Child to Child was established in the 1978 as a pioneer of the children's participation movement. The Child to Child approach is based on a recognition of children's agency, and the role that they can play in informing as well as implementing development policy and programming. Getting Ready for School was a flagship early childhood development programme first funded by UNICEF and piloted in six countries from 2007-10: Bangladesh, China, Democratic Republic of Congo, Ethiopia, Tajikistan and Yemen. Based on the learning from the pilot, the model was later adapted for post-disaster contexts in Asia and Africa.

Many of the ideas in this guide were adapted from Getting Ready for School: Fun Activities for Caregivers and Children. Hayes, K. Landers, C. and Dombro, A., International Step by Step Association (ISSA), Budapest, Hungary, 2006. The original materials were developed by Gulzar Kanji and Cassie Landers. We acknowledge the contribution of CtC consultants especially Christiana Brown and Sonal Zaveri in developing supplementary materials. The work on revising and condensing materials for this version was done by Madeeha Ansari, review by Susan Durston and layout by Anita Mangan.

May 2020
This is the first of three booklets of Getting Ready for School materials, created for wider dissemination, adaptation and use.

It is part of a commitment to the founders’ ethos of sharing resources copyright-free, and creating an enduring legacy.

GETTING READY FOR SCHOOL COMBINED CONTENT CONTAINS THE FOLLOWING MATERIALS:

1 A GETTING READY FOR SCHOOL STRATEGIC FRAMEWORK explaining how the programme can be delivered as an intervention, including ideas for evaluation.

2 THREE GRS BOOKLETS containing an introduction and five activity sets, for teachers and Young Facilitators to use.

3 A YOUNG LEARNERS’ ACTIVITY PACK full of colourful storybooks and interesting activities.
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Introduction to Getting Ready for School

The first five years of a child’s life are crucial in terms of development, and setting the foundations for future learning. Many children around the world arrive at school without the necessary skills needed to perform well. Other children enrol late, and are at risk for dropping out before of school too early.

GRS is an innovative, adaptable approach particularly relevant for children in geographically remote or socio-economically disadvantaged communities lacking access to formal / quality early learning opportunities. It is based on the Child to Child concept of older children being facilitated to teach/coach younger children in their communities.

Through fun, interactive learning activities, Young Learners develop early learning skills and socio-emotional competences. Consequently, they are more likely to enrol in school on time, ready to learn and to complete primary education. Young Facilitators consolidate their own learning, gain confidence, and develop valuable interpersonal / life skills.
The learning activities focus on early literacy – listening to and telling stories – as well as numeracy – counting, sorting and problem solving. All involve learning to follow instructions, working together and creating. Throughout the programme, attention is also placed on developing children’s self-esteem, confidence and enthusiasm for learning. The knowledge and skills contained in these activities can also be used to help parents provide rich home learning environments. We hope that the ideas in these materials will also help schools become better prepared to meet the learning needs of its youngest students.

How is the Programme Implemented?

The programme is designed to reach preschool children during the year before school enrolment. Older children in upper primary grades, Young Facilitators (YFs), will be paired with one or several preschool children – Young Learners (YLs). Teachers on the programme will be responsible for guiding, motivating, and supporting the Young Facilitators, prior to their sessions with Young Learners. Through weekly sessions in a school-based club-type atmosphere, the Young Facilitators will plan and practice engaging children in a series of fun learning activities.
Young Facilitators can deliver the sessions on school premises or in home-based environments, to be decided by the organisations taking responsibility for delivery in consultation with teachers, communities and children. Young Learners are encouraged to repeat and extend the club activities at home. According to the evaluations conducted, GRS has also resulted in an appreciation of early learning by parents and community members.

The **35-week** programme was originally designed to be implemented during a school year – one session each week. However, the design is flexible. The duration and frequency of the sessions can be adapted to meet the needs within a particular context.

Each Young Facilitator can be paired with one or several Young Learners – **up to five** has been observed to be a good ratio.

For **safeguarding** purposes, it is recommended that teachers or an adult caregiver from the community take responsibility for supervising the sessions. Where this is not possible, it is recommended that the activities always take place in group form, so the YFs and YLs can hold each other accountable.

**Parent and Family Involvement**

The activities learned during the group sessions can also be used at home. By repeating and building on the group-based activities, there is an important role for parents and other family members. Children learn best through repetition. Parents and other family members are also encouraged to participate in and contribute to the group sessions.

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**FUN FACT**

According to the UNICEF evaluations, the programmes’ impacts were greater where children had more exposure to programme materials (such as extra home or community-based sessions).
The original pilot involved a component of teachers working with parents and caregivers, and providing formal trainings to familiarize them with the programme content. To simplify the delivery of the activities, ideas for home-based activities have been included in the booklets at the end of the sessions. These can be discussed with parents and caregivers by YFs or teachers.

**Content Overview**

The Getting Ready for School programme consists of five Activity Sets. Each set includes activities for seven group sessions. Session 7 is a review session. The five themes addressed in each Activity Set are:

- **SET 1**: HERE I AM: ALL ABOUT ME
- **SET 2**: TALKING ABOUT PICTURES: WHERE IS THE MOUSE?
- **SET 3**: LOOKING AND LISTENING: LEARNING WITH LARRY
- **SET 4**: CARING AND SHARING: AMY AND HER FRIENDS
- **SET 5**: SOLVING PROBLEMS: THOSE HUNGRY GOATS
Both literacy and numeracy activities are included:

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The table on the next page provides a more detailed review of the content contained in each of the five Activity Sets.
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Note for Teachers and Staff

As seen in the table, the programme begins with simple tasks that gradually become more challenging. As each set builds on the skills of the previous set, the programme must be implemented sequentially. Although specific learning objectives are identified in the above grid, there are many that cut across all the sessions.

These are:

- Developing social skills like listening, taking turns and sharing
- Enabling children to take initiative and express views and feelings
- Building children’s confidence and self-esteem
- Developing creativity and imagination

Importance of adaptation

We recognise that resources vary in different contexts. This programme is designed to be practical, and we would like you to use your knowledge of your environment in order to make it useful. Where it is not possible to provide individual copies of the materials, do improvise to create resources e.g. ”A Book About Me” can simply be a few pages from a notebook, strung together.

Additionally, to adapt the materials think about the following questions before training:

- Rhymes – can you find local poems or nursery rhymes e.g. for counting rhymes?
- In stories and rhymes, would local fruits, animals or insects be better?
- How can this content be adapted for different target groups you work with, e.g. children with disabilities?
• Where paper and crayons are not present, are there local alternatives?

When translating existing materials:
• Keep the translation simple, clear and to the point.
• The language should be appropriate for young children and the tone child-friendly.
• The translation does not need to be literal, but should maintain the meaning.
• Illustrations should complement the text and help with the meaning of the stories.
• Illustrations should not overwhelmed by text on the page; they must be large enough.

**ADAPTATION EXAMPLES**

In Uganda, we worked with Home Learning Centres run by Literacy and Adult Basic Education (LABE) Uganda. In some cases in Ethiopia, sessions were held on Saturdays in school settings or in the home compound. This meant the YFs were not busy with school activities and the YLs did not have to walk long distances for the sessions. In addition, mothers were involved and learning by watching.

In terms of themes, the materials were adapted to add content on disaster relief reduction for children displaced by floods in Sindh, Pakistan. In Sierra Leone, additional themes of life skills and protection for girls were added to the content. One way of doing this is by creating illustrative stories in addition to the core materials and activities.

**Facilitating Sessions**

The Young Facilitators should be taken through the sessions during a training process by teachers, who can use the same materials and
abbreviate them for training purposes. The YFs can then work with young children individually or in small groups. Even where YFs can give YLs one on one support, it is recommended that multiple pairs of YFs and YLs work in the same space for child protection purposes. A friendly, secure, and relaxed environment is the most conducive for young learners. They learn best when their creativity and individual learning styles are celebrated.

Several sessions will be required to effectively train YFs. We suggest three days for initial training, but please adjust the number of days and content to suit your context and needs.

**GROUND RULES AND CODE OF CONDUCT**

During the training, it is important to discuss the responsibilities of the YFs, their code of conduct, their relationships with young children. Some ideas for setting ground rules are:

- **Brainstorm** – begin by asking YFs to share qualities they appreciate in teachers and adults, which help them learn. Make a list.
- **In pairs,** get them to make a list of desirable qualities for successful running of the programme e.g. preparing ahead of time, being punctual, listening to others, being polite and kind, helping slower children etc.
- **Draw attention** to some negative behaviours like bullying and physical punishment and talk about how they would harm learning.
- **Let YFs prioritise** the qualities and make notes to establish a code of conduct.
- **Ask want rules** they would set for young children e.g. keeping materials safe, being on time, taking turns etc.
All the information required to conduct the group sessions is clearly specified in the Guide. The little symbols will help guide you.

Each session includes:

**PREPARATION**

**Learning Objectives**
What children will learn from the activities.

**Materials**
Materials needed for the session.

**Warm-up and review activities**
Ice breakers to create a friendly atmosphere and a review to reinforce the learning from previous sessions

**YOUNG FACILITATOR ACTIVITIES**
New literacy and number activities to be carried out by the Young Facilitator and Young Learners. Teachers will have reviewed the activities with the Young Facilitators before the session so the Young Facilitators are able to take the lead here.

**HOME ACTIVITIES**
Suggestions for follow up home learning activities with parents or siblings

**YOUNG FACILITATOR ACTIVITIES: REVIEW**
Session 7 is a time for Young Facilitators and children to review what they’ve learned together.

**NOTES**
Space for you to record your observations of the activities at the end of each set.
Note for Supporting Parents and Carers

If young children are to manage the Getting Ready for School programme successfully, they will need support at home between the weekly sessions. Therefore we highly recommend that schools and teachers hold meetings with parents and young facilitators at the outset and inform them about the purpose of the programme, the content and how parents, carers and siblings can help children at home.

As gleaned from evaluations and feedback, it is also important for parents to understand the benefits of participating in GRS for Young Facilitators. Often, older children may have limited extra time because of their own school work, household chores and contribution to family income. GRS may therefore be perceived as taking away time from other important tasks, and it is important to highlight how they gain skills for life, are more motivated to attend school themselves and have the chance to improve their own grades.¹

We suggested in the original UNICEF programmes that schools hold six meetings during the course of GRS.

- **MEETING 1** – Introduction and Activity Set 1. As there are five sets of activities it would be helpful to the parents and young facilitators to have an introductory meeting at the beginning of the project. This is to inform parents about how children learn, the general purpose and content of GRS, familiarisation with Set 1, and finally, what they can do at home.

- **MEETINGS 2-5** – these can be held at intervals of five to six weeks, with an introduction to selected activities from each of each of the Activity sets 2-5.

- **MEETING 6** – Review and feedback.

Schools and teachers should keep in mind the following concepts and information when meeting with parents and carers. The following can be made into large posters to display at meetings, and read out loud to non-literate parents or caregivers:

¹ Academic and attendance-related improvements for YFs were observed in the final evaluations, although was no baseline for them in the original project.
YOU ARE IMPORTANT FOR EARLY CHILDHOOD LEARNING

- **EARLY CHILDHOOD EDUCATION BEGINS AT BIRTH** and continues as children move from their family environment into the wider world of school.

- **FAMILIES AND COMMUNITIES ARE RICH LEARNING ENVIRONMENTS** for children. Children are naturally curious and eager to explore their environment. They learn from others, objects and activities in their surroundings.

- **CHILDREN NEED ADULTS TO LISTEN TO THEM, PLAY WITH THEM, SHARE STORIES AND SONGS, AND GIVE THEM OPPORTUNITIES TO LEARN** about things in the environment. They learn about things such as shapes, colours, numbers, uses of objects etc. through practical experiences.

- **PARENTS NEED TO BE GOOD ROLE MODELS** for their children because they learn about cultural values, home language, family expectations, and general behaviour and attitudes from others in the family and the community.
THE POWER OF PLAY

- Play is critical for children’s social, emotional and intellectual development.

- Children at play are actively involved in creating ideas, exploring, solving problems, talking and listening.

- As children play with each other, they learn to see other children’s point of view. They come to understand customs and rules in their own culture and to appreciate those of others.

- They learn to use language in new ways to describe their play and to interact with others. During play, children develop their muscles and coordination.

- Children use all their senses to make discoveries: How heavy is it? Does it smell? Can I find another one that feels the same? What does it sound like when I drop it? How is it different from the other items?

- Using their hands, eyes, nose, ears, and mouth to explore an object, children gather information and remember what they learn.

- Squeezing clay, picking up things, banging sticks and spoons, scribbling with a stick in the sand or a pencil are ways for young children to practise using hands and fingers.
Children's language development begins at birth when they hear their parents talking to them and enjoying their babbling.

As adults talk to them, name objects, share toys and books with them, children's language begins to develop.

Parents and carers do not formally teach children language and literacy skills; but they support, guide, repeat children's utterances as well as tell them new words.

Parents and carers help children's language development by talking to them. This is when they involve children in the daily tasks of cooking, cleaning, washing, and going about their work. Children also develop language when they talk to others about carrying out tasks of dressing, eating, playing, fetching and carrying.

Story telling and sharing stories build children's reading skills and develop their imagination.

Children's brains grow faster when they have opportunities to hear stories, sing songs and rhymes, play with objects and have the attention of a loving adult.

Children exposed to books early, learn to interpret pictures, follow a story, and give meaning to the written word.
NUMBER ACTIVITIES

• Children need experiences in counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

• Children should play with concrete materials (blocks, stones, seeds, counters, fingers, coins, rods and so on) before they understand symbols such as 1, 2, 3.

PLAYING WITH NUMBER GAMES

• Games are a wonderful way for children to learn and have fun at the same time.

• With board games, children develop an understanding of numbers as they determine how many spaces they can move by counting the dots on a dice or by recognising the number on a spinner.
Summary of Knowledge, Skills and Understanding (children’s learning outcomes)

**FUN WITH LANGUAGE AND BOOKS**
- Listens to and talks about a story
- Creates new ending
- Retells a familiar story
- Sings songs and rhymes
- Knows some letters
- Reads some words
- Writes own name
- Expresses ideas though drawings

**FUN WITH NUMBERS**
- Counts from 1–10
- Matches objects to numbers 11–20
- Recognises and names shapes
- Sorts objects by size and shape
- Measures and compares height and length
- Makes simple patterns
- Uses objects to solve simple addition and subtraction problems
MOVING AND DOING

• Able to use scissors and crayons
• Moves to different patterns and rhythms
• Acts out stories through puppets
• Participates in games
• Performs simple routines independently
• Follows safety rules

INTERACTING WITH OTHERS

• Takes turns and share materials
• Shows confidence and pride
• Makes choices
• Understands others’ feelings
• Listens to and follows directions
• Works happily in a group
• Presents work to group

For the final session, the following questions can be used:

1. What activities were most interesting in the programme?
2. What were the least interesting?
3. What did children learn from the programme about talking and listening and reading and writing? (e.g. Writing their own name or new words, etc.)
4. What did they learn about mathematics? (e.g. counting to 10 or 20, simple addition, knowing shapes, patterns, colours, etc.)
5. Did homework help them to improve their learning? In what way?
6. Comment on the development of children’s social skills (e.g. respecting others, listening, sharing, etc); their self-confidence (willing to go to school, tackling new tasks, trying things out, telling stories, singing, etc)

7. What suggestions would you make to improve this programme?

8. If you had another, younger child would you allow her/him to participate in this programme? Why?

9. How helpful were the Young Facilitators in supporting Young Learners?

10. What did the Young Facilitators gain from this programme? (e.g. improved confidence, improved reading skills, story-telling skills, relating to young children, etc.)

11. How useful was the involvement of parents and family members in their children’s school activities?

12. What did you learn from the programme as a parent or carer?
Do you know how important you are to young children?

Children learn from watching and listening to you. They are learning from you all the time. When you talk, play and have fun together, you are helping other children develop important skills.

The Getting Ready for School programme is designed to help you support little children develop the skills needed to do well in school. This guide is full of fun learning ideas. As you do them together, you will discover many interesting things about how young children think and learn. You will also discover wonderful qualities within yourselves – you have much to offer the world!

How you can help?

• As a Young Facilitator, your role is to help one, or several Young Learners, get ready by playing the games and activities in this book

• Facilitators and Learners will meet regularly as a group

• Your teachers will help you to prepare the activities.

It is important for you to play the games and talk with the Young Learners outside of the group meetings, or encourage them to do them at home. Young children love to repeat things many times. This is how they learn best.
**REMEMBER:**

- Your role is to be a friend, mentor and “facilitator.” The younger children will look up to you, so remember to be patient and kind!

- When you “facilitate” learning you don’t tell all the answers, but help Young Learners to discover. Ask questions, let Young Learners think about them, and let their minds take a little journey to get to the answers.

- Try and get all Young Learners to participate, even those who might be a bit shy at first. If there are problems with participating or learning, try and understand why.

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**What is inside the guide booklets?**

The three guide booklets contain many interesting activities. There are activities that help children tell and retell stories, make puppets, draw and colour, and recognize letters in their name. There are also activities for helping children learn numbers, count, name different shapes, and compare size. There are five Activity Sets. Within each Activity Set, there are seven sessions. Each Activity Set is organized in the same way. It tells you what materials you will need and how to use them. The little symbols on the previous page will guide you.

**How are group sessions organized?**

Your teachers will help you prepare for the sessions and help introduce you to the Young Learners you will work with. After that, you can hold weekly sessions with the Young Learners either in schools, if those spaces are available, or in your local community centres, or in home-based centres.
You will have lots of opportunities to work in pairs and in groups with children. The most important thing is to enjoy the activities and have fun while learning together!

**BEFORE YOU START**

- Remember that folders or records of the Young Learners’ work should be maintained, for them to keep, to repeat activities at home, or to present at the Show and Tell session. This can be done until the end of the activity set.

- Create a list of "dos and don'ts" for the sessions together with the help of your teachers, and set ground rules for yourselves and the Young Learners too.

- Prepare for sessions before and remember, you can use your own ideas too!

- Do record your weekly reflections on activities and your own learning.
SET 1
HERE I AM:
ALL ABOUT ME
SET 1

HERE I AM: ALL ABOUT ME

SESSION 1  A BOOK ABOUT ME
SESSION 2  MY FIRST WORD BOOK
SESSION 3  HERE I AM!
SESSION 4  ALL ABOUT NUMBERS 1-5
SESSION 5  MY FAMILY
SESSION 6  ALL ABOUT NUMBERS 6-10
SESSION 7  REVIEW: SHOW AND TELL
SESSION 1

A BOOK ABOUT ME

PREPARATION

Learning Objectives
• Talking about families
• Making A Book about Me
• Making new friends
• Exploring learning materials

Materials needed
• Pencils
• Crayons
• Paper to make “A Book About Me.”

Introduction:
Welcome, getting to know each other

Introduce yourself and tell the Young Learners some things about yourself. Ask their name, age, family, and what they like most about learning. Form children into pairs to ask and answer questions about each other:

‘What is your favourite game?’
‘What makes you laugh?’
‘Do you have a favourite colour?’
‘What would you like to learn in this programme?’

Hand out the activities’ folders and describe the folder. Let the children examine the contents. Talk about taking good care of the materials and say that it is important to bring the folder/school bag each week.
1. A Book About Me

- Make a Book About Me. Let the YLs draw a picture of themselves on the front page in the box. Little children are just learning how to hold a crayon. Anything they draw is a good beginning!
- Write the YL’s name under the picture. Talk about the letters in the name. How many letters are there? Are some letters the same?
- Write your name under the YL’s. How are your names alike? How are they different?
- Talk about your ages. Help the YLs to circle the number for their age. Let them colour their hair and eyes. Write the colour in the space provided.
- Spend time just getting to know each other. Find out something special about each other.

Learning together at home

- Help the YLs to draw something special about them and add it to their picture.
A BOOK ABOUT ME

A book about me
PREPARATION

Learning Objectives
• Developing talking and listening skills
• Learning how to share and take turns
• Associating letters with sounds
• Adding words to a word book
• Recognizing beginning letters in familiar words
• Singing an alphabet song

Materials needed
• Crayons
• A Book About Me
• My First Word Book.

Warm up
Ask the children to stand in a circle. Toss a bean bag. The child that catches the bean bag should say one thing that makes them happy. Then toss the bean bag to another child.

Review
Ask the children to talk in pairs about what they did with their book. What else did they add to their book? What did their friends and family like most about their book? Ask a few volunteers to make a brief presentation to the whole group.
1. My First Word Book
   • Find My First Word Book. Talk again about the first letter of the YL’s name. What sound does it make? Where is that letter? Help to write the name. This may be a little hard at first.

2. Alphabet song
   • Ask the YL, ‘Do you know an alphabet song?’ Let’s try to learn this one. We can sing it together.
   • Sing it again. This time, point to the letters in the Alphabet Song (or letters you have written or cut out) as you sing. Ask the YLs to find the letters in their names.
   • Make sure to have fun!

Learning together at home
   • Find three more words that begin with the same sound as the child’s name. Write them in the word book.
   • Add the names of family members to the child’s book.
   • Practise singing the alphabet song.
My first word book
ALPHABET SONG

Alphabet Song
**SESSION 3**

**HERE I AM!**

**PREPARATION**

**Learning Objectives**
- Continue to recognize the first letters of names and familiar objects
- Learn new words for parts of the body
- Singing and moving
- Understand the number one and pairs

**Materials needed**
- Pencils
- Crayons
- Two small blank cards
- My First Word Book

**Warm up**
Begin with a favourite rhyme or song suggested by one of the children.

**Review**
Ask three, four or five children to volunteer one new word they have added to their word books during the week. Write these words on the board.
1. New words
   - Review the first letter of the YLs’ names.
   - Help them to add two new names to their word book. Talk about the first letter of these names. What sounds does each name begin with?
   - Ask the YLs to think of three other favourite object words (book, flower, hat). Add these words to the word book.
   Help the YLs to draw a picture of each new word. This will help them remember.

2. Point and sing
   - Look at the words in the song about the body. Read it together. Read it again. Children like to hear things over and over again.
   - Repeat the song and point to the different parts as you sing.
   - How many different parts of the body are in the song?

3. Ones and twos
   - Find two blank cards. Write number 1 on one card. Write the number 2 on the other card. Ask the YLs to pick one. If the 1 card is selected, ask them to name a part of the body that is only one (i.e. nose, head).
   - If the number 2 card is selected, ask them to name pairs (eyes, hands). Play this many times.
   - Add the names of the parts of the body to A Book About Me. Talk about all the different words learned in this song.
Learning together at home

- Practise singing and acting out the song with friends. Think of parts of the body which are in ones or pairs.
- Help YLs to add three new words about their body (i.e. eye, nose, ear) to My First Word Book.
Head, shoulders,
knees and toes, knees and toes.
Head, shoulders,
knees and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders,
knees and toes, knees and toes.
SESSION 4

ALL ABOUT NUMBERS 1-5

PREPARATION

Learning Objectives

• Learn names for parts of the body
• Learn a finger rhyme
• Match objects to numbers from 1–5

Materials needed

• Things to count (pebbles, bottle tops, beans, seeds)
• Dot cards
• Body rhyme
• Alphabet book

Warm up

Sing and act out the “Parts of the Body” song.

Review

Ask volunteers to identify a single body part. Ask for several volunteers to name parts of the body that come in pairs.
YOUNG FACILITATOR ACTIVITIES

1. A FINGER SONG

2. LEARNING NUMBERS 1–5: MATCHING NUMBERS TO OBJECTS

1. Finger song

• How many fingers do you see? (Show one finger, two fingers and three fingers).
• Let’s learn a fun song about numbers. Sing the song. As you sing together, point one finger to the ceiling. Repeat until all five fingers are pointing to the ceiling.

2. Matching numbers 1–5

• Cut out the number and dot cards from 1–5. (Give children time to cut out the cards. This will help them develop the skills they need for writing later in school.)
• Look at the 1–5 dot cards. Find some beans or other small objects.
• Look at the 1 dot card. Place one bean on the dot. Match the dot card with the number 1 card.
• Now take the 2 dot card and do the same thing.
• Repeat this activity using each dot card.
• Put beans or other small objects according to the number of dots.

Learning together at home

• Practise playing with the number cards. Match the dots on the card with different objects.
• Look for the numbers 1 to 5 all around you. Ask the children to clap their hands five times when they find a number 5.
• Help to write the numbers 1–5 in the word book.
One little finger, one little finger, one little finger,
Tap, tap, tap,
Point it to the ceiling, point it to the floor,
And put it in your lap.

Two little fingers, two little fingers, two little fingers,
Tap, tap, tap,
Point them to the ceiling, point them to the floor,
And put them in your lap.

Three little fingers, three little fingers, three little fingers,
Tap, tap, tap,
Point them to the ceiling, point them to the floor,
And put them in your lap.

Four little fingers, four little fingers, four little fingers,
Tap, tap, tap,
Point them to the ceiling, point them to the floor,
And put them in your lap.

Five little fingers, five little fingers, five little fingers,
Tap, tap, tap,
Point them to the ceiling, point them to the floor,
And put them in your lap.
Learning Objectives
• Talk about and share family stories
• Add new names to word books
• Draw pictures of favorite things

Materials needed
• Crayons
• Pencils
• A Book About Me

Warm up
Sing the number rhyme from last week.

Review
Numbers 1–5. In pairs, show the YLs a number card. Ask them to give you pebbles or beans amounting to that number.
1. Family pictures

- Find the Book About Me. Ask the YLs to draw a picture of their family. You can also help them to draw a picture of their houses.
- Count the number of people in the picture. Write the number below the picture.
- Talk about your families. Ask each YL, ‘How many brothers do you have? How many sisters do you have?’ You can tell them a little about your family too.
- Ask ‘Do you have more brothers or do you have more sisters? How many more?’ (If this is difficult you can help the child by counting with beans or shells.)
- Let’s add some new names in your word book. Talk about the names. Do any begin with the same letter? What name has the most letters? What name has the fewest letters?
2. Family stories

- Ask the Young Learners to tell you a happy or funny story about their family.
- Write down the stories.
- Ask them to draw a picture illustrating the story. Write down their words under the picture.

Learning together at home

- Continue working on your child’s family story. Share the story with other family members. Did they think it was funny or happy too?
- Ask your child to draw a picture showing what they like to do at home.
- Talk about the picture with family.
SESSION 6

NUMBERS 6-10

PREPARATION

Learning Objectives

• Count groups of objects
• Recognize numbers 6–10
• Match dot cards to number cards
• Draw picture and number cards

Materials needed

• Objects for counting (beans/bottle tops/pebbles)
• Number and dot cards 1–5; number and dot cards 6–10
• Scissors.

Warm up

You can begin with a clapping game. For example, when you clap four times, the children listen and repeat by clapping the same number of times. If your clapping is two slow claps and three fast ones, the children repeat the same pattern.

NB: Listening is a skill here. For children who do this wrongly, try to find out why. Can they hear properly?

Review

Ask for a few volunteers who would like to tell their funny or happy family story.
1. COUNTING OUT OBJECTS AND RECOGNIZING NUMBERS 6–10

2. PLAYING A NUMBER AND DOT CARD GAME

1. Matching numbers 6–10

- Cut out the number and dot cards from 6–10. (Give children time to cut out the cards. This will help them develop the skills they need for writing later in school.)
- Look at the 6–10 dot cards. Find some beans or other small objects.
- Look at the 6 dot card. Place one bean on each of the 6 dots. Match the dots with the number 6.
- Now take the 7 dot card and do the same.
- Repeat this using each dot card. Talk about the numbers, and place beans or other small objects according to the number of dots. (Observe and help the children place as many beans as the dots in each space. Count together numbers to 10.)
2. Number and dot game

- Find all the dot and number cards from 1–10.
- Shuffle the number cards and place them face down. Place all the dot cards face up.
- Each player picks a card. What number is it? Find the dot card with the same number of dots. Keep the card if you get it right.
- Keep playing until all the number and dot cards are matched.
- Sing the number song all the way to 10.

Remember children need lots of practice learning about numbers. Play these games together as often as you can.

Learning together at home

- Play the number and dot game with your family members at home.
- Make your own number pictures. Draw pictures and match them with the right numbers (1 for one car, 2 for two balls).
What have children learnt?

- What have children learnt?
- Increasing confidence and self-esteem
- Speaking and listening skills
- Telling stories
- Refining motor and drawing skills
- Emerging word and letter recognition
- Understanding numbers 1–10

Materials needed

- Young Learner's folder with completed materials and activities for Set 1.
Warm up and review

Ask for a volunteer to choose their favourite warm up. Think of all the activities we have done in the past six weeks. (Remind them to look through their folder for A Book About Me, the word book, songs and numeracy activities).
The review week is a good time for identifying difficulties young children are facing. It is a time for giving them extra support in order to reinforce the knowledge and skills they have acquired so far.

Involving Young Learners in this programme is also an opportunity to identify children with sight, hearing or leaning difficulties. That way, if teachers know, they can help when they start school e.g. by seating children at the front of the class or offering extra support.
APPENDIX

YOUNG FACILITATORS’ WEEKLY REFLECTION

NAME OF SCHOOL

NAME OF TEACHER/S

NAME OF YOUNG FACILITATOR

SESSION TITLE / NO.

DATE

NO. OF YOUNG LEARNERS

PREPARATION

WHAT PLANNING DID YOU DO FOR THE SESSION?

HOW MUCH TIME DID YOU SPEND PREPARING?

DID YOU HAVE ANY NEW IDEAS TO ADD OR SHARE?
SESSION

WHAT DID THE YOUNG LEARNERS MOST ENJOY?

WAS THERE ANYTHING THAT WAS BORING, TOO DIFFICULT OR TOO EASY?

WHAT DID YOU MOST ENJOY?

WHAT DID YOU LEARN?

HOW CAN YOU MAKE THE SESSION BETTER NEXT TIME?

ANY OTHER COMMENTS?
Notes