



Play-Based Learning Teacher Training Manual



The LEGO Foundation

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¹ More information about Right To Play can be found at <http://www.righttoplay.com>.

² More information about BRAC can be found at <https://bracinternational.org>.

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Glossary

This glossary provides a definition of education-related words used in the manual. Other abbreviations and acronyms are explained in the next section.

Child agency: The process where children develop skills, take actions, and are empowered to participate in decision-making on all matters that affect them according to their stage of development.

Collaborative play pedagogy: A way of using play-based learning that focuses on adults guiding children's learning. In this type of play-based learning, adults and children share control of the learning in different ways. For example, adults can decide what the targeted outcome of the play will be, but children are given agency to engage however they choose within the play.³

Continuum of Play-Based Learning: A tool that teachers can use to better understand what play-based learning can look like in the classroom and how teacher and child direction can change in the context of different types of play.

Learning outcome: What the teacher wants the pupils to be able to do or know by the end of the lesson. Learning outcomes can reflect what pupils should know/understand, appreciate/value, or be able to do/demonstrate.⁴

Life skills: Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.⁵

Play: Play is a universal idea. Across different cultures and settings, people engage in some form of play. Play is a fun and enjoyable activity that has many characteristics, like being freely chosen, actively engaging, meaningful, and fostering imagination in players.⁶

Play-based learning (PBL): Learning through different types of play that are selected for a purpose or learning goal. PBL has many of the same fundamental features of play, but it is also different because it is intentionally used for learning. Play-based learning helps children to make sense of their learning and the world around them by using play and playful environments that match children's level of development and the learning goals.⁷

RCA: Reflect-Connect-Apply is a model for asking questions that allows pupils to link the play-based learning experience with the learning outcomes.

³ Pyle & Danniels, 2017

⁴ Based on National Curriculum Framework (MBSSE, 2020).

⁵ World Health Organization, 2003

⁶ Eberle, 2014; Farné, 2005; Fromberg & Gullo, 1992; Sutton-Smith, 1997

⁷ Pyle & Danniels, 2017

List of abbreviations

CoP – Community of practice

CWD – Children with disabilities

ECD – Early childhood development

MBSSE – Ministry of Basic and Senior Secondary Education

PBL – Play-based learning

RCA – Reflect-Connect-Apply

RTP – Right To Play



Introduction

The 2020 National Curriculum Framework emphasizes learner-centred pedagogy, where teachers are facilitators of learning and pupils are active participants in the teaching-learning process.⁸ Play-based learning (PBL) is one of the approaches that can help unlock the potential of teachers to deliver the curriculum and place children at the centre of learning.

In 2021, a technical assistance partnership began between the Ministry of Basic and Senior Secondary Education (MBSSE) and Right To Play (RTP),⁹ focusing on primary education. The partnership seeks to support the national education priority of improving learning outcomes by strengthening play-based learning (PBL) in schools in Sierra Leone. The partnership also includes BRAC,¹⁰ who are focusing on early childhood development/education. Together, Right To Play and BRAC will support the MBSSE in providing high-quality, play-based early childhood development (ECD) and primary education to children aged 3-12. The partnership with BRAC, who are focusing on pre-primary education, is essential to achieving results at the lower primary level. Together, MBSSE, Right To Play, and BRAC aim to ensure a smooth transition from ECD to primary school.

This training is part of the partnership's work at the lower primary level. The partnership focuses on foundational learning, including literacy and numeracy, with the child at the centre of a play-based learning approach driven by teachers who have been trained and equipped with teaching and learning materials and play facilitation skills to deliver the curriculum learning objectives.

⁸ MBSSE, 2020

⁹ More information about Right To Play can be found at <http://www.righttoplay.com>.

¹⁰ More information about BRAC can be found at <https://bracinternational.org>.

Training overview

Workshop goal

To provide Stage 1 teachers (Class 1 – 3) with a foundation of knowledge, attitudes, and skills to create learner-centred, play-based learning lessons to achieve national curriculum outcomes

This workshop aims to contribute to the overall goal by achieving the following objectives at the end of the teacher training:

1. Explain the importance of PBL in children’s development; relate it to the MBSSE curriculum expectations.
2. Use PBL in Civic Education to develop social and emotional life skills of pupils in lower primary.
3. Apply PBL in local games to support development of numeracy and literacy skills of pupils in lower primary.
4. Develop sample PBL lesson plans that strengthen the foundational skills of numeracy, literacy, and socio-emotional skills of pupils in lower primary.

The training sessions are outlined in the below. This manual provides activities for each session, as well as:

- **Trainer resources:** Additional information or activity materials to support you to facilitate the activity (e.g. fact sheets, game cards, example scenarios etc.). *Sometimes you will need to print out or replicate these materials before the session.*
- **Handouts:** Copies of handouts for participants. *You can print and distribute individual handouts as they come up in the session, or combine them into a booklet for participants.*
- **Tip boxes:** Suggestions and reminders that you may find helpful when facilitating specific activities.

At the end of this section, you will also find general tips to help you facilitate a training about play-based learning.

Suggested training schedule

The training is divided into nine sessions that can be delivered over three days:

Note: *In addition to the time below, schedule a lunch break and tea breaks for each day.*

Day 1	6 hours
Session 1: Creating the Community for PBL	1 hr.
Session 2: Why Play?	1 hr.
Session 3: Play-Based Learning	1 hr. 45 min.
Session 4: RCA Discussion Questions	1 hr.
Session 5: Teacher-Directed Games	1 hr. 15 min.

Day 2	6 hours
Session 6: Collaborative Play	1 hr. 15 min.
Session 7: PBL Demonstrations: Local Games	4 hrs. 45 min.

Day 3	6 hours
Session 7: PBL Demonstrations: Local Games <i>cont.</i>	1 hr. 15 min.
Session 8: Creating PBL Lesson Plans	3 hrs. 45 min.
Session 9: Closing	1 hr.


Tips for trainers

Use Reflect-Connect-Apply (RCA) questions for assessment

As part of the play-based training experience, you can use questions and discussions to help participants reach the training objectives.

RCA questions can help you assess how your training is going.

- For you as a trainer, the purpose of this assessment is to find out how successful you are doing in your job of facilitating learning. This helps you know if you are meeting



the training objectives, adjust your training strategies when needed, and improve your own practice.¹¹

- Questions can also help participants reflect on their own progress and take steps to enhance what they are gaining from the training.

A set of sample RCA questions is listed at the end of each training activity. As you consider how you can use these questions, keep in mind that:

- Questions should be asked throughout the training – you do not need to wait until the end! The tip box below can help you decide when you might wish to ask a question.
- You can change the order of the questions.
- You do not need to use every question. You can also create your own.

Tip: RCA questions can be used for different types of assessment:

- **Diagnostic assessment** to understand what participants already know, and to start a conversation or engaging discussion between trainers and participants.
- **Formative assessment** through informal conversation that is driven by what you are observing participants doing during a session, activity, or discussion. Using these questions during the session will support you to scaffold and/or guide learning toward the training objective. The important point to keep in mind is that your goal is to promote higher-order thinking.

Model collaborative play

- The activity steps include opportunities to share control of the learning experience with participants. As you prepare your session, you might identify additional opportunities for participants to make decisions about their learning experience.
- When possible, give open-ended instructions that allow participants to complete the task in a way of their choice. **For example**, *instead of having every group speak about their topic, they could choose to present their ideas through a song, poster, etc.*
- Try to speak to participants in an invitational tone. When possible, you can invite, encourage, or challenge them to do something instead of directing them to.

¹¹ Adapted from the purpose of assessment for teachers articulated in MBSSE (2020).

Be gender-responsive and inclusive


- Ensure male and female participants both have opportunities to answer questions, share ideas, and take leadership roles.
- When forming groups, encourage participants to form mixed-sex groups.
- Where possible, the steps for physical activities are written in words that allow participants to complete the task in different ways. Try to reflect this when you explain how to play. **For example**, say 'move' or 'go' instead of 'walk' or 'run'; say 'pass' instead of 'throw'.

Tip: The MBSSE Education Knowledge Platform has a tip sheet with additional guidance on gender-responsive facilitation: <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2021/12/Facilitation-guidance-How-to-make-sure-facilitation-is-gender-responsive.pdf>

Information on play play-based learning

The sessions provide information on play and play-based learning. You may find it helpful to read ahead about some of these topics to reinforce your own knowledge of PBL. You can also use this information in case participants have questions at other points in the session.

Topic	Where to find it	Page
Definitions	Glossary	iv
How play supports holistic child development	Session 2: Activity 2 – Trainer Resource 1	25
Five characteristics of learning through play	Session 3: Activity 1 – Handout 1	34
Continuum of Play-Based Learning	Session 3: Activity 2 – Handout 1	46
Approaches to collaborative play and benefits of collaborative play	Session 3: Activity 2 – Trainer Resource 2	42



Topic	Where to find it	Page
Turning structured activities into collaborative play experiences	Session 6: Activity 1 – Handout 1	80
Asking questions as part of the PBL experience	Session 4: Activity 1 – Handouts 1 & 2	56 & 58
Implementing PBL: Finding materials, using available space, teaching large classes, managing time	Session 7: Activity 1 – Trainer Resource 1	91

Tip: *If participants ask a question that will be addressed in a later session, give them a brief answer and/or tell them when you will cover the topic in the training.*

SESSION 1:

Creating the Community for PBL

Activities

Activity	Purpose	Time
Welcome	To welcome participants and introduce the training objectives.	20 min.
Ground Rules	To create ground rules for working together.	20 min.
Workshop Expectations	To share and hear one another's expectations for the workshop. To introduce the key objectives of the workshop. To complete a pre-training survey.	20 min.
TOTAL		1 hr.

S1 - Activity 1: Welcome

➔ Purpose:

- To welcome participants and introduce the training objectives.

📁 Materials:

- Flipchart: Workshop goal
- Flipchart: Workshop schedule

🕒 Time: 20 min.

1. Introductions

- i. Welcome the participants and introduce yourself and your role.
- ii. Review the workshop goal and today's schedule.

Workshop Goal

To provide Stage 1 teachers (Class 1 – 3) with a foundation of knowledge, attitudes, and skills to create learner-centred, play-based learning lessons to achieve national curriculum outcomes.

- iii. Play a quick icebreaker. You can use your own or choose one from **Trainer Resource 1** below.

Tip: Remember to share administrative details, such as where the exits and toilets are.

Example Icebreakers

10 Fingers

1. Invite participants to hold up 10 fingers and mingle around the room.
2. Explain and demonstrate that:
 - Participants will ask each other yes/no questions.
 - If they cannot answer yes to a question, they must drop a finger. For example, 'Do you have a cat?' If the answer is yes, they do not drop a finger. If it is no, they drop a finger.
 - The last person with a finger left wins.
 - Participants who have dropped all 10 fingers can still continue to ask questions.

Lightning Bolt

1. Invite participants to form 2 lines facing each other. Stagger the lines so they are like a zipper.
2. Ask participants to create a movement to represent lightning. For example: clapping their hands together and shooting one arm out.
3. Explain and demonstrate that:
 - There is a storm brewing! Each player in the line is lightning.
 - The goal is to transfer lightning down the line to the last player to create a lightning bolt!
 - Lightning is transferred by doing the movement (created in step 2) towards the next player in line. Each player in line should do the movement as quickly as possible until the lightning is transferred to the last player.
 - The last player is the Bolt. Once the last player receives the lightning, he or she does an action in a way that represents a lightning bolt. He or she can also shout out their name.
 - The Bolt then joins the other end of the line.
 - The next round of lightning starts as soon as the Bolt finishes their action.
4. Play until all participants have had a turn being the Bolt.



Name It

1. Invite participants to mingle with one another.
2. Tell the group to stop and find a partner who has the same number of letters in their name as them.
3. Continue to mingle and pause until they have done a few challenges. For example:
 - Find someone who has the same number of vowels in their name.
 - Find someone who has the same number of consonants as you.
 - Find someone whose name begins with the last letter of your name.
 - Find someone whose name starts with any letter included in your own name.

S1 - Activity 2: Ground Rules

➔ Purpose:

- To create ground rules for working together.

📁 Materials:

- Flipchart
- Markers


🕒 Time: 20 min.

1. Let's take a trip!

- Invite participants to form teams (e.g. 3-5 people). Each team chooses a form of transportation (e.g. car, bus, moto, animal, boat).
- Explain and demonstrate that:
 - Teams will move around, acting out their form of transportation. They need to stay connected to their teammates as they move!
 - A volunteer will call out different ways to move. **For example**, if they say, 'You're on a bumpy road,' teams might jump back and forth. If they say, 'You're on a muddy path,' teams can pretend to be stuck.
- Pause the game and tell participants that:
 - They've gotten lost! But, they've found a beautiful land full of trees and water. Nobody lives here.
 - Starting in a new group is like starting a new life in a beautiful land. To work and learn together, we need some ground rules.

2. Creating our ground rules

- Facilitate a conversation to set ground rules:
 - Invite the group to suggest rules that they feel are important for everyone to participate and learn in the workshop. Record responses on a piece of flipchart paper. **Examples:** *Be on time. Respect everyone else's opinions.*
 - Add any rules you feel are essential and explain why.
 - Ask the group what the consequences should be if a rule is broken. Encourage them to take responsibility for addressing a broken ground rule.



Tip: Consequences should be reasonable and not disruptive. Some examples are:

- Come 10 minutes early to help set up.
- Lead an energizer.
- Sing a song in front of the group.

ii. Explain:

- In the classroom, pupils can also help set ground rules to help create a learning environment where everyone feels safe, included, and ready to learn. You could even use the transportation game.
- It is important for all children (e.g. boys, girls, children with disabilities) to share ideas for the Ground Rules.

Sample R C A discussion questions for learning and assessment

- Reflect** a. Are you satisfied with the rules and the way the group arrived at them? Why or why not?
- Connect** b. Share an experience you had where the expectations or ground rules were unclear or you had little say in what they were. How did that affect your attitude towards your experience?
- Apply** c. How would you encourage pupils in your own classroom to develop expectations and/or to follow and respect the rules?
- d. If pupils suggest a rule that is unacceptable, how would you negotiate a change in rules?
-

S1 - Activity 3: Workshop Expectations

➔ Purpose:

- To share and hear one another's expectations for the workshop.
- To introduce the key objectives of the workshop.
- To complete a pre-training survey.

📁 Materials:

- Flipchart: Participants' Expectations
- Flipchart: Workshop Objectives
- Sticky notes
- Pens/pencils
- Markers
- Handout 1: Pre-Training Survey
- Symbols for use in pre/post-training surveys – see **Trainer Resource 1**

🕒 Time: 20 min.

1. Sharing our goals

- Tell participants that you would like to make sure everyone meets their goals for the workshop.
- Invite participants to write what they want to know and be able to do by the end of the workshop on separate sticky notes (approx. 2 min.). Ask them to post the sticky notes on the flipchart:


Participants' Expectations

By the end of this workshop, I want to be able to:

KNOW:

DO:

- During the first break, review the sticky notes. After the break, thank them for sharing their expectations and explain how you intend to meet their expectations. Discuss expectations that will not be met in the workshop.

- 
- iv. Share the overall training objectives and invite participants to compare them with the group's expectations:

Workshop Objectives

In the workshop, you will:

- Explain the importance of PBL in children's development; relate it to the MBSSE curriculum expectations.
- Use PBL in Civic Education to develop social and emotional life skills of pupils in lower primary.
- Apply PBL in local games to support development of numeracy and literacy skills of pupils in lower primary.
- Develop sample PBL lesson plans that strengthen the foundational skills of numeracy, literacy, and socio-emotional skills of pupils in lower primary.
- Identify practical learning strategies within a coaching and CoP framework to strengthen implementation of PBL in the classroom.

- v. Introduce the three-day training agenda.
- vi. Ask participants if they have any questions and address them appropriately.

2. Pre-training survey


- i. Invite participants to complete the pre-training survey on **Handout 1** (approx. 10-15 min.).
- ii. Before they begin, explain that:
- This is not a test. The purpose of the survey is to see their current knowledge and beliefs related to the training topics.
 - They will be asked to do the same survey at the end of the workshop. This allows you, the trainer, to compare the change in participant knowledge and attitudes from the beginning to the end of the workshop.
 - The survey is anonymous. You will give each participant a symbol. They need to keep their symbol in a safe place to use again on the post-training survey. The symbols allow you to match and compare the surveys. (See **Trainer Resource 1** for example symbols.)

Note: The survey questions in **Handout 1** are based on the training content. If you adapt the training, you may also need to adapt the survey. E.g., if you remove a session, you also need to remove the questions for that session.

Example Symbols

To maintain anonymity in the surveys, participants should not provide their names. Instead, each participant can be given a symbol from this page. Cut the symbols out along the dotted lines and pass one symbol to each participant. They will copy the symbol on the top of their pre-training survey. It is important that each participant puts their symbol in a safe place so that they can reference the symbol again at the end of the workshop and use it for the post-training survey.

Note: You can also use random numbers/letters instead of symbols. Do NOT use anything that could identify participants (e.g., contact information, official teacher ID numbers, etc.).

				X	□
				A+	%
#	@	*	€	π	≠
>	1	2	3	4	5
6	7	8	9	0	XXX

Pre-Training Survey

I identify **my gender** as (tick one): Male Female Non-binary

Date: _____

Draw your symbol here:

Intro: This is a brief assessment intended to gauge your current understanding of the core principles and application of play-based learning (PBL) in the development of children’s academic skills and life skills. Your responses will be kept strictly anonymous. They will be used by the training team to further refine the PBL Teacher Training and improve future training for teachers nationally. This should take 10-15 minutes to complete.

Read the following statements and mark an X in the box that best describes your understanding and beliefs.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
The role of play in children’s development					
1. Children everywhere play, and it is essential to physical, cognitive, social, and emotional development of all children irrespective of gender, or disability status.					
2. Play is only important for younger children; it distracts from grasping the curriculum content in older children and adolescents.					

Statements	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
Key concepts in play-based learning					
3. The five characteristics of learning through play are: <ul style="list-style-type: none"> • Joyful • Meaningful • Actively engaging • Socially interactive • Iterative 					
4. A play-based learning lesson should always have games.					
5. It is better to strike a balance between teacher-directed, collaborative, and pupil-directed play experiences in your classroom to teach the curriculum.					
6. Scenario: <i>The teacher notices that at breaktime, pupils often play with the plants around the school. To extend their learning, the teacher invites the class to gather some natural objects (e.g. flowers, sticks, branches, leaves) and make drawings of them. The pupils then talk about their drawings and what they noticed about the objects.</i> Statement: The scenario above is an example of collaborative play that can be used to achieve a learning outcome in a science class.					



Statements	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
Implementing play-based learning to achieve curriculum outcomes					
7. To help pupils reach the learning outcome, questions should be purposeful and target low, medium, and high order thinking skills.					
8. Open-ended questions are a great way of pushing pupils' thinking and supporting their learning.					
9. An effective play-based learning lesson plan that helps to ensure that sufficient learning takes place is one with the following: A learning outcome; lesson activity(ies) linked to the learning outcome; and questions that help pupils move to the learning outcome.					

10. What are some examples of play-based learning that you could use in your classroom?

11. List 2 play-based strategies/activities you would use to help a pupil develop their numeracy skills.

12. Outline 2 play-based strategies/activities you would use to help a pupil develop their reading skills.

Thank you!

SESSION 2:

Why Play?

Activities

Activity	Purpose	Time
What is Play?	To define play.	15 min.
Why is Play Important?	To demonstrate how play supports children's learning and development.	45 min.
TOTAL		1 hr.

S2 - Activity 1: What is Play?

➔ Purpose:

- To define play.

📁 Materials:

- Flipchart: Definition of play

🕒 Time: 15 min.

1. Defining play

- Invite participants to briefly reflect on their own:
 - When was the last time you played? How did it feel to play? What did you play as a child?
- Ask participants to discuss with a partner:
 - What words or phrases come to mind when you think of 'play'?

Invite volunteers to share some answers.

- Share the following definition and invite pairs to discuss the questions below.

Play

Play is a universal idea. Across different cultures and settings, people engage in some form of play.

Play is a **fun** and **enjoyable** activity that has many characteristics, like being **freely chosen, actively engaging, meaningful**, and **fostering imagination** in players.

(Eberle, 2014; Farné, 2005; Fromberg & Gullo, 1992; Sutton-Smith, 1997)

- What are the fundamental features of play in this definition?
- How are your ideas of play similar or different?
- How do you think the features of this definition may affect boys and girls differently? How do you think it may affect children with disabilities?

Note: *The fundamental features of play are bolded in the definition for your reference.*

Tip: Throughout the workshop, listen for any comments related to gender and inclusion of children with disabilities (CWD). Help participants understand these key messages:

- Play is for ALL children – boys and girls and those with disabilities. All children need equal opportunities to play.
- Sometimes boys and girls like certain play activities more than others but they can be encouraged to try different things. There are NO play activities that are ONLY for girls or ONLY for boys, because all play is for everyone.
- Children with disabilities can play too and must be included in play opportunities. CWD are the best positioned to know how they can best participate in play.

Sample R C A discussion questions for learning and assessment

- Reflect** a. Are there any aspects of this definition that you would like clarification on?
- Connect** b. Do you think this definition describes the play that you see at your school? Why or why not?
- c. Think back to your own memories of play. Which of the fundamental features of play do you see in these experiences?
- Apply** d. How do you think this definition could help you as you think about using play for learning?
-

S2 - Activity 2: Why is Play Important?

➔ Purpose:

- To demonstrate how play supports children's learning and development.

📁 Materials:

- Group Work Cards: Why Play? (**Trainer Resource 1**)
- Materials for local game (if needed)
- Flipchart
- Markers

🕒 Time: 45 min.

1. Let's play!

- Facilitate a short local game of your choice (approx. 10 min.). Participants can play in pairs or small groups if needed. Some suggestions are:
 - Akkra
 - Ghegeh
 - Monday – Tuesday

Note: Play the original version of the game, not the version that has been modified for curriculum in the sample lesson plans.

2. Why play?

- Ask participants to think about the game they just played:
 - How do you think this play experience can benefit pupils' development?
- Explain that:
 - Some people think play does not lead to or support learning in and outside the classroom.¹² In fact, the opposite is true. Play is an essential part of childhood.
- Invite participants to form small groups and create an advertisement about the benefits of play:

¹² RTP, 2023

- Ask a volunteer from each group to choose a card from **Trainer Resource 1** below. (Make sure all topics are taken.)
- Invite each group to create a short advertisement for play, based on the information on their card. They can make any type of advertisement they wish, e.g. radio jingle, TV commercial, poster, etc.
- Encourage participants to consider as they create their advertisements: How do the ideas on your card relate with what you have seen or experienced in your own life or community, or even in the game we just played?

Tip: Tell participants how much time is available (a) to prepare their advertisements and (b) for each group to present.

- iv. Invite each group to present their cards and share an example that they discussed.
- v. To close, share that using the power of play for pupils' learning and development is a priority for MBSSE:¹³
 - MBSSE is focusing on reducing learning poverty (the inability of children to recognize letters or numbers and to read with understanding at age 10).
 - One of their key strategies for reducing learning poverty is to boost foundational learning from pre-primary to Class 4. Foundational learning includes literacy, numeracy, and life skills (socio-emotional skills).
 - PBL is an integral part of the new pedagogy MBSSE is using to accomplish this goal.

Tips:

- *At the end of **Trainer Resource 1**, there is additional information you can use to help participants learn about play and child development.*
- *Pay attention to participants' ideas about how play connects to academic learning. Some teachers may believe that playful strategies can help pupils remember content or create positive relationships with peers and teachers,¹⁴ but they may not always know how play can directly address curriculum outcomes. Explain that the rest of the workshop will explore how to use play for learning outcomes.*

¹³ Based on personal communication from Dr Yatta Kanu (March 10, 2023).

¹⁴ Right To Play, 2023



Sample R C A discussion questions for learning and assessment

- Reflect** a. What skills or concepts could be learned in the game that we played?
- Connect** b. What other play activities can support children's development? How?
- Apply** c. What would you say to explain the benefits of play to a parent/caregiver?
-

Session 2: Activity 2 – Trainer Resource 1

Group Work Cards: Why Play?

Each group will need one card. You can duplicate cards if needed.

Card A

Play is a human right.

The United Nations Convention on the Rights of the Child (Article 31) says that play is a universal right for children.

Play is fundamental to human experience.

Scientific evidence shows that play is essential to the physical, brain, and social and emotional development of children.

Card B

Play is for everyone.

From birth children play as a way to grow and learn about the world around them – by touching and moving and exploring.

But play isn't only for the youngest children. As children get older, play changes. Play looks like games with rules, creative play, and organized sports.

Play continues to be important for older children because it supports the development of competencies and life skills as children become adolescents and young adults.



Card C

Play is empowering.

Through play children become stronger and more confident because they can exercise their agency. They use their imagination and learn from others in a comfortable and positive environment.

Agency: Agency means feeling that you can affect and change a situation. For children, this means being able to express their own perspectives, opinions, and ideas and take action in whatever way they choose. Children need to practice their agency when young, so that they become capable and confident decision-makers as adults. When playing, children feel safe to share their thoughts and ideas, take on a leadership role, and take risks.

Creative thinking: Through play, children are encouraged to use their imagination, explore new ideas through pretend or fantasy play, and solve problems in creative ways.

Card D

Play is at the heart of child development.

Through play, children practice important life skills that prepare them for healthy development and functioning in adulthood.

They learn critical life skills, such as teamwork, problem-solving, and communication.

Scientific evidence shows that play is essential to the physical, brain, and social and emotional development of children.

Card E

Play is essential for academic success.

Children who play do better in school. Play improves literacy and numeracy skills.

Play increases children's ability to self-regulate, which as a skill, supports reading and math achievements all the way to senior secondary school.

Additional information

You may find this information helpful to help participants learn more about play and child development:

Physical development: During play, children move their bodies in healthy and active ways. By moving their bodies in these different ways and using big and small materials in their play, children are able to develop gross and fine motor skills.

Brain development: Play is brain-building. When babies play, new brain cells are made and connections between parts of the brain are strengthened.

Throughout childhood and into adulthood, play helps develop important executive functioning skills like memory, stopping impulsive behaviours, and cognitive flexibility like using problem-solving in math or adapting to different situations.

Social and emotional development: Play with others, like friends, family, and community members, means children develop their social skills and learn how to communicate and cooperate with others.

Through play children also express their interests and emotions and understand that others have the same or sometimes different interests and emotions.

SESSION 3:

Play-Based Learning

Activities

Activity	Purpose	Time
What is Play-Based Learning?	To define play-based learning. To describe the five characteristics of learning through play.	50 min.
Pupil and Teacher Roles in PBL	To explain the Continuum of Play-Based Learning and the roles that teachers and pupils can have in play-based learning experiences.	55 min.
TOTAL		1 hr. 45 min.

S3 - Activity 1: What is Play-Based Learning?

➔ Purpose:

- To define play-based learning.
- To describe the five characteristics of learning through play.

📁 Materials:

- Flipchart: Definition of play-based learning
- Markers
- Handout 1: Five Characteristics of Learning Through Play

🕒 Time: 50 min.

1. Play vs. play-based learning

- Tell participants:
 - In the last session, we saw that play supports many different kinds of learning. It is empowering, fosters creativity, promotes physical, social, emotional, and brain development, and leads to academic success.
 - Teachers can use play to reach learning outcomes, develop 21st Century Competencies, and other life skills.
- Ask participants:
 - What do you think is the difference between play and play-based learning?
- Explain that:
 - Play-based learning, or PBL, is learning while playing.
 - Play-based learning is like play because it has many of the same features. But it is also different because of **the purposeful inclusion of learning**.
- Share the definition of PBL and explain the points below:

Play-Based Learning (PBL)

Learning through different types of play that are selected **for a purpose or learning goal**.

PBL has many of the same fundamental features of play, but it is also different because it is **intentionally used for learning**.

Play-based learning helps children to make sense of their learning and the world around them by using play and playful environments that match children's level of development and the learning goals.

(Pyle & Danniels, 2017)

- If a teacher uses play for learning it means that they plan for play to achieve learning outcomes.
- We do this because play is critical for developing pupils' core skills, which are not only foundational for healthy child development, but are also the building blocks for success for learning in school.
- Through play children develop an internal process of inquiry that allows them to think critically and creatively about their environment and what they are learning.

Tip: Check that all participants are clear on what a learning outcome is. It is what the teacher wants the pupils to be able to do or know, by the end of the lesson. The lesson outcomes are the most important thing in the lesson plan and should be the focus of each lesson. PBL should be used in a way that is specifically linked to learning outcomes.

2. Recognizing PBL

- Invite participants to form mixed-sex groups for an activity:
 - Explain that this activity could be part of a Class 2 Expressive Arts lesson. The learning outcome is to hum, whistle, use nonsense syllables, and laughing sounds accompanied by body or material percussion.
 - Challenge participants to use their bodies to make musical instruments. Encourage them to try moving their bodies in different ways and to make lots of different sounds.
 - After participants play for a few minutes, ask: Which sounds and actions are the funniest? The most unique? Which do you like best?
 - Invite groups to think of ways to use their new instruments as they hum or whistle a song of their choice.
 - If time permits, ask groups to volunteer to perform their songs.
- Ask participants:
 - Do you think this was a play-based learning activity? Why or why not?
- Then explain that:
 - We might say this was PBL because they were playing, the play-based activity was chosen and designed to achieve a curriculum learning outcome, and it also teaches life skills such as creativity and collaboration.
 - We can also look at this experience and see some characteristics that tell us this was play-based learning.



iv. Explain that:

- A group of educators and researchers from around the world came together and identified five key characteristics of learning through play.¹⁵

Share and walk through the characteristics on **Handout 1**.

v. Ask participants: What characteristics of play did you experience in our expressive arts activity?

- **Possible answers:**¹⁶

- *Joyful: fun, silly, can give a sense of surprise when players discover new things, allowed players to experience success.*
- *Meaningful: players combined prior knowledge and new ideas, players chose a song they liked.*
- *Actively engaging: players made choices about what to do and how, players were responsible for their own learning, players were interested and focused.*
- *Socially interactive: playing together, sharing, and building on one another's ideas, trainer moved players through the activity in a joyful way.*
- *Iterative: trying different sounds/movements, building on ideas, reusing the sounds/movements that they discovered for a song.*

3. Reflecting on how we use play for learning

i. Invite participants to reflect with a partner or small group:

- Think about some of the play activities in your community that teachers have used or could use to help pupils learn.
- Which of the five characteristics of learning through play are reflected in these experiences?
- Can you add or enhance any of the characteristics to make these experiences more playful? If yes, how?

¹⁵ Zosh et al., 2019

¹⁶ Some examples are based on The LEGO Foundation (2017).

Tips:

- *Some play activities that participants might discuss are ball and non-ball games, songs, skits, and drama.¹⁷*
- *If needed, explain that PBL strategies need to be delivered in a playful manner. For example, reciting a poem or singing a song is not always PBL or could be done non-playfully.*
- *They can add or enhance the five characteristics of learning through play to make it a playful learning experience.*

ii. To close, explain that:

- Play-based learning experiences can take many different forms – it could be a creative activity like the one in this session. Or it could be a game, a project, or something else that has the five characteristics of learning through play!
- These characteristics help us recognize PBL experiences.
- When you use them, remember that not all five are always necessary for an experience to be playful. In a lesson or activity, pupils won't always experience all these characteristics at the same time – that's fine. But it's another reason pupils need to experience lots of different kinds of play.¹⁸

Sample R C A discussion questions for learning and assessment

- Reflect** a. When you were making your instruments, which characteristic(s) of learning through play did you experience most strongly?
- Connect** b. Think back to your ideas of play from Session 2 and what you learned about why play is important. Where do you see connections with these five characteristics?
- Apply** c. Do these characteristics help you to better understand PBL in any way? If yes, how?

¹⁷ Right To Play, 2023

¹⁸ The LEGO Foundation, n.d.

Session 3: Activity 1 – Handout 1

Five Characteristics of Learning Through Play

A group of educators and researchers from around the world came together and identified five key characteristics of learning through play:

Joyful

- Children enjoy what they are doing and find it pleasurable.

Meaningful

- Children can make connections between their playful experiences and other experiences from their lives.

Actively engaging

- Children use their hands and their minds actively during the experience.

Socially interactive

- Children interact and communicate with others.

Iterative

- Children test out different ideas many times and/or in different ways.

When you use these characteristics, remember that not all five are always necessary for an experience to be playful. In a lesson or activity, pupils won't always experience all these characteristics at the same time – that's fine. But it's another reason pupils need to experience lots of different kinds of play.

Sources:

The LEGO Foundation. (n.d.). *Learning through play: What the science says*.

<https://learningthroughplay.com/explore-the-research/the-scientific-case-for-learning-through-play>

Zosh, J., Hopkins, E., Jensen, H., Liu, C., Neale, D., Hirsch-Pasek, K., Solis, S., & Whitebread, D. (2019). *Learning through play: A review of the evidence*. The LEGO Foundation.

S3 - Activity 2: Pupil and Teacher Roles in PBL

➔ Purpose:

- To explain the Continuum of Play-Based Learning and the roles that teachers and pupils can have in play-based learning experiences.

📁 Materials:

- Flipchart
- Markers
- Anything to create a line approx. 3 metres long (e.g. string, rope, or tape)
- Signs to label the continuum: 'Child-Directed', 'Teacher-Directed', 'Collaborative'
- Tape
- Scenario Cards A & B (**Trainer Resource 1**)
- Scenario Cards C to G (**Trainer Resource 2**)
- Handout 1: Continuum of Play-Based Learning

🕒 Time: 55 min.

Preparation:

- Create the Continuum of Play-Based Learning on the wall or floor: Use string/rope/tape to create a line approx. 3 metres long. Place one sign at each end of the continuum: 'Child-Directed' and 'Teacher-Directed' (see diagram below). Keep the continuum displayed for later sessions.
- You may wish to write the scenario cards on larger pieces of paper (e.g. A4) for all participants to see.

1. Introduction to the Continuum of Play-Based Learning

- i. Invite participants to think back to their own memories of play again:
 - When you were a child, did you play any games where you made up the rules?
 - If yes, how did you all negotiate the rules to ensure everyone was included, and happy with the rules?
- ii. Explain that:
 - Sometimes, play-based learning experiences can also involve children taking the lead of the play. This can look like pupils making decisions about where, when, how, and what they play.

- Other times, it can look like adults, such as teachers, taking the lead of the play. This can look like teachers making decisions about where, when, how, and what pupils play.

iii. Show participants the Continuum of Play-Based Learning and explain:

- One tool that teachers can use to understand different types of pupil-directed and teacher-directed play is the Continuum of Play-Based Learning.¹⁹
- Different types of play can be arranged on the line to help understand what PBL can look like in a classroom. The Continuum of Play-Based Learning shows what participation and agency looks like for the teacher and pupils. This means, what control and decision-making teachers and pupils have.



iv. Motion to one end of the continuum and explain teacher-directed play:

- At one end, there is teacher-directed types of play and more structured activities.
- This is where teachers create play opportunities for pupils that usually include rules or a set of instructions for pupils to follow. Only the teacher makes purposeful decisions about the play and learning goals.
- Teacher-directed play in the classroom often looks like games. The most important thing about using games as a way of practicing teacher-directed play is that the teacher sets the learning outcome, and the pupils have to follow rules or instructions to reach the end of the game, activity, or lesson.

v. Motion to the other end of the continuum and explain child-directed play:

- Child-directed play usually means PBL experiences where pupils control their play by making their own decisions about what they will play with, who they will play with, and what will happen during that play.
- One type of child-directed play that is commonly used in PBL is free play.
- In free play, pupils are given the space to play without teacher participation or control over the play. Instead, a teacher will make any materials or resources available for pupils before and during their play, and make sure everyone is safe and happy.

vi. Invite participants to consider two scenarios:

¹⁹ The Continuum of Play-Based Learning used in this training is adapted from Pyle & Danniels (2017).

- Give the scenarios in **Trainer Resource 1** to volunteers. Ask them to read the scenario aloud and determine where to place it on the continuum.
- Check if the rest of the participants agree, and briefly discuss if the scenario should be moved.

2. Introduction to collaborative play


- i. Motion to the wide space in the middle of the continuum and explain collaborative play:
 - Between teacher-directed and child-directed is this big middle space. This is where we talk about collaborative play. Teachers and pupils share decision-making and participation.
 - Collaborative play is also called **guided play**. Teachers support pupils to learn through their play by asking questions, modelling skills and thinking, and scaffolding. In collaborative play, teachers and pupils can share agency through decision-making and control to create play opportunities in their classroom.
 - The most important feature of this type of play is that it is collaborative. The play and learning are shared between teachers and pupils who collaborate with each other in different ways to make decisions about the PBL experience.

Note: *If needed, explain that scaffolding in collaborative play can look like:*

- *Providing support by offering suggestions for things to try or do differently during the lesson.*
- *Redirecting.*
- *Giving reminders about the learning outcome.*
- *Giving pupils materials.*

Tip: *Make sure participants understand that collaborative play is about teachers and pupils collaborating by sharing control over the PBL experience. This is a pedagogy and is not the same as cooperative play (a developmental stage) or teamwork activities, but it can still involve players working together.*

- ii. Remind participants that:
 - In collaborative play, all pupils – boys and girls and children with disabilities – need to be invited to collaborate. As the teacher, you need to pay attention to what encouragement and support girls and pupils with disabilities might need in order to share their ideas.

- 
- iii. Invite participants to explore the space on the continuum that represents collaborative play:
- Give the scenarios in **Trainer Resource 2** to volunteers. Ask them to read the scenario aloud and determine where to place it on the continuum.
 - Check if the rest of the participants agree, and briefly discuss if the scenario should be moved.
 - As they place each scenario, share the associated explanations in **Trainer Resource 2**.

Tip: *These questions can help participants determine where to place the scenario on the continuum:*

- What decisions is the teacher making?
 - What decisions are the pupils making?
 - Who is making more of the decisions? Or is the decision-making about equal?
- iv. After looking at the scenarios, remind participants:
- As these examples show, many different types of play experiences can be part of PBL in the classroom! These include games, active learning methodologies, and other playful experiences that reflect the characteristics of learning through play.
 - What is important is that the play-based activity is chosen and designed to achieve a learning outcome.
- v. Give participants a copy of **Handout 1** to keep as a reference.

3. Children's agency and teacher's role

- i. Facilitate a quick Think-Pair-Share activity:
- Why is it important to give pupils opportunities to be in control of their play and to make decisions around their play and learning?

Listen for:


- *Sharing control and making decisions together promotes child agency. Like adults, children have the right to voice their opinion. When given opportunities to make decisions about play, children are more likely to actively participate and enjoy play, which promotes learning.*

- *When we listen to children's ideas and opinions, we show them that their ideas matter. Knowing their ideas are valued can also increase confidence and feeling confident enables them to learn more.*
- *Making decisions makes the activity more meaningful for pupils so they are more likely to engage with the lesson and learn.*

After taking answers, emphasize that collaborative play and children's agency promote learning.

- ii. Remind participants of the vision in the curriculum framework:
 - In learner-centred pedagogy, the aim is for pupils to be active participants in learning and assessing their learning, inquirers and independent thinkers, and co-constructors of knowledge.²⁰ Giving pupils agency in the PBL experience supports this aim.
- iii. Next, ask participants:
 - We have discussed play that is planned and directed by teachers and pupils, but what is the role of the teacher in play to be sure that learning outcomes and skills are learned?
- iv. After taking answers, share that:
 - A teacher's role can look like many things and depends most importantly on the pupils' needs.
 - Some roles of the teacher in PBL are:
 - Providing materials
 - Asking questions
 - Modelling important behaviours and skills
 - Participating in the play
 - Making connections to learning outcomes
 - Observing the play to better understand pupils' interests (including those of girls, boys, and children with disabilities)
 - Some of these ideas will be revisited as we continue the training.
- v. To close, explain that:
 - All pupils benefit from opportunities to participate in play experiences across the continuum that are teacher-directed, pupil-directed, or collaborative. Teachers can take a balanced approach and consider what PBL approach is appropriate for a certain learning outcome.

²⁰ MBSSE, 2020

- 
- All pupils – girls, boys, and children with disabilities – benefit from opportunities to actively practice their agency and participate in making decisions around their play and learning.
 - The Continuum of Play-Based Learning supports teachers to create those opportunities and participate in play with pupils.

Sample R C A discussion questions for learning and assessment

- Reflect**
- a. How do you feel about seeing play-based learning presented in this way?
 - b. How did what you believed about the role of the adult and the role of the child before this session compare to what was discussed here?
- Connect**
- c. What are some decisions that you have seen pupils make about their play at school? (Think of examples in and outside the classroom.)
 - d. When you facilitate a play activity, what are some decisions that you usually make as the teacher?
- Apply**
- e. How could the Continuum of Play-Based Learning support your teaching practice?
-

Session 3: Activity 2 – Trainer Resource 1

Scenario Cards A & B

Card A: Teacher-directed play

Learning outcome: Pupils will be able to identify and state two/three-letter words with each of the vowel sounds (English Language Arts – Class 1, Unit 6: The Alphabet Sounds).

The pupils pretend to be detectives. The teacher asks them to find items in the classroom that begin with different alphabet sounds on a clue sheet that the teacher provided.

Card B: Pupil-directed play (free play)

Learning outcome: Pupils will be able to demonstrate simple locomotor skills. E.g. hopping, jogging, short-runs back and forth, vaulting etc. (Physical Health Education – Class 1, Unit 2: Fundamental Movement).

In a Physical Health Education lesson, the teacher puts out equipment and invites pupils to play with whatever they like.

Session 3: Activity 2 – Trainer Resource 2

Scenario Cards C to G

Note: Each scenario may not have an exact 'correct' location on the continuum. The point is for participants to recognize that teachers and pupils can share different degrees of control and decision-making.

Share the following information after the scenario is placed on the continuum:

Scenario C

When collaborative play is a little more focused on **teacher agency**, the **teacher makes more of the decisions** than the pupils.

For example, the teacher will decide on the learning outcomes and/or materials for a PBL lesson so that pupils can develop or practice specific skills or understanding, but the pupils would then be allowed the space and freedom to interact with those materials and practice the skills however they like.

In this way, both the teacher and the pupils are still able to practice their agency.

Scenario D

Other times, collaborative play focuses more on the **agency of pupils**. Pupils are given the chance to contribute ideas or ask questions that could help the teacher to plan the lesson or select learning outcomes and be in control of some aspects of the play.

In this way of using collaborative play, the **pupils are making more decisions**, but the teacher still has the chance to contribute ideas and interact with the pupils in the play to support pupils to develop or practice skills related to the learning outcome.

Card C: Collaborative play on teacher-directed side

Learning outcome: Pupils will be able to draw and write simple sentences about their families (Social Studies – Class 1, Unit 2: My Family).

After the teacher tells a story about an interesting relative, pupils think of 2-3 things they'd like to know about their own family. They go home and talk to their family to get information to create a simple book about their family.

Card D: Collaborative play on pupil-directed side²¹

Learning outcome: Pupils will be able to describe some characteristics of plants (Science – Class 2, Unit 1: Characteristics of Living Organisms in the Environment).

The teacher notices that at breaktime, pupils often play with the plants around the school. To extend their learning, the teacher invites the class to gather some natural objects (e.g. flowers, sticks, branches, leaves) and make drawings of them. The pupils then talk about their drawings and what they noticed about the objects.

²¹ Adapted from Play Learning Lab (2020).

Card E

Learning outcome: Pupils will be able to identify facilities that are available in their different communities (Civic Education – Class 2, Unit 7: Facilities in my Community).

The teacher brings some objects and invites pupils to choose a facility in the community to do a role play about. Pupils create their own role plays and also add some additional props of their own, created with existing classroom materials.

Card F

Learning outcome: Pupils will be able to locate numbers up to 100 on the 100 Chart (Mathematics – Class 1, Unit 5: Number and Numeration).

The teacher invites pupils to play 'Number Ballay Number'. The teacher asks pupils to choose a set of numbers that they'd like to practice. The teacher also asks if they would like to change any of the game rules to make it more challenging.

Card G

Learning outcome: Pupils will be able to suggest ways of conserving wildlife and their communities (Science – Class 2, Unit 2: Changes in the Physical Environment).

The teacher sees that pupils have been interested in learning about caring for the natural environment. The teacher plans a lesson where pupils form small groups. The teacher gives a scenario to each group to present to the class in any creative way they wish (e.g. acting it out, drawing a comic strip, etc.). After each presentation, the teacher facilitates a whole class question period for pupils to ask the presenters questions about their creative representation of the scenario.

Additional information

You may find this information helpful to help participants learn more about the benefits of collaborative play:

- Collaborative play promotes overall learning and holistic life skills development.
- It promotes academic learning more effectively than direct instruction or free play alone.²²
- It provides a context for teaching academic subjects that is flexible, engaging, meaningful, motivating, and appropriate for the age and development of the learner.²³
- Scaffolding in the context of play supports the development of language and math skills.²⁴
- Another benefit of using collaborative play in your classroom is that it fosters curiosity and allows pupils to discover learning. When children are curious, they ask questions that are relevant to their lives and culture. Teachers can organize lessons around the topics that pupils are curious about.

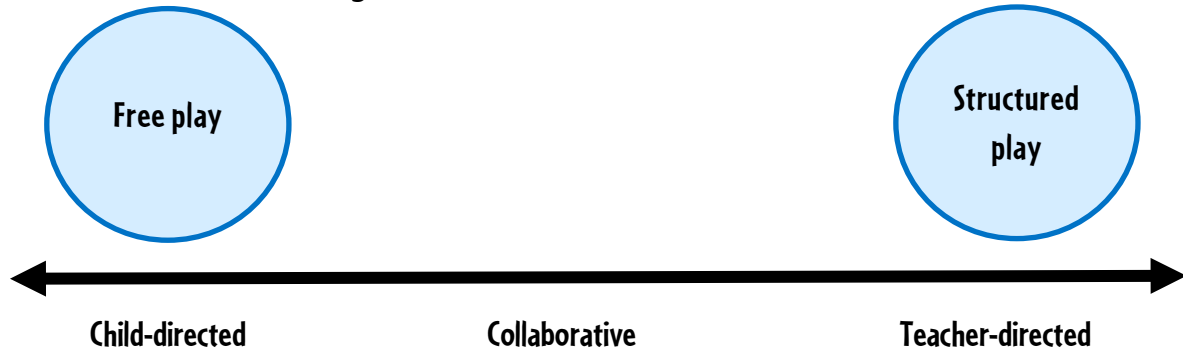
²² Fisher et al. 2013

²³ Hirsh-Pasek et al., 2008

²⁴ Weisberg et al., 2013

Continuum of Play-Based Learning

The Continuum of Play-based Learning is a tool that you can use to better understand what the different types of PBL can look like in the classroom. It shows what you and your pupils' participation in that play-based learning looks like. The arrow shows where control and decision-making sits.



Child-directed

Pupils make the decisions about play, e.g. how they will play with the materials, what stories they will tell.

The pupil is free to improvise and imagine, rehearse, and reflect on his/her own experiences without fear of making mistakes.

The teacher's involvement is limited to bringing materials into the classroom and making them available to pupils.

EXAMPLE: The teacher puts out materials for pupils to explore ahead of the lesson.

Collaborative

Teachers and pupils share control and decision-making about the play. This control can be more towards the teacher OR more towards the pupil, depending on the play-based learning experience.

Teachers can purposefully decide what the learning outcome will be.

Pupils are given agency to contribute ideas in both planning and implementing the activities, and deciding how to participate in the play.

EXAMPLE: The teacher provides each group with blocks of different types and sizes and invites them to build the tallest tower they can.

Note: This example is more on the teacher-directed side. The pupils make decisions about how they participate in the play.

Teacher-directed

The teacher is in control of the experience and chooses the learning outcome. The teacher provides structured playful activities to develop or practice particular skills or understanding. The pupil's involvement is limited to participating in play.

EXAMPLE: Games led by the teacher where the teacher tells the rules of the game and directs how pupils play.

SESSION 4:

RCA Discussion Questions

Activities

Activity	Purpose	Time
Teacher's Role: Questioning	To explain why teachers should ask questions during a PBL lesson. To define open and closed questions. To demonstrate the RCA model of asking questions.	60 min.
TOTAL		1 hr.

S4 - Activity 1: Teacher's Role: Questioning

➔ Purpose:

- To explain why teachers should ask questions during a PBL lesson.
- To define open and closed questions.
- To demonstrate the RCA model of asking questions.

📁 Materials:

- Flipchart: RCA model
- Flipchart: Example RCA Questions
- Handout 1: The Purpose of Questions
- Handout 2: Reflect-Connect-Apply
- Handout 3: Revised Bloom's Cognitive Process Domain
- Handout 4: Sample Lesson Plan – Akkra for Numeracy

🕒 Time: 60 min.

1. The purpose of questioning

- Explain that:
 - In PBL, the teacher's role is to support pupils to explore, learn, and develop. One way to do this is to ask questions that help pupils reach the learning outcome.
- Ask participants:
 - In a PBL lesson, what are some ways a teacher could use questions to help pupils move towards the learning outcome?
- Distribute **Handout 1** and discuss the key messages about why teachers should ask questions.
- Explain that they will cover the second part (when to ask questions) in Session 8.

Note: It is important for participants to recognize that questioning can be used to build learning during the lesson, not only to assess learning after.

2. High profile interview

- i. Ask a volunteer to pretend to be a Famous Person. Ask another volunteer to be the Famous Person's Assistant. The other participants will be the Interviewers.
- ii. Challenge the Interviewers to try to learn as much as they can about the Famous Person. However, they cannot ask anything that causes the Famous Person to say 'yes' or 'no'.
- iii. Explain and demonstrate that:
 - If the Famous Person says 'yes' or 'no', the Assistant will make a signal (e.g. clap twice). The Interviewer will need to think of a new question.
 - The Famous Person can answer the questions naturally. If they do not know the answer, they can make it up.
- iv. Invite participants to choose the Assistant's signal. If time permits, ask participants to quickly set any other rules they wish for the activity (e.g. maximum number of questions per participant, time limit etc.).


Tip: Depending on the time available, you can do this activity in pairs, small groups, or as one large group.

3. Open and closed questions

- i. Ask participants:
 - Have you heard of open questions and closed questions? What is the difference between these two types of questions?

Listen for: If participants are not familiar with these two types of questions, explain the information below:

 - **Closed** questions only have a few options ('yes', 'no', 'a, b, or c', 'right', 'wrong', etc.). If you do ask a closed question, follow it with something that will OPEN the question back up, e.g. 'How?', 'Why?', 'Explain', 'Why not?', etc.
 - **Open** questions are questions that need to be answered with a longer response, often in the pupil's own words. They give pupils room to provide full answers based on their own thoughts and experiences.
 - Was it easy to ask open questions in this activity? Why or why not?
 - Which types of questions do you use most frequently with your class? (Open, closed or both) Why?

- 
- Why would it be important to ask pupils open questions when they are engaged in play-based learning?

Listen for: *It is important to ask open questions to:*

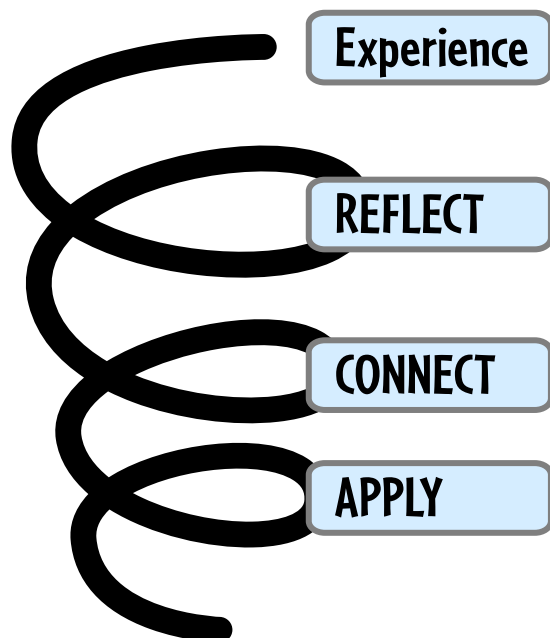
- *Encourage curiosity.*
- *Encourage creativity.*
- *Make connections between new learning and prior experiences.*
- *Make connections between their play and learning.*
- *Promote critical thinking.*
- *Allow pupils to demonstrate a full or deeper understanding of the concept.*

4. Introduction to Reflect-Connect-Apply (RCA) questions

- i. Explain that:
 - The National Curriculum Framework proposed a learner-centred pedagogy in which teachers facilitate/guide the learning process. But pupils must be responsible for their own success in school, with support from parents and the local community.
 - Pupils therefore have key roles to play such as being active participants in all learning activities; inquirers and independent thinkers; co-constructors of their own knowledge; participants in assessment of their own learning; and respectful individuals who can share experiences with others in a constructive and collaborative manner.²⁵
 - The questions you ask can help pupils achieve this by encouraging them to think more deeply about what they have learned in relation to the learning outcomes. Questions will not only explore the learning outcomes, but how the play-based activity connects to new ideas and new learning.

²⁵ MBSSE, 2020

ii. Distribute copies of **Handout 2** and present the RCA model:



- This image shows a questioning strategy called Reflect-Connect-Apply, or RCA.
 - RCA is one guide that you can use to think of effective questions and support pupils to think critically about their PBL experience (point to the word 'experience' on the image).
 - The RCA model has three types of questions:
 - **Reflect** questions ask pupils about what they are experiencing or noticing about the PBL experience and/or how they have experienced the learning outcome in the lesson.
 - **Connect** questions ask pupils to connect and compare their experiences in the PBL activity with previous experiences, prior knowledge, or knowledge from related subjects.
 - **Apply** questions ask pupils to use or apply their learning or knowledge learned or practiced in the PBL activity to other topics or situations in life.
- iii. Emphasize that RCA is flexible:
- The image shows a spiral because each question type asks pupils to think more deeply. **However, the questions can be asked at any time during the lesson and in any order.**
 - The idea of using a strategy like RCA is not to make you think your questions have to be complicated. It is a model to remind you to probe pupils to go deeper with their thinking.
- iv. Emphasize that RCA is aligned with the revised Bloom's Cognitive Process Domain prescribed by the MBSSE curriculum:

Summary of Revised Bloom's Cognitive Process Domain²⁶

Remember	Understand	Apply	Analyze	Evaluate	Create
Recall; retrieve knowledge from long-term memory; locate; identify; recognize	Construct meaning; clarify; paraphrase	Carry out or use a procedure in given situation; use or carry out in a familiar context; apply in situation that is unfamiliar	Break into parts; say how the parts relate; organise; differentiate the relevant from the irrelevant; focus; distinguish; find coherence; select; outline; rebuild	Judgements to be made on basis of clear criteria; detect inconsistencies or fallacies; judge; critique	Reorganise into new pattern or structure; make hypothesis; synthesize; design; plan; construct; produce

- v. Distribute copies of **Handout 3** and explain that:
- They can use the verbs in this chart to create questions that target lower and higher order thinking skills.
 - One of their roles as teachers is to observe a pupil's current level of thinking and ask questions that prompt the pupil to think more deeply.

Remind participants that when using Bloom's Taxonomy, they should phrase the questions in child-friendly language.

5. Demonstration of R, C, and A questions

- Explain and demonstrate how to play 'Akkra' for a numeracy learning outcome. Use **Trainer Resource 1** to guide you to ask RCA questions.
- After playing, ask participants to recall the questions you (the 'teacher') asked during the demonstration. Ask them to identify whether each question was a Reflect, Connect, or Apply question.
- Explain how each question challenges pupils to think more deeply.

²⁶ MBSSE, 2020.

Example RCA Questions

- Reflect** What groupings did you count by? Which were easy? Which were more difficult?
- Why were some groupings easier than others?
- What was it you found difficult? (Try to get the pupils to explain exactly what it was they found difficult.)
- Connect** Why do you think it's useful to be able to count in groupings? Why do you think it's helpful to be able to do this in our head?
- In everyday life, do you see people counting in groupings? When?
- Apply** What grouping do you want to be able to count faster in? What can you do to practice?
- Give two or three examples of where you might count in groupings.

In this example, pupils have to:

- *Reflect* on what they are doing and learning and explain it to the teacher.
- *Connect* what they will do to their prior knowledge or a past experience by thinking to themselves and responding,
- At a more complex level, *apply* their thinking to a hypothetical situation, and think more deeply about what they would have to do.

Note: *In this demonstration, the Connect questions were asked before the game. Teachers can also use Connect questions during or after an activity to ask pupils to connect what they have just done to their prior knowledge or experience.*

iv. Distribute the sample lesson plan (**Handout 4**). Ask:

- What was the targeted learning outcome of this game?
- How do the questions extend learning for the pupils?

Listen for:

- *They had to consider what they could do in the future.*
- *They identified specific ways they wanted to further develop this skill and how they could do that.*

- *The next time they have a task that would benefit from counting in multiples (e.g. at the market, chores at home, organizing a game with friends etc.), they might recognize the opportunity to apply the skills they practiced in the game.*
- *The teacher could differentiate learning (e.g. asking some pupils to recall the information and asking others to explain it).*
- How do the questions help the teacher get information about pupils' learning?

Tips:

- *Depending on the time available, these questions can be discussed in groups or in plenary.*
- *Consider collecting the sample lesson plan (**Handout 4**) after this exercise. In Session 6, you will invite groups to think of their own RCA questions for this game and to identify when to ask these questions in a lesson. Encourage groups to think of their own ideas before consulting the handout.*

- v. As you close, remind participants:
- It takes practice to develop strong questioning skills. As they continue teaching, they can learn from their experiences and support one another.
 - It may also take pupils time to get used to the kind of questions you ask. Teachers can listen to how individual pupils respond to different types of questions, and ask questions to prompt pupils to think about and express more complex ideas.
 - Some pupils may have less experience answering complex questions, or the school language may be different from their home language. It is particularly important to ask those pupils a variety of questions, beginning with questions that require less language or that use language that they more commonly hear in their everyday lives.

Conclude by stating that:

- RCA is a model to support teachers to ask questions that help pupils think more deeply about their learning, but remember that it is flexible in how it can be used. The main idea is that asking good, open questions of increasing complexity can push pupils' thinking and support their learning.

Sample R C A discussion questions for learning and assessment

Reflect

- a. What did you find most interesting or useful about the questioning techniques we looked at today? Why?



Connect

- b. When you are teaching, why do you ask pupils questions?
- c. How are the questioning techniques we shared in this session similar or different to how you currently ask questions?
- d. How do you think questions can help enhance the five characteristics of learning through play in the PBL lesson?

Apply

- e. What will you do to improve your ability to ask questions?
 - f. Would you like to broaden the purposes that you use questioning for? Why or why not?
 - g. How could you work together with your teaching peers to improve these skills?
-

Session 4: Activity 1 – Handout 1

The Purpose of Questions

In play-based learning (PBL), the teacher's role is to support pupils to explore, learn, and develop. One way to do this is to ask questions that help pupils reach the learning outcome.



WHY should teachers ask questions in a PBL lesson?

Asking questions can help pupils extend their learning through play.

- Extending learning means helping pupils move forward and deepen their learning. This is achieved by providing them with challenges that are slightly too hard and supporting them through skilful questioning.
- These questions also help pupils make connections between other knowledge and learning to develop a deeper understanding of concepts.

Asking questions can help you get information about pupils' learning.

This helps you find out...

- What pupils already know about the learning outcome/concept (prior knowledge).
- What pupils are learning or understanding as the lesson progresses.
- Whether you need to spend more time on a topic and/or adjust your teaching strategies.
- How successful you are doing in your job of facilitating learning and how to improve your teaching practice.²⁷

WHEN should teachers ask questions in a PBL lesson?

It is helpful to use questions in different ways at different stages of your lesson:

Opening/Introduction to the Lesson

- As **diagnostic assessment** to understand what pupils already know.
- To start a conversation or engaging discussion between teachers and pupils.
- To **recap and consolidate previous learning** that will be important for the new learning.

Tip: Try to interact and communicate with your pupils in a meaningful way during the lesson. This means reacting to pupils' responses naturally, but also purposefully using questions that target low, medium, and high order thinking skills and competences.

²⁷ MBSSE. (2020). *National curriculum framework & guidelines for basic education*.

Independent Practice

- As **formative assessment** to allow the pupils to demonstrate what they have learned and understood from the activity.

Tips:

- *Ask questions in an informal conversation. Use what you observe pupils doing during a lesson, activity, or discussion to drive this conversation.*
- *Using these questions during the lesson or activity will help you scaffold and/or guide learning toward mastering knowledge, skills, and competences related to the learning outcome.*
- *Remember your goal is to promote **higher-order thinking**.*

Closing

- To **consolidate their learning** in the lesson.
- To return to the lesson's learning outcomes to **show the pupils how much progress they have made** towards the learning outcomes and their understanding.
- To briefly **introduce what they will learn in the next lesson**.

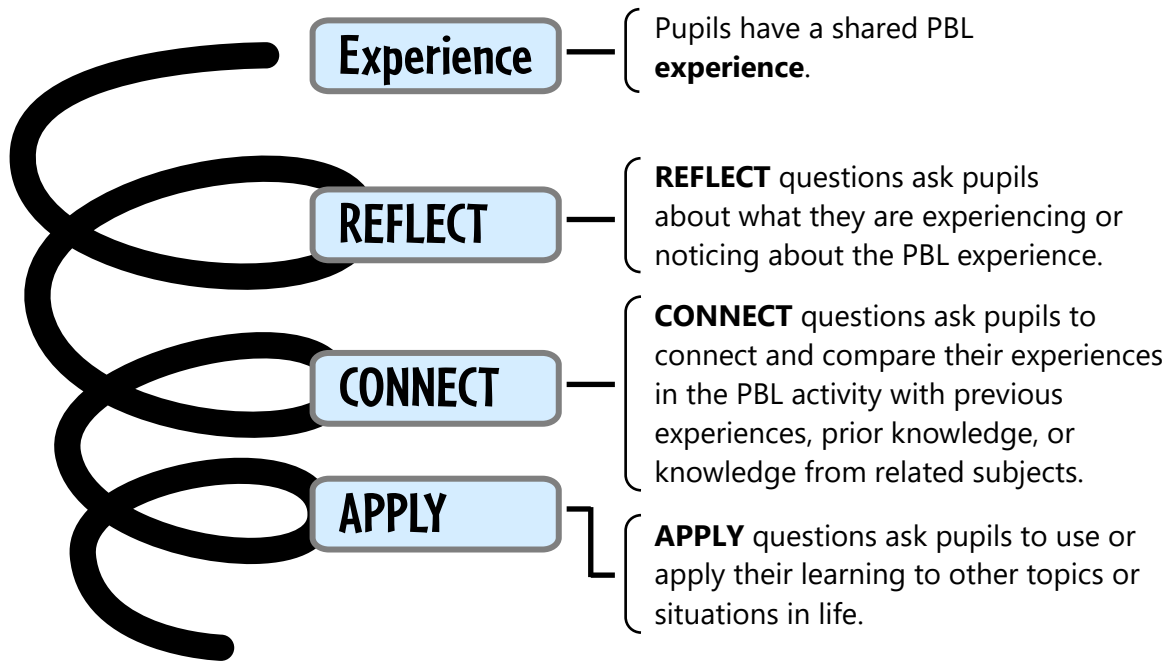
Remember! Assessment is not only about formal graded tasks. Assessment is a habit that you can practice regularly throughout a lesson to get information about pupils' learning and adjust your teaching strategies when needed.

Session 4: Activity 1 – Handout 2

Reflect-Connect-Apply (RCA)

Reflect-Connect-Apply is a model for asking questions that allows pupils to link the play-based learning experience with the learning outcomes.

RCA can support you to form questions that ask pupils to think critically about their PBL experience. Each question type asks pupils to think more deeply:



Remember! RCA can be used **flexibly**. The questions can be asked at any time during the lesson and in any order. The main idea is that asking good, open questions of increasing complexity can push pupils' thinking and support their learning.

Tips:

- *It may take pupils time to get used to the kind of questions you ask. You can listen to how individual pupils respond to different types of questions, and ask questions to prompt pupils to think about and express more complex ideas.*
- *Some pupils may have less experience answering complex questions, or the school language may be different from their home language. It is particularly important to ask those pupils a variety of questions, beginning with questions that require less language or that use language that they more commonly hear in their everyday lives.*

Session 4: Activity 1 – Handout 3

Revised Bloom's Cognitive Process Domain

This table is based on the Revised Bloom's Cognitive Process Domain. When using Bloom's Taxonomy, remember to phrase the questions in child-friendly language.

Level	Example verbs			
<p>Remember</p> <p>Retrieve, recall, or recognize relevant knowledge from long-term memory (e.g. recall dates of events in Sierra Leone's history, remember the components of a bacterial cell)</p>	<ul style="list-style-type: none"> • cite • define • describe • identify • label 	<ul style="list-style-type: none"> • list • locate • match • name • outline 	<ul style="list-style-type: none"> • quote • recall • recognize • report • reproduce 	<ul style="list-style-type: none"> • retrieve • show • state • tabulate • tell
<p>Understand</p> <p>Demonstrate comprehension through one or more forms of explanation (e.g. classify a mental illness, compare ritual practices in two different religions)</p>	<ul style="list-style-type: none"> • abstract • arrange • articulate • associate • categorize • clarify • conclude 	<ul style="list-style-type: none"> • construct meaning • discuss • estimate • explain • give examples of 	<ul style="list-style-type: none"> • illustrate • interpret • match • outline • paraphrase • predict • rearrange 	<ul style="list-style-type: none"> • rephrase • represent • restate • summarize
<p>Apply</p> <p>Use information or a skill in a new situation (e.g. use a formula to solve a problem for which it is appropriate)</p>	<ul style="list-style-type: none"> • apply • calculate • carry out • classify • complete 	<ul style="list-style-type: none"> • demonstrate • examine • experiment • generalize • illustrate 	<ul style="list-style-type: none"> • modify • organize • implement • interpret • outline 	<ul style="list-style-type: none"> • predict • solve • transfer • translate • use



Level	Example verbs			
<p>Analyze</p> <p>Break down information into smaller parts to understand how it is organized; differentiate between facts, judgments, and inferences (e.g. examine motives or causes, make inferences and gather evidence to support generalizations)</p>	<ul style="list-style-type: none"> • analyze • assume • break into parts • categorize • classify • compare • conclude • contrast 	<ul style="list-style-type: none"> • differentiate • discover • dissect • distinguish • divide • examine • find coherence 	<ul style="list-style-type: none"> • focus • function • infer • inspect • list • organize • outline 	<ul style="list-style-type: none"> • reassemble • rebuild • relate • select • simplify • survey • test
<p>Evaluate</p> <p>Make judgments based on criteria and standards (e.g. detect inconsistencies or fallacies within a process or product, judge which of two methods is the way to solve a given problem)</p>	<ul style="list-style-type: none"> • appraise • assess • compare • conclude • consider • convince 	<ul style="list-style-type: none"> • critique • decide • determine • evaluate • grade 	<ul style="list-style-type: none"> • judge • justify • measure • rank • rate 	<ul style="list-style-type: none"> • recommend • review • score • select • test
<p>Create</p> <p>Put elements together to form something new; reorganize elements into a new pattern or structure (e.g. design a new set for a theatre production, invent a product, compose a piece of music, write a play)</p>	<ul style="list-style-type: none"> • arrange • build • combine • compose • construct • create • design 	<ul style="list-style-type: none"> • develop • generate • hypothesize • integrate • invent • make 	<ul style="list-style-type: none"> • modify • perform • plan • prepare • produce • propose 	<ul style="list-style-type: none"> • rearrange • reorganize • rewrite • specify • synthesize • write


Source: Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. Addison Wesley Longman, Inc.

Session 4: Activity 1 – Trainer Resource 1

Demonstration: Akkra for Numeracy (Teacher-Directed Version)

The purpose of this demonstration is only to show how RCA questions can be used in a game that targets curriculum outcomes. The steps below do NOT reflect a full lesson.

1. Explain that this is a game Class 2 teachers can use for the following learning outcome:
 - By the end of the lesson, pupils will be able to use their mental math skills to count forward and backward in different multiples (e.g. by ones, twos, fives, and/or tens). (Unit 1)
2. Invite participants to play the role of the pupils while you play the role of the teacher.
3. Ask:
 - Why do you think it's useful to be able to count in groupings? Why do you think it's helpful to be able to do this in our head?
 - In everyday life, do you see people counting in groupings? When?
4. Ask two volunteers to briefly demonstrate how to play:
 - Facing one another, the pair claps and jumps to a rhythm demonstrated by the teacher.
 - On the last beat, each player sticks out one foot and calls out a number.
 - Their challenge is to count by tens and see how high they can count up to 100.
 - If they stick out their feet on the same side (like a mirror, i.e. P1's left foot is facing P2's right foot), they need to repeat the previous number – e.g. '40... 40...'
 - If they stick out their feet on different sides, they can count on to the next number –e.g. '40... 50...'
5. Invite participants to play the game. Tell them to see how high they can count up to 100 by fives and then by tens.
6. As participants play, circulate the room and ask different groups:
 - What groupings did you count by? Which were easy? Which were more difficult?
 - Why were some groupings easier than others?
 - What was it you found difficult? (Try to get them to explain exactly what it was they found difficult. Then get them to count forwards and/or backwards using the grouping they struggled with.)



7. Bring participants back together and ask:

- What grouping do you want to be able to count faster in? What can you do to practice?
- Give two or three examples of where you might count in groupings.

Note: *This is a teacher-directed version of 'Akkra' for numeracy. It is different from the version in the sample lesson plan. In Session 6, participants will revisit this game and consider how collaborative play can be applied to it.*

Session 4: Activity 1 – Handout 4

Sample Lesson Plan: Akkra for Numeracy

Syllabus: Mathematics – Class 2, Unit 1: Number and Numeration (p. 22)

Lesson Title: Count It: Mental Math Practice

Theme: Number and Numeration

Lesson Number: 05

Class/Level: Class 2

Time: 35 minutes



Learning Outcomes

By the end of the lesson, pupils will be able to use their mental math skills to count forward and backward in different multiples (e.g. by ones, twos, fives, and/or tens).



Teaching Aids

- Timer or clock



Preparation

- Ensure a clear and safe space to play 'Akkra' in pairs.

Opening (6 minutes)

1. Introduce the lesson. State that the pupils will build on previous learning of grouping items into twos, fives, and/or tens and counting in these multiples.
2. Ask volunteers to share and explain what they did in the homework from the last lesson.
3. Recap previous learning: Ask pupils to give you examples of grouping numbers. Ask a range of pupils covering grouping in twos, fives, and tens. If pupils have forgotten or are struggling, do not tell them the answer, but guide them.
4. Consolidate previous learning: State what grouping is and give examples.
5. **Ask:** How high can you count to?
6. Invite pupils to participate in a counting race. Together with pupils, choose a number within their abilities and the time available (e.g. counting to 20 or 30).
7. Ask 3-4 volunteers to race:
 - Challenge them to take turns counting to the number as fast as they can.

- Time them and tell the class the time. Encourage the class to recognize the achievements of all volunteers (e.g. clap/cheer for each one).

Note: *It is fine for the volunteers to count in ones. If anyone has figured out that they can count in multiples, you can highlight their strategy as you move into the next section.*

8. **Say:** Today we will practice a fast way to count in our heads.
9. Show and explain the learning outcomes. Explain why counting in multiples is important and give an example from real life.

Introduction to the New Material (5 minutes)

1. Invite pupils to share the different ways they can count to 20 (or another number that fits the class's math skills).

If pupils need support, give an example. (E.g. Count by twos out loud and have the pupils count with you. Then get the pupils to count aloud by themselves and listen closely for mistakes or pupils not engaging.)

2. Write as many of the different ways of counting by groups as the class shares on the board or flipchart paper.

If the class needs support, count by a grouping (multiple) and ask the pupils to guess what you are counting by.

3. **Ask:**
 - Why do you think it's useful to be able to count in groupings? Why do you think it's helpful to be able to do this in our head? (*Connect*)
 - In everyday life, do you see people counting in groupings? When? (*Connect*)

Example answers: *In the market, X is sold in groups of 6 or 12.*

4. Ask if pupils have any questions and discuss the answers.

Guided Practice (5 minutes)

1. Invite pupils to play 'Akkra' to practice counting by groups.
2. Ask two volunteers to briefly demonstrate how to play:
 - Their challenge is to count by tens and see how high they can count up to 100.
 - Facing one another, the pair claps and jumps to a rhythm.
 - On the last beat, each player sticks out one foot, and they count and say the number aloud (e.g. '10... 20... 30...').

- If their feet are on the same side (like a mirror, e.g. P1's left foot is facing P2's right foot), they need to repeat the previous number (e.g. '40... 40...').
- If they stick out their feet on different sides, they can move on to count the next number (e.g. '40... 50...').

If the class needs help playing, invite one pupil to play with you to demonstrate.

3. After the demonstration, check if all the pupils understand how to play the modified game. Ask if pupils have any questions and discuss the answers.

Independent Practice (14 minutes)

1. Share with the pupils that their challenge is to pick a grouping from the board (or another grouping not on the board, depending on pupils' ability) to count by and see how high they can count up to 100.

If they are able to count to 100, challenge pupils to see how high past 100 they can count, using the same grouping or a more challenging grouping.

2. Invite the pupils to pick a partner to play with and give the class 10 minutes to play together, trying out different groupings to count by.

Check if pupils with disabilities are comfortable playing the game. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.


3. When pupils can count forwards comfortably, challenge them to play counting backwards.
4. Invite pupils to share their ideas for how to play the game in the next round.

As pupils play, move around and record observation notes on who is excelling in counting, how high different pairs can count to, and who requires more support.

As they play, you could ask:

- What groupings did you count by? Which were easy? Which were more difficult? (*Reflect*)
- Why were some groupings easier than others? (*Reflect*)
- What was it you found difficult? (Try to get the pupils to explain exactly what it was they found difficult.) (*Reflect*)

Note: *If pupils found certain things difficult, work with the pupils to explain. Then get the pupils to count forwards and/or backwards using the grouping they struggled with.*



Closing (5 minutes)

1. Bring the class back together in a circle and invite a pair to come to the centre and play a round to show how high they were able to count by their chosen grouping.
2. **Ask:**
 - What groupings did you practice counting forwards in? Backwards? (*Reflect*)
 - What grouping do you want to be able to count faster in? What can you do to practice? (*Apply*)
 - Give two or three examples of where you might count forward or backwards in multiples. (*Apply*)
3. Recap what the pupils learned in the lesson.
4. Remind the pupils of the expected learning outcomes for the lesson and explain how they met them.
5. Give a homework assignment to the pupils.
6. Simply and briefly introduce what they will learn in the next lesson.
7. Close the lesson.

SESSION 5:

Teacher-Directed Games

Activities

Activity	Purpose	Time
Teacher-Directed Play for Curriculum and Life Skills	To demonstrate how teacher directed games can be used for curriculum learning outcomes and life skills.	75 min.
TOTAL		1 hr. 15 min.

S5 - Activity 1: Teacher-Directed Play for Curriculum and Life Skills

➔ Purpose:

- To demonstrate how teacher-directed games can be used for curriculum learning outcomes and life skills.

📁 Materials:


- Flipchart: 5 C's
- Flipchart: Life Skills in Civic Education
- Flipchart: RCA questions for 'Seven Bottles' – see **Trainer Resource 2**
- Handout 1: Life Skills for Sierra Leone
- Plastic bottles (or similar materials, e.g. paper cups)
- Soft balls
- Anything to mark zones in the play area (e.g. tape, chalk)
– see **Trainer Resource 1**
- Stones
- Scrap paper
- Pens/pencils
- Materials for continuum from Session 3: Anything to create a line (e.g. string, rope, or tape), signs ('Child-Directed', 'Teacher-Directed', 'Collaborative'), tape
- Civic Education syllabus (one copy per group)
- *Positive Child and Youth Development Games Manual* (one copy per participant)

🕒 Time: 75 min.

Note: *Teacher-directed play can be used for curriculum learning outcomes as well as life skills. The focus of this session is on using PBL for life skills, even though the example game also reflects a curriculum learning outcome.*

1. Review of continuum of PBL

- i. Motion to the continuum of PBL and ask participants:
 - How would you describe teacher-directed play?
 - How do you think teacher-directed play can be used to support learning?

- 
- ii. After taking answers, explain that:
 - Teacher-directed play can provide opportunities for pupils to practice and develop specific skills related to literacy and numeracy outcomes, as well as a range of life skills.
 - As such, this can help boost foundational learning (literacy, numeracy, and life skills/socio-emotional skills) in lower primary and reduce learning poverty.
 - This activity focuses on teacher-directed games as one way to use play-based learning.

2. Overview of life skills


- i. Briefly clarify the meaning of life skills:
 - Ask participants: What does the phrase 'life skills' mean to you?
 - After taking a few answers, explain that: MBSSE defines life skills as 'age-appropriate attitudes, abilities, and experiences that enable all individuals (across gender) to access information, make informed decisions, and exercise their right to lead a healthy productive life and subsequently become changemakers in their societies'.
- ii. Ask participants:
 - Can anyone name some of these life skills?
- iii. After taking a few answers, distribute **Handout 1** and explain that MBSSE has identified 12 life skills, which should be integrated across subjects from basic education to senior secondary school.

3. Seven Bottles

- i. Invite participants to pretend to be children as they play a game called 'Seven Bottles'. Use **Trainer Resource 1** to facilitate the game.

Tip: You can run this game for about 15 minutes to ensure time to go over the RCA questions in the next part.

Note: You can use another teacher-directed game. Check that the game can teach a few different life skills and prepare example RCA questions for some of the life skills in the game.

- 
- ii. After the game, ask participants to think about their experience in the game and the life skills that it can be used for. For example:
 - What did you think of the game?
 - What life skills do you think this game can be used for? How?

You can also ask other RCA questions from 'Sample RCA discussion questions for learning and assessment' below.

- iii. Share other examples of life skills that the game can be used for by showing the different enlarged sample RCA discussion questions in **Trainer Resource 2**.

4. Life skills in other games

- i. Distribute a copy of the *Positive Child and Youth Development Games Manual* to each participant.
- ii. Invite participants to form small groups to:
 - Select at least three of the life skills identified by MBSSE (from **Handout 1**).
 - Try to find a game to match any of these three life skills.
- iii. To close, remind participants:
 - The most important thing about using games as a way of practicing teacher-directed play is that the teacher sets the learning outcome, and the pupils have to follow rules or instructions to reach the end of the game or activity.

Sample R C A discussion questions for learning and assessment

- Reflect**
- a. What did you think of the game?
 - b. What do you think of the different learning outcomes?
 - c. What do you think of the different sets of RCA discussion questions?
- Connect**
- d. Have you ever taught pupils about cooperation? How did you do it?
 - e. How do you teach different life skills? Share.
- Apply**
- f. What do you think will be your challenges in terms of using games to develop life skills? How will you resolve these challenges?
 - g. What could be some benefits in using play to teach cooperation?
 - h. What could be some benefits in using play to teach about problem solving, communication, creativity, or critical thinking?
-

Life Skills for Sierra Leone

Definition:

Age-appropriate attitudes, abilities, and experiences that enable all individuals (across gender) to access information, make informed decisions, and exercise their right to lead a healthy productive life and subsequently become changemakers in their societies.

Approved Life Skills for Sierra Leone

1. Creativity
2. Critical thinking
3. Problem solving
4. Cooperation
5. Negotiation
6. Decision making
7. Self-management
8. Resilience
9. Communication
10. Respect for diversity
11. Empathy
12. Participation

Session 5: Activity 1 – Trainer Resource 1

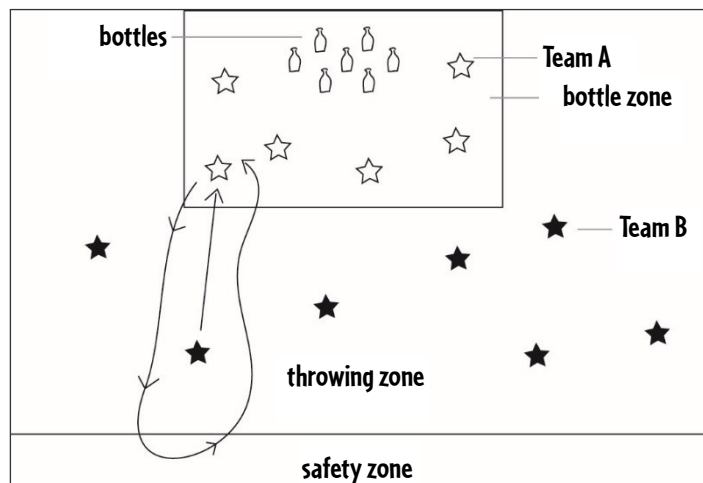
Demonstration: Seven Bottles for Civic Education (Teacher-Directed Version)


Preparation: Before the session, choose a life skill from **Trainer Resource 2** that you would like to address in this game.

1. Explain that this game has been modified to teach a learning outcome from Class 6 Civic Education:
 - By the end of the lesson, pupils will be able to discuss the differences between good and bad citizens (Unit 3).
 - It also demonstrates how play can be used to promote life skills that are important for holistic child development.
2. Divide the play area into three areas: a Safety Zone, a Bottle Zone, and a Throwing Zone (see diagram). In the Bottle Zone, place seven bottles standing upright.
3. Divide participants into two equal-sized teams (Team A and Team B).

4. Explain and demonstrate that:

- Team A will start in the Bottle Zone and try to protect the bottles.
- Team B will have two balls and can throw them only from the Throwing Zone.
- If a member of Team A is hit, the player must move through the Throwing Zone to the Safety Zone and can then return to the game by going back to the Bottle Zone.
- Team A must work to stand up the bottles before all seven bottles are knocked down.
- Team B will have 2-5 minutes to try to knock down all the bottles so that none are standing.
- The teams will switch roles regularly.



- 
5. Before each round, explain that:
 - Team A has the opportunity to strengthen their bottles. They have 60 seconds to make a list of actions that good citizens do in their homes and communities. For each action, they can add one stone to the bottle.
 - Team B can try to get more balls. They have 60 seconds to make a list of actions that bad citizens do in their homes and communities. For every three actions, they can have an additional ball.
 6. Challenge teams to keep playing to beat their record of bottles knocked down at one time.
 7. Facilitate an RCA discussion for the life skill you selected (see example questions in ***Trainer Resource 2***).

Session 5: Activity 1 – Trainer Resource 2

Sample RCA Questions

Before the session, write out these questions in large letters on flipchart or pieces of paper.

Learning outcome: To identify strategies to cope with negative emotions (self-management).

Reflect: How did you feel when you were eliminated from the game?

Connect: Share a situation at home or in school where you felt frustrated because you were left out. What happened? How did you deal with the situation?

Apply: The next time you feel frustrated or disappointed, what will you do to feel much better?

Learning outcome: To communicate clearly (communication).

Reflect: During the game, what forms of communication did you use to succeed? Which words did you use to communicate clearly?

Connect: Share a situation when you succeeded in doing something because of clear communication.

Apply: Think of a situation where you can practice communicating clearly. What will you do/say to communicate your ideas very clearly?

Learning outcome: To identify strategies to manage multiple tasks at the same time (problem-solving).

Reflect: How did you manage to protect your bottles? What strategies did you use?

Connect: Share a situation where you were given more than two tasks to do. What did you do (or what strategies did you use) to accomplish them?

Apply: When you are given more than three tasks to do at the same time, what strategies will you use to accomplish all of them?

SESSION 6:

Collaborative Play with Local Games

Activities

Activity	Purpose	Time
Collaborative Play for Curriculum	To illustrate how to make teacher-directed games more collaborative. To demonstrate how collaborative play can be used for curriculum outcomes.	75 min.
TOTAL		1 hr. 15 min.

S6 - Activity 1: Collaborative Play for Curriculum

➔ Purpose:

- To illustrate how to make teacher-directed games more collaborative.
- To demonstrate how collaborative play can be used for curriculum outcomes.

📁 Materials:

- Flipchart
- Materials for continuum from Session 3: Anything to create a line (e.g. string, rope, or tape), signs ('Child-Directed', 'Teacher-Directed', 'Collaborative'), tape
- Materials for 'Seven Bottles' from Session 5: Plastic bottles (or similar materials), soft balls, anything to mark zones in the play area (e.g. tape, chalk), stones, scrap paper, pens/pencils
- Handout 1: Turning Structured Activities into Collaborative Play Experiences
- Handout 2: Akkra for Numeracy
- Handout 3: Akkra for Literacy
- *P.O.W.E.R.* manual (one copy per participant)


🕒 Time: 75 min.

Preparation: If the *P.O.W.E.R.* manual will be distributed to schools rather than individual teachers, bring some copies for participants to look at in groups or during the break. You can also share digital copies with participants.

1. 'Seven Bottles' revisited

- Invite participants to play one more quick round of 'Seven Bottles'. Without telling participants, facilitate the game in a more collaborative way:
 - Ask participants to organize themselves into teams of a similar size. Each team can choose a name.
 - Invite Team A to set up the bottles in any way they wish.
 - Ask participants if they would like to add or change any rules in this game.
For example, they could decide whether to set a time limit for the round or to play until all the bottles are knocked down.
 - Encourage the teams to think of a strategy before play begins.

Tip: Remember to use an invitational tone as you facilitate this round!


- 
- ii. After playing, discuss with participants:
 - Ask: How was this round different from the earlier rounds? (**Listen for:** *Players made decisions about how to play; the facilitator used a more invitational tone instead of telling players what to do*)
 - Explain that these changes made the play experience a more collaborative play experience by sharing control with pupils.
 - Ask: What opportunities did you as a player have to make decisions about how to play?

2. Making structured play more collaborative

- i. Point to the continuum of play-based learning to explain that:
 - We can make structured activities, such as teacher-directed games, more collaborative by inviting pupils to decide how to play.
 - Teachers can build opportunities into the steps of the game for pupils to make decisions (**for example,** *by inviting Team A to set up the bottles any way they like*). Or, teachers can ask pupils an open-ended question about how they want to play.
 - Teachers can also be flexible about the materials used in the activity, so that pupils can choose what materials to use or even create their own.
- ii. Distribute **Handout 1** and explain that they will practice using these tips in a moment.
- iii. Use the Continuum of Play-Based Learning to show that this approach to collaborative play is still closer to the teacher-directed end, but the teacher has given the pupils some agency.
- iv. Ask participants to recall:
 - How might these opportunities to share control influence pupils' experience of the game and what they could gain from it?

3. Applying collaborative play to 'Akkra'

- i. Invite participants to form small groups to practice adding children's agency to a teacher-directed game:
 - Explain that in Session 4, they played a version of 'Akkra' modified for numeracy outcomes. This game can also be modified for literacy outcomes.
 - Invite each group to choose whether they would like to work with the numeracy or literacy version and give them the appropriate handout (**Handout 2 or 3**).

- 
- Ask each group to consider how a teacher could deliver this game differently in order to share more control with pupils. Encourage them to make notes on their handout.

Tip: *If needed, ask volunteers to do a short demonstration of the literacy version with you so that everyone understands the game.*

- ii. Next, invite groups to consider the teacher's role in this collaborative play experience:
 - Ask groups to identify: As a teacher, what can you do during this lesson to support pupils to explore, learn, and develop?
 - Encourage them to make notes on their handout.
- iii. Remind groups that one thing the teacher can do is ask questions that help pupils reach the learning outcome. Invite them to:
 - Individually brainstorm RCA questions that they could ask.
 - Share their questions with their group.
 - With their group, identify points in the lesson where each question might be helpful.

Notes:

- *It may be challenging for some participants to develop RCA questions at this stage. If needed, you can invite them to work with the example questions in **Trainer Resource 1**.*
 - *Participants received a copy of the 'Akkra' sample lesson plan in Session 4. Encourage groups to think of their own ideas before consulting the handout.*
 - *You will discuss when to ask questions in more detail in Session 8.*
- iv. When participants are finished, ask groups to join with another group to share their work and take feedback.

Tip: *If time allows, groups can facilitate their collaborative game with players from another group.*

- v. Distribute the *P.O.W.E.R.* manual to each participant. Explain that:
 - This is a collection of PBL activities that support holistic life skills and promote psychosocial wellbeing.
 - The activities are written in a way that prompts teachers to use collaborative play by sharing agency with children.

- vi. To close, remind participants that if they use other teacher-directed PBL strategies besides games, they can also consider the suggestions on their handout to turn it into a more collaborative play experience.

Sample R C A discussion questions for learning and assessment

- Reflect**
- a. What was easy or challenging about identifying opportunities for pupils to make decisions?
 - b. What ideas for sharing control with pupils did you find the most interesting? Why?
- Connect**
- c. What was the teacher's role in your collaborative version of 'Akkra'? How would playing this role be similar or different to what you currently do in class?
- Apply**
- d. What are some decisions you see pupils making in their own play? How could this inspire you when you want to enhance children's agency in your class activities?
 - e. What do you think may be challenging for you as you try to design lessons that use collaborative play? How might you manage these challenges?
-

Session 6: Activity 1 – Handout 1

Turning Structured Activities into Collaborative Play Experiences



We can make structured activities more collaborative by inviting pupils to decide how to play!

Some ways to do this are:

- **Speaking to pupils:** Try to use an invitational tone. When possible, you can invite, encourage, or challenge them to do something instead of directing them to.
- **Materials:** Give pupils some choice in what they would like to use. They could even create their own materials!
- **How to play:** Identify opportunities for pupils to set basic rules of the PBL activity. *(E.g. in a game, they could decide on the time limit, number of guesses, distance between the start and end line etc.)*
- Encourage pupils to share ideas for how to play a game in the next round or how to do an activity.
- Invite pupils to think of how to change the game to make it easier or more challenging.
- **Open-ended activities:** Where possible, give open-ended guidelines where pupils can complete a task in a variety of ways. *(E.g. instead of telling everyone to draw, you can let pupils choose to express ideas in other ways, such as creating a song or building a model.)*
- **Problem-solving:** Encourage iteration and problem solving. Each time they do the activity or play a round of a game, pupils can try out different ideas or think of different ways to play.
- **Reflect-Connect-Apply:** These questions give pupils the space to share their views and to decide how to apply what they learned to their own lives.

Tips:

- Remember to give opportunities to both girls and boys, and children with disabilities, to share their ideas.
- Children learn through iteration. It is important that all pupils get the opportunity to try again and again to solve the problems. Some pupils, particularly girls, may be hesitant to try again or make a mistake. You can encourage all pupils to not give up.

Session 6: Activity 1 – Handout 2

Akkra for Numeracy (Teacher-Directed Version)

Learning outcome

- By the end of the lesson, pupils will be able to use their mental math skills to count forward and backward in different multiples (e.g. by ones, twos, fives, and/or tens).²⁸

How to play

1. Ask two volunteers to briefly demonstrate how to play:
 - Facing one another, the pair claps and jumps to a rhythm demonstrated by the teacher.
 - On the last beat, each player sticks out one foot and calls out a number.
 - Their challenge is to count by tens and see how high they can count up to 100.
 - If they stick out their feet on the same side (like a mirror, e.g. P1's left foot is facing P2's right foot), they need to repeat the previous number – e.g. '40... 40...'
 - If they stick out their feet on different sides, they can count on to the next number –e.g. '40... 50...'
2. Invite pupils to play the game. Tell them to see how high they can count up to 100 by fives and then by tens.

²⁸This learning outcome is found in the Mathematics syllabus for Class 2, Unit 1: Number and Numeration (p. 22).

Session 6: Activity 1 – Handout 3

Akkra for Literacy (Teacher-Directed Version)

Learning outcome

By the end of the lesson, pupils will be able to state 10 adjectives that describe themselves or their peers.²⁹

How to play

1. Ask two volunteers to briefly demonstrate how to play:
 - Assign one volunteer to be P1 and the other to be P2.
 - Facing one another, the pair claps and jumps to a rhythm demonstrated by the teacher.
 - On the last beat, each player sticks out one foot.
 - If they stick out their feet on the same side (like a mirror, e.g. P1's left foot is facing P2's right foot), P1 needs to say an adjective that describes him or herself.
 - If they stick out their feet on different sides, P2 needs to say an adjective that describes him or herself.
2. Invite pupils to play the game. Tell them to try to think of as many adjectives as possible.

Note: This game can also provide opportunities to challenge pupils to think differently about gender stereotypes.

²⁹ This learning outcome is found in the English Language Arts syllabus for Class 2, Unit 13: Adjectives (p. 19).

Akkra for Numeracy Example RCA Questions

Learning outcome

By the end of the lesson, pupils will be able to use their mental math skills to count forward and backward in different multiples (e.g. by ones, twos, fives, and/or tens).
(Class 2, Unit 1)

Reflect

- What groupings did you count by? Which were easy? Which were more difficult?
- Why were some groupings easier than others?
- What was it you found difficult? (Try to get the pupils to explain exactly what it was they found difficult.)
- What groupings did you practice counting forwards in? Backwards?*

Connect

- Why do you think it's useful to be able to count in groupings? Why do you think it's helpful to be able to do this in our head?
- In everyday life, do you see people counting in groupings? When?

Apply

- What grouping do you want to be able to count faster in? What can you do to practice?
- Give two or three examples of where you might count forward or backwards in groupings.*

*These questions can be used if pupils counted backwards during the game.



Akkra for Literacy

Example RCA Questions

Learning outcome

By the end of the lesson, pupils will be able to state 10 adjectives that describe themselves or their peers. (*Class 2, Unit 13*)

Reflect

- What are some of the adjectives you used in the game?
- Which ones describe who you are on the outside?
- Which ones describe who you are on the inside?

Connect

- What are three words that describe you? (Pupils can answer in their local language.)
Do you know how to say any of these words in English? (Invite pupils to try to say the word if they know.)

Apply

- Think of a classmate. What would you say to tell your family what your friend is like?
- Think about the adjectives you and your partner used in the game. Who else could you use these words to describe?

SESSION 7:

PBL Demonstrations: Local Games

Activities

Activity	Purpose	Time
PBL Demonstrations	To lead PBL activities using local games. To assess PBL activity demonstrations using the BID Feedback Model.	360 min.
TOTAL		6 hrs.

S7 - Activity 1: PBL Demonstrations

➔ Purpose:

- To lead PBL activities using local games.
- To assess PBL activity demonstrations using the BID Feedback Model.

📁 Materials:

- Flipchart: Demonstration schedule (blank)
- Flipchart: BID Feedback Model – see **Handout 1**
- Markers
- Standard play materials (e.g. stones, balls, rope, etc.)
- General supplies to create their own lesson materials (e.g. paper, markers, tape, etc.)
- Handout 1: BID Feedback Model
- Copies of sample lesson plans without sample modifications for other subjects

🕒 Time: 360 min.

Preparation:

- Set the time for this session based on the number of participants and the time available in your training schedule.
- If you print copies of the sample lesson plans from the *Sierra Leone Play-Based Learning Lesson Plan Development Guide*, do NOT include the example modifications for other subjects provided at the end of the lesson plan. In Session 8, you will invite participants to think of their own ideas to modify some of these lessons for other subjects.

1. Introduction and planning

- i. Explain that participants now have the opportunity to practice leading PBL lessons for Civic Education, English Language Arts, and Mathematics:
 - In pairs, participants will choose, prepare, and lead a lesson from a set of sample lesson plans.
 - After their demonstration, they will receive feedback from the other participants and trainer.

- ii. Briefly explain the parts of the lesson plan so that participants understand the purpose of each phase of the lesson and how it contributes to the learning outcome.

Note: This should be a general explanation. In Session 8, you can explain the parts of the lesson plan in more detail.

- iii. Ask participants to form pairs and look through the sample lesson plans to choose one they would like to lead.
 - When they've selected their lesson, they can sign up on the schedule.
 - Consider encouraging pairs to choose a lesson that has not been selected by another group.

Example Demonstration Schedule


Time	Participants	Lesson/Game
9:00-9:45	Fatou and Abdul	Ghegeh for literacy
9:45-10:30		
10:30-11:15		

Tips:

- Based on your observations throughout the workshop, you can invite participants to choose their own partners, or assign partners to balance their strengths and weaknesses (prepare a list before the session, e.g., during break).
- If you have more than 20 participants, you could divide them in half and run two demonstrations at the same time. If you have a co-facilitator, each of you could work with one half. Otherwise, you can move between groups during the demonstrations.

2. Preparation

- i. Invite participants to prepare for their demonstrations. Explain that:
 - Each demonstration will be 45 minutes long – 35 minutes for the lesson demonstration and 10 minutes for feedback.
 - They have __ minutes to prepare.

- 
- Each demonstration will have __ participants.
 - Each pair can decide which parts of the lesson each partner will lead.
 - Pairs are responsible for preparing any materials needed. They are welcome to use the materials that you have set out, including the paper, markers, tape etc. to create additional materials. Encourage them to be creative if exact materials are not available.

Tip: Throughout the preparation phase, circulate among groups to answer any questions and provide support.

3. BID feedback process

- Remind participants that the demonstrations are an opportunity for practice and learning. They are not expected to be perfect and the purpose of feedback is to help one another improve.
- Use **Handout 1** to walk participants through the BID feedback model. Explain that this feedback procedure allows for self-assessment, peer assessment, and trainer assessment to provide a well-rounded perspective.

Tip: Post a copy of the BID Feedback Model on flipchart so that you and the participants can refer to it easily during the feedback sessions.

4. Demonstrations

- Briefly review the schedule. If two demonstrations will happen at the same time, make sure everyone knows which group they belong to.
- Invite each pair to do their demonstration. As you facilitate the feedback sessions, you may need to give more guidance on the feedback procedure for the first few groups.

Tip: Ask a volunteer to be the timekeeper to make sure the demonstrations and feedback sessions finish on time. Agree with the group how much warning they would like when the demonstrations are approaching the time limit (e.g., 5 or 10 minutes).

5. Classroom application

- i. Invite participants to reflect on any questions they have about facilitating a PBL lesson in their classroom.
- ii. Address questions and ask the group for suggestions to deal with challenges mentioned. You can also use **Trainer Resource 1** to help discuss challenges related to materials, space, time, and class sizes.
- iii. Encourage participants to take what they have learned from the demonstration experience back to their classrooms. Remind them that PBL activities are flexible and that they can be creative to modify activities and materials to meet the needs of their class. They can also talk with their fellow teachers to share ideas.

Session 7: Activity 1 – Handout 1

BID Feedback Model

B *Behaviour*

- Outline the observable behaviour that needs to be changed or reinforced. Describe what you saw or heard.

I *Impact*

- Explain the impact of this behaviour. How is this behaviour affecting you, others, or the class?

D *Do*

- Outline the behaviour you would like to see. Be explicit. You can tell them or ask, 'What could you do differently next time?' Make sure their image of the behaviour aligns with what you expect.

You could use the BID feedback model for **development** and **reinforcement** feedback. For example:

Development feedback

– **given to support someone to adopt a different behaviour.**

Behaviour: I heard that you asked pupils closed questions on how they could apply today's learning in their daily lives.

Impact: As a result, the pupils agreed with you that they could use the new learning at home without thinking about how they would actually put it into practice.

Do: How could you change your question to an open question that challenges pupils to think of their own ways to use their new learning?

Reinforcement feedback

– **given to encourage someone to continue a positive behaviour.**

Behaviour: I saw that you invited both girls and boys to share ideas for how to play the game in the next round. You even noticed one girl who hadn't spoken throughout the class and asked if she would like to make a suggestion.

Impact: As a result, she shared an idea that the other pupils liked and began to talk to her peers more as they were playing.

Do: Keep up the good work. Encouraging pupils to share decision-making and control over the learning experience increases participation, enjoyment, and learning and shows them that their opinions matter.

Session 7: Activity 1 – Trainer Resource 1

Tips for Implementing PBL Lessons³⁰

Participants may want advice on some of the challenges below. These are some considerations that you can invite them to think about. They might also have their own suggestions for one another.

Remember! PBL activities are **flexible**. Be creative to modify activities and materials to meet the needs of your class. You can also talk with your **pupils** and **fellow teachers** for ideas!

Finding materials

Identify alternative materials.

- What can you use instead, to meet the same purpose?
- What local materials and everyday items can you use?
- Can pupils bring any items from home to use for the day?

Make your own materials!

- What waste items can you clean and use?
- If you cannot make the exact item, what similar item can you make to meet the intended purpose?
- How might you engage pupils or community members in making materials?

Using available space


Rethink your indoor space.

- How can you rearrange furniture or remove unneeded furniture to maximize space in your classroom?
- How might you make use of the classroom walls? (E.g. move the board lower for pupils to do group work with it.)
- How can you modify materials to play indoors? (E.g. instead of a hard ball, make a soft one out of plastic bags or paper.)

Identify outdoor spaces.

- What potential outdoor spaces can you use around your school?

³⁰ These tips include content from UNESCO (2006).

- 
- Which spaces are best at different times? (E.g. when is shade needed? How is the space in the rain/dry season?)
 - How can you make sure this space is safe (especially for active games)?

Modify the activity.

- How can you modify the activity to play in a smaller space or from a stationary position? Or to play at a slower speed? Remember, pupils might have ideas for this too!
- How can pupils take turns? (See 'Teaching large groups' below for more information.)

Tip: Draw how you imagine pupils moving through the space (e.g., forming a circle, lining up for a game) to help you think it through.

Teaching large classes

Invite groups to take turns doing the activity.

- What meaningful activity can the other pupils do as they watch?
For example, cheer for 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, etc.

Try to think of ideas that are related to the learning outcome and/or PBL activity.

Think of different ways to facilitate children's agency.

- Have you brainstormed what decisions pupils can make?
- What opportunities can you give to different teams/groups to share their ideas in different rounds or activities? Make sure that over time, everyone gets a turn.
- When it is difficult to manage too many choices at once, give pupils a few choices (invite them to suggest the options if possible). Each pupil or group can choose their preferred option, or the class can agree on one option that everyone will do.


Managing time

Plan ahead and prepare for the activity.

- If you need to rearrange your classroom for a day, try to do so the day before or in the morning before pupils arrive. How can you implement your other activities in this arrangement?
- Can pupils help prepare the space or materials?

Modify the activity.

- How can you simplify the activity while still reaching the learning outcome?

- 
- How can you adjust the activity so that it takes less time?
 - How can you adapt the activity so that it requires less set up and take down?

Prepare clear instructions.

- What is the simplest way to explain the activity? If pupils understand how to play quickly, this will help you save time.

SESSION 8:

Creating PBL lesson plans

Activities

Activity	Purpose	Time
Lesson Planning for PBL	To describe the parts of a lesson plan and key considerations. To create PBL lesson plans.	225 min.
TOTAL		3 hrs. 45 min.

S8 - Activity 1: Lesson Planning for PBL

➔ Purpose:

- To describe the parts of a lesson plan and key considerations.
- To create PBL lesson plans.

📁 Materials:

- *Sierra Leone Play-Based Learning Lesson Plan Development Guide* (one per participant)
- Civic Education, English Language Arts, and Mathematics syllabuses (several copies – or consider whether participants can access digitally)
- Pens/pencils
- Handout 1: Lesson Plan Template (two copies per participant)

🕒 Time: 225 min.

Preparation: You can adapt the content and timing of this session based on the needs of your training group. Some participants might already have sufficient understanding of the components of the lesson plan and will be ready to jump right into planning.

1. Setting up the activity

- Explain to participants that they now have time to work together to plan a lesson that reflects what they have learned about play-based learning.
- Invite participants to form mixed-sex groups of 3-4. Ask participants to form a group with teachers that teach the same grade as them.
- Distribute two copies of the lesson plan template (**Handout 1**) to each participant.
- Explain that the goal of this activity is:
 - To modify one of the sample lesson plans for another subject (Civic Education, English Language Arts, or Mathematics), OR
 - To create a new lesson plan based on local games they can think of.

Note: *The appropriate goal for this activity depends on the skill level of the participants. You may wish to let them choose between the two tasks or invite everyone to complete the same task.*

2. Lesson planning guidance

- i. Distribute the *Sierra Leone Play-Based Learning Lesson Plan Development Guide*.
- ii. Explain the main sections of the guide so that participants know where to find information.
- iii. Explain what each section of the lesson plan should include or show (see 'Planning your lesson delivery' on pages 8-9 of the guide). Ensure participants understand when it is useful to ask questions that help pupils move to the learning outcome.

Tip: Participants can refer back to **Handout 1** from Session 4: Activity 1 for an explanation of when to ask questions in a lesson.

- iv. Explain that this exercise focuses on using local games for play-based learning. **Whatever game they use, it is essential to ensure sufficient learning took place** (through questioning/RCA etc.).

3. Lesson planning

- i. Give participants sufficient time for this planning exercise – at least 45 minutes.
- ii. As groups discuss and plan, circulate to support them and respond to any questions.
- iii. If time permits, ask groups to join with another group to share their lesson plan and take feedback.




Sample R C A discussion questions for learning and assessment

- Reflect**
- a. How do you feel about what you accomplished in this activity?
 - b. What did you find challenging? How did your group handle these challenges?
- Connect**
- c. What are some ways that you have integrated play into your past lesson plans?
 - d. Do your lesson plans have similar sections as the ones in the template/guide? What is similar or different?
- Apply**
- e. How would you like to grow in your ability to plan PBL lessons? What's one step you can take towards this?
 - f. In the next couple weeks, what is another lesson plan that you would like to try to integrate PBL into?

Session 8: Activity 1 – Handout 1

Lesson Plan Template

Lesson Title:	Theme:	
Lesson Number:	Class/Level:	Time:

 Learning Outcomes	 Teaching Aids	 Preparation
---------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

Opening

Introduction to the New Material



Guided Practice

Independent Practice

Closing

SESSION 9:

Closing

Activities

Activity	Purpose	Time
Next Steps	To reflect on learnings and goals. To set concrete steps for improving one's practice.	25 min.
Feedback and Post-Training Survey	To give participants an opportunity to assess and provide input on the training. To give participants the opportunity to express appreciation for one another. To complete a post-training survey.	35 min.
TOTAL		1 hr.

S9 - Activity 1: Next Steps

➔ Purpose:

- To reflect on learnings and goals.
- To set concrete steps for improving one's practice.

📁 Materials:

- Ball of string
- Flipchart
- Markers

🕒 Time: 25 min.

1. Reflection

- Explain that:
 - If we want to make a difference to one pupil or all pupils, we have to reflect regularly on our practice and consider what we could do better.
 - We can take small actions to eventually impact the bigger picture.
- Invite participants to form a circle and reflect on their own:
 - Think about all the things you have learned in this workshop.
 - What is one thing you would like to do better in your teaching practice?
 - What is one action you can commit to working on over the rest of this school term?

2. Web of support

- Invite participants to build a web of support by tossing a ball of string across the circle:
 - The first player will tell the group what they will commit to doing better in their teaching practice.
 - Then they will hold the end of the ball of string and toss the ball to someone else.
 - The second player will share what they will commit to doing better in their teaching practice, hold the string, and toss the ball to someone.

Tip: Remind participants that it is okay if they have the same idea as someone else. They can work together and share their ideas and their learnings.

- ii. As the group is sharing and building their web, you can record the commitments on a flipchart. It would also be valuable to write each participant's name beside their commitment so that you (or the person responsible) can follow-up during supportive supervision in the classroom.
- iii. When everyone has had a turn, invite participants to tug gently on the web and share any reflections on being part of this web of support. **For example:** *How does it feel to know that you have a community of support? How could you continue to support each other after this training?*
- iv. Encourage participants to write their commitment in their notes.

S9 - Activity 2: Feedback and Post-Training Survey

➔ Purpose:

- To give participants an opportunity to assess and provide input on the training.
- To give participants the opportunity to express appreciation for one another.
- To complete a post-training survey.

📁 Materials:

- Pens/pencils
- Materials for feedback collection if required (e.g. flipchart, markers, sticky notes)
- Handout 1: Post-Training Survey

🕒 Time: 35 min.

1. Workshop feedback

- Give participants opportunity to provide feedback on the training. You can use a method in **Trainer Resource 1**, or another method that all participants will be comfortable engaging in.
- Before you begin, explain that the purpose is to help your team assess the workshop and plan better workshops in the future.

2. 3S appreciation activity

- Invite participants to form a circle.
- Tell participants that this next activity called '3S' gives them an opportunity to provide a special kind of appreciation to one another.
- Explain that 3S stands for:
 - S – Specific
 - S – Sincere
 - S – Straight eye contact
- Choose one of the participants and give an example:
 - **Specific:** Emmanuel, I appreciate your friendly attitude and your enthusiasm to engage everyone in conversations. On the second day of our workshop, I

noticed you engaging those participants who seldom speak and even asked for their opinions in informal conversations.

- **Sincere:** This helped create a positive and friendly atmosphere that made my work much easier. Thank you so much for this.
 - **Straight eye contact:** (Look at Emmanuel all throughout the recognition.)
- v. Encourage participants to mingle and approach as many people as possible to recognize and appreciate each other (approx. 8-10 minutes).
 - vi. After the activity, remind participants of the important work they are doing as teachers in their community. Thank them for their active participation throughout the trainings and openness to learning.

3. Post-training survey

- i. Distribute the post-training survey to each participant. Remind them to use the symbol that they used during the first survey.
- ii. Provide about 10 minutes to complete the survey and collect them.

Note: The survey questions in **Handout 1** are based on the training content. If you adapted the training, you may also need to adapt the survey. The post-test questions should be the same as the pre-test questions.




Tip: If needed, remind participants:

- The survey is anonymous.
- The survey allows you, the trainer, to compare the change in participant knowledge and attitudes from the beginning to the end of the workshop.

Example Feedback Activities

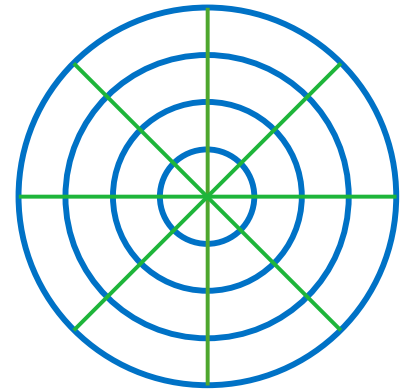
Assessment chart

1. Draw the following chart on three pieces of flipchart paper.
2. Invite participants to write on separate sticky notes:
 - Things they thought were great and would like to keep in the training.
 - Things they would like to take out or change.
 - Things that were okay but could be improved.
3. Ask them to post their notes on the chart.

Workshop Feedback		
Great 	Change 	Improve 

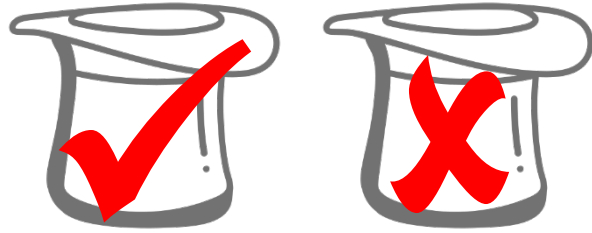
Assessment bullseye

1. Before the session, determine different training topics you would like to assess. **For example**, *play-based learning, RCA methodology, or lesson planning*. You can also assess areas such as *training space, timing, or training resources*.
2. Draw a large bullseye on a flipchart sheet. Divide it into sections (one 'slice' per topic/area).
3. Invite participants to place a sticky note in each section, according to their assessment. The closer they put their note to the centre, the more satisfied they are with that training topic or area. The farther from the centre, the less satisfied they are.
4. Encourage participants to write comments on the sticky note to explain their assessment or provide suggestions.
5. Take a picture or record their responses.



Assessment hat

1. Prepare two hats/containers: one for reinforcement feedback and one for constructive feedback. Prepare music (optional).



2. Invite participants to write on separate sticky notes/pieces of paper:

- Things they thought went well and would like to keep (reinforcement feedback).
- Things that did not go well or could be improved (constructive feedback).

3. Ask participants to place their notes in the appropriate hats and form a circle.

4. Explain and demonstrate that:

- You will give one hat each to two volunteers (one male and one female). Once the music starts, they start passing the hat around.
- When the music stops, the two participants with the hats choose a note from their hat and read the feedback to the group.
- For reinforcement feedback, the participant does not need to comment. For constructive feedback, the participant can provide suggestions for improvement.

5. Keep the feedback for your records.

Session 9: Activity 2 – Handout 1

Post-Training Survey

I identify **my gender** as (tick one): Male Female Non-binary

Date: _____

Draw your symbol here:

Intro: This is a brief assessment intended to gauge your current understanding of the core principles and application of play-based learning (PBL) in the development of children’s academic skills and life skills. Your responses will be kept strictly anonymous. They will be used by the training team to further refine the PBL Teacher Training and improve future training for teachers nationally. This should take 10-15 minutes to complete.

Read the following statements and mark an X in the box that best describes your understanding and beliefs.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
The role of play in children’s development					
1. Children everywhere play, and it is essential to physical, cognitive, social, and emotional development of all children irrespective of gender, or disability status.					
2. Play is only important for younger children; it distracts from grasping the curriculum content in older children and adolescents.					



Statements	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
Key concepts in play-based learning					
3. The five characteristics of learning through play are: <ul style="list-style-type: none">• Joyful• Meaningful• Actively engaging• Socially interactive• Iterative					
4. A play-based learning lesson should always have games.					
5. It is better to strike a balance between teacher-directed, collaborative, and pupil-directed play experiences in your classroom to teach the curriculum.					
6. Scenario: <i>The teacher notices that at breaktime, pupils often play with the plants around the school. To extend their learning, the teacher invites the class to gather some natural objects (e.g. flowers, sticks, branches, leaves) and make drawings of them. The pupils then talk about their drawings and what they noticed about the objects.</i> Statement: The scenario above is an example of collaborative play that can be used to achieve a learning outcome in a science class.					

Statements	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
Implementing play-based learning to achieve curriculum outcomes					
7. To help pupils reach the learning outcome, questions should be purposeful and target low, medium, and high order thinking skills.					
8. Open-ended questions are a great way of pushing pupils' thinking and supporting their learning.					
9. An effective play-based learning lesson plan that helps to ensure that sufficient learning takes place is one with the following: A learning outcome; lesson activity(ies) linked to the learning outcome; and questions that help pupils move to the learning outcome.					

10. What are some examples of play-based learning that you could use in your classroom?

11. List 2 play-based strategies/activities you would use to help a pupil develop their numeracy skills.

12. Outline 2 play-based strategies/activities you would use to help a pupil develop their reading skills.

Training feedback

Please answer the questions below to help us make this training and future trainings better.

1. In general, how satisfied are you with the knowledge and skills that you acquired in this training to use/deliver play-based learning in your class? Are you:

Very satisfied	Satisfied	Neither satisfied or dissatisfied	Dissatisfied	Very dissatisfied
1	2	3	4	5

Please explain why you feel this way.

2. How prepared do you feel to use the skills taught in this training in the classroom?

Very prepared	Prepared	Neither prepared or unprepared	Unprepared	Very unprepared
1	2	3	4	5

Please explain why you feel this way.

3. What is the most valuable thing you learned in this training that will help you in your teaching practice?

4. What would you like to learn more about in order to feel more confident in using play-based learning? Why?

Thank you!

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