

Learning Through PLAY

PRESCHOOL
TEACHER
TRAINING
GUIDE

Ministry of Basic and Senior Secondary Education (MBSSE)



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Introduction

Neuroscience has yielded compelling evidence showing that the early childhood period is the most critical for human brain development, as the quality of connections formed at this time provide the foundation for all future connections. This means that the years 0-5 offer significant opportunity to solidify the groundwork needed to enable children gain the future capacities and skills needed to access their full potential.

Experience and environment play major roles in shaping the developing brain. Stimulating experiences and positive relationships with responsive adults have been proven to strengthen brain connections, while exposure to negative experiences and relationships contribute to weakening them.

Quality preschool education has been proven to support brain development, reduce deficits gained from negative experiences, equip children with stronger school readiness skills, enhance academic achievement, increase school retention and graduation rates, as well as increase access to post-secondary education. Children learn best through play. It is therefore imperative that preschool environments and experiences be strengthened to support positive outcomes for children.

As part of the government's effort to promote free and compulsory quality basic education for all Sierra Leonean children with Early Childhood Development (ECD) as the foundation, we are committed to providing preschool teachers in Sierra Leone the training and support they need to implement quality play based early learning in all schools. This will ensure that our children attain their full potential for success in primary school, future educational attainment and life outcomes.

I wish to extend my sincere thanks to UNICEF for providing technical support in the development of this training guide, and the overall implementation of the ECD programme of the MBSSE. Special thanks to the National ECD Facilitators and Advocates and the National ECD Consultants that reviewed and made input to this training guide. In addition, I wish to thank the ECD International Consultant that led in the development of these documents.

Finally, without funding from the Global Partnership for Education (GPE) these very hands-on, relevant and culturally appropriate Learning Through Play Guide would not be possible. The government of Sierra Leone through its Free Quality School Education Programme and with funding from GPE is committed to expanding access to quality play based early childhood learning opportunities for all Sierra Leonean children under the age 6.

This Learning Through Play training guide is dedicated to the young children-our Future- in Mama Salone.

Hon. Dr. David Moinina Sengeh
Minister of Basic and Senior Secondary Education.

Message to ECD Facilitators and Advocates

The success of Early Childhood Development (ECD) in preschools begins with the teacher's training experiences. The experiences you provide teachers during this workshop will directly serve to improve the quality of learning experiences offered to children in preschool classrooms. It is therefore important that you, the trainer, become confident in your knowledge of this training package. The training guide contains the following:

- a) A daily schedule, including training sessions with their objectives, list of materials needed and guide to materials to prepare for each session
- b) Ample activity planning opportunities to enable participants apply a developmentally and culturally appropriate approach to enhance ECD and equip children with school readiness skills
- c) Opportunities for daily debriefing, reflection and feedback

On completion of this training, it is expected that participants will be better equipped to support the management of ECD in their respective schools as well as serve as ECD advocates in their communities.



Using the Training Materials

The training material consists of a **Trainers Guide** to be used by Trainers and a Participants Handbook to be used by participants.

The Trainers Guide: Is laid out in a structured predictable manner to include the following:

1. **Training Agenda:** This is a daily schedule for each day of the training, which is planned over a period of five days to ensure that content is delivered at a pace that will allow for knowledge generation and practical ability.
2. **Lay Out of Modules:** The Modules are divided into sections, with each section containing the following:

	Material : This icon represents the materials needed for the session
	Make and Take: This icon represents the materials needed for the session and other materials such as charts etc. that the trainer needs to prepare before each session
	Clock: Represents overall timing for the session
	Pair Work: An activity that requires you to organize participants in twos
	Circle: This represents circle time, where participants stand or sit in a circle to do activities such as reflection activities or storytelling
	Small Group: An activity that requires organizing participants in groups of 4-6
	Plenary: This represents whole group discussions and activities
	Key Message: This is the main idea or message you are required to emphasize after each session, after which you must give participants the opportunity to ask questions before moving to the next session

Workshop Organization and Set up

Please pay attention to the following elements necessary to make you an effective facilitator and advocate:

Organization: Be fully organized and prepared beforehand i.e. prepare charts, arrange the training space for small group work and set up learning centres before the workshop start time. You may pre-arrange to have help from available teachers.

Language: If possible, use the local language or have a co-facilitator who can work alongside participants and interpret learning concepts in their language. Using the local language of participants or alternating with English, supports the transfer of the required knowledge and skills. It also empowers teachers and ECD workers to use the local language with preschool children.

Positive Training Atmosphere: Children learn best through play. Model this by maintaining a fun and hands-on atmosphere. Pay attention to the group needs and use energizers to break monotony and improve alertness. Ensure to model concepts respectfully and provide constructive feedback.

Timing: Manage the timing of sessions, adjusting and adapting as appropriate.

Reflective Practice: Reflect on the daily accomplishments of the training, be attentive to the mood of participants and use feedback from exit slips to modify subsequent sessions.

Have a great training session and thank you for partnering with the government of Sierra Leone to support societal development through increasing the quality of preschool programming.

MBSSE ECD Team

Circle Time Guide

Circle time is meant to be a fun group gathering and learning experience. Think of it as family bonding time i.e. that special time daily when the family gathers to talk, play games and relax, strengthening communication and bonding.

The trainer's role is to model gentleness, fun and supportive relationship building during circle time. The teachers you train will emulate you in their work with the children.

Each circle time should include bullets 1 – 4 and at least one item from bullets 5 – 7 on the list below:

1. Welcome, greetings and calendar
2. Songs and rhymes
3. Introduction of the learning concepts for the day
4. Reminder of the group agreements and expectations for behaviour
5. Story or Book time
6. Children's contributions e.g. thoughts on the day, interesting things observed on the way to school etc.
7. Games and physical movement e.g. who is in the garden, matching game etc.

Some content of the circle must be linked to the learning for the day or week e.g. if part of the weekly goal is counting 1 – 10:

- a) At least one story/book should be centred around numbers
- b) Songs/rhymes should include counting e.g. 10 monkeys swinging on the tree etc.
- c) Games should also be related to numbers/counting e.g. number matching (e.g. children pick numbers in a bowl and run to find their matching partners while the teacher counts down 1 – 10. At the end of the count, children with partners say and show their number and return to the circle. Children without partners freeze in the middle of the circle)

Remember, children learn best through hands-on play. All activities should be organized to promote hands-on engagement, fun and laughter, with teachers available to support learning, provide gentle guidance and positive interactions.

Preparing to Implement Circle Time

ECD Facilitators and advocates need to prepare materials for circle time before the first day of the training.

Note: Participants at the national and community level trainings should be informed to bring empty, clean beverage containers to the training.

Circle can:



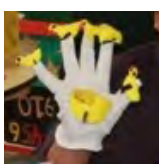
Decorate an empty beverage container for use as your circle can. Write the titles of at least 10 songs, 3 stories and 2 games on separate cardboard shapes and draw related pictures under the titles. Place them all in your circle can. Cut out at least 2 blank shapes and include in your can. Using this circle can involves children in choosing songs/stories etc. A child who picks a blank card gets to choose her or his favourite song, story or game.

Calendar and weather chart:



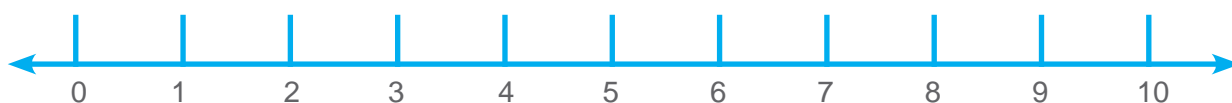
1. Make a monthly calendar using cardboard and ensure to size your squares to accommodate your date cards.
2. Cover both the front and back of your cardboard calendar with clear contact wrap such as laminating sheets to protect your calendar and make it last for a very long time.
3. Create your pieces i.e.
 - a) Write all the names of the months (in local language if possible or both English and local language).
 - b) Write numbers 1 – 31 (dates) on cardboard squares.
 - c) Draw or print pictures of possible weather conditions in your local area e.g. sunny, rainy, cloudy etc. Also write the label above, beside or under the picture.
4. Cut out each piece separately and cover the front and back with clear contact wrap. Please use different coloured markers and draw borders etc. to make the materials interesting to children.
5. Stick a small piece of the male side of Velcro or tape behind each piece.

6. Stick 1 small piece of the female side of Velcro or tape in every date space on your calendar.
7. Stick one wider male piece of Velcro or tape where the month should go on your calendar and two small male pieces towards the right side of the calendar (just past the month).
8. Write the applicable year on cardboard, cut out and cover with clear contact wrap. Remember to stick the female side Velcro or tape on the back.
9. Place all your circle materials (circle can, calendar and pieces, hand puppet and any other interesting items) in a ready-to-go bag or box.



Continue to add additional interesting theme related materials to your circle bag or box over time, to further animate circle time. These may include games, pictures, books, interesting toys etc.

Number Line



1. Using cardboard and markers, create a number line as shown above. You will need 3 separate number lines 0 -10, 11-20 and 21-31.
2. Cover both the front and back with clear contact wrap to protect it.
3. It will go in your circle area, above or near the daily calendar. You will start at the beginning of the month with the 0-10 line, adding others below as you arrive at those dates.

Workshop Agenda

Day	Time	Activity
One Understanding Early Childhood Development (ECD)	7:45 – 8:15	Pre-session Registration and Pre-test
	8:15 – 9:00	Circle Time
	9:00 – 10:00	Brain Development in Early Childhood
	10:00 – 10:15	SHORT BREAK
	10:15 – 11:30	Domains of Child Development
	11:30 – 1:00	Learning Through Play: ECD kit
	1:00 – 2:00	LUNCH
	2:00 – 4:00	Thematic Planning
	4:00 – 4:15	SHORT BREAK
	4:15 – 5:00	Closing Circle
Two School Based ECD Interventions	8:00 – 8:45	Circle Time
	8:45 – 10:00	Supportive Policy Framework in Sierra Leone
	10:00 – 10:15	SHORT BREAK
	10:15 – 12:00	The Learning Environment
	12:00 – 1:00	Learning Through Play: Hands-On Materials
	1:00 – 2:00	LUNCH
	2:00 – 4:00	Thematic Planning – Embedding the Environment
	4:00 – 4:15	SHORT BREAK
	4:15 – 5:00	Closing Circle
Three Supportive Foundations for Quality ECD	8:00 – 8:45	Circle Time
	8:45 – 10:00	Family and Community Partnership
	10:00 – 10:15	SHORT BREAK
	10:15 – 11:30	Health and Safety of Young Children
	11:30 - 1:00	Learning Through Play: Using Picture Books
	1:00 – 2:00	LUNCH
	2:00 – 4:00	Thematic Planning – Inviting Inquiry
	4:00 – 4:15	SHORT BREAK
	4:15 – 5:00	Closing Circle

Day	Time	Activity
Four Putting It All Together	8:00 – 8:45	Circle Time
	8:45 – 10:00	Preparing for Planning and Implementation
	10:00 – 10:15	SHORT BREAK
	10:15 – 1:00	Implementing Quality Learning Routines 1
	1:00 – 2:00	LUNCH
	2:00 – 4:00	Implementing Quality Learning Routines 2
	4:00 – 4:15	SHORT BREAK
	4:15 – 5:00	Closing Circle
Five Implementing Quality in Preschool Programming	8:00 – 10:25	Practical Implementation Session 1
	10:25 – 10:40	SHORT BREAK
	10:40 – 1:00	Practical Implementation Session 2
	1:00 – 2:00	LUNCH
	2:00 – 4:10	Practical Implementation Session 3 (Teacher training)
	2:00 – 4:10	Getting to Know the Curriculum (for Facilitators and Advocates)
	4:10 – 5:00	Evaluation, Post-test, Certificate Ceremony and Closing



List of Supplies

Item	Quantity	Notes
Training Resources		
Facilitator's Guide	40	For training-of-trainers ONLY. 1 guide per participant
Participants' Handbook	1/participant	
Workshop Agenda	1/participant plus 5 extra	
Participant Registration folder/bag	1/person	
Pre- and Post-Tests	2/participant	
National ECD Policy Book	1/participant	
National Minimum Standards for ECCE	1/participant	
National Curriculum for ECCE	1/participant	May be returned after use on day 2
Flip Chart Stand	1	
Flip Chart Paper	8	
Flip Chart Markers	10 packs	
Pens/Pencils/Notepads	1 pack each	Extras for the group
Pencil Sharpener	1 classroom size	Or 8-10 regular
Masking Tape	8	
Yarn	9 balls	
Adult regular scissors	8	
Medium food bowl with lid	1	Container for secret numbers
UNICEF Picture Books	1 set	Include at least 1 big picture book
Regular balls	2	Light weight
Sticky note pads	1 pack	If available
Participation Certificates	1/participant	
ECD Kit		

Cardboard A4 sized paper OR Slates	1/participant	Placemat
Index cards or A4 cardboard paper	1 pack	For making index cards
Dust free chalk	1 pack	For writing on slates
Soft Plastic Balls (lightweight)	2	
Dish Detergent	1	
Coloured Cardboard Paper	6	
Old Magazines with Photos		
Large Plastic Bags (Ziploc)	1/person	For participant toy kits
Local wide-mouthed basket	1	For story basket
Spray bottle	1	
Skipping ropes	2	
Dried maize	10–12 cups minimum	
Dice	2	Only if possible
Photocopies		Page in the appendix
Many Ways to Connect Sheet	10 copies	67
Skills by Domains practice sheets	10 copies	68
ECD interventions for children 3-5	5 copies	75
ECD interventions for children 3-5	5 copies	76
Learning Through Play Activity Planning Form	2/participant	70 - 73
My story cards sheets	10 copies	77

Day 1

Understanding Early Childhood Development



The first day of the training is designed to lay a strong foundational understanding of the importance of early childhood development and how to support play based learning in the preschool classroom. Key concepts for the day are:

- Importance of early childhood brain development
- Knowledge of the domains of child development
- Supporting children's practice of skills across the domains using the ECD kit

The day should be filled with fun, laughter, participant engagement and collaboration as the group explores the various concepts. The practical aspects of learning will directly impact participants classroom practice and their organization of play opportunities for preschool children.

Pre-session Registration and Pre-Test

Materials



- Well set up learning centres
- Welcome table with registration and sign in forms, workshop folders and pre-test forms
- Pre-test secret number cards in a bowl

Make and Take



Using squares of paper or index cards, create individual number cards 1, 2, 3 up to the number of participants. Place the cards in a container

Activity



- Ensure the welcome table is set up with registration forms and workshop folders before participants' expected arrival time
- After everyone has completed the registration process, invite each participant to pick a number from the container and take their seats. Say "to help us assess the impact of this training, we have a short pre-test for you. The number you picked is your secret number. You will need to write it at the top of your pre-test. Please keep it in a private place as you will need to write it on your post-test at the end of the week"
- Hand out the pre-test forms and read the instructions aloud. Assist participants as needed
- Have participants place their pre-tests face down after completion and invite everyone to the circle area



Day 1

Session 1: Circle Time

 45 Minutes

Learning Objectives



At the end of the session, participants should:

- Participate in a fun circle time session
- Begin exploring strategies for integrating learning objectives into circle time

Materials



Circle can, 2 picture books, participants' name place mats or slate, flip chart paper and marker, monthly calendar, calendar date cards, number line(s)

Make & Take



- A4 sized cardboard paper or slate with each participant's first name at the top right corner. If you do not know the names ahead of time, provide blank A4 sized cardboard paper at the registration table for participants to write their names during registration. Have a sample with your name available
- Ensure every participant in your group has a ready placemat

Activity



- Before the group arrives, post the number line and the daily calendar with all previous dates shown, in the circle area. Note: If the day's date is below 10, post ONLY number line 0 -10. Add on the increasing number lines as needed to tally with the dates
- Lay each placemat around the area, forming a circle
- Invite the participants to search for the mat with their name and sit behind it
- Say "circle time is daily family activity time for songs, laughter, stories, games, introduction to learning concepts, relationship and social skills building."
- Ask "What day is it today?" Point to and read out each day on the calendar. Guide the group to choose the day by stressing "yesterday was... and today is..." Ask "what is the date today? Yesterday was (whatever the date posted). What number comes after that?" Lead the group through the number line until you come to the number for the previous day. Touch and say the number for today, stressing the first sound. Invite someone to search for the matching number in the bag and let her/him put it up in the right spot. Say "thank you" and then say the date "today is --- day, (date) (month) (year)"

Activity



- Sing a welcome song that starts with “good morning” and follows with each participant holding up their placemat and saying their name. Tune of the ABC song
- Roll your circle can around so 2 different participants can each draw a card, identifying the next song, rhyme or game. Repeat each song at least 3 times with enthusiasm, clapping or actions
- Hold up your picture books and ask the participants to choose. Count the votes slowly and clearly. Read the book chosen by the majority and show the pictures around the group
- After the book time, say “we have all come from different homes and will be spending a lot of time together daily. It is important to work as a group. To help us do this well, we need to agree to rules that we will all follow. Please share what you need to make the group work well for you”. Record contributions on the chart
- Pair participants up and say “this is your partner for today. Your job is to catch your partner doing something good today. You will share your positive comments at the closing circle”
- Say “we have a lot of fun learning to do today. You will explore ECD kits and there are lots of new materials at each learning centre. The writing table has chalk which you can use for writing or drawing on your placemat. I will put you in small groups now. Remember to use good listening ears, gentle hands and kind words with each other.”
- Put participants in groups by assigning numbers from 1 – 7. Ask each group to think about and say what learning centre they would like to play in and what they would like to achieve there. Have them place their mats on the writing table and go to their learning centre to play for 10 minutes
- Continue until everyone has gone to play and then go around and spend some time playing with each group and asking open-ended questions based on their play

Session 2: Brain Development in early Childhood

 60 Minutes

Facilitator's Note: Use this session if your participants are familiar with the concept of early childhood brain connections. Otherwise, use the alternate session 2 provided below

Learning Objectives



At the end of the session, participants should:

- Understand the critical connection between hands-on experience and brain development in young children
- Begin to recognize how the classroom can provide opportunities for children to learn using their five senses

Materials



Yarn (at least 8 balls), *Many Ways to Connect* sheet, flip chart, markers, participants' handbooks, masking tape

Make & Take



- Print enough copies of the *Many Ways to Connect* sheet (page 67 in the appendix) ensuring each group of 6 participants will have one OR make 20 coloured dots on several A4 paper so that each group can have one

Activity



- Invite the participants to take their seats, retaining their groups
- Say “we are going to learn how the young child’s brain develops”, give out one *Many Ways to Connect* sheet to each group and tell them they have 5 minutes to connect the dots in as many ways as possible
- Read the instructions and go around to ensure that groups are working together and discussing the possible connections. Remind them that every dot that can connect to another, should be connected
- After 3 minutes, say “2 minutes more” and begin clapping your hands slowly to indicate the passing of time. At 4 minutes, say “1 minute more” and begin clapping faster. At 5 minutes, have everyone stop
- Ask a group for permission to use their connections sheet for discussion with the whole group

Activity



- Hold the connections sheet up and ask “are there more possible connections here?” Walk around and guide the group to show you the missing connections
- Ask each group to look at their sheet and try to count missing connection opportunities
- Say:
 - Every single child that comes into the preschool classroom has so much potential for brain connections
 - Unfortunately, the opportunity for laying those connections is a closing window of time that slows down greatly after age 5
 - Early childhood brain connections form the foundation to support children’s future learning, health and life outcomes
 - Think about the number of possible connections you missed on your sheet. Imagine that is a child. Think of how much potential you have lost
- Give groups 1 ball of yarn, flip chart paper and markers.
- Ask them to brainstorm and list hands-on activities and opportunities that teachers need to provide to support maximum brain connections for children in the preschool classroom
- Say “wrap a piece of the yarn around the finger of the person who gives an idea and pass it on to the next person, creating connections. When you are done, your web will show how well your classroom supports strong brain connections. Remember you need to make as many connections as possible to build a strong foundation in the brain”
- Allow 15 minutes for the activity and have each group stand up, show their yarn web and read out their list
- Ask participants to post their lists on the wall

Key Messages (Initial training: Choose one or two messages to summarize the learning. Refresher training: Use all the messages)



- Emphasize the following and allow for questions
- The human brain is made up of billions of connections, the quality of which largely determine human life outcomes
 - Connections that form in early childhood provide the foundation for all future connections
 - Since experiences and environment play a major role in building brain connections, the preschool classroom must provide a stimulating environment that offers hands-on play experiences in order to support brain development
 - Schools and teachers have a responsibility to carefully plan and organize the preschool environment to help children reach their best potential

SHORT BREAK

Session 2 (Alternative): Brain Development in early Childhood

 60 Minutes

Facilitator's Note: Use this session if your participants are not familiar with the concept of early childhood brain connections

Learning Objectives



At the end of the session, participants should:

- Understand the critical connection between hands-on experience and brain development in young children
- Begin to recognize how the classroom can provide opportunities for children to learn using their five senses

Materials



1 ball of yarn

Make & Take



None

Activity



- Invite the participants to take their seats, retaining their groups and say “we are going to learn how young children’s brains develop so that we can know how to support their development”
- Ask participants “why is early childhood development important?” Take a few answers and invite everyone to come together into a big circle
- Say “we are going to do a practical activity to show how young children’s brains develop”
- Take the ball of yarn and explain: “I will start by saying an activity or action that I do with preschool children and then throw the ball of yarn to someone. If you catch it, wrap a string around your finger, say one activity or action you do with preschool children and then throw it to someone across from you”
- Start the activity by wrapping a string of the yarn around your finger, say “I like making up stories with preschoolers” and then throw the ball to someone across from you

Activity



- After everyone has had a turn, have the last participant throw the ball of yarn back to you and explain:
 - The environments and hands-on experiences that preschool children are exposed to, help to build the connections in their brain
 - Just like you see here, the hands-on activities and your positive interaction with preschool children makes a new connection
 - The number of connections and how strong they are, determine how the child’s brain will work throughout their lives. This is called brain development
- Tell participants: “we are going to throw the yarn again to show how we can help make the brain connections stronger
- Say: “I like listening to children’s opinions on Monday” and ask for a participant across you to say the same activity for Tuesday i.e. “I like listening to children’s opinions on Tuesday”. Throw the ball of yarn back and forth with that same participant for every day of the week.
- Tell participants: “See how the path is growing bigger and stronger? This happens because the same experience is repeated over and over. Preschool children need repeated positive experiences and hands-on play for the brain connections to be strong”
- Ask participants “What do you think happens if we stop doing an activity or action with a child?”
- Choose another activity e.g. singing with a child, and pick another participant. Throw the yarn for Monday and have the participant throw for Tuesday
- Say: “it’s Wednesday now but I’m tired, I don’t want to sing” so the children lose the experience on Wednesday and Thursday. On Friday, I sing again”. Throw the yarn back to the participant.
- Ask: Is this connection as strong as the listening to children’s opinions one? (No)
- Ask: What do we need to do to keep the connections growing stronger? (repeat the activity daily)
- Say “this knowledge is very important for preschool teachers to have.


Key Messages (Initial training: Choose one or two messages to summarize the learning. Refresher training: Use all the messages)



- Emphasize the following and allow for questions
- The human brain is made up of billions of connections and the strength of those connections determine how well the person will do in life
 - Hands-on play activities and positive relationships with the ECD teacher help build strong brain connections in children ages 3 to 5 years
 - The preschool classroom must provide an exciting environment that allows children to learn through hands-on play experiences
 - Preschools and ECD are responsible to plan and organize the environment to help children reach their best potential

SHORT BREAK

Session 3: Domains of Child Development

 75 Minutes

Learning Objectives



At the end of the session, participants should:

- Gain a foundational understanding of the domains of child development
- Begin understanding the teacher's role to plan and organize learning opportunities to support child development across the domains

Materials



Copies of Skills by Domains practice sheet (page 68 in the appendix), masking tape, 8 rattles, 8 pairs of scissors, flip chart, markers, participants' handbook

Make & Take



- Domains of development child:
 - You need 4 sheets of flip chart paper
 - Label each with one domain of development: Social-Emotional Development, Physical Development, Cognitive Development, Language Development
 - Draw the outline of a child to fill the sheet



- Score sheet drawn on flip chart paper

1	2	3	4	5	6	7

Activity



- Post the child development domain posters and the score sheet on the wall and tell participants to retain their group numbers as assigned at circle time
- Station your co-facilitator as the scorer and distribute 1 Domain Skills practice sheet, 1 pair of scissors and 1 rattle to each group
- Say “we are going to explore the domains of child development and the skills children need to be practising under each”
- Explain that the groups will now engage in a competition. They have to listen first to the description of each domain and then the skills which you will read. Their task is to identify the skills that come under that domain. As groups hear a skill they think fits under the domain, they must quickly shake their rattle; drum on their tables or clap if rattles are not available.
- Read the first domain – physical development, below

Domain 1: Physical Development

- In this domain, I practice skills to help make my body healthy and my muscles strong. I have big muscles and small muscles that I must exercise regularly so my body can function well. I also practice making my eyes and parts of my body work together to do what my brain tells me to do. What are my skills?”
- Read this twice and then read out each skill on the practice sheet. Repeat reading if requested. Once a group rings the bell, stop and using the Domain Skills sheet on page 69 of the appendix, check if it is correct. If so, have the scorer place a check mark under the group’s number column on the scoring sheet. Continue reading until a minimum of 4 skills are identified in the domain
- Repeat the activity with each domain below

Domain 2: Social-Emotional Development

- In this domain, I practice making friends, working with others, learning to obey the rules of society, to ask for help when I need it and to help others. I also learn about myself, what I like and what I don’t like, I learn to persist no matter how difficult something is and to be proud of myself. What are my skills?”

Domain 3: Cognitive Development

- In this domain I practice thinking, solving problems, making decisions, understanding why things happen and how to predict things based on what is happening. What are my skills?”

Domain 4: Language Development

- In this domain I practice talking, putting words together to make sense so that the larger society can understand me. I learn to use new words, understand more words and their meanings. What are my skills?”

Day 1

Activity



- Have the participants turn to the skills by domains on page 14 in their handbook and lead large group reading of the skills under each domain
- Ensure to read the skills slowly, allowing for discussion and description of what each skill looks like in practice

Key Messages (Initial training: Choose one or two messages to summarize the learning. Refresher training: Use all the messages)



Emphasize the following and allow for questions

- Child development is interconnected, which means that skills gained in one domain support development in others. It is also incremental, which means skills grow over time and through practice
- Each skill a child gains supports the next set of skills e.g. sitting supports crawling, crawling supports walking
- Since children learn through hands-on play, the best way for the preschool classroom to help them learn is to provide opportunity for children to practice skills needed in each domain over the period of one full year
- It is important for teachers to know the domains of child development and how to support children's practice of needed skills



Session 4: Learning Through Play-ECD Kit

 60 Minutes

Learning Objectives



At the end of the session, participants should:

- Identify age appropriate materials in the ECD kit to support children's practice of skills
- Organize learning materials from the ECD Kit into learning centres to create supportive opportunities for skills practice across all four domains

Materials



ECD Kits, flip chart, markers, ECD Kit Consideration Criteria chart

Make & Take



List the following criteria on flip chart paper

ECD Kit Consideration Criteria

- What age is this material appropriate for?
- What domain of development does this material support?
- What skills will children practice while using this material?
- Are there any safety concerns with this material?
- How can I ensure safety?
- What learning centre would this material best fit?

Activity



- Post the ECD Kit Consideration Criteria and explain each bullet point
- Invite groups to gather around 1 ECD kit each
- Start by explaining "Now we know how children develop and what activities we can do to help them develop well in each domain. We are going to use the ECD kit to provide opportunities for children to practice required developmental skills. We are also going to sort the materials into learning centres"

Day 1

Activity



- Ask groups to work together to analyze all the materials in the ECD kit and organize them using the posted questions
- Allow 30 minutes for this activity
- When all groups are done, take one presentation from each group, ensuring to cover all domains. After all groups have presented one idea, you may take additional ideas not already mentioned from any group. Presentations should be focused on responding to the criteria questions

Facilitator's Note: Continue here if conducting refresher training

- Invite large group discussion to identify any outstanding skills and activities listed on the child development domain charts that the ECD kits have not provided children opportunity to practice. Mark each with a highlighter or different coloured marker
- Ask participants to work in their groups to make a list of locally available, free or very low cost materials that can be provided for children 3-5 to support practice of outstanding skills
- Allow 20 minutes and have groups present their ideas



Session 5: Thematic Planning

 120 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Remain alert after lunch
- Begin planning open-ended theme related activities to support the practice of skills across domains of child development

Materials



At least 4 balls or balloons, copies of Theme Based Planning Form (page 70 of the appendix), Planning for Quality Guide chart, masking tape, flip chart, markers, list of themes, participant's handbooks, inclusion kit (1 set of ear plugs or cotton rolls, 1 long scarf, 1 work or farm glove, 1 blindfold, duct tape, index card with "very fast learner", index card with "very slow learner, index card with "hard to sit")

Make & Take



Create a Planning for Quality Guide on flip chart

Planning for Quality Guide

- 1) Are the materials open-ended and interesting?
- 2) Does the activity support the practice of at least one required skill in 1 domain?
- 3) Are there enough materials for 6-10 children to be fully engaged and busy at the activity?
- 4) Will the activity hold children's attention for at least 30 minutes?
- 5) Can children do this activity without my control or direction?
- 6) Can all children in the group freely participate? If not, what do I need to modify so that all interested children can participate?
- 7) In what meaningful ways can families/community be involved?

Make & Take



Write the 3 themes below on flip chart paper

Working Themes

- All about my body and senses
- Things in my world
- Animals

Activity



- Welcome the group back after lunch and remind everyone to pay attention to catch their partner doing something good. Have everyone stand in a large circle
- Stand in the middle and throw the ball to each participant and have them throw it back to you. After one round of doing this, ask “what important skills are all the other children practicing while they are waiting for one child to catch and throw?” Take 2 responses and say “let us explore a different way of supporting child development”
- Refer participants to the Domain Skills on page 14 of their handbook and post the Planning for Quality Guide. Read each bullet out to the group
- Pick up the ball and ask the participants to work in their small groups and identify the domain and skills that children could be practicing while playing with a ball. Allow 5 minutes and take 2-3 game suggestions
- Ask the group to vote, provide the balls to participants and say “let us go outside and test your game”
- Allow 20 minutes for the outdoor ball game, be involved and encourage all participants to engage
- Allocate 5 minutes for all participants to wash their hands and direct them to each sing “happy birthday to me, happy birthday to me...” song twice before rinsing, drying their hands and returning to their small groups
- After participants have settled, post the themes chart, guide participants to discuss the just concluded game and choose the relevant theme for the game
- Provide participants with chart paper and markers and guide them to discuss and write (if possible):
 - the chosen theme
 - 1 physical domain skill that was identified before the outdoor game
 - the game activity and materials

Activity



- Distribute one item from the inclusion kit to volunteers in different groups to simulate special needs. The instructions are:
 - Put ear plugs in both ears
 - Cover eyes with blindfold
 - Tie pair of legs at the ankles
 - Wear both gloves
 - Cover three quarters of a pair of lips with duct tape
 - Play the role described on the index card
- Say “work in your groups to plan a play-based small group experience that supports learning based on the theme. Use the guiding questions posted and materials available in the ECD kit to organize the learning experience for children. If you have someone with a special need in your group, you must consider them when you are planning your activities. You will explain your activity idea to the large group”
- Allow 30 minutes for planning and 5 minutes for each group to present. After each presentation, read over the posted questions and ask if the activities meet the quality standards
- Allocate 10 minutes for activities to be strengthened where needed, and ask participants to post their activity plans on the wall

Key Messages (Initial training: Choose one or two messages to summarize the learning. Refresher training: Use all the messages)



- Emphasize the following and allow for questions
- Children learn best through hands-on experiences
 - Activities provided for children must frequently provide opportunity for children to think critically, take initiative and leadership in their own learning, make decisions and learn through trial and error
 - Teacher directed activities with specific outcomes often deny children the critical thinking, decision making, explorative, trial and error components of learning which are very critical for positive brain connections
 - Remember teachers do not do the learning for children. Children must have opportunity to solve problems and learn for themselves

Session 6: Closing Circle

 45 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Review their day and identify lessons learned
- Give positive feedback to each other
- Explore strategies for extending learning beyond the classroom

Materials



Flip chart, markers, pens, notepads per participant (if relevant)

Make & Take



Exit questions chart with the following questions

- One thing I have learned today is?
- One question I have is?
- What did you accomplish in your play today?
- What aspect of your play would you like to continue or change tomorrow?

Closing Circle



- Post the exit chart and have participants come to circle (with or without notepads and pens depending on the group)
- Ask each participant to share one commendable thing they caught their partner doing during the day
- Read question 1 on the posted chart and invite willing participants to share in one sentence
- Read question 2 and write any responses on your note pad. Do not answer but let the group know recurring questions will be responded to in the morning
- Read question 3 and take a few answers
- Read question 4 and take a few answers
- Say “as you leave here, I want you to think of what materials you can bring from outside or home to make your play more fun tomorrow. This is your homework. Please look in the environment for free materials that you can play with. Everyone should bring at least 2 items tomorrow”
- Sing a closing song



Day 2

School Based ECD Interventions



The day is designed to actively engage participants in recognizing the critical components required to create stimulating and supportive preschool learning environments. Key concepts for the day are:

- Integrating numeracy goals within the learning environment and routines
- Recognizing the supportive stance of government towards ECD
- Increasing capacity to support children's domains skills practice using the ECD kit and locally available materials

Session 1: Circle Time – Numeracy

 45 Minutes

Learning Objectives



At the end of the session, participants should:

- Participate in a fun circle time session
- Begin understanding methods to integrate numeracy objectives in circle time

Materials



Circle can, participants' name placemats, calendar dates, masking tape, sticky pad, 10 clean empty jars with numbers 1, 2, 3 -10 pasted on each, coloured number cards

Make & Take



- Write and stick corresponding numbers on placemats i.e. Only 1 placemat will have number 1, 2 placemats will have number 2 and so on, to a possible maximum of 9 depending on the group size
- Provide clean jars with one number between 1-10 pasted on each
- Large coloured cards with one number 1-10 written boldly. Semi-hide these separately around the room e.g. stick some on the wall, flip chart etc.

Activity




- Before the group arrives, stick a number on each placemat in the writing area
- Invite participants to bring their mats to circle and sit behind them
- Sing a good morning song with actions and then lead the calendar activity, choosing another participant to find and stick the matching number in place
- Say “you all have a sticky note on your placemat today. What is it?” Take a chorus of answers and say “you are right, you have numbers. We are going to have fun with numbers today but first we have to find our match. I want you to go around and find partners with the same number as you have and then stand together”
- Organize the group like a train, counting each single group as they take their place on the train. Your line should widen out into a triangle

Activity



- Say “see how we grow into the shape of a triangle. The bigger our number, the more our friends. Only number 1 is all alone”. Now we are ready to start our number adventure. I want you to go around, find items that match your numbers and bring them back. You have to count carefully to make sure the numbers match your group size. There are also hidden numbers so observe carefully.” Guide participants to go searching
- When everyone has returned, have each group (in ascending order from 1) present and count (with your help) the items they have brought, into the relevant jar. Say “our jars will be here all week and I want you to keep looking for interesting things that match any number you like for us to count, bag and place in the jar”. Clap for every hidden number found and have the finder stick the number under the matching number on the number line
- Remind everyone about the agreement needed to work well together and read each agreement and penalty
- Pair partners for the day and remind them to pay attention to catch each other doing something good
- Say “today, we are exploring numbers in lots of fun ways. All the learning centres have various materials for you to explore, build and create. I have hidden numbers around everywhere and there are lots of materials for you to sort and organize according to your favourite numbers. You can keep the one you got this morning or choose another favourite from the number line. Our writing table has number books for anyone who would like to write. Remember to use good listening ears, gentle hands and kind words with each other.”
- Assign participants into groups using numbers 1-7. Try to ensure that groups are primarily made up of new members. Ask them to say hello to each other, think about and say what learning centre they want and what they would like to achieve there. Have them place their mats on the writing table and go to play at their learning centre for 10 minutes
- Continue until everyone has gone to play and then go around and spend some time playing with each group and asking open-ended questions based on their play

Session 2: Supportive Policy Framework

 75 Minutes

Facilitator's Note: Use this session for training of trainers and refresher training of ECD Workers.

For initial training of ECD Workers, skip to the alternate session 2 below

Learning Objectives



At the end of the session, participants should:

- Gain a general knowledge of the relevant policy documents in place to support quality preschool education
- Review the government goals towards ECD

Materials



Copies of the National ECD Policy Book, National Minimum Standards for ECCE, National Curriculum for ECCE, flip chart, markers, participants' handbooks

Make & Take



None

Activity



- Invite the participants to take their seats, retaining their groups and provide flip chart paper and markers to each group
- Lead discussion around 1-2 recurring questions from closing circle on the previous day
- Distribute copies of the National ECD Policy and ask participants to take turns reading aloud within their groups, discuss what they understand and summarize for presentation. They will read or you will read the document below and have groups listen and then discuss:
 - Pages 1-3: Background, Definition and Rationale
 - Pages 8-9: Vision, Mission, Goal and Objectives of the Integrated ECD Policy
- Allow 10 minutes for reading and discussion. If you read, allow 5 minutes for discussion
- Distribute copies of the National Minimum Standards for ECCE and ask participants to do the reading, discussion and summarization in their groups. They will read:

Day 2

Activity



- Page 1: Introduction (paragraph 1 only. Stop at the end of the quote)
- Page 6: Strategies
- Pages 15: 5a and 5b
- Allow 15 minutes for reading and discussion. If you read, allow 5 minutes for discussion
- Distribute copies of the National Curriculum for ECCE. Participants will repeat their reading, discussion and summaries for the following sections:
 - Page 4: Key principles, General Aim and Objectives
 - Page 5-6: Some Key Principles of Promoting Early Childhood Development
 - Page 11: Overview of Domains
- Allow 15 minutes for reading and discussion and take two presentations of summaries for each document read. Ensure every group makes at least one presentation. Allow a maximum of 5 minutes per group presentation

Key Messages



- Emphasize the following and allow for questions
- As you can see, the government has developed several policy documents to support the implementing of Early Childhood Care and Education (ECCE) in Sierra Leone
 - There are two methods of support services being implemented i.e. community based and school based. The community based service is offered through centres in the community and home visits to support health, nutrition, water, sanitation and hygiene (WASH) and stimulation for children 0-5 years. The school based services are provided through enriching the preschool learning environment and promoting stimulation, communication and hands-on learning through play experiences for children 3-5 years
 - Teachers and ECD workers have a very important role to play as partners with the government to support child development and promote societal development in Sierra Leone.
 - The policy advocates for community and chiefdom level stakeholders to participate and contribute to the development of children in their communities.

SHORT BREAK

Alternate Session 2: Linking Play to Curriculum Expectations

 75 Minutes

Learning Objectives



At the end of the session, participants should:

- Recognize the importance of using the Skills by Domains milestones as the guide to planning play
- Connect skills practiced during learning play back to specific skills listed in the Skills by Domains milestones

Materials



Participants' handbooks, flip chart, markers

Make & Take



Make 4 charts each labelled with one domain of child development – physical development, social emotional development, cognitive development, language development

Activity



- Post up the child development domain charts
- Allocate an additional 10 minutes to learning centre play and go round to engage with the participants as they play
- Pay attention to what and how the participants are playing and ask them questions about their activity. Your questions should be focused on helping them freely describe their activity. Do not ask questions related to counting or alphabets. Do not talk much but rather, focus on helping the “children” talk as much as possible
- Ensure to make the rounds and engage with every group, playing alongside as invited by the “children”
- Announce 5 minutes more, 1 minute more and then do a count down from 10 to enable the participants wind down their activity. At the end of the countdown, sing a clean up song and guide the participants to put things back to rights in their learning centres. Note: inform the participants that if they are working on a specific project, they may put it to one side and continue working on it later

Activity



- Invite the participants to sit in their groups, turn to page 14 of the handbook and identify all the skills they have practiced during play. You may also help by instructing the participants to stop you when they hear a skill they practised during play, then slowly read out all the domains and skills listed under each
- Stop every time participants identify with a skill you have read and allow time for the group to briefly describe how the play materials enabled them practice the skill. Write the domain and skill identified on flip chart
- Continue in this way until every group has identified at least 2 skills they practiced during play
- Provide chart paper to each group and support them to list each domain, skills practiced and list of materials used to support skills practice
- Ask the groups to find a name for each play activity
- Provide masking tape to the groups to post their activity plans on the wall

Key Messages



- Emphasize the following and allow for questions
- The Skills by Domains milestones provides all the expectations for skills children aged 3-5 need to develop well
 - Providing materials in learning centres to support practice of at least one skill in each domain, supports children's all round development
 - As you would have experienced during your own play, hands-on play enables children practice several skills at the same time. This is a winning strategy for child development
 - The Skills by Domains milestones must be the basis upon which preschool teachers plan materials and experiences for children's learning through play

SHORT BREAK

Session 3: The Learning Environment – Space, Relationship and Guidance

 105 Minutes

Learning Objectives



At the end of the session, participants should:

- Gain a strong understanding of the interrelationship between the organization of the classroom environment, teacher-child relationships and positive behaviour guidance on child behaviour and learning outcomes

Materials



Flip chart, markers, printed copies of the ECD Interventions for Children 3-5 Scenarios (pages 74-75), participants' handbook

Make & Take



3 charts each labeled separately with one of the labels below:

- Physical Environment
- Established Routines
- Relationships

Activity



- Post the labelled chart paper and have participants work in their groups
- Provide scenario 1 to half of the groups and scenario 2 to the other half
- Ask the groups to read and analyze their scenario, organizing their discussion based on the 3 components on the chart paper
- Allow 10 minutes for this exercise and go round to listen and support discussion
- Allow 5 minutes for each group to present
- Before presentation, invite 3 volunteers to each stand at one chart and write out key points related to their heading
- Pay attention to presentations and draw out key points from presentations for volunteers to write

Activity



- Refer participants to page 4-5 of their handbook and have volunteers read each of the following points:
- Physical Environment:
 - Environment means safe, secure spaces, with stimulating open ended materials. The preschool classroom should support children’s exploration and learning through play. It must be set up to meet the needs of children rather than adults
 - Seating arrangements must provide opportunities for children to sit and work together in small groups. Children gain important language, social and cognitive development skills when they work with others. What opportunities were the children in the scenarios given to collaborate and discuss with other children?
 - Child friendly environments must promote children’s exploration using their 5 senses - sight, hearing, touch, taste and smell
 - o Sight: calm lighting, interesting posters and charts on the walls that support children’s knowledge (placed at children’s eye level)
 - o Hearing: Children and teachers having conversations, appropriate music, rhymes, singing, storytelling, proverbs, outdoor sounds, sound making materials etc.
 - o Touch: Sensory materials providing various textures around the room – hard, smooth, soft, rough, mushy, crunchy etc. for children to explore
 - o Taste: Safe materials from the local environment for exploration and development of diversity of taste
 - o Smell: Smells stimulate the brain, strengthening the connection between sight and taste. Materials such as safe local herbs, fruits etc.
 - Materials organized for hands-on play activities in the learning centres
- Established routines:
 - Children need to be able to predict what will happen in order to have a sense of order and control in their lives, thus, the preschool setting must maintain a consistent routine
 - Being able to predict helps children gain a sense of control which results in feelings of safety and security. These feelings are critical to support the development of self-regulation and resilience

Activity



- Expectations that children should sit still shows poor knowledge of child development, denying their physical development needs. Routines must include well balanced opportunities for high energy gross motor movement as well as quiet concentrated activities
- Relationships
 - Relationships matter greatly in early childhood development. It is critical that the preschool teacher maintain a happy, friendly and supportive relationship with children to enable them gain a sense of safety and confidence to learn
 - Preschool teachers can build positive relationships with children by keeping their focus on child development domain skills. This helps teachers learn to meet the needs of children rather than expecting children to meet the level of the adult
 - Behaviour guidance means providing opportunities for children to practice and gain the skills to regulate their own behaviours. This ability develops over time through adolescence and adulthood. Children with experience and skills obtained during early childhood are better self-regulated adults
 - Teachers should pay attention and identify the skills they see lacking through a child's behaviour and then create opportunities for the child to practice the needed skills over time
 - Punishment does not create opportunities for children to practice the needed skills but rather teaches them to hide the unacceptable behaviour. Teachers who punish miss the opportunity to guide skills development
 - Establishing group agreements with children helps gain their partnership and gives children a good sense of acceptable behavioral expectations with daily opportunity to practice

Facilitator's Note: Use this only if this is a refresher training

- Ask groups to re-assess their scenarios and discuss any other thoughts they may have
- Support large group discussion around the realities in practice and changes that need implementing

Key Messages (Initial training: Choose one or two messages to summarize the learning. Refresher training: Use all the messages)



Emphasize the following and allow for questions

- The organization of the physical learning environment can either support or hinder learning. The classroom should be organized to support small group interaction and enriched with age appropriate, stimulating materials in learning centres
- A consistent classroom routine should be implemented and followed. Consistent routines give children a sense of security and supports their development of self regulation skills as they practice how to fit their mental intentions within predictable time schedules
- The teacher-child relationship can hinder or support learning. It is most important that the teacher builds a positive nurturing and trusting relationship with children. This supports their developing self-esteem, security and confidence, greatly increasing their learning. This is more important than teaching lessons



Session 4: Learning Through Play - Hands-on Materials

 60 Minutes

Learning Objectives



At the end of the session, participants should:

- Identify locally available, quality free or low cost materials to support domain skills practice in the preschool classroom
- Organize learning materials to create supportive opportunities for skills development across all four domains

Materials



Participant handbook, flip chart, markers, sample time-table, outdoor home materials

Make & Take



- Chart paper with sample time table. Adapt the time table to fit the context

Sample Time Table

8:00 a.m - 8:45 a.m Circle Time

8:45 a.m - 9.00 a.m Planning

9:00 a.m - 10:30 a.m Small Groups/Choice play

10:30 a.m - 11:15 a.m Outdoor/Physical Movement

11:15 a.m -12:00 a.m: Closing Circle

Activity



- Ask participants to discuss the outdoor/home materials they have each brought, using the milestones to identify the target skills that the materials will support and the most appropriate learning centre for each
- Allow 10 minutes for discussion and invite participants to place their materials in the various learning centres and return to their seats
- Say “now that we have good knowledge of how to support children’s development needs, we are going to explore applying this knowledge to implement quality preschool programs. We will start by looking at the daily routine”

Activity



- Explain to the participants that it is important to ensure that children are fully engaged during the hours when they are in school. Place the sample time table chart where every person can see
- Ask the participants “what activities should be included in circle time” and record contributions on flip chart. Continue with every item on the routine chart, recording on flipchart
- Refer participants to the preschool daily routine (page 6) in their handbook and allow them 20 minutes to read OR you read each routine below and allow time for groups to discuss the suggested activities

- 8:00 a.m - 8:30am - Circle time: Bonding time, Fun Learning Related Activities and Planning for Learning.

Circle time should include fun singing, rhyming, story time or picture book reading, games related to the learning goal. The teacher should introduce the overall expected learning for the day e.g. “today we are going to be learning about respect (or whatever the learning goal is) for ourselves and others. Our picture book will help start our adventure to explore what respect means”. At least one song or game should help children explore the idea of respect. The teacher may give specific guidance at the end of circle time by saying something like “remember being kind shows respect. I want you to practice asking yourself ‘how would I feel if someone did, said or touched me in this way’ before you do, say or touch someone else. This will help you practice respect”. If the class consists of more than 50 children, 2 smaller circles should be held. If there is no assistant teacher to conduct the second circle, let one group of children be engaged in choice play with quiet activities during the first circle session and then switch the groups.

- 8:30 a.m – 8:45 am – Planning: During planning, children are guided to think and determine what they wish to accomplish in their play. Pictograms, learning centre cards or another preferred strategy may be used to help children make decisions or children may be invited to go around, take peeks at each centre and return to the planning table. The teacher guides their thinking and discussion along the lines of planned learning goals e.g. “we are learning about respect today. I want you to think about and tell us what you can do to show respect for yourself, others and the materials as you play today” or “we are exploring numbers 1-10 today. Go and take a quick look at the materials, think about and come back to say what you can do with numbers in your play”. Children leave the planning table with a developing idea of what they would like to undertake, explore and practice in their play.

Activity



- 8:45 a.m - 10.00am - Small Group/Choice Play: Allow children to choose what learning centres they would like to play in, not exceeding 6-10 children per area. The higher the number of children in the classroom, the more learning centres are required. Indoor and outdoor spaces can be set up with centres promoting the learning goal and one teacher supports learning indoors while a second teacher does the same outdoors e.g. one sensory area indoors, another outdoors; one construction area indoors, another outdoors etc. The teacher's role is to participate, guide, encourage and ask relevant open-ended questions that help each small group of children think further about what they are doing, analyze, revise or continue with their plans.

Small group activity (or teacher guided) activity: The teacher sets up a planned activity on 1 – 2 tables and invites children to engage in small groups. Teacher guided activities are specifically designed to further exploration of the learning goal e.g. If the goal is respect, a home centre pretend play activity with the teacher guiding children to choose roles and make up scenarios about respect or disrespect could be the planned activity. If the goal is counting 1-10, the teacher may provide specific table or floor activities for each small group of children to engage with. For example, 1-10 coloured counting cans with a big bucket of coloured stones for sorting or homemade number puzzles may be the guided activity. The teacher must provide enough materials so that all children at the table can engage.

WASH: Tippy tap and soap provided at the entrance of class. Children should be reminded to freely wash and air dry their hands every time they are returning to class. The class may have a hand wash song that every child uses when lathering with soap

- 10:00 a.m – 10:30 a.m - Break Time
- 10:30 a.m – 11:15 a.m - Outdoor Play: All children must have physical gross motor play daily. Children who have been engaged in outdoor activities should switch with children engaged in indoor activities. If no children have been outdoors, all children should do so at this time (except for children with special needs and parent/medical requests e.g. sickle cell anemia, and children who need a few more minutes to finish what they are working on). As much as possible, outdoor play should NOT be made up of 1 large group. There should be various choices of physical activities to promote children's freedom of exploration and large muscle movement. Children must be given opportunities to organize themselves without undue adult directions/control, unless the outdoor activity is the teacher guided plan

Day 2

Activity



- 11:15 a.m – 12:00 p.m - Circle Time: Song, story or picture book. Tell a story or read to the children and ask them literal (where did the cow go?), inferential (no direct answer in the story but clues to tell the answer e.g. the cow is hungry and looking for money. What is the cow planning to do with the money?) and value judgment questions (e.g. what do you think of the cow taking the chicken's money?). Always end the circle by guiding children to look for interesting items that will help extend their learning beyond the classroom. For example, you can say “remember our numbers 1-10. I want you to look for 10 very interesting things around your home that you can bring to class tomorrow. Ask someone in your family to explore with you as you hunt for things”

Note: closing circle is an opportunity for children to review and analyze their play accomplishments related to their plans. A few children may be given opportunities daily so that over time, every children gets their own turn to talk.

- Briefly lead large group discussion around any possible adaptations required to fit communities

Key Messages (Initial training: Choose one or two messages to summarize the learning. Refresher training: Use all the messages)



Emphasize the following and allow for questions

- Although the times may vary, the preschool routines must be consistent. Consistent routines promote positive behaviour
- It is helpful for teachers to remember that the skills children are practicing will develop over a period of 1 year. Teacher's must set realistic expectations based on the domain skills, providing daily opportunity for children to practice the required skills
- Punishment is not positive behaviour guidance as it primarily teaches children to hide the negative behaviours in the presence of the teacher. Teachers should focus on creating opportunities for children to practice the skills they need to develop the positive traits. This is positive behaviour guidance
- The teacher has a responsibility to maintain a friendly and relaxed learning environment

LUNCH

Session 5: Thematic Planning – Embedding the Environment

 120 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Set up learning centres
- Recognize the teachers' responsibility to insert learning objectives into the environment
- Identify and provide stimulating open-ended materials across the classroom and learning centres

Materials



Counting sheets, participants' handbook, flip chart, markers, notebooks, learning through play activity planning form, 2 balls

Make & Take



- Flip chart paper with five sets of numbers 1, 2, 3 to 10 written vertically
- Planning for Quality Guide

1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10

Activity



- Before the session begins, post the number flip chart side-by-side on a wall outdoors
- Welcome the group back after lunch and remind everyone to pay attention to catch their partner doing something good. Have everyone stand in a large circle
- Say “let us think about how to add our learning objectives into the environment so that we are assured children are learning while they play”

Activity



- Say “we are working with numbers today. How can we add numbers into the environment?”
- Take a few answers and say “good ideas. I will lead us in a number related game for outdoor play and when we come back in, you will develop more ideas to support learning in the whole environment”
- Present the counting sheets, number participants 1-5 so that you have 5 groups and give each group 1 marker. Explain the game as follows:
 - It is a relay race. Group members will stand at the starting point and one member of each group will hold the marker and fast walk (not run) 10 steps out and 10 steps return, with every other member of their group counting
 - each will cross out the relevant number (starting from 1) on their column of the flip chart and then hand the marker over to another group member who will take off walking 10 steps out and 10 back
 - the first group to cross out the number 10 wins the game and decides on either repeating the game or chooses another counting game for everyone to play
- Let participants know that anyone who would not like to join in the relay may free play with the balls
- Allow 20 minutes for outdoor play. Encourage all participants to engage and ensure that you are also actively involved in the game
- Allocate 5 minutes for all participants to wash and dry their hands properly, reminding them to wash to the hand wash song, before returning to their small groups indoors
- Have participants take their seats and turn to the Domain Skills on page 13 of their handbook
- Distribute one inclusion kit item to groups and remind all to consider the specific needs of the child
- Refer participants to use the Planning for Quality Guide and Domain Skills to develop activities and games to support children’s engagement with numbers at the learning centres. Provide flipchart and markers to each group and ask them to leave some space after each activity idea
- Allow 30 minutes for activity planning and 10 minutes for each group to post their plans and present
- Lead large group discussion by asking “what materials do we need to provide for each activity in the learning centres?”. Have a volunteer record the suggested materials in the space under each activity

Activity



- Allocate 1 learning centre to each group and give them homework to organize all the suggested materials in preparation for the next day
- Allocate 10 minutes for participants to write their choice of activities in the Tuesday column of the theme based form and list 1-2 materials for modifying the learning centres in the Learning Centre Modification form on page 15 of the participants' handbook

Key messages (Initial training: Choose one or two messages to summarize the learning. Refresher training: Use all the messages)




Emphasize the following and allow for questions

- Teachers have to carefully identify and add materials into the environment and routines to enable children engage in the expected learning
- It is a partnership of the teacher, environment and materials working together to echo the learning objective
- Every week, the teacher should change a few things in the environment to include materials for a new concept, add a few new materials and/or rotate materials that have been out for too long and children are no longer actively using them
- This practice of planning by looking at the domain skills and using the quality guiding questions must be continued in order to strengthen the preschool environment and support children's development



Session 6: Closing Circle

 45 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Review their day and identify lessons learned
- Give positive feedback to each other
- Practice recall and continue exploring strategies for extending learning beyond the classroom

Materials



Flip chart, markers, pens, notepads per participant (if relevant)

Make & Take



- None

Closing Circle



- Have participants come to circle with or without their notepads and pens
- Ask each participant to share one commendable thing they caught their partner doing during the day
- Read question 1 on the posted chart and ask participants to share their answer with the person next to them
- Read question 2 and write the questions on your note pad. Do not answer but let the group know recurring questions will be responded to in the morning
- Read question 3 and take 2 responses
- Read question 4 and take 2 responses
- Read the counting picture book and say “as you leave here, I want you to think of numbers and what you would like to count on your way home. Who would like to count birds?” Take a few responses. “What would others like to count?” Take a few responses. “Please come tomorrow morning prepared to tell us all the wonderful things you were able to count outside and at home”
- Remind groups of the learning centre materials homework and sing a closing song

Closing Circle



- Ask for two volunteers who will arrive 15 minutes early to set up the circle time
- Identify two other volunteers - one outgoing and one shy participant in the group and take them aside individually. Invite the shy participant to:
 - Lead in the good morning song, calendar activity and singing using your circle can
- Invite the outgoing participant to:
 - Lead in the planning aspect of circle time – group agreement reminder, assigning partners and groups, leading the planning. Tell this volunteer that learning on the next day will focus on picture book reading to support children's practice of skills needed to read
- Tell your volunteers that they will work with you during play after circle as “teachers” engaging with the “children”



Day 3

Supportive Foundations for Quality ECD



Day three is designed to connect participants with the other important elements required to support holistic child development. They will actively continue to increase knowledge and practice to enhance learning through play in the preschool classroom. Key concepts for the day are:

- Integrating early literacy goals within the learning environment and routines
- Engaging family and community as equal partners in fostering the development of children
- Expanding resources to support children's learning through play

Session 1: Circle Time – Early Literacy

 45 Minutes

Learning Objectives



At the end of the session, participants should:

- Participate in a fun circle time session
- Begin understanding methods to integrate literacy objectives in circle time

Materials



Circle can, story basket (small local basket containing interesting bits e.g. bottle cap, doll, different toys, a ribbon, balloon, a cup etc.), copies of My Story Cards sheets (page 76 in appendix)

Make & Take



None

Activity



- Before the group arrive, have volunteers place story cards sheets in the writing area with blank paper and markers; and lay out the placemats in a circle
- Bring one sample story sequence sheet for yourself
- Have your volunteer lead the good morning song, calendar activity and singing using the circle can
- Pass your story basket around and ask participants to pick an item of interest
- Tell participants to pay attention as they will add their own full sentence, weaving in their item to the growing story
- Start by picking an item yourself and say a full sentence of a story based on your item but leaving the end open for any addition
- Encourage participants to make full sentences and at the end of the story, guide all to give a loud clap

Activity



- Say “today, we are going to use every possible opportunity to engage with words in fun ways”. Show your story cards sheet and say “I want you to think about the story we just made up and at any time of the day, go over to the writing table and draw the story in pictures. These story cards are to help you arrange your story from the beginning, through the middle, to the end. If you do this activity, you will get to show everyone at closing circle today.” Tell participants they will bring their placemats to the table today
- Have your second volunteer lead the other segments of the circle time

Facilitator’s Note: In case your volunteer does not come through, follow the script below

- Remind everyone about the agreement needed to work well together and read each agreement and penalty
- Say “choose your own partner for the day and I want you to pay attention and catch them doing something good. You will share this at the end of the day, just like we did yesterday”
- Say “today, we are exploring words in lots of fun ways. All the learning centres have various materials for you to explore. You can also read new books, magazines and pictures. The writing table has the story cards and also blank paper. Remember to use good listening ears, gentle hands and kind words with each other.”
- Assign partners for the day and small groups, numbering participants from 1 -7. Have your second volunteer lead the planning i.e. preferred learning centre for groups and what they would like to accomplish
- Have groups go to their learning centres for 10 minutes and then go around with your volunteers and spend time playing with each group and asking open-ended questions based on the play

Session 2: Family and Community Partnership 🕒 75 Minutes

Learning Objectives



At the end of the session, participants should:

- Recognize the importance of families and the community in supporting child development
- Recognize parents as equal partners possessing valuable knowledge to support classroom learning for children
- Create increased opportunities for involving parents and the community in the preschool classroom

Materials



Dolls from the ECD kit, flip chart, markers, participants' handbooks

Make & Take



None

Activity



- Invite the participants to take their seats, retaining their groups and lead discussion around 1-2 recurring questions from closing circle on the previous day
- Hand each group 1 baby and ask participants to share the dreams, hopes and expectations for every pregnancy and new child they were blessed with in either their nuclear or extended families
- Take a few points from each group and then invite participants to pick up their baby doll. Tell them to think of that baby in their family
- Allow the imagination session for 1-2 minutes and then walk over, take each baby gently and ask the participants to leave. Stop them just as they get out the door and ask them to return to their groups
- Ask “how did you feel when I took your child from you and sent you away?” Take a few answers
- Ask “when teachers take your child away from you and leave you out, do you think they can effectively support the dreams, hopes and expectations you have for that child?”

Activity



- Say “every time teachers shut families out of the classroom, a great opportunity to work hand-in-hand to achieve the best for the child is lost. Parents know their children best.”
- Provide chart paper and markers and ask the groups to discuss the specific things they would have wanted you to do to help them feel comfortable about leaving their precious child with you
- Go round and listen to make sure that the participants are thinking about the immediate experience of leaving their child with you. Guide them to focus on that experience rather than discuss general abstract ideas
- After 5 minutes of discussion time, allow 2 minutes each for groups to present
- Refer participants to page 9 of their handbook and invite volunteers from each group to take turns reading
 - Teachers make learning culturally relevant when they partner with families to support and guide their children’s learning and achieve culturally relevant child development goals
 - Families should be involved in decision making that affects their children. Involvement ideas include:
 - o Parent Teacher Association meetings
 - o School Management Committees
 - o Invitation to teacher planning and cluster meetings as well as professional development activities
 - o Informal, daily drop-in-and-play opportunities for family and community members
 - o Special invitations for community leaders and elders to visit classrooms
 - o Family and community supply of play materials, resources and skills e.g. a carpenter could come and lead in a small group woodworking activity or a cook could come and lead in a recipe creation or cooking activity
 - Involving families also expands awareness of child development in the community and supports responsive caregiving

Key messages (Initial training: Choose one or two messages to summarize the learning. Refresher training: Use all the messages)



Emphasize the following and allow for questions

- Families have valuable knowledge that the teacher does not have. This includes knowledge of the child, goals and dreams for the child and the values which determine how they choose to raise their child
- The easiest and most effective method for setting up and maintaining culturally appropriate child learning opportunities is through teacher-family partnership
- Quality in education is greatly enhanced when the teacher, families and communities are partners in supporting the growth, development and wellbeing of the child
- During parent teacher association and SMBC meetings, awareness on play based early learning should be raised. Pre-school teachers can be given a slot to explain this and advocate to expand recognition of the importance of play in child development

SHORT BREAK



Session 3: Health and Safety of Young Children

 75 Minutes

Facilitator's Note: Use this session for training of trainers or refresher training of ECD workers. Otherwise, skip to the alternate session 3 below

Learning Objectives



At the end of the session, participants should:

- Gain knowledge of their own roles and responsibilities in ensuring a safe and healthy environment for children

Materials

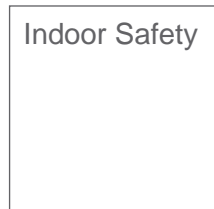


Flip chart, markers, 3 health and safety labelled flip chart, participants' handbook, participant placemats, spray bottle with water

Make & Take



- Flip chart sheets separately labelled with one of the following: Indoor Safety, Outdoor Safety, Nutrition and Health



Activity



- Post the 3 chart paper and ask the groups “what kinds of germs make children sick?” List contributions on flipchart
- Taking up the spray bottle, lightly spray into the air covering about half of the tables, learning centres, door handles and toys
- Send the groups to play in the learning centres for 5 minutes and then have them return to their seats
- Pick any 3 germs off the list, show the spray bottle and explain that the spray was contaminated with the germs

Activity



- Ask participants to look at their hands and all around the room. Allow 1 minute and have groups list their methods to prevent germs and the spread of illness in the indoor preschool environment. Allow 10 minutes for brainstorming and take 1 contribution per group, rotating until all contributions have been listed on the Indoor Safety flip chart paper
- Ask participants to discuss potential hazards in the outdoor school environment and develop a list of actions they must take to ensure children are protected outdoors. Allow 10 minutes
- Repeat taking and listing contributions on the Outdoor Safety flip chart paper and refer participants to the Indoor and Outdoor Safety Checklist on page 21 and 22 of their handbook. Read each item aloud as they follow along in their handbook
- Provide markers to participants and invite them to think of their placemat as a child's meal plate
- Have them draw circles depicting food groups and list the types of food that should go in each circle to make up the child's meal. They may discuss and agree in their small group or work individually. Allow 10 minutes and go around providing encouragement
- Invite interested volunteers to stand up, show their plate to the large group and explain what they are feeding their child and why they have chosen those foods
- Refer participants to the Healthy Eating Plan for Sierra Leoneans on pages 23 and 25 of their handbook and lead brief discussion on the food groups and portions recommended by the Ministry of Health. Have groups re-draw their placemats to better support healthy nutrition for their child
- Allow 15 minutes and ask the large group what teachers can realistically do to support healthy nutrition for children
- Guide discussion and write contributions on the flipchart

Key messages



Emphasize the following and allow for questions

- The teacher has responsibility to ensure the health and safety of children while at school
- Ensuring health and safety means daily monitoring the indoor and outdoor environment and involving children in daily routines that help them learn skills to take ownership in safeguarding their own health and safety
- Children should be supported to practice health and safety skills by including them in conducting daily safety checks (with an adult), establishing WASH practices as a routine and involving them in the weekly toy wash. This can be a once-per-week small group play session



Alternate Session 3: Health and Safety of Young Children

 75 Minutes

Learning Objectives



At the end of the session, participants should:

- Gain knowledge of their own roles and responsibilities in ensuring a safe and healthy environment for children

Materials



Flip chart, markers, 3 health and safety labelled flip chart, participants' handbook, participant placemats, spray bottle with water

Make & Take



- Flip chart sheets separately labelled with one of the following: Indoor Safety, Outdoor Safety, Nutrition and Health

Indoor Safety

Activity



- Post the 3 charts and ask the group “what kind of illnesses do children catch easily?” Take a few contributions and list them on flip chart
- Taking up the spray bottle, lightly spray into the air covering about half of the tables, learning centres, door handles and toys
- Send the groups to play at the learning centres for 5 minutes and then have them return to their seats
- Pick several illnesses off the list, show the spray bottle and explain that the spray was contaminated with the bacteria and viruses that cause those illnesses

Activity




- Ask the participants to look at the materials they played with and their hands. Allow 1 minute and then distribute chart paper and markers to each group
- Assign 2 small groups to discuss methods to prevent the spread of illnesses in the indoor environment
- Assign 2 other small groups to discuss potential hazards in the outdoor school environment and actions they must take to ensure children are protected outdoors
- Assign the last 2 or 3 groups to think of their placemats as children's food plates. Direct them to discuss, agree and draw circles on one plate per group, depicting food groups that must be included in their child's meals as well as the portions needed for the child to be healthy
- Allow 15 minutes for group work and then allocate 2 minutes each for the indoor safety groups to make their presentations and have all the participants turn to page 18 of their handbook – indoor safety checklist. Ask the participants to follow along as you read each bullet aloud
- Allow 2 minutes each for the outdoor safety groups to make their presentations and have all the participants turn to page 19 of their handbook – Outdoor Safety Checklist. Ask the participants to follow along as you read each bullet aloud
- Invite each nutrition group to show their food plate and explain the food groups, the specific food and the portion sizes to support their child's health
- After all food plate presentations, refer the participants to pages 19-21 of their handbook
- Guide the large group through the food groups and portions recommended by the Sierra Leone healthy eating guides
- Allow 15 minutes for the groups to explore the healthy eating plans and lead general discussion comparing the recommendations to what and how children actually eat
- Ask the large group "what can teachers do to support healthy nutrition for children?" Take general contributions and list them on the flipchart

Key messages



- Emphasize the following and allow for questions
- The teacher has responsibility to ensure the health and safety of children while at school
 - Ensuring health and safety means daily monitoring the indoor and outdoor environment and involving children in daily routines that help them learn skills to take ownership in safeguarding their own health and safety
 - Children should be supported to practice health and safety skills by including them in conducting daily safety checks (with an adult), establishing WASH practices as a routine and involving them in the weekly toy wash. This can be a once-per-week small group play session

Session 4: Learning Through Play – Using Picture Books

 90 Minutes

Learning Objectives



At the end of the session, participants should:

- Develop strong capacity to support early literacy using picture books

Materials



Flip chart paper, markers, one full set of UNICEF picture books, ABC cards

Make & Take



- Chart paper with 2 columns Fun/Boring
- Write and cut out child role cards
 - Distracted
 - Tired
 - Hungry
 - Sick
 - Eager to move

Fun	Boring

Activity



- Invite a volunteer forward and have her/him sit facing the group
- Explain to participants that this is your 3-month old baby and you want to teach her/him to talk
- Show each alphabet card to your “baby” and name the alphabet. Ensure to repeat the name of each alphabet a minimum of 10 times
- Ask participants if this is the best way to help your baby learn to talk. Invite participants to contribute ideas of what people do that help’s babies learn to talk. Write their contributions on the flip chart. Contributions will typically fall into the following categories: talk, sing, describe things, repeat what baby says

Activity



- Point out the categories of activities they come up with and summarize by explaining
 - in the same way that babies need all these categories of language activities to learn how to talk, young children need exposure to thousands of words through a wide variety of word and word sound related activities to gain a solid foundation for literacy
- Guide large group discussion drawing suggestions of local, culturally based activities through which children may be exposed to thousands of words and word sounds. Remind participants that children should primarily be able to engage in the activities on their own (small group or individual), without the direct teaching or control of a teacher
- List contributions on flip chart
- Have each small group of participants choose one of the UNICEF Sierra Leone picture books. Tell them their task will be to choose a representative who will read their choice of picture book to the “children” who will vote at the end of each reading session if they found the reading style fun or boring
- Allow 5 minutes for teams to practice their reading style and post the chart paper with the book reading styles
- Invite one group representative to read to the children and as they come forward, give one role card each to 5 different participants. Ask them to put themselves in that role and consider the book reading from the perspective of that child
- Tell all participants “think of yourselves as children with the teacher reading to you. Think, is this fun or not. This is very important because we want to practice to improve in making reading fun for children. “
- Allocate 5 minutes for each book reading session and at the end of each session, have participants go up and place a check mark under fun or boring depending on their experience
- Take the time to discuss what made the reading fun and what made it boring
- Switch role cards around to other participants for each reading session
- After the last vote and discussion, invite participants to list what made book reading fun for them
- Write each contribution on the flip chart

Key messages (Initial training: Choose one or two messages to summarize the learning. Refresher training: Use all the messages)




Emphasize the following and allow for questions

- Research shows that book handling, i.e. the simple knowledge of how to hold a book, turn the pages, recognize the cover, the back, a page, words etc. plays a very critical role in helping children learn how to read successfully
- This important skill is very easy to support. Teachers simply need to provide interesting books in the environment and encourage children to freely explore
- Books should be made readily available for children in the classrooms. Teachers should not worry unduly about ripped pages but use every opportunity to help children learn how to respectfully enjoy them by treating them with care
- Children should also be a part of repairing broken books with clear tape

LUNCH



Session 5: Thematic Planning – Inviting Inquiry

 120 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Modify learning centres to support curriculum objectives
- Gain understanding of methods to support children's interests

Materials



2 skipping ropes, 2 balls, participants' handbook, flip chart, markers, 1 bowl of old dried maize, 2 plastic table spoons, 2 plastic tea spoons, 3 plastic cups of different sizes (and colours if possible)

Make & Take



- None

Activity



- Before the end of lunch, go outdoors and place the skipping ropes in one visible area, the balls in another visible area and draw the hopscotch game on the ground in another visible area
- Welcome the group back after lunch and remind everyone to pay attention to catch their partner doing something good
- Have everyone stand in a large circle and say "I have placed invitations in the outdoor play area. Let us go outside and you can play for 20 minutes"
- Allow participants to observe the materials and freely choose how they wish to engage with them. Ensure to be actively engaged yourself and encourage all participants to play
- Allocate 5 minutes for all participants to wash their hands using the hand wash song and dry their hands properly before returning to their groups indoors

Activity



- Place at least 2 empty tables in front of the group and have participants take their seats. Ask “what invitations did you find outdoors?” Take a few responses
- Ask “how did seeing those invitations affect your play?” Take a few responses
- Say “simple materials that teachers intentionally place in the environment can serve as important invitations to either help children practice the domain skills or further increase children’s learning”

Facilitator’s Note: Continue here for training of trainers or ECD Worker refresher trainings. Otherwise skip to the alternate session 5 activity below

- Bring the bowl of maize to a table in the front and invite two participants to play while the large group observe. After 3 minutes, add the measuring cups and spoons to the maize bowl and let the play continue for 2 more minutes. Clap for the volunteers and have them return to their seats
- Ask participants “how did the volunteers play with the maize at the beginning and what did they learn from that play?” Take a few contributions
- Ask “how did their play change after the cups and spoons were added and what more did they learn from that play?” Take a few contributions
- Ask participants to organize their homework from the day before (materials for learning centres) on sections of the tables in front and say “you are going to work now on planning activities and identifying invitations that you can add to help children play and further enhance their learning”
- Distribute one inclusion kit item to groups and remind all to consider the specific needs of the child
- Refer participants to use the posted Planning for Quality Guide and the domain skills to develop routine activities to complete their planning form
- Allow 30 minutes for activity planning and 10 minutes for each group to post and present their plans
- Walk the large group through each routine and guide discussion by asking “what materials from these tables if applicable, can you arrange as an invitation for children to play at this activity?”
- Allocate 20 minutes for participants to fill in their theme based planning forms for the whole week, choosing freely from all the posted activities. Remind them to complete their list of modifications for the learning centres

Key messages



Emphasize the following and allow for questions

- Learning through play does not mean simply making toys available. It takes careful organization of the toys and materials based on domain skills and supportive teacher relationships to enhance learning
- Teacher planning is key to supporting play based learning for children. Regular time should be set aside for ongoing teacher planning
- Remember that involving families in planning sessions is an important strategy that enhances the implementation of culturally appropriate experiences for all children



Alternate Session 5: Thematic Planning – Inviting Inquiry

Facilitator’s Note: For initial training of ECD workers, continue with the session 5 activity here

Activity



- Pour some of the dried maize into a dirty, broken container, place it on one of the tables in the front
- Pour the remaining dried maize into a clean tray and place it on the second table. Arrange one plastic tablespoon and one teaspoon beside a plastic cup on one side of the tray. Make sure the arrangement is nice
- Scoop up a small quantity of dried maize into the second cup, put a teaspoon inside the cup and place it on the other side by the tray, then place the last cup and tablespoon in the tray with the remaining maize
- Invite the participants forward in their groups to look at both tables, return to their seats and discuss which maize activity they would be more interested in playing with and why
- Allow 5 minutes for discussion and take responses from each group. Most groups will prefer the nicely organized activity
- Say “learning centres should be organized to invite children to play”
- Assign a different learning centre to each group and ask them to choose 1 domain and 1 skill, develop one activity that will enable children practice the skills and organize the materials in the centre to invite children’s interest to play
- Allow 15 minutes for the activity development and go round to provide support as the groups identify their domain, skill and develop the activity and list of materials. Remind them to assess their activity using the posted activity consideration criteria
- After the allotted time, allow 10 minutes for the groups to set up their activity in the learning centres, with the materials promoting the skills to be practiced organized invitingly. Remind them that the whole learning centre must be clean and very well organized, with materials not in use carefully stored in containers. Children have the freedom to use some other materials to extend their play, however, the primary materials should be what initially attracts the children to play

Day 3

Activity



- After all the learning centres have been set up, have the groups go around to look at each centre, with the setup group explaining their domain and the skills to be practiced
- At the end of all the visitation, inform the groups that the learning centres will be used for choice play in the morning and lead a clap for the large group

Key messages



Emphasize the following and allow for questions

- To support learning through play, learning centres must not look like garbage dumps. Materials such as empty water bottles, lids, food containers etc. although recycled, have to be kept clean and organized invitingly to promote children's practice of developmental skills
- A well presented learning centre stimulates children's interests, inquiry and learning as they play. It also helps the children practice maintaining a clean and organized environment for themselves
- Learning centre invitations must be directly linked to specific domains and skills to be practiced. The Skills by Domains milestones provide the standard for skills to be practiced
- Materials in the learning centre must NOT be individually labelled but should be organized and stored in labelled containers e.g. spoons should be stored in a container labelled "spoons" with a drawing of a spoon. This helps support emergent literacy without cluttering the centre and overwhelming the children

Session 6: Closing Circle

 45 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Review their day and identify lessons learned
- Give positive feedback to each other
- Practice recall and continue exploring strategies for extending learning beyond the classroom

Materials



Flip chart, markers, pens, notepads per participant (if relevant)

Make & Take



None

Closing Circle



- Ask for any two participants interested in leading the closing circle
- Assign one volunteer to lead the partner sharing session as well as question 1
- Assign the second volunteer to lead the extending learning beyond the classroom part of the circle
- Remind all participants to come to circle with their story card if they drew one and then hand over to your volunteers

Facilitator Note: Follow the script below if absolutely needed

- Say “as you leave here, I want you to observe things happening around you and make up your own stories based on what you see. Share your stories at home and tomorrow, you will be able to also share them here with any friends of your choice”
- Issue an invitation for one volunteer to lead the opening song and calendar activity and another to lead the group agreement for circle time on the next day

Day 4

Putting It All Together



Day four is designed as an opportunity for participants to bring together the diverse blocks of knowledge gained in the previous days, to begin implementing a quality learning through play preschool program. Key concepts for the day are:

- Full week activity planning for play-based learning
- Practical implementation of preschool routines
- Teacher reflective practice

Session 1: Circle Time – Social Development 45 Minutes

Learning Objectives



At the end of the session, participants should:

- Participate in a fun circle time session
- Begin understanding methods to integrate social development objectives in circle time

Materials



None

Make & Take



None

Activity



- Have your volunteer lead in the good morning song and the calendar activity
- Invite 2 -3 participants who created stories based on their observations on the way home to share their stories
- Have your second volunteer lead the group agreement review
- Assign new partners and say “today, we are going to practice implementing the daily program and giving feedback to strengthen children’s learning experiences. You will work in your existing groups to choose choice play and 1 other routine from your planning sheets for implementation. You may not choose morning circle. Every member of the group must play a role”
- Participants will retain their groups from the previous day. Ask the groups to take their seats

Session 2: Preparing for Planning and Implementation

 75 Minutes

Learning Objectives



At the end of the session, participants should:

- Gain some familiarity with the activity planning form
- Plan learning centre activities to support development across all the domains

Materials



Learning Through Play Activity Planning Forms (2 per participant), participants' handbook, flip chart, markers, folded numbers in a bowl

Make & Take



- Write numbers 1 – 5 on separate squares of paper and roll each one up to help determine the order in which small groups will implement their activity

Activity



- Have the participants turn to page 14 of their handbook to explore the activity planning form
- Explain that the first column lists the preschool routines and learning centres. Have them follow along the top row and point out that the second column refers to the domains of child development
- Ask the participants to turn briefly to the domain of child development on page 15 of their handouts (Skills by Domains) and invite the participants to identify the four domains of development – physical, social emotional, language and cognitive
- Say “children must be supported to daily practice skills from each domain of development in the preschool room”
- Guide the participants through the first row – Morning circle Monday. Point out the domain of development (social emotional) and the skills (adjusts to new situations)
- Ask volunteers to search their Skills by Domains to make sure the skill is directly taken from there. After a few confirm, say “the domain and skills must always come from the Skills by Domains”

Activity



- Read and explain the activity name, list of materials, modifications, family and community involvement
- Continue reading through all the rows, involving interested participants to read, if possible. At the end, point out that “although the activity plan is for a whole week to enable all the children explore the activities and deeply engage in the critical thinking and creative process, a new theme related learning component should be introduced at circle time daily. Except where an activity needs to be repeated to further the practice of the skills e.g. Tuesday circle is a repeat of Monday to support children who were not comfortable with the insects the day before”
- Take brief discussions and questions and then distribute planning forms to each group. Ask them to work together to plan one outdoor and three learning centre activities for the preschool classroom. Remind them that they can pick activities from those posted by the different groups in the past two days. Allow 40 minutes for planning
- Note: If your participants are not strong readers and writers, conduct the bullet above as a large group activity. In this case, assign one domain and skill to the large group and invite the participants to discuss and present ideas regarding
 - The activity they would develop to support practice of the skill
 - The list of materials they would provide for children’s hands-on play
 - What they would provide to ensure all interested children can participate
 - How they would involve families and the community
- Continue until you have discussed three learning centres and one outdoor, ensuring all the domains have been covered
- Clap for the participants and say “understanding how to provide materials for children to practice the required skills through play is the best way to support their development. You have shown this understanding and I am very proud of you all”
- Pass the folded paper around so that each team gets one. Explain that each group will implement a 25-minute play routine and the number they picked will determine the order for presentations (i.e. who goes first, second etc.)
- Inform them that every group leading will set up their activities in 3 learning centres and go round as preschool teachers, to engage with the children. The other participants will play the role of the children

SHORT BREAK



Session 3: Implementing Quality Learning Routines 1

 165 Minutes

Learning Objectives



At the end of the session, participants should:

- Practice supporting preschool learning through organizing the environment and implementing stimulating opportunities

Materials



Reflective Practice Guide, flip chart, markers

Make & Take



- Reflective Practice Guide

Reflective Practice Guide

1. What went well?
2. What did not go well?
3. What do I need to change or adapt in the activity or materials?
4. What do I need to change in my play/engagement to enhance children's practice of domain skills?

Activity



- Post the Reflective Practice Guide and explain each bullet to the large group
- Invite the first group to set up their centres and lead a 25-minute session implementing their 2 learning routines. Remind all other teams to participate as children
- At the end, allocate 5 minutes for the leading group to have a brief discussion session reflecting on their practice using the Reflective Practice guide. Ask group 2 to organize for their session
- Invite group 1 to discuss their reflections and lead the large group to clap for them
- Invite 2 participants from the large group to say 1 thing they really enjoyed about the learning experience. Contributions must be based on the experience and not on the teachers
- Repeat the process with group 2, 3 and 4

LUNCH

Session 4: Implementing Quality Learning Routines 2

 120 Minutes

Learning Objectives



At the end of the session, participants should:

- Practice supporting preschool learning through organizing the environment and implementing stimulating opportunities

Materials



Reflective Practice Guide, flip chart, markers, dice

Make & Take



- Reflective Practice Guide

Activity




- Repeat the implementation process with group 5
- Assign all participants into 2 groups and provide blank theme based planning forms and learning centre modification forms

Facilitator Note: Only assign 2 groups if the training is for trainers. If the training is for teachers, assign participants into 3 groups

- Tell the groups they will spend time planning a full week session choosing another theme.
- Remind them to use their planning package on pages 13-15 of their handbook to guide them
- Allow 60 minutes for planning. Encourage groups to break the large task into smaller tasks so that every 2-4 participants will have a planning task
- Inform participants that each group will lead a 2-hour session covering the full day preschool routines from morning to closing circle with a 30-minute morning circle
- Remind groups to ensure that every member has a task to implement
- Provide a die and let 1 participant from each group roll it. The group with the highest number will start the first session on the next day

Session 5: Closing Circle

 165 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Practice leading the daily recall session
- Review their day and identify lessons learned
- Give positive feedback to each other
- Practice recall and continue exploring strategies for extending learning beyond the classroom

Materials



Flip chart, markers, pens, notepads per participant (if relevant)

Make & Take



None

Closing Circle



- Invite 4 participants to lead the closing circle and break the large group into 4 separate circles
- Tell leaders “your job is to lead the closing circle as creatively as you wish but make sure to cover the review of learning experiences for the day and plant a seed to help extend learning beyond the classroom. At the end, we will all come together to share our partner commendation.”
- Go around to observe each group. Ensure to smile encouragingly so that leaders feel confident
- Lead the large group in a clap and have everyone come back together to share their partner commendation for the day
- Remain available to support with the organization of the room or in whichever way participants require as they prepare for the next day. Encourage facilitators of the first session to organize the learning centres in preparation for the next day

NOTE: If you are training Facilitators and Advocates, ensure to provide the facilitator role play scenario (page 80 in the appendix) to your co-facilitator to help her/him prepare for the next day

Day 5

Implementing Quality in Preschool Programming



Important concepts have been explored, discussed, analyzed and practiced since the beginning of the training program to build capacity to support the implementation of quality play based preschool education. Day five presents the exciting opportunity for participants to carry out practical sessions and demonstrate the capacities and confidence gained. Key concepts for the day are:

- Practical implementation of quality programming
- Self-reflection

Session 1: Implementing a Quality Preschool Program 1

 130 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Set up all learning centres to promote learning in the preschool classroom
- Show capacity to engage positively with children, catching them doing good
- Engage confidently with children in the learning centres

Materials



None

Make & Take



None

Simulation – full day quality preschool programming (Group 1)



- Very briefly, remind participants that the morning will be assigned to implementing a quality preschool learning program
- Say “you already all have very strong activity plans, you have very strong knowledge of how to set up the learning centres and insert invitations to promote the practice of developmental skills. Now, please focus on engaging with the children, catch them doing good and commend them specifically, as relevant e.g. if a child helps another, say “I like how you are helping your friend”. Pay attention, talk to the children about their work and listen to hear what they have to tell you. Remember, children learn best through play. Relax, play and help make learning fun for your classroom”
- Invite the group responsible for the first session to take over the preschool classroom
- Join other participants in the learning experiences and routines
- Allow 10 minutes for group members to conduct a self-reflection while the next group organizes their materials and learning centres

Session 2: Implementing a Quality Preschool Program 2

 140 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Set up all learning centres to promote learning in the preschool classroom
- Show capacity to engage positively with children, catching them doing good
- Engage confidently with children in the learning centres

Materials



None

Make & Take



None

Activity



- Invite the group responsible for session 2 to take over the preschool classroom and repeat the steps from the previous activity
- Allocate 5 each minutes for each group to share their reflections

Facilitator's Note: If you are training Teachers and ECD workers, move the group reflection bullet to the end of session 3.

Session 3: Implementing a Quality Preschool Program 3

 130 Minutes

Note: Use this session if you are training teachers and ECD workers

Activity



- Invite the group responsible for session 3 to take over the preschool classroom and repeat the steps from the previous activity
- Allocate 5 minutes each for groups to share their reflections

Session 3 (Alternative): Getting to Know the Curriculum

 130 Minutes

Note: Use this session if you are training Facilitators and Advocates

Learning Objectives



By the end of the session, participants should be able to

- Understand the roles and responsibilities of trainers
- Become familiar with the Learning Through Play 3-5 guide

Materials



- Flip Chart, markers, Co-Facilitator's Role Play Scenario, Learning Through Play 3-5 guide (1 per participant)

Make & Take



None

Activity



- Discuss the role play with your co-facilitator beforehand and have the co-facilitator lead the activity using the script
- During the role play, closely observe the large group and note any unease, frowns, eye rolls, murmuring, disconnection from the session etc.
- Allow 5 minutes and end the session. Do NOT clap for the co-facilitator
- Stand at the flip chart ready to write and with seriousness as though not noticing anything wrong, ask participants
 - “What did you learn about executive functioning in early childhood development?”
- After a few seconds, ask participants
 - “What hindered your learning?”
- Ask participants to work in groups of 5 to list the qualities that the master trainer should have had in order to help them learn
- Allow 10 minutes and take one contribution per group
- Distribute one copy of the guide to each participant and ask them to take turns reading through all the sessions in Day one. Allow 15 minutes and take questions
- Repeat the process of reading and taking questions for Days 2 and 3
- Say “the sessions from day 1 to 3 lay a knowledge foundation so that teachers know how to organize quality environments and hands-on play experiences for preschool children. Day 4 and 5 provide practice opportunities”
- Ask participants to read Day 4, allocating 10 minutes. After discussion of any questions, invite a volunteer to read the Day 5 welcome page and another to read session 1
- Read session 2 and explain the facilitator’s notes by saying “day 5 has two sessions 3. The first is to be used for training ECD teachers and the alternative is for training facilitators and advocates. You choose which session 3 to use, depending on if your participants are teachers or facilitators and advocates”
- Ask groups to read the rest of Day 5 and take any questions that may arise

Session 4: Evaluation, Post-test and Closing 50 Minutes

Learning Objectives



By the end of the session, participants should be able to

- Complete their post-test and workshop evaluations
- Receive their certificates

Materials



Flip chart, Markers, post-test, workshop evaluation, participant certificates

Make & Take



None

Activity



- Commend the group for their participation, knowledge and hard work through the week
- Say “I am so very excited that you all are going out as advocates, partnering with the government to support child development in Sierra Leone. Your work will contribute to development for the country. Well done”. Lead a clap for the whole group
- Distribute the post-tests and workshop evaluation forms. Remind participants to write their secret number at the top of the page and say “remember the post-test is to help us assess the quality of this training”
- Have a certificate ceremony. If no certificates are available, ensure to lead the group in a special clap and if culturally appropriate, go around to share a handshake with every participant
- Collect all post-tests and evaluation forms
- Take closing speeches and vote of thanks (if relevant)

Appendix



Learning Through Play 3-5

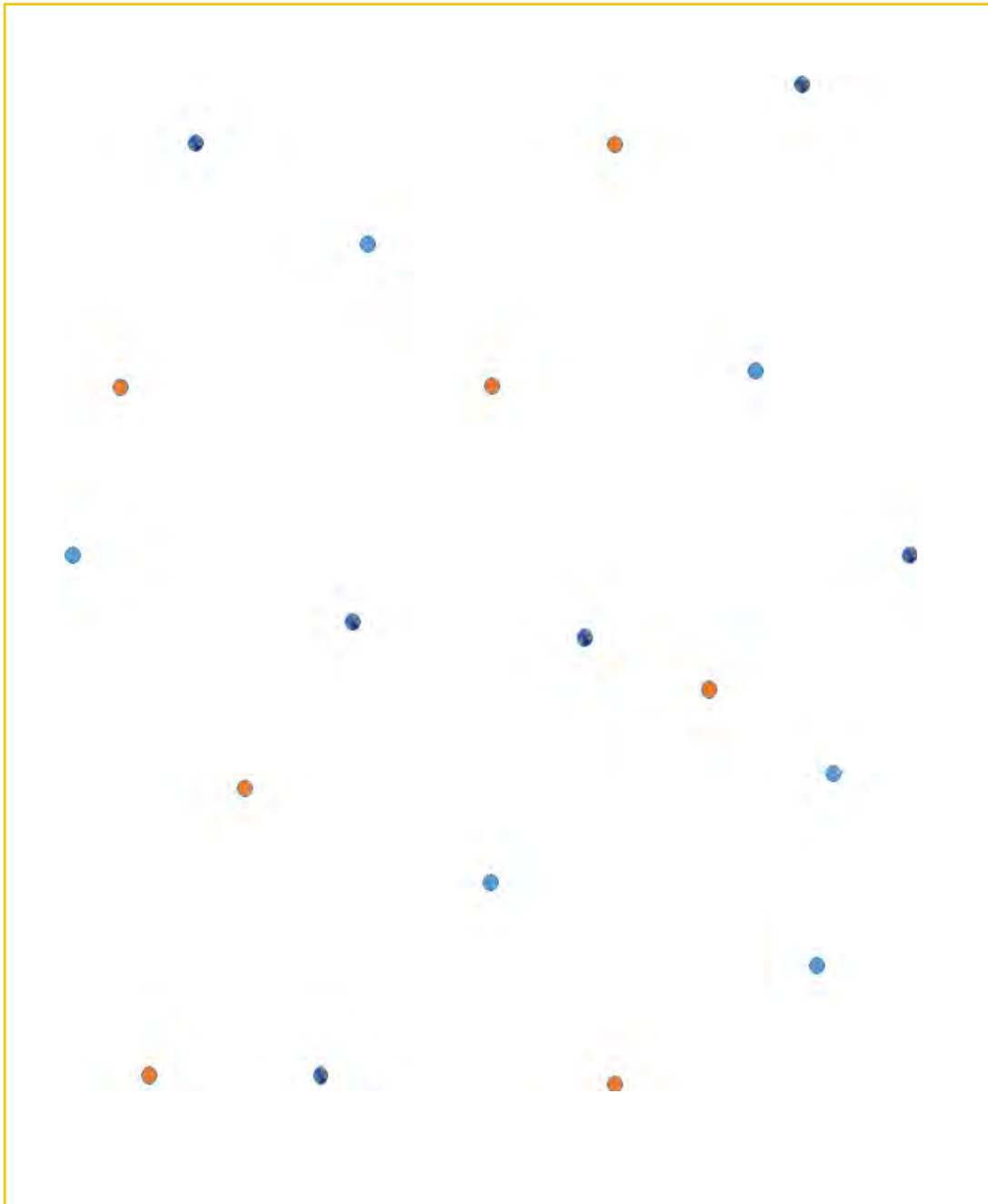
Pre and Post Test

Instructions:		#	
1. Please write your secret number in the number box			
2. Do not write your name			
3. Tick ✓ true or false to indicate your answers to the questions below			
#	Question	True	False
1.	For children to learn, they need to be quiet in class		
2.	Play time should be separate from learning time		
3.	The best way for children to learn is through playing with hands-on materials that allow them to use their five senses (touch, smell, see, taste and hear)		
4.	It is not really important to have another circle time at the end of the day. One circle time in the morning is enough for the day		
5.	The most important skills children need to gain in preschool are counting numbers and knowing their alphabets		
6.	Children's ability to learn depends mostly on their family traits		
7.	If children face each other in class, they will talk and be distracted from learning		
8.	Allowing children play with the materials in the ECD kit does not really contribute to their learning		
9.	The preschool teacher's primary role in class is to play with children		
10.	It is important for families to contribute ideas to learning activities in the classroom		
11.	Using local, free materials from the environment are more valuable than buying materials to help children in the classroom		
12.	It is best for preschool children to learn in English rather than their language		
13	Punishment helps preschool children learn how to behave		
14	The way the classroom is organized and following the same routine daily are as important as the teacher in building children's brains		

Many Ways to Connect

Instructions:

- Each single dot can make several connections with all other dots
- Work together to find all the many ways to connect every dot to each other



Skills by Domains Practice Sheet

<ul style="list-style-type: none"> • Adjusts well to new situations • Demonstrates throwing, kicking and catching • Asks questions – What? Why? How? Expresses feelings in words • Recognizes own feelings and manages them appropriately • Demonstrates self-control and independence • Recognizes patterns and can repeat them • Demonstrates basic motor skills such as running, jumping, hopping, skipping • Follows classroom routines • Matches, compares and sorts objects by size, shape, color, number and amount. • Plays well with other children • Fully immunized • Respects the rights of others 	<ul style="list-style-type: none"> • Shows balance while moving • Uses body movements to express feelings • Confidence to express needs • Controls small muscles in hands: pours, cuts, traces, twists, inserts, ties, and pounds objects • Uses tools for writing and drawing • Knows that print carries a message • Washes hands with water and soap after toilet and before eating • Recognizes the feelings of others and responds appropriately • Actively listens to others (can recall and ask questions for better understanding) • Eats nutritious foods • Holds instrument to write • Drinks clean water 	<ul style="list-style-type: none"> • Demonstrates appropriate trust in adults • Observes things with curiosity • Shows persistence in solving a problem • Notices differences in sounds • Explores cause and effect • Takes responsibility for own well being • Coordinates eye-hand movement • Arranges objects in series (ex. big to small) • Understands location and position words (ex. above) • Attempts to count objects • Follows classroom rules • Knows letters & sounds • Uses respectful words to resolve conflicts • Takes on pretend roles • Uses a symbol to represent • Enjoys and values storybooks 	<ul style="list-style-type: none"> • Talks with others about personal experiences and views • Describes objects, events and relations • Organizes things by category • Learns new vocabulary • Understands and follows oral directions • Applies experience to a new context • Asks and answers questions • Actively participates in conversations • Shows coordination with swings, ropes, climbing with moving toys • Respects and cares for classroom environment & materials • Shows awareness of time and sequence • Makes believe with objects • Draws to represent ideas • Comprehends what is read • Knows that spoken words can be written down • Scribbles • Traces lines and shapes
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Skills by Domains

Social Emotional	Physical Motor	Cognitive	Language
<p>Sense of Self</p> <ul style="list-style-type: none"> • Adjusts well to new situations • Demonstrates appropriate trust in adults • Recognizes own feelings and manages them appropriately • Confidence to express needs <p>Caring for Self and Others</p> <ul style="list-style-type: none"> • Demonstrates self-control and independence • Takes responsibility for own well being • Respects and cares for classroom environment & materials • Follows classroom routines • Follows classroom rules <p>Respects Others</p> <ul style="list-style-type: none"> • Plays well with other children • Recognizes the feelings of others and responds appropriately • Respects the rights of others • Uses respectful words to resolve conflicts 	<p>Large Motor</p> <ul style="list-style-type: none"> • Demonstrates basic motor skills such as running, jumping, hopping, skipping • Shows balance while moving • Uses body movements to express feelings • Shows coordination with swings, ropes, climbing with moving toys • Demonstrates throwing, kicking and catching <p>Fine Motor</p> <ul style="list-style-type: none"> • Controls small muscles in hands: pours, cuts, traces, twists, inserts, ties, and pounds objects • Coordinates eye-hand movement • Uses tools for writing and drawing <p>Healthy Body</p> <ul style="list-style-type: none"> • Washes hands with water and soap after toilet and before eating • Eats nutritious foods • Drinks clean water • Fully immunized 	<p>Observation & Problem Solving</p> <ul style="list-style-type: none"> • Observes things with curiosity • Asks questions – What? Why? How? • Shows persistence in solving a problem • Explores cause and effect • Applies experience to a new context <p>Mathematical Thinking</p> <ul style="list-style-type: none"> • Matches, compares and sorts objects by size, shape, color, number and amount. • Organizes things by category • Arranges objects in series (ex. big to small) • Recognizes patterns and can repeat them • Shows awareness of time and sequence • Understands location and position words (ex. above) • Attempts to count objects <p>Represents with symbols</p> <ul style="list-style-type: none"> • Takes on pretend roles • Makes believe with objects • Uses a symbol to represent 	<p>Listening and Talking</p> <ul style="list-style-type: none"> • Talks with others about personal experiences and views • Describes objects, events and relations • Expresses feelings in words • Actively listens to others (can recall and ask questions for better understanding) • Notices differences in sounds • Learns new vocabulary • Understands and follows oral directions • Asks and answers questions • Actively participates in conversations <p>Pre-reading and Pre-writing</p> <ul style="list-style-type: none"> • Draws to represent ideas • Holds instrument to write • Enjoys and values storybooks • Comprehends what is read • Knows that print carries a message • Knows that spoken words can be written down • Knows letters & sounds • Scribbles • Traces lines and shapes

Learning Through Play 3-5 - Activity Planning Form

Sample

Date: 16 -20 December 2019

Theme: Nature

Routine/ Learning Centre	Domain	Domain Skill (copy from Skills by Domains)	Activity (fun name of activity)	List of materials (MUST clearly support practice of the domain skill)	Modifications (Ensure ALL interested children can participate)	Family and Community involvement
Morning Circle Monday	Social Emotional	Adjusts well to new situations	Insect exploration	Clear containers with 1 cockroach, 1 black ant, 1 beetle, 1 grasshopper, 1 firefly (dark box), 1 housefly, 1 mantis, 1 butterfly	-Homemade magnifying glass -Thick gloves to reduce fear of handling	Have 2 primary 4/5 pupils (boy and girl) join to model confidence handling insects
Planning (idea teacher plants in children's minds to help them think about what/how they want to play)	Teacher: Invite children to explore something new today and think about how it makes them feel	Not applicable	Teacher: Mention new interests in centres/invite children to briefly see each to get ideas of what to do	Not applicable	Not applicable	Conduct planning in 4 small groups with 1 secondary school leaver in each
Cognitive Area	Cognitive	Asks questions What, why and how	All about insects	Cut out/printed large pictures and mini facts of insects from magazines – wasps, stick insects, butterflies and beetles	- Large pictures covered with clear tape - Minimum 40 pictures for easy access	- Parent to assist with printing pictures - local expert/ parent to play and read insect facts to children
House Pretend	Physical (healthy body)	Eats nutritious food	Healthy Cooking	- 1 colour poster Sierra Leone food guide, 1 cassava stew picture recipe card, 1 rice picture recipe card, chopping block, plastic knives, green leaves, sand (in rice package), salt, oil, empty condiment containers - pots, pans, cutlery - plastic fruits, cut out photos of fish and meat portions	- Different sized knives - chopping board on the table - outdoor cooking for space	Community health care worker to participate in reading the food guide and play planning portions and cooking with preschoolers

Discovery Area	Cognitive	Observes things with curiosity	Insect observation	Insects from circle, 1 shallow net covered box with mixed insects, 6 magnifying glasses (homemade), 2 thick gloves, 2 thin gloves, 6 flashlights	Gloves provided to support child confidence in exploration	Primary 4 and 5 to catch insects and drop-in to play with insects alongside preschoolers
Block Area	Physical (Fine motor)	Controls small muscles in hands: pours, cuts, traces, twists, inserts, ties and pounds objects	Insect sanctuary construction	Pieces of plywood, odd wood pieces, 1 pack small nails, 6 mini hammers, 6 thick gloves, 6 safety goggles (from plastic bottles and rubber band), old netting, tape	* stick nails halfway through Styrofoam for easy pick up	Local carpenter to lead activity and provide safety guidance - community to collect materials 1 week in advance
Art Area	Social Emotional	Confidence to express needs	Painting	Tray of mud paint, tray of charcoal/ water paint, tray of clay 5 medium and 5 fine paint brushes, large slightly heavy pieces of fabric (to ensure children ask for help/ express needs), 2 safety scissors	- 1 left handed scissors - plastic gloves (for children who prefer not to touch mud)	- Parents provide old adult tops/ shirts for children's painting smocks
Literacy Area	Language	Comprehends what is read	Picture book reading and retell	- 1 set UNICEF picture book series - 1 set UNICEF picture book series, cut out, laminated pages of each picture book (organize one story in sequence on the literacy table)	- Include wordless picture books	UNICEF provision of extra copies of book for creating story retell cut out pages
Outdoor	Physical	Shows balance while moving	Insect hunt and find	-10 Plastic containers with holes in the lids - 10 plastic spoons and forks	Tape 2 plastic spoons and 1 fork to 1 foot length sticks for children who may not be able to squat	Invite the participation of older children during their break
Morning Circle Tuesday	Repeat Monday (sit close to more reluctant children and have the insects close)					Have 2 school leavers for the week

Morning Circle Wednesday	Cognitive	Takes on pretend roles	Guessing game -What insect am I	None	None	“
Morning Circle Thursday	Language	Expresses feelings in words	How do I feel about insects	3 sets of sight words with pictures showing feelings – scared, happy, excited, angry, confused etc.	Do circle in 3 groups to reduce wait time as children take turns choosing cards and talking	“
Morning Circle Friday	Social emotional	Respects the rights of others	Insect matching game	Home made insect matching cards (face down in the middle of circle area). Children take turns flipping to find matching pairs	Paste the insect pictures on thick cardboard cartons for easier pickup	“



Learning Through Play 3-5 - Activity Planning Form

Date:

Theme:

Routine/ Learning Centre	Domain	Domain Skill (copy from Skills by Domains)	Activity (fun name of activity)	List of materials (MUST clearly support practice of the domain skill)	Modifications (Ensure ALL interested children can participate)	Family and Community involvement
Circle Monday						
Planning (focus idea teacher plants in children's minds to help them think about what and how they want to play)						
Cognitive Area						
House Pretend						
Discovery Area						
Block Area						

Art Area						
Literacy Area						
Outdoor						
Circle Tuesday						
Circle Wednesday						
Circle Thursday						
Circle Friday						

Preschool Learning Centre Modification Form

Theme: _____ Week of: _____

Blocks	Pretend	Literacy
Cognitive	Discovery	Art

ECD Interventions for Children 3-5

Scenario Cards

Scenario 1

It is morning in Malamah-Thomas preschool classroom which has 48 three-year old children and Mr. Emmanuel as the class teacher. The classroom contains the children, chairs and desks, the teacher's desk and chair, the black board and a big shelf holding stacks of text books and note books.

The children are all sitting at their desks, facing forwards while Mr. Emmanuel stands at the door, talking with another teacher. After approximately 8 minutes, the children begin shifting around and turning in the chairs to whisper to each other.

Mr. Emmanuel looks back over his shoulders and says "shhhh". The children stop whispering and sit still for 5 minutes. A few begin winking, catching other's eyes, smiling at others, waving their hands in the air and generally attracting the attention of other children who start laughing. Mr. Emmanuel looks back and says "I am warning you all. Be careful!" in a very stern voice.

10 minutes later, Abdul gets up and begins to tiptoe towards the back of the classroom, holding his arms upwards and facing forward as though to catch someone. He looks towards Amina who begins to giggle, tries to remain in her seat as he comes closer and eventually erupts out of her chair and runs, squealing.

Mr. Emmanuel and the other teacher step into the classroom disapprovingly and the other teacher says "what kind of undisciplined children are these Mr. Emmanuel? I have never seen such behaviour in my whole life." Mr. Emmanuel punishes the whole class.

Analyze this scenario to identify:

1. What is happening?
2. Elements that do not support development for 3 year olds
3. Factors that directly promote negative child behaviours

Scenario 2

The Bo District Elementary School has eighty (80) four-year old children in the preschool classroom. Mrs. Kabala, the classroom teacher arrives in her class every morning before the start of school. Her class is often loud and uncontrollable, with children fighting frequently. Everyone, including the teacher, say there are just too many children in the class. The class is full of chairs and desks and there is hardly any space to move around. Some children don't have seats and sit on the floor in spaces between chairs and desks.

Once in a while, you can hear the children singing in class. Some days you can hear the children reciting numbers or alphabets. During outdoor play time, the children rush out the door and go seemingly crazy on the grounds. They throw sand in the air and at each other's hair and eyes. They play rough and tumble games, frequently fighting, hurting each other with screams and much crying. The outdoor play time is when Mrs. Kabala eats her breakfast.

Some children frequently do not return to class after outdoor play. There is a neighbourhood close to the school and residents have come reporting that some of the preschool children are being troublesome, breaking things, playing in their yards and generally being a nuisance in the neighbourhood.

The school administration holds a meeting with Mrs. Kabala and they all decide the problem is that the children have no home training. They are mostly from local families with very low income and education. The people do not typically train their children. There is nothing the school can do.

Analyze this scenario to identify:

1. What is happening?
2. Elements that do not support development for 4 year olds
3. Factors that directly promote negative child behaviours

My Story Cards

My name: _____

Story title: _____

Indoor Safety Checklist

Instructions: Conduct a daily inspection of your preschool classroom. Place a ✓ for Yes and X for no. Attend to all “no” answers immediately.

Name of teacher/inspector: _____ Date: _____

Toys are:

- Non toxic
- Washable
- In good repair, without sharp edges or pieces that could break and hurt a child
- No smaller than the barrel of a toilet roll
- Hygienic. Washed/sanitized within the last 5 days
- Learning centre toy bins have been washed within the last 5 days
- The sand box is covered daily (if applicable)
- The water table is washed out daily (if applicable)
- Heavy toys are safely stored so that children cannot pull them down on themselves

Environment

- There are no broken electrical cords or outlets
- Fabric/clothing used in the classroom are non-flammable
- There are no broken cement holes or slippery floors in the classroom
- There are windows and doors to let in fresh air and light
- The indoor space is clean
- There are no chemicals/unsafe cleaning materials within children’s reach
- All areas of the room are visible
- All pathways are unobstructed
- All mirrors are shatter proof
- Shelving and locker units are wide-based to prevent tipping.
- There are no toy chests with heavy lids to fall on children.
- The rugs or mats are low-pile and free from curled-up edges or corners

Hygiene

- There is access to non-stagnant/running water and soap for regular hand washing
- The classroom has a hand wash song that children use automatically when washing
- The hand washing lasts for at least 20 seconds
- Children wash their hands frequently
- There is access to clean drinking water
- Meal areas are cleaned before and after meals
- There is a clearly identified container for garbage

Protection

- Inspection is carried out every morning
- Teacher has a valid basic first aid training
- A first aid kit is available on the school premises
- Medicines are kept in original labelled packaging and locked away

Ensuring Health and Nutrition

A HEALTHY EATING PLAN FOR SIERRA LEONEANS

Adopt a healthy eating plan throughout life to support;

- A healthy body
- Minimise incidence of chronic disease
- Maintain a healthy body weight

A healthy eating plan includes adequate intake of :



Fruits



Dark green, orange, yellow, purple vegetables



Animal proteins e.g. fish, poultry, meat, milk or eggs:



Grains e.g. rice, cassava or other whole grains such as roots or tubers



Pulses e.g. beans, peas and lentils



Oil, nuts and seeds



Take 8-10 glasses of safe water daily



Physical activity:
At least 30 minutes of a physical activity (moderate)



Limit salt intake



Limit sugar intake



Ensuring Health and Nutrition

RECOMENDATIONS FOR HEALTHY EATING PATTERNS FOR SIERRA LEONEANS:

The food based dietary guidelines for Sierra Leone offers 10 key messages for healthy eating patterns.

These are outlined as follows:

10

key messages

1. Eat variety of foods
2. Eat either fish, poultry, meat , milk or eggs everyday
3. Eat plenty of fruits, vegetables especially green leaves at every meal
4. Eat rice, cassava or other whole grains such as roots or tubers as part of meals
5. Eat beans, peas and lentils everyday
6. Use oil in moderation and eat nuts and seeds
7. Use iodised salt but use it in moderation
8. Use sugars, foods and drinks made with sugar in moderation (added sugars)
9. Take 8-10 glasses of water daily
10. Be physically active



Ensuring Health and Nutrition

| SIERRA LEONE FOOD BASED DIETARY GUIDELINE FOR HEALTHY EATING (2016)

Below is an example of food guide servings by food type

BOX 1: EXAMPLE OF FOOD GUIDE SERVINGS BY FOOD TYPE	
Food Type	What counts as a serving?
Vegetables	1 cup of cooked leafy vegetables 1 cup raw vegetables (size of a fist) 1 cup of raw vegetable salads
Fruits	One medium-sized fruit (size of a baseball) One cup of fruit juice
Grains	1 slice of bread Half a cup of cooked rice
Meats, fish poultry, eggs	Cooked meat (size of a palm) Cooked fish (size of a palm) Piece of liver (size of a matchbox) 1 chicken wing 1 egg
Nuts, seeds	2 tablespoons peanut butter 2 tablespoons seeds Half a cup of shelled groundnuts
Beans and lentils	Half a cup cooked beans/lentils
Fats and oils	1 tablespoon vegetable oil 1 tablespoon regular oil e.g. palm oil



Facilitator Role Play Scenario

Role Play Instructions and Script for Co-Facilitator

You have been invited to speak about executive functioning to the group

1. Do NOT read about executive functioning
2. Arrive 10 minutes late
3. Introduce your topic to the group
4. Do NOT look up very much
5. Keep your voice low and look down at your paper
6. All text in red are actions for you to do during your presentation
7. Bring a handkerchief
8. Talk very slowly during your presentation





Script:

Say “executive functioning is like ... ehm ... you know ... ehm, when children are playing ... ehm ... **(Drop all your paper to the floor and spend time gathering them up)** sorry, sorry about that. I am a little nervous **(laugh nervously and wipe your face with your handkerchief)**. So, I was talking about executive functioning. It is like ... ehm ... like ... you know ... when children are playing and they are practicing playing with each other ... you know ... **(laugh nervously)** they are learning so many things ... you know ... like learning to play ... for example ... ehm ... **(stop and shuffle all your papers as though looking for something)** oh I had a poster ... I wanted to show a poster about executive functioning **(look confused and search your papers again)** maybe I forgot it ... ehm ... well my poster was about executive functioning ... it would have shown you what I am talking about ... ehm ... I did not bring it ... I thought I brought it ... ehm ... maybe its in the car ... anyway ... ehm executive functioning happens when children are playing and ... ehm **(wipe your face with your handkerchief, look up and ask loudly)** do you remember how you played when you were young? **(wait for a participant to start to answer and jump in to continue what they saying, giving your own example. Lower your voice again and continue)** ... that’s what we’re talking about, how children learn executive functioning **(repeat the script from the beginning)**.

Learning Through Play Teacher Training 3-5 Workshop Evaluation

Date: _____ Venue: _____ Gender: Male/Female

This questionnaire is to help us assess the effectiveness of the workshop in terms of logistics and delivery of content. It will enable us improve on future trainings. Your honest feedback is most appreciated.

Please rate the following activities by ticking the option that best describes your experience	Poor 	Fair 	Very good 	Excellent 
	1	2	3	4
The training helped me understand the importance of early brain development to ECD				
The training helped me understand the role of preschool education in ECD				
The training helped me understand the role of play in ECD				
The training enhanced my knowledge about using learning centres to support learning for children 3-5 years				
I gained increased confidence in planning and implementing activities to support all domains of child development				
The training helped me understand the importance of partnership with families and the community				
The time I had to play and engage with materials helped me better understand how to use materials and toys to support learning for children 3-5				
I gained increased confidence serving as a teacher/ECD worker or trainer/advocate				
The content of the handbook is clear and will be useful to me				
I am satisfied with the training materials which were provided				
The training was engaging, interesting and involved all participants				

The facilitator(s) was knowledgeable about the training content				
The facilitator(s) was respectful and supportive of all participants				
The facilitator(s) was organized and on time every day of the workshop				
The workshop provided a good balance of small and large group activities				
The workshop enabled active collaboration between participants				
The workshop supported participant's contribution of their own ideas				
I learned a lot while also having a lot of fun				
The venue was appropriate for all required workshop activities				
Tea breaks and lunch were on time and of good quality				
One most important thing I learned from this training is:				
Other comments and Suggestions:				

