 2 To experience daily routines as in ECE	<p>We follow the <i>morning routine of a</i> preschool class.</p> <ul style="list-style-type: none"> • Ask all participants to add their symbol cards to the class poster • Indicate weather on the chart • Walk through the visuals of day 2 • Ask all groups to present their drawing: what have they learnt yesterday? (alternative: You can ask others to interpret the drawings... What dreams do they see in the drawings of others?) • (optional: refer to class rules > make sure you have visual representation of class rules) 	<ul style="list-style-type: none"> - Symbol cards - Class poster - Visual representation of main activities, - clothes peg or arrow - sticky stuff - weather symbols - (class rules)
9:00	Getting started with learning through play	3 key principles: connect and integrate, stimulate child agency, safe classroom environment (Chapter 2.1)	To understand and experience the 3 key principles to get started	<p>Tower building game (10')*</p> <ul style="list-style-type: none"> • Divide participants in groups of 4 people max • Set up participants at one side of the room, each with a set of boxes. • Indicate at the other side of the room a x with tape, for each group • Instruct groups to: <ul style="list-style-type: none"> ○ When you say start ○ Run to the other side of the room ○ And build the highest possible tower in 1 minute • Play the game. (1') 	<ul style="list-style-type: none"> - A set of boxes for each group (each set must have different sizes, but across sets these must be equally divided. Each set must be similar). Boxes can be packed inside each other. - Tape to mark the x

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> • Check who has highest tower • “wind test”: check the stability of the towers by asking one person from another team to throw a ball. Do this for all towers. • Check again who has the highest tower (use a measuring tool, e.g. a shoe/a jacket, ...). Participants will see the strongest and tallest tower and explain why some towers are falling fully why others are not falling. • What made the winning team the winning team? What did they do well? What went wrong with other teams (let participants reflect on how they did the game; trigger learnings such as “put the boxes more straight/work better together/use all boxes/...”) (focus on the process and on the outcomes) <p>*can be done outside</p> <p>Plenary discussion (20’):</p> <ol style="list-style-type: none"> 1. How was this activity? What do you like about this activity? Can you do this with children? 2. Was it playful? (check all 5 criteria yes joyful, yes meaningful, yes interactive, yes engaging, no iterative > 3. how to make it iterative? Answer: by allowing children to do it again and change their methods 4. which learning goals of the curriculum were covered? (maths/numeracy, language, ...) 	<ul style="list-style-type: none"> – Tennis ball or soccer ball (depending on size boxes) – Flip chart with 3 key principles – ECE curriculum

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>5. Was there child agency? How? (explain term! Link to children making choices, adjust approaches and allowed to make mistakes = safe environment)</p> <p>Conclusion (10'): Ltp needs to start from</p> <ul style="list-style-type: none"> • Connect and integrate learning goals • Build child agency • A safe learning environment <p>Write the key principles on a poster.</p> <p>What else can we learn from this activity? Explain that all these building blocks are key to build the child development tower. If we miss certain aspects, if we don't do pre-primary education well, the tower will not stand.</p> <p>Individual reflection: (20')</p> <p>All participants individually answer the following questions:</p> <ol style="list-style-type: none"> 1. Select an activity that you did in your class before you joined this workshop. Describe it. 2. Was this activity integrating different learning goals? Yes/no? Which ones? 3. Was this activity stimulating child agency? How? 4. How could you change/improve? <p>Conclusion: ask some inputs from participants (not all) (10')</p> <ul style="list-style-type: none"> • Most of our activities do not stimulate child agency 	

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> Many of our activities stimulate 1 goal only> need more integration of goals 	
10:00	Tea break				
10:30	A playful learning environment	A playful learning environment needs: Classroom management, Daily routines, Corners and corner activities (Chapter 2.2.1,2.2.2,2.2.3)	To understand how to set up a playful learning environment	Jig saw <u>Part 1</u> <ul style="list-style-type: none"> Divide in 3 groups <ul style="list-style-type: none"> Group 1: a safe environment and class room management Group 2: daily routines Group 3: corners In each group (30'): <ul style="list-style-type: none"> Each member gets a sticker with the name of the group read the section in the Teacher guide, answer the reflective questions Discuss and understand: do you already do this? How could you do this? <u>Part 2</u> <ul style="list-style-type: none"> Form new groups of 3 people (1 from group 1, 1 from group 2, 1 from group 3): explain your part to other group members. Help them understand. (30') In your group: Decide on 1 thing you would want to try out, how will you do this? Make materials if you need. (30') Sharing and showing (30') 	<ul style="list-style-type: none"> Stickers with 1 (for all people in group 1), stickers with 2 (for group 2), etc. All stationery and art and craft materials available to trainees
12:30	lunch				
13:30	Corner activities	Corner activities that have: <ul style="list-style-type: none"> Characteristic of play 	To design playful corner activities that children can do independently	Design and try out <ul style="list-style-type: none"> Decide on the theme of the week: what is the current theme of the month/week in school? (e.g. transport, my family, ...) 	<ul style="list-style-type: none"> All stationery

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<ul style="list-style-type: none"> - Stimulate child agency - Combine learning goals <p>Chapter 2.2. and Chapter 1</p>		<ul style="list-style-type: none"> • Groups as in Part 2 Jigsaw activity (max 3 people) <p><u>Part 1:</u> design (60'), Ask participants to</p> <ul style="list-style-type: none"> • Design a numeracy activity that can be done in a corner by children independently. Fill in the template in Chapter 2.2.3 • Make the materials you need (note: there will not be enough time for nicely designed materials, so it will be more a prototype/model). <p><u>Part 2:</u> try out and give input (60')</p> <ul style="list-style-type: none"> • Each group demonstrates what they have prepared: 1 person from this group role plays the teacher and participants from another group are the children. • All others observe and discuss: <ol style="list-style-type: none"> 1. Characteristics of play 2. Stimulate child agency 3. Combine learning goals • Facilitator encourages depth of discussion on these 3 points <p>(if the group is big, e.g. there are 10 small groups, then split into 2: 5 of the small groups visit each other with 1 facilitator, the other 5 visit each other with the other facilitator)</p> <p><u>Part 3:</u> Conclusion and improvement Facilitator wraps up what was seen. What was learnt and what can be improved? (30')</p>	

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ol style="list-style-type: none"> 1. How to better include all Characteristics of play? 2. How to Stimulate child agency? How to make sure children can do the activity alone without instructions or presence of the teacher? 3. How to combine learning goals into 1 activity? <p>Participants discuss in their small groups how they could improve. Facilitator asks participants to keep their work and bring it to Session 2.</p>	
16:00 - 16:30	Conclusion and commitment	Overview of the 2 days Reflection	To revise and reinforce what was learnt To commit to try out	<p>Circle talk (10') Facilitator asks all participants to share in 1 sentence what they have learnt (this must be very concrete and short!). The ball is thrown and the person receiving it can speak. (5') Facilitator refers to the posters on the wall</p> <ul style="list-style-type: none"> • 5 development domains: link with holistic development • 5 characteristics of play • spectrum of play: who initiates and who directs it • 3 key principles <p>(10') Signing a contract: facilitator asks participants to close their eyes and think about 1 thing they will try out after the training. Ask participants to stand up one by one, go to the poster, say " I, [name], promise to try out [...]" e.g. "I, Maura, promise to try out a playful corner activity" and write down their name and promise on the poster, e.g. "Maura, playful corner activity".</p>	<ul style="list-style-type: none"> - Posters for 5 characteristics of play, spectrum of play, development domains, key principles - Empty flip chart with in the middle "I promise to try out..." - markers

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				(5') closure: indicate when session 2 will take place, ask participants to bring evidence of what they have tried out in their class (video/photo)	

Note:

- keep all posters of key content, the posters with the drawings and the poster of the promises safe for the next training session.
- Ask participants to keep the work done in **Design and try out** safe and bring it to the next session. Template in **Chapter 2.2.3**
- With those participants who have WhatsApp, you can create a WhatsApp group. This allows the participants to ask learning questions, but also the facilitator to stimulate group discussions and learning progress. E.g. the facilitator can one day focus on the principle of agency and ask participants how they have stimulated agency in the lessons of that day. Or the facilitator can remind the participants about their promise and ask them how far they are. Also, the video/photo (evidence) can be posted on this group.

Homework: In their school/class participants must try out, implement, and collect evidence of: “I promise to try out...”

Training Session 2: Organising learning through play

Objectives:

In this session trainees will learn:

- to reflect on and improve their playful activities
- to reflect on their current role as a teacher
- what is the role of the teacher in learning through play
- to enrich the role they take as a teacher
- to include all children at the right level in learn through play
- how gender stereotypes limit the development opportunities of young children
- how they can create a gender responsive classroom
- to make locally available play materials for their classroom
- to improve their practices via try out and reflection on their try out (=iteration)

Preparation:

Remind participants regularly about the promise to try out 1 point of change they have made. Encourage sharing of videos or pictures via whatsapp if possible.

Ask participants to bring recyclables to session 2: paper, newspapers, boxes, plastic bottles, fanta bottle caps, pebbles, sand, tins, jars,

Agenda session 2

Day 1

Time	Duration	Content
8:00-8:20	20'	Registration
8:20-8:50	30'	Welcome, and plan of the day (Summary of and reflection on Session 1)
8:50-10:00	1h10'	How did we do? Sharing and demonstrating what participants tried out after Session 1 (promise sheet)
10:00-10:30	30'	Tea-Break
10:30-12:30	2h	Role of the teacher (The teacher as observer, facilitator, planner, documenter)
12:30-13:30	1h	Lunch
13:30-16:00	2h30'	Making all learners learn via play
16:00-17:00	1h	Reflection and conclusions

Day 2

Time	Duration	Content
8:00-8:20	20'	Registration
8:20-9:00	40'	Welcome, Summary of and reflection on Day 1 and Agenda of day 2

9:00-10:10	1h10'	Gender responsive learning through play: (Gender key concepts; how gender stereotypes limit holistic development of young children; awareness of gender stereotypes)
10:10-10:40	30'	Tea break
10:40-12:30	1h50'	Gender responsive learning through play (continued): Gender in learning areas, materials, activities, interactions
12:30-13:30	1h'	Lunch
13:30-16:00	2h30'	Making and using locally available materials
16:00-16:30	30'	Conclusion and commitment

Day 1

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:00	Registration	Monitoring all participants, details for payment, check covid tests Give symbol card		Ask to fill in attendance register Give each participant a symbol card upon arrival (a different symbol for each) and ask to write their name on it.	<ul style="list-style-type: none"> - Attendance registers - Pens - Symbol card - Symbol card for each participant
8:20	Welcome and plan of the day	Summary of and reflection on Session 1 Agenda of day 1-2 Day 1 <ul style="list-style-type: none"> • Opening/introduction • How did we do? • Tea • Roles of the teacher • Lunch • Learning for all: Extension and differentiation Day 2 <ul style="list-style-type: none"> • introduction • gender stereotypes • Tea • Gender responsive pedagogy 	To reinforce contents of Session 1 To understand objectives agenda of Workshop To experience daily routines as in Early Childhood Education (ECE)	We follow the <i>morning routine of a</i> preschool class. <ul style="list-style-type: none"> • Ask all participants to add their symbol cards to the class poster • Indicate weather on the chart • Walk through the visuals of day session 2: what will we do • Walk through the key posters from Session 1: <ul style="list-style-type: none"> ○ 5 development domains: link with holistic development ○ 5 characteristics of play ○ Spectrum of play: who initiates and who directs it ○ 3 key principles • Objectives of the workshop: 	<ul style="list-style-type: none"> - Symbol cards - Class poster - Visual representation of main activities, clothes peg or arrow - sticky stuff - weather symbols (class rules) - Posters of session 1: <ul style="list-style-type: none"> ○ 5 development domains: link with holistic development ○ 5 characteristics of play ○ Spectrum of play: who initiates and who directs it ○ 3 key principles -

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<ul style="list-style-type: none"> • Lunch • Making materials from locally available materials • promise 			
8:50	How did we do?	<p>Sharing and demonstrating what participants tried out after Session 1 (promise sheet)</p>	<p>To reflect on new practices To apply the key principles and characteristics of play To identify ways to improve</p>	<p>Ripple effect: Sharing how did it go*. Careful timing needed!</p> <p>(5') Intro</p> <ul style="list-style-type: none"> • Show the promise sheet from Session 1 (5') • Ask participants to stand in two rows, facing each other, stretch out the rows to create distance between people. People facing hold fists. This is a pair. <p>(10') round 1</p> <ul style="list-style-type: none"> • Each pair tell each other (2' each): <ol style="list-style-type: none"> 1. what they tried out (show video/pictures if available), 2. what worked well 3. what they would improve • After sharing, they decide which story is the best example of key principles and 5 characteristics of play. (so each pair keeps 1 story) <p>(10') round 2</p> <ul style="list-style-type: none"> • Two pairs form a group of 4. Each pair shares the story they selected in round 1 (what they tried out, what worked well, what they would improve) • After sharing, they decide which story is the best example of key principles and 5 characteristics of play. (so the group of 4 keeps 1 story) <p>(10') round 3</p>	<ul style="list-style-type: none"> - Posters of session 1: promises made - Tape or sticky stuff - Posters of session 1: <ul style="list-style-type: none"> ○ 5 development domains: link with holistic development ○ 5 characteristics of play ○ Spectrum of play: who initiates and who directs it ○ 3 key principles

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> Two groups of 4 form a group of 8. Each group of 4 shares the story they selected in round 2 (what they tried out, what worked well, what they would improve) After sharing, they decide which story is the best example of key principles and 5 characteristics of play. (so the group of 8 keeps 1 story) (10') round 4 Plenary: <ul style="list-style-type: none"> Each group of 8 shares the story they selected in round 3 Reflection on the stories: Why is this a good example of the key principles and characteristics of play? How could it even be made better? Be critical and constructive. Reflection on the activity: Ask participants if and what they learned in this exercise. *can be done outside	
10:00	Tea break				
10:30	Role of the teacher	The teacher as observer, facilitator, planner, documenter Chapter 2.3.	To understand the role of the teacher in learning through play	(15') Brainstorm <ul style="list-style-type: none"> In groups of 5, ask participants to reflect on the role of teacher in learning through play. They write it down. (15') (30') Plenary: Charades and guessing game <ul style="list-style-type: none"> one group shares 1 role from their list via showing it (no talking, only gestures are allowed); others guess other groups share another role (not the same as already done) 	<ul style="list-style-type: none"> Flash cards Markers Poster

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> • each groups shares one, plenary guessing, and so on • facilitator lists all on a sheet (make the game quick and fun, if not guessed, ask the group to help each other to express) <p>(15') Plenary: facilitator explains the 4 main roles briefly (Chapter 2.3)</p> <p>(20') Discussion</p> <ul style="list-style-type: none"> • each group of 5 gets 1 role allocated (write on a card "teacher as observer"), make sure all roles are covered, possibly more than 1 group can focus on the same role • the group reads the paragraph in the teacher guide and tries to understand the example. They discuss. Do they have an example from their own school? <p>(15') Plenary</p> <ul style="list-style-type: none"> • each role is explained by an example from the groups <p>(30') Self-reflection: how do you apply the 4 roles?</p> <ul style="list-style-type: none"> • Think back of your teaching yesterday. • What roles did you apply and how? Use the checklist in Chapter 2.3 to assist your reflection. • What can you learn from this? What would you want to change? <p>Facilitator closes and refers to homework after this session: "Time to practice Chapter 2.3"</p>	
12:30	Lunch				
13:30	Making all learners learn via play	Extension and differentiation of activities, creating	To find out how to include all children	Throwing game (15') Game	<ul style="list-style-type: none"> - Recycled paper - Empty box

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<p>access for all children, prepare meaningful activities.</p> <p>Chapter 2.4</p> <p>All children should have equal access to play and learning. Inclusion means that all girls and boys get equal opportunities to play, learn and meaningfully participate. All children should feel accepted as they are. Inclusion and differentiation is not only about children with special needs. It is about challenging all learners at the right level</p>	<p>at the right level in learn through play</p>	<ul style="list-style-type: none"> • Ask all participants -seated on their chairs- to write their name on paper and then to make a ball of a piece of paper. • Put a box in the room. Place it in such way that it is close to some people, but far for others. (don't say this to participants) • Let participants throw the paper ball in the box. Some will fail. • Pick up a ball from the one in the box. Unfold and read out the name. Congratulate this participant "well done, you are so clever!". Pick up a ball that fell next to the box, pick up, read name out loud and say "oh no, x, what happened. You seem to be a weak learner." <p>Reflection and discussion:</p> <ul style="list-style-type: none"> • How did they feel? to call people clever/weak is not fair, because they were seated at different angles/further away from the box. • Make clear to participants that this was just a game to make them reflect about unfair situations. • This also happens in class: some children experience more barriers to learning than others, but we need to help all of them to learn. • A barrier can also be when a child is being bored: if you sit next to the box, the task is easy and not exiting > boring > no learning (refer to the zone of proximal development... the activity should be challenging. Not too easy, not too difficult) <p>Conclusion: we need to find ways to accommodate and challenge all learners. Inclusion and differentiation is</p>	<ul style="list-style-type: none"> - Work done in session 1 on template in Chapter 2.2.3 - Flash card with name of 3 corners: <ul style="list-style-type: none"> ○ Corner 1: extension and differentiation ○ Corner 2: access for all ○ Corner 3: meaningful

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>not only about children with special needs. It is about challenging all learners at the right level.</p> <p>Corner work (45')</p> <ul style="list-style-type: none"> • Create 3 corners: <ol style="list-style-type: none"> 1. Corner 1: extension and differentiation 2. Corner 2: access for all 3. Corner 3: meaningful • Round 1 (15'): Divide participants over 3 corners. In the corner <ol style="list-style-type: none"> 1. they read Chapter 2.4 (the part of their corner) 2. they try to understand the examples 3. they come up with a new example from their own class practice • Round 2 (15'): move from corner 1>2>3>1, the same activity • Round 3 (15'): move from corner 1>2>3>1, the same activity <p>Design and try out</p> <p><u>Part 1:</u> design (30') Ask participants to</p> <ul style="list-style-type: none"> • Take their activity they designed in Session 1 Chapter 2.2.3. Let's look if you can make your activity more inclusive and differentiated. Think of the children in your class. • Use the template in Chapter 2.4. Fill it in. <p><u>Part 2:</u> try out and give input (45')</p> <ul style="list-style-type: none"> • Each group demonstrates what they have prepared, how they have enriched their activity, role play children/teacher 	

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> Visitors observe and discuss: <ol style="list-style-type: none"> Is it differentiated? Is there access for all? Is it meaningful? <p>Facilitator encourages depth of discussion on these 3 points (if the group is big, e.g. there are 10 small groups, then split into 2: 5 of the small groups visit each other with 1 facilitator, the other 5 visit each other with the other facilitator)</p> <p><u>Part 3: Conclusion and improvement</u> Facilitator wraps up what was seen. What was learnt and what can be improved? (15') How to better differentiate (both up and down?) Participants discuss in their small groups how they could improve.</p>	
16:00 - 17:00	Reflection and conclusions	Overview of the day Reflection	To revise and reinforce what was learnt and commit to action	<p>(15') Facilitator asks participants what they have learnt, runs through the main flip charts of the day:</p> <ul style="list-style-type: none"> The teacher as observer, facilitator, planner, documenter Extension and differentiation of activities, creating access for all children, prepare meaningful activities (40') <p>Drawing the dream: in groups of 4-5 Participants revisit their drawings of Session 1 and see what they can add to their dream based on what they have learnt today (this will be discussed on day 2) (5') closure: indicate when day 2 will start</p>	<p>– Posters for</p> <ul style="list-style-type: none"> The teacher as observer, facilitator, planner, documenter; Extension and differentiation of activities, creating access for all children, prepare

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
					meaningful activities – Pencils/markers/crayons/colour felt

Day 2

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:00	Registration	Monitoring all participants, details for payment,	To make sure all admin requirements are covered	Ask to fill in attendance register.	<ul style="list-style-type: none"> - Attendance registers - Pens
8:20	Welcome and plan of the day	Summary of and reflection on Day 1 Agenda of day 2	To reinforce contents of Day 1 To understand agenda of day 2 To experience daily routines as in ECE	<p>We follow the morning routine of a preschool class.</p> <ul style="list-style-type: none"> • Ask all participants to add their symbol cards to the class poster • Indicate weather on the chart • Walk through the visuals of day 2 • Ask all groups to present their drawing: what have they learnt yesterday? What have they added to their drawing? • (optional: refer to class rules > make sure you have visual representation of class rules) 	<ul style="list-style-type: none"> - Symbol cards - Class poster - Visual representation of main activities, - clothes peg or arrow - sticky stuff - weather symbols - (class rules)
9:00	Gender responsive learning through play	<p>Gender key concepts; how gender stereotypes limit holistic development of young children; awareness of gender stereotypes (Chapter 2.5)</p> <p>Gender responsive play refers to play that address the different needs and aspirations of children of</p>	<p>To understand how gender stereotypes limit the development opportunities of young children.</p> <p>To believe that boys and girls deserve equal opportunities.</p>	<p>(10')</p> <p>Close your eyes and think back</p> <p>Still in the circle, ask participants to</p> <ol style="list-style-type: none"> 1. Think back of your childhood. Were there certain things you had to do or which you were not allowed to do, because you were a girl or a boy? 2. Were there certain expectations because you were a girl or a boy? 3. Did you play with certain toys because you were a boy or a girl? 4. What was your nickname / your petname? <p>Collect some answers/examples. Explain how gender issues start at very early age. So, it is important to work on it in preschool.</p>	<ul style="list-style-type: none"> - Flip chart' - Glue - The gender terms and definitions: <ul style="list-style-type: none"> ○ 1 set, cut in pieces, in 2 groups: terms and definitions ○ 1 set complete as in Chapter 2.5 : solution key

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<p>different sexes. It corrects or prevents gender bias and discrimination to ensure gender equality and equity.</p>		<p>(30')</p> <p>Matching game *</p> <ul style="list-style-type: none"> • make 2 groups: One group is called Kigali; another group is called Huye. • Each participant in Kigali group gets 1 card (pieces of the list) with a term while participants in Huye group each gets a card with a definition. (if you have pieces left, give some participants more than one piece; if you have too few pieces for all participants, allocate two people per piece) • Ask participants to find their match: which person has the definition for the term they have? Which person has the term for the definition they have? • Once they have found their match they can check if the match is correct on the solution sheet. • Once they have found, they compile the puzzle on a flip chart and discuss all terms and definitions. • What made the winning team the winning team? What did they do well? What went wrong with other teams (let participants reflect on how they did the game; trigger learnings such as “put the boxes more straight/work better together/use all boxes/...) <p>*can be done outside</p> <p>Vote with your feet (30'):</p> <p>Ask participants whether they agree (go stand left) or disagree (go stand right) with the following statements:</p> <ul style="list-style-type: none"> - Only boys can play with cars. - Only girls can play with dolls. 	

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> - In my class boys help with carrying stuff and girls clean. - Boys must get more space in the playground so they can play soccer. - Boys should not cry. - Girls do not need maths. - Girls cannot climb trees - For boys it is harder to sit still, as they are physically more active. - For girls it is easier to obey, as it is in their nature, and also this prepares them to be a good wife. <p>Conclusion: many of these statements are based on stereotypes. And the stereotypes limit the learning of the children. Something to reflect about: Have you considered that we limit the learning of children by the clothes they are expected to wear? Girls cannot easily climb trees as they wear skirts.</p> <p>Gender in ECE is about giving all children the opportunity to develop to their full potential. Boys must be able to develop their emotional skills. Girls must be able to develop their physical and cognitive skills. And the other way around.</p>	
10:10	Tea				
10:40	Gender responsive learning through play (continued)	Gender in learning areas, materials, activities, interactions (Chapter 2.5)	To know how you can create a gender responsive classroom	<p>Jig saw <u>Part 1 (45')</u></p> <ul style="list-style-type: none"> • Divide in 4 groups <ul style="list-style-type: none"> - Group 1: gender responsive learning environment - Group 2: gender responsive materials - Group 3: gender responsive activities - Group 4: Gender responsive interactions • In each group (30'): 	<ul style="list-style-type: none"> - Stickers with 1 (for all people in group 1), stickers with 2 (for group 2), etc. - Markers - Flip chart

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> - Each member gets a sticker with the name of the group (1, 2, 3, 4) - read the section in the Teacher guide, answer the reflective questions, if time and devices allow: watch the videos - Discuss and understand: do you already do this? How could you do this? <p><u>Part 2 (45')</u></p> <ul style="list-style-type: none"> • Form new groups of 4 people (1 from group 1, 1 from group 2, 1 from group 3, 1 from group 4): explain your part to other group members. Help them understand. (30') • In your group: Decide on 1 thing you would want to try out, how will you do this? (15') <p><u>Part3: (20')</u></p> <p>Plenary:</p> <ul style="list-style-type: none"> • each group is Sharing their resolution (what would you want to change) • write down the resolution (focus, concrete, actionable) 	
12:30	Lunch				
13:30	Locally available materials	<p>Make and use locally available materials</p> <p>Chapter 3</p> <p>Children learn through exploration, manipulation and touching, through doing. So, we need materials.</p>	<p>To make locally available play materials in your classroom.</p> <p>To use locally available play materials in your classroom.</p> <p>To find local solutions to lack of resources.</p>	<p>Design and try out</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Children learn through exploration, manipulation and touching, through doing. So, we need materials. And we can make a lot of these ourselves. Parents can also help. We will discuss this in the session on Parental involvement. This afternoon we will look at how we can make materials, and we will be inspired by some good ideas and try make them ourselves. In the coming sessions we will even learn more about 	<ul style="list-style-type: none"> - Flash cards with the names of the corners: <ul style="list-style-type: none"> ○ Daily routines ○ Corners/play areas ○ Math games - Lots of Stationery: glue, crayons, felt tip

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		Important is to make materials strong and durable and attractive.		<p>materials for maths. Important is to make materials attractive, strong and durable.</p> <ul style="list-style-type: none"> • Groups as in Part 2 Jigsaw activity (max 4 people) • Create 3 corners in class: <ul style="list-style-type: none"> ○ Daily routines (Chapter 3.1) ○ Corners/play areas (Chapter 3.2.) ○ Math games (Chapter 3.3) • Ask all groups to decide in which corner they want to work (make sure the groups are equally divided over the 3 main topics/corners) <p><u>Part 1:</u> design (60'): Ask participants to</p> <ul style="list-style-type: none"> • Read the part in their manual. • Select 1 item they want to make and use in their class • Make the materials: nice, durable, attractive, accessible (so children can engage with them/play with them by themselves, link to child agency). <p><u>Part 2:</u> try out and give input (60')</p> <ul style="list-style-type: none"> • Each group demonstrates what they have prepared, role play children/teacher how to use it (briefly) • Visitors observe and discuss: <ol style="list-style-type: none"> 1. Characteristics of play 2. Stimulate child agency 3. Combine learning goals 4. Are the materials strong enough? Durable and attractive materials • Facilitator encourages depth of discussion on these 4 points 	<p>pens, scissors, tape, paint, ...</p> <p>– Recyclables: paper, cardboard, bottles, jars, tins, milk boxes,</p>

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>(if the group is big, e.g. there are 8 small groups, then split into 2: 4 of the small groups visit each other with 1 facilitator, the other 4 visit each other with the other facilitator)</p> <p><u>Part 3:</u> Conclusion and improvement Facilitator wraps up what was seen. What was learnt and what can be improved? (30')</p> <ol style="list-style-type: none"> 1. How to better include all Characteristics of play? 2. How to Stimulate child agency? 3. How to combine learning goals into 1 activity? 4. How to make more durable/attractive? <p>Stress the importance of children being able to touch and manipulate materials (not look at it, but do it!) Participants discuss in their small groups how they could improve.</p>	
16:00 - 16:30	Conclusion and commitment	Overview of the 2 days Reflection	To revise and reinforce what was learnt To commit to try out	<p>Circle talk (10') Facilitator asks all participants to share in 1 sentence what they have learnt (this must be very concrete and short!). The ball is thrown and the person receiving it can speak. (5') Facilitator refers to the posters on the wall</p> <ul style="list-style-type: none"> ○ The teacher as observer, facilitator, planner, documenter; ○ Extension and differentiation of activities, creating access for all children, prepare meaningful activities ○ Gender responsiveness in materials, activities, interactions, learning environment ○ Locally available materials 	<p>– Posters for</p> <ul style="list-style-type: none"> ○ The teacher as observer, facilitator, planner, documenter; ○ Extension and differentiation of activities, creating access for all children, prepare meaningful activities

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>(10') Signing a contract: facilitator asks participants to close their eyes and think about 1 material or set of materials they will try out after the training. Ask participants to stand up one by one, go to the poster, say "I, [name], promise to try out [...]" e.g. "I, Maura, promise to make materials for and try out a week calendar for the morning routine" and write down their name and promise on the poster, e.g. "Maura, calendar morning routine".</p> <p>(5') closure: indicate when session 3 will take place, ask participants to bring evidence of what they have tried out in their class (video/photo)</p>	<ul style="list-style-type: none"> ○ Gender responsiveness in materials, activities, interactions, learning environment ○ Locally available materials <ul style="list-style-type: none"> - Empty flip chart with in the middle "I promise to try out..." - markers

Note:

- keep all posters of key content, the posters with the drawings and the poster of the promises safe for the next training session.

Homework: In their school/class participants must try out, implement and collect evidence of:

- Role of the teacher: "Time to practice Chapter 2.3"
- Learning and play for all learners: collect 1 example of how they have differentiated an activity to accommodate all learners
- Gender responsive education: implement the resolution made in the session
- Creating and using play materials from locally available materials: "I promise to try out..."

Training Session 3: Playful numeracy

Objectives:

In this session trainees will learn:

- how mathematical or numeracy skills develop in young children
- to stimulate this development with age and level appropriate play activities
- what materials can be used for learning through play in emergent numeracy
- to improve their practices via try out and reflection on their try out (=iteration)

Preparation:

Remind participants regularly about their homework. Encourage sharing of videos or pictures via whatsapp if possible.

Ask participants to bring recyclables to session 3: paper, newspapers, boxes, plastic bottles, fanta bottle caps, pebbles, sand, tins, jars,

Agenda session 3

Day 1

Time	Duration	Content
8:00-8:20	20'	Registration
8:20-8:50	30'	Welcome, and plan of the day (Summary of and reflection on Session 2)
8:50-10:00	1h10'	How did we do? (Sharing and demonstrating what participants tried out after Session 2 (homework))
10:00-10:30	30'	Tea break
10:30-12:30	2h	Number sense: a person's ability to understand, relate, and connect numbers
12:30-13:30	1h	Lunch
13:30-14:30	1h	Number sense: development steps and concepts
14:30-16:30	2h	Number sense: the shop corner
16:30-17:00	30'	Reflection and conclusions

Day 2

Time	Duration	Content
8:00-8:20	20'	Registration
8:20-8:50	30'	Welcome, Summary of and reflection on Day 1 and Agenda of day 2
8:50-10:00	1h10'	Key concepts of measurement: classification, seriation, conservation, comparing, using natural units
10:00-10:30	30'	Break tea
10:30-12:25	1h55'	Measurement: playful activities

12:25-12:30	5'	Geometry: Direction and orientation
12:30-13:30	1h	Lunch
13:30-16:00	2h30'	Geometry: Shapes and patterns
16:00-16:30	30'	Conclusion and commitment

Day 1

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:00	Registration	Monitoring all participants, details for payment, check covid tests Give symbol card		Ask to fill in attendance register Give each participant a symbol card upon arrival (a different symbol for each) and ask to write their name on it.	<ul style="list-style-type: none"> - Attendance registers - Pens - Symbol card - Symbol card for each participant
8:20	Welcome and plan of the day	Summary of and reflection on Session 1 Agenda of day 1-2 Day 1 <ul style="list-style-type: none"> • Opening/introduction • How did we do? • Tea • Number sense • Lunch • Number sense • Shop corner Day 2 <ul style="list-style-type: none"> • introduction • measurement • Tea • measurement • Lunch • geometry • promise 	To reinforce contents of Session 1 To understand objectives agenda of Workshop To experience daily routines as in Early Childhood Education (ECE)	We follow the <i>morning routine of a</i> preschool class. <ul style="list-style-type: none"> • Ask all participants to add their symbol cards to the class poster • Indicate weather on the chart • Walk through the visuals of session 3: what will we do • Walk through the key posters from Session 1-2: <ul style="list-style-type: none"> ○ 5 development domains: link with holistic development ○ 5 characteristics of play ○ Spectrum of play: who initiates and who directs it ○ 3 key principles ○ The teacher as observer, facilitator, planner, documenter; ○ Extension and differentiation of activities, creating access for all children, prepare meaningful activities ○ Gender responsiveness in materials, activities, interactions, learning environment ○ Locally available materials ○ • Objectives of the workshop: 	<ul style="list-style-type: none"> - Symbol cards - Class poster - Visual representation of main activities, clothes peg or arrow - sticky stuff - weather symbols (class rules) - Posters of session 1: <ul style="list-style-type: none"> ○ 5 development domains: link with holistic development ○ 5 characteristics of play ○ Spectrum of play: who initiates and who directs it ○ 3 key principles ○ The teacher as observer, facilitator,

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
					<ul style="list-style-type: none"> planner, documenter; ○ Extension and differentiation of activities, creating access for all children, prepare meaningful activities ○ Gender responsiveness in materials, activities, interactions, learning environment ○ Locally available materials
8:50	How did we do?	Sharing and demonstrating what participants tried out after Session 2 (homework)	To reflect on new practices To apply the key principles and characteristics of play To identify ways to improve	Ripple effect: Sharing how did it go* (10') Intro <ul style="list-style-type: none"> • Remind about homework: <ul style="list-style-type: none"> • Role of the teacher: "Time to practice Chapter 2.3" • Learning and play for all learners: collect 1 example of how they have differentiated an activity to accommodate all learners • Gender responsive education: implement the resolution made in the session 	<ul style="list-style-type: none"> - Posters of session 1: promises made - Tape or sticky stuff - Posters of session 1: <ul style="list-style-type: none"> ○ The teacher as observer, facilitator, planner, documenter;

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> • Creating and using play materials from locally available materials: “I promise to try out...” (5’) • Paste the posters of session 2 in 4 different corners (gender, differentiation, role of teacher, locally developed materials) • Ask participants to indicate which of the 4 they have a good experience/example/something to share (so what have they tried out). They go and stand with the relevant poster. • They form small groups (max 5) (maybe 2 groups per topic) <p>(20’) round 1</p> <ul style="list-style-type: none"> • Each group tells each other (2’ each): <ol style="list-style-type: none"> 1. what they tried out (show video/pictures if available), 2. what worked well 3. what they would improve • After sharing, they decide which story is the best example of key principles and 5 characteristics of play. (so each group keeps 1 story) <p>(30’) round 2</p> <p>Plenary:</p> <ul style="list-style-type: none"> • Each group shares the story they selected in round 1 • Reflection on the stories: Why is this a good example of the key principles and characteristics of play? How could it even be made better? Be critical and constructive. • Reflection on the activity: Ask participants if and what they learned in this exercise. <p>*can be done outside</p>	<ul style="list-style-type: none"> ○ Extension and differentiation of activities, creating access for all children, prepare meaningful activities ○ Gender responsiveness in materials, activities, interactions, learning environment ○ Locally available materials

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
10:00					
10:30	Number sense	<p>Number sense Chapter 4.1 Number sense is a person's ability to understand, relate, and connect numbers. You cannot teach number sense, but you can expose children to a variety of activities and materials that help them to develop number sense. Children can only develop number sense when they can do, act, play. If we know how number sense develops, we can also create activities and materials that help children take the necessary steps. Chapter 4.1.2.)</p>	<p>To know what is number sense To know how number sense develops To know how to organise playful number sense activities</p>	<p>Discussion (30'): the definition In the same groups as above (max 5) participants discuss:</p> <ol style="list-style-type: none"> 1. Is counting the same as understanding numbers? 2. What is number sense? <p>Number posters (30'): Playing with number sense</p> <ul style="list-style-type: none"> • Same groups • Give each group a number (1, 2, 3, 4 or 5), if more groups, give some groups the same number • Participants make number posters: representations of this number • Use an example from Chapter 4.1 <p>Gallery walk: (20') Participants walk around and learn about different representations of numbers up to 5 The facilitator:</p> <ul style="list-style-type: none"> • Adds additional ideas (e.g. 4: a picture of a car, which has 4 wheels) • Makes sure dot representation is on each poster. Explain how children develop from concrete, to symbol/dots and to numeral (Chapter 4.1.2.) • Repeats what is number sense: see content • Explains that number poster is an activity that can be done with children "number of the week" <p>Puzzle (40')</p>	<ul style="list-style-type: none"> - Flip chart - markers - stationery - number sense development sheet cut in pieces (Annex 3), make as many sets as groups, e.g. 2 sets or 3 sets. Put in envelope. - Glue - A solution sheet (Annex 3 printed)

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> • Make 2 or 3 big groups (min 10 members). Give each an envelop with the set of the development line (Annex 3) cut in pieces • Ask participants to make the puzzle: term, description, example activity • Correct, and discuss/explain 	
12:30	Lunch				
13:30	Number sense	<p>Number sense: Other concepts: development steps, subitising, number bonds, and numbers are not only quantity but also have different meanings: proportion, order, code Chapter 4.1.3</p>	<p>To know what is number sense To know how number sense develops To know how to organise playful number sense activities</p>	<p>Practice and work out</p> <ul style="list-style-type: none"> • 5 groups <ul style="list-style-type: none"> ○ Group 1: Subitising ○ Group 2: Number bonds ○ Group 3: Numbers as proportion ○ Group 4: Numbers as order ○ Group 5: Numbers as a code • Each group reads the part and works out the materials or activity (as in example) (Chapter 4.1.3) (40') • Facilitator explains each concept and asks one group to show examples/activities/materials). Emphasise the fact that participants should bring these activities and games into the classroom (corners or numeracy lesson activities). 	<ul style="list-style-type: none"> - Stationery - Recyclables
14:30	Number sense	<p>Number sense: the shop corner The shop corner is an ideal place to train the number concept and do simple arithmetic operations. But</p>	<p>To know how to organise playful number sense activities</p>	<p>Shop corner</p> <ul style="list-style-type: none"> • Make 3 or 6 groups (max 5 people per group): 3 year old, 4 year old, 5 year old • (60') Each group will develop a shop corner, design it, make the money, etc. But they will do it based on the instructions in Chapter 4.1.4 	<ul style="list-style-type: none"> - Stationery - Recyclables -

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		then the set up must be in line with what we want to develop. Chapter 4.1.4.		<ul style="list-style-type: none"> Facilitator checks if groups understand and develop the price tags and money according to the development stages. They also need to check how to play in the corner (phase 1-5) (30') visit the shops: 3y visit 4y and 5y, 4y visit 3 yr and 5yr, 5yr visit 3yr and 4yr. The owners of the shop role play (teacher/child) for the visitors. Participants check: <ol style="list-style-type: none"> Differences in price tags Differences in money Differences in how the children and teacher play in the corner (30') Plenary wrap up: <ul style="list-style-type: none"> Facilitator repeats key concepts Emphasise the fact that participants should bring these activities and games into the classroom (corners or numeracy lesson activities). 	
16:30 - 17:00	Reflection and conclusions	Overview of the day Reflection	To revise and reinforce what was learnt and commit to action	Speaking ball Stand in a circle, throwing the ball, the person holding the ball can speak. Round 1: (15') Facilitator asks participants what they have learnt: be short, quick, specific and concrete! Round 2: (15') Facilitator asks participants which activity and materials they will do next week in class (and take a picture). Be short, quick, specific and concrete!	- Tennis ball

Day 2

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:00	Registration	Monitoring all participants, details for payment,	To make sure all admin requirements are covered	Ask to fill in attendance register.	<ul style="list-style-type: none"> - Attendance registers - Pens
8:20	Welcome and plan of the day	Summary of and reflection on Day 1 Agenda of day 2	To reinforce contents of Day 1 To understand agenda of day 2 To experience daily routines as in ECE	We follow the <i>morning routine of a</i> preschool class. <ul style="list-style-type: none"> • Ask all participants to add their symbol cards to the class poster (link to some numeracy concepts: how many girls/boys?, how many people are absent?....) • Indicate weather on the chart (link to some numeracy conversation: how many suns? What shape is the sun? Can we count the clouds?) • Walk through the visuals of day 2 • Ask a few participants what new concepts they learnt yesterday (subitising, number sense, number bonds, ...) • (optional: refer to class rules > make sure you have visual representation of class rules) 	<ul style="list-style-type: none"> - Symbol cards - Class poster - Visual representation of main activities, - clothes peg or arrow - sticky stuff - weather symbols - (class rules)
8:50	Measurement	Key concepts of measurement : classification, seriation, conservation, comparing, using natural units Chapter4.2.1.	To understand how mathematical or numeracy skills develop in young children. To know how to organise age appropriate measuring activities and provide age	(60') Carrousel Prepare the carrousel corners: 6 corners, each has a poster that gives the name, e.g. "Corner 1" and the number of spaces in that corner represented by dots (so if you have 24 trainees, each corner should have 4 dots). Put the materials in each corner. Participants can freely choose the corner they want to "play" in. as long as there are not more people than indicated on the dots on the poster. They paste their attendance card on the poster.	<ul style="list-style-type: none"> - written instruction for each corner and - an A4poster per corner with the name of the corner (Corner 1, corner 2, ...) and dots to represent the maximum number of players

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
			appropriate materials.	<p>In each corner a different measurement concept will be practiced through games/instructions/materials:</p> <ol style="list-style-type: none"> 1. Corner 1: classification: instruction: “classify this set of play cards” 2. Corner 2: seriation: “go and stand from tall to short” 3. Corner 3: conservation: “put in each glass the same amount of water” (more facilitation guidance below) 4. Corner 4: “how many sheets of paper do you need to cover biggest table in the room?” (this is an exercise on area/surface. If there is no table, use a mat or a door or anything else) 5. Corner 5: “compare the weight of the (hand)bags of your group members: arrange them from light to heavy” 6. Corner 6: “how many big steps is the room?” <p>Every 5’: make a sound and ask groups to rotate clock wise. Do this 5 times (so everyone visits all corners) (10’) Plenary conclusion: what did children learn in these activities? Explain concepts: seriation, conservation, classification. Take participants through Chapter 4.2.1., show examples</p> <p>Clarification on the facilitation of the conservation corner:</p> <ol style="list-style-type: none"> 1. <u>Corner activity conservation (water bottles) for adults:</u> <ul style="list-style-type: none"> • Instruction: as in manual: “fill all the glasses/recipients with the same amount of water” • Let teachers engage and work 	<ul style="list-style-type: none"> – corner 1: play cards: – Corner 3: 1 bottle with water and 3 glasses or cups of different sizes – Corner 4: Recycled A4 paper; some big surface to measure such as table, mat, door, ... – Whistle/sound

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> • After visiting other corners, the facilitator comes back and asks some questions: <ol style="list-style-type: none"> i. Is there indeed as much water in every glass? ii. How do you know? (you can also check, “measure with them”) iii. Why do we do this activity? How to facilitate this with children? (link this to the “conservation principle”: explain how this develops in children. Explain that you cannot teach children this. They must discover by playing a lot with different size bottles, glasses/cups, boxes and fill them with water and sand. As they grow older you can do similar activity as in this corner. Share the content of “Corner activity conservation (water bottle) for children” as below. • Do not demonstrate or teach! 2. <u>Corner activity conservation (water bottles) for children:</u> <ul style="list-style-type: none"> • Instruction: no instruction, just expose children to the materials and let them play: fill, empty, with a variety of sizes of cups (cups are easier than bottles!). Can be done with sand or water. Children need to do this very often to develop the concepts. So a water or sand corner should be available in all classes, inside or outside. • Let children play, observe what is happening • For older learners: give instructions as : “can you put the same amount in every cup” • or create problems such as: fill all cups (different sizes) half and ask them “ is there the same volume of water everywhere? How do you know?” 	

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>Introduce the measuring unit. To know for sure we need to measure the amount of water in each cup with a standard unit, e.g. a measuring jug or a bottle or cup which is used as standard. Let the children indicate the volume by writing a line in different colours on the “measuring standard”. Let them discover that the amount of water depends on the size of the cup.</p> <ul style="list-style-type: none"> • Create problems as: put the same amount of water from the standard unit in different size cups and ask them where there is most water? Let them measure again (even when you started from the same amount) and come to conclusions. • Do not demonstrate or teach! Do not give a summary. If children cannot formulate their own conclusions, they might not have grasped the concept. They need to discover this for themselves. They cannot learn this concept because the teacher tells them the concept! 	
10:00	Tea break				
10:30	Measurement	In pre-school, children don't need to be able to use the metric system. They need to use natural units and start using the language that we need to measure. Measuring complements the	To know how to organise age appropriate measuring activities and provide age appropriate materials.	<p>Design and try out</p> <p>In pairs, participants chose 1 out of 3 topics:</p> <ul style="list-style-type: none"> • Topic 1: measurement activities young children • Topic 2: measurement activities older children • Topic 3: Measuring time activities <p>Note: with “young” and “old” we don't refer to age but rather development stage. Children develop at different paces (e.g. some children learn to walk when they are 10months, others when they are 18 months) and the teacher needs to accommodate all. Grouping per level can help.</p>	<p>– Flash cards with the names of the corners:</p> <ul style="list-style-type: none"> ○ Topic 1: measurement activities young children ○ Topic 2: measurement activities older children

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<p>development of number sense. It is important to let young children do lots of different measurement activities.</p> <p>Chapter 4.2.2.</p>		<p><u>Part 1:</u> design (50'): Ask participants to</p> <ul style="list-style-type: none"> • Read the part in their manual. Chapter 4.2.2. • Select 1 item they want to make and use in their class; (encourage a variety of things, not everyone to choose the same). Which curriculum goal is this activity stimulating? • Make the materials: nice, durable, attractive. So no drafts, but real class materials. <p><u>Part 2:</u> try out and give input (40')</p> <ul style="list-style-type: none"> • Volunteer pairs demonstrates what they have prepared, role play children/teacher how to use it (briefly). For each topic at least 1 group. • Observers observe and discuss: <ol style="list-style-type: none"> 1. Characteristics of play 2. Stimulate child agency 3. Combine learning goals 4. Durable and attractive materials • Facilitator encourages depth of discussion on these 4 points <p><u>Part 3:</u> Conclusion and improvement</p> <p>Facilitator wraps up what was seen. What was learnt and what can be improved? (30')</p> <ol style="list-style-type: none"> 1. How to better include all Characteristics of play? 2. How to Stimulate child agency? 3. How to combine learning goals into 1 activity? 4. How to make more durable/attractive? <p>Stress the importance of children being able to touch and manipulate materials (not look at it, but do it!) and work independently. So there must be enough materials.</p>	<ul style="list-style-type: none"> ○ Topic 3: Measuring time activities <p>– Lots of Stationery: glue, crayons, felt tip pens, scissors, tape, paint, ...</p> <p>– Recyclables: paper, cardboard, bottles, jars, tins, milk boxes,</p>

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				Participants discuss in their small groups how they could improve/note down.	
12:25	Geometry	Direction and orientation Children's spatial abilities start from their own position in space. They start recognising certain landmarks and routes.	To experience orientation and direction	Lunch walk Collect all participants and ask them to walk in one group to the venue. Who can describe where you are going? "First we need to walk outside the room, then we turn left (for young children: use "this side"), ..."	-
12:30	lunch				
13:30	Geometry	Shapes and patterns Children can better develop the concept of shape when they can interact a lot with the shapes during free play and regularly search for the shapes in their environment. Direction and orientation Chapter 4.3.1, 4.3.2., 3.3.3	To experience that shapes and patterns are everywhere. To understand how geometry develops. To know how to stimulate the development of geometry via playful activities.	Treasure hunt (15') In pairs Participants walk around the room and school premises: who can find the quickest examples of shapes in the room/school? When they have found one, they run to the flipchart and make a drawing of what they have seen. Plenary wrap up (15'): <ul style="list-style-type: none"> ○ Shape ○ Pattern ○ Direction/orientation Chapter 4.3.1, 4.3.2., 4.3.3 Design and try out In pairs, participants chose 1 out of 3 topics: <ul style="list-style-type: none"> ● Topic 1: shape ● Topic 2: patterns ● Topic 3: direction/orientation 	<ul style="list-style-type: none"> - Flip chart - Flash cards with the names of the corners: <ul style="list-style-type: none"> ○ Topic 1: shape ○ Topic 2: patterns ○ Topic 3: direction/orientation - Lots of Stationery: glue, crayons, felt tip pens, scissors, tape, paint, ... - Recyclables: paper, cardboard, bottles, jars, tins, milk boxes,

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p><u>Part 1:</u> design (40'): Ask participants to</p> <ul style="list-style-type: none"> • Read the part in their manual. Chapter 4.3.1, 4.3.2., 4.3.3. • Select 1 item they want to make, do and use in their class (encourage a variety of things, not everyone to choose the same) • Make the materials or lesson plan/activity description: nice, durable, attractive. So no drafts, but real class materials/activity description. Find ways how this activity can be integrated in other learning areas? • Which curriculum goal is this activity stimulating? <p><u>Part 2:</u> try out and give input (60')</p> <ul style="list-style-type: none"> • Volunteer pairs demonstrate what they have prepared, role play children/teacher how to use it (briefly). For each topic at least 1 group. • Observers observe and discuss: <ol style="list-style-type: none"> 1. Characteristics of play 2. Stimulate child agency 3. Combine learning goals: how can this activity be integrated in other learning areas? 4. Durable and attractive materials • Facilitator encourages depth of discussion on these points <p><u>Part 3:</u> Conclusion and improvement Facilitator wraps up what was seen. What was learnt and what can be improved? (30')</p> <ol style="list-style-type: none"> 5. How to better include all Characteristics of play? 	

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>6. How to Stimulate child agency? 7. How to combine learning goals into 1 activity? 8. How to make more durable/attractive?</p> <p>Stress the importance of children being able to touch and manipulate materials (not look at it, but do it!) and work independently. So there must be enough materials.</p> <p>Participants discuss in their small groups how they could improve/note down.</p>	
16:00 - 16:30	Conclusion and commitment	Overview of the 2 days Reflection	To revise and reinforce what was learnt To commit to try out	<p>Circle talk: "in my shopping bag" (15') Facilitator passes an empty bag through the circle: every person holding the bag says "I am taking in my bag(what) activity and I will do it....(when) and next time I will bring evidence". Pass the bag. So, everyone can "add" what they will do.</p> <p>(5') Facilitator refers to key elements for playful numeracy</p> <ol style="list-style-type: none"> 1. Age and level appropriate (you need to know how it develops) 2. include all Characteristics of play 3. Stimulate child agency 4. Make sure you know which curriculum goal you are working on and combine learning goals into 1 activity 5. Make enough, durable and attractive materials <p>(10') Signing a contract: facilitator asks participants to Write their promise (as indicate with the bag activity) on a poster "Maura, sorting colour and shapes exercise in the numeracy corner".</p>	<ul style="list-style-type: none"> - Empty bag - Empty flip chart with in the middle "I promise to try out..." - markers

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				(5') closure: indicate when session 4 will take place, ask participants to bring evidence of what they have tried out in their class (video/photo)	

Note:

- keep all posters of key content, and the poster of the promises safe for the next training session.

Homework: In their school/class participants must try out, implement and collect evidence of:

- the numeracy activity (and materials) they have designed and implemented
- a reflection on doing this activity
- encourage participants to bring the activity/materials to Session 4

Training Session 4: Assessment, learning and parents

Objectives:

In this session trainees will learn:

- to assess learner's progress in numeracy
- to improve their practices via try out and reflection on their try out (=iteration)
- to use child observation and reflection tools for improvement and continuous learning
- to collaborate and learn with and from peers
- why it is important to engage with parents on learning through play
- to show the benefits of learning through play to parents
- to encourage parents to do learning through play at home
- to improve their practices via try out and reflection on their try out (=iteration)

Preparation:

Remind participants regularly about their homework. Encourage sharing of videos or pictures via whatsapp if possible.

Ask participants to record a 1 minute video of a learner in their class during an activity.

Agenda session 4

Day 1

Time	Period	Content
8:00-8:20	20'	Registration
8:20-8:50	30'	Welcome, and plan of the day (Summary of and reflection on Session 3)
8:50-10:30	1h40'	How did we do? Sharing and demonstrating what participants tried out after Session 3
10:30-11:00	30'	Tea Break
11:00-12:30	1h30'	Daily observations: The information gathered helps teachers to adjust learning environment, activities, materials or interactions.
12:30-13:30	1h	Lunch
13:30-15:30	2h	Progress reporting: The mid and end of term assessment
15:30-16:40	1h10'	Continuous learning: Improvement is a continuous process
16:40-17:00	20'	Reflection and conclusions

Day 2

Time	Period	Content
8:00-8:20	20'	Registration and details for payment
8:20-8:50	30'	Welcome, Summary of and reflection on Day 1 and Agenda of day 2
8:50-10:00	1h10'	Engaging with parents on learning through play

10:00-10:30	30'	Tea break
10:30-11:30	1h	Engaging the parents in the class
11:30-12:30	1h	Encouraging learning through play at home
12:30-13:30	1h	Lunch
13:30-14:10	40'	Encouraging learning through play at home
14:10-16:00	1h50'	Bringing it all together
16:00-16:30	30'	Conclusion and commitment, post-test

Day 1

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:00	Registration	Monitoring all participants, details for payment, check covid tests Give symbol card		Ask to fill in attendance register Give each participant a symbol card upon arrival (a different symbol for each) and ask to write their name on it.	<ul style="list-style-type: none"> - Attendance registers - Pens - Symbol card - Symbol card for each participant
8:20	Welcome and plan of the day	Summary of and reflection on Session 1 Agenda of day 1-2 Day 1 <ul style="list-style-type: none"> • Opening/introduction • How did we do? • Tea • Assessment of numeracy • Lunch • Documenting assessment • Day 2 <ul style="list-style-type: none"> • introduction • continuous learning • Tea • Parent engagement • Lunch 	To reinforce contents of Session 1 To understand objectives agenda of Workshop To experience daily routines as in Early Childhood Education (ECE)	We follow the <i>morning routine of a</i> preschool class. <ul style="list-style-type: none"> • Ask all participants to add their symbol cards to the class poster • Indicate weather on the chart • Walk through the visuals of session 4: what will we do • Walk through the key posters from Session 1: <ul style="list-style-type: none"> ○ 5 development domains: link with holistic development ○ 5 characteristics of play ○ Spectrum of play: who initiates and who directs it ○ 3 key principles ○ The teacher as observer, facilitator, planner, documenter; ○ Extension and differentiation of activities, creating access for all children, prepare meaningful activities ○ Gender responsiveness in materials, activities, interactions, learning environment ○ Locally available materials ○ Numeracy: number sense, geometry, measurement 	<ul style="list-style-type: none"> - Symbol cards - Class poster - Visual representation of main activities, - clothes peg or arrow - sticky stuff - weather symbols (class rules) - Posters of session 1: <ul style="list-style-type: none"> ○ 5 development domains: link with holistic development ○ 5 characteristics of play ○ Spectrum of play: who initiates and who directs it ○ 3 key principles ○ The teacher as observer, facilitator,

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<ul style="list-style-type: none"> • Parent engagement • Bringing it all together • promise 		<ul style="list-style-type: none"> • Objectives of the workshop: 	<ul style="list-style-type: none"> planner, documenter; ○ Extension and differentiation of activities, creating access for all children, prepare meaningful activities ○ Gender responsiveness in materials, activities, interactions, learning environment ○ Locally available materials ○ Numeracy: number sense, geometry, measurement
8:50	How did we do?	Sharing and demonstrating what participants tried out after	To reflect on new practices To apply the key principles and	Role play Ripple effect: Sharing how did it go/try out (10') Intro <ul style="list-style-type: none"> • Remind about homework: develop a playful numeracy activity, design materials, try it out 	<ul style="list-style-type: none"> - Posters of session 3: promises made - Tape or sticky stuff - Flash cards of session 3:

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		Session 3 (homework)	characteristics of play To apply developmentally sound numeracy activities To identify ways to improve	<ul style="list-style-type: none"> Paste the 3 main topics of session 3 in 3 different corners (number sense, measurement, geometry) Ask participants to indicate which of the 4 they have a good experience/example/something to share (so what have they tried out). They go and stand in the relevant corner. They form small groups (max 5) (maybe 2 groups per topic) <p>(30') round 1</p> <ul style="list-style-type: none"> Each group tells each other (2' each): <ol style="list-style-type: none"> what they tried out (show video/pictures if available), what worked well what they would improve After sharing, they decide which story is the best example of key principles and 5 characteristics of play. (so each group keeps 1 story); they prepare role play. They will use the materials that the teacher who did the activity in school designed and brought along. The teacher who owns the activity plays the role of the teacher <p>(60') round 2: role play</p> <p>Plenary:</p> <ul style="list-style-type: none"> Each group role plays the activity they selected in round 1, give each role play max 5'. Stop role play and start reflection. Reflection on the role play: <ol style="list-style-type: none"> Why is this activity a good example of the key principles and characteristics of play? How could it even be made better? Be critical and constructive. 	<ul style="list-style-type: none"> Number sense Geometry (shapes, patterns, orientation/direction) Measurement <p>- Markers - Flip chart</p>

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>2. Reflection on the role of the teacher: how to be more a facilitator than an instructor? How to give impulses and bring learning of children to the next level? How to make sure that children can engage independently?</p> <ul style="list-style-type: none"> • Certain improvement suggestions could be tried out (instead of saying “we could do it like this” you can ask participants to take the role of the teacher and act. • Take minimum 3 role plays (ideally 1 for each corner/numeracy topic); the rest will happen on Day 2 • Reflect on the activity: what did participants learn? Write down key learnings (“e.g. less instruction, make more materials, make sure all children can work with materials, ...) 	
10:30					
11:00	Daily observations	Teachers can observe children’s progress on a daily basis, and for more formal record keeping also at middle and end of each term. The information gathered helps teachers to adjust learning environment, activities, materials	To know how to observe well-being and involvement.	<p>Observing and assessing</p> <ul style="list-style-type: none"> • (5’) Introduction: stand in circle and introduce the topic of assessment and documentation (refer to the Role of the teacher in Learning through Play) • (10’) collect current practices from participants: <ol style="list-style-type: none"> 1. How do you assess your learners? 2. For what do you use the information you collect? • (5’) why do we observe? “Teachers can observe children’s progress on a daily basis, and for more formal record keeping also at middle and end of each term. The information gathered helps teachers to adjust learning environment, activities, materials or interactions. (Chapter 4.4.1) 	<ul style="list-style-type: none"> – Flip chart – markers – poster with: <p>Involvement</p> <ul style="list-style-type: none"> ○ Deep concentration ○ High interest and motivation ○ Intense mental activity ○ Deep satisfaction ○ Operating at the limits of one’s capacities

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<p>or interactions.</p> <p>Chapter 4.4.1</p> <p>By observing, the teacher learns more about their interests and needs. Through observation, teachers connect children's interests and needs with the curriculum contents and goals.</p> <p>Chapter 4.4.2</p>		<ul style="list-style-type: none"> • (20') Split the group into 2: group A and group B. Group A will look at Well-being, group B at Involvement • (20') Plenary: group a stand left, group B right, facilitator in the middle. Facilitator asks: <ol style="list-style-type: none"> 1. What is WB/I? 2. What are the signs of WB/I? 3. How can you score it? • (20') in small groups: participants watch a video of a child, they have brought from their classes: <ol style="list-style-type: none"> 1. Describe what you see 2. How do you rate WB and I? 3. What could improve the WB and I of the child? Think of adjustment of materials, activities, learning environment and interactions. • (10') wrap up with the example from Chapter 4.4.2 "Hyacinthe" 	<p>Well-being:</p> <ul style="list-style-type: none"> ○ Pleasure and enjoyment ○ Vitality ○ Relaxation and inner peace ○ Open, receptive and flexible ○ Spontaneous and comfortable ○ Self-confidence and self-esteem
12:30					
13:30	Progress reporting	<p>The mid and end of term assessment can be based on observations and a tool can be used. The assessment covers the six learning areas based on specific expectations according to the curriculum. Engaging children in assessment is very</p>	<p>To know how to assess learner's progress in numeracy.</p> <p>To use child observation and reflection tools for improvement and continuous learning.</p> <p>To experience the use of self-reflection in preprimary</p>	<p>Dancing in pairs (10')</p> <p>Form pairs, person A and person B. Spread out the pairs in the room. Play music. Person A makes a movement, B copies. The pairs dance. At a certain moment the facilitator indicates that person B should lead the dance.</p> <p>Reading and learning in pairs (40')</p> <ul style="list-style-type: none"> • (40') In pairs (the same as the dancing activity): participants answer and do: <ol style="list-style-type: none"> 1. Read chapter 4.4.2 part 2. 2. Do you already keep progress reports of the children in your class? How do these look like? How do you do this? 	<ul style="list-style-type: none"> - Flip chart for self-evaluation: follow template as in Annex to this facilitation plan - Markers green and red - Flip chart with plan do act check cycle Chapter 4.4.2. part 5 - Flash cards - Sticky stuff

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		important. It helps them to identify their own strengths and weaknesses.		<p>3. What would you like to change? Try out the example for Numeracy</p> <ul style="list-style-type: none"> Conclude and repeat most important content <p>Self-reflection on task: (30')</p> <ul style="list-style-type: none"> Make a poster: as in template below ask all participants to write their name in the table and assess their own learning for each of the 3: they write a in red <div data-bbox="1151 568 1559 689" data-label="Image"> <p>The image shows three square boxes, each containing a simple smiley face. The first face has a downward-curving mouth, representing sadness. The second face has a straight horizontal line for a mouth, representing a neutral expression. The third face has an upward-curving mouth, representing happiness.</p> </div> <ul style="list-style-type: none"> ask all participants to also assess their buddy (who they worked in pair with). They write in green in the same table as the previous step. So, for each topic/criteria and for each person there are two ratings: red (self) and green (peer) ask peers to explain why they gave a certain rating to colleagues: the feedback must be constructive! Explain to participants the value of peer and self-assessment for preprimary (as we have now done in this session with participants) chapter 4.4.2 part 3 <p>Speaking ball (30')</p> <p>All participants stand in a circle. Facilitator asks 2 questions:</p> <ol style="list-style-type: none"> We collect all information in the child file. What should be in there? 	

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>2. Why should we even do observations and assessments</p> <p>Collect answers and explain the content and graph in Chapter 4.4.2. part 4 and 5.</p>	
15:30	Continuous learning	<p>Improvement is a continuous process. Improvement starts from reflection. Together you know more than alone. Chapter 5.1 and 5.2</p>	<p>To understand how child observation and reflection tools can be used for improvement and continuous learning</p> <p>To understand how you can collaborate and learn with and from peers</p>	<p>Vote with your feet (30')</p> <ul style="list-style-type: none"> • Hang flash card yes on one side of the room, flash card no on the other side • Ask participants to walk left if they agree (yes)/right if they disagree (no) • Statements: (and follow up questions: ask participants to be concrete) <ol style="list-style-type: none"> 1. I have attended trainings on ECE 2. I have learnt something I can implement in my class at such training (ask people who say yes, what they have implemented, concrete and specific) 3. I have already tried out something from this training on ltp and numeracy (ask those who say yes what, ask those who say no, why not) 4. My school leader encourages me to learn 5. I am a member of a community of practice (if some say yes: ask how that works) 6. I have learnt from colleagues (ask what?) 7. My colleagues have learnt from me (ask what?) 8. I have learnt in this training from my colleagues (what?) 9. I can learn from observing my learners (what?) 10. I have adjusted my approach based on observing my learners (what?) <p>Plenary wrap up (40'):</p>	<ul style="list-style-type: none"> - Flash card "yes", flash card "no" - Sticky stuff - Flip chart with plan do act check cycle Chapter 4.4.2. part 5 - Flash cards - markers

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> Show graph: Focus on: observation and assessment and on learning and changing (so observing should always lead to a change of practice by the teacher) Ask participants: what could be sources of information: each good answer can be written on flash card and stick on the wall around poster "observation and assessment". Make sure the following are mentioned, show the tools in the Teacher Guide <ol style="list-style-type: none"> Child observation (well-being and involvement" See chapter 4.4. Child portfolio Child progress recording See chapter 4.4.2 part 2 Tool set up learning environment Part 1 of Annex 5 Tool characteristics of play Part 2 of Annex 5 Tool stimulating generic competencies Part 3 of Annex 5. Ask participants how they could learn together. Each good answer can be written on flash card and stick on the wall on top of the reflection cycle. Make sure the following are mentioned: <ol style="list-style-type: none"> School meetings Class observation Communities of practice Study visit Internet and social media Shortly explain these 5 as in teacher guide Chapter 5.2 	
16:40 - 17:00	Reflection and conclusions	Overview of the day Reflection	To revise and reinforce what was	Speaking ball Stand in a circle, throwing the ball, the person holding the ball can speak.	- Tennis ball

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
			learnt and commit to action	Round 1: (5') Facilitator asks participants what they would like to learn with and from a colleague: be short, quick, specific and concrete! Round 2: (5') Facilitator asks participants how they would like to learn from and with a colleague Round 3: (5') Facilitator asks participants what they take from today's session	

Annex: template for self-evaluation activity (see facilitation plan Day 1)

	Your understanding of progress reports	Your current practice of progress reporting	Your ideas about improvement
Participant 1 (add name			
Participant 2 (add name			
Participant 3 (add name			
e.g. Martha	😊 😊	😞 😞	😊 😊

Day 2

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:00	Registration	Monitoring all participants, details for payment,	To make sure all admin requirements are covered	Ask to fill in attendance register.	<ul style="list-style-type: none"> - Attendance registers - Pens
8:20	Welcome and plan of the day	Summary of and reflection on Day 1 Agenda of day 2	To reinforce contents of Day 1 To understand agenda of day 2 To experience daily routines as in ECE	<p>We follow the <i>morning routine of a</i> preschool class.</p> <ul style="list-style-type: none"> • Ask all participants to add their symbol cards to the class poster • Indicate weather on the chart • Walk through the visuals of day 2 • Ask a few participants what new concepts they learnt yesterday • (optional: refer to class rules > make sure you have visual representation of class rules) 	<ul style="list-style-type: none"> - Symbol cards - Class poster - Visual representation of main activities, - clothes peg or arrow - sticky stuff - weather symbols - (class rules)
8:50	Showing the learning in play	Sometimes parents don't expect the child to play at school, as they expect their children to learn. It helps to have regular and informal conversations with parents and show them what their children are learning through play. Chapter 6.1	To understand the importance to engage with parents on learning through play To be able to show the benefits of learning through play to parents	<p>Role play (40')</p> <p>Sit in a circle, add two chairs in one side. These remain empty now.</p> <p>Tell the following story: <i>The mother of Maurice comes to fetch him and sees the children playing in corners. All children are doing numeracy activities. Maurice's mother says: "The children are just playing. Why don't you teach them to write numbers and sums? We pay you, Maurice needs to be prepared for grade 1 soon, and now the children are just playing."</i></p> <p>Ask participants how they would respond: one person can act as Maurice's mother; one person is the teacher. Let the 2 role play. Stop the role play after 2'. Discuss with group: what could the teacher do better? Any</p>	<ul style="list-style-type: none"> - Flip charts - Sticky stuff - Markers - Colour paper, crayons, glue, scissors,

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>person who has a suggestion, needs to move to the chair and role play it.</p> <p>Conclude: key elements that should be in the response:</p> <ul style="list-style-type: none"> - Show the learning objective of the playful activity - Link playing to the natural learning drive of children - Active engagement and exploration leads to deeper learning <p>Poster (30') In groups of max 4, participants make a poster to advocate for play. Useful resources: characteristics of play, 5 development domains</p>	
10:00	Tea break				
10:30	Engaging the parents in the class	Invite parents in your classroom or ask them for help.	To understand the importance to engage with parents on learning through play	<p>Idea generator (60')</p> <ul style="list-style-type: none"> • Facilitator explains: It helps to have regular and informal conversations with parents. Invite them in your classroom or ask them for help. How could you engage parents in learning through play activities in your class or school? What help could they give you? • Brainstorm with all participants. Each idea is written on a flash card and pasted on the wall. • Make groups of 3 via the activity dance on music, when I clap, "2 feet touch", music, "5 hands touch", music "3 elbows touch". Each group takes a card off the wall and works out the idea: what, how, when, ... (30') • Gallery walk to view and share ideas. • Wrap up: compliment, check feasibility, is it concrete enough or too ambitious? 	<ul style="list-style-type: none"> - Flash cards - Sticky stuff - Flip chart - markers

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
11:30	Encouraging learning through play at home	After school time, children go back home. However, there is need to continue with the learning through play even at home.	To be able to encourage parents to do learning through play at home. Chapter 6.2.	Play at home box (60') <ul style="list-style-type: none"> make 5 corners/tables. Put a flash card with the 5 development domains in each corner table; provide enough chairs per table (not more); each table has a box musical chairs: when the music stops, participants can run to the table they want to be and sit down each table brainstorms about play activities that can be done at home and stimulate the domain listed. (10') Each idea is worked out by 1 or 2 people. The activity is described on one A4 sheet. It needs to look attractive and colourful, use drawings. Inspiration can be found in Chapter 6.2. 	<ul style="list-style-type: none"> 5 boxes A flash card with each development domain written on it Flash cards markers A4 paper Crayons, glue, scissors, colour paper, ...
12:30	lunch				
13:30	Encouraging learning through play at home	After school time, children go back home. However, there is need to continue with the learning through play even at home.	To be able to encourage parents to do learning through play at home. Chapter 6.2.	Show and tell play at home box (40') <ul style="list-style-type: none"> Each group shows two of their most favourite play at home activities. They indicate clearly what children learn. Check for feasibility: do parents have time and resources to do this? Trigger thinking about play in daily activities such as cooking etc. Characteristics of play 	–
14:10	Bringing it all together	Playful numeracy activities should have integrated learning goals, all 5 characteristics, use materials which	To implement high quality play activities in numeracy	Role play <ul style="list-style-type: none"> Indicate that you will ask volunteers to role play ECE activities (microteaching) based on preparations made by the teachers after Session 3. 	– All posters with key content of the last 4 sessions (characteristics, development)

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		children can manipulate, be gender responsive and differentiate. Annex 5		<ul style="list-style-type: none"> • (20') finalisation/update activity: Give teachers 20' to get ready, update their lesson plan, based on feedback received on Day 2 of this session. • (Circle: 1 teacher demonstrates the numeracy activity she prepared after Session 3 (each role play should only take 5') • Give feedback (based on the content of the training, refer to key posters); encourage participants to use Annex 5. Divide the observation duties (few look at Part 1.1, part 1.2, part 1.3, part 2.4, part 2.5, part 3.6, part 3.7) • Conclude after 60' • Post test 	<p>domains, key principles, differentiation, role teacher, gender, locally available materials, number sense, geometry, measurement, observation and assessment, ...)</p> <ul style="list-style-type: none"> - Classroom observation form as in Annex 5 - Post-tes)
16:00 - 16:30	Conclusion and commitment	Overview of the 2 days, the 4 sessions Reflection	To revise and reinforce what was learnt To commit to try out	<p>Circle talk: "in my shopping bag"</p> <p>Facilitator starts a reflective talk on what has been learnt in the last 4 sessions. Participants add to the discussion.</p> <p>Facilitator asks participants to think about what they will start doing. Announces the school visits to coach and support. So "when I visit, what will I see you doing?" Each participant write down their name and indicate what they will start put in practice. Refer to Annex 5 for self-peer learning.</p> <p>Closure: indicate when coaching visits will take place, ask participants to indicate to coach in advance which element of Annex 5 should be the focus of the observation and conversation.</p>	<ul style="list-style-type: none"> - Empty flip chart with in the middle "I promise to try out..." - markers

Training Session for headteachers: What is learning through play and how to support it

Objectives:

In this session trainees will learn:

- the objectives of the IT'S PLAY Project and the 4 training sessions
- what is learning through play
- why learning through play is the right approach for young children
- the characteristics of learning through play
- to use the characteristics of play to reflect on classroom practice
- how children develop holistically through play
- to create an environment that enables learning through play
- to take different roles in supporting learning through play at their school
- to support professional learning on learning through play for teachers
- to encourage teachers to learn with and from each other.
- to coach and support teachers in their learning process
- to improve their practices via try out and reflection on their try out (=iteration)

Agenda session HTs

Day 1

Time	Period	Content
8:00-8:20	20'	Registration and pre-test
8:20-9:10	50'	Introductions and welcome Expectations; house rules Objectives and programme
9:10-10:00	50'	Early childhood development
10:00-10:30	30'	Tea break
10:30-12:00	1h30'	Holistic development in play: Developmental Domains
12:00-12:30	30'	Introduction of the characteristics of learning through play
12:30-13:30	1h	Lunch
13:30-15:10	1h40'	Characteristics of learning through play (continued)
15:10-16:00	50'	Spectrum of play: Free play, Guided play, Games, Direct instructions
16:00-17:00	1h	Reflection and conclusions

Day 2

Time	Period	Content
8:00-8:20	20'	Registration
8:20-8:40	20'	Welcome and plan of the day
8:40-9:10	30'	The IT'S PLAY learning trajectory for ECE teachers
9:10-10:00	50'	Expectations towards school leaders to support the CPD of ECE teachers

10:00-10:30	30'	Tea break
10:30-12:30	2h'	Expectations towards school leaders to support the CPD of ECE teachers
12:30-13:30	1h	lunch
13:30-15:30	2h	The role of headteachers towards parents
15:00-16:00	1h	Commitment to action: Drafting and signing a “contract” of engagement by school leaders in the IT’S PLAY project
16:00-16:30	30'	Conclusion, evaluation and commitment, post-test

Day 1

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:00	Registration	Monitoring all participants, details for payment, check covid tests Give symbol card	To visualize attendance of the participants	Ask to fill in attendance register Give each participant a symbol card upon arrival (a different symbol for each) and ask to write their name on it.	<ul style="list-style-type: none"> - Attendance registers - Pens - Symbol card - Symbol card for each participant - Pre-test
8:20	Introductions	Icebreaker: who sits next to you	Participants to get to know each other	Icebreaker Ask the participants to break into groups of 3-5. Ask each person to share in their group: <ol style="list-style-type: none"> 1. their name, 2. their (very) first job they did (maybe as a child?) 3. something they learned from that job. No plenary! This is just a quick round to get to know people.	n/a
8:30	Welcome and getting started	Objectives of the workshop: <ul style="list-style-type: none"> • To understand about the IT'S PLAYproject and training sessions • To improve understanding of early childhood education and learning through play • To understand the 	<ul style="list-style-type: none"> • To share objectives of the workshop with participants • To experience morning routine 	Circle time: facilitator welcomes everybody, asks them to hang their attendance card in the tree, asks how they feel (use emotion symbols) and explains objectives of workshop Reflect how house rules are made in the classroom. Participation of learners? Visualisation?	<ul style="list-style-type: none"> - Flipchart with objectives - Emotion symbols - Symbol card of each participant - Markers - Sticky stuff - Attendance chart: a flip chart with a bus, house or tree drawing (or any other)

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<p>importance of Learning through Play for the development of children in Early Childhood Education</p> <ul style="list-style-type: none"> • To understand how school leaders can support learning through play at school • To understand how school leaders can support professional learning on learning through play for teachers 			
8:40	House rules	<p>Suggested rules:</p> <ul style="list-style-type: none"> • Devices on silent • Respect • Active participation 	<p>To allow participants to determine the rules of the workshop. To reflect on house rules in the classroom</p>	<p>In circle: Collect 4 main rules from participants, get buy in from all “is that fine for everyone”? Write rules on flipchart.</p>	<ul style="list-style-type: none"> – Flip chart with rules – Markers – Sticky stuff

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:50	Expectations	<p>Set expectations: Workshops are INTENSE. Not only for a facilitator, but for participants as well! The workshop attendees will have to work hard to keep their concentration for long periods of time, take in a lot of information, and then put it into practice, so it's 99% likely they'll feel overwhelmed at a certain point during the workshop.</p> <p>Get expectations: Asking participants what they hope to get out of this workshop will make them feel heard and will help you know which topics to focus more attention on.</p>	To create a common understanding of what can be expected from the workshop	<p>Circle</p> <p>Set expectations: Tell participants:</p> <ul style="list-style-type: none"> • It's common that this might feel too rushed. • The exercises might feel weird or awkward, and that's totally normal! • It's normal to not have any ideas yet. • It's normal to feel like it's not going to work. <p>Get expectations: Ask your participants:</p> <ul style="list-style-type: none"> • What are you hoping to get out of this? • What will make this worthwhile for you? • What do you hope to achieve today and tomorrow? • Note down the expectations and refer to them during the workshop. • Refer to objectives training and project (playful numeracy in Early Childhood Education (ECE)) <p>Note that not all expectations will be covered in this workshop, but some will: be clear about this. Also point, people to other sources of information where needed.</p>	<ul style="list-style-type: none"> - Flip chart with set/get expectations - Markers - Sticky stuff
9:00	Programme of the day	<p>Day 1</p> <ul style="list-style-type: none"> • Opening/introduction 	<ul style="list-style-type: none"> • To create understanding of the agenda 	In the circle : visualise the timeline (as in ECE)	<ul style="list-style-type: none"> - A card for each main session, visualised - Sticky stuff

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<ul style="list-style-type: none"> Development milestones early childhood Tea Holistic development Lunch Learning through play (characteristics and spectrum of play) <p>Day 2</p> <ul style="list-style-type: none"> introduction 3 key principles Tea A playful learning environment Lunch Corner activities promise 	<p>of the workshop</p> <ul style="list-style-type: none"> To avoid the group feeling disoriented To create awareness about an ECE-way of communicating 	<p>Each session is visualized on one paper; the papers are put in a line. A clothespin or arrow shows which session is currently on.</p> <p>You don't need to make it fancy or too elaborate, a simple timeline will do.</p> <p>Don't include fixed timeframes in your agenda in case you need to adjust the timing for some exercises, but jot down the flow of the day so people know what to expect.</p> <p>Reflect on the use of a visualised timeline in ECE (e.g. children seeing the day structure makes them feel more safe as they know what to expect; children "reading" visuals (from left to right) is a pre-stage of real reading; the visualised timeline gives them a sense of time;...).</p> <p>Note: Actively use this timeline during the workshop. Whenever you go to a next activity, you should change the peg. OR: Ask one of the participants to change the peg for you.</p>	<ul style="list-style-type: none"> Clothes peg or arrow
9:10	Early childhood development	<ul style="list-style-type: none"> Main development milestones of early childhood 	To understand the main milestones in early childhood (0-8yr) and the importance of play	<ul style="list-style-type: none"> Puzzle: In groups of 3 people max (half groups does 0-3, other half groups 4-8) (20') Content of child development is cut in pieces and participants try to reconstruct the timeline. When they are done, they go and self check the results by checking Annex 1 	<ul style="list-style-type: none"> Child development main steps: see Annex 1 A puzzle for each group

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<p>(Annex 1 Teacher guide)</p> <ul style="list-style-type: none"> Link between development and play 		<ul style="list-style-type: none"> (10') They visit other groups to see other phase (0-3 visit 4-8, 4-8 visit 0-3) (10') Plenary wrap up by facilitator: <ul style="list-style-type: none"> Something that stood out? Key elements Children are naturally curious and they explore the world. They do that via playing. We should follow the lead of children: follow their way of exploring. 	<ul style="list-style-type: none"> Copies cut in pieces (0-3: keep some steps together) Tape glue paper
10:00	Tea break				
10:30	Holistic development in play	<p>Developmental Domains – with reference to the curriculum and Chapter 1 of teacher guide:</p> <ul style="list-style-type: none"> Cognitive development Social/emotional development Physical development Language development Spiritual and moral development 	<p>To gain insight in holistic development and how Learning through Play relates to the natural development of young children</p>	<p>(10') The participants discuss in groups of 4-5 participants, and come up with:</p> <ol style="list-style-type: none"> A definition of holistic development A list of developmental domains <p>(10') Plenary:</p> <ul style="list-style-type: none"> conclusion on 5 development domains from curriculum. Write them on a poster Conclusion on a definition of holistic development <p>(10') in 5 groups, each group is responsible for 1 development domain (give A4 sheet to them)</p> <ol style="list-style-type: none"> Is your domain being stimulated during the morning routine and how (revive the memory of participants: <ul style="list-style-type: none"> How all participants are stimulated to tell how they feel How participants are called to put their symbol on the attendance chart How the schedule of the day is used ... 	<ul style="list-style-type: none"> Flip chart Markers 5 A4 sheets with on each one development domain written

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		<p>Link Learning through Play with brain development of young children</p> <p>Link Learning through Play with the developmental domains</p>		<p>(10') Plenary:</p> <ul style="list-style-type: none"> Conclusion: Play and playful activities stimulate holistic development. Play allows children to develop holistically. Play helps children to learn and develop. It empowers them, builds creativity, makes children life long learners It allows for integration of learning goals (which curriculum goals were stimulated in morning routine? Be specific, look them up in curriculum) <p>(10') Game: Simon says: all participants walk in a circle. The facilitator says "Simon says, show a circle with your arms" (show a 90 degree angle, show a triangle, show a rectangle, show a 180 degree angle, ..)</p> <p>(10') Plenary:</p> <ul style="list-style-type: none"> Let participants reflect and share 1. What development domains were stimulated in this game? 2. Could we stimulate others? How? Conclusion: referring to the links between Learning through Play and holistic development 	
12:00	Characteristics of learning through play	<p>Introduction of the characteristics of learning through play:</p> <ul style="list-style-type: none"> Joyful Meaningful Iterative 	To create knowledge and understanding about Learning through Play	<p>(10') The participants reflect in groups of 4-5 participants, and come up with:</p> <ul style="list-style-type: none"> What were the characteristics of the teaching approach in the math game we played? <p>(20') Plenary: Facilitator gets some input, and concludes by presenting 5 characteristics of play (explain in your own words); use example from the game as example to</p>	<p>– 1 A4 for each characteristic (so 5 in total)</p> <p>–</p>

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<ul style="list-style-type: none"> - Socially interactive - Actively Engaging <p>Chapter 1: characteristics of play</p>		illustrate the characteristics or examples of observations/memories that people have made from their own children (e.g. remember in the game: you were so concentrated, that is actively engaging,)	
12:30	Lunch				
13:30	Characteristics of learning through play (continued)	Understanding and recognising characteristics of play	<p>To create knowledge and understanding about Learning through Play</p> <p>To reflect on current teaching practices</p>	<p>(30') Vote with your feet: facilitator asks questions and participants take position in the hall, according to their response.</p> <ul style="list-style-type: none"> o Left = yes, very much o Right = no, not at all o Middle = so-so <p>Questions and discussion</p> <ul style="list-style-type: none"> • Was the math game joyful? • Was the math game meaningful? • Was the math game iterative? • Was the math game socially interactive? • Was the math game actively engaging? <p>Facilitators stimulate discussion</p> <ul style="list-style-type: none"> • Why do you take this position? • How can a teacher make the game more meaningful?...? • How is math usually taught at school? • Does the traditional teaching method have the same characteristics? <p>Individual reflection</p>	<ul style="list-style-type: none"> - Chapter 1: characteristics of play - Flash cards - Sticky stuff - markers

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<p>(30') Let participants reflect individually:</p> <ol style="list-style-type: none"> 1. Think back of an activity your teachers did yesterday /last week with their preschool learners. 2. Assess each characteristic: was it present, could it improve, ... 3. You can use the checklist on the next page to assist your reflection. 4. What can you learn from this? What would you want to change? <p>(20') Let participants in pairs exchange some reflections and identify each 1 point for action (something they want to change). Facilitator helps them to make it specific and concrete.</p> <p>(10') Build a promise wall: all participants write 1 card with what they promise to change.</p> <p>(10') Gallery walk to see each other's promises</p>	
15:10	Spectrum of play	<p>Spectrum of play</p> <ol style="list-style-type: none"> 1. Free play 2. Guided play 3. Games 4. Direct instructions <p>Spectrum of play:</p> <ul style="list-style-type: none"> - differences lie in who initiates the play and 	To understand that play is a spectrum	<p>(10') Circle Let participants come up with what they know of spectrum of play, examples of how they played or their children play. Facilitator writes each idea on a card and hangs the cards on the spectrum line (correct place) (from free play to direct instructions)</p> <p>(10') When no more ideas: facilitator explains "spectrum of play":</p> <ul style="list-style-type: none"> - differences lie in who initiates the play and who directs it children/adult - there is no good or bad, as long as it is a variety of all - link to child agency 	<ul style="list-style-type: none"> - Chapter 1: spectrum of play - Flashcards - Washing lines - Washing pegs or tape - Markers -

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<p>who directs it children/adult</p> <ul style="list-style-type: none"> – there is no good or bad, as long as it is a variety of all – link to child agency <p>Chapter 1: spectrum of play</p>		<p>facilitator hangs prewritten cards of free play, guided play, games on spectrum</p> <p>(10') How is math usually taught at school? Where on the spectrum?</p>	
16:00 - 17:00	Reflection and conclusions	<p>Overview of the day</p> <p>Reflection</p>	<p>To revise and reinforce what was learnt and commit to action</p>	<p>(15') Facilitator runs through the main flip charts of the day:</p> <ul style="list-style-type: none"> • 5 development domains: link with holistic development • 5 characteristics of play • Spectrum of play: who initiates and who directs it <p>(40') Drawing the dream: in groups of 4-5 Participants draw their dream for ECE in their school based on what they have learnt today</p> <p>Possible guiding questions can be:</p> <ol style="list-style-type: none"> 1. How do they see Play in your classroom? 2. How does the learning environment then look, inside and outside the classroom? 3. How do learners act? What do they do? 4. <p>(this will be discussed on day 2)</p> <p>(5') closure: indicate when day 2 will start</p>	<ul style="list-style-type: none"> – Posters for 5 characteristics of play, spectrum of play, development domains – Pencils/markers/crayons/colour felt

Day 2

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
8:00	Registration	Monitoring all participants, details for payment,	To make sure all admin requirements are covered	Ask to fill in attendance register.	<ul style="list-style-type: none"> - Attendance registers - Pens
8:20	Welcome and plan of the day	Summary of and reflection on Day 1 Agenda of day 2	To reinforce contents of Day 1 To understand agenda of day 2 To experience daily routines as in ECE	<p>We follow the <i>morning routine of a</i> preschool class.</p> <ul style="list-style-type: none"> • Ask all participants to add their symbol cards to the class poster • Indicate weather on the chart • Walk through the visuals of day 2 • Ask all groups to present their drawing: what have they learnt yesterday? (optional: refer to class rules > make sure you have visual representation of class rules) 	<ul style="list-style-type: none"> - Symbol cards - Class poster - Visual representation of main activities, - clothes peg or arrow - sticky stuff - weather symbols - (class rules)
8:40	The IT'S PLAY learning trajectory for ECE teachers	Training schedule for teachers (4 sessions 2 days, coaching visits, pre-post survey, implementation in classroom)	To inform school leaders about the trajectory for ECE teachers within the IT'S PLAY project To highlight opportunities for support to ECE teachers by school leaders	<p>Presentation (10')*</p> <p>The trajectory for ECE teachers is visualized on the wall. The facilitator leads the participants through the whole trajectory.</p> <p>Timeline of activities for ECE teacher. Each activity is written on a separate paper. The papers are put on the wall in chronological order.</p>	<ul style="list-style-type: none"> - Flash cards - Stick stuff - Markers
9:10	Expectations towards school leaders to support the	The role of a school leader towards an ECE teacher:	To create ownership and a sense of responsibility in the school leaders, in	<p>Scenario and discussion</p> <p>Facilitator introduces each scenario and facilitates a group discussion and role play:</p>	<ul style="list-style-type: none"> - Flip chart - Markers - Sticky stuff

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
	CPD of ECE teachers	<ul style="list-style-type: none"> • Include ECE in the school improvement plan • ensure teachers prepare teaching documentation adequately (register, schemes of work, daily programme, lesson plans) • monitor the ECE teachers' lessons • provide resources needed by the teacher • ensure the teacher participates in CPD- both schools based and external (provide logistical support) 	the IT'S PLAY trajectory for ECE teachers	<p>(30')</p> <p>Scenario 1: <i>Teacher Molly enters your office. "I am worried about Jerome. When I observe his well-being and involvement, both score very low. He cries a lot and avoids physical contact. I see bruises on his arms. His mother told me that he falls a lot, but I am afraid it might be something else. What could we do?"</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • How will you respond? Role play • Bring the discussion to responsibilities headteachers have towards children: collaborate with other services, e.g. child protection • Collect all ideas on a poster <p>(20')</p> <p>Scenario 2: <i>An ECE teacher is coming back from the ECE teacher training. He brings a very nice package with him: different resources, a manual and teaching and learning materials. The headteacher claims the package, because he wants to register the materials first. The ECE teacher would love to start using the materials and implement what he has learned. He is afraid that the package will not leave the headteacher's office anymore, now that it has been claimed by the headteacher.</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • Which materials do you usually keep in the office? • Which materials are used by teachers? 	

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<ul style="list-style-type: none"> • create platforms for mentorship and home visits • motivate the ECE teacher verbally, through awards, accommodation, and tokens of appreciation <p>The role of a school leader towards CPD of the ECE teachers:</p> <ul style="list-style-type: none"> • Encourage and monitor the integration of ECE in the school CPD plan and work by SBM. • Support teachers with logistics • Support the implementation of CPD on learning through play 		<ul style="list-style-type: none"> • Which materials can stay in the classroom? • What is the best way to handle materials, if they are part of a capacity building trajectory? 	

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
		<ul style="list-style-type: none"> Develop the action plan for coaching teachers in the school Allow teachers to attend trainings in other places <p>Chapter 7.2.</p>			
10:00	Tea break				
10:30	Expectations towards school leaders to support the CPD of ECE teachers	<p>The role of a school leader towards an ECE teacher:</p> <p>The role of a school leader towards CPD of the ECE teachers:</p> <p>Chapter 7.2, 7.3</p>	To create ownership and a sense of responsibility in the school leaders, in the IT'S PLAY trajectory for ECE teachers	<p>Scenario and discussion</p> <p>Facilitator introduces each scenario and facilitates a group discussion and role play:</p> <p>(30')</p> <p>Scenario 3: <i>Teacher Hyacinthe enters your office. "I am trying, really. It is numeracy. It seems like I just always make children count. We sing and dance and that is nice. They can count very well, but it is like a song. It doesn't look like they actually learn anything new. They are getting bored. I don't know how to help them take the next step in their learning. I just don't know how to teach numeracy in a playful way. Can you help me?"</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> How will you respond? Role play 	<ul style="list-style-type: none"> Flip chart Markers Sticky stuff

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> Bring the discussion to responsibilities headteachers regarding CPD, role SBM, monitoring, etc (Chapter 7.3, 7.4, 7.5) <p>(50')</p> <p>jigsaw</p> <ul style="list-style-type: none"> (20') Group A: Half of the group reads: Chapter 7.3 and 7.4 (enabling environment and collaborative learning) and other half (group B) reads Chapter 7.5 supporting and coaching. They discuss until they understand/capture. (20') New pairs are formed: in each pair one person from group A and one from group B. A explains to B, B explains to A (10') plenary summary and clarification, what was learnt? What did you like? What was new? <p>(40')</p> <p>Plenary:</p> <ul style="list-style-type: none"> What is the role of the headteacher in CPD of ECE teachers? HTs sit in groups of max 4 and draw up their action plan: what will they do when they are back in their school? If time allows: presenting action points (no repetition, only mention what has not yet been said. Help participants to be SMART. 	
12:30	lunch				
13:30	The role of headteachers towards parents	Parent and community involvement Chapter 7.2.	To raise awareness about the role of school leaders in parent and	Scenario and discussion Scenario 4:	<ul style="list-style-type: none"> Flip chart markers

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
			community awareness within IT'S PLAY	<p><i>The mother of Maurice comes to your office. She says: "I pay for my child, but I see he is playing in class. I am not happy."</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • How will you respond? Role play • How can you work with parents regarding the understanding of learning through play? <p>Scenario 5: <i>An ECE teacher visits the school leader's office with a challenge: She would like to have more storybooks, but she does not have the budget to buy books. Together with the school leader she wants to discuss what role the community can play in providing more storybooks.</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • How will you respond? Role play • Elements that can occur in the discussions, are: Provision of paper and drawing materials; talents of certain community members to make drawings; talents of community members to tell stories; ... <p>Conclusion: compile poster with role of headteacher regarding learning through play and parents</p>	
15:00	Commitment to action	Drafting and signing a "contract" of engagement by school leaders in the IT'S PLAY project	To create ownership of school leaders in the IT'S PLAY project	<ul style="list-style-type: none"> • (20') Group work: The participants sit in groups to decide which actions should be included in the "contract". They decide on appr. 5 actions of engagement. • (20') Presentation: The groups present the actions of engagement to the full group. 	<ul style="list-style-type: none"> - Flip chart - Markers - Printer and A4 paper or flip chart (and type up later)

Time	Session title	Content (What)	Objective (Why)	Facilitation method (How)	materials
				<ul style="list-style-type: none"> (10') Prioritization and conclusion: The full group now prioritizes and decides on the actions of engagement that should be included in the "contract" Writing and printing the contract (on A4 paper print or use flip chart and type up later): The facilitators now include the actions of engagement in the draft contract. They print contracts for all participants. Signing the contract: facilitator explains importance: commitment to actions. Participants sign the contract with their names, dates and signature. 	
16:00 - 16:30	Conclusion, evaluation and commitment	Overview of the 2 days Reflection	To revise and reinforce what was learnt To commit to try out	<p>Circle talk (15') Facilitator asks all participants to reflect on:</p> <ol style="list-style-type: none"> 1. What worked well? 2. What worked less well? 3. Any other suggestions <p>Participants write on post its and paste them on a poster.</p> <p>(10') Facilitator</p> <ul style="list-style-type: none"> • refers to the posters on the wall, • formulates conclusions, • remind participants of their action plans and contract • post-test <p>(5') closure:</p>	<ul style="list-style-type: none"> - Posters for 5 characteristics of play, spectrum of play, development domains, key principles - markers - post its - post test

Note:

- keep posters of contract safe, type up, and share via email with participants.