

Quality Early Childhood Environments for Young Children

TRAINING FOR EARLY CHILDHOOD CAREGIVERS AND TEACHERS



MODULE 4 FACILITATOR GUIDE

Quality Early Childhood Environments for Young Children

TRAINING FOR EARLY CHILDHOOD CAREGIVERS AND TEACHERS

This guide is part of a series of manuals that focuses on six topics in Early Childhood Development (ECD): different programming approaches, basic concepts, assessments, early childhood environments, children with special needs and child protection, and the health, safety and nutrition of young children. The series was prepared within a three-year CRS-led project called “Strengthening the Capacity of Women Religious in Early Childhood Development,” or “SCORE ECD.” Funded by the Conrad N. Hilton Foundation, the project helps Catholic sisters in Kenya, Malawi, and Zambia in their work with children aged 0-5 years and their families. The project is being implemented from January 2014 to December 2016.

CRS referred to a wide range of documents in preparing this curriculum. Please see “Reference Documents” section in Module 1 facilitator or resource guide for the full list.

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Cover photo: These mothers in Tanzania are showing off the toys and artwork they made using local materials as part of a Hilton-supported project that promotes one-on-one interaction between mother and child. *Philip Laubner/CRS*

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Table of Contents

MODULE 4: QUALITY EARLY CHILDHOOD ENVIRONMENT FOR YOUNG CHILDREN ...V	
Session topics.....	v
Session length	v
SESSION 1: THE PHYSICAL ENVIRONMENT	1
Learning objectives.....	1
Session outline	1
Materials.....	1
Session plan and procedure	2
Activity 1. Welcome and introduction (30 minutes).....	2
Activity 2: Reflection on attributes of quality ECD environments (30 minutes)	2
Activity 3. Field trip: A one-hour observation and evaluation of an ECD center (1 hour & 15 minutes)	3
Activity 4: Arranging the physical environment: Creating space and learning corners (2 hours & 45 minutes).....	4
Activity 5: Creating educational toys using locally available materials (60 minutes).....	8
Closure and session evaluation (15 minutes)	9
SESSION 2: ORGANIZING GROUP ACTIVITY	11
Learning objectives.....	11
Session outline	11
Materials.....	11
Session plan and procedures	12
Activity 1. Welcome and introduction (30 minutes).....	12
Activity 2: What are group times in ECD centers? (30 minutes)	12
Activity 3: Morning activity (15 minutes).....	13
Activity 4: Music and movement (45 minutes)	13
Activity 5: Storytelling (60 minutes)	17
Activity 6: Field trips for young children (30 minutes)	18
Closure and session evaluation (15 minutes).....	19
SESSION 3: PROGRAM PLANNING: CREATING A DAILY PROGRAM	21
Learning objectives.....	21
Session outline	21
Materials.....	21
Session plan and procedure	22
Activity 1. Welcome and introduction (30 minutes).....	22
Activity 2: Reflection: Program planning (15 minutes).....	22
Activity 3: Daily program (45 minutes)	22
Activity 4: Team teaching (30 minutes)	26
Activity 5: Planning for the year (30 minutes).....	26

Activity 6: Weekly and daily planning (45 minutes).....	27
Closure and session evaluation (15 minutes).....	28
SESSION 4: SUPPORTING YOUNG CHILDREN IN LANGUAGE AND LITERACY	29
Learning objectives	29
Session outline	29
Materials.....	29
Session plan and procedure.....	30
Activity 1. Welcome and Introduction (30 minutes).....	30
Activity 2. What is early literacy? (30 minutes)	30
Activity 3. A print-rich environment (45 minutes).....	31
Activity 4. Oral language (30 minutes)	32
Activity 5. Exploring the sounds of language (30 minutes)	32
Activity 6. Storytelling (15 minutes).....	33
Activity 7. Print awareness and print motivation (45 minutes).....	33
Activity 8. Reading aloud (1 hour and 15 minutes).....	33
Activity 9. Early writing (30 minutes)	34
Activity 10. Partner with parents and caregivers (30 minutes)	35
Closure and session evaluation (15 minutes).....	36
SESSION 5: SUPPORTING YOUNG CHILDREN IN EARLY MATHEMATICS.....	37
Learning objectives.....	37
Session outline	37
Materials.....	37
Session plan and procedure.....	38
Activity 1. Introduction (15 minutes).....	38
Activity 2. Introducing mathematical concepts (45 minutes)	38
Activity 3. Number (1 hour).....	39
Activity 4. Patterns (45 minutes).....	40
Activity 5. Shape and space (45 minutes)	41
Activity 6. Measurement (45 minutes)	42
Activity 7. Organizing data (45 minutes).....	43
Activity 8. Mathematics in the environment (1 hour).....	44
Closure and session evaluation (15 minutes).....	45
SESSION 6: ADMINISTRATION OF AN EARLY CHILDHOOD CENTER.....	47
Learning objectives	47
Session outline	47
Materials.....	47
Session plan and procedure.....	47
Activity 1. Introduction (30 minutes).....	47
Activity 2. Financial records (45 minutes).....	48
Activity 3. Administrative records (45 minutes).....	49
Closure and session evaluation (15 minutes).....	50
APPENDIX	51

Module 4: Quality Early Childhood Environment for Young Children

SESSION TOPICS

- Session 1: Physical environment
- Session 2: Group activities in early childhood environment
- Session 3: Program planning in early childhood environment
- Session 4: Supporting young children in language and literacy
- Session 5: Supporting young children in early mathematics
- Session 6: Administration of an early childhood program

SESSION LENGTH

- Session 1: 6 hours & 15 minutes
- Session 2: 3 hours & 45 minutes
- Session 3: 3 hours & 30 minutes
- Session 4: 6 hours & 15 minutes
- Session 5: 6 hours & 15 minutes
- Session 6: 2 hours

Session 1: The Physical Environment

LEARNING OBJECTIVES

This module provides information on how caregivers and teachers can create quality early childhood environment that is safe and secure, healthy, and stimulating for young children’s learning in all areas of their development.

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

- Know the attributes of a quality ECD environment by observing an ECD center using the *Environment Checklist*.
- Create and organize development and learning activities in different play spaces adapted for children with disabilities.
- Create educational toys using locally available materials.

LENGTH: THE FULL SESSION LASTS 6 HOURS AND 15 MINUTES

SESSION OUTLINE

ACTIVITIES	SUGGESTED TIME
1. Welcome and introduction	30 minutes
2. Reflection on the attributes of quality ECD environments	30 minutes
3. Field trip: A one-hour observation and evaluation of an ECD center	1 hour & 15 minutes
4. Arranging the physical environment: Creating space and learning corners	2 hours & 45 minutes
5. Creating educational toys using locally available materials	60 minutes
6. Closure and session evaluation	15 minutes
Total	6 hours & 15 minutes

MATERIALS

- Name tags and attendance register
- Brief lecture prepared on flipcharts or PowerPoint
- Flipcharts and markers
- Training manual
- Handouts of *Guidelines for safe environments, healthy environments, and learning environments*

SESSION PLAN AND PROCEDURE

SESSION ACTIVITIES

Activity 1. Welcome and introduction (30 minutes)

- Have the participants sign an attendance register on arrival and provide them with name tags (5 minutes).
- Welcome everyone and open the meeting in an appropriate way, such as with a prayer or a song (10 minutes).
- Play a game or do an icebreaker activity to help the participants relax and get to know each other better (5 minutes).
- Briefly explain *Module 4, Session 1*—its purpose, and what the participants are expected to learn from this session by going through the activities listed under the session outline above (10 minutes).
- Recap the previous modules/sessions (if applicable), and begin session activities.

Note for the facilitator: Consider conducting all session activities at the site of an ECD center managed by sisters.

Activity 2: Reflection on attributes of quality ECD environments (30 minutes)

Preparation

- Make copies of the guidelines from this chapter for each participant: 1. *Safe environments*, 2. *Healthy environments*, 3. *Learning environments*, and 4. *Safe outdoor play environments*.
- Attach a blank sheet of paper to each copy of the guidelines. The participants will use this blank paper for writing comments when they observe an ECD center (see Activity 2).

Note for the facilitator: It is best to use the *National/District ECD Environment Quality Rating Checklist* for this activity.

- A presentation on the early childhood environment guidelines mentioned above using information from this chapter.

Instructions

Start off by explaining to the participants that the structure of an environment can determine children’s safety, health, and motivation to choose, play, develop, relate to others, be nurtured, and learn. Conduct a brainstorming exercise by asking the participants, “Can you name some environmental attributes that meet these needs for children?”

After the participants share their views, explain that an early childhood environment should be safe and healthy, and contain developmentally and culturally appropriate opportunities for play, learning, and social interactions. In addition, a quality early childhood physical environment is one that has:

- Space for indoor and outdoor play and activity
- Different corners for learning different things (e.g., literacy, art, dramatic play, science, and math)
- Materials and toys that suit the ages, abilities, and interests of all children
- A planned daily schedule
- A provision for children to feel and develop a sense of community

Present the ECD environment guidelines using the prepared handout. Ask the participants to follow your presentation on their handouts, then follow up by asking if there are any questions about the guidelines. Move to the next activity by explaining to the participants that:

- Child care program quality is best assessed with tools that examine the environment and the interactions within it.
- They will use the guidelines on their handout or the *National/District ECD Environment Checklist* and observe an ECD center managed by sisters.

Activity 3. Field trip: A one-hour observation and evaluation of an ECD center (1 hour & 15 minutes)

Preparation

- Arrange a field trip to an ECD center managed by sisters (preferably two to three centers in the community).
- Handouts on ECD environment guidelines [Note: the guidelines are provided in the resource guide.] Make sure that each participant brings the handout to the observation site (the participants have already been provided with these handouts).

Instructions

- Divide the participants into small groups with at least four members in each group and announce that each group will visit and observe an ECD center using the guidelines provided.
- Emphasize that the observation and assessment is a learning opportunity, not a faultfinding exercise, and that the participants should have a constructive view of the center.
- Provide the following instructions on how to use the guideline during their observation:
 1. Use the environment guidelines to observe an early childhood center for one hour (preschool).
 2. Try to answer the questions below:
 - A. What components does the environment include?
 - B. What do you think needs to be added or changed in the environment?
 - C. Write your comments on the blank sheet of paper in your handout.
 3. For items that cannot be directly observed, politely try to get indirect information from the supervisor or person in charge.

4. Ask the facilitator for clarifications during the observation.
5. Refer back to the guidelines and check that everything has been covered.
6. Thank the person in charge of the center for allowing you to observe [Note: It is best for the facilitator to address this].
7. After your observation is completed, *come back to the training room* and reflect on your experiences based on the questions:
 - A. What impresses you most?
 - B. What components does the environment include?
 - C. What do you think needs to be added or changed in the environment?

Note for the facilitator: If possible, it is best if the participants reflect and discuss their observations at the site. The center can also be the site for the next activity (see “Note for the facilitator” under Activity 4 below).

Activity 4: Arranging the physical environment: Creating space and learning corners¹ (2 hours & 45 minutes)

ACTIVITY 4.A. CREATING SPACE FOR LEARNING CORNERS BY DRAWING A PLAN (30 MINUTES)

Preparation

- Use the *Space and learning corners for preschoolers* and *Organizing the physical environment* sections in the resource guide to prepare a presentation on how to organize a space. Write key points on flipchart paper.
- Gather a *variety of activity materials for learning corners* and put them at one end of the training room. Include things that can be used as dividers, mats, furniture, shelves, etc. *If you are using an actual center, use the items available at the center.*

Note for the facilitator: The best way for teachers to understand how to set up and equip free-play learning corners is to have them physically set up the room (or outside area) themselves. This will require a lot of preparation on your part, as you will need to provide as much equipment and activity materials as possible for each of the learning corners. Before the session, contact the participants to find out what materials they can bring for this session. Display all of the equipment and furniture at one end of the training space.

¹ CRS, Lesotho (2012).

Instructions

- Divide the participants into small groups.
- Ask the groups to read the information in this chapter on how to set up space for learning corners.
- Ask the groups to *draw a plan* for setting up space for a preschoolers' classroom (refer to information on preschoolers' play areas in this chapter).

Their plan should show:

- Where they would place each learning corner in the space (refer to *Learning Corners of Preschoolers* in this chapter)
- How they would separate the different corners
- Where the doors and windows are (if any)
- Where the water supply is, etc.

Ask each group to display their plan and explain how they have arranged their space. After each group reports back, refer to the guidelines and check that everything has been covered. The facilitator should:

- Encourage the group to help one another think of additional arrangement ideas appropriate to smaller spaces.
- Ask the groups to select one drawing/plan which they think is best and *agree to use it as a reference for the next activity*.
- Explain that there is no one right way to arrange their spaces and that a caregiver/teacher may have to try different ways over a few weeks to find an arrangement that works best for them.
- Explain that the way the learning corners are arranged needs to be planned very carefully to give children the best opportunities to learn through play. Every early childhood care and development center will look different.

Presentation: Use the prepared flipchart and give a presentation on what to consider when arranging the space. Be sure to include the following:

- There must be enough activities for all of the children.
- Quiet activities need to go together.
- More active or noisy activities should go together.
- Learning corners should be separated from each other with dividers.
- Make pathways for children to get from one activity to another (without walking through a learning corner).
- Store materials in easily accessible ways.
- An entrance area is needed.
- A space should be reserved for children's materials.
- Storage boxes can be used for classrooms with limited space.

ACTIVITY 4.B. SETTING UP LEARNING CORNERS: A HANDS-ON ACTIVITY (45 MINUTES)

Preparation

- Collect a variety of equipment and materials that can be used to set up different learning corners. If possible, use the materials available in actual centers.
- On a flipchart, display information on how to set up a corner, or refer the participants to the resource guide.

Instructions

- Explain to the participants that you are going to ask them to actually set up different learning corners for preschoolers.
- Ask the groups to refer to the previous space plan the participants agreed to use as a guide.
- Divide the participants into smaller groups according to the learning corners and *assign one corner to each group.*
- Explain that each group is to set up the learning corner just as they would for the preschoolers in a center.

Ask the groups to read the information in this chapter on how to set up the learning corners, then select the equipment and materials they need from those collected for the training. Show the participants where the equipment and materials are and explain that the groups will have to negotiate with one another for space, dividers, mats, etc.

Have the groups set up their learning corners. Once everything has been set up, invite the participants to stand at the entrance and look at the overall layout. Discuss:

- Whether the learning corners fit well next to one another
- If the learning corners are separated from one another
- How children will move around the space
- Whether all the space has been used (or is there “dead” space in which children will be tempted to run around?)
- Whether there is an entrance and a space for children’s belongings

Now take the group to each learning corner and discuss:

- How many children could play with the materials that have been set out
- Whether the space is big enough for children to play in alone as well as with other children
- Whether children can help themselves to the materials
- Whether children can learn multiple skills

Discuss how the learning corners and activities could be adapted *if there was a child with a disability in the group*, then ask the participants to estimate how many children could be accommodated in the space.

Note for the facilitator: If it is not possible to physically set up the learning corners, have groups draw a plan of how they would set up their learning corner.

4.C. ROLE-PLAY: CREATING LEARNING ACTIVITIES FOR THE SPIRITUAL DEVELOPMENT OF PRESCHOOLERS (30 MINUTES)

Preparation

Flipchart and markers

Instructions

- Explain to the participants that now that they have planned the space and set up the learning corners, you are going to ask them to devise a development and learning activity for one of the learning corners.
- Ask the participants to go back to their previous small group, refer back to their space plans, and check if they have included or considered a learning corner *for spiritual development*.
- If they haven't, ask them to consider a space for the spiritual development of children in their plan and modify their plan accordingly. Give them time to do so.
- Once the plan is modified, give each group a new flipchart and ask them to create activities for the spiritual development corner.
- Explain that once the participants have created the activity plan for spiritual development, they will demonstrate their activities through role-play.

Ask them to demonstrate their role-play to the whole group by:

- Describing how their corner fosters spiritual development
- Showing how the teacher will interact with the children in the learning corner [Note: Use the information on the teacher's role in this manual]
- Asking the larger group to gather around the role-players to observe

Encourage a discussion by asking, "Do yours or other early childhood centers in your community have a learning corner or activities designated for children's spiritual development?" If they answer "yes," have them explain what they look like. If they answer "no," have them offer advice to caregivers or teachers on creating one at their centers.

Note for the facilitator: If possible, take the participants to an actual early childhood center or preschool and have them physically setup the learning spaces/corners. Also, ask the participants to continue the role-play activity at the center.

ACTIVITY 4.D. ADAPTING THE ENVIRONMENT² (15 MINUTES)

Preparation

None

Instructions

- Remind the participants that children with disabilities should be able to move freely from place to place.
- In the large group, discuss the layouts that are on display and what changes they could make to ensure that children with physical disabilities would be able to move freely.
- Mention these key ideas if the participants do not come up with them on their own:
 - Widen the paths.
 - Add more space in each learning corner.
 - Put mats on the floor.

2 CRS, Lesotho (2012).

4.E. SETTING UP A SAFE OUTDOOR PLAY ENVIRONMENT: EQUIPMENT, GAMES, AND SENSORY ACTIVITIES (45 MINUTES)

Preparation

Presentation on Safe Outdoor Play Environment using information from resource guide 4.

Instructions

- Explain that the outdoor play area needs to be planned using the guidelines in this chapter.
- Brainstorm on how children develop and learn outside. Divide a flipchart page into different columns and record the participants' ideas in the appropriate columns. Talk about the importance of including safe outdoor activities every day so that children can grow and develop.

Listing equipment: Ask the participants what outdoor play equipment they have. List the equipment on the flipchart, and refer to the reference guide for additional equipment ideas. Then:

- Discuss the other kinds of activities that can happen outside (e.g., sand and water play, fantasy play, art). Talk about how to involve children in gardening activities.
- *Role-play traditional games:* Explain that there are many games that children can play that help develop their muscles.
- Divide the participants into small groups and ask each group to prepare and demonstrate a traditional game for the other groups.
- Have the groups prepare a game and then teach the rest of the class how to play it.
- Conclude by having the participants reflect on their activities and encourage them to create play equipment for young children at home.

Activity 5: Creating educational toys using locally available materials (60 minutes)

Preparation

- Decide on three or four toys and make a sample of each toy. Use ideas provided in the THRIVE Project's manual, *THINGS YOU CAN DO AND TOYS YOU CAN MAKE: Using Play for Growing Smart*.
- Prepare copies of the manual, *THINGS YOU CAN DO AND TOYS YOU CAN MAKE: Using Play for Growing Smart* for participants.
- Let the participants know what materials to bring, or what materials the training organizer should provide.
- On the day of the workshop, display examples (or pictures) of the toys.
- Prepare work tables with additional materials like scissors or glue.

Instructions

During the workshop:

- Use the examples of the toys (or pictures) to explain how to make each one.
- Display written instructions for making each toy.
- Each participant should decide which toy to start with and find a work space.
- Rotate to the different tables to make sure that the participants are clear about the instructions.
- If the participants are unable to make all of the toys, they can finish them at home.
- Display the completed toys and demonstrate, or have volunteers demonstrate, how to play with them.

NOTE FOR THE FACILITATOR: ALTERNATIVE ACTIVITY

- Bring several different types of recycling materials to the training place, and ask the participants to do so as well.
- Bring glue, scissors, Scotch tape, etc.
- Ask the participants to use the recycling materials to create a toy that appeals to young children's development and learning.
- Ask the participants to demonstrate how the toy can be used in play.
- Encourage the participants to continue creating learning toys for young children using recycled materials and have a toy resource corner at their ECD facilities or at children's homes. Emphasize that the toys they make must be safe and developmentally appropriate for children.

CRS, Lesotho (2012).

CLOSURE AND SESSION EVALUATION (15 MINUTES)

Preparation

Make copies of the *Session Evaluation Form* for each participant [Note: Find the *Session Evaluation Form* in the appendix of this guide.]

Instructions

- Summarize what has been covered during the session and ask if there are any questions or if anything is unclear.
- Hand out the *Session Evaluation Form* and ask the participants to 1) conduct a self-assessment of learning, and 2) evaluate the training.
- Read the instructions for the session evaluation to the whole group before the participants begin to complete the form.
- Ask the participants to hand in their completed evaluation form.
- Keep the completed form in a file and give it to the organizer of the training. Close with a song or a prayer.

Session 2: Organizing Group Activity³

LEARNING OBJECTIVES

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

- Describe how group times are organized by exploring a variety of group activities for the daily schedule.
- Identify ways to build children’s learning and sense of identity by integrating the rich traditions of children’s culture, songs, dance, and stories into the daily learning activities.
- Extend their understanding of group activities that involve children’s active participation.
- Practice skills in preparing and presenting group activities.

SESSION LENGTH: 3 HOURS & 45 MINUTES

SESSION OUTLINE

ACTIVITIES	SUGGESTED TIME
1. Welcome and introduction	30 minutes
2. What are group times?	30 minutes
3. Morning ring	15 minutes
4. Music and movement	45 minutes
5. Storytelling in a circle	60 minutes
6. Field trips for young children	30 minutes
7. Closure and session evaluation	15 minutes
Total	3 hours & 45 minutes

MATERIALS

- Name tags and attendance register
- Brief lecture prepared on flipcharts or PowerPoint
- Flipcharts and markers
- Training manual

³ CRS, Lesotho (2012).

SESSION PLAN AND PROCEDURES

SESSION ACTIVITIES⁴

Activity 1. Welcome and introduction (30 minutes)

- Have the participants sign an attendance register and give them name tags as they arrive (5 minutes).
- Welcome everyone and open the meeting in an appropriate way such as with a prayer or song (10 minutes).
- Play a game or do an icebreaker to help the participants relax and get to know each other better (5 minutes).
- Briefly explain *Module 4, Session 2*—its purpose, and what participants are expected to learn from this session by going through the activities listed under the session outline table (10 minutes).
- Recap the previous modules/sessions (if applicable), and begin session activities.

Activity 2: What are group times in ECD centers? (30 minutes)

Preparation

Prepare a presentation on group times using the information in this guide. Write the key points on flipchart paper.

Instructions

Start the session by dividing the participants into small groups and ask them to (15 minutes):

- Share what they learned from the last session
- Report back to the entire group
- Discuss any concerns that may have arisen
- Do the movement activity below

MOVEMENT ACTIVITY: TALKING WHEEL (15 MINUTES)

- The participants form two circles of even numbers.
- Have one circle stand inside the other circle.
- Those in the inner circle face outwards and those in the outer circle face inward, so that everyone faces someone who will be his/her partner.
- Explain that you will sing a song together (or play a musical instrument like a drum or a whistle). Everyone will move in time to the music to their right. When you yell, "Stop!" they will be facing a new partner.

⁴ CRS, Lesotho (2012).

Do this and then ask *Question 1* below:

1. What are group time activities in ECD centers?
2. Why are group times important?
3. What do you enjoy about group times?
4. What do you find difficult about group times?

Have each pair discuss the question. After a few minutes, start the song again, and again ask the circles to rotate. When the music stops, ask *Question 2* from the list above, repeating this process until the participants have discussed all four of the questions listed.

After the activity, reconvene the large group and invite the participants to share some of the ideas and concerns they discussed with their partners. To close the session, give a presentation using the prepared flipchart about organizing group times in preschool or daycare programs.

Activity 3: Morning activity (15 minutes)

Preparation

None

Instructions

1. Invite the participants to join you in a circle.
2. Find out if there are any absentees from the group.
3. Invite volunteers to open the day with a prayer of thanks.
4. Invite volunteers to share something that happened to them on the way to the training this morning.
5. Discuss the weather that day.
6. Explain what activities will be taking place during the day and invite the participants to comment and ask questions.

After completing these steps, explain that you have just demonstrated a morning activity. Discuss how these steps would be different for children and encourage participants to share what they do during their own morning activity.

- Emphasize the importance of involving children in the activities so that they do not have to sit and listen for too long.
- Make sure all the points on this topic are covered by referring to the resource guide.

Activity 4: Music and movement⁵ (45 minutes)

ACTIVITY 4.A. MUSIC AND MOVEMENT ACTIVITIES (15 MINUTES)

Preparation

- Prepare a music and movement ring using the outline in this guide. Make sure to have activities for each of the following:
 - Gathering: Sing a familiar song or do a finger play.
 - Songs: Sing a few known songs. Teach a new song.
 - Movements and dance: Sing songs with actions; do movements, activities, or dance.
 - Ending: Bring everyone back to the circle and end with a quiet song or activity.

⁵ CRS, Lesotho (2012).

- Prepare a presentation on music and movement activities using the information in this guide and write the main points on flipchart paper.
- Collect a variety of simple handmade musical instruments, including traditional instruments.

Instructions

Session activities:

- Start off by conducting the prepared music and movement ring with the participants.
- After the activity, brainstorm on the various activities they observed. As participants call them out, list them under headings. For example:
 - Gathering: Finger-plays with actions
 - Songs: Traditional song, new song, song with clapping
 - Movements and dance: Song with big actions, dance
 - Ending: Quiet song

Note for the Facilitator: Why do these activities?

Explain how each kind of activity serves a purpose.

Gathering: Activities are planned to bring children together and get their attention.

Singing songs: Children develop their memory skills as they sing familiar songs, and develop both their listening and memory skills as they learn new songs. They learn about rhythm as they sing and clap their hands.

Movements and dance: Action songs and dances have large movements that require children to use their whole bodies to move. This helps them develop body awareness.

Ending: A quieter activity helps to settle the children at the end of the music ring.

Briefly explain how and when music should take place, using the information in the resource guide. Explain how children should be divided into smaller groups according to their ages and provide the recommended time for each age group. Explain that movement activities can be a part of the music ring or can be done as separate group experiences; for example, during outdoor play.

Discuss whether the activities would be suitable for young children, and talk about the importance of having a balance of both songs and movement activities, and quiet and active activities. Discuss ways that music and movement rings could be modified so that children with disabilities could participate.

ACTIVITY 4.B. WHOLE GROUP DISCUSSION: THE IMPORTANCE OF MUSIC IN YOUNG CHILDREN'S LEARNING (5 MINUTES)

Preparation

- Collect a variety of simple, handmade musical instruments, including traditional instruments.

Instructions

- In a large group, discuss why music is important, particularly as a part of children's cultural learning.
- Show the participants the musical instruments and discuss how children can use them during a music ring activity.
- Let the participants explore the various sounds and rhythms of the different instruments.
- Discuss how some of the traditional instruments are made.
- Discuss ways that a child with a disability would be able to participate in such an activity.

ACTIVITY 4.C. SMALL GROUPS: PLANNING TRADITIONAL SONGS OR DANCE FOR LEARNING⁶ (15 MINUTES)

Preparation

- Write the songs below on a flipchart and assign them to groups:

GROUP 1

ONEI MATHANGU MAYA

Song contributed by Sisters of Our Lady of the Missions, Kenya, SCORE ECD

Onei mathangu maya

Look at those leaves (X 2)

Magithaka na ruhuho

They are playing with the wind (X 2)

Naithui nituthake na ruhuho

Let us also play with the wind

Children hold hands in a circle, swinging them backwards and forward while standing still and singing the first and second verses of the song. In the last verse of the song, they move and turn as a group clockwise and counter-clockwise.

6 SCORE ECD Project (2014).

GROUP 2

NYAMBAGA KONDO GAKWA

Song contributed by Sisters of Our Lady of the Missions, Kenya, SCORE ECD

Nyambaga Kondo Gakwa ii Making the “Kiondo” Kikuyu basket using hands

Wone ngiamba ii Look at me making the *Kiondo*.

Wone ngiambura ii (Kikuyu game) Look at me undoing the *Kiondo*.

Children hold hands in a circle and the leader sings and leads them to make coils/spirals of a Kikuyu basket commonly known as *Kiondo*. After coiling, the leader will lead children to unfold the coils as they sing after her.



Children learn through observation and imitation. Through this song and games they learn how to do and undo, clockwise and anti-clockwise movements combining both motor and cognitive development. They must listen carefully the instructions given. Social skills are also enhanced in this game.

Sisal is used for coiling and making the basket. It is usually white in color but sometimes of different colors.

GROUP 3

“NGIELO NGIELO—THE PYTHON SNAKE”

(A Luo game in Kenya)

Song contributed by Sisters of Our Lady of the Missions, Kenya, SCORE ECD

The leader (who is also the soloist) will lead the song. The children will stand in a straight line holding each other’s hips. The leader then imitates the coils made by ‘*Ngielo*’ (the python) by making coiling movements forwards and backwards.

Instructions

- Divide the participants into three small groups.
- Assign one song/game to each group using the prepared flip chart.
- Ask the groups to act out/demonstrate the songs and games in their own language.
- Ask each group to plan a song/dance that they would teach to children during a music and movement ring.

- Each group then demonstrates the song/dance.
- After each group presents, ask the group to explain what children will learn from the activity and the age group for which it would be suitable.

Activity 5: Storytelling⁷ (60 minutes)

ACTIVITY 5.A. STORYTELLING IN A CIRCLE (15 MINUTES)

Preparation

- Prepare a children’s story to recite to the group. Use one of the stories in this guide or a favorite story you know well.
- Bring props such as objects, puppets, pictures, or children’s artwork to illustrate your story.
- Prepare a presentation on how to tell a story using the information in this guide and write the main points on flipchart paper.

Instructions

- Gather the participants in a circle for a storytelling session. Tell the story, making sure that all of the storytelling points in the resource guide are included in the demonstration.
- After the story, have the participants discuss whether or not they enjoyed the story. Specifically, discuss:
 - The age group for which the story would be suitable
 - What children could learn from the story
 - The different techniques that were used to hold children’s attention and any other techniques that could have been used
 - The kinds of questions that were asked
 - How they participated in the different parts of the story
 - What illustrations were used
 - How the story ended
- Brainstorm on why stories are important for young children and write the responses on flipchart paper. Using the prepared flipchart points, give a presentation on how to tell a story. Review the different parts of the demonstration story.
- Use the information found in the resource guide to explain that every story has a *beginning, a middle, and an end*, and detail what goes into each story element.

ACTIVITY 5.B. SMALL GROUPS: ROLE-PLAY (45 MINUTES)

Preparation

- Props or visual aids

Instructions

- Divide the participants into small groups.
- Give each group a different prop or visual aid.
- Have the groups prepare a story to tell the rest of the group using the materials they have been given [Note: The group will elect one person to be the storyteller, and the other members of the group act as children].
- Encourage the groups to use the storytelling strategies discussed in their presentation. Give the groups ample time to prepare their stories.

⁷ CRS, Lesotho.

After each group demonstrates their story to the entire group, ask the same questions that were asked previously:

- “For which age group is the story suitable?”
- “What could children learn from the story?”
- “How did the teacher capture and hold the children’s attention?”
- “What kinds of questions were asked?”
- “How did the children participate in the different parts of the story?”
- “What illustrations were used?”
- “How did the story end?”

Close this part of the session by answering any questions that arise, if any.

Activity 6: Field trips for young children⁸ (30 minutes)

Preparation

- Prepare separate sheets of flipchart paper for different groups. Each page should have a trip experience as the title, and spaces to record what children will see and what they will learn:

GOING TO THE SHOP	
What children will see	What children can learn
Preparation	Follow-up activities

- Prepare a presentation on planning and field trips using the information in the resource guide and write the main points on flipchart paper.

Instructions

Ask the participants if they have ever taken children on trips around the neighborhood. After the group has provided examples, explain that field trips provide many learning experiences for children. Then:

- Divide the participants into small groups.
- Display the flipchart pages on the wall in different parts of the training room.
- Ask each group to stand next to one of the pages. Give each group a different colored marker and explain that they will have ten minutes to write down their ideas.

⁸ CRS, Lesotho (2012).

- After ten minutes, ask the groups to rotate to the next page and give them another five minutes to add new ideas to the existing lists of ideas. Continue in this way until every group has contributed ideas to every trip.
- Brainstorm on other places to take children on trips.
- Using the prepared flipchart points, give a presentation on planning and taking a trip

CLOSURE AND SESSION EVALUATION (15 MINUTES)

Preparation

Make copies of the *Session Evaluation Form* for each participant [Note: Find the *Session Evaluation Form* in the appendix of this guide.]

Instructions

- Summarize what has been covered during the session and ask if there are any questions or anything that is unclear.
- Hand out the *Session Evaluation Form* and ask participants to 1) conduct a self-assessment of learning, and 2) evaluate the training.
- Read the instructions for the session evaluation to the whole group before the participants begin to complete the form.
- Ask the participants to hand in their completed evaluation form.
- Keep the completed form in a file and give it to the organizer of the training. Close with a song or a prayer.

Session 3: Program planning: Creating a daily program⁹

LEARNING OBJECTIVES

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

- Reflect on their own program and identify areas for improvement
- Plan a balanced daily program with activities to meet children's developmental needs
- Have a basic understanding of long-term planning
- Describe how to use weekly planning sheets

SESSION LENGTH: 3 HOURS & 30 MINUTES

SESSION OUTLINE

ACTIVITY	SUGGESTED TIME
1. Welcome and introduction	30 minutes
2. Reflection: Program planning	15 minutes
3. Daily program	45 minutes
4. Team teaching	30 minutes
5. Planning for the year	30 minutes
6. Weekly and daily planning	minutes
7. Closure and session evaluation	15 minutes
Total	3 hours & 30 minutes

MATERIALS

- Name tags and attendance register
- Brief lecture prepared on flipcharts or PowerPoint
- Flipcharts and markers
- Training manual
- Handouts of guidelines for safe, healthy and learning environments

⁹ CRS, Lesotho (2012).

SESSION PLAN AND PROCEDURE

SESSION ACTIVITIES

Activity 1. Welcome and introduction (30 minutes)

- Have the participants sign an attendance register and give them name tags as they arrive (5 minutes).
- Welcome everyone and open the meeting in an appropriate way such as with a prayer or song (10 minutes).
- Play a game or do an icebreaker to help the participants relax and get to know each other better (5 minutes).
- Briefly explain *Module 4, Session 3*—its purpose, and what participants are expected to learn from this session by going through the activities listed under the session outline table (10 minutes).
- Recap the previous modules/sessions (if applicable), and begin session activities.

Activity 2: Reflection: Program planning (15 minutes)

Preparation

- Write the following headings on four flipchart pages:
 - Planning a program for young children involves...
 - Planning a program is important because...
 - Planning a program is hard when...
 - Planning a program is easy when...
- Display the flipchart papers on the wall in different places in the training room, with markers nearby.

Instructions

Start off by:

- Asking participants to move around freely and write their comments on the flipchart papers. When everyone has finished, post the papers for the group and read through what has been written.
- Note what participants find hard about program planning and make sure that their concerns are addressed in the session.

Activity 3: Daily program (45 minutes)

Preparation

1. Prepare a presentation on routine times, using the information in this guide. Write the key points on flipchart paper.
2. List the different parts of a daily program on flipchart paper, as follows:

Note for the facilitator: It is best if the participants use the curriculum guideline of their respective country for program planning.

FLIPCHART: PROGRAM COMPONENTS AND DEVELOPMENTAL AREAS

Spiritual and Moral Development	Social and Emotional Development	Cognitive Development	Language	Physical and Motor Development

3. Using the example below, sketch out the components of a daily program on separate strips of cardboard or flipchart paper for each small group (the groups can write additional parts on the blank cards if needed):

Arrival	Departure	Breakfast
Lunch	Snack	Snack
Toilet and wash	Toilet and wash	Toilet and wash
Brush teeth	Rest	Free-play indoors
Free-play indoors	Music and movement	Free-play outdoors
Story	Story	Music and movement

4. Record on flipchart paper the guidelines for planning a daily program.
5. Using the information in the resource guide, write down the main points that early childhood teachers need to consider when planning a daily program.

Instructions

For this activity:

- Pair-share: Ask the participants to partner and discuss their daily routines at home, starting with when they wake up.
- Whole group: In the large group, write down on flipchart paper some of the common routines that were discussed.
- Discuss what would happen if there was no routine at all. Using the information from the resource guide, discuss the importance of having a daily program for young children.

PRESENTATIONS: WHOLE GROUP

With the large group, review the three types of activities in an ECD program: free-play activities, group times, and routine times. Explain that previous sessions have covered free-play and group activities, but that teachers also need to look at the importance of routine times in their programs. Then:

- Give a presentation on routine times using the prepared flipchart points.
- Display the flipchart paper with the program components and developmental areas.
- Ask the participants to call out how children grow and learn in each of the program components while recording their responses on the flipchart paper.
- Review the prepared guidelines, including the recommended times for each activity, and explain that each program will differ according to the preschool's hours, the type of structure, and the number of adults working in the program. Emphasize that there is no right or wrong daily program and that each preschool will have a different program according to individual circumstances.

PRESENTATIONS: SMALL GROUPS

- Divide the participants into small groups.
- Hand out the card strips, a piece of flipchart paper, and glue. Ask the participants to use the guidelines and the sample daily schedule in this chapter to design a daily program for toddlers and preschoolers, then have each group report back.
- After each presentation, ask the large group to comment and add suggestions.
- *Emphasize the importance of planning transition times and giving children plenty of warning when activities are about to change.* Also, discuss how a child with a disability may need to start earlier than other children.
- *Review how mixed age groups can play together during free-play time but need to be separated according to their ages during group times, using the points in the resource guide.*

Activity 4: Team teaching (30 minutes)

Preparation

- Bring these props for the role-play: a broom, a few toys, a shelf, and a table and chairs for snack time.
- Prepare a presentation on team teaching using the information in this guide. Write the key points on flipchart paper.

PRESENTATION: WHOLE GROUP

Begin with brainstorming. Ask the participants to think about how the adults in the daycare or preschool share responsibilities. Discuss whether everyone knows what their role is, then give a presentation on team teaching using the flipchart points. Give examples of how teachers can share responsibilities so that one teacher, for example, is preparing for the next activity while the second teacher helps the children pack up the existing activity. Discuss how shared responsibility allows the program to flow smoothly without children having to wait in lines for the next activity, which can lead to misbehavior. For those teachers who work alone, discuss the role of volunteers to help during their busy times.

ROLE-PLAY: VOLUNTEERS

- Use a few props and some volunteers to role-play how the above scenario would work in practice. Set up the scenario for the role-play as follows:
 - One “teacher” tells some “children” to start packing away the toys and materials they have been using. She starts sweeping and preparing a table for snacks. The other “teacher” takes some of the “children” outside to the “toilet.” When they return, they sit at the table.

Activity 5: Planning for the year (30 minutes)

Preparation

- Prepare a presentation on long-term planning, including the three sequencing principles, using the information from this chapter. Then, make a chart on flipchart paper as follows:

Educational goals	Free-play activities	Group activities	Routines

- Refer to the national curriculum guide of the participants’ own country when carrying out the below activity:

SMALL GROUP ACTIVITY

- Divide the participants into small groups. Ask them to think of themselves as preschool teachers, then have them discuss the following questions in their groups:
 - How do you plan for the whole year?
 - How do you plan on a daily/weekly basis?
 - How do you know that what you have planned meets the children's needs?
 - What records do you keep of your planning?
- Have each group report back on all of the questions before a general group discussion.
- Give a presentation on long-term planning using the prepared flipchart points. Demonstrate how to draw up a list of activities according to developmental areas, using the prepared flipchart paper.
- Have the participants look into the national curriculum guide, compare their work, and reflect.

Note for the facilitator: It is best if the participants refer to the curriculum guidelines of their respective countries to learn more about long-term planning by theme. If possible, use the national curriculum guide for this activity.

Activity 6: Weekly and daily planning (45 minutes)

Preparation

Prepare planning sheets on flipchart paper for each learning corner, as illustrated below. Make an extra copy for demonstration purposes.

Learning corner: Size of group:	Week ending: Age group:
Objectives	Materials

Next, list the learning corners on flipchart paper. Explain that even though the same activities are set out every day, teachers need to provide materials in the corners to help children develop and learn according to the different developmental areas. It is also important to:

- Explain that planning involves setting objectives detailing how the goals will be reached. Write a few examples (some sample objectives are provided in this guide).
- With the group, complete a weekly planning sheet on flipchart paper for one of the learning corners (e.g., fantasy-play corner).
- Encourage the participants to share their ideas for suitable objectives.
- Discuss the kinds of materials that can be provided in the learning corner to meet the objectives.

SMALL GROUPS

- Divide the participants into five groups.
- Assign each group one of the remaining learning corners and hand out a flipchart planning sheet.
- Ask the groups to draw up a weekly plan for their learning corner.
- After each group has shared their plan with the larger group, discuss:
 - What children can learn from the planned activities
 - Whether these activities will meet the objectives
 - Whether the activities are suitable for the age group

Discuss how the needs of individual children are built into the weekly planning and explain the importance of evaluating activities in the planning process. Go through the examples of planning sheets in this guide for planning group times. Explain that these are examples and that teachers should feel free to use their own planning sheets, but they should be sure that all of the required information is included. *Emphasize that there is no right way or wrong way of planning and that centers will differ from daycares.*

CLOSURE AND SESSION EVALUATION (15 MINUTES)

Preparation

Make copies for each participant of the *Session Evaluation Form* found in the appendix of this guide.

Instructions

- Summarize what has been covered during the session and ask if there are any questions or anything that is unclear.
- Hand out the *Session Evaluation Form* and ask participants to 1) conduct a self-assessment of learning, and 2) evaluate the training.
- Read the instructions for the session evaluation to the whole group before the participants begin to complete the form.
- Ask the participants to hand in their completed evaluation form.
- Keep the completed form in a file and give it to the organizer of the training. Close with a song or a prayer.

Session 4: Supporting Young Children in Language and Literacy¹⁰

LEARNING OBJECTIVES

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

- Define early literacy and the skills that are important for learning literacy
- Identify ways to provide a print-rich learning environment for children
- Provide listening and speaking, reading and writing activities to help children develop early literacy
- Make connections between the different areas of literacy: speaking and listening, reading and writing

SESSION LENGTH: 6 HOURS & 15 MINUTES

SESSION OUTLINE

ACTIVITY	SUGGESTED TIME
1. Welcome and introduction	30 minutes
2. Early literacy	30 minutes
3. Print-rich environment	45 minutes
4. Oral language	30 minutes
5. Sounds of language	30 minutes
6. Storytelling	15 minutes
7. Print awareness	45 minutes
8. Reading aloud	1 hour and 15 minutes
9. Early writing	30 minutes
10. Partner with parents	30 minutes
11. Closure and session evaluation	15 minutes
Total	6 hours & 15 minutes

MATERIALS

- Name tags and attendance register
- A brief lecture prepared on flipcharts or PowerPoint
- Flipcharts and markers
- A training manual

¹⁰ CRS, Lesotho (2012).

SESSION PLAN AND PROCEDURE

SESSION ACTIVITIES

Activity 1. Welcome and Introduction (30 minutes)

- Have the participants sign an attendance register and give them name tags as they arrive (5 minutes).
- Welcome everyone and open the meeting in an appropriate way such as with a prayer or song (10 minutes).
- Play a game or do an icebreaker to help the participants relax and get to know each other better (5 minutes).
- Briefly explain *Module 4, Session 4*—its purpose, and what participants are expected to learn from this session by going through the activities listed under the session outline table (10 minutes).
- Recap the previous modules/sessions (if applicable), and begin session activities.

Activity 2. What is early literacy? (30 minutes)

Preparation

- Make three signs: AGREE, DISAGREE, and NOT SURE. Post these on the wall in different places in the training room.
- Write up the statements (see first bullet point below) on strips of cardboard or newsprint.
- Write the six literacy skills (see fourth bullet point below) on flipchart paper.

Instructions

Begin by defining early literacy as *everything children know about listening and speaking, reading and writing before they can actually read and write*. Explain that there are many approaches to teaching literacy, and that the following activity will explore what the participants think about early literacy. Then:

- Explain that a statement will be shown to the group. Each participant will then move to the sign that best matches their position on that statement. For example, those who agree with the statement will go to the AGREE sign, those who disagree will go to the DISAGREE sign, and those who are unsure will go to the NOT SURE sign.
- Show the first statement, and once everyone has moved to a different sign, ask the participants to discuss their views with the other people in their group. Each of the three groups will then share their views with the whole group. Continue in the same way using these statements:
 - “The best way to teach and prepare children for reading in preschool is to drill them on the alphabet and teach them letters.”
 - “Children learn to write before they learn to read.”
 - “The best way for children to learn to read is to read aloud to them every day.”
- Acknowledge that each participant has a different way of teaching literacy, and that in recent years there has been a lot of research and new information on the subject.

This module details innovative strategies based on that research that stimulate and challenge teachers to find new ways to help children develop early literacy skills.

- Explain that research shows the best way to help children develop literacy skills is to help them understand how reading and writing are useful in daily life. To do this, this module focuses on the following early literacy skills for young children:
 1. Having an interest in and enjoyment of books
 2. Being able to understand and tell stories and describe things
 3. Having a good vocabulary
 4. Understanding how books and print work
 5. Hearing and using the different sounds of language
 6. Knowing letter names and the sounds they make
- Explain that these six skills are interconnected and that literacy and language develop together.

Activity 3. A print-rich environment (45 minutes)

Preparation

Using information from the resource guide, prepare a sample *Word Wall* to demonstrate how it can be used in the classroom.

Instructions

Start off by asking the participants to look around the training room and point out any print in the environment. Write these on flipchart paper as they are named, then discuss the kinds of print children might see every day in their classroom (e.g., alphabet chart and other charts, labels on toy containers, books). Then:

- Explain that children start to understand the purpose of print when they see it around them. Talk about the kinds of labels and charts that teachers can provide, and emphasize that too much print can be overwhelming for children [Note: A few objects in the classroom, like a chair and a window, can be labeled to help children connect the printed words with the objects they represent. Other labels can be used to show children where things belong or where they can play].
- Explain that the format of the written letters should be consistent with what children will be taught in school.
- Explain that the learning corners help children understand the purpose of print. Divide the participants into small groups by numbering them off and tell each group where they should meet. Ask the participants to discuss 1) the kinds of materials to set out in each learning corner to help children understand the purpose of print, and 2) how children would use them.
- Have the individual groups take turns sharing their ideas with the whole group.
- Explain what a *Word Wall* is and how it can be used in the classroom, using the information in this guide and the prepared sample *Word Wall*.

Activity 4. Oral language (30 minutes)

Preparation

- Bring a variety of playthings for the participants to use in this activity.
- On flipchart paper, write a list of conversation techniques using the information in the resource guide.

Instructions

- Start off by explaining that oral (spoken) language is a critical part of literacy development often overlooked by teachers because they are so focused on helping children learn reading and writing. Explain that as children listen and speak they start to make connections between spoken and written words, so it is important that teachers have meaningful conversations with children. Explain what this involves, using the prepared list, and offer practical examples from the information in this session.
- Ask the participants to work with a partner to practice their conversation skills. They should decide who will play the part of the teacher and who will play the role of the child. Have each pair select a toy or activity, and while the “child” is busy playing, the “teacher” starts a conversation with the “child,” using techniques like describing, listening, asking open-ended questions, and modeling language.
- Have the participants then swap roles and repeat the activity. When everyone has had a turn, have the participants share with the larger group which strategies they found easy and which ones they found more difficult.
- Brainstorm on activities that encourage children to talk to one another. Answers should include fantasy play and other learning corner activities, morning ring, field trips, etc.
- Discuss how a child with a disability would be able to participate in these activities. Answers could include using signs as a way to encourage communication with hearing impaired children.

Activity 5. Exploring the sounds of language (30 minutes)

Preparation

Plan a few of the rhyming and singing activities from this guide to demonstrate:

- How words can be broken into smaller parts (syllables)
- Rhymes (similar end sounds)
- Alliteration (similar beginning sounds)

Instructions

- Gather the participants in a circle and do the prepared sound activities together.
- After the activity, explain that being able to hear that language is made up of words is a very important part of learning to read and write. Explain that for this to happen, young children need to have lots of practice hearing and playing with the sounds that

make up words.

Teachers can help by providing activities that allow children to:

- Hear sounds at the ends of words (rhyming)
- Hear sounds at the beginning of words
- Break words down in a sentence
- Break words down into syllables (beats)
- Encourage the participants to come up with their own ideas for activities, and refer them to the activities in the resource guide.
- Discuss how these activities could be modified so that a child with a disability could participate.

Activity 6. Storytelling (15 minutes)

Remind the participants that storytelling was explored in earlier sessions and talk about how important storytelling activities are for early literacy, using the information in this guide. Discuss what children learn when they retell stories and how they can be encouraged to do this.

Activity 7. Print awareness and print motivation (45 minutes)

Preparation

- Bring a selection of books for young children (enough for participants to work in pairs). Display them in the training room.
- On flipchart paper, list the print concepts that children need to learn using information in this guide.
- Explain that as children become aware of print they learn important print concepts. Read through and explain these from the prepared list.
- Ask the participants to find a partner and choose a book from the display. Have each pair look at the book and discuss the print concepts that children learn 1) about the book, 2) about the print and pictures, and 3) about the letters and sentences.
- Discuss how teachers can help children learn print concepts, using the information in the resource guide.
- Explain that children need to know the names of letters and connect them to sounds, which they do as they explore books and print around them. Emphasize that having children chant the alphabet in rote fashion is not appropriate for young children. Instead, teachers should provide play activities like singing songs with the letters in children's names, letting children make letter shapes with their bodies and fingers, and putting alphabet books in the book corner.

Activity 8. Reading aloud (1 hour and 15 minutes)

Preparation

- Bring a selection of books that are suitable for reading aloud to children aged three to five years. There should be enough books for the participants to work with in small groups.
- Prepare to read a story aloud to the group using the techniques in the guidelines. Read the story several times in advance so that you know it well, and plan how and when you will:
 - Get the participants' attention.
 - Talk about the front cover and title of the book.

- Use your voice.
- Show the pictures.
- Ask questions.

Instructions

- Start the session by saying that research shows the best way to teach children to read is to read aloud to them. Teachers should try to read aloud to children every day, either in the book corner with a few children or at story time with a larger group.
- Explain that you are going to read a book aloud to the participants and that they should note the techniques you will use.
- Model how to read aloud. Be sure to move your finger along the words as you are reading them.
- Divide the participants into small groups by numbering them and tell each group where they should meet.
- Give each group a book and let members take turns reading the book, then have the rest of the group evaluate their performance according to the guidelines for reading aloud. Remind the participants that this is a skill that requires a lot of practice.
- If there is a shortage of books to read aloud, discuss ways that teachers can acquire book (e.g., they can make their own, or set up a small community library where different local communities can share the books they have with local preschools).

Note for the facilitator: A book-making workshop outline is suggested at the end of this session.

Activity 9. Early writing (30 minutes)

Preparation

Bring a few examples of children's writing (e.g., attempts to write their names or make a list).

Instructions

- Share the practical examples of children's writing. Explain that children teach themselves to write when they see people around them writing, and this helps them understand that writing serves a purpose. Explain that teaching children how to form letters at this early age is not appropriate.
- Brainstorm on some of the ways we use writing in our daily lives. For example:
 - Making a shopping list
 - Writing a letter
 - Signing our names
 - Work tasks

- Making notes during training sessions
- Divide the participants into small groups by numbering them and tell each group where they should meet. Ask the groups to discuss what writing materials they can provide in the learning corners to help children become writers.
- Using the information from this session, have the smaller groups share their ideas with the whole group, adding any points not mentioned.

Activity 10. Partner with parents and caregivers (30 minutes)

- Explain that families play an important role in supporting their children's literacy through their everyday activities at home and in the community.
- Ask the participants to return to their groups and discuss how they can encourage parents and other caregivers to support children's literacy.
- Have the smaller groups report back to the whole group and reflect on what they have learned in this session.

WORKSHOP: MAKING BOOKS

The purpose of these additional workshops is to give the participants a chance to make resources for their classrooms. In this third workshop, participants will make books.

Time: 4 hours

Preparation

- Decide what kinds of books to make. Refer to *Setting up learning corners* in *Session 1* of this guide for some ideas.
- Note what materials are needed and inform the participants what they need to bring.
- On the day of the workshop, display examples of self-made books on a table.
- Prepare work tables with additional materials that participants might not bring, such as scissors and glue.

On the day of the workshop

- Greet the participants and start the session with a prayer and song.
- View the examples of the books and explain how to make each one.
- Display written instructions for making the books.
- Have the participants find a work space.
- Rotate to the different tables to ensure that the participants are clear about the instructions and help where necessary [Note: The participants may be able to make more than one book. If time runs out, they can finish their books later at home.]
- End the day with a prayer and song.

CLOSURE AND SESSION EVALUATION (15 MINUTES)

Preparation

Make copies of the *Session Evaluation Form* for each participant [Note: Find the *Session Evaluation Form* in the appendix of this guide.]

Instructions

- Summarize what has been covered during the session and ask if there are any questions or anything that is unclear.
- Hand out the *Session Evaluation Form* and ask participants to 1) conduct a self-assessment of learning, and 2) evaluate the training.
- Read the instructions for the session evaluation to the whole group before the participants begin to complete the form.
- Ask the participants to hand in their completed evaluation form.
- Keep the completed form in a file and give it to the organizer of the training. Close with a song or a prayer.

Session 5: Supporting Young Children in Early Mathematics¹¹

LEARNING OBJECTIVES

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

- Understand how children develop mathematical concepts as they play with objects in real-life situations.
- Learn how to create a learning environment for children to develop mathematical skills and concepts.
- Explore ways of helping children develop mathematical skills and concepts.
- Help parents and caregivers support their children's mathematical development at home and in the community.

SESSION LENGTH: 6 HOURS & 30 MINUTES

SESSION OUTLINE

ACTIVITIES	SUGGESTED TIME
1. Welcome and introduction	30 minutes
2. Introducing mathematical concepts	45 minutes
3. Number	1 hour
4. Patterns	45 minutes
5. Shape and space	45 minutes
6. Measurement	45 minutes
7. Organizing data	45 minutes
8. Mathematics in the environment	1 hour
9. Closure and session evaluation	15 minutes
Total	6 hour & 30 minutes

MATERIALS

- Name tags and attendance register
- A brief lecture prepared on flipcharts or PowerPoint
- Flipcharts and markers
- Training manual
- Items for different mathematics stations (e.g., objects for sorting, beads of different colors for threading, objects of different geometric shapes and sizes, string, a

¹¹ CRS, Lesotho (2012).

large container of water, and measuring tools like cups, jugs, spoons, containers of different sizes, sieves, funnels, etc.)

- A *100 Board* for display (see *Session 5* of the resource guide)
- A scale and things to weigh, water-play containers of different sizes, about ten sticks of different sizes, and a weather calendar
- Prepare a presentation on a mathematics environment using the information in the resource guide. Write the key points on flipchart paper.
- Prepare a presentation on how parents and caregivers can support children’s mathematics learning using the information in this guide. Write the key points on flipchart paper.

SESSION PLAN AND PROCEDURE

SESSION ACTIVITIES

Activity 1. Introduction (15 minutes)

- Have the participants sign an attendance register and give them name tags as they arrive (5 minutes).
- Welcome everyone and open the meeting in an appropriate way, such as with a prayer or song (10 minutes).
- Play a game or do an icebreaker to help the participants relax and get to know each other better (5 minutes).
- Briefly explain the purpose of *Session 5* and review the agenda (5 minutes).
- Recap the previous session and begin the activity (5 minutes).

Activity 2. Introducing mathematical concepts (45 minutes)

Preparation

1. Collect the following items for different mathematics stations:

NUMBER	PATTERN	SHAPE	MEASUREMENT	DATA
An assortment of objects for children to count A number game	Threading beads of different shapes colors, and string	Building blocks of different geometric shapes and sizes	A large container of water, measuring tools like cups, jugs, spoons, containers of different sizes, sieves, funnels, etc.	Sorting trays with a variety of objects to sort and match

2. Set out the materials on different tables and label each table clearly according to the different mathematical concepts.
3. At each station, provide a sheet of flipchart paper with a heading for the mathematical concept.
4. Write up a brief introduction of what children need to learn about each mathematical concept as follows:

- Number: Children learn how to count and solve problems with numbers.
- Pattern: Children learn how things are arranged in different ways.
- Shape: Children learn that objects have shapes.
- Measurement: Children learn how much of something there is.
- Organizing data: Children organize things according to how they are the same (e.g., color, shape, size, texture).

Instructions

Start by explaining that there are different mathematical concepts and skills that children need to develop. Briefly introduce each mathematical concept according to the prepared flipchart points. Then:

- Divide the participants into five small groups by numbering them off, and assign each group to one of the mathematics stations that have been set out. Explain that they should use the flipchart paper to record the ways children could use the materials to learn more about the mathematical concept assigned. They should also come up with another way to promote this mathematical concept, such as through an activity, song, story, or game.
- Give the groups time to complete the task, then display the flipchart papers and read through their ideas, explaining that the participants will learn more about each of these concepts during the remainder of the session.
- Explain that teachers can help children develop thinking skills to solve mathematical problems when they ask open-ended questions like:
 - “What would happen if...?”
 - “Can you think of a way to...?”
 - “Is there another way?”
 - “Why are you doing that?”
 - “How is it the same? How is it different?”
 - “How can you make it work?”
 - “What can you try next?”
 - “How can you find out?”
 - “How do you know?”
 - “How did you do that?”
 - “Why do you think that happened?”
 - “How could you...?”

Activity 3. Number (1 hour)

Preparation

- Using the information in this guide, define “numeral” and “number” on flipchart paper.
- Bring a variety of objects and games that will encourage children to count (e.g., lotto games, sorting boxes).
- Prepare a presentation on how to help children count and develop their number sense, using the information in this session. Write the key points on flipchart paper.

QUANTIFYING

Instructions

Using the prepared flipchart paper, begin by explaining the difference between “numeral” and “number.” Ask the participants to share with a partner how they teach children about numbers, then have the pairs share their ideas with the whole group

[Note: If the methods used are centered mostly on memorization and worksheets, remind the participants that children learn best through play and that these methods are the least effective for young children.] Then:

- Sing a number song with the participants. Explain that children first learn to rote count by chanting numbers in the correct order [Note: Emphasize that rote counting is an important part of learning to count and that teachers need to plan fun singing games that help children learn to count.]
- Divide the participants into small groups and ask each group to prepare a counting song or game for children. Have the groups prepare and then demonstrate their song or game.
- Explain that children will more fully understand how to count when they count real objects. Use real objects to demonstrate this counting sequence:
 - A. Say the number names in the correct order (e.g., from one to ten).
 - B. Touch one object for each number that the child counts aloud (e.g., one, two, three, etc.).
 - C. The last number name (e.g., ten) tells you how many total objects were counted.
- Summarize with a presentation on helping children learn about numbers using the prepared flipchart points.

Activity 4. Patterns (45 minutes)

Preparation

- Refer to *Session 5* of the resource guide and draw or make a copy of the *100 Board* found there.
- On flipchart paper, prepare a presentation on helping children learn about patterns, using the information in this guide. Write the key points on flipchart paper.

Instructions

- Display the *100 Board* and discuss the kinds of patterns in the numbers (e.g., from left to right, each number increases by one, and from top to bottom, the number on the right stays the same but the number on the left increases every time).
- Brainstorm on where patterns can be found in our environment and write down the participants' ideas on flipchart paper.
- Involve the participants in a demonstration of patterns in movements. For example:
 - Clapping or stamping feet:
 - Soft, loud; soft, soft, loud; soft, loud; soft, soft, loud
 - Clap, clap-clap, clap-clap-clap; clap, clap-clap, clap-clap-clap
 - Hop, clap; hop, clap
 - Movement patterns:
 - Jump to the left, jump to the right, jump to the left, jump to the right
 - Move slow move fast, move faster, move slow move fast, move faster
 - Dance movements that repeat

- Body patterns:
 - Bend, arms out, legs out, bend, arms out, legs out
- Divide the participants into small groups. Explain that each group should use their bodies, facial expressions, clothing items, or other means to create some kind of pattern to demonstrate to the larger group. After each group has presented their pattern, have the remaining participants guess what the pattern is.
- Summarize with a presentation on how to help children learn about patterns using the prepared flipchart points.

Activity 5. Shape and space (45 minutes)

Preparation

- Collect building blocks of different geometric shapes and sizes. The collection should have as many blocks of the same kind as possible.
- Prepare a game of hopscotch outside.

Instructions

- Display the building materials and have a few volunteers experiment with the blocks for a few minutes. Encourage them to stack blocks and arrange them in different ways. As the participants explore, ask questions like:
 - “How is this shape the same as this one?”
 - “How does it look?”
 - “How many sides does it have?”
 - “What shape can you use to make the bridge?”
 - “What shape can you use to make the wheels?”
- After the activity, explain that it is more important for children to have opportunities to explore objects with different shapes than it is to learn the names of those shapes. Explain that children learn about flat shapes when they draw pictures; for example, a roof with a triangular shape.

Note for the facilitator: At this introductory stage, it is not necessary to explain the differences between two-dimensional and three-dimensional shapes. What is important is that teachers provide hands-on activities, rather than worksheets, for children to learn about shapes.

- Brainstorm on other activities teachers can provide for children to learn about shapes. Add any ideas not mentioned using the information from this session.
- Explain that children also need to understand the concept of space, e.g., where they are in relation to objects and other people. Give a few examples (under, over, on top of, between, etc.).
- Take the participants outside and have a few volunteers play a game of hopscotch. As they play, ask the remaining participants to write down words that describe where the players are in relation to the stone, the lines, and one another. After the game, have the participants call out the words they wrote down, and list each new word as it is called out. Words might include:
 - In front of, at the back of, behind, in the middle
 - On top of, under, above, below
 - Before, after
 - Near, far, close to, far from

- High, low
- Inside, outside
- Up, down
- Away from
- Explain the importance of introducing these words to children as they play and during daily routines. Discuss how obstacle courses allow children to climb onto/ under/through, jump over, step up, etc., and talk about how children learn about high and low, near and far, and over and under as they throw and catch balls.

Activity 6. Measurement (45 minutes)

Preparation

- Bring and set out the following items in different parts of the training room:
 - A scale and things to weigh
 - Containers of different sizes for a water-play activity
 - About ten sticks of different sizes
 - A weather calendar
- Using the information in this guide, prepare a presentation on flipchart paper on helping children learn about measurement.

Instructions

- Start this part of the session by reviewing the definition of measurement, e.g., how much of something there is. Demonstrate different aspects of measurement, like:

Volume (the amount of space an object takes up): Go to the water-play activity and ask for a few volunteers to use the materials. Ask the volunteers questions like:

- “How many cups do you think it will take to fill the bottle?”
- “How many cups do you think it will take to half-fill the bottle?”
- “Which container has the most water?”
- “Which container has the least water?”
- “Which container has the same amount of water as another?”

Length: Ask for (different) volunteers to compare the different sized sticks. For example:

- “Choose two sticks. Which stick is the shortest?”
- “Choose three sticks. Which stick is the longest?”
- “Arrange all the sticks from shortest to longest.”

Weight: Ask for volunteers to compare the weight of different things. First, they should estimate which item they think will weigh more than the other item, and then use the scale to find out if their estimate was correct. Ask questions like:

- “Which two objects do you think will weigh the same?”
- “Which do you think will be heavier?”
- “Which do you think will be lighter?”
- “Which do you think will weigh the most?”
- “Which do you think will weigh the least?”

Time: Review how to use the weather chart and discuss how children learn about time by remembering something that happened the day before or talking about what might happen the next day.

- Summarize with a presentation on the prepared flipchart points detailing how to help children learn about measurement.

Activity 7. Organizing data (45 minutes)

Preparation

- Bring sorting boxes with a variety of items in different sizes, shapes, colors, texture, etc. for each group.
- Gather a variety of items for a floating and sinking activity (e.g., leaves, sticks, coins).
- Use the water-play container from *Activity 6*.
- Make a floating and sinking **chart** as shown in the illustration below:



- **Chart** (CRS Lesotho)

Instructions

- Review the definition of data (e.g., a collection of facts or information about things, people, or places). Explain that children sort and group things together because they are alike in some way, then give examples of how we all sort and group things in our daily lives (e.g., organizing shelves, sorting clothes, stands selling produce in the market, etc.).
- Divide the participants into small groups by numbering them off and tell each group where to meet.
- Give each group a sorting box and give the participants time to sort and group the objects provided in any way they want (e.g., according to size, color, shape, or texture), then have the groups share their ideas on the various ways their objects can be grouped.
- Explain to participants that this exercise is an example of how to teach children sort and group things, and as they do that they can start to make simple charts (see illustration) about what they have found out.

- Ask for a few volunteers to participate in the floating and sinking activity. Have them place the objects that float on the “float” side of the chart and the objects that sink on the “sink” side of the chart.
- Remind participants of the weather chart and discuss how children organize information about the weather. For example:
 - “For how many days did the sun shine?”
 - “For how many days did it rain?”
 - “Were there more days of sun or more days of rain more this week?”

Activity 8. Mathematics in the environment (1 hour)

Preparation

- Prepare a presentation on a mathematics environment using the information from this chapter. Write the key points on a flipchart.
- Prepare a presentation, using the information from this guide, detailing how parents and caregivers can help children learn mathematics. Write the key points on a flipchart.

Instructions

- Reflect on the day’s activities and discuss how children develop mathematics concepts as they play. Explain that the learning corners provide many learning opportunities.
- Divide the participants into six small groups by numbering them off and tell each group where they should meet. Ask each group to focus on one of the following learning corners:
 - Fantasy-play corner
 - Building corner
 - Art corner
 - Science and discovery corner
 - Book corner
- Educational toy corner

Ask the groups to discuss the questions 1) “What mathematical concepts can children learn in this corner?” and, 2) “What materials would help children learn these concepts?” Have the groups report their discussions to the larger group. Then:

- Discuss the different kinds of mathematical print that teachers can provide, using the information on the prepared flipchart paper.
- Explain that mathematics happens throughout the day in all routines and activities. Ask the participants for their views on how teachers can help parents and caregivers support their children’s mathematical learning during daily activities, and summarize the discussion with the points on the prepared flipchart paper.
- Encourage the participants to identify ways to include a child with a disability in different mathematical activities. Here are a few examples:

- Encourage a child with a visual disability to touch each object as he/she counts.
- Break a task down into smaller steps.
- Provide textured pattern cards, threading beads, and games to help children with visual disabilities learn. Encourage the child to feel the small differences in things.
- Find a way for a child with a physical disability to join movement activities, such as clapping in time to the beat.
- Make sequencing picture cards to help children understand the order in which things happen.
- Stand face to face with a child with a hearing disability and use gestures, real objects, and pictures to highlight concepts.

CLOSURE AND SESSION EVALUATION (15 MINUTES)

Preparation

Make copies of the *Session Evaluation Form* for each per participant [Note: Find the *Session Evaluation Form* in the appendix of this guide.]

Instructions

- Summarize what has been covered during the session and ask if there are any questions or anything that is unclear.
- Hand out the *Session Evaluation Form* and ask participants to 1) conduct a self-assessment of learning, and 2) evaluate the training.
- Read the instructions for the session evaluation to the whole group before the participants begin to complete the form.
- Ask the participants to hand in their completed evaluation form.
- Keep the completed form in a file and give it to the organizer of the training. Close with a song or a prayer.

Session 6: Administration of an Early Childhood Center¹²

LEARNING OBJECTIVES

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

- Learn how to keep up-to-date financial records and record the day-to-day income and expenditure of an ECD center/preschool.
- Administer the day-to-day income and expenditure of an ECD center/preschool.
- Identify the records that need to be kept in the ECD center/preschool.
- Learn how to keep up-to-date administrative records.

SESSION LENGTH: 2 HOURS

SESSION OUTLINE

ACTIVITY	SUGGESTED TIME
1. Welcome and introduction	30 minutes
2. Financial records	45 minutes
3. Administrative records	45 minutes
4. Closure and session evaluation	15 minutes
Total	2 hours

MATERIALS

- Flipchart, markers
- Presentation materials on flipchart or PowerPoint
- Administrative forms

SESSION PLAN AND PROCEDURE

SESSION ACTIVITIES

Activity 1. Introduction (30 minutes)

- Have the participants sign an attendance register and give them name tags as they arrive (5minutes).
- Welcome everyone and open the meeting in an appropriate way, such as with a prayer or song (10 minutes).

¹² CRS, Lesotho (2012).

- Play a game or do an icebreaker to help the participants relax and get to know each other better (5 minutes).
- Briefly explain the purpose of *Session 6* and review the agenda (5 minutes).
- Recap the previous session and begin the activity (5 minutes) .

Activity 2. Financial records (45 minutes)

Preparation

- Bring an example of a fees receipt book and a fees register.
- Make a copy of a cash receipt form for each participant.
- Prepare a presentation on how to record income from fees using the information from the resource guide. Write the key points on flipchart paper.
- Prepare a stack of cards or pieces of paper of the same size for each group. Bring markers for the group task.

Instructions

- Start off by asking the whole group if anyone has administered an early childhood center. After the participants have shared their experiences, explain what administration means using the facilitator’s note below:

FACILITATOR’S NOTE: WHAT IS ADMINISTRATION?

Administration refers to the daily running and operations of the preschool. It is concerned with the day-to-day operations of the preschool, ensuring that the teachers are present and in their classrooms, and that there are teaching and learning materials and resources for work to continue on a daily basis.

In a preschool that has more than one staff member, there has to be a leader; the principal. The principal is a key person in the preschool, as he/she is responsible for its day-to-day administrative and educational functions.

Indicate that the purpose of this session is to introduce some necessary administrative procedures to the participants. The participants will learn how to record daily income and outflow of money at an ECD center/preschool, and they will have opportunities to practice filling out the necessary administrative forms.

Ask the participants if they know how to record the intake of money, and find out whether they use receipt books.

- Hand out a receipt form to each participant and explain how it is filled out. Let the participants practice filling out the form.
- Summarize with a presentation on how to record income from fees using the prepared flipchart paper.
- Show the participants examples of fees register using the chart provided in *Session 6* of the resource guide. Then:

1. Divide the participants into small groups.
 2. Give each group a stack of cards and two different colored markers. Ask the participants to think of the typical monthly expenses in an ECD center/preschool and to write each one down on a separate card, along with an estimated dollar amount. When all of the groups have finished, ask each to total the amounts they have identified. Explain that this figure is the ECD center/preschool's *expenditure*.
 3. Now ask the groups to estimate the monthly amount of cash that typically comes into an ECD center/preschool and write each new item on a separate card. When all of the groups have finished, ask each to total the amounts they have identified. Explain that this is the preschool's *income*.
 4. Finally, ask the groups to *deduct the expenditure amount from the income amount* and call out what the total is, then discuss whether the expenditures are greater than the income.
- Refer the participants to the example of the cash book records in *Session 6* of the resource guide and read through the points on how to fill out the cash book (i.e., the income and expenditure form).
 - Make sure the participants have understood the ideas discussed and move to the next activity.

Activity 3. Administrative records (45 minutes)

Preparation

- On flipchart paper, list all of the administrative records that need to be kept, using the information in the resource guide.
- Prepare a flipchart on medical administration forms like the ones in the resource guide for each small group, i.e., the form *Permission to Administer Medicine and Medical Log*.
- Write the following dosage on flipchart paper:
 - Name of child: Mary Paul
 - Name of parent/caregiver: Mr. Paul
 - Name of medicine: *paracetamol*
 - Dosage: One tablet of *paracetamol* every four hours
- Bring various examples of storage files and their contents, including self-made files such as old envelopes or cardboard boxes. Make sure the contents of the files are not confidential (e.g., actual children's records).

Instructions

- Brainstorm on the kinds of administrative records the participants keep. Display the prepared flipchart list, and compare this to what the participants come up with.
- *Admission form*: Discuss the kinds of information a teacher would need about each child and family in an ECD center/preschool program, referring to the example of an admission form in the resource guide.
- *Accident or incident records*: Find out from the participants what procedures they follow when a child has an accident at their ECD center/preschool. Explain that each accident or incident outside of the normal routine of the day, such as changes in a child's behavior or signs of illness, needs to be recorded. Read through the example of the incident form in the resource guide.
- *Medical administration forms*: Explain the safety measures in place for recording all medications children take, including a permission form from the parent/caregiver. Refer to the form in the resource guide.

- Divide the participants into small groups. Hand out the prepared flipchart medical administration forms (i.e., the *Permission to Administer Medicine and Medical Log*) to each group. Display the prepared medical dosage flipchart, have the groups fill out the forms, and direct each group to display their completed form for the entire group to view.
- If applicable, ask the participants to discuss with a partner how they are progressing with recording their activities on weekly planning sheets (see *Module 4: Session 3*). Encourage the participants to share their progress with the larger group.
- Demonstrate how to file records using the points outlined in the resource guide. Explain that files do not have to be expensive, and that they can be made from everyday household items.

CLOSURE AND SESSION EVALUATION (15 MINUTES)

Preparation

Make copies of the *Session Evaluation Form* for each participant [Note: Find the *Session Evaluation Form* in the appendix of this guide.]

Instructions

- Summarize what has been covered during the session and ask if there are any questions or anything that is unclear.
- Hand out the *Session Evaluation Form* and ask participants to 1) conduct a self-assessment of learning, and 2) evaluate the training.
- Read the instructions for the session evaluation to the whole group before the participants begin to complete the form.
- Ask the participants to hand in their completed evaluation form.
- Keep the completed form in a file and give it to the organizer of the training. Close with a song or a prayer.

Appendix

MODULE 4 SESSION AND TRAINING EVALUATION FORM

This form is for evaluating each session and training of a module. It has two sections:

Section 1: *ECD Knowledge and Skills Self-Evaluation*. This section has a list of knowledge and skills statements by session topics for each module.

Section 2: *Training Evaluation*. This section asks: “What do you like most about the training?” and, “What would you like to change about the training?”

ECD KNOWLEDGE AND SKILLS SELF-EVALUATION

Steps to fill out this section:

Step 1. Write your name, country, congregation/organization, date of training, and whether you have taken an ECD course or courses before this training.

Step 2. Take a moment to reflect and circle the number that represents what you knew *before* the session began.

Step 3. Take a moment to reflect and circle the number that represents what you knew *after* the session ended. Think about three to five changes you will make to improve your interaction with and support for infants, toddlers, and preschoolers based on the training session. List your ideas in the space provided.

MODULE 4: SESSION 1

Step 1

Name _____ Country _____

Congregation/organization _____ Training date _____

I have taken an ECD course/courses before this training **YES** **NO**

Scale 1 = Very low 2 = Low 3 = Neutral 4 = High 5 = Very high										
MODULE 4 SESSION 1—SAFE AND HEALTHY EARLY CHILDHOOD ENVIRONMENT										
ECD knowledge and skills self-evaluation related to:										
Step 2. Before the training					Circle the number that represents your learning before (Step 2) and after (Step 3) the session.	Step 3. After the training				
1	2	3	4	5	Assessing quality ECD environments for improved services with young children	1	2	3	4	5
1	2	3	4	5	Creating and organizing play spaces (adapted for children with disabilities) for quality development and learning experiences for young children	1	2	3	4	5
1	2	3	4	5	Creating educational toys using locally available materials	1	2	3	4	5
Step 3. After the training										
Think about three to five changes you will try to make to improve your interaction with/support for infants, toddlers, and preschoolers based on the training session, and list them in the space below:										
1.										
2.										
3.										
4.										
5.										

MODULE 4: SESSION 2

Step 1

Name _____ Country _____

Congregation/organization _____ Training date _____

I have taken an ECD course/courses before this training **YES** **NO**

Scale 1 = Very low 2 = Low 3 = Neutral 4 = High 5 = Very high										
MODULE 4: SESSION 2—ORGANIZING GROUP ACTIVITY										
ECD knowledge and skills self-evaluation related to:										
Step 2. Before the training					Circle the number that represents your learning before (Step 2) and after (Step 3) the session.	Step 3. After the training				
1	2	3	4	5	Describing how group times are organized for the daily schedule	1	2	3	4	5
1	2	3	4	5	Designing daily learning activities that reflect the rich traditions of children’s culture, songs, dance, and stories	1	2	3	4	5
1	2	3	4	5	Designing a group activity plan to actively engage children in group times	1	2	3	4	5
Step 3. After the training										
Think about three to five changes you will try to make to improve your interaction with/support for infants, toddlers, and preschoolers based on the training session, and list them in the space below:										
1.										
2.										
3.										
4.										
5.										

MODULE 4: SESSION 3

Step 1

Name _____ Country _____

Congregation/organization _____ Training date _____

I have taken an ECD course/courses before this training **YES** **NO**

Scale 1 = Very low 2 = Low 3 = Neutral 4 = High 5 = Very high											
MODULE 4: SESSION 3—PROGRAM PLANNING: CREATING A DAILY PROGRAM											
ECD knowledge and skills self-evaluation related to:											
Step 2. Before the training					Circle the number that represents your learning before (Step 2) and after (Step 3) the session.		Step 3. After the training				
1	2	3	4	5	Planning a daily program that meets children's developmental needs		1	2	3	4	5
1	2	3	4	5	Designing a long-term plan for children's learning		1	2	3	4	5
1	2	3	4	5	Planning using weekly planning sheets		1	2	3	4	5
Step 3. After the training											
Think about three to five changes you will try to make to improve your interaction with/support for infants, toddlers, and preschoolers based on the training session, and list them in the space below:											
1.											
2.											
3.											
4.											
5.											

MODULE 4: SESSION 4

Step 1

Name _____ Country _____

Congregation/organization _____ Training date _____

I have taken an ECD course/courses before this training **YES** **NO**

Scale 1 = Very low 2 = Low 3 = Neutral 4 = High 5 = Very high										
MODULE 4: SESSION 4—SUPPORTING YOUNG CHILDREN IN LANGUAGE AND LITERACY										
ECD knowledge and skills self-evaluation related to:										
Step 2. Before the training					Circle the number that represents your learning before (Step 2) and after (Step 3) the session.	Step 3. After the training				
1	2	3	4	5	Defining early literacy	1	2	3	4	5
1	2	3	4	5	Implementing a print-rich learning environment for children	1	2	3	4	5
1	2	3	4	5	Implementing early literacy activities in listening and speaking, reading and writing experiences for young children	1	2	3	4	5
Step 3. After the training										
Think about three to five changes you will try to make to improve your interaction with/support for infants, toddlers, and preschoolers based on the training session, and list them in the space below:										
1.										
2.										
3.										
4.										
5.										

MODULE 4: SESSION 5

Step 1

Name _____ Country _____

Congregation/organization _____ Training date _____

I have taken an ECD course/courses before this training **YES** **NO**

Scale 1 = Very low 2 = Low 3 = Neutral 4 = High 5 = Very high										
MODULE 4: SESSION 5—SUPPORTING YOUNG CHILDREN IN EARLY MATHEMATICS										
ECD knowledge and skills self-evaluation related to:										
Step 2. Before the training					Circle the number that represents your learning before (Step 2) and after (Step 3) the session.	Step 3. After the training				
1	2	3	4	5	Develop an understanding that children develop mathematical concepts as they play with real objects in real-life situations	1	2	3	4	5
1	2	3	4	5	Learn how to create a learning environment for children to develop mathematical skills and concepts	1	2	3	4	5
1	2	3	4	5	Explore ways of helping children develop mathematical skills and concepts	1	2	3	4	5
1	2	3	4	5	Help parents and caregivers support their children’s mathematical development at home and in the community	1	2	3	5	5
Step 3. After the training										
Think about three to five changes you will try to make to improve your interaction with/support for infants, toddlers, and preschoolers based on the training session, and list them in the space below:										
1.										
2.										
3.										
4.										
5.										

MODULE 4: SESSION 6

Step 1

Name _____ Country _____

Congregation/organization _____ Training date _____

I have taken an ECD course/courses before this training **YES** **NO**

Scale 1 = Very low 2 = Low 3 = Neutral 4 = High 5 = Very high										
MODULE 4: SESSION 6—ADMINISTRATION OF AN EARLY CHILDHOOD CENTER										
ECD knowledge and skills self-evaluation related to:										
Step 2. Before the training					Circle the number that represents your learning before (Step 2) and after (Step 3) the session.	Step 3. After the training				
1	2	3	4	5	Learn how to keep up-to-date financial records and record the day-to-day income and expenditure of an ECD center/ preschool	1	2	3	4	5
1	2	3	4	5	Administer the day-to-day income and expenditure of an ECD center/preschool	1	2	3	4	5
1	2	3	4	5	Identify the records that need to be kept in an ECD center/preschool	1	2	3	4	5
1	2	3	4	5	Learn how to keep up-to-date administrative records	1	2	3	5	5
Step 3. After the training										
Think about three to five changes you will try to make to improve your interaction with/support for infants, toddlers, and preschoolers based on the training session, and list them in the space below:										
1.										
2.										
3.										
4.										
5.										

MODULE 4: SESSIONS 1-6 EVALUATION OF THE TRAINING

INSTRUCTION

Step 1. Write the name of the trainer and trainer's organization.

Name of trainer _____

Trainer's organization _____

Step 2. Please provide brief answers to the questions below using a blank sheet of paper.

1. Briefly explain what you liked most about the training.

2. Briefly explain what you would change about the training.



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