ACKNOWLEDGEMENTS

Right To Play wishes to acknowledge and thank you, a Right To Play Teacher, for committing to be one of our very important team members. We hope that this complementary resource will assist you in your fine efforts on behalf of the children you teach.

Also, we wish to acknowledge and thank all who contributed to the development of this manual:

- Teresa Gonzalez, Senior Advisor: Education, Strategic Partnerships, Quality Assurance, and other administrators of Right To Play who provided strong impetus, leadership and support for the project
- Elspeth Hannan, Project Manager, Lead Writer and Editor, who captained the undertaking with dedication and skill
- Jules Porter, Manager of Resource Development and Training, who contributed to the writing and provided tireless guidance throughout
- Susan Meredith, former Deputy Director: Resource Development, Monitoring and Evaluation, International Programs who contributed to the writing and acted as a reviewer
- Jameela Zaki, Illustrator, whose drawings grace the manual’s pages
- Regional Training Officers, Fadi El Yamani, Olga Teye-Topey and Ernie Rebustillo, who reviewed the initial documents and provided valuable feedback
- Bruce McVicar, Visual Design Consultant, who developed the layout and prepared the manuscript for publication
- Sibyl Chan, who designed the cover page for the manual
- Finally, the superb and inspirational Right To Play teachers and field staff around the world for whom this manual is written, and who are the vital link to the children and youth in the most disadvantaged areas of the world that Right To Play seeks to serve.
ABOUT RIGHT TO PLAY

Right To Play is a global organization, using the transformative power of play to educate and empower children facing adversity. Through playing sports and games, Right To Play helps over one million children learn through play to create better futures, while operating in more than 20 countries each week. Founded in 2000 by social entrepreneur and four-time Olympic gold medalist Johann Olav Koss, Right To Play is headquartered in Toronto, Canada and has national fundraising offices in Canada, Germany, the Netherlands, Norway, Switzerland, the United Kingdom, and the United States. Regional offices are in Africa, Asia, and the Middle East. Our programs are facilitated by more than 600 international staff and 14,400 local volunteer Coaches.

About the Right To Play Resources

Right To Play has over 1,000 sport and play-based games and activities designed by child development experts in consultation with local stakeholders from the communities we serve. These games and activities are collected in resource manuals. All Right To Play resources and play- and sports-based learning activities use the 3-step teaching and learning methodology called RCA (Reflect-Connect-Apply). RCA helps students process their experiences through reflection and dialogue with their peers and others. Reflect-Connect-Apply allows students individually and in groups, to examine their experiences consciously, relate those experiences to what they already know and formulate plans to use their learning.
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Dear User,

Many Teachers take part in Early Child Play (ECP) and/or Red Ball Child Play (RBCP) workshops. They leave the workshop feeling energized and enthusiastic about the games and activities. They feel able to use the games and Reflect-Connect-Apply (R-C-A) discussions with their classes. As a result, some Teachers conduct ECP and/or RBCP sessions several times a week during class time. Teachers who offer such sessions are addressing the holistic needs of their students through sport and play for development. For this, they are to be congratulated. However, many Teachers like yourself are unsure how to integrate the games into their regular classroom program on a day-to-day basis. This manual seeks to help you with this exact concern. This resource will help you achieve your curriculum requirements and create a child-centred, participatory environment for learning. Throughout this manual you will find suggestions, techniques and strategies for integrating ECP and/or RBCP games into your classroom as you:

- plan classroom activities for children in different subject areas
- create a more child-centered classroom
- modify and integrate ECP/ RBCP activities to help fulfill curriculum requirements

As you are aware, more and more schools are implementing Right To Play programs. Teachers have been using ECP and RBCP, often as part of their physical education and health instruction. As a result, local school boards and Ministries of Education in many developing countries are recognizing the quality of Right To Play programs. They value and support Right To Play’s focus on the holistic development of the learner in a child-centred learning environment. These educational institutions have asked Right To Play to work with Teachers to promote child-centred, integrated learning with ECP and RBCP.

Who is the manual designed for?

This manual has been primarily designed for Teachers who have already completed the full ECP or RBCP Teacher training. There are many references in the manual and accompanying training to terms, games and techniques that Teachers learn within the ECP/ RBCP workshop. Teachers unfamiliar with these Right To Play resources (ECP/ RBCP) may find the manual confusing and the accompanying training challenging. Consequently, they will not benefit to the extent intended.
What if I haven't been trained in ECP or RBCP?
If you are new to Right To Play’s ECP and/or RBCP programs, the following recommendations may make your transition into using and understanding this manual and accompanying training more successful:

- Contact your local Right To Play office and ask to be included in the next ECP and/or RBCP Teacher workshop.
- Ask friends or colleagues who have participated in ECP and/or RBCP workshops to:
  - summarize some of the key learnings from their training
  - explain some of the benefits of their training experience
- Ask friends or colleagues who have been trained in ECP and/or RBCP if you can observe them when they are leading ECP and/or RBCP activities with children. This observation will increase your understanding of Right To Play’s teaching methodology.

How is this manual organized?
This manual has a general introduction on changing beliefs about teaching and learning. The introduction asks and answers these questions:

1. Why and how have views about teaching and learning changed?
2. How is a child-centred classroom different from a traditional, teacher-centred classroom? How does Right To Play encourage a child-centred program?
3. How does a child-centred approach help children?
4. How does Right To Play’s child-centred approach help children?
5. How does child-centred learning meet the needs of children with different learning styles?
6. What are the range of activities and strategies Teachers can use as they move toward a more child-centred program?
7. When might it be better for a Teacher to use a teacher-centred activity/strategy?
8. What is integrated learning and why use it?
9. Why is integrated learning a part of child-centred learning?
10. How does the Reflect-Connect-Apply (RCA) teaching and learning strategy help children?
11. What if I have to modify a key learning for a game or activity?
12. How do I modify the R-C-A discussion questions?
13. How can I use ECP and RBCP to implement integrated learning in a more child-centred program?
14. Are Right To Play’s key learnings appropriate for the children in my school system?
15. What can I expect as I begin to move towards a child-centred, integrated approach?

The introduction is then followed by age specific sections that offer practical suggestions and strategies for implementing a child-centred, integrated approach to teaching and learning by answering these questions:

- How can I use each game to integrate multiple key learnings?
- How can I modify a game to integrate a curriculum requirement?
- How can I integrate language and mathematics activities into the playing of a game?
- How can I extend a game using integrated activities after the game has been played?

The last section of the manual contains five practical Appendices, a Teacher Resource and a Glossary.

**What purpose does this manual have?**

The manual is designed to have these uses:

- It is the textbook for your *Advanced Integrated Learning Teacher Workshop*. The chapters and topics are organized to follow the order of the instruction from the Trainer. The manual is, therefore, a support to the Trainer’s sessions. As a result, the Trainer may ask you to read sections from this manual before, during or after a session.
- It is a reference guide and resource when you are planning, leading and assessing your teaching with children. That is why the content in the manual is very practical.
- It is recognition of the contribution of Right To Play Teachers whose efforts are helping many children throughout the world. For this reason we have included quotes from Teachers and photos of them and the children they teach.
In this chapter we provide an overview of the changing beliefs about teaching and learning; specifically, we ask and answer the following questions:

1. Why and how have views about teaching and learning changed?
2. How is a child-centred classroom different from a traditional, teacher-centred classroom? How does Right To Play encourage a child-centred program?
3. How does a child-centred approach help children?
4. How does Right To Play’s child-centred approach help children?
5. How does child-centred learning meet the needs of children with different learning styles?
6. What are the range of activities and strategies Teachers can use as they move toward a more child-centred program?
7. When might it be better for a Teacher to use a teacher-centred activity/strategy?
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13. How can I use ECP and RBCP to implement integrated learning in a more child-centred program?
14. Are Right To Play’s key learnings appropriate for the children in my school system?
15. What can I expect as I begin to move towards a child-centred, integrated approach?
1. **Why and how have views about teaching and learning changed?**

Parents and educators want children to have the skills, knowledge, values and attitudes to live in a constantly changing world that has increasingly become a “global village.” Consequently, research on how to improve teaching and learning for today’s world has resulted in classrooms that are becoming more child-centred and less teacher-centred.

“The Ministry views the learner as an active participant in education who gains satisfaction from the dynamics of learning. The concept of the learner as a mere processor of information has been replaced by the image of the self-motivated, self-directed problem-solver.”

- Ministry of Education, Ontario, Canada

Children participating in ECP activities, Thailand
2. How is a child-centred classroom different from a traditional, teacher-centred classroom? How does Right To Play encourage a child-centred program?

A simple overview of the two approaches to classroom instruction is below. A more detailed description follows.

<table>
<thead>
<tr>
<th>Teacher-centred Learning</th>
<th>Child-centred Learning</th>
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<tbody>
<tr>
<td>Low level of student choice</td>
<td>High level of student choice</td>
</tr>
<tr>
<td>Student is passive</td>
<td>Student is active</td>
</tr>
<tr>
<td>Power is primarily with Teacher</td>
<td>Power is shared with the student</td>
</tr>
<tr>
<td>Student work is evaluated solely by the Teacher</td>
<td>Student and peers participate in the evaluation of learning</td>
</tr>
</tbody>
</table>

Children playing ECP games, Mozambique

Child playing ECP game, Indonesia
<table>
<thead>
<tr>
<th><strong>TEACHER-CENTRED</strong></th>
<th><strong>CHILD-CENTRED</strong></th>
<th><strong>RIGHT TO PLAY</strong></th>
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</thead>
</table>
| **Aims of Learning** | **holistic learning with a focus on the whole child (physical, intellectual, social, emotional)** | In addition to child-centred features, Right To Play:  
- focuses on the child's overall well-being |
| ▪ mastery of content and basic skills with a focus on the academic | ▪ development of problem-solving and decision-making skills |  |
| ▪ conformity | ▪ self-actualization |  |
| ▪ absorption of cultural norms | ▪ social involvement |  |
| **Teaching Strategies** | ▪ Teachers fully direct the learning process | In addition to child-centred features, Right To Play:  
- encourages learners to Reflect on their learning experiences, Connect those experiences to what they already know and Apply their learning to real-world experiences through an important learning strategy called R-C-A |
| ▪ students are passive receivers of information mainly from the Teacher | ▪ students are more active participants; they have daily opportunities to be involved in planning and becoming more responsible for their own learning; students are viewed as thinkers and decision-makers; students are treated with respect in a caring environment |  |
| ▪ unique qualities of individual students are not addressed | ▪ learning is more personalized, social and collaborative |  |
| ▪ Teachers mainly engage in whole class instruction | ▪ students experience a balance of large group learning (ALL), small group learning (WE) and independent learning (I) |  |
| ▪ students mostly work alone | ▪ Teachers expand resources to include primary sources of data and manipulative materials |  |
| ▪ Teachers rely on secondary resources such as textbooks and workbooks | ▪ learning is integrated across subjects through the use of themes and larger concepts |  |
| ▪ learning is subject specific with subjects taught in isolation of each other | ▪ Teachers use rote learning: lecture, practice/drill, memory work |  |
| ▪ Teachers use rote learning: lecture, practice/drill, memory work | ▪ teachers the following values to students: Cooperation, Hope, Integrity, Leadership, Dedication, Respect, Enthusiasm, Nuture (CHILDREN). And, we teach children to put these values into action as life skills such as:  
  - resolving conflicts peacefully  
  - providing leadership  
  - making sound decisions |  |
<table>
<thead>
<tr>
<th>Assessment and Evaluation Techniques</th>
<th>TEACHER-CENTRED</th>
<th>CHILD-CENTRED</th>
<th>RIGHT TO PLAY</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td></td>
<td>Teachers use a balance of: inquiry (discovery) learning, small group learning, independent learning, decision-making and problem-solving strategies as well as some lecture, practice/drill, and memory work</td>
<td>integrates play and sport games and activities with subjects such as health, language, math, social science and environmental science, art, drama</td>
<td></td>
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<tr>
<td></td>
<td>includes them in activities regardless of gender or ability</td>
<td>addresses the emotional safety of all children, for example by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>focusing on and acknowledging what each child can do rather than cannot do</td>
<td>• including them in activities regardless of gender or ability</td>
<td></td>
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<tr>
<td></td>
<td>providing children opportunities to choose their level of difficulty in tasks</td>
<td>• focusing on and acknowledging what each child can do rather than cannot do</td>
<td></td>
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</tbody>
</table>

**Right To Play:**
- uses most child-centred assessment and evaluation techniques
In any classroom, instruction will include both Teacher and child-centred learning with a greater emphasis on child-centred.

“A teacher affects eternity; he can never tell where his influence stops.”
- Henry Adams, author, autobiographer and historian, United States of America

3. How does a child-centred approach help children?

As the above table states, a child-centred approach benefits children in many ways. For example, it encourages them to:

- learn by doing
- be a decision-maker and critical thinker
- engage in much purposeful talk
- learn to work independently
- work cooperatively rather than competitively with their peers
- actively listen to and respect others
- become socially involved with their community
- be a risk-taker
- make decisions about and take responsibility for their own learning
- be a lifelong learner

A child-centred approach helps children when Teachers are encouraged to:

- meet the needs of the whole child and not just the academic needs
- recognize and address the needs of individual learners
- share control of learning by allowing children to have some choice of activities and to initiate some activities
- use space flexibly and creatively to improve learning opportunities
- expose children to a wide variety of experiences – first-hand, print and media, within classroom and outside of it
- provide learning experiences related to integrated activities across subjects
- help children link with the community in socially responsible ways as part of the school program
- invite parents and the community into the school as visitors, helpers in the classroom, and guest speakers
- value both the process of learning (how we learn) and the products of learning (demonstrations of learning)
- assess and evaluate knowledge, skills, attitudes and values
4. How does Right To Play’s child-centred approach help children?

Right To Play’s sport and play for development programs actively engage children mentally, physically, emotionally and socially. Studies have shown that play and sports:

- increase students’ school attendance
- reduce depression
- reduce antisocial behaviour
- improve concentration
- improve self-esteem
- improve overall academic achievement

For example, a 2009 study published in the journal *Pediatrics* found that children who had more than 15 minutes of recess a day showed better behaviour in class than those who had little or none. Another 2009 study by Harvard University researchers showed that the more children were physically fit, the better they did on academic tests.

“As a teacher from the Aisha Primary Girls’ School in Hebron, I have seen a dramatic change in one of my students who participated in Right To Play activities. She has better concentration and increased participation in class, and stronger self-esteem and relationships with her classmates.”

- Ms. Jameela Till, Teacher, Palestinian Territories

5. How does child-centred learning meet the needs of children with different learning styles?

Children have different ways of learning.

- Visual learners need to see concepts visually: charts, graphs, pictures, diagrams, photos, and so on.
- Auditory learners learn best through verbal instructions and discussion, by talking things through and listening to what others have to say.
- Tactile learners learn best through a hands-on approach, actively exploring the physical world around them.

In addition, different learners make sense of information in different ways.

- Some students solve problems step-by-step.
- Others are better at seeing the big picture.
- Some process information quickly but make more errors.
- Others are slower but more accurate.
Those are just some of the ways learners can differ. As Teachers move to being more child-centred in their planning, they are able to offer a greater range of activities and strategies to meet these different learning styles. In this way, all children can be active and make use of their strengths.

“I hear, I forget. 
I see, I remember. 
I do, I understand. 
I think, I learn.”
- Ancient Chinese Proverb

6. What are the range of activities and strategies Teachers can use as they move toward a more child-centred program?

There is a wide variety of activities and strategies Teachers can use. Many of these are described in Appendix E: Teaching and Learning Activities and Strategies. The chart below lists some of these activities and strategies as well as other ones. The chart also indicates the degree to which each is teacher-centred or learner-centred.
7. When might it be better for a Teacher to use a teacher-centred activity/strategy?

Teacher-centred activities and strategies involve direct instruction. They are part of the repertoire of every Teacher. They should be used in those teaching and learning situations for which they are most appropriate, such as:

- when presenting new and/or difficult concepts
- when background information is required for learning
- if children’s prior learning needs to be reinforced
- at the start of the school year when children may require more direction and support
- when it is necessary to provide information known only to the Teacher, for example, safety information
- when the topic is very short and/or is best addressed through direct instruction
- when the class is inexperienced with child-centred learning and children require more direction from the Teacher until they develop the skills and confidence to work more independently
- when the class is very large and/or appropriate resources are not available for students to do their own research and investigations

Examples of direct instruction strategies are: lecture, demonstrations, Teacher-led discussion, memory work, practice and drill.

Teachers can still involve students actively during direct instruction. See the table below for suggestions. In addition, see Appendix E: Teaching and Learning Activities and Strategies, point 6.

### Activities/Strategies to Use During Direct Instruction

#### Buzz group (short discussion in pairs or groups of 3):

- Children learn more effectively when they can connect what is new and unknown to what they already know (prior knowledge). At any point in a lesson when you are introducing new information or concepts, you can precede the instruction with a question that students discuss in pairs and then share as a large group. For example, suppose you were teaching children about living things (plants and animals) and non-living things. You could begin by pairing up the children to come up with a list of living things and non-living things. Based on their knowledge, you might have to teach the class the difference between a living and non-living thing by providing information and by showing one or two examples (a plant and a rock). You could continue with the lesson by teaching what living things need to survive. Again, you could put the children in 2s or 3s to brainstorm what they (a living thing) need to survive.

- With older students, you might be giving a lecture on an environmental issue in which you present one point of view, for example: killing sharks for their fins is justified because it is a way that poor fishermen can make...
money to feed their families. You stop and ask the students to discuss in 2s or 3s if they agree or disagree with this viewpoint. After, you hold a class discussion. You continue with the lecture by presenting the opposing point of view followed by a general class discussion.

**Asking questions**

- Encourage individual students to talk by asking questions during the lecture such as:
  - Does anyone have a question so far?
  - Has anyone tried this before? (Explain further.)
  - Has anyone heard of this person/event/process/procedure before? (When? Where? and so on)
  - If you follow the steps I just described, what do you think will happen?
  - Do you agree or disagree with what that person/organization/newspaper article said?
  - Would you act in this way? Why?
  - What would you have done differently?

**Role-playing**

- If you were teaching young children strategies for working with others, you could have them role-play how to compromise and take turns.

- Suppose you were lecturing older students on social issues that have opposing views such as the environment, bullying, or the rights and responsibilities of the child. After having given the class sufficient information, you could put the students into groups of 3 to role-play. Have the students in each group label themselves 1, 2 or 3. Tell the groups that each member will have a role to play: (1) an interviewer, (2) a person who supports the issue and (3) a person who does not support the issue. Give the students time to plan and prepare a 3-4 minute presentation. Assist the students to develop their roles by asking questions like: “What strategies can you use in role to give a fair hearing to different sides on this issue?” Halfway, ask the students to change roles but continue on with the interview in their new roles. You could ask groups to volunteer to perform their drama. Or, you could have a class discussion on the content of their arguments and any potential solutions.

**Writing reflections on learning**

- After direct instruction, have students reflect on their learning in a Learning Log by writing for 3-4 minutes. They might write about what they learned from the lesson, how they felt during the lesson, what was easy/hard to understand, what they would like to know more about. From time to time collect these Learning Logs to identify how you might need to modify your instruction to better meet learners’ needs.
Activities/Strategies to Use During Direct Instruction

**Visuals**
- Use visuals and real-life objects as much as possible to enhance learning such as: pictures, photos, charts, illustrations, videos, DVDs, 3-dimensional objects.

**Quizzes**
- At the beginning and/or end of a lecture, hand out a short quiz to the class. Ask no more than 5 questions on the topic. Have the students mark each other’s answers. Have a show of hands to determine roughly how much the students know or do not know. Use the results at the beginning to direct your lecture or at the end to determine what you still need to review with the class.
- Tell the students before you begin a lecture that:
  - They are to listen carefully to what you are teaching them.
  - At the end of the lesson, they will work with a partner to make up a quiz with 3 questions on it related to the lecture’s content. They should also write the answer for each question.

If the lecture is longer than 15 minutes, give the students time to create 2 questions halfway through and 2 at the end. Circulate around the class to check how the pairs are doing. Have the students hand in their questions and answers for you to check their knowledge. For the next class, consider:
- giving the questions back to the authors
- putting the students into two sets of pairs to test each other by asking the questions they composed

8. What is integrated learning and why use it?

Traditionally learning has been subject specific. Teachers have taught subjects in isolation of each other. In contrast, integrated learning is a form of learning in which children are:
- exposed to multiple skills or subject areas at the same time
- encouraged to make connections

Integrated learning occurs when Teachers present skills and concepts to children in a variety of contexts or subjects. In integrated learning, Teachers provide students with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. For example, as children play in a field or school yard, they can listen for different sounds in the environment and watch how animals move, and then:
- imitate the sounds and movements in music and dance activities
- create art works or write stories that describe what they saw and heard
- read stories, real and fiction, about animals
• study animal movements, animal habitats and animal sounds
• create a chart listing the animals and sounds in the environment. The Teacher could then use the chart for counting with younger children (for example, how many animals versus how many sounds) or for teaching spelling words with older children.

Here are some reasons why integrated learning is a valuable teaching and learning strategy:
• Meaningful integration deepens children’s understanding of the skills and concepts in each of the subjects that are involved.
• Through meaningful integration, children can be encouraged to generate new connections and to expand their existing understanding.
• Integration also helps children see how the knowledge and skills developed in one area can be relevant to other areas.

“In life, listening, speaking, reading, writing, mathematics and all other facets of communication are inextricably interwoven... All of these facets of communication are arbitrary... From the perspective of the child, these divisions do not exist.”
- Ministry of Education, Ontario, Canada

9. Why is integrated learning a part of child-centred learning?

Integrated learning is easier to implement in child-centred classrooms. Teachers who use real-life experiences to develop activities that motivate learners in a highly effective way. Children learn better and more easily when they can connect their learning to their own lives and the world around them. For children, developing concepts within a real-life context allows them to bridge the gap between the concrete and the abstract. For example, young children may need many experiences of investigating the idea that three blocks and two more blocks make five blocks (concrete learning) before they will understand 3 + 2 = 5 (abstract learning).

10. How does the Reflect-Connect-Apply teaching and learning strategy help children?

In themselves, sport and play give children and youth opportunities to learn a wide range of knowledge, skills and values. But, much is left to chance. Without direction, children and youth can easily:
• miss learning opportunities
• misinterpret their experiences
fail to process their learning so they remember it
fail to transfer the learning and apply it to other aspects of their present and future lives

One of the ways Right To Play addresses these problems is by teaching children to reflect on their learning, connect it to what they already know and apply it in their lives outside of play and sport.

Reflect-Connect-Apply (R-C-A) is a powerful teaching and learning strategy. It leads learners through a 3-step processing of their experience. It enables teachers to help children relate their experiences to the key learning(s) for an activity. This process helps children to integrate their learning.

- **Reflect** The learner considers: What did I just experience? What happened outside me and inside me? The learner recalls the experience and shapes it. For example, the learner might order and describe the experience as a simple sequence of events, a cause and effect relationship or a problem and solution relationship. Raw experience is given some order.

- **Connect** The learner considers: How does this experience relate to earlier ones? How does it connect to what I already know, believe or feel? Does it reinforce or expand my view? Does it challenge my view? Experience is further ordered and integrated.

- **Apply** The learner considers: How can I use what I have learned from this experience? How can I use it in similar situations or different ones? How can I use my new learning to benefit myself, others, my community? Learning is transferred and applied to the real world.

R-C-A discussions occur at the end of each Right To Play session for 6 to 12-year-olds and at the end of each game for younger children. One might ask: Is there a danger that the recurrence may lead to boredom among learners? To answer: pattern and recurrence are not boring. Consider these other examples of frequent pattern and recurrence:

- breakfast, lunch, dinner
- dawn, day, sunset, night
- birth, youth, maturity, old age, death
Every R-C-A discussion is patterned, but each discussion is specific and unique. The variety comes from a range of sources:

- the age, life-experience and personalities of the learners
- the nature of the experience under discussion
- the questions raised to address the experience
- the key learning for a game or activity

Finally, children ages 2 and 3 are not yet ready for focused discussions. The 2 and 3-year-olds need a warm, welcoming comment and a simple question. Any discussion should be brief. At the end of each game, you can ask one or two simple questions as given in the Games Manual. But you should also conclude a session with a happy closing remark such as, “Give yourselves a big clap for the good (running, jumping, catching) you did today.” Remember, too, that many children this age will not volunteer answers. Instead, they prefer to watch and listen until they are ready.

“Good teaching is more a giving of right questions than a giving of right answers.”
- Josef Albers, German artist and educator

11. What if I have to modify a key learning for a game or activity?

You may need to change a key learning in order to, for example:

- reuse a game for different purposes
- integrate it into different areas of learning
- meet local curriculum expectations

When you decide to change a game’s key learnings, you will need to modify the R-C-A discussion questions.
12. How do I modify the R-C-A discussion questions?

When changing the R-C-A discussion questions, the most important question to ask yourself is: “What learning do I want the children to gain from this game?” If the answer is to explore personal space and to increase body awareness, then each of your questions should be reflective of that. See the example below.

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<thead>
<tr>
<th>Animal Freeze! Original Key Learnings and R-C-A Questions</th>
<th>Animal Freeze! Modified Key Learnings and R-C-A Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Learnings:</strong> To develop concentration skills, memory skills and self-expression.</td>
<td><strong>Key Learnings:</strong> To increase body awareness and to explore personal space.</td>
</tr>
<tr>
<td><strong>R-C-A Questions:</strong></td>
<td><strong>R-C-A Questions – Set 1</strong></td>
</tr>
<tr>
<td>Reflect – Which animal was the most fun animal to be?</td>
<td>Reflect – Which animal did you like to pretend to be the most? Why?</td>
</tr>
<tr>
<td>Connect – Have you ever seen any of the animals you just pretended to be?</td>
<td>Connect – What body parts do some animals have that are the same as yours?</td>
</tr>
<tr>
<td>Apply – What would it be like to be an elephant, giraffe, monkey, and so on?</td>
<td>Apply – How many body parts can you name and show me?</td>
</tr>
<tr>
<td><strong>R-C-A Questions – Set 2</strong></td>
<td></td>
</tr>
<tr>
<td>Reflect – When moving like an animal did you bump into someone? Why is that not a good thing to do?</td>
<td></td>
</tr>
<tr>
<td>Connect – When else in class do you sometimes bump into someone?</td>
<td></td>
</tr>
<tr>
<td>Apply – How can you be sure not to bump into someone?</td>
<td></td>
</tr>
</tbody>
</table>

Modifying questions can be a challenge at first. However, with practice you will get better. You will also find that the children have a much better learning outcome when they are asked open questions that relate to the key learning(s). You also should model R-C-A often when first introducing it and when learners are inexperienced with R-C-A. This modeling involves the Teacher “thinking out loud” how he or she might answer the questions, for example:

- “If I had to answer this question I would say…” or
- “My answer to the question would be…because…” or
- “This question makes me think of a time when…”
The chart which follows offers a view of Reflect-Connect-Apply which may illustrate how the pattern allows for flexibility and many variations. R-C-A is used in Right To Play sessions for children. But it can also be applied to experiences in the classroom and daily life. Teachers, therefore, are encouraged to use it often when they complete units of work within their classroom program.
## Reflect-Connect-Apply in Right To Play Sessions and Classroom Work

<table>
<thead>
<tr>
<th>Since we want children to:</th>
<th>We can ask general questions like these:</th>
<th>A few examples of specific questions that could be asked:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflect</strong></td>
<td>What happened to you and in you during this experience (game/ activity/ session)?</td>
<td>• What were you thinking? expecting?</td>
</tr>
<tr>
<td>1. Think about what they are learning</td>
<td>• What were you feeling?</td>
<td>• What were you doing?</td>
</tr>
<tr>
<td></td>
<td>• How were you acting?</td>
<td>• How were others acting?</td>
</tr>
<tr>
<td></td>
<td>• And why?</td>
<td></td>
</tr>
</tbody>
</table>

Focus on the thought, feeling or behaviour and ask:
• How is it similar to?
• How is it different from?
• How is it a part of?
• Why is it more/less:
  • important?
  • difficult?
  • better?
  • and so on

Focus on the thought, feeling or behavior and ask. Does it:
• reinforce, confirm?
• expand, clarify?
• challenge, cast in to doubt?
• change?
• and so on

Extend the discussion by asking,
• How so? Why?

<table>
<thead>
<tr>
<th><strong>Connect</strong></th>
<th>What connections can you make between what you learned and what you already knew or felt or believed?</th>
<th>How would you apply this when you are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Make connections between what they are learning and their prior learning</td>
<td>• important?</td>
<td>• confused? certain? at ease?</td>
</tr>
<tr>
<td></td>
<td>• difficult?</td>
<td>• uncomfortable? angry? fearful?</td>
</tr>
<tr>
<td></td>
<td>• better?</td>
<td>• successful? frustrated?</td>
</tr>
<tr>
<td></td>
<td>• and so on</td>
<td>• at home? at school?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• with children? adults?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• with family? friends? strangers?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• in situations that are familiar? in situations that are new?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Apply</strong></th>
<th>What can you do with what you have learned?</th>
<th>How can you apply this in your life now? in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Consider how they can apply the learning in future</td>
<td>Children, how could you apply this in your life now? in the future?</td>
<td>• confused? certain? at ease?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• uncomfortable? angry? fearful?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• successful? frustrated?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• at home? at school?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• with children? adults?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• with family? friends? strangers?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• in situations that are familiar? in situations that are new?</td>
</tr>
</tbody>
</table>
13. How can I use ECP and RBCP to implement integrated learning in a more child-centred program?

The ECP and RBCP Leader manuals explain a typical games session. It tends to be 30 minutes long for ECP and 45 minutes long for RBCP. Both programs include the same key components. But the order is somewhat different:

<table>
<thead>
<tr>
<th>Early Child Play Session Overview</th>
<th>Red Ball Child Play Session Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Opening Discussion</td>
<td>Opening Discussion</td>
</tr>
<tr>
<td>Warm-up</td>
<td>Warm-up</td>
</tr>
<tr>
<td>Games/Activities</td>
<td>Games/Activities</td>
</tr>
<tr>
<td>Brief R-C-A Discussion after each Game/Activity</td>
<td>Cool-down</td>
</tr>
<tr>
<td>Cool-down</td>
<td>R-C-A Discussion for the Session</td>
</tr>
</tbody>
</table>

This session format is ideal for health and physical education classes, after-school programs, and structured play sessions that may be a common part of an Early Childhood Education classroom schedule. However, you can use ECP and RBCP activities within a classroom setting rather than just during structured play sessions or physical education classes. There are a variety of ways you can modify the session plans to maintain a creative and fun learning environment while helping children achieve some of the key learning outcomes described in your curriculum.
14. Are Right To Play’s key learnings appropriate for the children in my school system?

The ECP and RBCP Leader and Game manuals list areas for the development of key learnings based on the focus of the 5 different coloured balls as shown below.

**AREAS FOR THE DEVELOPMENT OF KEY LEARNINGS**

<table>
<thead>
<tr>
<th>RED MIND BALL</th>
<th>BLACK BODY BALL</th>
<th>YELLOW SPIRIT BALL</th>
<th>BLUE PEACE BALL</th>
<th>GREEN HEALTH BALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking and Intellectual Development</td>
<td>Physical Development</td>
<td>Feelings and Emotional Development</td>
<td>Relationships and Social Development</td>
<td>Development of a State of Well-being</td>
</tr>
</tbody>
</table>

The Red Mind Ball addresses:
- awareness
- perception
- concentration
- memory
- insight
- understanding
- learning
- numeracy
- literacy
- knowledge
- strategy
- organization

The Black Body Ball addresses:
- the senses
- aerobic capacity
- strength
- flexibility
- coordination
- development of healthy lungs, bones, muscles and hearts

The Yellow Spirit Ball addresses:
- self-esteem
- optimism
- fear
- hope
- security
- humour
- coping skills
- self-expression
- expression of positive and negative emotions

The Blue Peace Ball addresses:
- communication
- cooperation
- teamwork
- leadership
- empathy
- trust
- relationships with peers, family and community

The Green Health Ball addresses:
- dangers of drugs and infectious diseases
- dealing with aches, pains and strains
- importance of physical activity, hygiene, diet, sleep and healthy environment

Some of the key learnings for Right To Play games are based on the developmental needs of the learners. They are, therefore, universal. Other key learnings are tied to specific subjects such as language, mathematics and physical education and health. However, you should check to ensure that
Right To Play’s key learnings match your school system’s expectations for learners. If not, you may have to modify the key learnings in order to meet local curriculum requirements.

15. What can I expect as I begin to move towards a child-centred integrated approach?

In this manual you will find practical strategies you can use to integrate play and games into your curriculum. The strategies are samples meant to trigger your own ideas and creativity. All of them still include a game/activity and some include an R-C-A discussion. But they also include other components that allow the children to expand their learning beyond the scope of what is in the original game.

It is important to remember that change takes time and patience. In North America, educational systems expect it will take Teachers 3-5 years to fully implement a new curriculum such as science or language arts. We know that as Teachers try different learning strategies such as small group learning or integrated learning, there will be an “implementation dip” during which their skills will appear to get worse before they get better. This “dip” is just part of learning something new. Teachers need to feel that as they try to change their teaching behaviours, they are being supported and not being judged. Teachers benefit if they can create a “community of learners” by discussing, planning and sharing classroom activities, strategies and experiences with other Teachers.

Participants in a Right To Play workshop, Uganda
CHAPTER 2

WORKING WITH 2 AND 3-YEAR-OLDS

Integrated Learning Using Early Child Play with 2 and 3-Year-Olds...............26

Strategy 1: How Can I Use Each Game to Integrate Multiple Key Learnings? .................................................................................................................................31

Strategy 2: How Can I Modify a Game to Integrate a Curriculum Requirement? .................................................................................................................................34

Strategy 3: How Can I Integrate Language and Mathematics Activities into the Playing of a Game? ...................................................................................................................43

Strategy 4: How Can I Extend a Game Using Integrated Learning Activities after the Game has been played? ..................................................................................................55
How do children ages 2 and 3 learn best?

Two and 3-year-olds just naturally make sense of the world through play. While games without rules are one form of play, for the young child play is many things:

- Play is “let’s pretend” as the child engages in role-playing and dramatizations of real-life or make believe scenarios.
- Play is also “what if” in that it allows children to consider possibilities as they ask questions.

Play, in general, is:

- a natural activity that a child uses to explore and interact with the environment and the people in the child’s world
- a way for the child to master a coordination or a language skill that the child wants to demonstrate
- a way for learning the things a child wants to know
- a way for learning things you want to teach
### Characteristics of Children Ages 2-3

<table>
<thead>
<tr>
<th>Children generally:</th>
<th>Implications for Teaching-Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- learn best when allowed to play beside and/or watch other children (parallel play). They sometimes copy each other for a while. Then they like to return to paying attention to their own movements.</td>
<td>- provide children time for parallel, individual play to explore new skills and build self-confidence in their growing abilities.</td>
</tr>
<tr>
<td>- need direct, hands-on experiences with people, objects, events and ideas by: building, talking, repeating things, playing make-believe, climbing, running, singing, dancing, jumping, drawing, painting, pushing, pulling, making noise, and so on.</td>
<td>- encourage children to discover the world around them by exploring and playing in a safe and secure learning environment.</td>
</tr>
<tr>
<td>- have a short attention span of 5-15 minutes.</td>
<td>- plan a wide variety of hands-on activities.</td>
</tr>
<tr>
<td>- are curious about own coordination and like to test own limits in running, jumping, changing directions and catching large objects.</td>
<td>- allow children choice of activities.</td>
</tr>
<tr>
<td>- enjoy listening to stories and repeating words, sounds and simple rhymes.</td>
<td>- change activities often.</td>
</tr>
<tr>
<td>- talk frequently to children, use short sentences, ask questions and listen.</td>
<td>- create challenges that support children to test and develop their coordination and balance.</td>
</tr>
<tr>
<td>- add new information to children’s sentences: &quot;Yes, that’s a flower – it’s a tall, red flower and it smells so good.&quot;</td>
<td>- provide practice activities such as running, tumbling, jumping, skipping, hopping.</td>
</tr>
<tr>
<td>- teach the children simple songs and rhymes.</td>
<td>- read aloud and tell stories every day.</td>
</tr>
<tr>
<td>- read aloud and tell stories every day.</td>
<td></td>
</tr>
</tbody>
</table>
Right To Play’s key learnings and activities:
- meet children’s developmental needs
- reflect what we know about how children learn best

Right To Play’s key learnings are based on expectations for children that are common in many countries in the world. Examples follow of key learnings that are used in many countries. However, you may need to create different key learnings to meet local curriculum requirements.

**Examples of Common Key Learnings For Children Ages 2 To 3**

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>A child ages 2-3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- uses language to describe objects and events</td>
</tr>
<tr>
<td></td>
<td>- has fun with language:</td>
</tr>
<tr>
<td></td>
<td>- listens to and enjoys simple stories/books/poems</td>
</tr>
<tr>
<td></td>
<td>- makes up stories</td>
</tr>
<tr>
<td></td>
<td>- has favourite books and retells stories in own words</td>
</tr>
<tr>
<td></td>
<td>- uses stories as the basis for dramatic play</td>
</tr>
<tr>
<td></td>
<td>- communicates on paper using strategies appropriate for the beginning writer, for example, drawing and scribbling with crayons</td>
</tr>
<tr>
<td></td>
<td>- shows reading-like behavior if read to by: role-playing self as a reader, holding book right side up, turning pages one at a time, processing information from pictures</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- compares attributes (longer/shorter, bigger/smaller)</td>
</tr>
<tr>
<td></td>
<td>- patterning: recognizes and repeats two or more patterns such as 1, 2, 1, 2…</td>
</tr>
<tr>
<td></td>
<td>- number: counts objects up to 3</td>
</tr>
<tr>
<td></td>
<td>- understands concept of “two” at age 3</td>
</tr>
<tr>
<td></td>
<td>- time: starts and stops an action on signal; remembers and describes sequences of events</td>
</tr>
<tr>
<td><strong>Physical Development</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- by age 3, moves in a variety of ways:</td>
</tr>
<tr>
<td></td>
<td>- bending, twisting, rocking, swinging</td>
</tr>
<tr>
<td></td>
<td>- running, jumping, climbing, marching</td>
</tr>
<tr>
<td></td>
<td>- develops coordination and balance</td>
</tr>
<tr>
<td></td>
<td>- has some eye-hand coordination</td>
</tr>
<tr>
<td><strong>Social and Emotional Development</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- expresses feelings in words</td>
</tr>
<tr>
<td></td>
<td>- engages in parallel play</td>
</tr>
<tr>
<td></td>
<td>- participates in group routines when there are time expectations</td>
</tr>
<tr>
<td></td>
<td>- demonstrates increasing independence</td>
</tr>
<tr>
<td></td>
<td>- begins to show defiant behaviour</td>
</tr>
</tbody>
</table>
## Area of Learning | A child ages 2-3:
--- | ---
Science | • classifies: sorts and matches  
• observation: sees similarities and makes comparisons  
• completes puzzles with 3 or 4 pieces at age 3
Visual Arts | • explores and uses art to express self using a variety of materials
Drama | • imitates actions and sounds  
• begins make-believe play at age 2  
• pretends and role-plays with dolls, animals and people by age 3
Music | • moves to a common musical beat  
• explores and imitates sounds

**How can I facilitate integrated learning with 2 and 3-year-olds?**

You can use the Early Child Play (ECP) games to integrate key learnings and to integrate activities. You can do this task by using the four strategies summarized below and described in detail in the pages that follow.

---

As the education coordinator for Isseny ward in Grumeti, Tanzania, Mrs. Fortunata Munyeri’s job has just become much easier. With the help of Right To Play programming and activities, which are integrated into several local schools and community organizations, Mrs. Munyeri’s has no trouble convincing children to come to class.

In the past, student attendance was low in the pastoralist community, as parents did not encourage their children to attend school, preferring them to tend to the family’s livestock and help with other domestic activities instead. Children would often use the time spent grazing cattle as a chance to play traditional games and sports out of the parents’ sight.

But since the introduction of Right To Play programs, attendance has increased both in class and at after school activities. As well as Right To Play’s own sport-based games, Teachers and Leaders have incorporated some local games into the curriculum, allowing the community to engage more easily with the program. “Traditional games and other core sports that were played while tending cattle, resulting in children missing school sessions, are now available at their schools in a more secure and educational style,” Mrs. Munyeri’s said. “My work, as far as mobilizing the community to send their children to school, is made simple.”

- Teacher’s report from Tanzania
### Strategy 1
Use each game to integrate multiple key learnings.

**Requires the Teacher to:**
- Modify: key learning(s)
- R-C-A

**Benefits to Teacher:**
- Allows you to reuse a game for different purposes and integrate it into different areas of learning.

### Strategy 2
Modify a game to integrate a curriculum requirement.

**Requires the Teacher to:**
- Modify: key learning(s)
- the game
- R-C-A

**Benefits to Teacher:**
- Allows you to modify a game so as to integrate the teaching and learning of a specific skill(s) into other subject areas.

### Strategy 3
Integrate language and mathematics activities into the playing of a game.

**Requires the Teacher to:**
- Modify: key learning(s)
- the game
- R-C-A

**Benefits to Teacher:**
- Allows you to integrate concepts and skills across 2 major subject areas.

### Strategy 4
Extend a game using integrated learning activities after the game has been played.

**Requires the Teacher to:**
- Develop integrated learning activities for during and after a game.

**Benefits to Teacher:**
- Allows you to integrate concepts and skills across a wide range of subject areas.

---

To support your efforts, refer also to these Appendices and the Teacher Resource:

- **Appendix A:** Top 23 Tips for Teaching Large Classes
- **Appendix B:** Helping Children with Learning Difficulties
- **Appendix C:** Modifying Outdoor Games for an Indoor Classroom Setting
- **Appendix D:** Bookmaking: A Strategy for Publishing Student’s Writing and Creating Classroom Reading Material
- **Appendix E:** Teaching and Learning Activities and Strategies
- **Teacher Resource:** Animal Illustrations You Can Use
STRATEGY 1  How Can I Use Each Game to Integrate Multiple Key Learnings?

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Strategy 2</th>
<th>Strategy 3</th>
<th>Strategy 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use each game to integrate multiple key learnings.</td>
<td>Modify a game to integrate a curriculum requirement.</td>
<td>Integrate language and mathematics activities into the playing of a game.</td>
<td>Extend a game using integrated learning activities after the game has been played.</td>
</tr>
</tbody>
</table>

Requires Teachers to:
- Modify the key learning(s) and Reflect-Connect-Apply discussion questions.

Benefits to the Teacher:
Any game has multiple key learnings. Changing or adding key learnings to a game allows you to reuse a game for different purposes and integrate it into different areas of learning.

When using ECP games in the classroom, you will often find that the game can be used to achieve multiple outcomes. For example, the Red Mind Ball game ‘Animal Freeze!’ has this key learning listed in the ECP games manual: “To develop concentration skills, memory skills and self-expression.” However, the game can also be used to help children:
- explore personal space
- increase body awareness

Do not hesitate to play the same game:
- several times in a short time span
- throughout the year

Young children enjoy playing the same games over and over again. By changing the key learning when you replay a game, you increase the children’s learning opportunities. Changing a key learning allows you to:
- reuse a game for different purposes
- integrate it into different areas of learning
- address a learning outcome of your school system

Remember:
When you change a game’s key learning, you must modify the Reflect-Connect-Apply questions. See Chapter 1, point 12 in this manual: How do I modify the R-C-A discussion questions?
The table below suggests 2-3 new key learnings for each of the ECP games listed. The games are appropriate for children ages 2 to 3. But they can also be used with 4 and 5-year-olds, especially those who have limited confidence, games experience or skills.

**ECP GAMES: INTEGRATING KEY LEARNINGS FOR 2 AND 3-YEAR-OLDS**

<table>
<thead>
<tr>
<th>Game</th>
<th>Ball</th>
<th>Explore personal space</th>
<th>Increase body awareness</th>
<th>Listen to and follow simple directions</th>
<th>Develop cooperative skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buckets</td>
<td>red</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Head, Shoulders, Knees and Toes</td>
<td>red</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Animal Freeze</td>
<td>red</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>As If</td>
<td>red</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Islands and Oceans</td>
<td>red</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s a Zoo in Here</td>
<td>black</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Let’s Get Travelling Together</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Musical Hoops</td>
<td>black</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Wiggles</td>
<td>black</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Musical Robots</td>
<td>black</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Statues</td>
<td>black</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tall, Small, Wide</td>
<td>black</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Your Body is in Control</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Freeze Dance</td>
<td>yellow</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>How Are You Feeling?</td>
<td>yellow</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bubbles Dance</td>
<td>blue</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Going to a Friend’s House</td>
<td>blue</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>I Like</td>
<td>blue</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pass the Parcel</td>
<td>blue</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>The Hoop is Hot</td>
<td>blue</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
NOTE:
The themes of Green Health Ball games are generally more appropriate for children 4 years of age and older. For that reason, there are no Green Health Ball games for children ages 2 and 3.

*Teacher using ECP games in the classroom, Peru*
STRATEGY 2: How Can I Modify a Game to Integrate a Curriculum Requirement?

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Strategy 2</th>
<th>Strategy 3</th>
<th>Strategy 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use each game to integrate multiple key learnings.</td>
<td>Modify a game to integrate a curriculum requirement.</td>
<td>Integrate language and mathematics activities into the playing of a game.</td>
<td>Extend a game using integrated learning activities after the game has been played.</td>
</tr>
</tbody>
</table>

Requires Teachers to:
- Modify the key learning(s), the game and Reflect-Connect-Apply discussion questions.

Benefits to the Teacher:
This strategy allows you to use your creativity to modify a game so as to integrate the teaching and learning of specific skills into other subject areas.

Some games are designed so that the content of the game can be modified easily to teach new skills. These changes allow the integration of the new game into other subject areas such as mathematics and language.

How can I modify a game?
You can take an existing game and create another game by modifying the different components of the ECP game template. See the examples that follow.

Remember that when you modify a game you may have to modify its:
- key learning(s)
- Reflect-Connect-Apply questions (see Chapter 1, point 12: How do I modify the R-C-A discussion questions?)

What games would I modify?
Several of the ECP games for 2 and 3-year-olds can be classified as:
- stop and go games
- movement games
The predictable pattern in playing these games makes it easier for you to modify them.
STOP AND GO GAMES
Stop and Go games require students to listen, follow a direction and perform to the best of their ability. These games can be used to teach skills such as:

- colours
- shapes
- rhyming words
- numbers
- counting

Stop and Go games in ECP for 2 and 3-year-olds are:

- Red Mind Ball games: Animal Freezel, Islands and Oceans
- Black Body Ball games: Musical Line Movements, Musical Robots
- Yellow Mind Ball game: Freeze Dance
- Blue Peace Ball games: Bubbles Dance, Pass the Parcel

MOVEMENT GAMES
All ECP games involve movement. But some games also involve creative movement. They encourage children to develop a natural flow, rhythm and flexible use of their bodies. These games help children be aware of their bodies and how they work.

Movement games in ECP for 2 and 3-year-olds are:

- Red Mind Ball games: Animal Freezel, Islands and Oceans
- Black Body Ball games: Let’s Get Travelling, Musical Robots

What follows are examples of existing ECP games that have been modified to meet new key learnings for different subject areas.

Children playing ECP games, Thailand
COLOURED CLOTHES

Key Learning
To identify 3 common colours.

Goal Of The Game
To move in particular ways and to identify common colours.

What You Need
Equipment
- Music (the Teacher can play an instrument, sing, or clap if music is not available)

No. of children
- 6 or more

*adapted from the Red Mind Ball Game: Animal Freeze!

Note to Teachers: You may need to modify this new game further to meet the needs of the learners and curriculum expectations.

How To Play
⚠️ Make sure that the play area is clean and safe.
1. Ask the children to spread out and stand facing you.
⚠️ Make sure that the children have enough space to move.
2. Explain and demonstrate that:
   - You will play music and, while the music is playing, the children will move in a particular way that you have directed, for example: “Show me how you can take big steps,” “Show me how you can walk on your tip-toes,” “Show me how you can wiggle while you walk,” and so on.
   - When you stop the music, you will call out a colour.
   - Children should look at their own clothing. Children wearing the chosen colour remain standing. Children not wearing the colour sit down or squat down.
   - You will continue until no children are standing.
3. Repeat again, each time calling out different movements and different colours.
4. The game ends at your discretion.
COLOURED CLOTHES CONTINUED

Watch For
- Are the children standing or sitting when you call out a colour?
- Are the children moving around the room in the way you have directed?

Discussion
Reflect
- What are two colours you are wearing right now?
- What colour are many children wearing right now?
Connect
- What is something outside the school that is green? blue? yellow? red?
Apply
- What is your favourite colour? Why?

Variations
- When you call out a colour, children have to point to someone wearing that colour.
**BIGGER AND SMALLER**

**Key Learning**
To compare attributes: bigger/smaller.

**Goal Of The Game**
To find objects in the room that are bigger/smaller than an object on display.

**What You Need**

**Equipment**
- Music (the Teacher can play an instrument, sing or clap if music is not available)
- Music player
- A variety of objects of different sizes

**No. of children**
- 6 or more

---

*adapted from the Black Body Ball Game: Musical Robots

**Note to Teachers:** You may need to modify this new game further to meet the needs of the learners and curriculum expectations.

**How To Play**

1. Ask the children to spread out in the play area and face you.
2. Explain and demonstrate that:
   - In this game the children will pretend to be robots.
   - When the music plays, the children will move like robots made of metal in a way that you indicate, for example: “Move like robots who are tired and stiff,” “Move like robots who are in a hurry,” “Move like robots who are dancing,” and so on.
   - When the music stops, you will display an object for all of the children to see. You will then say either “Bigger” or “Smaller.”
   - The children have to find another object in the room that is either “Bigger” or “Smaller” than the one on display and show it to you.
   - When all of the children have returned the objects to where they found them, start the game again.
   - Each time, instruct the children to move in a different way, select a different object, and rotate between “Bigger” and “Smaller.”

⚠ Make sure children don’t bump into one another.
3. The game ends at your discretion.

---

**STEP 1**

Robot

**STEP 2**

**Bigger**
Watch For
- Are the children moving in the manner you have directed them to move?
- Are the children able to find objects that are bigger/smaller than the one on display?

Discussion
Reflect
- Which was the biggest object that was on display?
- Which was the smallest object that was on display?
- Which object was the most difficult to find during the game? Why?

Connect
- What are some of the biggest objects in this room?
- What are some of the smallest objects in this room?

Apply
- What is the biggest thing in your home?

Variations
- Add “darker/lighter” to the possible instructions for finding objects. Show examples first of these two new attributes.
LET’S COUNT

Key Learning
To count from 1 to 3.

Goal Of The Game
To work with a partner.

What You Need
Equipment
- Sticks or rocks (anything to mark a play area)
- Music (the Teacher can play an instrument, sing or clap if music is not available)
- Many different objects

No. of children
- 6 or more

*adapted from the Blue Peace Ball Game: Bubbles Dance

Note to Teachers: You may need to modify this new game further to meet the needs of the learners and curriculum expectations.

How To Play
1. Mark a play area with sticks or rocks.
2. Divide the children into pairs.
3. Tell the children that this is a game in which they each will pretend to be bubbles.
4. Ask the children to name some things that make bubbles (for example: soap, shampoo, gum, detergent, fish, soda).
5. Explain and demonstrate that:
   - To be a bubble, children must hold their own hands together and lift them into the air (see diagram).
   - Music will be playing during this game. You will direct the children to move (as bubbles) in particular ways, for example: “Move as if you are very slow bubbles,” “Move as if you are fast and tiny bubbles,” “Move as if you are bubbles jumping in boiling water,” and so on.
   - When the music stops, you will call out a number (either 1, 2 or 3). The children must then look around the room to find and collect 1, 2, or 3 objects (see diagram).
   - When the children have found their objects and shown them to you, ask them to return the objects to where they found them.
   - When the music starts again, the children can continue moving and floating with their partners.
6. Continue the game changing the way the children should move and the number of objects they should gather.
7. The game ends at your discretion.
Watch for
- Are the children pretending to be floating bubbles?
- Are the children able to find the number of objects you have indicated?

Discussion
Reflect
- What were three of the objects you collected in this game?
Connect
- Can you form a group of 2 quickly? Can you form a group of 3 quickly?
Apply
- What is a song you can sing to help you remember 1, 2, and 3?

Variations
- Add a colour to the directions, for example: “Find 2 things that are blue,” “Find 3 things that are black,” and so on.
How would I integrate these games into my regular classroom planning?

Ideally, you would create a game that reinforces your instruction in an area of learning. For example, if you were teaching the children colours, your key learning might be to have the children identify 2-4 common colours. You might plan a range of activities such as:

- having children draw and paint with colours so you could discuss them
- having children mix paint colours to see the result, for example:
  - red and yellow make orange
  - lemon, yellow and blue make green
- having the children identify colours in their classroom and outside in the schoolyard
- reading aloud a picture book for young children that shows and labels colours
- putting up labels around the classroom that identify the colour of the objects being labeled. For example: “This is red.” The label could also have a red crayon mark beside the word ‘red’.

In this learning environment, you can include the playing of a game that reinforces your instruction such as ‘Coloured Clothes’ above. Or, you could start your unit with this game. During the game you can observe the children and assess how many colours they know. You can use this information to plan lessons that better fit the needs of the class and individual children.
STRATEGY 3: How Can I Integrate Language and Mathematics Activities into the Playing of a Game?

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Strategy 2</th>
<th>Strategy 3</th>
<th>Strategy 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use each game to integrate multiple key learnings.</td>
<td>Modify a game to integrate a curriculum requirement.</td>
<td>Integrate language and mathematics activities into the playing of a game.</td>
<td>Extend a game using integrated learning activities after the game has been played.</td>
</tr>
</tbody>
</table>

Requires Teachers to:

- Modify the key learning(s), the game and Reflect-Connect-Apply discussion questions.
- Develop integrated language and mathematics activities for during and after the playing of a game.

Benefits to the Teacher:

Allows you to integrate concepts and skills across two major subject areas.

You can also extend ECP games by creating relevant activities that develop children’s skills in language, mathematics, the arts, environmental science and so on. Ideally, subject specific activities should be developed before the game is played and integrated into it.

What follows are examples of language and mathematics activities that could be used during or after the playing of an ECP game.

New activities that can be played during the game are listed under:

New activities that can be played after the game are listed under:

NOTE:

These 2 key language learnings occur in ALL games:

- listening to and following directions
- vocabulary development, for example, action words, colour words, body parts, the names of other children

For this reason, the above 2 key learnings are not stated for most of the games that follow.
The characteristics of development of a 2-year-old will be present in many 3-year-olds. However, remember that children go through these stages at different rates. One child may reach a stage earlier or later than another child. But all children go through the same stages of development generally in the same order. For these games, keep in mind the following stage of development characteristics of 2 and 3-year-olds:

<table>
<thead>
<tr>
<th>Characteristics of Development in a 2-year-old</th>
<th>Characteristics of Development in a 3-year-old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoys looking at books.</td>
<td>Role-plays self as reader.</td>
</tr>
<tr>
<td></td>
<td>Turns book pages one at a time.</td>
</tr>
<tr>
<td>Scribbles with crayons or markers.</td>
<td>Holds crayons with fingers for writing and drawing.</td>
</tr>
<tr>
<td></td>
<td>Copies a circle.</td>
</tr>
<tr>
<td></td>
<td>Draws vertical and horizontal lines.</td>
</tr>
<tr>
<td>Enjoys listening to simple stories, rhymes and songs.</td>
<td>Enjoys listening to stories and repeating simple rhymes.</td>
</tr>
<tr>
<td>Uses 2-3 word sentences.</td>
<td>Talks in complete sentences of 3-5 words.</td>
</tr>
<tr>
<td>Repeats words and plays with the sounds in words.</td>
<td>Can say name, age and gender.</td>
</tr>
<tr>
<td>Follows simple instructions.</td>
<td>Likes familiar stories told without any changes in words.</td>
</tr>
<tr>
<td>Recognizes names of familiar people and objects.</td>
<td>Able to tell simple stories from pictures or books.</td>
</tr>
<tr>
<td>Points to body parts.</td>
<td>Identifies 7 to 10 body parts.</td>
</tr>
<tr>
<td>Names eyes, ears or nose when asked.</td>
<td>Identifies common colours.</td>
</tr>
<tr>
<td>Identifies 2 body parts from picture.</td>
<td>Counts 2 to 3 objects.</td>
</tr>
<tr>
<td>By 2 ½ names 7 body parts.</td>
<td>Compares attributes: bigger/smaller, high/low, narrow/wide.</td>
</tr>
</tbody>
</table>

Scribbles of a 3-year-old. Her dictated story: “I know I love Daddy, Mommy. And I love my own self.”
**RED MIND BALL GAMES**

Purpose of Red Mind Ball games and activities: to help develop young children’s thinking. Below are examples of how you can use Red Mind Ball games to integrate oral language, reading, writing and mathematics.

**ANIMAL FREEZE!**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>begins to recognize that print conveys meaning</td>
<td>begins to compose class stories with aid of the Teacher</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- As you play the game, hold up cards with a large picture of an animal on each card and the animal’s name labeled below the picture. Post these cards in the classroom for the children to see. Refer to the cards in discussions with the children. Ask the children to “read” the name of the animal on each card. See Teacher Resource: Animal Illustrations You Can Use in the Appendices.

- Shared writing: After playing the game, compose a predictable story on large chart paper about the animals the children imitated in the game. Use the sentence pattern below. Tell the children that together you are going to write up what they did during the game. Ask the children what animals they acted like during the game. Fill in the missing words:

```
We acted like a __________.
We acted like a __________.
We acted like a __________.
We acted like a __________.
We acted like a __________.
```

Afterwards, add a large picture of each animal at the end of each sentence. Or, assist the children as you compose the story by having a picture of an animal already posted beside each sentence.

- Shared reading: Post the chart story. Have the children read the chart story with you every day for a week. Do this task with the whole class or in small groups, if possible. During the reading you may sweep your hand under what is being read so the children know
where to follow along. Encourage individual children to read aloud one sentence as they come to memorize the story.

A chart story with words and pictures is known as a rebus chart. Create these charts often with the children on different topics. Note the repetitive pattern to the sentences. This pattern makes the story predictable for the emergent (beginning) reader. This predictability makes it easier for the child to “read” successfully the words and sentences.

- Create a classroom book from the chart for the children to read individually or with a friend. Follow the bookmaking suggestions given in Appendix D.

### AS IF

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates knowledge of action words</td>
<td>begins to recognize that print conveys meaning</td>
<td></td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Hold up cards, each with a printed action word and large picture showing the action. Call out each action for the children to perform. For example, say the word ‘run’ while you hold up the card with a picture or drawing of someone running.

- Print a list of six action words from the cards (for example: run, jump, reach, shake, walk, swim) on a large piece of chart paper and do the following sequence:

1. Read the 6 words.
2. Read each word separately. Ask children to repeat each word after you say it.
3. Point to one of the 6 words. Read the word and ask 4 students to volunteer to stand and show the action in slow motion.
4. Ask the class to look at the chart and read the word again.
5. Ask 4 new volunteers to show the action in regular speed.
6. Ask the class to look at the chart and read the word again.
7. Move to a new action word and repeat the above sequence (points 3-6) for one or two more action words on the chart.
NOTE:
Not all children will be ready to volunteer to demonstrate the actions. Many children will learn from watching the other children and just observing their response to the words on the chart.

FIND YOUR COLOUR

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>develops vocabulary</td>
<td>begins to recognize that print conveys meaning</td>
<td>Measurement: compares attributes (bigger/smaller); Number sense: counts objects</td>
<td></td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Ask children to do something like the following:
  - touch one object that is red
  - touch one object that is red and larger than their foot
  - touch one object that is green
  - touch one object that is green and smaller than their foot
  - touch two things that are blue
  - touch something round and white

- Shared writing: Create a rebus chart for colours. Be sure to have a sample of each colour beside each sentence before you begin:
  (A sample of each colour should be inserted beside each line)

This is the colour _________.
This is the colour _________.
This is the colour _________.
This is the colour _________.
This is the colour _________.
This is the colour _________.

The number of colours you list will depend on the children’s knowledge of colours.
BLACK BODY BALL GAMES

Purpose of Black Body Ball games and activities: to help develop young children’s bodies. Below are examples of how you can use Black Body Ball games to integrate oral language, reading, and mathematics.

IT’S A ZOO IN HERE

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>uses language for a variety of purposes, that is, to ask questions and to explain</td>
<td>begins to recognize that print conveys meaning</td>
<td>Measurement: compares attributes (big/bigger, small/smaller)</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Hold up cards with a large picture of an animal on each card and the animal’s name labeled below the picture. Ask children to suggest new animals. All new cards should also have both the picture of the animal and its name.
- Add music to the activity. Turn the animal cards upside down and scatter them on the floor. When you stop the music, ask a child who is close to a card to pick it up and give the animal’s name. All students should then imitate the animal. Continue until all of the cards have been read.
- See Teacher Resource: Animal Illustrations You Can Use in the Appendices. These illustrations will be too small for this activity but could be copied larger onto the cards. Or, you could use photos from magazines.
- Ask children to bring to class a stuffed or plastic animal to create their own classroom zoo. Give children time to talk about their animal to a small group or to the class. After, you might ask R-C-A questions like:
  - how did you come to have your animal?
  - what games do you like to play with your animal?
  - what do you like best about your animal?
Encourage the other children to ask questions too.
Set up the animals in groups of 2 and according to their size and length. Have the children individually classify them as: big-bigger, small-smaller, long-longer. Look for other ways to have the children sort the animals: colour, type of animal (monkey, bear, fish), with or without a tail, and so on.

**MUSICAL HOOPS**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>reads for enjoyment; begins to recognize that print conveys meaning; role-plays self as reader</td>
<td>Number sense: counts objects</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- During the game, have children sing familiar songs and rhymes as they move around the hoops.
- After the game, put some of these songs and rhymes on large chart paper to read aloud with the children. Post the chart for the children to “read” with you and by themselves as they role-play themselves as readers.
- Set the hoops up in groups of 3. As children move from one hoop to another have them count out loud the number of hoops they are walking through (1 hoop, 2 hoops, 3 hoops).

**JUMP THE RIVER**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>develops vocabulary</td>
<td>Number sense: counts objects</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Introduce action words as children become familiar with the activity, for example: “Clap your hands in the air as you jump over the rivers.”
- Introduce a counting activity, for example: “Clap your hands twice when you land on the other side of the river,” “Clap your hands three times when you land on the other side of the river,” and so on.
- Hold up a large card with a number on it at the same time as you are calling out the number of claps.
YOUR BODY IS IN CONTROL

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Mathematics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number sense: counts objects</td>
<td>begins to recognize that print conveys meaning</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Ask children to suggest more ways they can move their bodies.
- Call out the number of body parts to be used (move 2 arms up and down, bend 3 fingers, pull 1 ear, and so on).
- Talk to the children about the different ways the arms and legs can be changed when marching:
  - Arms: swinging, held straight by side, hands on hips, carrying a “pretend” flag, holding “a pretend” baton over head, and so on.
  - Legs: walking, held straight, high knees, long strides, and so on.
- Have the children explore and demonstrate to each other different combinations of arm and leg movements when marching.

Children participating in ECP activities, Palestinian Territories

- Make a chart of 3 to 4 arm and leg movements when marching as shown below.

<table>
<thead>
<tr>
<th>ARM movements</th>
<th>LEG movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>straight</td>
<td>legs straight</td>
</tr>
<tr>
<td>swinging</td>
<td>knees high</td>
</tr>
<tr>
<td>saluting</td>
<td>long strides</td>
</tr>
<tr>
<td>hands on hips</td>
<td>walking</td>
</tr>
</tbody>
</table>
Do the following teaching sequence:
1. Read the list of arm movements.
2. Have the children read the list aloud with you.
3. Point to one movement and asks for volunteers to demonstrate it.
4. Have the class read the word on the chart again.
5. Add a stick figure beside the word to show what the movement looks like.
6. Point to a second arm movement word and ask for other volunteers to demonstrate it. Continue the above sequence for no more that 2 other movements at one sitting.
7. Post the chart in the classroom and return to the activity 2 or 3 times a week for short word recognition practice and for the enjoyment of exploring different kinds of marching.

**YELLOW SPIRIT BALL GAMES**

Purpose of Yellow Spirit Ball games and activities: to encourage young children’s emotional development. Below are examples of how you can use Yellow Spirit Ball games to integrate oral language, reading and mathematics.

**FREEZE DANCE**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>uses language for a variety of purposes, that is, to have fun</td>
<td>identifies number symbols</td>
<td></td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Choose 2 children to move around the room at the same time as you. Like you, they should try to make their peers laugh by saying funny things, performing funny actions and making funny faces. Change the pair of children frequently.

- Make a counting chart on chart paper that lists:
  - words children used to make each other laugh
  - actions children made to make each other laugh
  - faces children made to make each other laugh
  The lists should not exceed 4 examples in each of the 3 columns.
## Things That Made Us Laugh

<table>
<thead>
<tr>
<th>funny words</th>
<th>funny actions</th>
<th>funny faces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. XXX</td>
<td>1. XXX</td>
<td>1. XXX</td>
</tr>
<tr>
<td>2. and so on</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

- Use the chart to identify the numbers 1, 2, 3 and 4 and to practice the use of the number words ‘first’, ‘second’, ‘third’ and ‘fourth’, for example:
  - point to number 4 in the face column and say to the class:
    - “The fourth funny face listed describes sticking out your tongue. If you think the fourth funny face would make you laugh, stand up and show the face.”
  - point to number 2 in the word column and say:
    - “The second word listed is XXXX. Pat the top of your head if the second word example XXXX would make you laugh.

Continue the sequence for no more than 5 examples at one time.

## HOW ARE YOU FEELING?

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>uses language for a variety of purposes, that is, to describe</td>
<td>begins to recognize that print conveys meaning</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Prepare cards with a different emotion showing on each. Label the emotion below the picture. As children correctly guess your feeling, hold up the labeled card and state the word: angry, happy, surprised, worried and so on.

- Post the cards for children to see. Refer to the cards when the words come up in classroom discussions.

- After reading a story or telling a folktale that involves feelings, use the cards to have the children reflect on the feelings of one or two characters in the story. Here are some sample scenarios:
  - Show the class the word ‘sad’ and then the word ‘happy’ on separate cards in large print. Include a picture of a happy face...
or a sad face on each card. Say each word and have the children repeat the word after you. Just hold up each word without saying anything to see if the children can identify it using the picture clues.

- Next ask if, for example, the crocodile in the story was sad or happy when the wind made the river shrink into a small stream. Ask for a volunteer to pick the card that shows what he or she thinks. Ask why the child picked sad or happy.
- Ask a second question such as whether the boy who wanted to cross the wide river was happy or sad when the wind made the river shrink. Ask for another volunteer to pick one of the two cards before giving an answer and saying why.
- Ask for volunteers to share a time when they were sad or happy. Have the child hold the card that describes how he or she was feeling – sad or happy.

**NOTE:**
For this age group, you should focus on no more than two feeling words for a story. Also, only some children will be confident enough to volunteer. Many children prefer to learn from watching the other children.
**BLUE PEACE BALL GAMES**

Purpose of Blue Peace Ball games and activities: to encourage young children’s social development. Below are examples of how you can use Blue Peace Ball games to integrate oral language and mathematics.

**I LIKE**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>uses language for a variety of purposes, that is, to inform</td>
<td>Number sense: counts</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestion that follows.

- Have each child describe 2 things they like about their classmate.

- Lead a classroom discussion about friendship. Take children’s ideas about friendship and make a list on chart paper (no more that 5 characteristics), for example: smiles, shares the ball, laughs, lets others play, uses friendly words, helps to find things, and so on.

**What a Friend Does**

1. shares the ball
2. smiles
3. lets others play
4. uses friendly words
5. helps to find things

Post the chart list. Refer to it often to talk about classroom behaviour, for example, say: “Today I saw two children demonstrating number 4 friendship behaviour – sharing the ball. Does anyone want to volunteer another example of someone being a friend today?”

**GREEN HEALTH BALL GAMES**

The themes of Green Health Ball games are generally more appropriate for children 4 years of age and older. For that reason, there are no Green Health Ball games for children ages 2 and 3.
STRATEGY 4: How Can I Extend a Game Using Integrated Learning Activities after the Game has been played?

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Strategy 2</th>
<th>Strategy 3</th>
<th>Strategy 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use each game to integrate multiple key learnings.</td>
<td>Modify a game to integrate a curriculum requirement.</td>
<td>Integrate language and mathematics activities into the playing of a game.</td>
<td>Extend a game using integrated learning activities after the game has been played.</td>
</tr>
</tbody>
</table>

Requires Teachers to:
- Modify the key learning(s) and Reflect-Connect-Apply discussion questions.
- Develop a series of post-game integrated activities.

Benefits to the Teacher:
Allows you to integrate concepts and skills across a wide range of subject areas.

This classroom scenario describes how you might integrate several new key learnings in a parallel play integrated activity or set of activities for 2 and 3-year-olds after playing a game. The key learnings listed below show the range of what is possible. Because the key learnings are new, you will have to create new R-C-A questions. Sample questions are provided at the end of the teaching sequence that follows.

**Game**: Play the game ‘Wiggles’ from the Black Body Ball section of the ECP games manual.

**Goal of the Game**: To wiggle parts of the body.

**Key Learnings in ECP Games Manual**: To develop balance and flexibility. To develop respect for the body.

### Integrated Learning Activities for ‘Wiggles’ Game

In this section, we show how to use a game as a “jumping off” point for integrating learning in a variety of subjects. The teaching sequence that follows continues to address the game’s key learnings as stated above. But the activities also allow you to teach new key learnings as listed below.

**Planning Notes**
- You can teach the activity sequence that follows in one lesson or over several days depending on the skills and concentration of the
children. Most children will benefit from completing 2 or 3 parts on one day. Then, on another day, you can do the remaining parts of this parallel play session.

- Use an open space where each child has room to stretch arms and legs out wide without touching another child.

**Materials**

- Music or drums

**Key Learnings**

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Measurement: compares attributes (little/big, high/low); understands and describes rates of movement (fast/slow)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral language</td>
<td>listens to and follows directions</td>
</tr>
<tr>
<td>Vocabulary development</td>
<td>understands and follows movement words; starts to use some of these words in spoken language</td>
</tr>
<tr>
<td>Physical development</td>
<td>develops coordination</td>
</tr>
<tr>
<td>Music</td>
<td>moves to music</td>
</tr>
<tr>
<td>Social development</td>
<td>participates in group routines</td>
</tr>
</tbody>
</table>

**Getting Ready to Teach**

- Sit on floor/ground and have children sit so that they can see you.
- Tell the children that you want them to find a “special spot” where they can stretch their arms and legs and not touch anyone else.
- Show them by standing up and doing this yourself.
- Have the children stand and skip at random. Tell the children that when you clap your hands they are to stop and find their “special spot.” Give them a chance to practice by clapping your hands a few times. It is important that they understand that their “special spot” must always be a certain distance from everyone else’s “special spot” even if the location changes.

**Teaching Sequence**

The following sequence of activities will depend on the level of response of the children to each SHAKE activity. These activities need to be repeated many times for young children to explore and practice their coordination. The Teacher’s actions are suggestions only and you can change them to whatever you prefer.

1. Shake your arms. Ask the children what word describes what you are doing with your arms. Ask the children to shake their arms. Then (a) say, (b) demonstrate and (c) ask them to:
   - Shake your foot.
   - Shake your leg.
Shake your head.
Add some humour. Ask them to shake their tummies, their lips. Ask them to shake their whole bodies. Let the children show each other the different body parts that they can shake.

2. When the children are ready, have them skip at random. Then clap your hands to indicate they must stop their skipping and find their “special spot.”

Say: “We are moving on to LEVELS.” As you say the following, demonstrate each action for the class:
- Shake your hands high. (above the head)
- Shake your elbows low. (near the feet)
- Shake your noses in the middle. (by the waistline)

Have children demonstrate for each other a high shake, a low shake, a middle shake. Let children have fun exploring the different levels with different body parts.

3. When the children are ready, have them skip at random. Then clap your hands to indicate they must again stop and find their “special spot.”

Say: “We are moving on to SIZE.” As you say the following, demonstrate each action for the class:
- Make little shakes with your fingers.
- Make little shakes with your feet.
- Make little shakes with your shoulders.

Now ask the children to copy the three little shakes as you say each sentence again.

Next you should make big shakes with your hands, with your feet, and with your shoulders. Ask children to copy the big shakes.

Allow time for the children to explore the big and small shakes. Then have the children show different size shakes to each other.

4. Have the children skip at random and again clap your hands to indicate they must stop and find their “special spot.”

Say: We are moving on to SPEED. Introduce FAST shakes and SLOW shakes. Demonstrate fast shakes.
- Make fast shakes with your hands.
- Make fast shakes with your arms.
- Make fast shakes with your head.

Then ask the children to try doing these fast shakes.
Repeat for slow shakes using the same body parts. Have the children explore fast and slow shakes on their own. After, ask them to demonstrate various shakes for each other.
5. When the children are having fun and showing confidence as they:
   - shake high, medium and low
   - shake big and small
   - shake fast and slow
they are ready to start combining some of the actions. Some children will need you to demonstrate a simple combination. Others will be ready to try their own combinations. Allow time for children to explore different combinations, for example:
   - Shake your arms high and fast.
   - Make big shakes that are low with your hands.

6. Introduce music or drums at this point.
   - Play music that suits slow shaking.
   - Play music that suits fast shaking.
   - Encourage the children to make up combinations of shaking that go with the music/drums.
   - Encourage the children to show each other the actions that they are matching to the music/drums.
   - Encourage the children to use the descriptive words: high-medium-low, big-small, fast-slow.

**Reflect-Connect-Apply**

If you do the sequence over several days, finish each day’s activities with R-C-A questions like the ones below. Remember, however, that children ages 2 and 3 are mainly able to reflect on their experiences. Connect and apply questions must be kept simple and be related to children’s first-hand experiences. Some young children are not ready to answer questions. They prefer to watch and listen.

<table>
<thead>
<tr>
<th>Reflect</th>
<th>Connect</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Which part of your body did you like to shake the most? Why?</td>
<td>• We shook our arms and our feet in this game. What are some other activities you have to do with your arms? with your feet?</td>
</tr>
<tr>
<td></td>
<td>• Which part was hard to shake? Why?</td>
</tr>
<tr>
<td></td>
<td>• Which part was easy to shake? Why?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• When is it better to move slow rather than fast? To move fast rather than slow?</td>
</tr>
</tbody>
</table>
CHAPTER 3:

WORKING WITH 4 AND 5-YEAR-OLDS

Integrated Learning Using Early Child Play with 4 and 5-Year-Olds..................60

Strategy 1: How Can I Use Each Game to Integrate Multiple Key Learnings? .........................................................................................................................66

Strategy 2: How Can I Modify a Game to Integrate a Curriculum Requirement? .....................................................................................................................69

Strategy 3: How Can I Integrate Language and Mathematics Activities into the Playing of a Game? .........................................................................................84

Strategy 4: How Can I Extend a Game Using Integrated Learning Activities After the Game has been Played? .................................................................97

Children playing ECP games, China
Integrated Learning Using Early Child Play with 4 and 5-Year-Olds

How do children ages 4 and 5 learn best?

Like 2 and 3-year-olds, children ages 4 to 5 just naturally make sense of the world through play. While games without formal rules are one form of play, for the young child play is many things:

- Play is “let’s pretend” as the child engages in role-playing and dramatizations of real-life or make believe scenarios.
- Play is also “what if” in that it allows children to consider possibilities as they ask questions and predict a new action or result.

Play, in general, is:

- a natural activity that a child uses to explore and interact with the environment and the people in the child’s world
- a way for the child to master a skill that the child wants to demonstrate
- a way for learning the things a child wants to know
- a way for learning things you want to teach

The young child does not see learning as separate school subjects like science, mathematics, social studies and language arts. You can encourage integrated learning by exposing children to real-life situations and activities in the classroom, home, school and neighbourhood. For example, a trip to the grocery store or market can develop literacy, numeracy, social skills, and provide information about healthy eating.

<table>
<thead>
<tr>
<th>Characteristics of Children Ages 4-5</th>
<th>Implications for Teaching-Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children generally:</strong></td>
<td><strong>Teachers should:</strong></td>
</tr>
<tr>
<td>- need direct, hands-on experiences</td>
<td>- encourage children to discover</td>
</tr>
<tr>
<td>with people, objects, events and</td>
<td>the world around them by</td>
</tr>
<tr>
<td>ideas</td>
<td>exploring and playing in a safe</td>
</tr>
<tr>
<td></td>
<td>and secure learning environment</td>
</tr>
<tr>
<td></td>
<td>- acknowledge and encourage</td>
</tr>
<tr>
<td></td>
<td>children’s individual efforts and</td>
</tr>
<tr>
<td></td>
<td>explorations according to their</td>
</tr>
<tr>
<td></td>
<td>stage of development</td>
</tr>
</tbody>
</table>
## Characteristics of Children Ages 4-5

**Children generally:**

- replace preference for parallel play activities with simple cooperative games and simple competitive games
- have attention span of 10-20 minutes
- understand the concept of sharing and taking turns but are not always willing to do so
- show more confidence in ability to run, jump, change direction and catch objects of different sizes
- test sense of balance and the growing strength of arms and legs
- enjoy listening to stories and telling his or her own stories
- like to dictate stories and to have them written down
- show reading-like behaviour by role-playing self as a reader: holds book right side up, turns pages one at a time, processes information from pictures
- understand that stories have a beginning, middle and end
- write stories using drawings, scribbles, letter-like forms and sometimes conventional forms
- enjoy tracing and copying
- attempt conventional spelling by representing the sounds heard, for example: ‘t’ or ‘tk’ for ‘take’, ‘m’ or ‘msd’ for ‘monster’

**Implications for Teaching-Learning**

**Teachers should:**

- continue to provide some time for parallel, individual play to explore new skills and to test out coordination and balance
- provide cooperative games that require the children to work in small teams to accomplish a task
- plan a wide variety of hands-on activities
- allow children choice of activities
- change activities often
- provide simple games with limited periods of sharing and taking turns
- create challenges that support children to test and develop their growing physical abilities
- provide relay activities and low organization games that require continuous movement of most of the players
- read aloud and tell stories every day
- talk frequently with individual and small groups of children, ask open-ended questions and listen
- teach the children simple songs and rhymes
- fill the classroom with print: signs and labels; children’s books and magazines; children’s writing; directions; rhymes, stories and songs on large chart paper
- encourage children’s efforts at writing stories
- display children’s writing and use it as material for others to read
- accept efforts at “invented” spelling as children move toward learning standard spelling
Right To Play’s key learnings and activities:

- meet children’s developmental needs
- reflect what we know about how children learn best

Right To Play’s key learnings are based on expectations for children that are common in many countries in the world. Examples follow of key learnings that are used in many countries. However, you may need to create different key learnings to meet local curriculum requirements.

**Birthday party invitation written by a child age 5 years, 11 months.** It reads: “Please come to my birthday party. Devin.”

**Story written by a different child age 5 years, 11 months.** It reads: “Once upon a time there was a little girl who picked some flowers on Monday.”
**EXAMPLES OF COMMON KEY LEARNINGS FOR CHILDREN AGES 4 TO 5**

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>A child ages 4-5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>• follows simple directions and responds appropriately to familiar questions</td>
</tr>
<tr>
<td></td>
<td>• describes personal experiences and retells familiar stories using appropriate</td>
</tr>
<tr>
<td></td>
<td>vocabulary and basic story structure (such as beginning, middle and end)</td>
</tr>
<tr>
<td></td>
<td>• listens to stories, poems and non-fiction materials for enjoyment and information</td>
</tr>
<tr>
<td></td>
<td>• begins to read simple books, signs, symbols, familiar words</td>
</tr>
<tr>
<td></td>
<td>• recognizes that words often consist of beginning, middle and final sounds at</td>
</tr>
<tr>
<td></td>
<td>age 5</td>
</tr>
<tr>
<td>Social and Emotional</td>
<td>• identifies feelings/emotions and expresses them in acceptable ways</td>
</tr>
<tr>
<td>Development</td>
<td>• able to distinguish fantasy from reality by end of age 5</td>
</tr>
<tr>
<td></td>
<td>• develops cooperative skills and shows more independence</td>
</tr>
<tr>
<td></td>
<td>• participates in group routines and follows classroom rules</td>
</tr>
<tr>
<td>Physical Development and</td>
<td>• practices appropriate personal hygiene, for example, washes hands</td>
</tr>
<tr>
<td>Health</td>
<td>• demonstrates balance, ease and coordination in movement</td>
</tr>
<tr>
<td></td>
<td>• participates willingly in creative movement, dance and other daily physical</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• number: understands the concept of counting and knows a few number at age 4;</td>
</tr>
<tr>
<td></td>
<td>counts orally to 30 and recognizes and writes numerals from 1 to 10 at age 5</td>
</tr>
<tr>
<td></td>
<td>• measurement: uses simple measurement terms correctly, for example: tall/short,</td>
</tr>
<tr>
<td></td>
<td>big/small, heavy/light</td>
</tr>
<tr>
<td></td>
<td>• data management: compares information on objects using two categories, for</td>
</tr>
<tr>
<td></td>
<td>example, rough/smooth, cold/hot</td>
</tr>
<tr>
<td>Science</td>
<td>• classification: sorts and matches</td>
</tr>
<tr>
<td></td>
<td>• describes some differences between living and non-living things</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>• shows skill in cutting, pasting, and painting</td>
</tr>
<tr>
<td>Drama</td>
<td>• makes preparations for drama or role-playing, for example, chooses clothing/</td>
</tr>
<tr>
<td></td>
<td>costumes to wear to be “in role”</td>
</tr>
<tr>
<td></td>
<td>• chooses a role from a familiar story to re-enact while Teacher tells the story</td>
</tr>
<tr>
<td>Music</td>
<td>• recalls and repeats familiar songs, dance steps and rhymes</td>
</tr>
<tr>
<td></td>
<td>• moves in response to the tempo and mood of music</td>
</tr>
</tbody>
</table>

**How can I facilitate integrated learning with 4 and 5-year-olds?**

You can use the Early Child Play (ECP) games to integrate key learnings and to integrate activities. You can do this task by utilizing the four strategies summarized below and described in detail in the pages that follow.
<table>
<thead>
<tr>
<th><strong>Strategy 1</strong></th>
<th><strong>Strategy 2</strong></th>
<th><strong>Strategy 3</strong></th>
<th><strong>Strategy 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use each game to integrate multiple key learnings.</td>
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<td>Integrate language and mathematics activities into the playing of a game.</td>
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</tr>
</tbody>
</table>

**Requires the Teacher to:**

<table>
<thead>
<tr>
<th><strong>Strategy 1</strong></th>
<th><strong>Strategy 2</strong></th>
<th><strong>Strategy 3</strong></th>
<th><strong>Strategy 4</strong></th>
</tr>
</thead>
</table>
| Modify:  
  ▪ key learning(s)  
  ▪ R-C-A | Modify:  
  ▪ key learning(s)  
  ▪ the game  
  ▪ R-C-A | Modify:  
  ▪ key learning(s)  
  ▪ the game  
  ▪ R-C-A  
  Develop integrated learning activities for during and after a game. | Modify:  
  ▪ key learning(s)  
  ▪ R-C-A  
  Develop a series of post-game integrated activities. |

**Benefits to Teacher:**

<table>
<thead>
<tr>
<th><strong>Strategy 1</strong></th>
<th><strong>Strategy 2</strong></th>
<th><strong>Strategy 3</strong></th>
<th><strong>Strategy 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows you to reuse a game for different purposes and integrate it into different areas of learning.</td>
<td>Allows you to modify a game so as to integrate the teaching and learning of a specific skill(s) into other subject areas.</td>
<td>Allows you to integrate concepts and skills across 2 major subject areas.</td>
<td>Allows you to integrate concepts and skills across a wide range of subject areas.</td>
</tr>
</tbody>
</table>

To support your efforts, refer also to these Appendices and the Teacher Resource:

- **Appendix A**: Top 23 Tips for Teaching Large Classes
- **Appendix B**: Helping Children with Learning Difficulties
- **Appendix C**: Modifying Outdoor Games for an Indoor Classroom Setting
- **Appendix D**: Bookmaking: A Strategy for Publishing Student’s Writing and Creating Classroom Reading Material
- **Appendix E**: Teaching and Learning Activities and Strategies
- **Teacher Resource**: Animal Illustrations You Can Use
“I’ve always understood that Right To Play’s programs ensure that all children have access to sport and play,” says Ms. Mariam Hathnawi, an official from the Palestinian National Authority, Ministry of Education and Higher Learning. “However, the workshops I attended specifically focused on providing opportunities to girls, who are often marginalized and prohibited from participating in physical activity. The political climate of refugee camps and the number of isolated rural areas means there are very few places considered safe for the girls to play freely, which puts limitations on their already-restricted environment. But I am finding that because families seem to have developed trust for teachers trained by Right To Play, it is easier for girls to participate in practices and activities after school.”

- A reflection from the Palestinian National Authority, Ministry of Education
STRATEGY 1: How Can I Use Each Game to Integrate Multiple Key Learnings?

<table>
<thead>
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<th>Strategy 4</th>
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</tr>
</tbody>
</table>

Requires Teachers to:
- Modify the key learning(s) and Reflect-Connect-Apply discussion questions.

Benefits to the Teacher:
Any game has multiple key learnings. Changing or adding key learnings to a game allows you to reuse a game for different purposes and integrate it into different areas of learning.

When using ECP games in the classroom, you will often find that the game can be used to achieve multiple outcomes. For example, the Red Mind Ball game ‘Animal Freeze!’ has this key learning listed in the ECP games manual: “To develop concentration skills, memory skills and self-expression.” However, the game can also be used to help children:
- explore personal space
- increase body awareness

Do not hesitate to play the same game:
- several times in a short time span
- throughout the year

Young children enjoy playing the same games over and over again. By changing the key learning when your replay a game, you increase the children’s learning opportunities. Changing a key learning allows you to:
- reuse a game for different purposes
- integrate it into different areas of learning
- address a learning outcome of your school system
Remember:

When you change a game’s key learning, you must modify the Reflect-Connect-Apply questions. See Chapter 1, point 12 in this manual: How do I modify the R-C-A discussion questions?

The table that follows suggests 2-3 new key learnings for each of the ECP games listed. Only ECP games that have 2 or more new key learnings are included.

Children participating in an R-C-A discussion, Peru
### ECP Games: Integrating Key Learnings for 4 and 5-Year-Olds

<table>
<thead>
<tr>
<th>Game</th>
<th>Ball</th>
<th>Improve coordination and balance</th>
<th>Develop gross motor skills</th>
<th>Improve cooperative skills</th>
<th>Listen to and follow simple directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to This</td>
<td>red</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>On the Beach, in the Water</td>
<td>red</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Jump the River</td>
<td>black</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Tightropes</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Balance Challenge</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Balance Tag</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Beanbag Relay</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Football Bowling</td>
<td>black</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hit the Ball</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Jump, Bump</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hopscotch</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Look Out Below</td>
<td>black</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Skipping For Beginners</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Stepping Stones</td>
<td>black</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>What is Your Favourite?</td>
<td>yellow</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Splash the Puddles</td>
<td>yellow</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>A Friend Like Me</td>
<td>blue</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Magic Box</td>
<td>blue</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hoop to Hoop Hygiene</td>
<td>green</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Cleaning Teams</td>
<td>green</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Water Play</td>
<td>green</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
STRATEGY 2: How Can I Modify a Game to Integrate a Curriculum Requirement?

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Strategy 2</th>
<th>Strategy 3</th>
<th>Strategy 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use each game to integrate multiple key learnings.</td>
<td>Modify a game to integrate a curriculum requirement.</td>
<td>Integrate language and mathematics activities into the playing of a game.</td>
<td>Extend a game using integrated learning activities after the game has been played.</td>
</tr>
</tbody>
</table>

Requires Teachers to:

- Modify the key learning(s), the game and Reflect-Connect-Apply discussion questions.

Benefits to the Teacher:

Allows you to use your creativity to modify a game so as to integrate the teaching and learning of specific skills into other subject areas.

Some games are designed so that the content of the game can easily be changed to teach new skills. These modifications allow the integration of the new game into other subject areas such as mathematics and language.

How can I modify a game?

You can take an existing game and create another game by modifying all the component parts as described in the ECP games template. Remember that when you modify a game you may have to modify its:

- key learning(s)
- Reflect-Connect-Apply questions (see Chapter 1, point 12: How do I modify the R-C-A discussion questions?)

An example follows.

Children participating in ECP activities, Lebanon
Math Balance Tag

Key Learning
To demonstrate the capacity to count objects (number sense).

Goal Of The Game
To freeze in a balanced position when tagged.

What You Need
Equipment
- Number cards (from 1 – 10)
- Armbands (2-3)
No. of players
- 6 or more

*adapted from the Black Body Ball Game: Balance Tag

Note to Teachers: You may need to modify this new game further to meet the needs of the learners and curriculum expectations.

How To Play
1. Designate a play area that is free of obstacles and large enough for a game of tag.
   Tell the children you will be playing a game of tag.
   Explain that this tag game is different because:
   - Instead of running, children need to hop, skip, jump or walk like an animal such as an elephant.
   - Every time children are tagged, they must stand in the balance position for 5 seconds.

2. Explain and demonstrate the balance position:
   - The Teacher will hold up a number card (from 1-10) and say the number out loud, for example: “6.”
   - The children, if tagged, will then have to balance on the number of body parts that has been called out. In this case, 6 body parts will need to be touching the ground, for example: 2 hands + 2 feet + 2 knees = 6 body parts.

3. Ask for 2-3 volunteers to play the role of the Catcher.

4. Give each Catcher an armband to identify himself or herself.

5. Explain and demonstrate that:
   - Catchers will work to tag all the other children.
   - When a Catcher tags a child, that child must stand in the balance position for 5 seconds.
   - After 5 seconds, the children can continue running. Tell the children to count to 5 when in the balance position. After counting, they can get back in the game.

6. After playing the game for a while, choose new Catchers, select a different number card, and select a different method of movement (hopping, skipping, jumping, and so on).

7. The game ends at your discretion.
   ⚠ Make sure the children tag one another gently.
**Math Balance Tag**

**Watch For**
- Are the children able to hold their balance position for 5 seconds?
- Are the children able to count the number of body parts you have selected?
- Is every child running away from the Catchers?

**Discussion**

**Reflect**
- What was the most difficult number of body parts to balance on? Why?
- Which body parts did you choose to balance on when I called out the number 7?

**Connect**
- When else in life do you have to have good balance?
- When else in life do you need to be good at counting?

**Apply**
- What are some things you can do to practice your balance?
- What are some things you can do to practice your numbers?

**Variations**
- Each round, change the number of seconds children have to hold the balance position.

---

**Variations**

- Each round, change the number of seconds children have to hold the balance position.
What other games could I modify?
Several of the ECP games for 4 and 5-year-olds can be classified as:
- stop and go games
- movement games
The predictable pattern to how these games are played makes it easier for you to modify them.

STOP AND GO GAMES
Stop and Go games requires students to listen, follow a direction and perform to the best of their ability. These games can be used to teach skills such as:
- colours
- shapes
- spelling words
- days of the week
- rhyming words
- words opposites (big/small)
- numbers
- counting
- addition
- subtraction

Stop and Go games in ECP for 4 and 5-year-olds are:
- Red Mind Ball games: Animal Freeze!, Islands and Oceans
- Black Body Ball games: Musical Line Movements, Musical Robots
- Yellow Spirit Ball game: Freeze Dance
- Blue Peace Ball game: Pass the Parcel

MOVEMENT GAMES
All ECP games involve movement. But some games also involve creative movement. They encourage children to develop a natural flow, rhythm and flexible use of their bodies. These games help children be aware of their bodies and how they work.

Movement games in ECP for 4 and 5-year-olds are:
- Red Mind Ball: Animal Freeze!, Islands and Oceans
- Black Body Ball: Let’s Get Travelling, Musical Robots
- Yellow Spirit Ball: What Is Your Favourite?
- Blue Peace Ball: Shadow

What follows are examples of existing ECP games that have been modified to meet new key learnings for different subject areas.
“I see super clearly (that there is) more confidence in younger children to talk and more confidence to volunteer (in class).”

- Right To Play Teacher, Satun, Thailand

Children playing ECP games, Indonesia
**Body Count**

**Key Learning**

To count from 3 to 10.

**Goal Of The Game**

To walk on a line to the beat of music and form groups of certain numbers when the music stops.

**What You Need**

**Equipment**
- Chalk or tape (anything to mark a line)
- Upbeat music (the Teacher can play an instrument, sing or clap if music is not available)

**No. of children**
- 6 or more

*adapted from the Black Body Ball Game: Musical Line

**Movements**

**Note to Teachers:** You may need to modify this new game further to meet the needs of the learners and curriculum expectations.

**How To Play**

1. Mark at least 5 connecting lines on the ground using chalk or tape (see diagram).
2. Ask children to find a spot on any line and stand on one foot.
3. Explain and demonstrate that:
   - When the music plays, the children will walk in a clockwise direction staying on the lines on the floor.
   - You will call out a particular type of movement they should use to walk on the lines, for example: “Move as if you are very sleepy,” “Move as if you are very cold,” “Move as if you are climbing a ladder,” and so on.
   - When the music stops, you will call out a number between 3 and 10.
   - The children must then form groups of that number.
   - If a group is short of the required number, ask the group to tell you how many people are missing (see second diagram).
   - When the music starts again, the children will continue walking along the lines.
4. Change the type of movement and the number you call out each time you repeat the activity.

⚠️ Make sure children don’t bump into one another.
BODY COUNT CONTINUED

Watch For
- Are the children moving along the lines when they hear the music?
- Are the children forming groups of the number you have called out?

Discussion
Reflect
- Was it easy or more difficult to stay on the line as you changed the way you moved?
- What were some of the different numbers you heard during this game?

Connect
- What are some parts of the body that we have 2 of? (hands, feet, legs, and so on) 10 of? (toes, fingers)
- How many pairs of red shoes are there in this group right now? black shorts? green t-shirts?

Apply
- What is something you can do to help you learn to count to 10?

Variations
- When the music stops, tell the children to form groups of 8. Direct the children to then divide their large group into smaller group sizes of: 2 and 6, 1 and 7, 3 and 5, 4 and 4. Repeat the game using different numbers that can easily be broken down into several different combinations.
**Key Learning**
To compare attributes (longer and shorter).

**Goal Of The Game**
To find objects of different lengths when the music stops.

**What You Need**

**Equipment**
- Music (the Teacher can play an instrument, sing or clap if music is not available)
- A variety of objects (both longer and shorter)

**No. of children**
- 6 or more

---

*adapted from the Yellow Spirit Ball Game: Freeze Dance

**Note to Teachers:** You may need to modify this new game further to meet the needs of the learners and curriculum expectations.

**How To Play**

1. Ask the children to spread out in the play area so that they each have room around them to move.
2. Tell them that this game involves dancing and finding objects of different lengths.
3. Explain and demonstrate that:
   - You will start the activity by giving the children an instruction for how they should move, for example: “Show me how you can clap your hands while you stomp your feet,” “Show me how you can dance with every part of your body,” “Show me how you can hop up and down,” and so on.
   - When you start playing music, the children will begin moving around the play area in the manner you have directed.
   - While the music is playing you will hold up an object for all of the children to look at.
   - When you stop the music, call out either “Longer” or “Shorter.”
   - The children must run and find an object in the room that is either “Longer” or “Shorter” than the object on display.
   - Continue playing again, choosing different movements for the children to try, selecting a different object to display, and calling out either “Longer” or “Shorter” each time.
4. The game ends at your discretion.
**LONGER AND SHORTER CONTINUED**

**Watch For**
- Can the children see the object that is on display?
- Are the children moving in the manner you directed when the music is playing?
- Are the children able to find objects that are longer/shorter than the one on display?

**Discussion**

**Reflect**
- Which was the longest object that was on display?
- Which was the shortest object that was on display?
- Which was the hardest object to find during the game? Why?

**Connect**
- What are some of the longest objects in this room?
- What are some of the shortest objects in this room?
- What are some of the longest/shortest objects in your house?

**Apply**
- What is an easy way to decide if something is longer or shorter than a certain object?

**Variations**
- Add “thicker/thinner”, “brighter/darker” to the possible instructions for finding objects. But first show examples of the new attributes.
MOVING ALONG

Key Learning
To help students learn how their bodies work.

Goal Of The Game
To follow a partner and to move your body to imitate many different kinds of animals.

What You Need
Equipment
- Music (the Teacher can play an instrument, sing or clap if music is not available)
No. of children
- 6 or more

*adapted from the Blue Peace Ball Game: Shadow

Note to Teachers: You may need to modify this new game further to meet the needs of the learners and curriculum expectations.

How To Play
1. Ask the children to tell you as much as they can about a person’s shadow, for example: shadows follow you; they copy all of your actions; they are on the ground; you have one when you are in the sun, and so on.
2. Divide the children into pairs and assign 1 in each pair as the “Shadow.”
3. Explain and demonstrate that:
   - You will play music for the children to move to.
   - When you begin playing music, the Shadows must follow and imitate their partners’ movements from behind as if they were a shadow.
   
Direct the children to move in many different ways. For example:
   - Pretend you are a tiger. Be big and move fast.
   - Pretend you are an elephant. Be big and move slowly.
   - Pretend you are a mouse. Be small and move fast.
   - Pretend you are a turtle. Be small and move slowly.
6. After a few minutes, you can ask the partners to switch roles.
7. The game ends at your discretion.
Watch For

- Are the Shadows working to make their movements similar to their partners’?
- Are the children pretending to be each of the animals you have called out?

Discussion

Reflect

- Was it easy to follow what your partner did? Why? Why not?
- Which movements were the hardest to do? Why?
- Which parts of your body did you use when you were moving like a tiger? a turtle? an elephant? and so on.

Connect

- What are some activities you do at home that need you to use many different parts of your body at once?

Apply

- How can you help keep all of the parts of your body healthy?

Variations

- When the children are moving around the room, direct them to move in many different and more challenging ways. For example:
  - Start small and grow to be big.
  - Start big and grow to be small.
  - Roll into as small a position as you can.
  - Stretch into as long a position as you can.
  - Hop, fall gently and roll over. Get up. Repeat (3 to 5 times).
  - Jump up into the air. Land softly. Land heavily.
  - Do something big while moving in a straight line.
  - Do something big while moving in a crooked line.
  - Balance on one part of your body (up to 5 parts).
  - Turn slowly in circles as you move around the floor.
  - Do a twisting movement in slow motion. Then do it very quickly.
**WHO AM I?**

*adapted from the Red Mind Ball Game: Islands and Oceans

**Note to Teachers:** You may need to modify this new game further to meet the needs of the learners and curriculum expectations.

**How To Play**

1. Give each child a hula hoop and ask the children to spread out in the play area.
2. Ask the children to place the hula hoop on the ground and stand inside it. If you do not have hula hoops, draw a circle on the ground for each child.
3. Explain and demonstrate that:
   - The circle each child is standing in represents an island.
   - The space in between the circles represents water (see diagram).
   - When music is playing, the children will move to the music in a particular way through the water area, for example: “Move as though you are a frog.”
   - When the music stops, each child will return to an island and stand on it.
   - When the children are on the islands, they will be given one colour clue from the Teacher. This colour clue will describe one of the students, for example: “This person is wearing a pink t-shirt,” “This person is wearing blue shorts,” “This person has brown eyes,” and so on.
   - Children will get the chance to guess who the colour clue is describing (be sure to give different children the chance to guess each round). If no one can guess the child, give a second colour clue.
   - When the music restarts, the children will jump off their islands and move around the water area again. This time children will move in a different way, for example: “Move as though you are an Olympic swimmer,” “Move as though you are a horse,” and so on.

4. The game ends at your discretion.

**Watch For**

- When the music is being played, are the children moving around the islands using different actions?
- Are the children able to identify other children based on the colour clues?
WHO AM I? CONTINUED

Discussion

Reflect
- Which colour clues were the easiest to guess? Why?
- Which were the most difficult? Why?

Connect
- Who are some people in this class who are wearing colours like yours?
- What are your favourite colours to wear?

Apply
- What are some other things in the classroom or outside that are the same colour as your favourite coloured clothing?

Variations
- Call out a different form of colour clue before the music stops, for example: “Find someone with the same colour pants as you,” “Find someone wearing the same colour t-shirt,” “Find two people with the same colour hair as you,” and so on. Explain to the children that when they find a person who matches that description, they are to jump into an island together. Ask each pair to tell you which colour they have in common.
How would I integrate these games into my regular classroom planning?

Ideally, you would create a game that reinforces your instruction in an area of learning. For example, if you were teaching the children number sense, your key learning might be to have the children recognize and write numerals from 1 to 10. You will plan a range of activities such as:

- having children practice counting using play money and/or hands-on materials such as blocks (or stones if you do not have blocks)
- reading aloud a counting picture book for young children that gives the numeric symbols from 1 to 10 as well as provides concrete examples for each number, for example, the number 3 has beside it 3 circles:
  
  3  O  O  O

- posting a chart in the classroom that lists the numbers from 1 to 10 down the left side and illustrates each number on the right with concrete examples such as:
  
  1  (illustration of 1 item such as 1 animal)
  2  (illustration of 2 items such as 2 apples)
  3  (illustration of 3 items such as 3 clocks)

  and so on up to 10. See Teacher Resource: Animal Illustrations You Can Use in the Appendices.

- having children write their own counting picture book using the counting chart above as a model. Each book should be made up of 11 pages. The child:
- writes a title page such as “My Counting Book” by (name of child)
- writes the numbers from 1 to 10 separately on each page
- illustrates each number with the correct number of items

See Appendix D for other bookmaking suggestions.

In this learning environment, you can have the children play games that reinforce your instruction such as ‘Body Count’ above. Or, you could start your unit with this game. During the game you can observe the children and assess their knowledge of numbers. You can use this information to plan lessons that better fit the needs of the class and individual children.

“I used to be a very strict Teacher. I was very strict with the children. And through the training provided by Right To Play, I have changed. Well, I have a lot more fun with the children, and I am more tolerant.”

- Right To Play Teacher, Benin

Children play ECP games, Uganda
STRATEGY 3: How Can I Integrate Language and Mathematics Activities into the Playing of a Game?

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Strategy 2</th>
<th>Strategy 3</th>
<th>Strategy 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use each game to integrate multiple key learnings.</td>
<td>Modify a game to integrate a curriculum requirement.</td>
<td>Integrate language and mathematics activities into the playing of a game.</td>
<td>Extend a game using integrated learning activities after the game has been played.</td>
</tr>
</tbody>
</table>

Requires Teachers to:

- Modify the key learning(s), the game and Reflect-Connect-Apply discussion questions.
- Develop integrated language and mathematics activities for during and after the playing of a game.

Benefits to the Teacher:

 Allows you to integrate concepts and skills across two major subject areas.

You can also extend ECP games by creating relevant activities that develop children’s skills in language, mathematics, the arts, environmental science and so on. Ideally, subject specific activities should be developed before the game is played and integrated into it.

What follows are examples of language and mathematics activities that could be used during or after the playing of an ECP game.

New activities that can be played during the game are listed under:

New activities that can be played after the game are listed under:

NOTE:

These two key language learnings occur in ALL games:
- listening to and following directions
- vocabulary development, for example, descriptive words, action words, colour words, body parts, the names of other children

For this reason, the above two key learnings are not stated for most of the games that follow.
The characteristics of development of a 4-year-old will be present in many 5-year-olds. However, remember that children go through these stages at different rates. One child may reach a stage earlier or later than another child. But all children go through the same stages of development generally in the same order. For these games, keep in mind the following stage of development characteristics of 4 and 5-year-olds:

<table>
<thead>
<tr>
<th>Characteristics of Development in a 4-year-old</th>
<th>Characteristics of Development in a 5-year-old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places objects in line from largest to smallest.</td>
<td>Sorts objects by size.</td>
</tr>
<tr>
<td>Understands concepts of tallest, biggest, same, more, on, in, under and above.</td>
<td>Understands concepts of more, less, and same; understands before and after, above and below.</td>
</tr>
<tr>
<td>Counts 1-7 objects out loud.</td>
<td>Counts out loud to 30; recognizes and writes numbers to 10.</td>
</tr>
<tr>
<td>Understands order of daily routines (breakfast before lunch, lunch before dinner, dinner before bedtime).</td>
<td>Understands that books are read from left to right, top to bottom.</td>
</tr>
<tr>
<td>Speaks fairly complex sentences: “The baby ate the cookie before I put it on the table.”</td>
<td>Enjoys telling own stories; understands that stories have a beginning, middle and end.</td>
</tr>
<tr>
<td>Follows 2 unrelated directions: “Put your cup on the table and get your coat on.”</td>
<td>Identifies some letters of the alphabet; enjoys tracing or copying letters; demonstrates an interest in having ideas written down.</td>
</tr>
<tr>
<td>Learns name, address and phone number if taught.</td>
<td>Prints name; able to memorize some information such as address and phone number.</td>
</tr>
<tr>
<td>Copies a cross (+).</td>
<td>Copies a square and a triangle.</td>
</tr>
<tr>
<td>Asks and answers who, what, when, why and where questions.</td>
<td>Is interested in cause and effect.</td>
</tr>
<tr>
<td>Names 6-8 colours and 3 shapes.</td>
<td>Knows most basic colours and shapes; knows all body parts.</td>
</tr>
</tbody>
</table>
RED MIND BALL GAMES

Purpose of Red Mind Ball games and activities: to help develop young children’s thinking. Below are examples of ways you can use Red Mind Ball games to integrate oral language, reading, writing, and mathematics.

HEAD, SHOULDERS, KNEES AND TOES

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>relates written language to speech; reads for information; reads from right to left, top to bottom</td>
<td>shows an interest in drawing, copying, scribbling or using letter-like forms, conventional letters and words</td>
<td>Number sense: counts objects</td>
<td></td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- As you play the game, introduce different body parts into the song (elbows, wrists, neck, ankle, nose, and so on). Ask children to count how many of each body part they have (1 nose, 2 hands, and so on). At the end of the game or the next day, review the parts of the body.
- Shared writing: Write a predictable and repetitious chart story with the children on chart paper. Develop a pattern, such as the one below, with input from the children. Ask the children to provide the missing words.

**MY BODY PARTS**

I have one ______________. (add a picture)

I have one ______________.

I have one ______________.

I have one ______________.

I have two ______________.

I have two ______________.

I have two ______________.

I have two ______________.

I have ten ______________.

I have ten ______________.
Afterwards, put a picture beside each body part to help the children identify the word. A chart with words and accompanying pictures is known as a rebus chart. Create these charts often with the children on different topics. Note the repetitive pattern to the sentences. This pattern makes the story predictable for the emergent reader. This predictability makes it easier for the child to read the words.

Shared reading: Post the chart story. Have the children, as a large group, read the chart story with you every day for a week. During the reading you may sweep your hand under what is being read so the children know where to follow along. Encourage children to read the story aloud by themselves and with a partner.

See Strategy 4: Reading and Writing, Activity 2, for other ideas on what to do with chart stories.

- Encourage children to write a story in which they:
  - describe their own bodies in drawings, scribbles, or using letter-like forms, conventional letters and words
  - copy words off the chart to use in their own story
- Create a classroom book from the chart for individual children to read. Follow the bookmaking suggestions given in Appendix D.

**MY BODY PARTS**

- I have one nose.
- I have one mouth.
- I have one neck.
- I have two ears.
- I have two eyes.
- I have two arms.
- I have ten fingers.
- I have ten toes.

Children working on reading exercises, Peru
**MIRRORS**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>develops a vocabulary that enables the child to describe</td>
<td>matches words; begins to recognize in print the names of the parts of the body</td>
<td></td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- **Ask the children to work in pairs.** Assist the children to label themselves number 1 and number 2.
  Have partner 1 take a body position and describe it to their partner, for example, “one hand on nose.” Have partner 2 mirror the action. Then have partner 2 repeat the activity but with a different action. Partner 1 has to mirror it now.
- **Make a large stick figure drawing on chart paper and do the following:**
  - Label the body parts on the drawing that children used in the game. Put the name of each body part on an index card.
  - Hold up an index card with the word for one of the body parts.
  - Direct the children to match the word on the card to the word on the large stick figure.
  - Have the children say the word together with you.
  - Have the children point to their body part that matches the card and say the word.
  - Repeat the sequence with 4 or 5 other body part words.
  - Leave the chart at children’s eye level and leave the cards by the chart. Encourage children to “play Teacher” with 2 or 3 friends to match the cards to the words on the stick figure.
  - Return to the stick figure chart 2 or 3 times a week to play the game of matching the cards to the body parts. Select 2 or 3 new body part words as the children become confident in recognizing and saying the words already reviewed.

**SIMON SAYS**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>uses language for a variety of purposes, that is, to give directions; listens to and follows oral instructions</td>
<td></td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.
- Invite children to lead the game.
- Vary the game by giving directions related to topics such as:
  - getting ready to go outside in the rain:
    Simon says (1) put on your raincoat (2) put on your hat (3) put on your rain boots (4) open your umbrella (5) run on the spot pretending you are running to school (6) jump in a puddle to make a big splash, and so on
  - greeting a friend:
    Simon says (1) give a big wave to your friend (2) run slowly to meet up with your friend (3) give your friend a big hug (4) skip alongside your friend (5) throw a ball to your friend (6) kick a ball to your friend (7) wave goodbye to your friend (8) run on the spot pretending you are running home, and so on.

**BLACK BODY BALL GAMES**

Purpose of Black Body Ball games and activities: to help develop young children’s bodies. Below are examples of ways you can use Black Body Ball games to integrate oral language, reading and mathematics.

**MUSICAL LINE MOVEMENTS**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral language</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>listens to and follows directions</td>
<td>Measurement: compares attributes (bigger/smaller); Number sense: identifies number symbols (1 to 6)</td>
</tr>
</tbody>
</table>

Children playing ECP games, Peru
Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Change the activity when the music stops. Ask the children to do a task like the following ones each time the music stops:
  - Hop 4 times.
  - Take 2 steps backward.
  - Walk 3 steps on tiptoes.
  - Slide 2 steps to the left.
  - Slide 1 step to the right.
  - Take 2 big steps forward.
  - Take 6 small steps forward.
  - Hop once on the left foot.
  - Hop 2 times on the right foot.

In the beginning, demonstrate each action before the children perform it. Let cautious children know that it is alright to watch others for a while.

- Modify the above activity:
  - On 6 large pieces of paper or cardboard, write separately the numbers 1 to 6. Each number card should have the number symbol and a matching number of circles for each symbol, for example:
    - \[3 \circ \circ \circ \circ \]
    - \[4 \circ \circ \circ \circ \circ \circ \]
  - As you give the action command, hold up the number card at the same time.
  - As children become more familiar with the number symbols, do not call out the number. Instead:
    - Just hold up the number card for the children to read.
    - Hold up a new number card that gives the number symbol without the balls.

**MUSICAL HOOPS**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>reads for enjoyment</td>
<td>Number sense: counts objects</td>
<td></td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Set the hoops up in groups of 3. As children move from one hoop to another have them count out loud the total number of steps it takes them to walk through the 3 hoops.
CHAPTER 3: INTEGRATED LEARNING USING EARLY CHILD PLAY WITH 4 AND 5-YEAR-OLDS

- Have children sing familiar songs and rhymes as they move around the hoops.

- Put some of these songs and rhymes on large chart paper to read aloud with the children. Post the chart for the children to read themselves. See **Strategy 4: Reading and Writing, Activity 2**, for other ideas on what to do with chart stories.

**YELLOW SPIRIT BALL GAMES**

Purpose of Yellow Spirit Ball games and activities: to encourage young children’s emotional development. Below are examples of ways you can use Yellow Spirit Ball games to integrate mathematics and oral language.

**SPLASH THE PUDDLES**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Mathematics</th>
<th>Oral Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number sense: counts; identifies number symbols (1 to 6)</td>
<td>demonstrates knowledge of basic colour words</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestion that follows.

- Have the children keep track of the number of puddles each jumps into by counting out loud: 1 puddle, 2 puddles, 3 puddles as they jump in and out of each hoop.

- Each time the children jump into a new puddle, have them call out a different colour for their beautiful new shoe, for example: beautiful red shoe, beautiful brown shoe, beautiful green shoe, and so on.

- Put the numbers 1 to 6 on separate cards. Put one number card in each puddle. Have the children travel with a partner to help each other find and jump in 6 puddles in sequence, that is, from 1 to 6.

**NOTE:**

For larger groups of children, put out three or four sets of number cards from 1 to 6 so that there are multiple puddles to choose from.

The first few times the children play the game, place only one number deliberately out of sequence in the surrounding puddles. When the children are familiar with the game, make half of the numbers out of sequence.

Make the number cards to include the symbol for the number and the matching number of objects such as:

3  O O O
Have available sets of number cards from 1 to 6 for the children to play with on their own, or with a small group.

**HOW ARE YOU FEELING?**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Oral Language</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>uses language for a variety of purposes, that is, to describe and to give directions</td>
<td>reads simple, familiar words</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Hold up cards with a picture of a face on each card showing a different emotion. Ask the children to describe the emotion on each face. Label the emotion below the picture.
- Have the children sit in groups of 3 to 4. Have them make the matching face for each other when you hold up one of the cards and read the emotion.
- Have the children sit in a large circle and:
  - ask for volunteers to stand and make a face that matches the emotion you read from a card
  - ask for volunteers to make a face. Have the other children guess what the emotion is. Then, show the matching word on a card.
ask children to volunteer to take on the Teacher’s role after they have become familiar with the game and are confident to read the emotion on the card

BLUE PEACE BALL GAMES

Purpose of Blue Peace Ball games and activities: to encourage young children’s social development. Below are examples of ways you can use Blue Peace Ball games to integrate reading and writing.

A FRIEND LIKE ME

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>shows an interest in drawing, copying, scribbling or using letter-like forms, conventional letters and words; uses writing for a variety of purposes, that is, to describe</td>
<td></td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Shared writing: Brainstorm with the children how friends are alike and how they are different. With the children’s input, create a chart story that describes how two friends are similar and different. A sample follows.

A Friend Like Me

I have black hair.
Avi has black hair.

I have green eyes.
Avi has brown eyes.

I like candies and apples.
Avi likes candies and bananas.

Avi is my friend.

After, give the children a copy of the story with words missing. Have them fill in the blanks with drawings, scribbles, letter-like formations or by copying from the chart story.
A Friend Like Me

I have _______________ hair.
__________ has _______________ hair.

I have _______________ eyes.
__________ has _______________ eyes.

I like _______________.
__________ likes _______________.

__________ is my friend.

See *Strategy 4*: Reading and Writing, Activity 2 for other ideas on what to do with chart stories.

**MAGIC BOX**

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>relates written language to speech; reads from right to left, top to bottom; reads for information</td>
<td>shows an interest in drawing, copying, scribbling or using letter-like forms, conventional letters and words; uses writing for a variety of purposes, that is, to entertain</td>
<td></td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Encourage the children to use specific vocabulary when describing what the object in the box feels like, for example: soft, hard, smooth, rough, large, small, cold, sharp, and dull.
- Shared writing: After the game is finished, create a chart with the children. Let the children look at and touch the objects before and during the development of the chart. Put the names of the objects down the left side of the chart. Ask the children for words to describe each object: size, how it feels, colour, smell. List these words beside each object. Post the chart for the children to read and to use the words in their writing.
Magic Box Objects

<table>
<thead>
<tr>
<th>Object</th>
<th>How it feels</th>
<th>Colour</th>
<th>Smell</th>
</tr>
</thead>
<tbody>
<tr>
<td>rock</td>
<td>hard smooth</td>
<td>gray</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and so on</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Have the children make up a story that includes the object each felt in the box, for example:
  - Make up a story of how you found the object.
  - Describe how the object is magical. Describe some of the magical things it has done.
  - Pretend the object is your “pet” object. Write how you will take care of your new “pet.”
- Have children read their stories aloud to each other in small groups. Encourage the children to:
  - ask the author questions they have after each reading
  - tell the author what they liked about the story

GREEN HEALTH BALL GAMES

Purpose of Green Health Ball games and activities: to help develop young children’s overall health and well-being. Below are examples of ways you can use Green Health Ball games to integrate reading and mathematics.

HOOP TO HOOP HYGIENE

<table>
<thead>
<tr>
<th>Key Learnings</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>relates written language to speech; reads from right to left, top to bottom; reads for information</td>
<td>Number sense: counts to 10 from memory</td>
</tr>
</tbody>
</table>

Play the game as given in the ECP games manual. Then play the game again using the suggestions that follow.

- Shared writing: Create a rebus chart story with the children on washing hands. Add pictures to the directions. Have the children
practice by pretending they are washing their hands. Post the chart near a sink for the children to follow.

### Washing Hands

<table>
<thead>
<tr>
<th>Why?</th>
<th>So I don’t get sick.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>Before I eat.</td>
</tr>
<tr>
<td>How?</td>
<td>With water and soap.</td>
</tr>
<tr>
<td></td>
<td>I count to 10 two times as I wash with soap.</td>
</tr>
<tr>
<td></td>
<td>I dry my hands with a paper towel or clean towel.</td>
</tr>
</tbody>
</table>

- Teach children the song “Wash Your Hands.” It is sung to the tune Frere Jacques or Brother John. Be sure you and the children make the hand actions while you sing.

  Wash your hands. (rub hands together)
  Wash your hands. (rub hands together)
  With some soap.
  With some soap.
  If you do not do this. (point and shake finger)
  If you do not do this. (point and shake finger)
  You’ll get sick.
  You’ll get sick.

- Shared reading: Put the song on chart paper for the children to read. Sometimes as you and the children sing the song, move your finger under the words so the children can follow along too. Invite individual children to play “Teacher” and move their fingers under the words as the class sings them.
STRATEGY 4: How Can I Extend a Game Using Integrated Learning Activities after the Game has been Played?

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Strategy 2</th>
<th>Strategy 3</th>
<th>Strategy 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use each game to integrate multiple key learnings.</td>
<td>Modify a game to integrate a curriculum requirement.</td>
<td>Integrate language and mathematics activities into the playing of a game.</td>
<td>Extend a game using integrated learning activities after the game has been played.</td>
</tr>
</tbody>
</table>

Requires Teachers to:

- Modify the key learning(s) and Reflect-Connect-Apply discussion questions.
- Develop a series of post-game integrated activities.

Benefits to the Teacher:

Allows you to integrate concepts and skills across a wide range of subject areas.

This classroom scenario describes how you might integrate several key learnings in a cooperative play integrated activity or set of activities for 4 and 5-year-olds after playing a game. The key learnings listed below show the range that is possible. Because these key learnings are new, you will have to create some new R-C-A questions. Two sample sets of R-C-A questions are given in the Mathematics and Science sections that follow.

Game: Play the game ‘Jumping Animals’ from the Green Health Ball section of the ECP games manual.

Goal of the Game: To jump like different animals.

Key Learning in ECP Games Manual: To gain knowledge and learn strategies to create and protect a healthier environment.

Integrated Learning Activities for ‘Jumping Animals’ Game

In this section, we show how to use a game as a "jumping off" point for integrating learning in a variety of subjects: language, mathematics, drama, visual arts, science, physical education and health, and social development. The activities that follow continue to address the game’s key learning as stated above. But the activities also allow you to teach new key learnings as listed below. Select the activities you want to do with your class.
Key Learnings

<table>
<thead>
<tr>
<th>Oral language (Listening &amp; Speaking)</th>
<th>listens to and follows simple directions; uses language for a variety of purposes, that is, to have fun and to inform; asks and answers questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>develops new vocabulary and uses it in speech and/or writing; reads for information and enjoyment; reads from right to left, top to bottom; develops reading strategies in order to comprehend text</td>
</tr>
<tr>
<td>Writing</td>
<td>begins to print personal words; writes stories that have a beginning, middle and end</td>
</tr>
<tr>
<td>Drama</td>
<td>role-plays</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>draws and paints to express self using a variety of materials</td>
</tr>
</tbody>
</table>
| Mathematics                         | Measurement: compares attributes (little/big, high/low); understands and describes rates of movement (fast/slow)  
Number sense: counts objects |
| Science                             | demonstrates understanding that humans need to protect animals and the places where they live |
| Physical Education and Health       | names the major body parts and their function; demonstrates safe play behaviour |
| Social development                  | engages in cooperative play |

Listening and Speaking

1. Ask children to share any real or fictional stories they know about an animal that jumps. Encourage the children to ask the storyteller any questions they have after the story is told.
2. Ask children who have pets that jump to describe them.
3. Read aloud or tell the children stories you know about animals.
4. Ask the Reflect-Connect-Apply discussion questions in the game.
Reading and Writing: Activity 1

1. Create on the blackboard and/or chart paper 3 columns with these headings:

<table>
<thead>
<tr>
<th>(leave this heading blank)</th>
<th>name of animal</th>
<th>body parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>draw or glue cut-out picture of animal here</td>
<td>(see the Teacher Resource: Animal Illustrations You Can Use in the Appendices)</td>
<td></td>
</tr>
</tbody>
</table>

NOTE:
It is best to write first on the blackboard as draft copy. It is quicker this way and the copy can be easily revised or corrected if necessary. Later you can print and display a copy in the classroom on large chart paper. The advantage of large chart paper is that all the children can see the text.

2. Ask the children what animals they pretended to be during the game.
3. Print each animal name on the blackboard for all the children to see.
4. After printing the name, ask a child to volunteer to jump like that animal.
5. After each child completes the jump, ask the other children to identify which body part(s) the child used. Record these body parts on column 3.
6. Rewrite the information on the chart paper. In the first column draw or glue a picture of each animal (from the Teacher Resource at the end of the manual or cut out from a magazine).
7. Draw or glue a picture of each body part in column 3 beside the word it represents.
8. Display the lists for the children to read out loud over the next few days as a whole class and individually.
9. Have children write their own stories about an animal(s), real or make-believe. Encourage the children as they try to write using drawings, scribbles, letter-like forms, or conventional letters or words. Encourage them to copy words from chart stories, signs and other
print around the classroom. Print each child’s story, correctly spelled, at the bottom of the child’s page.

Reading and Writing: Activity 2

1. Shared writing: Compose a story on the blackboard with the children about their experience playing the game (with the final copy done later on chart paper). Use this experience to do the following:
   - Encourage the children to brainstorm their ideas. Accept all of the ideas and reinforce those that are coherent (logical).
   - Encourage individual children to contribute words or sentences.
   - Help the children to organize their ideas so that the story has a beginning, middle and end (as in Chart C below).
   - Develop descriptive vocabulary. You might ask children to role-play situations to help them find and use new words.
   - Pose problem situations and have the children provide reasonable solutions. Again, consider using role-playing to help here.
   - Help children see that stories require several re-writings through the drafting of the chart story.
   - Create reading material for the classroom by posting this chart story and/or by turning it into a classroom book. See strategies for bookmaking in Appendix D.

Below are sample chart stories. They range from simple to more complex depending on the children’s developmental stage and language skills. Add drawings or pictures to a chart story to help the children identify key words as they read the story on their own.

A chart story with words and pictures is known as a rebus chart. Create these charts often with the children on different topics. Note the repetitive pattern to the sentences. This pattern makes the story predictable for the emergent (beginning) reader. This predictability makes it easier for the child to read and learn the words and sentences.

Chart A: Predictable Chart with One Variable (name of animal)

Jumping Like Animals

We jumped like monkeys.
We jumped like squirrels.
We jumped like frogs.
We jumped like kangaroos.
We jumped until our legs were tired.
Chart B: Predictable Chart with More than One Variable

Some Animals Can Hurt You

Some animals can hurt you.
You have to be careful.
A lion can hurt you.
A bear can hurt you.
A horse can hurt you.
A monkey can hurt you.
A crocodile can hurt you.
A tiger can hurt you.
Even a cat can hurt you.
It can scratch you if you are not nice to it.
You have to be careful.

Chart C: Simple Story Chart

Our class played a game.
We played in the field near our school.
We had to jump like animals.
It was fun.
It started to rain.
We had to go back to our classroom.
We want to play this game again.

2. Shared reading: Once a story is finished, review what has been written by reading it aloud with the children. The next step is to encourage individuals to take turns reading. During the reading you may sweep your hand under what is being read so the children know where to follow along. Read a chart often with the whole class, small groups or individual children.

Use a chart to help children build their reading strategies in order to comprehend text. The examples below demonstrate how to teach phonics (symbol/sound relationships):

- **Identify letter names and sounds:**
  - Ask individual children to give the name of the letter that starts their name. Ask the child to then go to the chart story and find a word that begins with this letter.
  - Ask children to find in Chart C, for example, words that start with the letter ‘g’, the letter ‘f’ and the letter ‘p’.

- Put each word on a small, separate piece of paper. Ask different children to match one of the words with the same word in the chart story.
- Cover a word(s) in the chart story. Ask a child to choose the missing word(s) from the pieces of paper.
  - **Build word families:**
    - Put a sentence from a chart story on the board:
      A cat can hurt you.
    - Ask the children to give as many words as they can that rhyme with ‘cat’ (such as bat, mat, fat, rat, that).
    - Give them more experiences developing other similar consonant-vowel-consonant word families such as:
      - an: can, man, pan, than
      - ap: map, cap, clap, slap
      - ug: bug, rug, hug, drug
    - Give more experienced readers harder word families such as:
      - ump: jump, lump, dump, hump
      - ice: nice, mice, rice, ice
      - ain: rain, pain, chain, plain
  - Encourage the children to use the words in their writing.

3. Have children write and illustrate their own stories. Encourage the children as they use drawings, scribbles, letter-like forms, and conventional letters or words. Help them to:
   - copy words printed in chart stories or signs around the classroom
   - organize their stories so they have a beginning, middle and end
   - Have a child dictate the story to you so you can print it correctly at the bottom of each page. This allows the child to read and reread your printed text so as to build up knowledge of letters, words and sentence patterns.

**Drama and Music**

1. Brainstorm with the class how other animals move (walk on all fours, slither, fly, and so on). Play the game again with children role-playing these new animals.

2. Add music to encourage different movements.

**Visual Arts**

1. Have children paint or make a clay or plasticene model of something related to one of the chart stories or their own experience playing the game.

2. Have children illustrate their own written stories using a variety of tools and materials: crayons, chalk and pastels, magic markers as well as
beads, felt, wool, wrapping paper, magazines, tissue paper, feathers, fabric samples and so on.

Materials used: felt, leather, suede, crinkly fabric

3. Have the children do an animal rubbing. Prepare cardboard cutouts of a cat, a monkey or a horse. Show the children how to put the cutouts under art paper or plain paper. Have the children rub the paper with crayons until the animal appears. Have them decorate it by spreading glue on the animal and sprinkling it with, for example, coffee grounds.

Mathematics

1. Counting: Put the children in pairs. Show the children a picture or drawing of an animal. With the children, count the number of body parts on the animal. Ask the children how many body parts they have.

Shared writing: Afterwards, with input from the children, create a rebus chart story that lists the results. Display the chart for the children to read and use the words in their writing. Add a picture beside each body part to make it easier for the children to read. If the animal is a cat, the chart story could say:

A Cat’s Body and My Body

A cat has 4 feet.
I have 2 feet.
A cat has 4 legs.
I have 2 legs.
A cat has 1 neck.
I have 1 neck.
A cat has 2 eyes.
I have 2 eyes.
And so on...
2. Make a Counting Book for body parts using the above chart story. Follow the bookmaking suggestions in Appendix D.

3. Reflect-Connect-Apply questions. Ask the following:

<table>
<thead>
<tr>
<th>Reflect</th>
<th>How is your body and the body of a lion (or squirrel or frog…) similar? different? How is your body and the body of a fish similar? different?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect</td>
<td>What do humans and other animals do that is the same? (eat, sleep, move, have babies, and so on)</td>
</tr>
<tr>
<td>Apply</td>
<td>What can you do with your arms and hands that a fish cannot do with its fins? Is there something a fish can do that you cannot do?</td>
</tr>
</tbody>
</table>

Science

1. Create a display of information on animals using simple story books, science books, magazines, and so on. Let the children look through them and talk to each other and you about what they see. Here is an example of a display a Teacher created for older children on China.

2. Reflect-Connect-Apply questions: Use the pictures or photos from the materials on display to help the children discuss R-C-A questions like:

<table>
<thead>
<tr>
<th>Reflect</th>
<th>What are some living things that we see every day? (plants and animals) Which are animals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect</td>
<td>What makes animals important to us and to the environment? How would things be different for people if there were no cows (horses, insects, bats, chickens, and so on)?</td>
</tr>
</tbody>
</table>
Apply

What are some things we can do to show that we care for other living things such as animals?

What can we do to show we appreciate what animals do for us and the environment?

3. After the discussion, create a chart story with the children on one of the topics below:
   - the differences between wild animals and pets
   - ways we protect our pets and protect animals in the wild
   - why it is important to look after animals in the world

Follow the steps for making a chart story given in Reading and Writing: Activity 2 above.

Health

1. Play the game again but call it ‘Jumping Humans’ since humans are animals too.

2. After, with input from the children, create a list of the parts of the body on chart paper (as in the Mathematics section above). Illustrate the different parts with a drawing or picture.

3. Discuss the functions of the different body parts.

4. Ask the children if any of them have hurt or injured a body part (for example, their head, an arm, a leg) and how they did it. Ask the children how they can play safely in the schoolyard or in their homes so that they do not injure themselves.

5. Observe the children as they play at school. Remind them of how they can play safely.

Children participating in ECP activities, Liberia
APPENDICES AND TEACHER RESOURCE

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APPENDIX A: Top 23 Tips for Teaching Large Classes

What is a “large class”? Many Teachers find themselves working in primary school classrooms that contain many students, sometimes almost filling the room! Actually, though, a large class has no “exact size.” Usually it is measured in terms of the number of students per (student-teacher ratio). In some countries, 25-30 students per one Teacher is considered large, while in other countries this is seen to be normal or even quite small. From a Teacher’s perspective, though, a class is “large” whenever it feels large. While a class of more than 50-100 students is usually considered a large class, to those of you who normally teach 25 or fewer students, a class of 35 can be large and overwhelming.

For many of us faced with large classes, we might be tempted to give up, thinking that there is no chance of getting so many students to learn. The problem is, however, that we assume that learning occurs in proportion to class size. The smaller the class, the more students learn. However, research shows that class size does not automatically correlate with student learning. Students in large classes can learn just as well as those in small ones. What counts is not the size of the class, but the quality of the teaching. Evidence shows that students place more emphasis on the quality of teaching than class size. Moreover, they may not mind being in a large class as much as you may think they do, or as much as you mind it yourself.

What are the benefits and challenges of teaching large classes? Teaching large classes is a challenge, but it can also offer many opportunities for you to improve your teaching and to make it more enjoyable and rewarding for you and your students. In a large class setting, you have the opportunity to improve your organizational and managerial skills as you work to creatively organize your classroom into a comfortable, welcoming learning environment and to manage the many students within it.

Your students can also benefit from being in large classes. When there are many students in a class, they can share many different ideas and interesting life experiences. This stimulates the students and enlivens those parts of your lessons where students can discuss and learn from each other. During project work, students can learn to share responsibility and help each other, as well as to listen, to have patience, and to express themselves within a diverse group of people – skills that will be valuable for them throughout their lives. This also brings variety and speeds up the work.

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### Benefits of teaching large classes

- the opportunity to improve your organizational and managerial skills as you work to:
  - creatively organize your classroom into a comfortable, welcoming learning environment
  - manage the many students within it
- the opportunity to improve your interpersonal skills as you try different ways to get to know each student as an individual. This is done through their work in class or their lives outside of it.
- the opportunity to improve your teaching and presentation skills
- the opportunity to improve your evaluation skills as you devise a variety of ways to tell whether your students have really learned the material. This is instead of relying only on short answer exams, which may seem necessary for large classes
- large classes contain a diversity of students and learning styles. You can use many different, active, and fun ways of teaching.
- students have the opportunity to share many different ideas and interesting life experiences with each other
- students have the opportunity to:
  - learn from each other and
  - take on a peer mentoring role with other students who need assistance

### Challenges of teaching large classes

- getting to know each student (even their names)
- not having enough classroom space, books or teaching and learning aids
- planning lessons to meet the wide range of ability levels and perhaps a wide range in ages
- developing appropriate classroom management strategies
- maintaining discipline
- getting and keeping students' attention and motivation to learn
- implementing active learning activities and strategies
- displaying students' work
- knowing how to group students for learning activities
- adequately assessing, evaluating and recording students' learning
- communicating with students one-on-one
- communicating with parents
- finding time for professional development

Please remember, however, that there is no “best way” to teach large classes. You must develop the approach that works best for you based on your teaching style, the characteristics of your students, and the goals and key learnings of your lessons and curriculum. However, there are some ideas that do work well for many people. You will find many suggestions below that you can adapt to your way of teaching. Decide which ones are most likely to work for you and try them or modify promising ones for your situation. If you are teaching a large class for the first time, or simply want to try a new approach, review and follow the top 23 tips for managing large classes below. Most of all don’t be doubtful! Be creative! It will make your teaching much more enjoyable.
How can I create a positive physical environment for students in a large class?

Below are some areas associated with the classroom’s physical environment. Try some of the suggestions as you plan on how to accommodate all of your students. These ideas will help reduce feelings of crowdedness, confusion, and frustration that often plague large classes.

Maximize classroom space.

- Remove unnecessary furniture.
- Consider using mats or rugs with your students being seated so that everyone sees each other and feels a part of the group. Have chalkboards at children’s level so they can sit in groups and use them for planning, discussing ideas and problem-solving.
- Store books, instructional materials (chalk, rulers, paper, etc.) and teaching tools (chalkboards, chart paper, easels, etc.) so they can be obtained and put away easily without taking up too much space.
- Ask your students for suggestions on arranging the classroom in a comfortable manner.

Use space outside of the classroom.

- Use different areas of the school ground as activity centres to support learning in a variety of topics and subjects including: shapes, colours, the environment, data management, measurement, story and poetry writing, role-playing, sketching, physical activities, and so on.

Facilitate movement.

- Develop plans in advance for how students can best enter and exit the classroom; for instance, students who sit in the back of the classroom can enter first, followed by those seated in the middle, and lastly by those seated at the front.
- Plan in advance how you will change the classroom arrangement depending on what is being taught, such as moving from a whole class arrangement for test-taking to small groups for art or science lessons.
- Plan on how routine activities will be conducted, such as handing back assignments to students after grading, when students can sharpen their pencils or get supplies for learning.

Display student work creatively.

- Hang it on a classroom wall or outside the classroom door.
- Use strings onto which the student’s work is attached with clips, tape or even blunt thorns.
Involve your students.

- Have them help put up their work.
- Ask students at the beginning of the year if they are comfortable with how you have organized the classroom. Ask for suggestions for improvement. Or, divide the class into groups. Ask each group to (1) study the room and its contents and then (2) draw a picture of how they would like the room to be organized. Try a new arrangement for one or two weeks. Check in with the class and make further changes if desirable.

How can I create a positive psycho-social environment for students in a large class?

Get to know your students.

A positive relationship with your students builds a willingness on their part to actively participate in class.

- At the beginning of the school year, have your students introduce themselves to everyone in an interactive manner. Introduce yourself as well. For example, play an icebreaker game like ‘Mingle, Mingle, Mingle’.
- Ask each student to create a name tag on the first day, to decorate it and to draw pictures of their favourite activities around it. Ask them to bring it to class each day and to place it in front of themselves.
- Ask students to draw a picture of themselves and to decorate the picture with answers to questions such as favourite food? favourite sport? favourite subject in school? dream for the future?. Post all of the drawings on the wall for the year to serve as a reminder of their different interests and their names.
- Challenge the students to try to remember every other student’s name in the class. Each day ask for a volunteer who wants to be tested on their memory of student names. Then select 10 – 20 students from the group and ask that student to name them. This will help the students feel motivated to learn each other’s names, and will also help the Teacher to learn the names through the process.
- Make a seating chart. Ask students to sit in the same seats for the first few weeks. Try to memorize four or five names each day.

Move around the class when talking.

This walking around engages students more actively. It can reduce the physical and social distance between you and your students.

Be available.

The more approachable you are in terms of your manner and genuine interest in your students, the more likely students will be comfortable in
seeing you, in talking with you, and in listening to you in a large class setting.

- Tell your students you will be available before and after class to answer any questions they might have.
- Walk around the school grounds or around the classroom. Ask students how they are feeling that day.
- Learn student’s names. Learn something about them as individuals.

**Don’t be afraid to lead interactive and/or active games in the classroom.**

There are many activities that can be led with minimal lateral movement that will help to create a fun, relaxed learning environment. For ideas see **Appendix C**: Modifying Outdoor Games for Indoor Classrooms.

**Keep track of frequently asked questions or common mistakes.**

- These lists will help you know what students find most difficult to understand. Use the information to modify your instruction to meet students’ needs. Such instruction will help them to avoid making mistakes that might embarrass them.
- You may not have enough time each class to answer every one of your students questions. Consider placing a “Parking Lot for Questions” on the wall of your classroom. Invite students to write any questions they have that have gone unanswered on this parking lot. Review the parking lot each night and try to respond to questions on the following day(s).
- Acknowledge difficult concepts and anticipate difficulties. Students may not want to ask or answer questions for fear of showing they do not understand. Let the class know that it is hard to understand material for the first time. You reduce the risk of belittling students or embarrassing them in front of others by acknowledging difficulty and taking steps to prevent it.

**Establish reasonable rules for student behaviour.**

Explain your rules early in the school year. Stress the value of cooperation and consideration.

- Involve your students in developing classroom rules.
- Ask students to identify what behaviours are acceptable and not acceptable. Develop a few rules for acceptable behaviour as well as penalties for those who do not follow the rules.
- Base penalties on positive discipline. See the next point.

**Use positive discipline techniques.**

Students will misbehave no matter what the class size. This is normal and not a reflection of you. Teachers may use corporal punishment to control the situation, especially in large classes in which there are no
set rules or routines. The students do not know what is expected of them and the consequences for misbehaving. And it may also be because the Teacher did not take the time to build a positive relationship with the students so they would want to be good. Using the threat of physical violence, however, does not encourage students to learn from the Teacher. It only causes students to fear the Teacher. It also destroys the classroom’s psycho-social environment. In many countries corporal punishment is a violation of human rights and is illegal.

While corporal punishment is meant to control a student’s behaviour, positive discipline is meant to develop a student’s behaviour. Rather than corporal punishment, there are many positive disciplinary techniques that you can use:

- Catch students at being good; praise them when they are not seeking attention and misbehaving. This positive praise eventually will motivate students to behave because of the positive attention you are giving them.
- Ignore the behaviour when possible, giving the student positive attention during pleasant times.
- Target-stop-do; that is, target the student by name, identify the behaviour to be stopped, tell the student what he or she is expected to do at that moment. Let the student make the decision about what he or she does next and its consequences.
- Distract the student by asking a direct question, asking a favour, giving choices, or changing the activity.

**Involve your students.**

- If you notice or even feel that there is something wrong, ask a student what is going on.
- Invite small groups of students to visit you to discuss important class issues.
- To deal with misbehaviour, have students elect a “classroom disciplinary committee” to develop a code for classroom behaviour (rules), to identify suitable penalties, and to decide what should be done in cases of misbehaviour.

**What teaching strategies can I use to maximize participation in a large class and to facilitate student learning?**

**Develop a formal lesson plan.**

Lesson planning should be done in advance:

- as a way to organize the physical and psycho-social environment as noted above
- as a way to structure the lesson logically rather than in a random manner. A logical order helps students learn better.
• as a way to monitor whether or not your students are understanding what is taught
• as a chance for you to ensure you know the content well, think about what to do next and how to improve your teaching.

Develop your lesson plan, using these headings:

• what topic is to be taught
• the key learnings
• teaching methods
• classroom arrangement(s)
• main activities
• resources
• assessment and evaluation methods

Arouse and hold the interests of students so they are motivated to learn.

• Get your students’ attention at the beginning of class. It can be as simple as asking an interesting question, or making a statement that relates to students’ experience, and then asking students to respond to the statement. Use their responses to start your lesson and to get and hold students’ attention.

• Develop a visual display of the outline of the day’s topics and key learnings (for instance, a list on a chalkboard). This display will make it much easier for you and your students to follow the order of the lesson.

• Emphasize important information at the beginning, middle, and end of the class. Research shows that students remember information best at the beginning of the class. The amount they remember drops off to low levels in the middle and increases slightly near the end.

  • At the beginning: Make sure your students know what information is important as early as possible. Write important points on the board. Announce the importance of a concept or idea before presenting it.
  • In the middle: Plan on rephrasing important points several times during the lesson. Research has shown that learners need to hear an idea or point 3 times before they can restate or remember it.
  • At the end: Summarize the important ideas by saying, “The most important thing to remember here is....” Conduct an activity or discussion that reinforces the key learnings.

Use examples that go beyond the textbook and are relevant, real-world, anecdotal (short and entertaining about a real incident or person), personal or humourous.
Recognize the attention span of students is limited.

- Give no more than 15 minutes of direct instruction such as a lecture followed by an activity and then an additional lecture if needed.

Determine what information can be learned during a lecture in a form other than direct instruction and use these methods.

Group work, role-playing, student presentations, and in-class writing can be excellent ways to vary the classroom routine and stimulate learning. See Appendix E: Teaching and Learning Activities and Strategies for a wide range of practical teaching suggestions. In addition, refer back to Chapter 1, point 7: When might it be better for a Teacher to use a teacher-centred activity/strategy?. It provides a range of activities and strategies to use during direct instruction.

How can I effectively evaluate the learning of students in large classes?

Give assignments.

In many large classes, Teachers place an emphasis on getting the right answer to a problem, as assessed by true-false questions or multiple-choice questions, which are fast and easy to grade. But assessing student learning outcomes should also:

- Ensure that assignments really assess whether or not your students are learning what you are teaching. Can they explain the process by which they solved a problem? Can they apply what they are learning to everyday life?

- Ensure that assignments encompass the different learning styles of the students. In other words, can students demonstrate their learning in different ways: a 3-dimensional model, a diagram, a taped interview, a written report or story, a collage? through projects, group presentations, essays, and exams?

- Provide positive feedback to learners on what they did do/got right, not just feedback on what they did not do/got wrong.

Give clear and thorough instructions for all assignments.

- Avoid giving a verbal assignment at the end of class as homework. Students may not hear all of it or have time to write it down.

- Avoid putting and leaving an assignment on the blackboard as it can get erased.

- Instead, hand out an assignment sheet, if possible. This will help students know exactly what they have to do.

- Go over the assignment sheet with your class to ensure they understand the task. Encourage students to ask questions if they are unclear.
Develop a portfolio system to keep track of student performance.

A portfolio is a file, such as a manila folder, containing samples of a student’s work: stories, reports, essays; drawings, pictures, diagrams, graphs; mathematical worksheets and other assignments.

- When students are old enough, have them keep their portfolio organized chronologically. Each piece should state the date and the assignment.
- Use the portfolio to evaluate individual achievements and to identify students needing more help.
- Have students evaluate their own progress using the portfolio.
- Use the portfolio to show parents their child’s work.

Give tests and exams.

- Create tests and exams that “look” familiar to students. Questions should be in the same form as those used in quizzes, homework assignments, lectures or discussions. This familiarity reduces test and exam anxiety.
- Conduct review sessions. As exam time gets closer, hold a review session. Spend one-third of the time giving a short lecture highlighting the major points of a topic. Spend the remaining time on student questions and/or a short practice exercise.
- Develop tests and exams that really tell you if your students have learned and can apply what you have taught them. This means reducing the reliance on multiple-choice or true-false questions that mainly test memorization rather than application.
- Try using instead short essay questions and questions that ask students to answer using diagrams, flow charts or pictures.
- For some multiple-choice questions, ask the students to choose the correct answer and then provide a one- or two-line explanation of how they got that answer.

Give prompt feedback on assignments and exams.

- Involve your students in the grading process to give faster feedback.
- Have students do assignments in groups to shorten the amount of marking. See “Collaborative, small group learning” and “Jigsaw” in Appendix E: Teaching and Learning Activities and Strategies for how to set up students to work in small groups effectively.

Reflect on your teaching.

- Discuss with your colleagues and students how your class can be improved.
• Visit the classes of colleagues who are also teaching many students to exchange ideas and materials for teaching large classes.

Above all, view the challenge of teaching a large class as an opportunity, not a problem.

**Recommended reading:** The complete *Practical Tips for Teaching Large Classes, A Teacher’s Guide* (UNESCO, 2006)

www2.unescobkk.org/elib/publications/095/Teaching_Large_Classes.pdf
APPENDIX B: Helping Children with Learning Difficulties

In any classroom, students may demonstrate a wide range of learning styles and needs. Good Teachers recognize this diversity:

- They give students tasks that match their particular abilities.
- They provide all students a safe, supportive and welcoming environment.

As a result, all students learn better and feel better about themselves.

Most of a student’s program should be aligned with the school’s curriculum. But Teachers may have to make some accommodations for those students who have learning difficulties.

**What is the definition of learning difficulties?**

Learning difficulties covers a wide range of problems which affect how and what a person learns. It includes both specific learning disabilities as well as general cognitive impairment.

Students with general cognitive impairment are described as:

- students who are struggling learners requiring more time than their peers to learn concepts or information. They are sometimes referred to as slow learners.

Students with specific learning disabilities are described as:

- students who have difficulty organizing time, materials and information
- students who have social interaction problems
- students who have poor or below average performance in oral language, reading comprehension, written expression, or mathematics

Students with specific learning disabilities otherwise demonstrate average intellectual abilities.

**What is the problem with labelling children with learning difficulties?**

Children with learning difficulties are often labelled mentally retarded, visually impaired, emotionally disturbed, learning disabled, and so on. Labels tend to emphasize the negative, that is, what the person cannot do rather than what he or she can do. Negative labels can cause children to believe that they are what the label states. And that belief can last throughout a child’s whole life, limiting him or her forever. Children may even begin acting more like the label making their situation worse.

Teachers have to help children with learning difficulties feel safe and supported by:

- avoiding negative labeling
- treating children with respect
How can Teachers help children with learning difficulties?

The Teacher has to make one or more of the following three types of accommodations to help such students:

**Instructional Accommodations**

These are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia if available.

**Environmental Accommodations**

These are changes that the student may require in the classroom environment, for example, a seat near the front of the class to help limit distractions.

**Assessment Accommodations**

These are changes in assessment procedures that enable the student to demonstrate his or her learning such as additional time to complete tests.

Listed below are some suggested ways to help students with learning difficulties. Your use of these strategies must be based on the individual needs of each student. However, your use of many of the strategies will help all the learners in your class.

### Accomodations For Students With Learning Difficulties

<table>
<thead>
<tr>
<th>Learning Difficulty</th>
<th>Accommodations</th>
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| Students struggle and require more time than peers to learn concepts and information. | Instructional:  
- Make sure students at least learn the big ideas and key concepts of the topic under study.  
- Help students understand new concepts by providing key information in a concrete way: models, math manipulatives, pictures, vocabulary lists, key visuals (for example, charts, diagrams, lists, flow charts, timelines), posters and so on.  
- Provide activities that meet each student’s preferred learning style (visual, auditory or hands-on).  
- Give clear, explicit instructions. Number and label the steps in an activity. Assign one step at a time, allowing students to complete each step before introducing another. Further reinforce directions by writing them on the board or on chart paper.  
- Break information down into more manageable pieces.  
- Demonstrate procedures and provide related hands-on activities.  
- Provide many opportunities for practice.  
- Include both oral instructions and a written outline for homework and projects.  
- Allow enough response time when students are discussing and |
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<th>Learning Difficulty</th>
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<td>answering questions. These students need more time to</td>
<td>Adjust the speed of learning experiences by allowing students to work more slowly at first.</td>
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<td>think and give a response.</td>
<td>Allow students to bypass less important areas of study in a unit so that they can spend time doing further work with the key ideas.</td>
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<tr>
<td>• Adjust the speed of learning experiences by allowing</td>
<td>Assessment:</td>
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<td>students to work more slowly at first.</td>
<td>• Allow more time to complete assignments and tests as appropriate.</td>
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<tr>
<td>• Allow students to bypass less important areas of</td>
<td>• Provide feedback on one kind of error at a time. Note specific, frequent errors and provide direct instruction later.</td>
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<td>study in a unit so that they can spend time doing</td>
<td>• Provide notes that highlight key ideas and new words. Use the chalkboard or post a chart in the classroom for ongoing reference. Provide a summary sheet so that students can refer to it when studying.</td>
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<td>further work with the key ideas.</td>
<td>• Help students see how the ideas and skills they are learning are relevant to their own lives.</td>
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<tr>
<td>• Continually find ways to let each student know that</td>
<td>• Continually find ways to let each student know that you believe in him or her – and reinforce real success when it happens.</td>
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<td>you believe in him or her – and reinforce real success</td>
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<tr>
<td>Students have difficulty organizing time, materials and information.</td>
<td>Environmental:</td>
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<td>• Have students sit in the class where there are the fewest distractions.</td>
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<td>• Ask parents to provide a quiet, uncluttered homework space if possible.</td>
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<tr>
<td>Instructional:</td>
<td>• Give clear, explicit instructions. Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students to understand fully.</td>
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<tr>
<td>• Provide notes that highlight key ideas and new words.</td>
<td>• Provide notes that highlight key ideas and new words. Use the chalkboard or post a chart in the classroom for ongoing reference. Provide a summary sheet so that students can refer to it when studying.</td>
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<td>• Check often for comprehension. For example, frequently say, “Tell me what you have to do next.”</td>
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<td>• Have students keep a personal date-book or journal in which they write down homework, assignments, special events related to school, and so on.</td>
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<tr>
<td>• Coordinate a daily homework assignment diary between the school and home. This requires you or the student to write down the homework and a parent to verify and sign off that it is done.</td>
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<tr>
<td>• Post timetables or schedules where students can refer to them.</td>
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<tr>
<td>Students are easily distracted and have difficulty focusing on instruction.</td>
<td>Environmental:</td>
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<tr>
<td>• Seat the students near your desk.</td>
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<tr>
<td>• Try to reduce unnecessary noise, activity or colourful visuals that would distract the students.</td>
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<tr>
<td>Instructional:</td>
<td>• Provide activities that meet each student’s preferred learning style (visual, auditory or hands-on).</td>
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<td>Learning Difficulty</td>
<td>Accommodations</td>
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| Students show difficulty understanding and doing some basic mathematical functions. | - Provide activities that involve some choice by the students.  
- Highlight key ideas and instructions. Review instructions and concepts every so often with the class to reinforce students' comprehension.  
- Pause to get students’ attention before making an important point. Make sure all students can see you. Use gestures for emphasis, raise pitch and volume slightly, repeat or rephrase information (or ask a student to do so).  
- Make frequent use of a variety of concrete and visual supports such as manipulatives, models, photos, pictures, charts, diagrams, lists, flow charts, schedules.  
- Limit lecture time to 15 minutes. Follow up with an active learning strategy.  
- Discover the students’ interests. Then plan lessons that allow the learner to focus on his or her interests, for example, through reading materials, writing, role-playing, visual arts and music.  
- Reinforce students when they are able to focus by telling them how well they are attending to their work.  

**Assessment:**  
- Observe and record if the students usually have problems completing assignments and tests within the time limit. If so, allow more time to complete assignments and tests as appropriate.                                                                                                                                                        |
| Students have illegible printing and cursive writing; copying or writing is slow and difficult. | **Instructional:**  
- Help students by using diagrams and drawing math concepts.  
- Provide peer assistance.  
- Suggest use of coloured pencils to differentiate problems.  
- Have students work with math manipulatives.  
- Have students draw pictures of word problems.  
- Allow students to use fingers and a “scratch paper” to figure out parts of math problems that take several steps.  
- Use rhythm and music to teach math facts and to set steps to a beat.                                                                                                                                                                                                                                              |
|                                                                                  | **Instructional:**  
- Avoid chastising student for sloppy, careless work.  
- Allow use of tape recorder for lectures, if available.  
- Have another student take and share notes.  
- Provide notes or outlines to reduce the amount of writing required.  
- Reduce copying aspects of work (for example, provide pre-printed math problems).  
- Allow use of wide rule paper and graph paper.  
- Suggest use of pencil grips and /or specially designed writing aids if available.  
- Use group work with these students. Have them contribute, but not be required to do final written work.                                                                                                                                                                                                                                           |
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<th>Learning Difficulty</th>
<th>Accommodations</th>
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| Students struggle with reading and have poor comprehension. | **Assessment:**
|                     | ▪ Provide alternatives to written assignments (oral presentations, video-taped reports, audio-taped reports). |
|                     | ▪ Allow these students to take tests and exams orally. |
|                     | **Environmental:**
|                     | ▪ Have each student’s vision checked to ensure there are no problems. Have the students sit near the blackboard. |
|                     | **Instructional:**
|                     | ▪ Have students read silently for 20-30 minutes every day using materials at their reading level. |
|                     | ▪ Make sure that if students have to read out loud, they first have a chance to read the selection silently in order to prepare. |
|                     | ▪ Build up students’ background of experience on a topic or establish what they already know prior to reading a selection. The more a reader knows about a topic, the easier it is to read and the better the student’s comprehension. |
|                     | ▪ Read aloud to students every day. |
|                     | ▪ Help students understand the purpose and nature of reading. Readers must understand that the main point of reading is to gain meaning. It is not about sounding out every word correctly. Phonics is valuable only to the extent that it helps the reader make sense of the text. It is not an end in itself. |
|                     | ▪ Encourage students to write every day. Writing supports and enhances reading. |
|                     | ▪ Encourage students to express their response to reading through drama, art, discussion, music or writing. Responding through the creative arts can help students clarify or extend their comprehension. |
|                     | **Assessment:**
|                     | ▪ Use the spelling in students’ writing to assess their knowledge of phonics. |
|                     | ▪ Use students’ follow-up activities to reading to assess their comprehension of the text as well as their ability to connect and apply what they are reading to their own lives. |

The Director of a school in Songkhla, Thailand, described the impact the Right To Play approach has had on children with learning disabilities: “These children can now express themselves much better and they have more confidence as a result.”

- A report from Thailand
Children benefit when they experience physical activity throughout the school day. Research has demonstrated that when students play games and sport it:

- increases students’ school attendance
- reduces depression
- reduces antisocial behaviour
- improves concentration
- Improves self-esteem
- improves overall academic achievement

However, most Teachers find that movement activities are easier to lead, safer and more manageable in an outdoor environment. Many factors can make it challenging for Teachers to use outdoor space during class time, including:

- poor weather conditions
- no available safe outdoor spaces
- no time to prepare the children for going outdoors
- the school administration’s lack of support for students to be outside during class time
- the view that outdoor activity is a distraction from the regular curriculum requirements

As a result, many Teachers choose to ignore students’ need for or the benefits of physical activity in the classroom schedule. Teachers can easily feel intimidated by the thought of playing games inside. Teachers may not want children to get injured or to break valuable equipment in the classroom. However, with some creativity and modifications, most ECP and RBCP games can easily, safely and effectively be facilitated in a small classroom.

Are there any ECP and RBCP activities that can easily and safely be played indoors?

There are some games in the ECP and RBCP manuals that are already suited for an indoor environment. This is because they require less space, less movement, and/or less equipment. The following games can be led safely and effectively with minimum, if any, modifications for playing in an indoor space. Children simply need to stand behind their desks (and tuck in their chairs or benches) in order to participate.
ECP games that can be played with children standing behind their desks:
(all movement is done from a stationary position)
- Red: Animal Freeze!; As If; Head, Shoulders, Knees and Toes; Mirrors; Simon Says
- Black: Wiggles; Musical Robots; Statues; Tall, Small and Wide; Your Body Is In Control
- Yellow: Freeze Dance; What Is Your Favourite?; How Are You Feeling?
- Blue: Magic Box
- Green: Jumping Animals

RBCP games that can be played with children standing behind their desks:
(all movement is done from a stationary position)
- Red: Remember Me?; Subhi/Subhiya Says; Colour Connection; Rock, Paper, Scissors, BINGO!
- Black: Body Balance
- Yellow: Court Jester
- Blue: Building the Pyramid
- Green: Wink Elimination; Go With The Flow

Other games require only a minor modification to the classroom environment. The games listed below can easily be played in a small indoor space if all desks, tables and major obstacles are moved to the side of the room. These games involve limited lateral movement. They only require a small open space with enough room for students to stand and move their arms.

ECP games that can be played when all tables/desks are moved to the side:
- Red: Find Your Colour; On the Beach, In the Water; Remember the Names
- Black: It’s a Zoo In Here; Musical Line Movements; Tightropes; Balance Challenge; Beanbag Relay; Jump Bump; Look Out Below; Stepping Stones; Hit the Ball; Hopscotch; Let’s Get Travelling; Musical Hoops
- Yellow: Splash the Puddles
- Blue: Going to a Friend’s House; Shadow; I Like….; Bubbles Dance; Pass the Parcel; A Friend Like Me; The Hoop Is Hot
- Green: Cleaning Teams; Water Play

The RBCP games below involve limited lateral movement. They only require a small open space with enough room for students to stand and move their arms. To make the games even more effective, you may choose to divide the children into two or three groups and invite one group to participate in the activity at a time. All other groups can be assigned a task as they await their...
turn, for example: cheer on their peers, observe and take notes to be used for a story later, draw a picture of the activity being played, discuss and plan their teams' strategy for their turn at playing, and so on.

**RBCP games that can be played when all tables/desks are moved to the side:**

**Red**  
Body Spelling; Fruit Salad; Secret Director; Clock Pointers; Count It Up; Directions; Remember the Catch; The Winking Game

**Black**  
Backwards Bend; Stand Up Partner; Get To Know A….; Elephant Ball; Down Down Down; Flamingo Ball Relay; Cats and Mice; Circle Pass Relay; Cars Freeze

**Yellow**  
Hope, Hope, Joy; Hope Is In the Air; Tossing For Confidence; Animal Detective; Animal Fun; Follow The Leader; Child in the Middle

**Blue**  
Frozen Beanbag; Hot Hoops; Catch The Dragon’s Tail; Line Ups; Over and Under; Zipper; Blind Goal Quest; Team Trust; Building Confidence; Captain Trust; Moonball; One-Legged Challenge; Animal Farm; I Am Not Alone; Human Knot

**Green**  
Crawl, Walk or Fly; Food Groups; Healthy Environment; Wash Your Hands; Bacteria in the Air; Food Salad; Partners in Hygiene; The Garbage Challenge; Cold Toss; Cover, Cover, Cough!; Get the Medicine; High Fever Alert; Infection Protection; The Choice Is Yours; Virus Protection

**How can the other ECP and RBCP games be modified for playing indoors?**

Other games in the ECP and RBCP manuals require a few more modifications before they can be played safely indoors. When modifying a game to make it more suitable for the indoors, remember the acronym “STEP.” You can easily modify a game by changing one or more of the following:

- Size and set-up of the playing area
- Tasks or rules of the game
- Equipment
- People playing the game

When modifying games, also consider the following:

- The modification should be safe.
- It should not spoil the integrity of the game.
- It should include all of the children successfully.
- It should be easy to make.
### Strategies for modifying ECP and RBCP games for the indoors:

<table>
<thead>
<tr>
<th>You may need to change the</th>
<th>Consider these strategies:</th>
</tr>
</thead>
</table>
| **Size and set-up of the playing area** | • If you have the time, move all desks and possible obstacles or dangers to the side of the room as this will offer greater opportunities to play more games in a safe manner.  
• Shrink the size of the play area and include fewer children in each round to allow for a safer playing experience (other children can watch and cheer on their peers as they await their turn).  
• Use chalk on the ground where children must walk to mark curving, winding, or jagged paths. By creating limited paths, you limit the amount of random, uncontrolled movement and increase the safety of the activities. |
| **Tasks or rules of the game** | • Change the way in which children are expected to move in the game to create a safer activity. For example, change from running to walking, from hopping to walking on tip-toes, and so on.  
• Alter instructions so that children move and participate in activities from one spot. For example, instead of instructing children to “run around the room,” ask them to “run on the spot.”  
• For some activities you may find that a slight change makes the activity much easier to lead in a small space. For example, the RBCP game “Over and Under” can be difficult in a small space because children require room to bend over. However, if you modify the game so that children are only passing the ball over their heads or from one side of the body to the other, less space is required. Suddenly, the game can be played while the children stand behind their desks.  
• For throwing games, consider changing the hand that children are expected to throw with. This will increase the challenge when children are forced to throw in a small space and will decrease the speed of the ball. |
| **Equipment** | • Replace equipment that may cause an injury or damage the classroom with softer, lighter materials. For example, replace hard balls with tied up plastic bags, foam balls, balls of paper, rolled up socks, or balloons. |
| **People playing the game** | • Divide the students into smaller groups. Invite each group to practice each activity one group at a time. Students who are awaiting their turn can be given alternative tasks, for example, cheering on their peers, planning their own strategies, and/or observing and summarizing their observations of their peers’ teamwork. |

---

**Are there any specific tips for modifying running activities, like relay races and tag games?**

There are many examples of relay races and tag-like games in both ECP and RBCP. It is worthwhile to note a few key techniques for safely transitioning these types of games to an indoor environment.
Tips for Modifying Relay Races

When playing relay activities inside, consider the following modifications to maximize fun as well as safety:

- Create shorter relay distances. For example, instead of running 15 metres, modify the course to a shorter 5 metre distance.
- Modify the way the children are expected to move during the relay to decrease the potential for injury. For example, instead of running they can hop, walk backwards, walk while touching their toes, and so on.
- Increase the number of obstacles or challenges for them to achieve within the relay. For example, you can modify a relay that simply involves running to include a chance for children to stop, sit on a chair and say the alphabet, or do 10 jumping jacks, or draw a picture while blind-folded.
- Consider dividing the relay teams into several different heats. Each heat can race at a different time allowing for fewer children in the game-playing area at once. While awaiting their turn, give the other children a specific task, for example: cheering a team on, planning their team strategy, observing the race in order to use the information for a story-writing activity later, and so on.

ECP games that are forms of relay races:

- Red  Buckets
- Black  Football Bowling; Look Out Below; Stepping Stones; Beanbag Relay; Balance Challenge
- Green  Cleaning Teams

RBCP games that are forms of relay races:

- Red  Organized Baskets; Scrabble Dash; Throw and Duck; Star Relay
- Black  Relay Race; Walk the Ball; Cone Relay
- Yellow  Chimp Race; Emotions on the Run; Action Relay; Silly Ball; Say It Without Words; Gathering Relay
- Blue  Human Obstacles; Medley Relay; Snail’s Race; Blindfolded Partner Running; Three-Legged Race
- Green  Clean Hands; Drinking Water; Health Guess; Healthy Choices; Keep It Clean; Garbage Collection; Litter Bugs; Picture Food Relay; Water Relay; Diarrhea Knockdown; Injury Prevention; Trouble in the Tummy

Tips for Modifying Tag Games and Activities

When playing tag-like games and activities inside, try the following modifications to maximize fun as well as safety:
- Draw a maze of lines on the ground with chalk. If you explain that the children must always walk on the lines when playing the game, you limit the speed of the activity, and the potential for injuries.
- Select one direction that the children should always move in throughout the game (clockwise or counter clockwise). Again, by limiting the amount of uncontrolled movement you decrease the chances of injury.
- Modify the ways in which children are allowed to move during the games to decrease the speed at which they move. For example, all children must walk on tip-toes, walk in slow motion, hop like a frog, and so on.
- Draw a large grid on the ground. Explain that children can only move from one square to the next by hopping. They can also only move one square at a time in any given direction. Finally, if you want to make it really a challenge, only allow 2 children to be on one square at any given time. These modifications will limit the speed and movement of the game while increasing the challenge.

**ECP Games that are tag games:**
- Apples and Oranges: Warm-up game
- Freeze and Melt: Warm-up game
- Balance Tag: Black Body Ball game

**RBCP games that are tag games:**
- Red: Red Light, Yellow Light, Green Light; Circle Chase; Capture the Flag; Stones
- Black: Feeding Time; Crows and Cranes
- Yellow: Spider; Dogs and Cats; Student Crossing
- Blue: Catchers and Releasers; Freeze Tag; Elbow Tag; Protect the Treasure
- Green: Doctor Doctor; Flu Bug; Healthy Food Tag; Mosquito Tag; Vaccination Tag; Cigarette Effect; Second-Hand Smoke; The Garbage Challenge; Addiction Tag; Cold Toss; Cover, Cover, Cough!; Stay Off the Road

**How can sport-like games and activities be modified for indoors so that they are still safe and fun?**

There are some games that may seem impossible to modify for the indoors due to:
- the size of the game
- the space that it usually requires
- the equipment that is in use
Often, the games that seem the most difficult include the more sport-like activities. As these games only represent a small number of the total games available in the ECP and RBCP manuals, you may choose to omit them from your indoor activity program. However, as mentioned before, anything is possible with a bit of creativity.

**Suggestions for bringing sport-like activities inside the classroom in a safe and effective manner:**

<table>
<thead>
<tr>
<th>You may need to change the</th>
<th>Consider these strategies:</th>
</tr>
</thead>
</table>
| **Size and set-up of the playing area** | ▪ Shrink the size of the playing area and create clear boundaries with chalk.  
▪ Modify the playing area to include marked paths that children must stay on when playing the game. This will increase the challenge in running and tag-like games such as Happy Harish, Crows and Cranes, and Don’t Throw It Into the Sea. |
| **Tasks or rules of the game** | ▪ Challenge children to use their weaker arm or foot in games that include balls. This will ensure that the challenge is still great when they are playing sport-like games in a smaller space.  
▪ Modify the way children are expected to move during the activity. For example, they can walk, hop, or crawl instead of run. |
| **Equipment** | ▪ Modify the equipment to increase the challenge of the game in a small space. For example, in football and dodgeball games, use a small ball made of paper or a rolled up sock. This will increase the challenge of a game as children will need to throw or kick with more accuracy.  
▪ For games with goals, shrink the size of the goals. For example, in football activities you can make the size of the net much smaller. This change will increase the accuracy challenge for the players in the small space. |
| **People playing the game** | ▪ Limit the number of children involved in the activity. Divide the children into small groups, for example, teams of three or four. Allot each team two minutes to participate in a mini-version of the activity. While other children await their turn, assign them a task, for example: cheering their peers on, taking notes based on their observations to be used for a story later, drawing a picture of the activity being played, and so on. |

**Examples of sport-like activities in ECP include:**

- **Red** Buckets  
- **Black** Football Bowling  
- **Green** Cleaning Teams

**Examples of sport-like activities in RBCP include:**

- **Red** Colour Connection; Scrabble Dash; Capture the Flag; Stones; 500; Think Quick; Circle Chase; Batter Ball; Hoop Ball
<table>
<thead>
<tr>
<th>Color</th>
<th>Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>Crows and Cranes; All Four Football; Beanbag Bowling; Football</td>
</tr>
<tr>
<td></td>
<td>Baseball; Football Dodgeball; Toss and Run</td>
</tr>
<tr>
<td>Yellow</td>
<td>Happy Harish; Domes and Dishes; Orientation Square; Spider;</td>
</tr>
<tr>
<td></td>
<td>Throwing Anger and Fear; Student Crossing; Dogs and Cats</td>
</tr>
<tr>
<td>Blue</td>
<td>Volley Tennis; Bucketball; Seven Bottles; Seated Volleyball; Protect</td>
</tr>
<tr>
<td></td>
<td>The Treasure; Possession Ball; The Ball Is Free; Guard Ball; Four Goal</td>
</tr>
<tr>
<td></td>
<td>Football</td>
</tr>
<tr>
<td>Green</td>
<td>Don’t Throw It Into the Sea; Stay Off the Road; Doctor Dodgeball;</td>
</tr>
<tr>
<td></td>
<td>Addiction Tag</td>
</tr>
</tbody>
</table>

**What if none of these strategies work for one of the games I want to lead indoors?**

Sometimes it can feel as if there is no solution for modifying an outdoor game for the indoors. But you are not the only one who may have creative ideas. Consult your colleagues and don’t be afraid to use the children’s creativity! Remember that children have a wealth of creative ideas. Assign the task to the children! Divide children into teams of 3-4. Explain the game or activity to them and give them 5 minutes to brainstorm a way to move the game safely indoors. This will help you increase your pool of creative indoor game ideas as well as allow the children a chance to:

- work as a team
- use their creative thinking skills
APPENDIX D: Bookmaking: A Strategy for Publishing Student’s Writing and Creating Classroom Reading Material

Students come to think of themselves as authors when they share their writing with real audiences or classmates, other students, parents and the community. Through this sharing, students communicate with genuine audiences who respond to their writing in meaningful ways. Sharing writing is a social activity that helps children:

- become motivated to write and to write well
- take extra care with their handwriting, spelling, and grammar
- develop an awareness of writing to meet the needs of different audiences for different purposes
- develop confidence in themselves as authors

**What are some of the ways students can share their writing?**

There are many ways students of all ages can share their writing. They can:

- read it aloud in class
- contribute their writing to a class anthology
- send it to a pen pal in another class, another school or another country
- display it on a bulletin board
- share it as a puppet show
- share it with parents and siblings
- read it to children in other classes
- contribute to the local newspaper
- read it at a school assembly
- display it at a community event
- perform plays for their classmates
- make a book and have it become part of the classroom library
What kind of books can students make?

One of the most popular ways for students to publish their writing is by making books. Children can create books on a variety of topics such as:

- books of their own stories or poems. Because a beginning writer’s stories are so short, several of them could be put together to form one book.
- books based on chart stories written for a small group or for the class
- a class book of poems/stories in which each child contributes an illustrated poem/story
- autobiographical books
- word books: action words, colourful words, size words, favourite words, science words, math words
- counting books
- joke and riddle books
- books modelled after a poem or story with a predictable pattern
- books based on a project or unit of study

Students can cover and illustrate their books with a variety of materials:

- photos
- pictures from magazines
- wrapping paper
- wallpaper
- samples of leaves and other concrete materials, especially for zigzag books (see point 4 in the next section below)
- crayons, ink, paint
- different fabrics

Allow 2 to 6-year-olds (and some 7-year-olds) to write their stories directly onto their book. Most young children do not have the skills to proofread and rewrite their stories. What is important, however, is that you rewrite their story under their text and illustrations using correct spelling, grammar and punctuation.

Have children dictate their stories to you if you cannot interpret their drawing, scribbles, letter-like forms, and so on. In this way, you are modelling the correct language for the young child to “read.” See the example to the right.

The Teacher printed this child’s story at the bottom of the page: “Once upon a time there was a little girl who picked flowers on Monday.”
Students ages 7 to 12 will first write a draft of their work. Assist them to improve:

- the content (is it clear, does it make sense) and
- the mechanics (spelling, grammar, punctuation)

Students should make a final draft for your approval. This is the copy to be published. The student’s writing should be typed or printed clearly and neatly. Be sure you or the students leave a 1” or 2 cm margin on all edges of the pages that will contain the student’s final draft. This space around the edges ensures that none of the student’s writing will be covered when made into a book, especially on the edge near the spine or fold.

**How do I or the students make these books?**

Books can be made in a variety of formats that range from simple to more complex. The books can be prepared ahead of time for the students to copy their final draft. Or, when the students have written a clear and neat final draft, the pages can be inserted between two covers. If possible, use heavier paper for the covers to extend the life of the book.

1. Fold a sheet of paper in half. This way each sheet of paper makes four page sides. Students write the title on the front with their name. They then use the remaining three sides for their composition.

2. Make the book up with single pages. One sheet of paper makes two page sides. Use bristol board or a heavier paper for the title page and back page, if available.

When the book is finished, put the pages together in order. Staple along one edge. Or, punch two holes along one edge and tie sheets together with a piece of string or ribbon.

Cover Page (above) and Inside Pages (right) of a book by Devin.
Sometimes you can just staple or punch holes at the top left corner of the book. In the example to the right the student is sharing her artwork and writing. The covers are made with heavier art paper.

Students can publish a project as a big book. In the example below, “Coral an Endangered Species,” the author used rings to hold the book together. The covers are made of bristol board.

3. Make a shape book that represents the topic. Cut single sheets of paper in the shape of the topic of the writing. Follow the instructions for point 2 above.
4. Zig-zag books are an interesting way of displaying student’s writing. The illustrations and text are mounted on bristol board paper and joined together with clear bookbinding tape, if available. If not, use regular cellophane tape. If you do not have bristol board, glue the student’s writing to cardboard covered with plain or decorative paper.
5. Make “soft cover” books.

Option A

Materials:
- Sheets of typing paper. One sheet of paper can be written on both sides.
- 1 sheet of medium or heavy weight art paper for the cover
- 1 piece of heavy thread, dental floss, string, embroidery floss, or thin ribbon. If the thread, cord, etc. is thin, make it 6 times longer than the length of the spine of the book. If it is not thin, make it 3 times longer.
- Large-eyed needle
- Nail or one-hole paper punch

**Step 1:** Cut the cover so that it is slightly larger than the typing paper.

**Step 2:** Reinforce the cover by gluing a piece of typing paper to its inside.

**Step 3:** Fold the cover in half. Fold sheets of typing paper in half. Slip the sheets inside each other. Each folded sheet creates 4 pages. Put the folded sheets inside the cover.

**Step 4:** Open up the book. Be sure to line up evenly the margins at the top and bottom. Put paper clips at the top and bottom to keep the pages from moving.
Step 5: Measure the fold line to find the centre. Punch a hole in the middle using a large needle or a single hole punch or a nail and an instrument that will push the nail through about a third of the way from the hole. The size of the hole should be small or large enough for the thread, string, ribbon, etc. that is to go through it.

Step 6: Thread the needle. Start outside the book. Sew through the middle hole (#1) to the inside of the book. Leave a length of thread to tie a knot when finished. Next, sew up and out of the top hole (#2). Sew down the outside and into the bottom hole (#3). Come back out at the centre hole. If the thread is thin, repeat the process again. When finished, tighten or adjust the thread if necessary. Tie a bow or knot and trim to the desired length.

Option B

Materials:
- Sheets of 8 ½” x 11” or A4 typing paper
- 1 large sheet of medium or heavy weight art paper for the cover, approximately 12” x 18” or 30.5 cm x 45.7 cm OR 2 smaller sheets, each about half this size
- Bookbinding tape or duct tape
- Stapes and stapler
**Step 1:** Cut the large cover sheet so that it is slightly larger than the 2 pieces of typing paper. Fold the cover in half to create a fold line then open up again. If you do not have a large cover sheet, use 2 smaller sheets.

![Cover Page]

**Step 2:** Glue the 2 pieces of typing paper to the cover or to each cover if using two.

![Inside Cover Page]

**Step 3:** Put sheets of typing paper on the right side of the inside cover.

![Put paper on right side]

**Step 4:** Be sure to line up evenly the typing paper with the right inside cover. Put paper clips at the top and bottom to keep the pages from moving.

![Prepare book for staples on fold line]
Step 5: Fold over cover (or add second cover) and staple the cover and the typing pages together.

Step 6: Measure and apply strong tape to the spine. Be sure the tape is folded over both sides of the spine. Bookbinding tape or duct tape (shown below) will work.

Option C

As soon as students are capable, show them how to make the books for themselves. Dedicate class time for the whole class or students in groups to prepare several books each for their final drafts. A simple bookmaking procedure for students would be similar to Option A:

- Cut the cover paper so that it is slightly larger than the typing paper.
- Place the pages on top of the cover paper and fold the materials together to locate the centre.
- Punch three evenly spaced holes down the fold.
- Insert the typing paper into the cover.
- Tie the pages together using string, ribbon, thick thread, and so on.
**Tips**

- For an even stronger cover, use:
  - vinyl wallpaper
  - 2 pieces of cardboard that can be covered with wrapping paper, art paper or wallpaper using glue. Punch evenly spaced holes through the covered cardboard. Tie the cover and typing pages together with fabric, ribbon, string, etc. See photos below.

- Be creative. Make different book sizes. Use decorative paper or wallpaper if available. Use different coloured paper for the inside covers. Have the students assist.
Ask the students to come up with new ideas on how to make their own books.

Use bookmaking to teach students about the various parts of a book:

- **Cover** - The binding of a book to protect and enclose it.
- **Spine** - The back part of the book that faces outward when you put a book on a shelf.
- **Title Page** - The page at the beginning of the book, usually containing the title of the book and the names of the author and publisher.
- **Dedication Page** - The page near the front where the author dedicates the book to someone.
- **Table of Contents** - A list of the books contents, arranged by chapter, section, subsection, etc. It occurs near the front of the book.
- **Text (or Body)** - The actual words of the book.
- **Glossary** - A list of difficult words with their meanings often printed in the back of the book.
- **Index** - A list of names and subjects mentioned in the book in alphabetical order at the end of the book.

To gain more thorough background knowledge and confidence in bookmaking, visit these websites:

- http://www.vickiblackwell.com/makingbooks
- http://www.pampetty.com/bookmaking.htm

**How can student-made books be integrated into the reading program?**

- Display student-made books in the classroom library or reading centre so that students will use them as independent reading material.
- Encourage students to write on a wide range of topics that would interest their peers, both fiction and non-fiction. Have them illustrate their writing to make it more inviting.
- Have older students write and illustrate books on topics related to a unit of study as a final project. Allow this work to be done independently or in 2s and 3s.
- Give the class 15 minutes each day for independent silent reading of material of their choice. Students can choose material from the reading centre, including student-made books, or books and magazines they bring to class.
- Have students comment on what they liked about a student-made book on the inside back cover page or on a piece of paper attached to this cover page.
• Have older students in the school create books for younger classes to have as part of their reading centre:
  
  ▪ **Alphabet books.** Each page should have a letter of the alphabet with a word and illustration that begins with that letter. For example:
    
    A…apple (large picture or drawing of an apple)
    B….bear (large picture or drawing of a bear)
  
  ▪ **Number books.** Each page should have one number from 1 to 10. Beside each number is an illustration repeated as many times as the number, for example:
    
    1....(1 picture/drawing of 1 apple)
    2....(2 pictures/drawings of 2 bananas)
    3....(3 pictures/drawings of 3 oranges)
    
    and so on
    
    The illustrations for the numbers can be on a theme: fruit, animals, colours (1 red apple, 2 green hats, etc.).
    
    Or, each can be different such as: 1 birthday present, 2 teddy bears, 3 sweet candies, and so on.
  
  ▪ **Word books.** Each book could have a theme with relevant pictures cut out from magazines or illustrated by the students. One or several pictures could be presented on each page depending on the size of the pictures and the size of the sheet of paper. Underneath each picture would be the word to describe it. Here are some ideas:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Words and Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>My clothes</td>
<td>sweater, jeans, shorts, pajamas, socks, gloves, dress, blouse, coat, scarf, undershirt, T-shirt, shoes, cap, skirt</td>
</tr>
<tr>
<td>Around the house</td>
<td>stool, pillow, blanket, lamp, table, cushion, radio, curtains, teapot, books, keys, picture, clock, chair</td>
</tr>
<tr>
<td>Things that move</td>
<td>bus, train, motorcycle, boat, car, bicycle, police car, ambulance, rocket, truck, airplane, taxicab</td>
</tr>
<tr>
<td>Colours</td>
<td>red, blue, green, yellow, orange, purple, brown, black, gray, pink</td>
</tr>
<tr>
<td>Shapes</td>
<td>rectangle, square, circle, crescent, heart, diamond, oval, triangle, star</td>
</tr>
</tbody>
</table>

• Other themes to use are:
  
  ▪ In the kitchen
- Things to eat and drink
- In the garden
- At the zoo
- At the supermarket/market
- In the woods/jungle
- Pets
This appendix describes a range of activities and strategies to support a Teacher’s work with children in a child-centred classroom. It also includes teacher directed activities that also need to be part of every Teacher’s repertoire. An excellent website that further describes how to do each activity or strategy on the list below, as well as many others is: http://www.ocup.org/resources/documents/companions/telrsta2002.pdf

The activities and strategies in this appendix are given in numerical and alphabetical order. They are listed below for your reference.

<table>
<thead>
<tr>
<th>Activity or Strategy</th>
<th>Recommended Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activity/Learning Centres</td>
<td>All</td>
</tr>
<tr>
<td>2. Brainstorming</td>
<td>6 and up</td>
</tr>
<tr>
<td>3. Choral Reading</td>
<td>All</td>
</tr>
<tr>
<td>4. Conferencing</td>
<td>All</td>
</tr>
<tr>
<td>5. Cooperative, Small Group Learning</td>
<td>6 and up</td>
</tr>
<tr>
<td>6. Direct Instruction</td>
<td>All</td>
</tr>
<tr>
<td>7. Discussion: Whole Class or Small Group</td>
<td>All</td>
</tr>
<tr>
<td>8. Focused Exploration</td>
<td>2-5</td>
</tr>
<tr>
<td>10. Graphic Organizers</td>
<td>4 and up</td>
</tr>
<tr>
<td>11. Jigsaw Cooperative Small Group Learning</td>
<td>10 and up</td>
</tr>
<tr>
<td>12. Manipulative Materials</td>
<td>All</td>
</tr>
<tr>
<td>13. Modelling/Demonstration</td>
<td>All</td>
</tr>
<tr>
<td>14. Multiple Points of View</td>
<td>6 and up</td>
</tr>
<tr>
<td>15. Role-Playing</td>
<td>All</td>
</tr>
<tr>
<td>16. Sketching to Learn/Notemaking</td>
<td>10 and up</td>
</tr>
<tr>
<td>17. Think-Aloud</td>
<td>All</td>
</tr>
<tr>
<td>18. Think-Pair-Share</td>
<td>6 and up</td>
</tr>
</tbody>
</table>

1. Activity/Learning Centres

Purpose: Activity or learning centres are specific spaces where activities are provided that promote exploration and interaction with other students. Learning centres can be permanent, for example, listening, reading, science, painting, or music centres. There can also be flexible centres set up temporarily for specific topics or curriculum areas. Centres can be set up in the classroom, the school library, and other areas of the school.

How to Do: The Teacher:

- arranges the learning environment
- plans and organizes for individual differences in interest and ability, including different learning styles
- provides appropriate and varied resources and materials
- establishes with students the expectations for learning and for routines at the centres
- pre-teaches skills and processes, if required, for the key learning outcomes
- provides structure in the planning of the learning activities and for the choices available
- takes responsibility with the students to maintain tidy, well organized working spaces
- determines how to monitor student learning and how students will record their learning and involvement in activities

On the following page are illustrations of how a Teacher might rearrange a classroom in order to introduce centres to it.

Benefits: Learning centres enhance student motivation by providing choices. They help students to develop interpersonal skills and independent work habits. Students can actively explore areas of interest in greater depth as they rotate through the various activities at learning centres.
2. Brainstorming

**Purpose:** Teachers can use brainstorming as a thinking strategy to help students generate questions, ideas, and examples and to explore a central idea or topic.

**How to Do:** The Teacher:

- poses a relevant problem or topic, or gets one from students
- asks students to contribute questions, ideas, or examples without being asked
- emphasizes the importance of quantity over quality of material
- ensures that the material is recorded appropriately (for example, using blackboard, flipchart paper, slips of paper, colour coding)
- intervenes if students start to evaluate the contributions in order to stop them from doing so
- develops a plan for the follow-up of ideas generated in the brainstorming session

**Benefits:** Brainstorming can be used in large or small groups. It stimulates fluent and flexible thinking. It can also be used to extend problem-solving skills.

3. Choral Reading

**Purpose:** Choral reading is a rehearsed oral presentation of a poem (or text selection). When done by emergent (beginning) readers, it can aid their reading development. It can also aid participants in the interpretation of a text.

**How to Do:** The Teacher:

- decides on the poem or text selection and how to do
- keeps beginning work simple and informal
- has whole class choral reading to introduce each new approach
- uses a variety of approaches such as:
  - Unison: everyone in the class reads together
  - Line-a-child: each line (or part of a line) is spoken by a different child
  - Antiphoned: groups composed of ‘heavy’ and ‘light’ voices speak to each other
  - Cumulative: several small groups (or individuals) add their voices to the original group by joining in on cue
  - Parts: several small groups prepare a poem in which each group is responsible for certain portions of the poem or text selection
- when students are ready to work in groups, gives them time to rehearse
- acts as a coach for small groups and a director for whole class choral reading
- encourages groups to choose which approach they wish to use
- supports students who want to be creative by reading a poem in a new way
- adds sound effects and music to extend the interpretation
- has the students perform for real audiences such as other classes, school assemblies, parents and visitors

**Benefits:** Choral reading is a training ground for expression (emphasis, variety in pitch, speed, volume, and so on). It develops literary skill including the ability to sense mood, understand rhythm and interpret the meaning of a selection. It encourages cooperative learning but also aids individuals in the group such as a shy pupil or a stutterer. It can be used with all ages.

### 4. Conferencing

**Purpose:** Conferences are meetings to discuss students’ work with individuals, pairs or small groups of students in order to facilitate learning. Conferences can be held with the Teacher and between students.

During a student–Teacher conference, students can report on their progress, consider problems and solutions. As students become experienced with the conference approach, they can hold conferences with each other to give constructive feedback on each other’s work. Conferences, therefore, require an inviting and supportive atmosphere to encourage open discussion, as well as a high level of trust between participants.

**How to Do:** The Teacher:

- sets up the time and decides which students will participate
- encourages students to report on their progress; considers problems and suggests solutions
- discusses content with students to promote reflection and personal response to the material
- notes strengths and areas needing improvement in order to plan appropriate instruction
- ensures the rest of the class is engaged in activities that allow time to hold a small group conference

**Benefits:** Conferences provide Teachers with an opportunity to guide and support learners. They also provide a way for students to demonstrate their learning.

### 5. Cooperative, Small Group Learning

**Purpose:** It is a teaching strategy for having individuals work in small groups (2-6) to help one another to achieve a common goal. For example, a group of students may work together to complete a research project or a science experiment or to prepare a drama, dance, or music performance. Each student would usually be responsible for a different task.
How to Do: The Teacher:

- Initially has students work in pairs and for short periods of time (3-4 minutes).
- Increases the time and the group size (up to 6) as students gain skills and experience.
- Makes students aware of the helpful and hindering behaviours that group members show:

<table>
<thead>
<tr>
<th>Helpful Behaviours</th>
<th>Hindering Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>setting goals</td>
<td>criticizing</td>
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<tr>
<td>providing</td>
<td>blocking</td>
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<tr>
<td>information</td>
<td>dominating</td>
</tr>
<tr>
<td>clarifying</td>
<td>not taking a position one way or the other</td>
</tr>
<tr>
<td>encouraging</td>
<td>interrupting</td>
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<tr>
<td>mediating</td>
<td>socializing too much</td>
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<tr>
<td>listening</td>
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</tbody>
</table>

The Teacher gives students a task to do in groups, then assigns each student one of the above behaviours. After several minutes, stops the activity and has the class talk about:

- How students felt about the behaviour shown by others.
- The reasons the group was successful or unsuccessful in carrying out the group task.

The teacher then encourages students to use only positive group behaviours as their groups members work together.

Benefits: Individuals work in positive interdependence to help one another learn. Students gain confidence and self-esteem as learners because they assume responsibility with their peers to make decisions, discuss and solve problems. Students become flexible, willing to listen to and accept others’ ideas and opinions. Students and Teachers make choices and decisions together.

When asked about the ideal frequency of implementing Right To Play’s approach, a Songkhla director claimed: “Every lesson can adapt the Right To Play approach.” A Right To Play trained Teacher from Songkhla elaborated: “Children are now helping each other, caring for one another, reducing aggressive behaviour and accepting friends.”

- Report from Right To Play, Thailand
6. Direct Instruction

**Purpose:** Direct instruction strategies are used in a structured environment that is directed by the Teacher. Direct instruction includes a wide variety of instructional strategies that are effective when:

- background information is required for learning
- new knowledge and skills need to be introduced and/or modeled by the Teacher
- it is necessary to communicate information known only to the Teacher (for example, safety information)
- prior learning needs to be reinforced
- when time constraints require immediate delivery of information

Direct instruction includes a variety of delivery methods that control the focus of attention on the Teacher (for example, lecture, modelling, demonstrations, book talks, storytelling and lecture). See Chapter 1, point 7: When might it be better for a Teacher to use a teacher-centred activity/strategy?

**How to Do:** The Teacher:

- understands the content prior to delivery
- organizes and plans effective delivery in a logical sequence
- provides opportunities to check for student understanding. For example, uses student reaction to modify a lesson or activity.
- often presents material to be learned through the use of questions and statements
- responds to individual student questions that may be of interest to the entire class

**Benefits:** Direct instruction strategies are useful:

- in providing information to students who have difficulty learning through discovery/inquiry methods
- when there are no appropriate resources available for students to use to conduct their own research and investigations
- for auditory learners, in particular. However, the Teacher needs to be aware of maintaining the attention of all students throughout the lesson.

See also Chapter 1, point 7: When might it be better for a Teacher to use a teacher-centred Activity/strategy?

7. Discussion: Whole Class or Small Group

**Purpose:** Discussion is a cooperative strategy through which students explore their thinking, respond to ideas, process information, and articulate their thoughts in exchanges with peers and the Teacher. Discussion can be used to clarify understanding of concepts, ideas, and information.
How to Do: The Teacher:
- emphasizes students talking and listening to each other (rather than mainly to the Teacher)
- helps students learn discussion techniques
- models high-level questions and ideas
- sets up the classroom space to promote interaction

Benefits: Through discussion, students can make connections between ideas and experience. Students can develop their listening and speaking skills and gain confidence speaking to an audience.

8. Focused Exploration

Purpose: This is a method of instruction in which young children use the materials and equipment available in the classroom in ways of their choosing.

How to Do: The Teacher:
- observes and listens while students are exploring
- provides guidance as needed, using information gathered from observation. For example, the Teacher may pose a question, prompt deeper thinking, or introduce new vocabulary.

Benefits: It allows young children to explore their environment in a way that is very natural to them, thereby enabling their learning.

9. Free Exploration

Purpose: This is a key instructional activity that is initiated by young children. They use the materials available in the classroom in ways of their choosing.

How to Do: The Teacher:
- observes and listens as part of ongoing assessment while students are exploring freely. But, the Teacher does not guide the exploration as done during focused exploration.

Benefits: It allows young children to explore their environment in a way that is very natural to them, thereby enabling their learning.

10. Graphic Organizers

Purpose: Graphic organizers are used to visualize information to help us organize our thinking. Graphic organizers can be used to record, organize, compare, sequence, and analyse information and ideas. They can assist students in accessing their prior knowledge and connecting it to new concepts. Graphic organizers can also improve students’ understanding. Here are some samples:
Sequence:
- Timeline
- Cycle Diagram. Example:
  - Cycle of Plants: 1) Seeds falls to ground 2) Seeds germinates 3) Plants grows 4) Flowers boom

Compare and Contrast:
- T-chart. Example: Living Things (plants) versus Non-living Things (rocks)
- Venn Diagram: how two things are different and how they are similar (in the centre where the circles intersect)
Analyze:
- Spider Map
- Problem-Solution Diagram
- KWL Chart (What I Know/What I Want to Know/What I Learned)
How to Do: The Teacher:

- introduces a wide variety of graphic organizers for use in classroom work
- models and demonstrates the use of each graphic organizer. For example, the T-chart is good for showing comparison and contrast, while the Cycle Diagram is good for illustrating steps in a process or a sequence of events
- provides detailed instructions on how to create a particular graphic organizer
- ensures students have lots of independent practice to create a graphic organizer
- monitors and gives feedback to students on how they are doing and how they can improve
- uses graphic organizers to help students access prior knowledge before starting a unit or topic
- uses graphic organizers to show connections among concepts and ideas

Benefits: The use of graphic supports is a powerful teaching strategy. They allow students to understand and represent relationships visually rather than just with language. They can be very helpful for students who have learning difficulties or who are visual learners. They make it easier to remember key ideas. They can be used in all subject areas with students of all ages.

11. Jigsaw Cooperative Small Group Learning

Purpose: Jigsaw is a cooperative group activity in which a different segment of a learning task is assigned to each member of a small group (the “home” group). All home group members then work to become an “expert” in their aspect of the task in order to teach the other group members.

How to Do: The Teacher:

- allows sufficient time for students to understand the jigsaw process
- organizes the learning materials in advance
- organizes the class into “home” groups to work on a topic such as endangered animal species. For example, a class of 30 could have 6 home groups with 5 people in each.
- informs the students that they are shortly going to reorganize as “expert” groups with each group researching one of the following topics related to endangered species:
  A. Research the causes for animals being endangered.
  B. Choose an endangered animal and research it.
  C. Choose an endangered animal and research it.
  D. Choose an endangered animal and research it.
  E. Choose an endangered animal and research it.
F. Research solutions to help endangered animals and environmental concerns.

- has the students in the home group:
  - discuss and decide which topic each member would like to research. If more than one student wants to research the same topic, the Teacher can decide who does what.
  - label themselves A, B, C, D, E, F to indicate which topic they want to research
  - reorganize to form “expert” groups. Each expert group of 6 is now made up of either all A or all B or all C or all D or all E or all F. Members of each group work together to learn about their topic and to make notes. Once they have, they return to their “home” groups. These “expert” group members take turns teaching their topic to each other.
- observes and assists groups and individuals to successfully meet the key learnings and assignment expectations.

The jigsaw activity can also be used for simpler assignments with a short time frame such as 30 to 60 minutes. For example, you could divide material to be learned into sections. Each expert group is assigned a section to read, discuss, learn and then report to the home group.

**Benefits:** Jigsaw activities push all students to take equal responsibility for the group’s learning goals. It can be used in all subject areas. It is useful for students who are shy or lacking confidence. It works well with students who have experience and skills in working collaboratively.

12. Manipulative Materials

**Purpose:** Manipulatives are objects that children handle and use to learn. Manipulatives may also be called “concrete materials” and help to bridge the gap between the concrete and the abstract. For example, young children may need many experiences of investigating the idea that three blocks and two more blocks make five blocks (concrete learning) before they will understand 3 + 2 = 5 (abstract learning).

**How To Do:** The Teacher:

- provides a wide variety of manipulative materials (buttons, rocks, blocks, sand, containers, toys, games, math manipulatives if available, and so on).
- provides materials that are appropriate for age and stage of development
- encourages students to use manipulatives to connect new learning to previous learning

**Benefits:** Manipulative materials can be used with students at all stages of development. Manipulatives help students to construct their own understanding of skills and to demonstrate that understanding. Manipulatives help students to think about concepts while working with hands-on materials.
13. Modelling/Demonstration

**Purpose:** Modelling involves giving a demonstration.

**How to Do:** Teachers can demonstrate a task or strategy to students, and may “think aloud” while doing it to make the process clearer. A good use of this strategy would be when you introduce the Reflect-Connect-Apply discussion strategy. Teachers can also have students model if they are capable of doing so.

**Benefits:** By imitating the model, students become aware of the procedures needed to perform a task or use a strategy.

14. Multiple Points of View

**Purpose:** Teachers can encourage students to adopt another point of view in order to develop their ability to think critically and to look at issues from more than one perspective.

**How To Do:** In this activity, students identify which person’s point of view is being considered and the needs and concerns of the person. They also locate and analyse information about the person and summarize the person’s position.

**Benefits:** Students learn to examine issues and characters and to form conclusions without letting personal bias interfere.

15. Role-Playing

**Purpose:** Role-playing is a process in which one explores the thoughts and feelings of another person by responding and behaving as that person would in a simulated situation. It can involve pairs, groups, or the whole class.

**How to Do:** The Teacher:

- determines the educational purpose of the role-play
- may assign roles and manage groups
- may be in role also
- signals when he or she is out of role
- models how to role-play
- in role, can extend the drama, present other viewpoints, elevate the language and support student’s efforts
- holds a debriefing with the students after a role-play to allow students to analyse the role-play experience and the learning in the activity

**Benefits:** Through role-plays, students can practice and explore alternative solutions to situations outside the classroom. Role-playing strategy also allows students to take different perspectives on a situation. Role-playing helping them to develop sensitivity and understanding by putting themselves in the shoes of others.
16. Sketching to Learn/Notemaking

**Purpose:** Sketching to learn is a form of notemaking. Through making quick sketches, students can represent ideas and their responses to them during or immediately following a presentation or lesson. They can also take notes in pictorial or graphic form while reading an informational text.

**How to Do:** The Teacher:
- models and demonstrates sketching during a reading or listening activity
- invites students to create their own sketches that will extend the ideas presented
- has students share/explain their sketches in pairs or small groups
- helps students relate their sketches back to the main ideas/information

**Benefits:** It encourages students to use a range of forms and formats that suit them. It emphasises meaning rather than artistic technique. It assists visual learners but may be more difficult for others who are not.

17. Think-Aloud

**Purpose:** In the think-aloud strategy, the Teacher models out loud a thinking or learning process while using it. Think-alouds can also be done by students on their own as they learn a skill, with a peer, or with the Teacher for assessment purposes.

**How to Do:** The Teacher:
- uses the strategy to demonstrate thinking and learning
- uses the strategy to model and teach elements of a process such as Reflect-Connect-Apply (R-C-A)
- helps students identify when to use the strategy

**Benefit:** It is particularly useful to help students learn a difficult concept or to reinforce learning.

18. Think-Pair-Share

**Purpose:** During a think-pair-share activity, students individually consider an issue or problem and then discuss their ideas in pairs or in a small group before sharing with the class.

**How to Do:** The Teacher:
- pairs students who will work well with each other
- sets clear expectations for the thinking and sharing
- gives timelines
- circulates around the class to monitor student activity and understanding
- asks for responses from volunteers or randomly selected students at the end of the activity
- uses the observation of the students' performance to make informed teaching decisions

**Benefits:** Think/pair/share helps students check their understanding during a learning experience by thinking and talking.

> “Education is a painful, continual and difficult work to be done in kindness, by watching, by warning, by praise, but above all – by example.”

- John Ruskin, author, poet and artist, Britain
**What is this Teacher Resource about?**

The Integrated Learning Teacher Manuals recommend the use of chart stories to help young children develop their reading and writing skills. Many of the examples of chart stories in the manuals have to do with animals. To help the young learner (ages 3-7), we encourage the Teacher to use illustrations of the animals mentioned in a chart story. To help the Teacher, we have included the drawings below for you to copy and paste onto the chart stories. The animals are listed in alphabetical order.

**Animal Illustrations**

<table>
<thead>
<tr>
<th>Animal</th>
<th>Illustration</th>
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</thead>
<tbody>
<tr>
<td>ANT</td>
<td><img src="image" alt="ANT" /></td>
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<tr>
<td>BABOON</td>
<td><img src="image" alt="BABOON" /></td>
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<tr>
<td>BAT</td>
<td><img src="image" alt="BAT" /></td>
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<tr>
<td>BEE</td>
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<tr>
<td>BUFFALO</td>
<td><img src="image" alt="BUFFALO" /></td>
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<td>BUTTERFLY</td>
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<td>CAMEL</td>
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<td>CAT</td>
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<tr>
<td>CHEETAH</td>
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<tr>
<td>COBRA</td>
<td>COW</td>
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<tr>
<td>DRAGONFLY</td>
<td>ELEPHANT</td>
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<tr>
<td>FROG</td>
<td>GORILLA</td>
</tr>
<tr>
<td>HIPPO</td>
<td>LION</td>
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</tbody>
</table>
GLOSSARY

**Attribute** - a quantitative or qualitative characteristic of an object or a shape (for example, colour, size, thickness, number of sides)

**Balance** - ability to assume and maintain any body position against the force of gravity

**Bookmaking** - the process of creating books within a classroom using student’s writing in order to publish student writing and to create reading materials for the class

**Child-centred learning** - is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. Child-centred learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. It requires students to be active, responsible participants in their own learning. In contrast, teacher-centred learning has the teacher at its centre in an active role and students generally in a passive, receptive role.

**Classifying** - making decisions about how to sort or categorize things. Individual criteria for classifying something can be varied. For example, it can be based on colour, size, shape, number, or value.

**Collage** - a form of art in which a variety of materials (for example, fabric, paper, objects) are glued to a flat background such as a piece of construction paper

**Concrete materials** - objects and materials that can be handled. Children make use of these in their explorations and investigations. Some concrete materials may also be called “manipulatives.”

**Cooperative play** - simple, group games and activities for some 4 and most 5 year olds

**Coordination** - ability to move parts of the body in harmony, for example, when a child can skillfully change direction of all of their body parts when running

**Curriculum** - the sum total of experiences, activities and events which occur within an inclusive learning environment to foster children's holistic development

**Data management** - collecting data, organizing and representing it

**Decision-making** - the process taken by an individual to determine a particular course of action

**Drama** - involves the use of voice, movement and role-playing as its basis

**Early Child Play** - a Right To Play program that encourages the holistic development of children ages 2 to 5 through play and games for development. Early Child Play is different from other programs because the activity sessions always have a brief opening and closing discussion that help children reflect on, connect and apply their experience to their everyday lives.
Emergent reader - beginning reader

Environmental science - the study of the “natural environment” that is made up of all living and non-living things that exist naturally on Earth such as plants, rocks, rivers, mountains

First-hand experiences - experience or knowledge that has been learned or gained by doing something yourself or by talking to someone yourself

High frequency words - words that appear many more times than most other words in spoken or written language, for example: a, the, in, of, we, must. High-frequency words are taught and posted on “word walls” in classrooms so that beginning readers can become familiar with them.

Independent learning - an activity or product that is completed by the student on his/her own whether in the classroom or as homework

Inquiry - an instructional activity whose steps include: making observations, posing questions, examining books and other sources of information to check what is known, planning investigations, making predictions and communicating results and findings

Integrated learning - a form of learning in which children are exposed to multiple skills or areas at the same time and are encouraged to make connections. Integrated learning often occurs when children are exposed to real life situations and activities in the classroom, home and neighbourhood.

Key learning - a statement of requirement; a demonstration of knowledge, skill or attitude that is expected as a result of the learning

Large group learning - involves the whole class or a large portion of it at one time and may range from discussions to story reading to direct instruction

Manipulative materials - objects that children handle and use in constructing their own understanding of skills and in demonstrating that understanding. Manipulatives may also be called “concrete materials.”

Measurement - how much there is or how many there are of something that you can quantify

Number sense - the understanding of how numbers work

Parallel play - individual play activities where 2, 3 and some 4-year-olds play side-by-side. They will sometimes watch and listen to each other as they play. They enjoy being with each other and observing each other but they do not interact very much.

Patterning - the repetition of two or more items or ideas that could continue indefinitely such as red, blue, red, blue, red... The student can progress from using very simple patterns into portraying more complex relationships. By understanding the relationships that exist in a pattern, the student can connect relationships that exist in our number and language systems.

Personal Word Lists - lists of words students develop to use in own writing and to check for correct spellings. The lists are often organized in a notebook by themes such as: foods, animals, recycling, words I often spell wrong.

Phonics - a way of teaching reading and spelling that stresses symbol-sound relationships
**Play** - a naturally occurring, freely chosen activity in which children are motivated. It is characterized by imagination, exploration, delight and a sense of wonder that reflects the unique experience of children. Through play children express their ideas and feelings, and come to understand themselves, others and their world.

**Portfolio** - a means of documenting a student’s learning over time. Portfolios may contain samples of artwork, writing, retellings of favourite stories, math work or any other collected evidence of the student’s learning and development. Both adults and children choose items for inclusion in portfolios.

**Primary sources** - real world objects or experiences. For example, a visit to a real zoo would be a primary source for students to learn about animals. A book or television program about zoos would not be. See secondary sources.

**Problem-solving** - engaging in an activity for which the solution is not obvious or known in advance. To solve a problem, children must: draw on their prior knowledge, try out different strategies, make connections, and reach conclusions.

**Rating scales** - a scale based on descriptive words or phrases that indicate performance levels. Qualities of performance are described (such as: poor, fair, good, excellent) in order to designate a level of achievement. The scale may be used with descriptions of each level of performance. See Rubrics.

**Reading strategies** - strategies that readers consciously use to make sense of text. Some strategies are used to help identify and understand the words and sentences that make up a text. Others strategies are useful for achieving a deeper understanding of the text (.for example, asking “How does this connect with what I already know?”).

**Rebus chart** - a chart story with words and pictures to help emergent (beginning) readers to read and to understand the story

**Red Ball Child Play** - a Right To Play program which promotes the holistic development of children ages 6-12 through play and sport for development. Red Ball Child Play is different from other programs because the activity sessions always have a brief opening and closing discussion that help children reflect on, connect and apply their experience to their everyday lives.

**Rubrics** - a grading or scoring system that lists the criteria to be met in a piece of work. A rubric describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (such as: Excellent, Good, Needs Improvement) or as numerical scores (such as: 1,2,3). For example, the rating system for the certification of Junior Leaders is based on the following:

1 = Demonstrates criteria rarely (1/4 times)
2 = Demonstrates criteria some of the time (2/4 times)
3 = Demonstrates criteria most of the time (3/4 times)

All Junior Leaders must receive a rating of 3 for each criteria under any Level before they can be certified at that Level. Below, the general criteria are listed on the left with specifics on the far right to enable the Coach to rate the Junior Leader.
The Junior Leader was a model of good practices. He or she:

<table>
<thead>
<tr>
<th>Arranged and prepared the field</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
<th>Certified</th>
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<td></td>
<td>▪ Marked the playing area</td>
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<td>▪ Came with necessary equipment</td>
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<table>
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<tr>
<th>Gave clear instructions and demonstrations</th>
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<td>▪ Explained the game well</td>
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<td>▪ Addressed the rules of the game</td>
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<td></td>
<td></td>
<td>▪ Demonstrated how the game is supposed to be played</td>
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</table>

Secondary sources - these sources are generally one step removed from a real world event. Textbooks, videos and encyclopedias are examples of secondary sources. See Primary sources.

Self-actualization - the full realization of one’s potential

Shared reading - a group of students experiencing the same text during reading and re-reading. It is a key instructional strategy in which the teacher reads from a large book or other text that all the children can see and follow (such as commercially published and class made big books, large charts, posters, murals). For emergent (beginning) readers, this technique is most effective when the reading selections contain predictable, repetitive language patterns that are supported by meaningful illustrations.

Shared writing - a key instructional approach in which the teacher and children work together on a piece of writing. The teacher is the scribe and the children respond to prompts and questions from the teacher in order to help create the text. The teacher and the children read the finished text together. The teacher can use the finished text to teach reading and writing skills.

Small group learning - small groups of students are flexibly formed and exist for the direct purpose of a specific learning experience

Social development - ability to relate to others, for example, children learn the skills, rules and values that enable them to function well with family members, peers and as members of society

Social involvement - frequency of an individual’s social interactions with persons, groups or organizations

Sorting - student imposes order to various items, symbols or ideas. See Classifying.

Visual arts - art forms that focus on the creation of works that are primarily visual in nature, such as drawing, painting, photography, printmaking, filmmaking. It also includes forms that involve 3 dimensional objects such as sculpture and crafts.

Word family - a group of words that share a common phonic element, for example: ‘at’ as in rat, cat, fat, mat