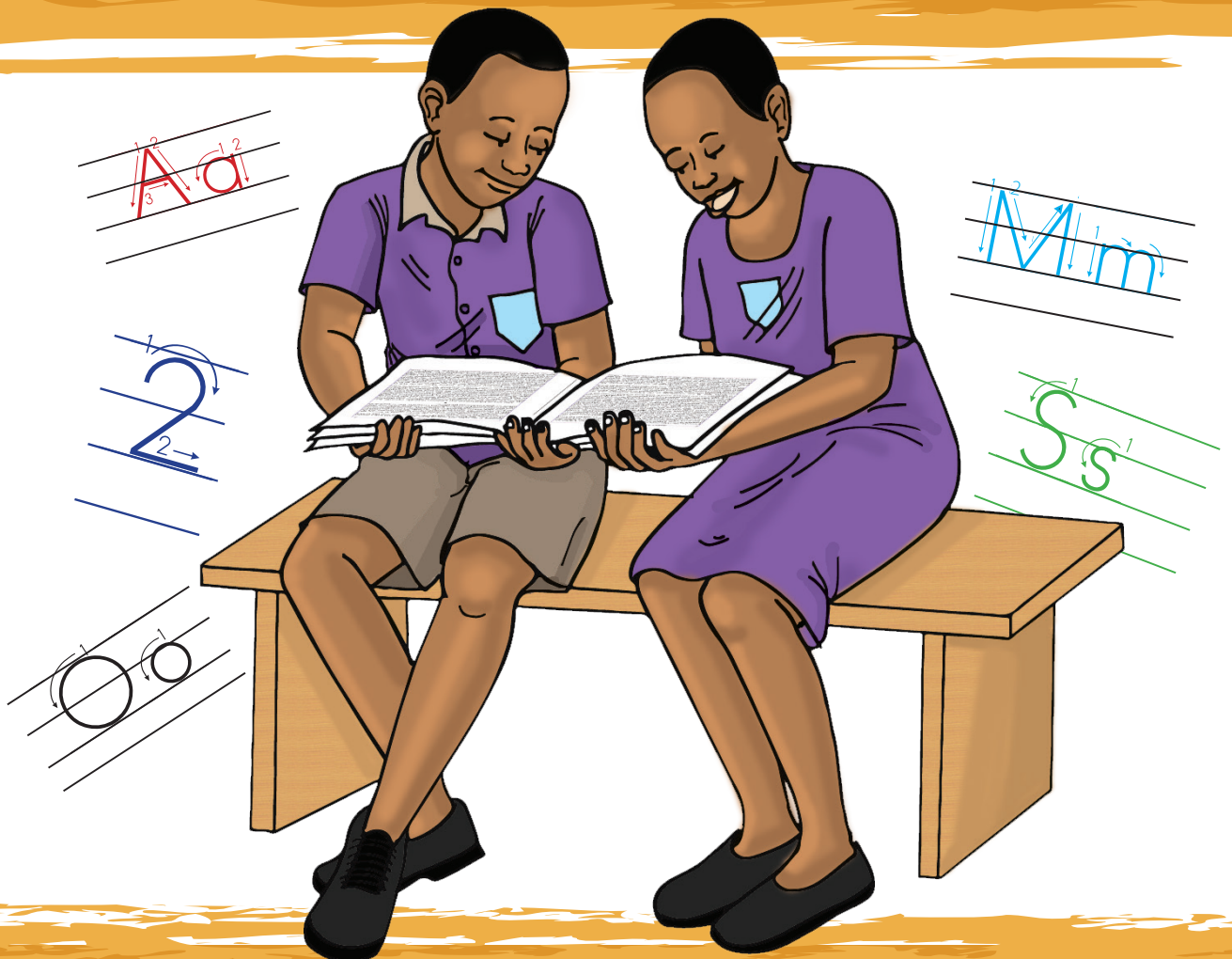


Literacy for Life

Literacy and Numeracy Support for Children and Youth in Emergencies



TRAINER'S GUIDE



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United Nations
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Juba
Office

Literacy for Life

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TRAINER'S GUIDE



Acknowledgements

The Ministry of Education, Science and Technology (MoEST), the South Sudan Education Cluster and UNESCO would like to acknowledge all those who assisted in the design, development and piloting of the Literacy for Life Toolkit, including the Education Cluster and all contributing partners. UNESCO also extends appreciation to Sue Nicholson, Hannah Snowden, Carolyn Medel-Anonuevo and Mango Tree for developing, managing and producing the Literacy for Life materials and project.

In addition to input from field-based project staff, the ideas presented in the Literacy for Life sessions are adapted from a variety of sources, including:

- Mother Tongue Training Handouts, SIL-South Sudan, www.sil.org
- Rabea for Beginners 1, Facilitator's Guide South Sudan Interactive Radio Instruction MoEST, produced by EDC
- Functional Adult Literacy Programme Alternative Education Systems Directorate, MoEST, South Sudan

Any misrepresentations of these sources are attributable solely to the authors of this guide.

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INTRODUCTION

Background

The Literacy for Life Toolkit helps teachers give children and youth skills in beginning literacy and numeracy which will help them join primary school, accelerated learning or functional adult literacy classes before, during and after emergencies. It should be used along with the Skills for Life picture charts and picture story charts during or after the Skills for Life course.

The Literacy for Life Toolkit contains:

Literacy for Life	Used with
Literacy for Life for Children: Teacher Guide for Children	Skills for Life for Children: Picture Charts Skills for Life for Children: Picture Stories
Literacy for Life: Alphabet Chart	
Literacy for Life for Children: Story Books	
Literacy for Life: Teacher Guide for Youth	Skills for Life for Youth: Picture Charts Skills for Life for Youth: Picture Stories
Literacy for Life for Youth: Story Books	
Literacy for Life: Trainer's Guide	

The Literacy for Life Toolkit was developed for teachers with limited English skills who may have to translate content into their mother tongue or Arabic. The language in the Toolkit is simple and repetitive to help with this.

About This Training Guide

This training guide has been designed to be used for: training of trainers and teacher training. The content for the training of trainers and teacher training is the same. Instead of using the words trainers and teachers, this guide uses participants.

A schedule has been provided for 5 days of training for Literacy for Life.

The training has three major objectives. By the end of this workshop, participants will be able to:

- Understand the importance of literacy and numeracy for children and youth in emergencies.
- Deliver a training workshop to teachers on literacy and numeracy.
- Effectively use literacy and numeracy strategies in the classroom.

Before Each Session

Before the training, read the session instructions and gather the materials. Look in the text box at the beginning of each session for general instructions. Then, before each session, double-check that all the materials are ready and write the objectives for the session on a flip chart.

Materials

Some sessions require specific materials. These materials are listed in the box at the beginning of each session. However, you should have the following materials available for every session:

- Literacy for Life Teacher Guides (both the children and youth versions)
- Skills for Life picture charts and picture story charts
- Alphabet Chart
- Flip chart paper
- Blackboard/whiteboard
- Chalk and whiteboard markers
- Board eraser or duster
- A4 paper, coloured pencils, markers and tape
- Exercise books for participants to use as journals
- Masking tape and scissors

Schedule for 5-day Literacy for Life Training Course

Day	Day 1	Day 2	Day 3	Day 4	Day 5
9:00-11:00	Arrival and welcome Introduction and Overview	Reading Skills Teacher Guide for Children: Demonstration 2	Reading Titles and Key Messages	English	Question and Answer Literacy for Life Practice Session: Practice 3
11:00-11:30	Tea break				
11:30-1:00	Using the Literacy for Life Toolkit	The Alphabet	Youth Teacher Guide: Demonstration 1	Assessment	Mother Tongue Literacy
1:00-2:00	Lunch				
2:00-3:00	Teacher Guide for Children: Demonstration 1	Word Activities	Reading Stories and Storytelling	Literacy for Life Practice Session 1	Literacy for Life Practice Session: Practice 4
3:00-3:30	Tea break				
3:30-4:45	Literacy for Life Materials	Word Building	Numeracy Planning Session	Literacy for Life Practice Session 2	Evaluation and Reflection
4:45-5:00	Reflection	Reflection	Reflection	Reflection	Closing Ceremony

DAY 1

1.1: Introduction and Overview

Getting to Know Each Other

1. Invite participants to stand and sing a song to open the day.
2. Introduce yourself and the training workshop by giving your name, where you work, and what you do. Say:
 - I am here to train this group as literacy trainers and teachers using the Literacy for Life Toolkit.
 - The Toolkit helps teachers give children and youth literacy and numeracy skills during emergencies.
 - After we complete this training course, you will be able to teach the Literacy for Life sessions.
3. Hand out paper and coloured pencils to participants.
4. Instruct participants to do the following:
 - Draw a picture of themselves and write their name.
 - Draw a picture of their favourite fruit and write the name.
 - Write their favourite word.
 - Write one thing they are good at.
5. Give participants 10 minutes to draw.
6. Ask participants to form groups of people who have the same favourite fruit.
7. Ask participants to introduce themselves in their small groups and say what they are good at and their favourite word.
8. Ask all participants to come into a circle.
9. Ask each participant to say their name, their favourite word, what they do well and show their pictures to the whole group.
10. Facilitate a group discussion: Ask:
 - Was it easy to talk about your favourite fruit?
 - Was it easy to talk about your favourite word?
 - Was it easy thinking of something you are good at?
 - How did you feel describing what you are good at?
 - Was it easier in the small group or in the large group?
 - How can we use this activity with children or youth?

Purpose:

To introduce participants to the training

Objectives:

- Know each other's names
- Agree on rules for the training

Time: 1 hour

Materials:

- Schedule (handouts or chart)
- Flip chart with overall objectives
- One paper marked with a tick (✓) and one with a cross (X)
- Coloured pencils and paper

11. Say:
 - It is easy to tell about what we like doing but it is harder to tell about what we are good at.
 - Knowing and saying what we are good at is important because it helps our confidence and self-esteem.
12. Collect the pictures. During the break, place them on the wall.

Schedule and Rules:

Move to a large open space. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X). Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

Schedule and Rules

1. Put up a chart of the schedule for the Literacy for Life training workshop. Point out and move your finger under each word as you read the following:
 - Main sessions
 - Tea and lunch breaks, including the time and place
2. Share relevant information with the participants, such as the location of the toilets.
3. Say:
 - In order for the training to go well, it is important to agree on some rules.
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give participants time to walk.
6. Ask some participants to talk about their decisions.
7. Give the explanation in the brackets.
 - A training workshop needs rules. (**Agree**)
 - Everyone should agree to follow the rules for the training. (**Agree**)
 - We do not interrupt, criticise or laugh at anyone in a training. (**Agree**)
 - We should turn mobiles to silent and use them only during breaks. (**Agree**)
 - We can arrive and leave anytime we like. (**Disagree**: Everyone should arrive and leave on time.)
8. Ask the participants for any additional rules.
9. Write the agreed-upon rules on a flip chart and put it on the wall.
10. Ask the participants to sign the flip chart paper during the break to show their commitment to the rules.

Expectations

1. Ask participants to use their exercise books.
2. Say:
 - We will use the back of the exercise books as journals throughout the training.
 - After the training, you can use your journal as you train teachers.
 - Now we are going to take 5 minutes to write how we feel now and what we expect to gain from the training. Use the back of the exercise book.
3. Put the participants into groups of 2.
4. Ask the groups to discuss their expectations.
5. Ask some groups for their answers.
6. Say:
 - This workshop has 3 main objectives.
 - Understand the importance of literacy and numeracy for children and youth in emergencies.
 - Deliver a training workshop to teachers on literacy and numeracy.
 - Effectively use literacy and numeracy strategies in the classroom.
7. Put a flip chart with the objectives on the wall.

1.2: Using the Literacy for Life Toolkit

Purpose:

To learn about the Literacy for Life Toolkit

Objectives:

- Understand what literacy and numeracy are
- Understand how the Literacy for Life Toolkit helps children and youth progress with their education
- Improve knowledge and skills on working with children and youth in emergency situations
- Learn about the Teachers' Code of Conduct for Emergency Situations
- To learn about the Literacy for Life Toolkit

Time: 1 hour 30 minutes

Materials:

- Flip chart paper and markers
- Literacy for Life Toolkit
- South Sudan Teachers' Code of Conduct for Emergency Situations
- Chart: Literacy for Life modules
- One paper marked with a tick (✓) and one with a cross (X)

Daily Edit

1. Conduct the daily edit.
2. Write the following on the blackboard: to day iz Sunday
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each participant to make one change only. Continue with different participants. Stop when you think it is corrected.

Possible answers: Today is Sunday. Today is Tuesday.

6. Say:
 - The first letter of the word at the start of the sentence should be a capital letter.
 - We put a full stop to end the sentence.
 - We must use correct spellings: Today, is
 - Finally, the sentence must have the correct meaning and the day must be correct.
7. Say:
 - The daily edit is a short, participatory activity that can act as revision for learners of what was taught in the previous lesson.

What is Literacy?

1. Say:
 - Now we are going to talk about literacy and numeracy.
 - Teaching literacy and numeracy skills to children and youth helps them to positively change their behaviour for life.
2. Ask:
 - What is "literacy"? What is "numeracy"?
3. Put the participants into groups of 2.
4. Ask the groups to discuss what literacy and numeracy means to them.
5. Ask some groups for their answers.
6. Define literacy and numeracy as a group.

7. Say:
 - Literacy means the ability to read and write and to use these skills to help us make good decisions, develop our abilities and to be able to function effectively in daily life.
 - Basic numeracy is learning about numbers and solving problems such as calculating time, distance, weight, number and value.
8. Put the participants into groups of 2.
9. Ask the participants to brainstorm who is regarded as literate. Remind them to think about age, gender, group and geographical region.
10. Ask some groups for their answers. Record their responses.
11. Ask: What difference does being literate make to the life of the literate person?
12. Divide participants into groups of 3 to discuss the following questions:
 - Who can teach literacy and numeracy?
 - Where can literacy and numeracy be taught?
13. Ask some groups for their answers.
14. Say:
 - Anyone who can read, write and count can teach basic literacy and numeracy just as our parents and brothers and sisters taught us.
 - Literacy can be taught anywhere - in the home, a learning space or in the fields using a stick to mark the ground.
15. Ask a few participants to share their own experience of building young people's literacy and numeracy skills.

Literacy is connected with the ability to read and write. Numeracy is connected with the ability to use and understand mathematics/numbers.

Working with Children and Youth During Emergencies

1. Put a flip chart on the wall and write the word "Emergency" on it.
2. Ask:
 - What is an emergency?
3. Write participants' ideas on the flip chart. When everyone is finished, say:
 - Emergencies can be immediate, long-lasting or seasonal.
 - They can cause people to leave their homes and even their countries.
 - An emergency can be caused by conflict or a natural disaster.

- South Sudan has experienced many emergencies in the past 20 years.
4. Ask:
 - Why is it important to continue teaching children and youth during an emergency?
 5. Say:
 - Children and youth who have experienced emergencies have a right to education and safety.
 - Education reduces the harm of emergencies by giving children and youth a sense of stability and structure.
 - When children and youth have a place to go during emergencies, they are protected from dangers and exploitation.
 - By learning key survival messages and self-protection methods, children and youth can cope better in an emergency and stay healthy.
 - Education is the first request from many communities.
 - Education gives hope for the future.
 - Teaching literacy and numeracy gives children and youth the basic skills to access and continue their education in primary schools, accelerated learning classes or functional adult literacy classes.
 6. Put the participants into groups of 2.
 7. Ask the groups to discuss about why the role of teachers is important during emergencies.
 8. Ask some groups for their answers.
 9. Say:
 - Teachers play an important role in a child's or youth's life.
 - They can listen to their problems, help them make good choices and develop their communication skills.
 - Teachers can help children and youth learn through fun activities.
 - These activities reduce the stress children and youth feel before, during and after emergencies.
 - Teachers can also help communities to treat girls and boys equally and help girls finish their education.
 - Teachers can also be good role models for their learners during a difficult time.
 10. Say:
 - The Literacy for Life Teacher guides are composed of a series of activities that help children and youth to learn quickly during and after emergencies.
 - It also supports the long-term educational needs in the country because it allows children to continue learning and teachers to continue teaching.

11. Take the participants to a large open space.
12. Say:
 - I am going to read some sentences about the importance of education in emergency situations.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
13. Read the following sentences.
14. Pause after each sentence to give participants time to walk.
15. Ask some participants to talk about their decisions.
16. Give the explanation in the brackets.
 - Children all react the same way to an emergency. (**Disagree:** Everyone reacts differently to emergencies. Their reaction often depends on their age and ability to understand.)
 - Adolescents aged 13-16 are just as affected by emergencies as younger children. (**Agree:** Adolescents are able to understand the consequences of an emergency, meaning they are just as affected as children.)
 - Adolescents may be interested in the politics of an emergency and want to take action. (**Agree**)
 - Teaching literacy and numeracy will enable youth to enrol in accelerated learning classes and protect them from negative influences. (**Agree**)
 - Providing literacy and numeracy skills connected with life skills will make the learning more meaningful. (**Agree**)
 - Being literate in English is more important than being literate in mother tongue. (**Disagree:** Learners become literate in their mother tongue better and faster because they understand the language and use it in meaningful ways. After they are literate in mother tongue, it is much easier to become literate in English.)

Mark 2 places on the ground, one with a tick (✓) and one with a cross (X). Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

South Sudan Teachers' Code of Conduct for Emergency Situations

1. Ask:
 - Do you know what the Teachers' Code of Conduct for Emergency Situations is?
2. Say:
 - The Teachers' Code of Conduct for Emergency Situations was written to complement the South Sudan Teacher Code of Conduct (2008).
 - In an emergency situation, teachers may not have been trained on the full Teacher Code of Conduct.

- The code helps teachers to understand how to behave and be good role models for their learners during an emergency. It concentrates on the child protection issues teachers need to be aware of during an emergency.
3. Ask:
- Who has signed the South Sudan Teachers' Code of Conduct for Emergency Situations?
4. Say:
- The Literacy for Life Toolkit encourages teachers to follow the code and to demonstrate responsible and supportive behaviour.
 - The full Teachers' Code of Conduct for Emergency Situations can be found in the annex of this Trainer's Guide.

Using the Literacy for Life Toolkit

1. Say:
- The Government of South Sudan recognises that anyone under the age of 18 is a child.
 - The Ministry of Culture, Youth and Sport have a Youth Policy. It states that a youth is ages from 15-30.
 - The Literacy for Life for Children is for children and can be used with youth.

2. Hold up the different parts of the Literacy for Life Toolkit for the participants to see.

Literacy for Life for Children

- Literacy for Life for Children: Teacher Guide
- Literacy for Life Alphabet Chart
- Picture Charts for Children (From Skills for Life)
- Stories in Pictures for Children (From Skills for Life)
- Literacy for Life for Children: Story books

Literacy for Life for Youth

- Literacy for Life for Youth: Teacher Guide
- Picture Charts for Youth (From Skills for Life)
- Stories in Pictures for Youth (From Skills for Life)
- Literacy for Life for Youth: Story books

Literacy for Life Trainer's Manual

3. Say:
- The Literacy for Life Toolkit was designed to be used with the Skills for Life Toolkit.
 - The Literacy for Life Toolkit teaches English as well as literacy and numeracy skills. However, the activities can also be used to develop literacy in mother tongue.

- It can be used at the same time as the Skills for Life Toolkit or used as a separate course afterwards using the picture posters and stories in pictures.
 - The Literacy for Life Toolkit was designed for children and youth that cannot read and write.
 - It contains activities that are participatory and slowly build reading, writing, English and mathematical skills.
 - Apart from the Toolkit, a few additional materials are needed for children and youth such as notebooks or slates, pencils or pens. The teacher needs a blackboard, chalk, A4 paper and marker pens. Other items can be found in the local environment.
4. Hold up the Literacy for Life Teacher Guide for Children and Teacher Guide for Youth for all participants to see. Say:
- These Teacher Guides are part of the Literacy for Life Toolkit.
 - The Teacher Guides help teachers who have limited experience with teaching literacy and numeracy.
 - Teachers do not need to be experts on the topics to teach children and youth useful skills.
 - There are two Teacher Guides: one to use with children and one to use with youth.
 - Each guide has 4 modules based on the 4 modules in the Skills for Life Toolkit.
 - Each module contains 3-7 sessions.
 - The Literacy for Life Toolkit was developed for teachers with limited English skills so the language has been kept simple.
5. Put up the chart listing the Literacy for Life modules. Say:
- These are the modules in the Literacy for Life and Skills for Life books.

Literacy for Life and Skills for Life for Children

- Psychosocial Well-being
- Peace and Conflict Negotiation
- Protection
- Health

Literacy for Life and Skills for Life for Youth

- Adolescence
- Gender
- HIV/AIDS
- Early Marriage and Motherhood

6. Say:
 - The Teacher Guide for Children starts with activities for learners who cannot read, write or speak English. It covers the alphabet and numbers 1 to 20 and simple English words and sentences. The Teacher Guide for Youth builds on the literacy and numeracy covered in the Children's guide and helps to give youth the skills to continue reading and writing on their own.
7. Put the participants in groups. Give each group a Literacy for Life Teacher Guide for Children.
8. Ask the groups to look at Module 1, Session 1 of the Teacher Guide. Discuss the similarities and differences to the Skills for Life Teacher Guides.
9. Ask each group for their ideas.
10. Say:
 - The layout of the Literacy for Life Teacher Guides is similar to Skills for Life Teacher Guides.
 - There is a title at the top for each session.
 - There is a key title or message for the session in large writing. This is the message we want learners to remember after the session.
 - There is a box at the side containing important words that may be new to the learners.
 - There are boxes at the side for teaching ideas. These are additional activities that can be used with learners who can read and write.
 - There are small pictures of the picture chart and story chart.
 - No times are given. The teacher can decide how long each activity will take.
 - The Literacy for Life Teacher Guide is different because:
 - At the beginning of each module it has an overview of the important English words, phrases, numeracy and reading skills for each session.
 - At the beginning of each session, there are boxes that give the English words and phrases, reading, writing and numeracy skills that will be covered.
11. Explain how the Literacy for Life Toolkits can be obtained and are distributed. Allow time for questions and discussion if needed.

1.3: Teacher Guide for Children: Demonstration 1

Demonstration Session: Understanding Our Feelings

1. Use the Teacher Guide for Children.
2. Follow the directions for Module 1, Session 1: Understanding Our Feelings
3. When the session is finished, say:
 - That is the end of the session on Understanding Our Feelings.
 - Remember that as literate participants we have finished this session much faster than a class of children or youth.
 - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
 - What methods have we used in this lesson?
 - ✓ Introduction
 - ✓ Picture Vocabulary
 - ✓ Beat the Words
 - ✓ Alphabet Chart
 - ✓ Reading Titles
 - ✓ Find the Letters
 - ✓ Write the Letters
 - ✓ Beginning Reading
 - ✓ Word Building
 - ✓ Numeracy
 - ✓ Picture Numeracy
 - ✓ Key Message
 - ✓ Assessment
6. Ask:
 - Which concepts did we learn?
 - ✓ How to say, recognise and form letters **a** and **d**
 - ✓ How to read and make a word with **a** and **d**
 - ✓ The English words: This, is, a, boy, girl, man, woman, dad, add
 - ✓ English words for numbers 1, 2, 3, 4, 5.

Purpose:

To demonstrate typical sessions for children in the Literacy for Life Toolkit to show how the activities are linked

Objectives:

- Take part in sessions for children from the Literacy for Life Toolkit
- Be exposed to the methodology of the Literacy for Life course

Time: 1 hour

Materials:

- Chart: Psychosocial Well-being
- Alphabet Chart
- Letter cards for **a** and **d**
- Record of Work Chart
- Good/Improve Chart

7. Ask:
 - Which activities can you do with children and youth?
8. Draw the Good/Improve chart

Good	Improve

9. Fill in 3 good things you did as the trainer. Fill in 1 or 2 things to improve.
10. Say:
 - I have used the Good/Improve chart to help me learn from the lesson. We will use this for all the demonstration lessons in the workshop.
11. Show participants the Record of Work chart. Fill in the chart.

Number	Topic	Date	Length of Session	Number of Learners	Comments

12. Say:
 - After each session in the Literacy for Life course, you will fill in the Record of Work Chart to keep track of what you are teaching.

1.4: Literacy for Life Materials

1. Ask
 - What materials were used in the demonstration session?
2. Say:
 - The learners used notebooks and pens.
 - The teacher used the Alphabet Chart, picture and story charts, the blackboard, chalk, letter cards and their fingers.
3. Put participants in groups of 2.
4. Hang up the Alphabet Chart
5. Ask groups to discuss what the Alphabet Chart shows and how we can use it.
6. Ask some groups to give their ideas.
7. Say:
 - The Alphabet Chart is an important tool in Literacy for Life.
 - The teacher uses it in every session.
 - It lists all of the small and big (capital) English alphabet letters.
 - It has pictures of English words that start with each letter sound.
 - Each session has an Alphabet Chart activity to learn letter names, sounds and words that start with that sound.
 - Children learn that big and small letters make the same sound, but look different.
 - Learners are introduced to new letters and practise letter identification.
8. Ask different participants, in turn, to say the English word used for each letter of the alphabet.
9. Check everyone understands the word.
10. Say:
 - It is important that we say these words correctly because they provide the example of the sound for the learners.
11. Ask groups to write a list of the vowels and consonants.
12. Ask one group to say the vowels and another group to say the consonants.
13. Say:
 - To teach learners to read and write you must also know

Purpose:

To learn about the materials needed for Literacy for Life

Objectives:

- To use the blackboard correctly
- To make materials to use in Literacy for Life sessions

Time: 1 hour 15 minutes

Materials:

- Blackboard, chalk and board duster
- A4 paper, marker pens
- String, thorns, stones
- Chart: Tips for organising the blackboard
- Crayons/coloured pencils
- Skills for Life charts
- 3 pots
- 3 papers

and understand the proper letter names and sounds in English. Literacy for Life teaches learners all of the common sounds.

- In English, letter names and sounds for consonants are the same.
- Letter names and sounds for vowels can be different, depending on whether the vowel is short (meaning it says its sound in the word) or long (meaning it says its name in the word).
- Literacy for Life for Children teaches short vowel sounds.
- Literacy for Life for Youth teaches some long vowel sounds.

14. Write **B** and **b** on the board.

15. Say:

- When we teach the letter name, we say what the letter is called. When you see a big, dark letter in the Teacher Guide, use the letter name.
- When you see a letter in between slash marks in the teacher guide, use the letter sound.
- When teaching a consonant's letter sound, add an "uh" after the letter.
- For example:
 - B: buh
 - C: cuh
 - D: duh
 - F: fuh

16. In groups, practise saying consonant letter names and letter sounds.

17. Ask some groups to say the consonant letter names and letter sounds.

- For example: My name is **b**. I say buh.

18. Write on the board: /a/ /e/ /i/ /o/ /u/

19. Say:

- When teaching a vowel's short letter sound, add an "h" after the letter.
- For example:
 - A: ah
 - E: eh
 - I: ih
 - O: oh
 - U: uh

20. In groups, practise saying vowel letter names and short letter sounds.

- For example: My name is **a**. I say ah.

21. Ask some groups to say the vowel letter names and short letter sounds.

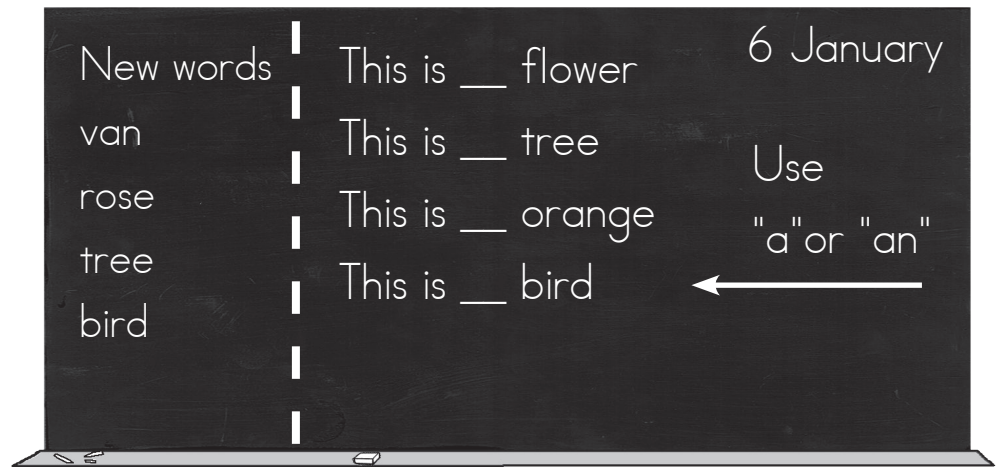
Charts

1. Make groups of 4.
2. In your group, discuss: How did you hang the Skills for Life charts?
3. Ask each group to give their ideas.
4. Say:
 - When we teach sessions from Literacy for Life, we use the pictures and the writing on the charts. It is important that learners can see and touch the letters in the title.
5. Demonstrate different ways of hanging the chart. Ask if the participants can easily see the writing.
 - Use props such as the whiteboard, blackboard, learners
 - Use a string or rope
 - Other
6. Show the participants how to take the charts out of the chart tube. Reorganise the charts and put them back to show the chart you want to use on top.

Charts and the Blackboard

1. Ask some participants to come to the board and write a large letter.
2. After 3-4 participants have written a letter, ask the class if they could easily see the letter as it was being written.
3. Put participants into groups of 2.
4. Ask the groups to discuss how the teacher should stand at the blackboard when writing letters and words. How should they stand when they read and point to words on the chart?
5. Ask each group to give their ideas.
6. Say:
 - When we write letters and words on the board to demonstrate how to write them, we should face the board and write the letter to one side in large letters. This way the learners will see the direction of the strokes as they would write it themselves.
 - When we practise writing letters in the air, we must also demonstrate with our back to the learners.
 - When we read and point to words we need to face the learners.
7. Say: It is also important that we organise the blackboard.
8. Put up the chart on tips for organising the blackboard.
 - Leave a space at the side for new words.
 - If learners write words, leave space at the bottom of the blackboard.

- Write in clear letters that are big enough for the learners at the back to read.
- Have a clean blackboard duster to erase letters and words.



9. Remind the participants that if the learners in their classes use slates, they also need to organise their own slate and have a duster.

Letter and Word Cards

1. Say:
 - In the Literacy for Life for Children, many activities use letter or word cards. They are used to make the lessons more participatory and involve the learners.
2. Ask: How did we use the letter cards in the demonstration lesson?
3. Say: We ask learners to hold letter cards and make words. This means they are active participants.
4. Show the participants how to make the following letter and word cards using a folded piece of A4 paper:
 - a
 - d
 - d
 - My
 - dad
 - is
 - a
 - teacher
5. Ask 2 participants to hold a piece of string/rope and hang the cards on it.
6. Ask a participant to use the letter cards to make a word.
7. Add some word cards on the line.
8. Ask a participant to make a sentence with the word cards.

9. Say:

- If you have room in your learning space, you can tie the string/rope to make a line to hang cards. This can act as a storage place for letter and word cards.
- It can also be used in activities.
- Letter cards can be arranged into words on the line.
- Words can be arranged to make sentences on the line.
- The letter and word cards can also be used to help learners who have difficulties when the class is completing a written activity.
- If the line is set up before and after the class, many learners will use it to make their own words and sentences and play games with it.

Reflection

1. When the session is finished, say:
 - That is the end of the session on Literacy for Life materials.
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What methods have we used in this session?
 - ✓ Discussion
 - ✓ Demonstration
 - ✓ Participatory activity
 - ✓ Group practice
4. Ask:
 - Which concepts did we learn?
 - ✓ How to use materials correctly
 - ✓ The importance of saying letter names and sounds correctly
5. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
6. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
7. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

1.5: Reflection

Purpose:

To review what has been covered today

Objectives:

- Review what has been covered today
- Thank participants
- Give out Literacy for Life for Children Teacher Guide
- Give homework

Time: 15 minutes

Materials:

- Literacy for Life for Children Teacher Guide

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Write the following new words on the blackboard: Literacy for Life, Numeracy
3. Put participants into groups of 2.
4. Ask the groups to:
 - Discuss the meaning of the words on the blackboard.
 - Read everything they have written in their exercise books to their partners.
 - Tell their partner the name and sound of each letter of the alphabet.
 - Discuss: Which English words did you learn today?
 - Discuss: What will you tell your family about today?
5. Ask some groups to share their answers with the class.
6. Assign homework. Hand out Literacy for Life for Children Teacher Guides to each participant.
7. Ask participants to read the Module 1, Session 1.
8. Thank all participants for attending the day's training.
9. Ask participants to sing a song with you: Head shoulders knees and toes. (Literacy for Life for Children, Module 2, Session 1, Activity 14 on page 107).
10. Give a thunder clap for the hard work by the participants.

DAY 2

2.1: Reading Skills

Purpose:

To make participants think about how they learnt to read and the skills involved

Objectives:

- Understand the different strategies involved in learning to read.

Time: 1 hour

Materials:

- Shapelish words written on A4 paper
- Chart: Reading strategies
- 3 pots
- 3 papers

Daily Edit

1. Conduct the daily edit.
2. Write the following on the blackboard: have you read Literacy for Life Children.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each participant to make one change only. Continue with different participants. Stop when you think it is corrected.

Possible answers:

Have you read Literacy for Life for Children?

I have read Literacy for Life for Children.


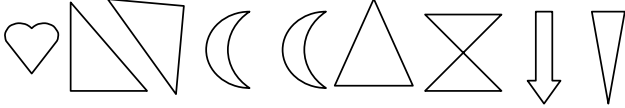

We have read Literacy for Life for Children.

6. Say:
 - The first letter of the word at the start of the sentence should be a capital letter.
 - We put a full stop to end the sentence. We put a question mark at the end of a question.
 - We must use correct spellings: Literacy
 - Finally, the sentence must make sense.

Reading Strategies

1. Say:
 - Literacy for Life teaches literacy in English. This will be new for many learners. They will need to develop many strategies to help them learn to read.
 - As literate people, we may have forgotten the strategies we use to read English.
2. Ask: How do we learn to read in a language we do not understand?
3. Say:
 - I am going to show you words in a fake language called Shapelish.
4. Use flashcards with the word written in Shapelish on one side and in English on the other side.

Shapelish Words

	Juba
	Jonglei
	Equatoria

5. Show participants the Shapelish flashcards many times and say the words in English.
6. Hold all 3 cards so participants can see the Shapelish words.
7. Ask a participant to point out the word that means "Juba".
8. Repeat for "Jonglei" and "Equatoria".
9. Mix up the cards and repeat steps 5-8.
10. Ask:
 - How did the participants know which word was Juba, Jonglei and Equatoria?
 - The Shapelish words for Juba and Jonglei have the same starting letter, but Jonglei has more characters in both languages. Equatoria has the most characters in both languages.
11. Ask the participants to copy "Juba" in Shapelish.

Reading Skills

1. On the blackboard, write the following word: **knebevight**
2. Ask 2-3 participants to say the word.
3. Say:
 - This is a nonsense word.
 - That means it is a word that has no meaning in English.
 - If it does not have meaning, how were you able to pronounce it?
4. Ask 2-3 participants for their thoughts.
 - You used your knowledge of letter shapes, sounds and spelling rules to sound out the word.
5. Ask:
 - Did you understand the word?
6. Ask 2-3 participants for their thoughts.
 - No, you only translated it into sounds. There is no meaning.

7. Now we will look at the word in a sentence and try to give the word a meaning. On the board, write **Huma put her knebevight**

8. Ask:

- What are the possible meanings?

9. Ask 5 participants to give possible meanings for the word.

- Remind participants it must be a noun because of its relationship to other words in the sentence.

10. Ask:

- Is this a sentence?
- Where is the full stop?

11. Say:

- We still don't know exactly what the word means. Let's add another word.

Huma put her knebevight on

12. Say:

- This changes our understanding of the word but there is still no clear meaning or a full stop.
- Let's keep reading and look for more context clues.

Huma put her knebevight on to protect her from the rain.

13. Say:

- The meaning is now clearer but could be a coat, blanket or shawl. We have a full stop but we need more information for a fuller meaning.

Huma put her knebevight on to protect her from the rain. She placed it on her head

14. Say:

- Now we have the meaning but it could be a plastic bag! Now we must look at the passage.

Huma put her Knebevight on to protect her from the rain. She placed it on her head and although it was in the colours of her brother's favourite football team, she was glad of it, because she had a long way to walk.

15. Say:

- Now we know that a knebevight is a hat.
- Reading is often only saying sounds and making them into words.
- Comprehension is understanding the meaning of words.

16. Ask:

- What difficulties did you have decoding/reading the word knebevight?
- For example, did you have trouble because you had never experienced Huma's situation?

17. Divide participants into pairs. Ask them to discuss the reading strategies that were used to solve the meaning of knebevight.

18. Ask each pair to share 1 idea.

19. Read the chart on reading strategies.

Reading Strategies:

- Sound out the letters
- Build-up the letter pattern
- Apply knowledge of other words and rules
- Connect the relationship of the words grammatically
- Use context for clues to meaning

20. Say:

- As adults, we use these reading strategies all the time.
- Young children and beginner readers have not developed these skills.
- Learning to do this requires teaching, practice and experience with different reading passages.
- A literate person is one who can read and write with understanding.

Reflection

1. When the session is finished, say:

- That is the end of the session on Reading Skills.
- Now we will do a reflection.

2. Put participants into groups of 2.

3. Ask groups to discuss:

- What methods have we used in this session?
 - ✓ Discussion
 - ✓ Demonstration
 - ✓ Participatory activity

4. Ask:

- Which concepts did we learn?
 - ✓ The different skills we use when we read

5. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
6. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
7. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

2.2: Teacher Guide for Children: Demonstration 2

Purpose:

To demonstrate a typical lesson for children in the Literacy for Life Toolkit

Objectives:

- Take part in sessions for children from the Literacy for Life Toolkit
- Be exposed to the methodology of the Literacy for Life course.

Time: 1 hour

Materials:

- Module 4, Session 2 chart: Flies and Diarrhoea
- Alphabet Chart
- Module 4, Session 2 story chart: The fly
- Letter cards: **z, i, p, s, e, r, r, a, o**
- Piece of paper

Demonstration Session: Flies and Diarrhoea

1. Use the Literacy for Life Teacher Guide for Children.
2. Follow the directions for Module 4, Session 2: Flies and Diarrhoea
3. When the session is finished, say:
 - That is the end of the session on Flies and Diarrhoea.
 - Remember that as literate participants we have finished this session much faster than a class of children or youth.
 - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
 - What methods have we used in this lesson?
 - ✓ Introduction
 - ✓ Picture Vocabulary
 - ✓ Beat the Words
 - ✓ Alphabet Chart
 - ✓ Reading Titles
 - ✓ Find the Letters
 - ✓ Write the Letters
 - ✓ Beginning Reading
 - ✓ Word Building
 - ✓ Numeracy
 - ✓ Key Message
 - ✓ Position Words
 - ✓ Writing
 - ✓ Assessment
6. Ask:
 - Which concepts did we learn?
 - ✓ How to say, recognise and form the letter **Z**
 - ✓ How to read and make a word with **Z**
 - ✓ The English words for zip, flies, faeces, food, finger
 - ✓ How to say and spell the words zip, size, razor

- ✓ English words for position: on, in, under and near
- ✓ Writing simple sentences
- ✓ Practise numbers 1-20

7. Point to the chart on reading strategies.
8. Ask: Which activities match each strategy?

Reading Strategies:	
Sound out the letters	- Beat the Words - Alphabet Chart
Build-up the letter pattern	- Beginning Reading - Word Building
Apply knowledge of other words and rules	- Reading Titles
Connect the relationship of the words grammatically	- Position Words - Writing
Use context for clues to meaning	- Picture Vocabulary

9. Ask:
 - Which activities can you do with children and youth?
10. Draw and fill in the Good/Improve chart
11. Fill in the Record of Work chart.

2.3: The Alphabet

Purpose:

To ensure participants know how to say and write English letters correctly and apply this knowledge in activities

Objectives:

- To learn how to correctly say and write the letters of the alphabet
- Practise activities that develop skills in reading and writing letters.

Time: 1 hour 30 minutes

Materials:

- Literacy for Life for Children Teacher Guide
- Literacy for Life for Youth Teacher Guide
- Alphabet Chart
- Skills for Life charts
- Letter cards for **N, n**, **M, m**
- A4 paper and marker pens
- Module 1, Session 2 chart: Sharing Our Feelings
- 3 pots
- 3 papers

The Alphabet Chart

1. Hang up the Alphabet Chart
2. Ask the participants to review what the Alphabet Chart shows and how we can use it.
 - The Alphabet Chart is an important tool in Literacy for Life.
 - The teacher uses it in every session.
 - It lists all of the small and big (capital) English alphabet letters.
 - It has pictures of English words that start with each letter sound.
 - Each session has an Alphabet Chart activity to learn letter names, sounds and words that start with that sound.
 - Children learn that big and small letters make the same sound, but look different.
 - Learners are introduced to new letters and practise letter identification.
3. Write the following on the board **A B /c/ d**
/e/ /f/
4. Ask: Who can remember how to say these letters correctly?
 - Letter name: **A**
B
d
 - Letter sound: **/c/** - kuh
/e/ - eh
/f/ - fuh
5. Say:
 - When we teach the letter name we say what the letter is called. When you see a dark letter in the Teacher Guide, use the letter name.

- When you see a letter in between slash marks in the Teacher Guide, use the letter sound.
 - When teaching a consonant's letter sound, add an "uh" after the letter.
 - For example:
 - B: buh
 - C: cuh
 - D: duh
 - F: fuh
 - When teaching a vowel's short letter sound, add an "h" after the letter.
 - For example:
 - A: ah
 - E: eh
 - I: ih
 - O: oh
 - U: uh
6. Put the participants in groups of 2.
 7. Ask the groups to say the alphabet using letter names. Then say the alphabet using letter sounds.
 8. Ask some groups to say the alphabet using letter names and the alphabet using letter sounds.
 9. Say:
 - Before we learn to write the letters of the alphabet, we need to learn the letter name, the sound it makes and recognise the shape.
 - This is a reading skill called discrimination. It helps learners identify the difference between letters and sounds.

Demonstration Session:

Literacy for Life for Children

1. Use the Teacher Guide for Children.
2. Say: I will demonstrate how we use the Alphabet Chart and practise recognising letters.
3. Follow the directions for Module 1, Session 2: Sharing Our feelings Activities 4, 5, and 6.
4. When you have finished ask: What did the activities practise?

5. Say:
 - The activity practised the letters **n** and **m**.
 - It introduced and practised the English word for net.
 - It looked for the letters **n** and **m** in the story title.
 - It practised finding big and small letters.
6. Say: For every letter of the alphabet, we use the same methods. We also use the same language:
 - For example: My name is big **N**. My sound is **/n/** .
7. Put the participants in groups of 2.
8. Ask the groups to say the capital letters of the alphabet using the following language:
 - My name is big _____. My sound is _____.
9. Ask one group to say the capital letters of the alphabet.

Writing Letters

1. In the same groups, ask one participant to write the alphabet letters in capitals while the second participant observes the letter formation. Then the second participant writes the alphabet letters in lower case (small) while the first participant observes the letter formation.
2. Ask learners to turn to page 24 of the Teacher Guide for Children and the chart for writing letters.
3. Ask the participants to look at the letter formation. Did their partner form all the letters correctly?
4. Ask:
 - Did you identify any letters that were not written like in the chart?
5. Say:
 - As trainers and teachers, we need to make sure we form the letters and numbers correctly.
 - We also need to observe our learners to make sure they are forming them correctly too.
 - Correct letter formation is important for fast and clear writing in the future.

Demonstration Session: **Literacy for Life for Children**

1. Use the Teacher Guide for Children.
2. Say: I will demonstrate how we write letters.
3. Follow the directions for Module 1, Session 2: Sharing Our Feelings, Activity 7.

4. When you have finished ask: What steps were used to teach the letter?
5. Say:
 - The letter was written correctly on the board using guiding lines.
 - My finger traced the letter using the correct stroke directions.
 - I said words to show the direction of the strokes. This is called a letter formation phrase.
 - We practised the letter shape many times before we wrote it on paper.
 - We learnt the capital and small letter.
6. Ask: Why do we use a letter formation phrase?
 - ✓ The letter formation phrase makes it easier for the learner to understand and remember what to do when writing English letters.
 - ✓ We learn in different ways by looking, listening and doing. Saying the letter formation phrase while writing it helps the learners who find it easier to learn by listening.
 - ✓ The letter formation phrase and the diagram of the stroke marks are given for each letter in the Teacher Guide.

Literacy for Life for Youth

1. Say:
 - Literacy for Life for Youth continues to practise and learn new letter sounds. We learn how to recognise and say the sound of 2 or 3 letters put together. For example, **S** and **h** combine to make /sh/.
 - Combining letter sounds is called blending.
 - Literacy for Life for Youth has a letter blend for each session.

Demonstration Session: Literacy for Life for Youth

1. Use the Youth Teacher Guide.
2. Say: I will demonstrate 2 activities using letters.
3. Follow the directions for Module 1, Session 2: Caring for Your Body and Mind, Activities 2 and 5.
4. When you have finished ask: What reading skills did the activities practise?

5. Say:

- The activities practised the letter name and sound for 2 letters.
- It introduced the word consonant.
- It practised writing the alphabet and alphabet order.
- It taught the blend /sh/.
- It gave words beginning with **sh** that the learners should already know in English.
- It practised discrimination or listening for the difference between /sh/ and other beginning letters.

Practice

1. Put the participants into groups of 2.
2. Assign each group a module and session.
 - Module 1, Session 3, 4, or 5
 - Module 2, Session 1, 2, 3, 4 or 5
 - Module 3, Session 1 or 2
 - Module 4, Session 1
3. Say:
 - Each group will practise teaching a letter to their partner. One participant will teach Activity 4 and 5. Their partner will teach Activity 6 and 7.
 - Use the Alphabet Chart on page 23 of the Literacy for Life for Children Teacher Guide.
4. When the groups have finished ask:
 - What did you find easy about these activities?
 - What did you find difficult?

Reflection

1. When the session is finished, say:
 - That is the end of the session on the alphabet
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What activities and methods have we used in this lesson?
 - ✓ Alphabet Chart
 - ✓ Reading Titles
 - ✓ Find the Letters

- ✓ Write the Letters
- ✓ Alphabet Chart Revision
- ✓ New Sounds
- ✓ Demonstration
- ✓ Discussion
- ✓ Teaching Practice

4. Ask:

- Which concepts did we learn?
 - We need to learn the letter name, sound and shape.
 - Correct stroke formation is important for our future writing ability.
 - We need lots of practice.
 - It is important to observe how your learners form letters when they start writing letters.

5. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.

6. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.

7. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

2.4: Word Activities

Beat the Words

1. Write the following on the board: Letter recognition and discrimination is important.
2. Ask the participants to read the sentence to their partner.
3. Ask: Which words are easy to read and which are difficult?
4. Say:
 - Breaking long words into small chunks is a reading skill.
 - We break the word into sounds.
 - A group of letters that make one sound is called a syllable.
5. Say the first word in the sentence. Ask the learners to repeat it after you.
6. Say:
 - Listen while I clap the syllables in this word.
7. Say the word again while clapping the syllables.
8. Repeat with learners.

Teaching Syllables:

A **syllable** is a group of letters that make a sound when said together.

Syllables in Vocabulary Words

- **let / ter:** 2 syllables = 2 claps
- **rec / og / ni / tion:** 4 syllables = 4 claps
- **and:** 1 syllable = 1 clap
- **dis / crim / i / na / tion:** 5 syllables = 5 claps
- **is:** 1 syllable = 1 clap
- **im / por / tant:** 3 syllables = 3 claps

9. Ask learners to identify the number of syllables in the word.
10. Use your fingers to count the number of syllables together with the class.
11. Repeat with the other vocabulary words.

Purpose:

To show participants the importance of letter and sound discrimination

Objectives:

- Practise some activities that develop letter and word recognition skills.

Time: 1 hour

Materials:

- Literacy for Life for Children Teacher Guide
- 3 pots
- 3 papers

12. Ask:

- How did clapping help you to say the word "discrimination"?
- The sounds were easier to hear, so it was easier to say the word.

13. Say: This activity is called "Beat the Words" and it is used in both Literacy for Life for Children and Youth.

14. Put the participants into groups of 2.

15. Each participant must clap the syllables in their names to their partner.

16. Clap your own name as an example.

17. Ask each participant to clap the syllables in their name to the whole group.

Practice

1. Put the participants into groups of 2.

2. Assign each group a module and session.

- Module 1, Session 3, 4 or 5
- Module 2, Session 1, 2, 3, 4 or 5
- Module 3, Session 1 or 2
- Module 4, Session 1

3. Say: Each group will practise teaching Beat the Words to their partner.

4. When the groups have finished ask:

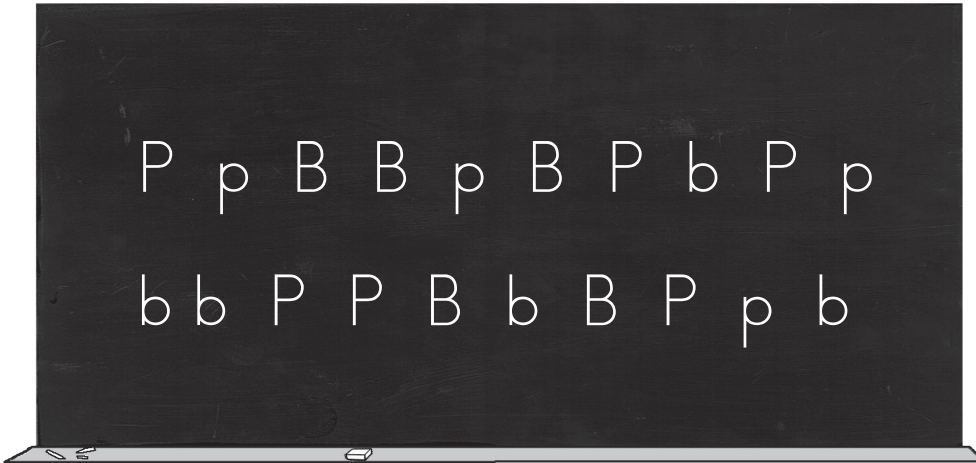
- What did you find easy about these activities?
- What did you find difficult?

Find the Letter or Word Activity

1. Say:

- We have demonstrated and practised the Find the Letter/ Word activity. This activity is in both the Literacy for Life for Children and Youth. Over the course of the programme, the activities become progressively more difficult.

2. Write the following on the board:

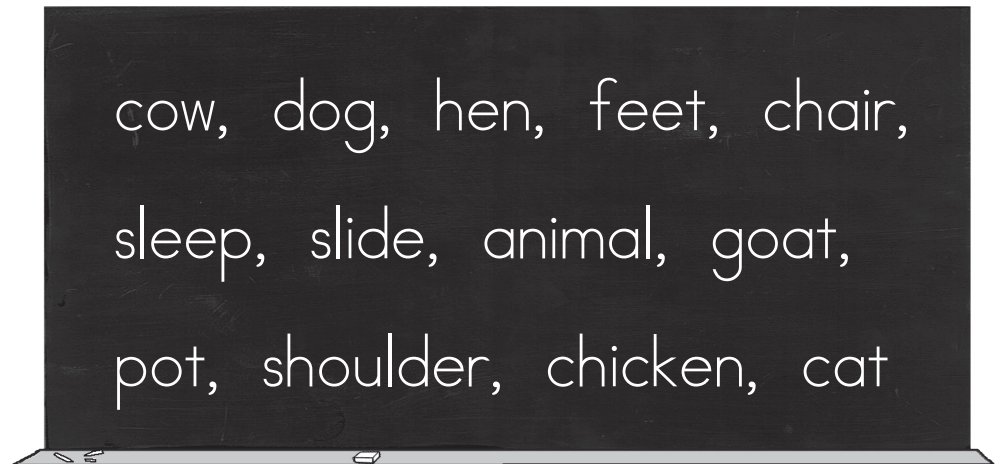


3. Ask participants to come to the front and circle the big **P** and small **p**.
4. Repeat until all the big **P** and small **p** letters have been circled
5. Repeat with the big letter **B** and the small letter **b**. Ask participants to underline the big **B** and small **b** letters.
6. Repeat with different learners until all the big **P** and small **p** and big **B** and small **b** letters have been found correctly.
7. Say: This is an activity from Literacy for Life for Children Module 2, Session 2.
8. Write the following on the board:



9. Ask a participant to circle a big letter.
10. Repeat with different learners until all the big letters have been circled.
11. Ask a participant to underline a small letter.

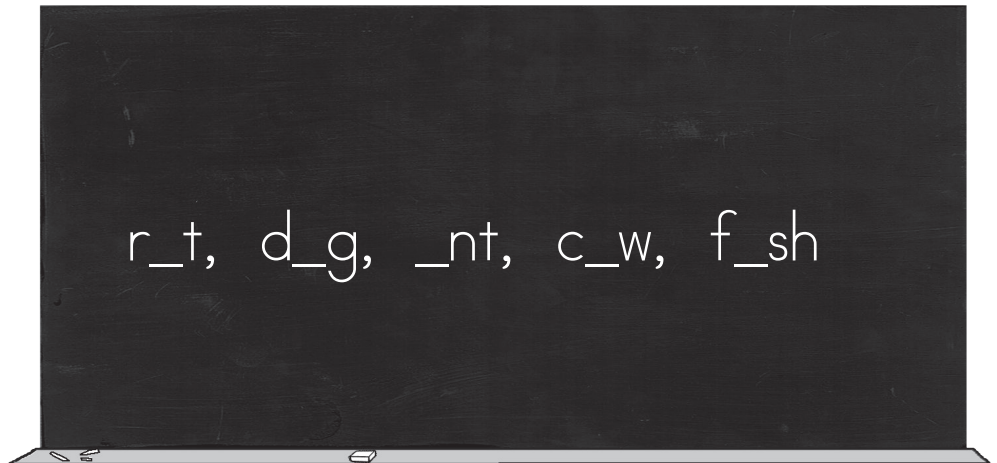
12. Repeat with different learners until all the small letters have been underlined.
13. Say: This is an activity from Literacy for Life for Children Module 4, Session 4.
14. Put up the picture chart from Skills for Life for Youth Module 1, Session 6.
15. Write the following on the board:



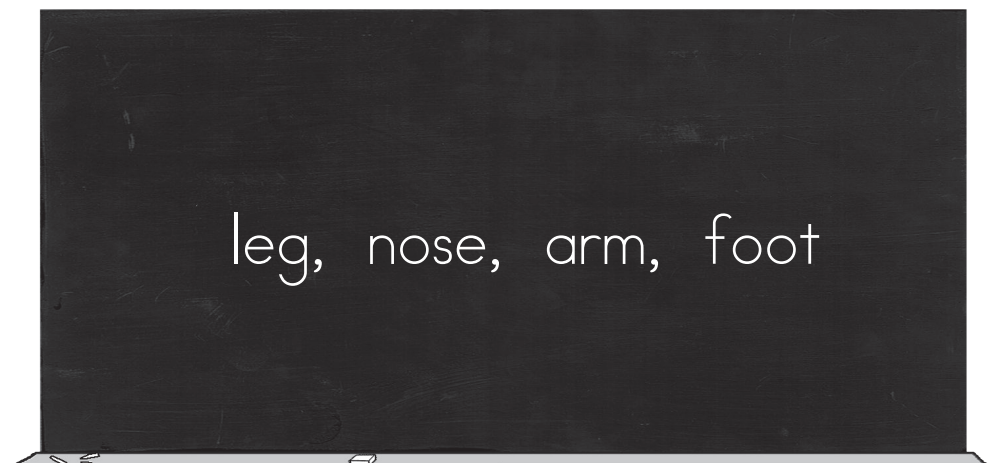
16. Ask a participant to underline some of the words pictured in the Module 1, Session 6 picture chart.
17. Ask them to read the word and point to the picture.
18. Repeat with different learners.
19. Ask a participant to circle the word: animal.
20. Say: This is an activity from Literacy for Life for Youth Module 1, Session 1.
21. Say: Put the participants in groups of 2.
22. Ask: What are the advantages of this type of activity?
23. Ask some groups to give their ideas.
24. Say:
 - This activity helps learners to recognise letters and words.
 - It helps learners discriminate between letters and words that are similar.
 - It is a participatory activity and many learners can have a turn.
 - It is easy to repeat this activity with the same letters or words but in a different order.
 - Over the Literacy for Life programme, the activity gets progressively harder.

Other Letter and Word Activities

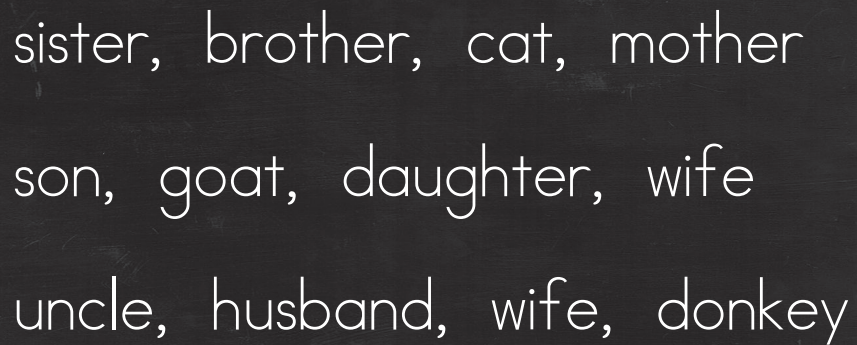
1. Say:
 - There are many exercises and activities that practise letters and words. These activities are the same as those found in the Primary 1 and ALP level 1 textbook. Over the course of the programme, the activities become progressively more difficult.
2. Write the alphabet on the board in small letters.
3. Read the letters of the alphabet with the participants.
4. Rub out some letters.
5. Ask participants to come to the front to fill in the missing letters.
6. Say: This is an activity from Literacy for Life for Youth Module 1, Session 1.
7. Write the following on the board:



8. Ask participants to come to the front to fill in the missing vowels to make words for animals.
9. Ask participants to copy the words and write the missing letters.
10. Say: This is an activity from Literacy for Life for Youth Module 1, Session 6.
11. Write the following words on the blackboard:



12. Ask participants to put the words in alphabetical order using the first letter. For example, the first word is arm.
13. Ask participants to copy the words in alphabetical order.
14. Say: This is an activity from Literacy for Life for Youth Module 3, Session 4.
15. Write the following words on the blackboard:



sister, brother, cat, mother
son, goat, daughter, wife
uncle, husband, wife, donkey

16. Ask participants to read the words and find the word that is different.
17. Ask a participant to come to the front, read the line of words and say the word that is different.
18. Repeat for the second and third line of words.
19. Say: The words in the lines are family words. The different words are cat, goat, and donkey.
20. Ask participants to copy the family words.
21. Say: This is an activity from Literacy for Life for Youth Module 4, Session 1.
22. Say: Put the participants in groups of 2.
23. Ask: What did these activities practise?
24. Ask some groups to give their ideas.
25. Say:
 - The activities practised the middle sounds in words.
 - They practised alphabetical order.
 - They practised and revised reading words learnt in previous sessions.
 - Finding the different word practised word meanings and if the learner really understood the word they were reading.
26. Say:
 - These word activities can be used many times with different words to practise reading skills.
 - They can be made simpler or more difficult depending on the ability of the learners.

- These activities can also be used in mother tongue.
- These activities practise exercises found in Primary 1 and ALP Level 1 textbooks so learners will become familiar with them.

Reflection

1. When the session is finished, say:
 - That is the end of the session on word activities.
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What activities and methods have we used in this lesson?
 - ✓ Beat the Word
 - ✓ Find the Letters
 - ✓ Find the Words
 - ✓ Alphabet Chart Revision
 - ✓ Middle sounds
 - ✓ Word recognition
 - ✓ Word meaning
4. Ask:
 - Which concepts did we learn?
 - ✓ A group of letters that make one sound is called a syllable.
 - ✓ We need to practise letter and word recognition.
 - ✓ We need to practise beginning, middle and end sounds.
5. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
6. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
7. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

2.5: Word Building

Purpose:

To highlight the importance of saying the sounds of letters and combining them to make words

Objectives:

- To demonstrate how to use 2 activities to blend sounds to form words
- Participants practise activities that develop skills in building words.

Time: 1 hour 15 minutes

Materials:

- Literacy for Life for Children Teacher Guide
- Letter cards for **o, s, n, i, l, l**
- A4 paper and marker pens
- Literacy for Life for Youth Teacher Guide
- Alphabet Chart
- 3 pots
- 3 papers

Beginning Reading and Word Building

1. Say: There are 2 activities that concentrate on building words from letters.

Demonstration Session:

Literacy for Life for Children

1. Use the Teacher Guide for Children.
2. Say: I will demonstrate how we use the Alphabet Chart and practise recognising letters.
3. Follow the directions for Module 1, Session 5: Class meeting, Activities 8 and 9.
4. Say: The session teaches the letters **i** and **l**.
5. When you have finished, ask: What did the activities practise?
6. Say:
 - The activities practised the letters **i** and **l**.
 - It practised joining sounds together.
 - It used simple words that the learners would know in Primary 1/ALP level 1.
7. Ask: What do you need to prepare for each activity?
 - The first activity, Beginning Reading, needed word cards for 5 letters.
 - The second activity, Word Building, needed a board. It can also be conducted outside by drawing the grid on the ground with a stick.
8. Ask: Can the learners use these activities when the teacher is not present?
 - Yes. The letter cards can be kept in the learning space and learners can play at making words.
 - The grid can be drawn outside in the compound.

9. Say:
 - Both activities use the new letter sounds from the session and combine them with the old letter sounds to make words.
 - This gradually increases the confidence of the learners who try to combine sounds to make new words for themselves.
 - This is called blending.
10. Point to the letter grid. Say:
 - New letters are written at the top. Old letters fill the other spaces.
 - Letters in the grid can be used more than once; for example, ill. To form the word, we touch the letter **l** twice.

Practice

1. Put the participants into groups of 2.
2. Assign each group a module and session.
 - Module 1, Session 3, 4 or 5
 - Module 2, Session 1, 2, 3, 4 or 5
 - Module 3, Session 1 or 2
 - Module 4, Session 1
3. Say: Each group will prepare to teach the Beginning Reading and Word Building activities. After preparation, one group will teach another group.
4. Give each group 5 minutes to prepare.
5. Join 2 groups together. One group teaches their words while the other acts as learners. The groups then change roles.
6. When the groups have finished ask:
 - What did you find easy about these activities?
 - What did you find difficult?
 - How did the Teacher Guide help you?
 - Can you conduct these activities in mother tongue?
7. Say:
 - The Teacher Guide has boxes at the side of the page to inform you about the materials you need, and the meaning of words. It also gives you lists of words to build.

Literacy for Life for Youth

1. Say:
 - Literacy for Life for Youth continues to practise word building.
 - Literacy for Life for Youth has a letter blend for each session which it uses in the letter grid.

Demonstration Session:

Literacy for Life for Youth

1. Use the Youth Teacher Guide.
2. Say: I will demonstrate word building from Literacy for Life for Youth.
3. Follow the directions for Module 2, Session 5: Dealing with Anger, Activity 13
4. Say: In this session, we revise the sounds **/ea/** and **/ee/** which both sound like **/ee/** in sleep.
5. We also learn the blend **/ight/** which sounds like eye-t as in night.
6. When you have finished, ask: What reading skills did this activity practise?
7. Say:
 - The activity practised a sound that has two spellings - **/ea/** and **/ee/**.
 - It practised a 4 letter blend which we need to learn by sight.
 - It practises making words with 3 blends.
8. Write on the board: Literacy for Life.
9. Tell the participants they have 1 minute to make as many words as possible using only the letters in the words. For example: fat.
10. Ask: How many words did you make?
11. Ask the participant with the most words to read them out.

Reflection

1. When the session is finished, say:
 - That is the end of the session on Word Building.
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What activities and methods have we used in this lesson?
 - ✓ Letter cards
 - ✓ Using a letter grid
 - ✓ Drawing
 - ✓ Writing words
 - ✓ Participating
 - ✓ Practising teaching
 - ✓ Discussion

4. Ask:
 - Which concepts did we learn?
 - ✓ Combining letter sounds is called blending.
 - ✓ We use the new letter sounds with the old sounds to make new words.
 - ✓ We need lots of practice.
5. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
6. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
7. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

2.6: Reflection

Purpose:

To review what has been covered today

Objectives:

- Review what has been covered today
- Thank participants
- Give homework

Time: 15 minutes

Materials:

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Write some new words on the blackboard: discrimination, blend
3. Put participants into groups of 2.
4. Ask the groups to:
 - Discuss the meaning of the words on the board.
 - Read everything they have written in their exercise books to their partners.
 - Tell with their partner the name and sound of each letter of the alphabet.
 - Discuss: Which English words did you learn today?
 - Discuss: What will you tell your family about today?
5. Ask some groups to share their answers with the class.
6. Assign homework. Ask participants to read all the words in the Sound Chart on pages 8, 9 and 10 of the Teacher Guide for Children. If there are any words they don't know, underline them. We will check the meaning in the next training session.
7. Thank all participants for attending the day's training.
8. Ask participants to sing a song: I like colours (Literacy for Life for Children Module 2, Session 4, on page 147).
9. Give a thunder clap for the hard work by the participants.

DAY 3

3.1: Reading Titles and Key Messages

Purpose:

To show how we can use any text to practise literacy skills

Objectives:

- Demonstrate how we use titles and key messages to teach literacy skills
- Participants practise using the activities Reading Titles and Key Message from the Children and Youth Teacher Guides

Time: 2 hours

Materials:

- Flip chart and pens
- A4 paper
- Picture chart: Module 1, Session 5: Class meeting
- Picture chart: Module 2, Session 5: Peer pressure
- Story chart: Module 2, Session 5: Dem cannot say no
- Picture chart: Module 2, Session 5: Dealing with anger
- Picture and story charts from Skills for Life for Children
- Letter cards **i, l, u, y, a, e, i, o, u, Q**
- 3 pots
- 3 papers
- Container

Daily Edit

1. Conduct the daily edit.
2. Write the following on the blackboard: Discriminations is a skill to tel difference between Letters and.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each participant to make one change only. Continue with different participants. Stop when you think it is corrected.

Possible answers: Discrimination is a reading skill to tell the difference between letters and sounds.

6. Say:
 - Only the first letter of the word at the start of the sentence should be a capital letter.
 - We must use correct spellings. Check similar letters and if the letter is single or double.
 - Finally, the sentence must make sense.
7. Give out pieces of paper.
8. Say: Write any words you did not understand from your homework of reading pages 8, 9 and 10 and put them in the container. We will check them in the reflection at the end of the day.

Reading Titles

1. Ask:
 - In emergency learning spaces, what words and reading materials are around that children and youth can read?
 - Are these materials the right level for illiterate children and youth to use?
2. Say:
 - Often in emergency learning spaces there are no textbooks or charts for learners to read. However it is important that we use any reading texts we find.

- Skills for Life was developed for illiterate children and youth so there is very little writing.
 - It does have writing in the titles on the picture charts and stories. However many titles use difficult words.
3. Put the participants into groups of 2.
 4. Ask the groups to discuss: How can we use the titles on picture charts and stories?
 5. Ask some groups for their ideas and write them on a flip chart.

Demonstration Session:

Literacy for Life for Children

1. Use the Teacher Guide for Children.
2. Say: I will demonstrate how we use the chart titles in Literacy for Life for Children.
3. Follow the directions for Module 1, Session 5: Class meeting, Activity 5.
4. Say: The session teaches the letters **i** and **l**.
5. When you have finished ask: What did the activity practise?
6. Say:
 - The activity practised the letters **i** and **l**.
 - It practised the vocabulary of girl and boy.
 - It practised the letters taught in previous sessions
(**a, d, n, m, c, e, o, s**)
7. What teaching skills does the teacher need to have?
 - Read facing the class with their finger under the word on the chart.
 - Be able to say the correct sound for each letter.
 - Be able to say each English word clearly and correctly.
8. Say: Now I will demonstrate how we use different chart titles in Literacy for Life for Children.
9. Follow the directions for Module 2, Session 5: Peer Pressure, Activity 5.
10. Say: The session teaches the letters **u** and **y**.
11. When you have finished ask: What did the activity practise?
12. Say:
 - It practised the vocabulary of Samuel and Dem.
 - The activity practised the letters **u** and **y**.
 - It practised the letters taught in previous sessions.

13. Ask: What problems did we have in using the chart titles for **u** and **y**?
14. Say: In some chart titles we will not find the letters we have just learnt. Instead we practise other letters.

Demonstration Session:

Literacy for Life for Youth

1. Use the Youth Teacher Guide.
2. Say: As all the letters of the alphabet have been taught in Literacy for Life for Children, the Youth Teacher Guide uses discrimination activities to practise sounds and blends.
3. Follow the directions for Module 2, Session 5: Dealing with anger, Activity 6.
4. Say: The session teaches the blends **/ea/**, **/ee/** and **/ight/**.
5. When you have finished, ask: What did the activity practise?
6. Say:
 - The activity practised the blends **/ea/**.
 - It practised vowels and consonants.
 - It practised listening and identifying words that start with vowels.
 - It practised reading and writing words starting with vowels.
7. Ask: What do you need to prepare for this activity?
 - ✓ The charts must be ready.
 - ✓ The charts must be hung so that the title can easily be seen by everyone.
 - ✓ Letter cards need to be prepared.
8. Point to the chart of the group's ideas for using titles. How many were demonstrated?

Practice

1. Put the participants into groups of 2.
2. Assign each group a module and session from Literacy for Life for Children.
3. Say: Each group will prepare to teach the Reading Titles activity. After preparation, one group will teach another group.
4. Give each group 5 minutes to prepare.
5. Join 2 groups together. One group teaches their title while the other acts as learners. The groups then change roles.

6. When the groups have finished, ask:
 - What did you find easy about these activities?
 - What did you find difficult?
 - How did the Teacher Guide help you?
 - Can you conduct these activities in mother tongue?
7. Say:
 - The Teacher Guide has boxes at the side of the page to inform you about the materials you need.
 - Even if the title is difficult to read because of the vocabulary, it can still be used to practise literacy skills.

Key Message

1. Say:
 - In the Skills for Life for Children and Youth, each session has a key message that children and youth learn.
 - In Skills for Life, the key message is usually taught in mother tongue.
 - In Literacy for Life we use the key message in English.
 - We use it to reinforce the skills and behaviours learners learnt before.
 - We use it to practise reading skills like recognising letters and sounds.
 - Many of the activities we conduct for the key message are the same as for reading titles.

Demonstration Session: Literacy for Life for Children

1. Use the Teacher Guide for Children.
2. Say: I will demonstrate how we use the key message in Literacy for Life for Children.
3. Follow the directions for Module 4, Session 6: Malaria, Activity 11.
4. Say: The session teaches the letter **q**.
5. When you have finished, ask: What did the activity practise?
6. Say:
 - It practised the key message in English.
 - It practised finding the letter **q** and other sounds.
 - It practised counting the number of words in the key message using claps.
 - It use Beat the Word to check the number of syllables.

Demonstration Session:

Literacy for Life for Youth

1. Use the Youth Teacher Guide.
2. Follow the directions for Module 2, Session 5: Dealing with anger, Activity 14.
3. When you have finished, ask: What did the activity practise?
4. Say:
 - The activity practised reading the message.
 - It practised consonants and vowels.
 - It practised finding words.
 - The missing letter activity practised sounds in words and spellings.
 - Learners copied the key message.
5. Point to the chart of the group's ideas for using titles. How many were demonstrated in the key message activity?

Practice

1. Put the participants into groups of 2.
2. Assign each group a module and session from Literacy for Life for Youth.
3. Say: Each group will prepare to teach the Key Message activity. After preparation, one group will teach another group.
4. Give each group 5 minutes to prepare.
5. Join 2 groups together. One group teaches their title while the other acts as learners. The groups then change roles.
6. When the groups have finished, ask:
 - What did you find easy about these activities?
 - What did you find difficult?
 - How did the Teacher Guide help you?
 - Can you conduct these activities in mother tongue?
7. Say:
 - The Teacher Guide has boxes at the side of the page to give an additional activity. It is similar to the Word Building activity.
 - Even if the key message is difficult to read because of the vocabulary, it can still be used to practise literacy skills.

Reflection

1. When the session is finished, say:
 - That is the end of the session on Reading Titles and Key Messages
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What activities and methods have we used in this lesson?
 - ✓ Letter cards
 - ✓ Beat the Words
 - ✓ Finding Letters and Words
 - ✓ Gap fill for words
 - ✓ Writing words and messages
 - ✓ Participating
 - ✓ Practising teaching
 - ✓ Discussion
4. Ask: Can these activities be used with other texts and writing we find in emergency learning spaces?
5. Say:
 - The writing on posters, cartons, newspapers, etc, can all be used to practise literacy skills like those used in Reading Titles and the Key Message.
 - Remember that the words in the title or key message must be translated into mother tongue so that the children and youth can understand them.
6. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
7. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
8. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

3.2: Youth Teacher Guide: Demonstration 1

Purpose:

To demonstrate a typical lesson for youth in the Literacy for Life Toolkit

Objectives:

- Take part in sessions for youth from the Literacy for Life Toolkit
- Be exposed to the methodology of the Literacy for Life course.

Time: 1 hour 30 minutes

Materials:

- Picture Chart: Youth Module 2, Session 2: Gender-based Violence
- Story Chart: Youth Module 2, Session 2: The cart
- Alphabet Chart
- Letter cards: **g, b, v, l**
- Word cards: What, are, you, doing,?, I, am, sitting, talking, meeting, raising
- Piece of paper
- Good/Improve chart
- Record of Work chart

Demonstration Session: **Gender-based Violence**

1. Use the Literacy for Life for Youth Teacher Guide.
2. Follow the directions for Module 2, Session 2: Gender-based Violence
3. When the session is finished, say:
 - That is the end of the session on Gender-based Violence
 - Remember that as literate participants we have finished this session much faster than a class of children or youth.
 - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
 - What methods have we used in this lesson?
 - ✓ Daily Edit
 - ✓ Introduction
 - ✓ Alphabet Chart Revision
 - ✓ Vocabulary
 - ✓ Beat the Words
 - ✓ New Sounds
 - ✓ Reading Titles
 - ✓ Song
 - ✓ Asking and Answering Questions
 - ✓ Building Sentences
 - ✓ Word Hunt
 - ✓ Numeracy
 - ✓ Reading Stories
 - ✓ Word Building
 - ✓ Key Message
 - ✓ Assessment

6. Ask:

- Which concepts did we learn?
 - ✓ How to say, recognise and form letter blend **st**
 - ✓ How to read and make words with **st**
 - ✓ The English words for colours and clothes
 - ✓ To ask and answer a question
 - ✓ Read and write sentences
 - ✓ Practise adding numbers up to 5

7. Ask:

- Which activities can you do with children and youth?

8. Draw and fill in the Good/Improve chart

9. Fill in the Record of Work chart.

3.3: Reading Stories and Storytelling

Purpose:

To show how we can use structured and unstructured story activities in literacy learning

Objectives:

- Analyse the support the Teacher Guide provides in Reading Stories
- Participants take part in a demonstration Storytelling activity
- Participants practise using the Storytelling activity from the Youth Teacher Guide.

Time: 1 hour 30 minutes

Materials:

- Literacy for Life for Youth Teacher Guide
- Picture chart: Youth Module 1, Session 2: Caring for Your Body and Mind
- Picture and story charts from Skills for Life for Youth
- 3 pots
- 3 papers

Reading Stories

1. Put participants into groups of 2.
2. Ask the participants to turn to page 141 to the Reading Stories activity.
3. Say:
 - In the last demonstration session we took part in a Reading Stories activity using the picture story: The cart.
4. Ask each group to read through the activity and discuss how the Teacher Guide provides support.
5. Ask some groups for their ideas on how the Teacher Guide provides support.
6. Say:
 - Important words and sentences are in bold writing.
 - The first picture of the story chart is provided to remind you which chart to use.
 - The table shows 2 examples of English sentences to use. Choose which is correct for your class. If you are not sure, use the "Beginners" sentences. You can always repeat the activity at the end of the session with the "More Advanced" sentences.
 - The box "Using Local Language to Describe Words" encourages the use of local language to understand the story and words. This helps with understanding the new English words.
7. Ask:
 - Why is it important to allow learners to practise the story using local language words?
8. Say:
 - When learners are learning English for the first time, they will not know the words to name everything in the picture or story. Be patient and allow them to use local language if they need to. Translate the local language word into English and practise saying it.

Storytelling

1. Say:
 - The Storytelling activity uses many of the same ideas as the Reading Stories activity. Reading Stories is structured and guided by the teacher.
 - Storytelling is unstructured and uses the learners' ideas.

Demonstration Session: Literacy for Life for Youth

1. Use the Youth Teacher Guide.
2. Follow the directions for Module 1, Session 2: Caring for Your Body and Mind, Activity 11.
3. When you have finished, ask: What did the activity practise?
4. Say:
 - The activity practised the beginning, middle and end of a story.
 - It practised English words that the learners already know.
 - It was participatory and groups discussed the story.
 - Groups saw their own story idea written on the board.
5. Ask: What other literacy activities could you also use in Storytelling?
 - ✓ Beat the words
 - ✓ Find letters, sounds, capitals, words

Practise

1. Put the participants into groups of 4 or 5.
2. Assign each group a module and session from Literacy for Life for Youth.
3. Say: Each group will select one participant to be the teacher. The other participants will be the learners. The teacher will facilitate the Storytelling activity.
4. When the groups have finished, ask:
 - What did you find easy about this activity?
 - What did you find difficult?
 - How did the Teacher Guide help you?
 - Can you conduct these activities in mother tongue?
5. Say:
 - The Storytelling activity is an excellent way to teach literacy in mother tongue. Sentences in mother tongue form the story and literacy skills can be practised on the sentences.

Reflection

1. When the session is finished, say:
 - That is the end of the session on Reading Stories and Storytelling.
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What literacy skills have we used in this lesson?
 - ✓ Describing pictures
 - ✓ Reading or making a title
 - ✓ Learning new words
 - ✓ Forming sentences
 - ✓ Recognising letters and words in sentences
 - ✓ Beat the word
 - ✓ Participating in storytelling
 - ✓ Discussion
4. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
5. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
6. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

3.4: Numeracy

Numeracy

1. Ask: What does numeracy mean?
2. Say:
 - Basic numeracy is learning about numbers and solving problems such as calculating time, distance, weight, number and value.
3. Put the participants in groups of 2.
4. Ask the groups to discuss the numeracy activities they have completed this week.
5. Ask each group for one idea.
6. Discuss what other numeracy activities children and youth need but are missing.
 - ✓ Calculating time, distance and money
 - ✓ Using tools
 - ✓ Estimating weight
7. Say: Numeracy is about understanding mathematics but also being able to solve problems involving numbers in our head.
8. Say:
 - The Literacy for Life course teaches basic numeracy and uses the picture charts and story charts.
 - The numeracy activities can be conducted in English or mother tongue.
 - The numeracy activities prepare learners for Primary 1 or ALP level 1A.
9. Put participants into groups of 2.
10. Ask the groups to use the module overview at the beginning of each module in the Teacher Guides for Children and Youth. Ask each group to list the numeracy activities.
11. After 10 minutes, ask some groups for their ideas.

Purpose:

To understand the range of numeracy activities in the Literacy for Life Toolkit

Objectives:

- To identify the type of numeracy activities used
- Practise some activities that develop numeracy

Time: 1 hour

Materials:

- Literacy for Life for Children Teacher Guide
- Literacy for Life for Youth Teacher Guide
- 3 pots
- 3 papers

12. Put up the following chart:

Numeracy activities	
Literacy for Life for Children	Literacy for Life for Youth
<ul style="list-style-type: none">- Counting 1-5, 1-10, 1-20- Number literacy one to ten- Telling time- Days of the week- Times of the day	<ul style="list-style-type: none">- Measurement- Counting 1-50- Recognising big and small numbers- Addition and equal signs- Writing addition problems to 5- Adding up to 10- Shapes- Counting on- Subtraction from 5, 7, 10 and 15- Days of the week- Months of the year- Times of the day- Subtraction from 20 and 30- Addition and subtraction

13. Ask: Which numeracy activities are also literacy activities?

- ✓ Number literacy one to ten
- ✓ Recognising big and small numbers
- ✓ Shapes
- ✓ Days of the week
- ✓ Months of the year
- ✓ Times of the day

14. Say:

- Many of the numeracy activities involve learning to recognise and write numbers. This is practised in Literacy for Life for Children in Module 3.
- We also practise questions and answers which relate to numeracy such as: How many _____?

15. Say:

- The Literacy for Life Toolkit is aimed at children and youth that have never been to school. However, there may be learners who already know how to count and solve simple addition and subtraction problems. These students can be given more difficult problems to solve.

Demonstration Session:

Literacy for Life for Children

1. Use the Teacher Guide for Children.
2. Follow the directions for Module 2, Session 5: Dealing with Anger, Activity 11.
3. Say: Why is the skill of counting on useful?
 - ✓ We can use it with big numbers.
 - ✓ It is a way to start mental addition.
4. Put the participants into groups of 2.
5. Use Literacy for Life for Youth Module 2, Session 5, Activity 11.
6. Practise teaching the activity to each other in turn.

Writing Numbers

1. In the same groups, ask one participant to write the numbers 0-10 while the second participant observes the number formation. Then the second participant writes the numbers from 10 to 0 while the first participant observes the number formation.
2. Ask learners to turn to page 339 of the Youth Teacher Guide and the chart for writing numbers.
3. Ask the participants to look at the number formation. Did their partner form all the numbers correctly?
4. Say:
 - As the trainer or teacher we need to make sure we form numbers correctly.
 - We also need to observe our learners to make sure they are forming them correctly too.
 - Correct number formation is important for fast and clear writing in the future. An unclear number can cause big problems.

Practise

1. Put the participants into groups of 2.
2. Assign one group Module 2, Session 2 and the other group Module 2, Session 3 in the Literacy for Life for Children.
3. Say: Each group will prepare to teach the Write the Number activity. After preparation, one group will teach another group.
4. Give each group 5 minutes to prepare.
5. Join the 2 groups together. One group teaches their activity while the other acts as learners. The groups then change roles.

6. When the groups have finished, ask:
 - What did you find easy about these activities?
 - What did you find difficult?
 - How did the Teacher Guide help you?
 - Can you conduct these activities in mother tongue?

Reflection

1. When the session is finished, say:
 - That is the end of the session on numeracy.
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What methods have we used in this lesson?
 - ✓ Discussing in groups
 - ✓ Using the Teacher Guide
 - ✓ Demonstration
 - ✓ Counting on
 - ✓ Practising teaching
 - ✓ Writing numbers
4. Ask:
 - Which concepts did we learn?
 - ✓ Numeracy can be formal mathematics or informal that we do in our head.
5. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
6. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
7. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

3.5: Planning Session

Practice Planning

1. Put the participants into 4 groups.
2. Say:
 - Now we are going to practise teaching the sessions in the Literacy for Life Toolkit.
3. Say:
 - Each group will take a paper from the hat. The group must choose a session from the module to teach the rest of the participants. It can be one the trainer has demonstrated or a different one.
 - In your group, agree who will teach each activity. One participant will teach Activity 1, another participant will teach Activity 2 and so on until all the activities are assigned.
 - Read the activity carefully.
 - Follow the instructions in the activity. We do not need to do anything different.
 - Read the instructions and what to say out loud to practise how to say it to participants.
 - You can plan during the tea and lunch breaks.

Purpose:

To work together to prepare a session from the Literacy for Life Toolkit

Objectives:

- Plan the practice session

Time: 15 minutes

Materials:

- Teacher Guides
- Skills for Life picture and story charts
- 4 pieces of paper with: adolescence, gender, HIV/AIDS, early marriage and motherhood

3.6: Reflection

Purpose:

To review what has been covered today

Objectives:

- Review what has been covered today
- Thank participants

Time: 15 minutes

Materials:

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Put participants into groups of 2.
3. Ask the groups to:
 - Read everything they have written in their exercise books to their partners.
 - Discuss: Which English words did you learn today?
 - Discuss: What will you tell your family about today?
4. Ask some groups to share their answers with the class.
5. Take the container with the words written on them that participants did not understand from the homework.
6. Pull 1 paper out and read the word aloud.
7. Ask: Who can explain the meaning of the word and say it in mother tongue?
8. If no one can explain the word, explain it yourself.
9. Thank all participants for attending the day's training.
10. Ask participants to sing the song: "Little Children" from Literacy for Life for Children, Module 3, Session 1 on page 177.
11. Give a thunder clap for the hard work by the participants.

DAY 4

4.1: English

Purpose:

To encourage participants to think about the language they will use during the Literacy for Life course and when they will use it

Objectives:

- To identify how English words and phrases are taught and used
- Practise some activities that develop English skills

Time: 2 hours

Materials:

- Literacy for Life for Youth Teacher Guide
- Chart: Steps to learn English
- Chart: Skills for Life for Children, Module 2, Session 2: Peace
- Word cards: What, time, is, it, ?, morning
- Skills for Life for Youth chart and story charts
- 3 pots
- 3 papers

Daily Edit

1. Conduct the daily edit.
2. Write the following on the blackboard: Five and tow is 8.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each participant to make one change only. Continue with different participants. Stop when you think it is corrected.

Possible answers:

Five and two equal seven.

$5+2=7$ $5+3=8$ $6+2=8$

6. Say:
 - Only the first letter of the word at the start of the sentence should be a capital letter.
 - We must use correct spellings.
 - Finally, the sentence must make sense.

English

1. Put the participants into groups of 2.
2. Ask the groups to discuss:
 - What materials have we used to teach English?
 - What activities in Literacy for Life teach English skills?
3. Ask some groups for their ideas.
4. Say:
 - As we are learning to become literate in English, all activities teach English skills.
 - The Literacy for Life course uses the picture charts and story charts to build vocabulary in English.
 - The English words used in the Literacy for Life course are some of the basic words normally used when learning English for the first time. They are also found in the Primary 1 English textbook and ALP Level 1A textbook.
 - Each session practises questions and answers.
 - The Teacher Guides encourage the teacher to use English in instructions.
5. Say: In the Literacy for Life programme, we use the following steps to learn English.
 - We learn new words: what they mean and how to say them correctly.

- We put these new words in sentences.
- We learn questions to go with the sentences.
- We learn to read the sentences and questions.
- We learn to make more similar sentences.
- We write sentences.
- We make and write similar sentences.

6. Say:

- We don't follow all these steps in every session.
- In Literacy for Life for Children, we will only learn new words in the first module. We slowly increase our knowledge of English so that by the end of Literacy for Life for Children we can write some of our own sentences.
- Literacy for Life for Youth uses most of these steps in the session activities to teach English language skills.

Demonstration Session

1. Say: I will demonstrate a range of different English activities that can be found in Literacy for Life.

Using the chart

1. Use the picture chart from Skills for Life for Children, Module 2, Session 2 picture: Peace.
2. Ask: What can you see in this picture?
3. Say: Let's learn some English words.
4. Point to the people in the picture and say:
 - This is a **boy**.
 - This is a **girl**.
 - This is a **mother**.
 - This is a **father**.
 - This is a **brother**.
 - This is a **sister**.
 - This is a **book**.
 - This is a **bag**.
 - This is a **ball**.
5. Point to the picture and ask: What is this?
 - Participants should respond in English: This is a _____.
6. Repeat with 5-10 learners.
7. Say: Find a mother / father / brother / sister / bag / ball / book / boy / girl.
8. Repeat with 5-10 participants.
9. Point to the children.
10. Ask: What is he wearing?
11. Say: Let's learn some English words.
 - He is wearing shorts / shirt / trousers / socks / shoes.
 - She is wearing a dress / skirt / blouse.

12. Point to the picture and ask: What is he wearing? What is she wearing?
 - Participants should respond in English:
 - He is wearing _____.
 - She is wearing _____.
13. Put the participants in groups of 2.
14. Ask each group to practise: What are you wearing?
 - Participants should respond in English: I am wearing_____.
15. Point to the children.
16. Ask: What are they doing?
17. Say: Let's learn some English words.
 - They are playing football. They are sitting. They are talking.
18. Point to the picture and ask: What are they doing?
 - Participants should respond in English: They are _____.

Making actions

1. Make the action for playing football.
2. Ask: What am I doing?
 - Answer: Playing football.
3. Repeat steps 1-2 for sleeping, waking up, eating.
4. Ask a participant to come to the front.
5. Make an action. Say I am playing football. What are you doing?
 - The participant makes an action and says: I am_____.
6. Repeat with 4 more learners.
7. Put the participants in groups of 2.
8. In each group, ask 1 participant to make an action.
 - One partner asks: What are you doing?
 - The other answers: I am _____.

Using drawings

1. Draw the following pictures on the board: sun rising, full sun, sun half-way, sun setting, moon.
2. Point to the sun rising. Ask: What time is it?
3. Say: It is morning.
4. Repeat for each picture (morning, noontime, afternoon, evening, night).
5. Ask the participants to repeat the times with you.
6. Ask participants to come to the front.
7. Point to a picture and ask: What time is it?

Using songs

1. Sing the song "The times of day".



Verse 1

I wake up in the morning,
I wake up in the morning,
I wake up in the morning,
I like the morning.

Verse 2

I eat lunch in the noontime,
I eat lunch in the noontime,
I eat lunch in the noontime,
I like the noontime.

Verse 3


I play football in the afternoon,
I play football in the afternoon,
I play football in the afternoon,
I like the afternoon time.

Verse 4

I go to bed in the evening,
I go to bed in the evening,
I go to bed in the evening,
I like the evening time.

Verse 5

I sleep in the night-time,
I sleep in the night-time,
I sleep in the night-time,
I like the night-time.



2. Repeat the song 3 times.
3. Ask participants to name things they do at different times of the day. Ask: What do you do in the _____.
 - Participants should respond: I _____ in the _____ (morning, noon, afternoon, evening, night-time).
4. Ask participants to sing the song again while acting out the activities they do during different times of the day.

Using word cards

1. Write the following on the board: What time is it?
2. Practise reading the question.
3. Give 6 participants the word cards:
 - What
 - time
 - is
 - it
 - ?
 - morning
4. Ask participants to use the words cards to make the question: What time is it?
5. Ask participants to use the word cards to make the answer: It is _____ time.
6. Say: Question and answers use many of the same words.
7. Repeat steps 3-5 with more participants.

Using a table

1. Write the following table on the board

I	wake up	in	the	morning	time.
	eat			noon	
	play football			afternoon	
	go to bed			evening	
	sleep			night	

2. Read a sentence. Move your finger under **each word** as you read it.
3. Make 4 different sentences.
4. Ask a participant to read a sentence.
5. Repeat with 4 more participants.
6. Ask participants to write their own sentences.

Wrap-up

1. Say: The demonstration is finished.
2. Point to the chart of the steps to learn English. How many steps were demonstrated?
 - We learn new words: what they mean and how to say them correctly.
 - We put these new words in sentences.
 - We learn questions to go with the sentences.
 - We learn to read the sentences and questions.
 - We learn to make more similar sentences.
 - We write sentences.
 - We make and write similar sentences.
3. Ask:
 - What was used to help teach words?
 - ✓ Picture chart, actions, drawings
 - What activities were used to practise a question or sentence?
 - ✓ Pointing at the chart and repeating the question and answer many times
 - ✓ Practise in groups
 - ✓ Games
 - ✓ Using a song
 - ✓ Using word cards
 - ✓ Using a table
4. Say:
 - In the Literacy for Life for Youth, these steps form separate activities.
 - To learn English we need to practise many times.
 - We need to practise listening and saying words many times.
 - We need to practise listening and saying sentences and questions many times.
 - Songs practise English in an enjoyable way.

Practice

1. Put the participants into groups of 2.
2. Assign each group a module and session from Literacy for Life for Youth.
3. Say: Each group will prepare to teach the activity Building Sentences. After preparation, 1 group will teach another group.
4. Give each group 5 minutes to prepare.
5. Join 2 groups together. One group teaches their activity while the other acts as learners. The groups then change roles.

6. When the groups have finished, ask:
 - What did you find easy about these activities?
 - What did you find difficult?
 - How did the Teacher Guide help you?
 - Can you conduct these activities in mother tongue?
7. Say:
 - Each module overview page lists the vocabulary and English phrases for all the sessions in the module.
 - Each session also lists the vocabulary and English phrases.
 - At the end of Literacy for Life for Youth, the learners should be well-prepared to enrol in Primary 1 or ALP level 1.
 - Remember, learners need to be able read questions and instructions so that they can read the English textbook.

Reflection

1. When the session is finished, say:
 - That is the end of the session on English.
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What methods have we used in this session?
 - ✓ Discussing in groups
 - ✓ Demonstration
 - ✓ Teaching practice
 - ✓ Using charts and pictures
 - ✓ Using actions
 - ✓ Using songs
 - ✓ Using word cards
 - ✓ Using tables to make questions and sentences
4. Ask:
 - Which concepts did we learn?
 - ✓ Each session builds on the English words, questions and answers taught in the previous session.
 - ✓ Both the question and answer needs to be practised many times.
 - ✓ Learners need to be able to read instructions and questions.
5. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
6. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
7. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

4.2: Assessment

What is Assessment?

1. Give out the handout: Case study of Esther.

Esther is a facilitator for Literacy for Life in a small village near Rumbek. Every day she starts each of her lessons by greeting the learners. She then asks each learner a question about the previous lesson. For example: What are the two things you remember most from the last lesson?

Afterwards she discusses the different answers with the learners. Then she asks them to write on the board or in their notebooks some of the words or sentences that they have been practising and asks them to read the words and the letters.

A little later, when Esther wants to see the progress of the learners in class, she notices that some of them are able to answer immediately while others take their time to answer or have difficulties. Sometimes some learners find it difficult to write on the board. She also notices that some can easily read a simple sentence but a few others are having difficulties reading.

Purpose:

To learn about the assessment methods used in the Literacy for Life course

Objectives:

- Observe and understand the different assessment methods used
- Complete the end of programme assessment for learners

Time: 1 hour 30 minutes

Materials:

- Handout: Case study of Esther
- Skills for Life charts

2. Ask the participants to read the case study then discuss the questions with their partner.
3. Ask:
 - Why does Esther begin her lesson by asking the learners what they learnt the day before?
 - What are the different skills she is assessing?
 - What is Esther discovering about her learners?
 - How often should we assess our learners?
4. Ask: What is assessment and why do we use assessment?
5. Say:
 - Assessment is the process of checking the progress of the learners. It is the way of following up and checking what skills, knowledge and attitudes the learners have acquired. It allows us to look at the results of what we are doing and make sure that it is effective and corresponds to the goals of the class.

- When cooking food, a cook does not wait until the food is served to find out what it tastes like. Usually the cook tastes a little while the food is still cooking to know whether or not it needs something added. In the same ways facilitators assess learners' progress during the classes rather than waiting until the end to find out how they are doing.
- Assessment helps to identify the different skills of the learners. We need this information to help us make decisions about how to better help our learners. Is it possible to move to the next lesson or topic or should we repeat some activities? Assessment is also important for the learners. It helps them see what they have already learnt and can help motivate them.

We have three forms of assessment

- Diagnostic: Given before the learners start the programme.
- Formative: Takes place during the learning programme.
- Summative: Takes place at the end of the learning and evaluates the learner's performance.

6. Ask:

- What have we been doing in the sessions to assess learning?
 - ✓ Daily edit
 - ✓ Question and answer
 - ✓ End of session assessments
 - ✓ Reflection questions
 - ✓ 3 pots/papers
 - ✓ Observation
 - ✓ Good/Improve chart

7. Ask:

- What other assessment methods can we use for learners?
 - ✓ Tests (if students can read and write)
 - ✓ Repeating activities and observing improvements

8. Say:

- In Literacy for Life for Children, every session has an assessment .
- Literacy for Life for Youth has an
 - ✓ end of session assessment
 - ✓ end of module assessment
 - ✓ end of programme assessment

Daily Edit

1. One assessment activity conducted in every session in the Literacy for Life for Youth is the daily edit.
2. Conduct a daily edit.
3. Write on the board: assessmnt checks teh progress learners
4. Say: Something is wrong with this sentence.
5. Ask: Who wants to make one correction?
6. Allow each participant to make one change only. Continue with different participants. Stop when you think it is corrected.

Possible answers: Assessment checks the progress of learners.

7. Say:
 - The first letter of the word at the start of the sentence should be a capital letter.
 - We must use correct spellings.
 - Finally, the sentence must make sense.
8. Say:
 - The daily edit contains the words taught in the previous lesson, but it has some mistakes.
 - The learners have to correct the sentence.
 - It is important that one learner can only correct one mistake. This gives many learners the chance to correct the sentence.
 - The answer can vary depending on how the learners change the meaning of the sentence.
 - We use this at the start of the lesson so learners who are early or on time have a chance to think about it.

Demonstration Session: End of Module Assessment

1. Use the Youth Teacher Guide.
2. Follow the directions for the Module 1 assessment on page 115.
3. When you have finished, ask: What activities did we use in the assessment?
4. Say:
 - Using a chart
 - Question and answer
 - Finding words
 - Finding sounds
 - Beat the word to count syllables

- Word building using a letter grid
 - Demonstrating counting
 - Finding big and small numbers
 - Dictation: Writing letters, words and numbers
 - Group work to say and write English words
5. Ask: How does the end of module assessment differ from the end of session assessment?
- The end of session assessment includes
 - ✓ Group work
 - ✓ Reading words to their partner
 - ✓ Reading all the writing they did today to their partner
 - ✓ Some numeracy practice
 - ✓ Discussing the English words they have learnt
 - ✓ Discussing what they will tell their family and read to them
6. Ask:
- Would the teachers be able to conduct the end of module assessment?
 - What should teachers do if many learners do not do well in the end of module assessment?
7. Say:
- End of module assessments indicate if the teacher needs to teach some skills to the whole class or repeat some activities with individual learners.
 - The results don't need to be recorded as there is a more formal assessment at the end of the course.
 - The formal assessment at the end of the course provides an indication of whether the learner is ready to join primary or ALP classes.

Practice: **End of Course Assessment**

1. Put participants into groups of 2.
2. Ask 1 participant to be the teacher and the other the learner. The teacher will conduct the end of course assessment with the learner for English and reading.
3. Change roles. Conduct the end of course assessment for writing and numeracy.
4. Ask:
 - How did the participants find the assessment?
 - How will a teacher conduct the assessment in a class of over 50 learners?
 - What problems may teachers face?
 - How can these be solved?

5. Say:
 - The English and reading assessments can be conducted during class time.
 - While you are conducting the assessment, ask the class to draw a picture and write some sentences about it.
6. Ask: How will the end of course assessment help the learners?
7. Say: The end of course assessment indicates if the learner is ready to join a primary, ALP or adult literacy class.

Reflection

1. When the session is finished, say:
 - That is the end of the session on assessment.
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What methods have we used in this session?
 - ✓ Discussing in groups
 - ✓ Reading a case study
 - ✓ Demonstration
 - ✓ Assessment practice
4. Ask:
 - Which concepts did we learn?
 - ✓ Assessment should be taking place all the time.
 - ✓ The end of session and module assessments use similar activities to assess the learners.
 - ✓ The end of course assessment makes recommendations for the next course for the learner.
5. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
6. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
7. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

4.3: Literacy for Life Practice Sessions: Practice 1 and 2

Purpose:

To practise typical lessons in the Literacy for Life Toolkit and strengthen skills

Objective:

- Participate in teaching a practice session

Time: 2 hours 45 minutes

Materials:

- Skills for Life Session picture posters
- Skills for Life Session story charts
- Paper, coloured pencils
- Alphabet Chart

1. Say:
 - These practice sessions are for us to strengthen our skills and get ideas from other trainers and teachers.
 - We will share our feelings and give feedback after each group teaches.
2. Ask group 1 to begin by teaching the rest of the participants their lesson.
3. Draw the Good/Improve chart.
4. At the end of the session, ask group 1:
 - What parts of your session do you feel comfortable teaching?
 - What do you need to improve?
5. Ask the rest of the participants:
 - What did the group do well?
 - What needs improvement?
 - Remember to have more good points than improve points.
6. Fill in the Record of Work chart.
7. Then ask group 2 to teach the rest of the participants their lesson. Repeat steps 2-6 for group 2.
8. Ask all participants:
 - How did it feel to teach your first full practice lesson?

4.4: Reflection

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Put participants into groups of 2.
3. Ask the groups to:
 - Read everything they have written in their exercise books to their partners.
 - Discuss: Which English words did you learn today?
 - Discuss: What will you tell your family about today?
4. Ask some groups to share their answers with the class.
5. Thank all participants for attending the day's training.
6. Ask participants to sing "This is the way I wash my hands" from Literacy for Life for Children, Module 4, Session 4 on page 262
7. Give a thunder clap for the hard work by the participants.

Purpose:

To review what has been covered today

Objectives:

- Review what has been covered today
- Thank participants

Time: 15 minutes

Materials:

DAY 5

5.1: Question and Answer

Daily Edit

1. Conduct the daily edit.
2. Write the following on the blackboard: end of course tests are difficult
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
Possible answers: End of course assessments are difficult.
6. Say:
 - Only the first letter of the word at the start of the sentence should be a capital letter.
 - We must use correct spellings.
 - Finally, the sentence must make sense.

Question and Answer

1. Say:
 - We have learnt many new things this week.
 - Now we are going to take a short amount of time to discuss any questions that came up.
2. Pass out small pieces of paper to each participant. Give each participant as many pieces as they need.
3. Say:
 - Please write any questions, comments or concerns from this week on the papers I have passed out.
 - You will have 10 minutes.
 - I will then come around to collect the papers.
 - No one in the room will know who asked what question.
 - This is a safe space for discussion.
4. After 10 minutes, collect the papers. Be sure to respect everyone's privacy.
5. Put all of the papers into a hat, bowl or other container.

Purpose:

To give participants time and space to process their learning

Objectives:

- Review what has been covered during the training
- Provide a safe space to ask questions
- Encourage participants to support each other
- Provide guidance if needed

Time: 1 hour

Materials:

- A4 paper sheets cut into 4 pieces

6. Sit down in a circle with the participants and close your eyes. Pull one question out of the bowl at a time and read it aloud.
7. After reading the question, ask:
 - How would you answer this question?
8. Allow 3 minutes for participants to give their own responses or have a discussion. If no one has any ideas, you can answer the question yourself.
9. Repeat steps 6-8 until all questions have been addressed.

5.2: Literacy for Life Practice Session: Practice 3

1. Say:
 - These practice sessions are for us to strengthen our skills and get ideas from other trainers and teachers.
 - We will share our feelings and give feedback after each group teaches.
2. Ask group 3 to begin by teaching the rest of the participants their lesson.
3. Draw the Good/Improve chart.
4. At the end of the session, ask group 3:
 - What parts of your session do you feel comfortable teaching?
 - What do you need to improve?
5. Ask the rest of the participants:
 - What did the group do well?
 - What needs improvement?
 - Remember to have more good points than improve points.
6. Fill in the Record of Work chart.
7. Ask all participants:
 - How did it feel to teach your first practice lesson?

Purpose:

To practise typical lessons in the Literacy for Life Toolkit and strengthen skills

Objective:

- Participate in teaching a practice session

Time: 1 hour

Materials:

- Session picture posters
- Session story charts
- Paper, coloured pencils
- Alphabet Chart

5.3: Mother Tongue Literacy

Purpose:

To show participants that the Literacy for Life Toolkit can be used in mother tongue or another national language

Objective:

- To emphasise the importance of literacy in mother tongue
- Practise some activities that develop mother tongue.

Time: 1 hour 30 minutes

Materials:

- Chart: Definition of mother tongue
- Agree (✓) and disagree (X) signs
- Chart: Literacy for Life activities
- Picture chart: Module 1, Session 7: Dealing with self-esteem
- Mother tongue materials (Alphabet Chart, language primer, story books)

Mother Tongue

1. Put participants into groups of 2.
2. Ask the groups to define “mother tongue”.
3. Ask each group to give their definition.
The mother tongue (or L1 — language 1) is a language that:
 - One has learnt first
 - One identifies with or is identified as a native speaker of by others
 - One knows best
 - One uses
4. Ask each participant to tell their mother tongue language.
5. Ask the participants to stand. Say:
 - Think about how many languages you can speak well. Make a group with participants who speak the same number of languages.
 - Think about how many languages you can read and write well. Make a group with participants who read and write the same number of languages.
 - Think about the first language you learnt to read. Find other participants who have the same language.
6. Ask:
 - What did you learn from making groups?
7. Say:
 - Many more participants can speak languages than can read and write them.
 - The first language we learnt to read was frequently the language of instruction at school.
8. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
9. Say:
 - Now we are going to play Agree/Disagree.
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).

10. Read the following sentences.
11. Pause after each sentence to give participants time to walk.
12. Ask some participants to talk about their decisions.
13. Give the explanation in the brackets.
 - Children who learn their lessons in mother tongue in school in their early years are more successful in academic achievement in English by the end of their school years. (**Agree**)
 - Children in schools only need academic language skills. (**Disagree:** Children also need language skills in social communication.)
 - It is easier for children to learn social communication skills than academic language skills in English. (**Agree:** Social communication skills can be acquired in a second language in 1-2 years. Academic language skills in a second language need approximately 5-7 years.)
 - Children get more benefit from at least 4 years of mother tongue education before switching to English. (**Agree:** Girls especially benefit.)
 - The MoEST states that education from Primary 1-4 can be conducted in mother tongue. (**Agree**)
 - The MoEST states that education in ALP level 1 and 2 can be conducted in mother tongue. (**Agree**)
 - Many ALP level 1 and 2 classes only use English. (**Agree:** The recent ALP learning assessment found that a high percentage of ALP classes are taught in English. This can disadvantage learners.)
14. Put participants into groups of 4.
15. Ask groups to discuss:
 - Do you think being literate in your mother tongue is important?
 - What difference would it make in your community if the next generation could read and write your language?
 - Are there many books in your area? What languages are they written in?
16. Ask each group to share their ideas.
17. Ask: What are the consequences if mother tongue is not taught in school?

Literacy in Mother Tongue

1. Put participants into groups of 2.
2. Ask groups to discuss the challenges in South Sudan to become literate in mother tongue.
3. Ask each group to give 1 idea.

4. Say:

Some challenges to becoming literate in mother tongue are:

- Lack of writing systems
- Lack of trained mother tongue speaking teachers
- Little instructional or reading materials in mother tongue language
- Children, youth and adults believe that learning English/ Arabic is more important as it is the language of higher classes in school and the primary leaving certification is taken in English/Arabic.
- Youth and adults believe English/Arabic will get them better jobs.

5. Say:

- The Literacy for Life programme develops English literacy but the activities can be used to teach mother tongue literacy too. As the literacy activities focus on the pictures, stories and key messages in Skills for Life they can be conducted in any language. However the teacher does need to prepare and select sounds, words and sentences that fit in with the mother tongue they are using.

6. Put up the following chart:

Activities

Literacy for Life for Children	Literacy for Life for Youth
<ul style="list-style-type: none">• Introduction• Picture Vocabulary• Beat the Words• Alphabet Chart• Reading Titles• Find the Letter• Write the Letters• Beginning Reading• Word Building• Numeracy• Picture Numeracy• Key Message• Assessment	<ul style="list-style-type: none">• Daily Edit• Introduction• Alphabet Chart Revision• Vocabulary• Beat the Words• New Sounds• Reading Titles• Song• Asking and Answering Questions• Building Sentences• Word Hunt• Numeracy• Reading Stories• Word Building• Key Message• Assessment

7. In your group, discuss which activities can also be conducted in mother tongue with some preparation.
8. Ask each group to give their ideas.

Demonstration Session:

Mother Tongue

1. Use the Youth Teacher Guide.
2. Use mother tongue and follow the directions for Module 1, Session 7: Self-esteem, Activity 12 on page 111.
3. Ask: What literacy activities were practised?
4. Say:
 - The activity practised the beginning, middle and end of a story.
 - It practised words that the learners already know.
 - It was participatory and groups discussed the story.
 - Groups saw their own story idea written on the board.
5. Ask: What other literacy activities could you also use?
 - ✓ Beat the words
 - ✓ Find letters, sounds, capitals, words

Trainer's Note:

Select a participant to demonstrate this activity if you don't speak the mother tongue of the group.

Mother Tongue Materials

1. Say: The 2 main sources for mother tongue materials are:
 - The national languages department of the MoEST.
 - SIL South Sudan, an NGO which specialises in mother tongue materials. It has a book list of their resources.
 - Many resources are free of charge. Some available materials include:
 - ✓ Alphabet charts
 - ✓ Language primers
 - ✓ Story books
 - Literacy teachers can also use pictures and stories from other materials like the Skills for Life course or objects. Using activities like the one demonstrated means that learners can generate their own text.

Reflection

1. When the session is finished, say:
 - That is the end of the session on mother tongue.
 - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
 - What methods have we used in this lesson?
 - ✓ Discussing in groups
 - ✓ Agree/disagree
 - ✓ Demonstration
4. Ask:
 - Which concepts did we learn?
 - That being literate in mother tongue makes becoming literate in a second language easier.
5. Use the pots and paper. On each paper, write one of the following: May have some difficulty, O.K., No problems.
6. Place one paper next to each pot. Ask each learner to put a stone or stick into the pot that shows how they feel about facilitating this session with learners.
7. Write down how many participants put a stone next to each pot in order to keep track of which lessons work well and which lessons could be improved.

5.4: Literacy for Life Practice Session: Practice 4

Purpose:

To practise typical lessons in the Literacy for Life Toolkit and strengthen skills

Objective:

- Participate in teaching a practice session

Time: 1 hour

Materials:

- Session picture posters
- Session story charts
- Paper, coloured pencils
- Alphabet Chart

1. Say:
 - These practice sessions are for us to strengthen our skills and get ideas from other trainers and teachers.
 - We will share our feelings and give feedback after each group teaches.
2. Ask group 4 to begin by teaching the rest of the participants their lesson.
3. Draw the Good/Improve chart.
4. At the end of the session, ask group 4:
 - What parts of your session do you feel comfortable teaching?
 - What do you need to improve?
 - Remember to have more good points than improve points.
5. Ask the rest of the participants:
 - What did the group do well?
 - What needs improvement?
6. Fill in the Record of Work chart.
7. Ask all participants:
 - How did it feel to teach your first practice lesson?

5.5: Evaluation and Reflection

Purpose:

To assess participants' feelings about the training as well as their learning

Objective:

- Participate in the evaluation

Time: 1 hour

Materials:

- Flip charts marked "no", "a little", "yes" and "very much"

Evaluation

1. Ask the participants to stand up and go outside or move to the centre of the room.
2. Use a stick or chalk to divide the floor into 4 areas. Mark each area with a paper:
 - No
 - A little
 - Yes
 - A lot
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - Walk to the square that agrees with your answer.
 - Please be honest so we can improve the training course.
4. Read the following sentences:
 - Did you enjoy the training?
 - Can you use the methods?
 - Can you use the Literacy for Life Toolkit?
 - Has the training helped your own literacy? (Ask some participants for examples.)
 - Was everyone able to ask and answer questions?
 - Could everyone participate in the activities?
 - Did the trainers listen to participants' ideas?
 - Can you deliver this training course?
5. Ask participants to look in the back of their exercise book for the expectations for the training course.
6. Ask:
 - Were your expectations met? If not, what can we do to change the training course?
7. Discuss with participants.
8. Ask participants to look in their exercise book for the objectives for the workshop that we discussed on the first day.

Overall Objectives:

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

- Understand the importance of literacy and numeracy for children and youth in emergencies
- Deliver a training workshop to teachers on literacy and numeracy
- Effectively use literacy and numeracy strategies in the classroom

9. Ask:

- Do you feel the objectives have been met? Why?

10. Discuss with participants.

Reflection

1. Ask participants to spend 10 minutes writing in their journals about how they feel about the training and any suggestions they have for future trainings.
2. Ask participants to go around in a circle and say one reflection about the week together.
3. Begin the circle by giving a reflection of your own.

5.6: Closing Ceremony

1. Prepare certificates for each participant.
2. Say:
 - This marks the end of the training.
 - Thank you to each one of you for the positive energy and hard work you have brought here.
 - At this time, I will call you up one by one to receive a certificate for completing the training.
 - Well done and congratulations!
3. Call up each participant one at a time.
4. Present them with their certificate and shake their hand.
5. Thank them and then call the next participant.
6. Repeat steps 3-5 with all participants.

Purpose:

To honour the participants' work at the teacher training

Objective:

- Hand out certificates of completion of the teacher training

Time: 30 minutes

Materials:

- Certificates for each participant

1. South Sudan Teachers' Code of Conduct



South Sudan Teachers' Code of Conduct for Emergency Situations

Introduction

This Teachers' Code of Conduct is designed to complement the *Southern Sudan Teachers' Professional Code of Conduct* (2008). It is intended for use in emergency situations, where teachers might not be trained on the full Teacher Code of Conduct and where there are particular protection and safety concerns that teachers must be aware of.

The *Teachers' Code of Conduct for Emergency Situations* is designed to lay out the responsibilities of teachers in emergency situations and the relationship between teachers, learners, and the community during times of crisis and beyond. It also describes how teachers can support each other during emergency situations so that they can cope and contribute to the post-emergency recovery.

In this document, 'teacher' refers to any adult who is supervising learning in a classroom or temporary learning space. Often in emergency situations this might include formally trained government teachers or untrained trusted volunteers from the community.

Teachers have a very important role to play during emergency situations; this Code of Conduct is designed to support teachers in their work to continue providing protective education to the children of South Sudan during emergencies because they are our future.

**South Sudan
Education Cluster**

Responsibilities

In the classroom, teachers...

- Must be present and on time for class. Any absence should be authorised and communicated to learners in advance. A class register should be taken.
- Must be prepared to teach and must not be under the influence of alcohol or drugs.
- Must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.
- Should maintain political neutrality and promote peace and social responsibility.
- Are role models and should demonstrate good behaviour such as respect for others, hard work, punctuality, responsibility and team work.
- Display a basic competence in educational methods and the subjects to be taught, using lesson plans or schemes of work if possible.
- Provide basic information about emergency risks and life skills (e.g. landmine awareness, hand washing, disaster preparedness) and discuss children's fears openly.

Teachers must do no harm...

- Respect learners' rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
- Do not use any actions or language that is physically or psychologically violent, which includes sexual harassment.



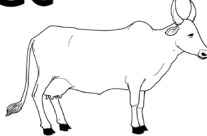
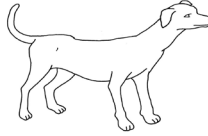


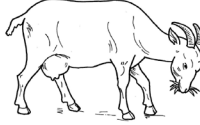




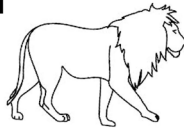



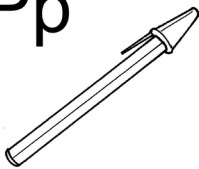

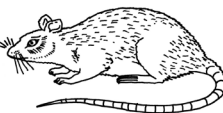
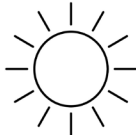
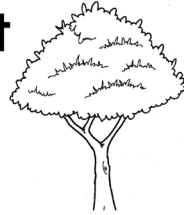



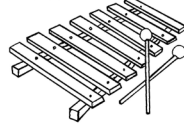

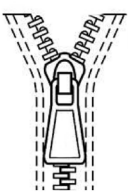
A teacher should provide care and support...

- Teachers must wherever possible try to protect themselves and learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety.
- Provide a learning environment where there is trust and where everyone is respected.
- Promote learners' self-esteem, confidence and self-worth. Encourage children to play.
- Promote high expectations of learners and help each student to reach his/her potential even in difficult circumstances.
- Listen to and observe learners who have experienced stressful events and provide support.
- Where necessary, refer the learner to other colleagues or supportive community members, respecting the privacy and wishes of the child.

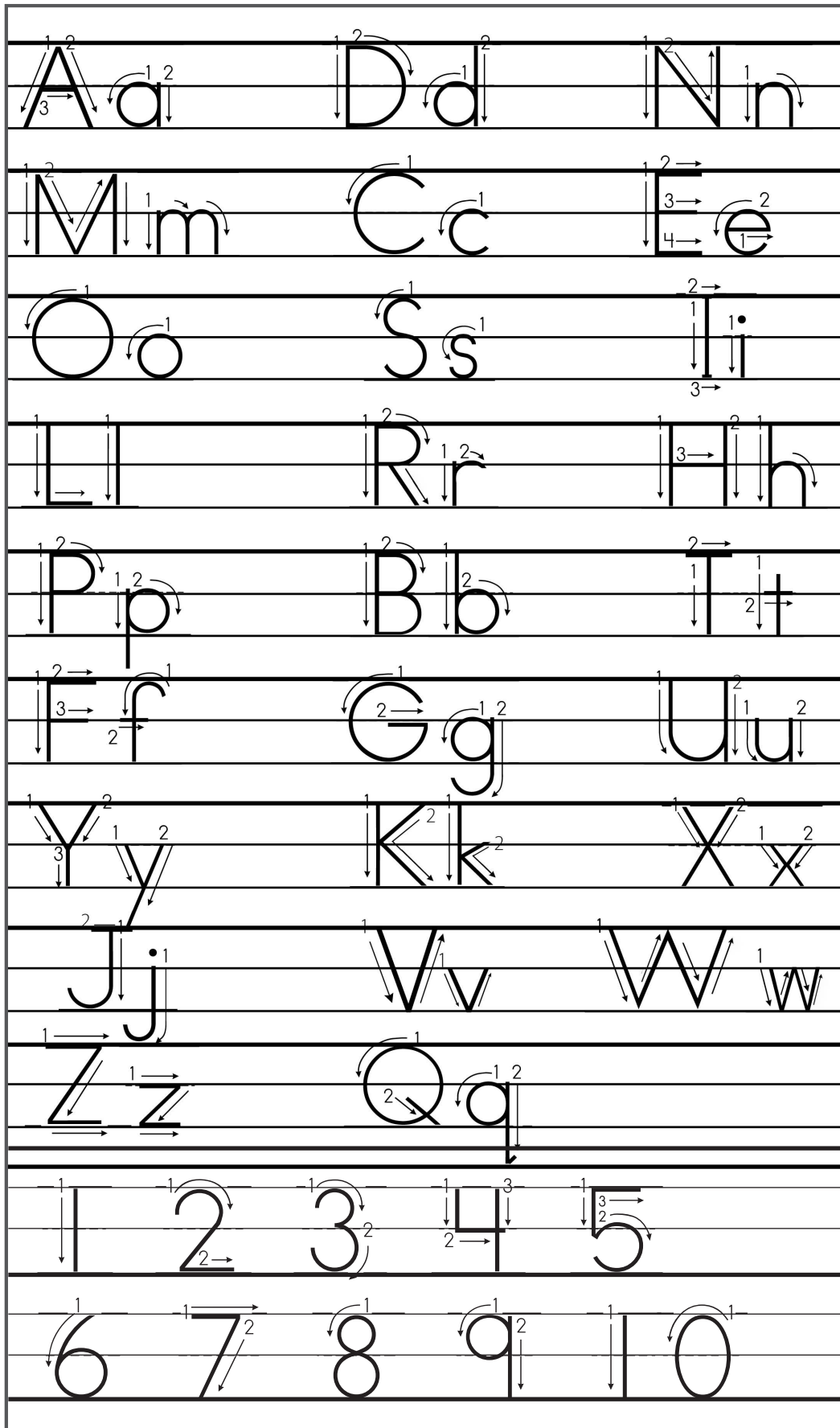
A teacher should use appropriate discipline...

- No physical punishment, shaming or humiliation (such as caning, making children kneel down, pinching the ears of children, scratching, or name calling) is permitted. In emergency situations learners are already exposed to physical risks and stress outside the classroom – school must be a safe place to be.
- Teachers try to understand inappropriate behaviour and provide guidance and support to address the cause of the problem.

2. Alphabet Chart

<p>Aa</p>  <p>Ant</p>	<p>Bb</p>  <p>Boy</p>	<p>Cc</p>  <p>Cow</p>	<p>Dd</p>  <p>Dog</p>	<p>Ee</p>  <p>Egg</p>
<p>Ff</p>  <p>Fish</p>	<p>Gg</p>  <p>Goat</p>	<p>Hh</p>  <p>Hand</p>	<p>Ii</p>  <p>Insect</p>	<p>Jj</p>  <p>Jug</p>
<p>Kk</p>  <p>Key</p>	<p>Ll</p>  <p>Lion</p>	<p>Mm</p>  <p>Man</p>	<p>Nn</p>  <p>Net</p>	<p>Oo</p>  <p>Orange</p>
<p>Pp</p>  <p>Pen</p>	<p>Qq</p>  <p>Queen</p>	<p>Rr</p>  <p>Rat</p>	<p>Ss</p>  <p>Sun</p>	<p>Tt</p>  <p>Tree</p>
<p>Uu</p>  <p>Umbrella</p>	<p>Vv</p>  <p>Vest</p>	<p>Ww</p>  <p>Woman</p>	<p>Xx</p>  <p>Xylophone</p>	<p>Yy</p>  <p>Yam</p>
<p>Zz</p>  <p>Zip</p>				

3. Letter and Number Writing Chart

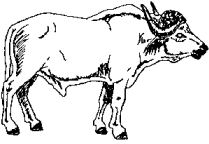








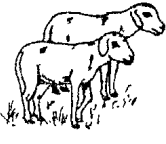
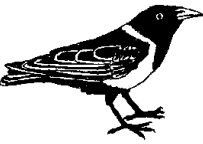



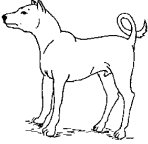

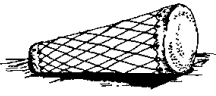






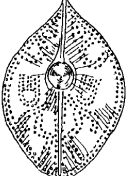



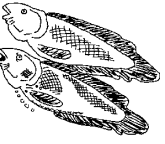

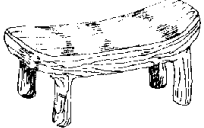










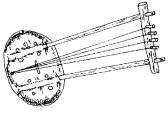










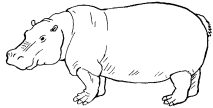


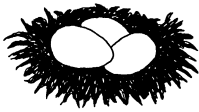
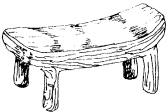
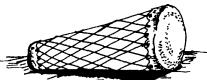











4. Handout: Case Study on Esther






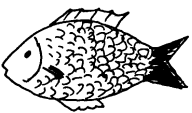


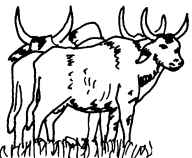








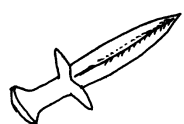

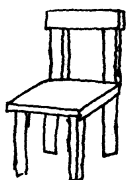



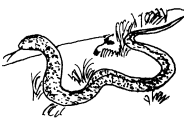


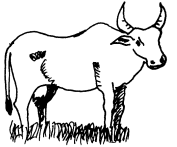



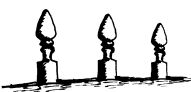
Esther is a facilitator for Literacy for Life in a small village near Rumbek. Every day she starts each of her lessons by greeting the learners. She then asks each learner a question about the previous lesson. For example: What are the two things you remember most from the last lesson?

Afterwards she discusses the different answers with the learners. Then she asks them to write on the board or in their notebooks some of the words or sentences that they have been practising and asks them to read the words and the letters.

A little later, when Esther wants to see the progress of the learners in class, she notices that some of them are able to answer immediately while others take their time to answer or have difficulties. Sometimes some learners find it difficult to write on the board. She also notices that some can easily read a simple sentence but a few others are having difficulties reading.

<h1>Kit ë Thuonjän</h1> <p>Dinka Alphabet Chart</p> <p>© SIL 1996</p>		a A	ä Ä	b B	c C	d D
		 anyaar	 dhäk	 beek	 cot	 dit
dh Dh	e E	ë Ë	ε Ε	ë Ë	g G	y Y
 dhöl	 rel	 mër	 pëei	 amël	 gak	 yoro
i I	ï Ì	j J	k K	l L	m M	n N
 tik	 ajith	 jön	 kur	 läör	 mac	 nök
nh Nh	ny Ny	ŋ Ŋ	o O	ö Ö	ɔ Ɔ	ö Ȯ
 nhom	 nyan	 ŋany	 goŋ	 köt	 gøl	 röl
p P	r R	t T	th Th	u U	w W	y Y
 pal	 rec	 tol	 thöoc	 agumut	 wel	 yöl

Ciīt ke Thuɔŋjǎn		a A	e E	ε Ε	i I	ɔ Ɔ
Dinka Alphabet Chart © 2002 Dinka Cam O.T. Bible & Literacy Project & SIL 2nd Edition 2002		 anyaar	 meth	 pɛɛi	 tik	 tɔŋ
o O	u U	w W	y Y	b B	p P	m M
 thom	 agumut	 wut	 yiëp	 bith	 pal	 mac
n N	nh Nh	ŋ Ŋ	ny Ny	r R	d D	dh Dh
 nɔk	 nhom	 ŋany	 nyanɔŋ	 rɔu	 doŋ	 dhaŋ
t T	th Th	l L	k K	g G	ɣ Ƴ	c C
 toŋ	 thööc	 lǒör	 kur-guuk	 gak	 yöt	 cot
j J	ä Ä	ë Ę	ë Ę	ĩ Ĩ	ö Ǫ	ö Ö
 jö	 kät	 wëc	 rëc	 ajith	 köm	 köt

<p>a A</p>  <p>luak</p>	<h1>Bani Thuck Nath</h1> <p>Nuer alphabet chart, 1996 © SIL</p>				<p>b B</p>  <p>bəl</p>
<p>c C</p>  <p>cuk</p>	<p>d D</p>  <p>det</p>	<p>dh Dh</p>  <p>dhaar</p>	<p>e E</p>  <p>rec</p>	<p>ε Ε</p>  <p>dəl</p>	<p>g G</p>  <p>gɔk</p>
<p>γ Υ</p>  <p>γək</p>	<p>i I</p>  <p>pil</p>	<p>j J</p>  <p>jith</p>	<p>k K</p>  <p>kun</p>	<p>l L</p>  <p>lony</p>	<p>m M</p>  <p>mut</p>
<p>n N</p>  <p>naath</p>	<p>nh Nh</p>  <p>nhiaal</p>	<p>ny Ny</p>  <p>nyan</p>	<p>η Η</p>  <p>ηəm</p>	<p>o O</p>  <p>goŋ</p>	<p>ɔ Ɔ</p>  <p>kɔm</p>
<p>p P</p>  <p>puur</p>	<p>r R</p>  <p>rɔw</p>	<p>t T</p>  <p>tun</p>	<p>th Th</p>  <p>thɔl</p>	<p>u U</p>  <p>wut</p>	<p>w W</p>  <p>wan</p>
<p>y Y</p>  <p>yan</p>	<p>ä Ä</p>  <p>thäk</p>	<p>ë Ę</p>  <p>kërkër</p>	<p>ε Ε</p>  <p>kuëēt</p>	<p>ö Ö</p>  <p>lök</p>	

Kananok Murleye






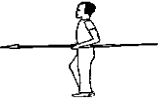





















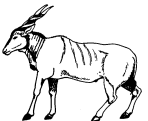
Murle Alphabet Chart



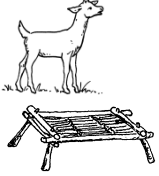
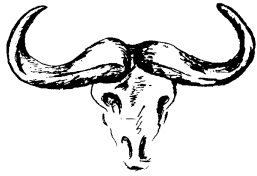




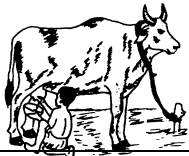


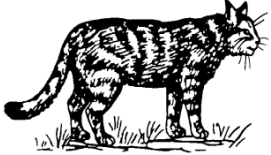

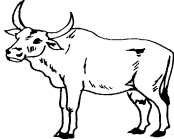






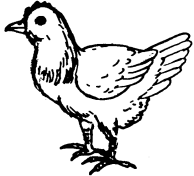
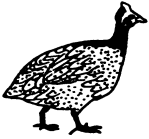

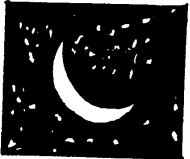


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3rd Edition January 2013

c/o SIL, P.O Box 64

Juba, South Sudan

a  agul	A A	b  bɔc	B B	c  ceez	C C	d  dokol	D D	ɗ  ɗowo	ɗ ɗ	e  eet	E E	ε  εεZ	ε ε
g  guzul	G G	i  iju	I I	j  jɔɔɔ	J J	k  kulug	K K	l  lotiim	L L	m  maa	M M	n  nuknuk	N N
ny  nyalero	Ny Ny	ŋ  ŋaa	ŋ ŋ	o  oroz	O O	ɔ  ɔcir	ɔ ɔ	p  paapu	P P	r  rii	R R	s  saa	S S
t  took	T T	t  tan	T T	u  uurti	U U	v  vool	V V	w  walak	W W	y  yelaac	Y Y	z  zirac	Z Z

 A a ambata	<h1>Konyen ti manini i Bari</h1> <p>Revised Bari Alphabet Chart SIL 2011</p>		 E e Esetere
 I i inwan	 O o ongwora	 U u ungwuli	 Ö ö kö'di
 B b bomuk	 'B 'b 'be'be	 D d durjo	 'D 'd 'doro
 G g gugu	 Gw gw gwagwe	 J j juju	 K k kitenj
 L l lumö'duk	 M m miji	 N n nekenet	 Ny ny nyaman
 P p pipi	 R r reja	 S s sukuri	 T t tapiņi
 W w wotorok	 Y y yapa	 'Y 'y 'yurja	 ŋ ŋ ŋuro



Juba
Office

