



RIGHT TO PLAY
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Community of Practice Guide

Module 1: Foundations in Learning through Play

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This project was undertaken with the support of the LEGO Foundation.

The **LEGO** Foundation 

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Abbreviations

CoP	Community of Practice
HT	Head Teacher
ICT	Information Communication and Technologies
LtP	Learning through Play
REB	Rwanda Basic Education Board
SBM	School-Based Mentor
URCE	University of Rwanda – College of Education

Acknowledgments

The Continuous Professional Development (CPD) Certificate in Learning through Play for lower primary teachers was developed by Right To Play and the Ministry of Education, in partnership with the University of Rwanda – College of Education, the Rwanda Basic Education Board, and the National Examination of School Inspection and Authority.

Right To Play thanks the Play in Education Development and Learning Centre (PEDAL) at the University of Cambridge and Cambridge University Press & Assessment for their technical expertise and support in developing and reviewing this course, namely Professor Sara Baker, Dr. Stephen Bayler, Eleanor Sykes, Dina Fajardo-Tovar, and Dominick Okullo.

We also thank Pedagogy of Play Project at Project Zero, Harvard Graduate School of Education for their support with course development and review, namely Dr. Ben Mardell, Dr. Mara Krechevsky, and Dr. Megina Baker.

Finally, Right To Play thanks a group of 30 lower primary teachers from the districts Musanze, Nyanza, Ngororero, and Rwamagana who shared their valuable time and experiences to support creating and testing the course materials.

Introduction

Welcome to the Community of Practice (CoP) guide for Module 1! We hope this guide will support you to facilitate engaging Community of Practice meetings where teachers can reflect on, share, and extend learning together.

Our Community of Practice at a glance

Who?	All teachers enrolled in this course will form a Community of Practice. The sessions are facilitated by School-Based Mentors (SBMs) and organized by Head Teachers (HTs) at each school. Once teachers become more comfortable with the material in this course, they can also try leading a Community of Practice session.
Why?	The goal of this CoP is to provide teachers an opportunity to reflect on what they have been learning online with their peers, and to practice and exchange lessons, experiences, and successes and challenges with one another.
What?	The topics of these meetings match the topics that teachers have been learning about in each unit of the course.
When?	You will facilitate one CoP meeting per unit. This means one CoP every two weeks.
How?	This guide has been created to support SBMs and HTs to facilitate the CoP sessions. You might not use all the activities during your CoP sessions, but you can encourage teachers to use them on their own or with a colleague afterwards for continued professional development.






Preparing for Community of Practice meetings

It is important to come prepared to each Community of Practice meeting.

Teachers: Teachers should bring their notebook with their learnings and reflections from the course. They can also bring any lesson plans or portfolio items from the associated unit to share and ask for feedback or advice.

Facilitators: Each session contains different activities that you can choose from to meet teachers' needs and interests during the CoP meeting. Select the activities in advance and plan how you will deliver them.

Each session is made of the following building blocks:

Part of the session	Building blocks provided in the guide			Suggested time
Session introduction	 Opening activity			5 min.
Session development <i>Choose 1-2 activities from the blocks provided</i>	 Play-based/ active learning activity	 Group discussion	 Experience sharing activity	30 min.
Conclusion	 Wrap-up activity			5 min.

- The **session introduction** outlines a quick icebreaker related to the theme of the session. You can replace the icebreakers with your own if you wish.
- The **session development activities** offer different ways to work towards the CoP session objective(s). You and your group can choose 1-2 of the building blocks to use in each session. Some building blocks (such as active learning/play-based activities) have a suggested time, while others (such as discussion questions) have flexible timing. If you choose more than one building block, you can decide what order to do them in.
- The guide assumes that each CoP meeting will last 40 minutes. If you have a longer CoP session, you can use more of the building blocks, or extend the time you spend on each block.
- The **conclusion** provides a simple reflective routine to summarize the session and identify next steps in each teacher's own teaching practice.

Tip: Throughout the manual, you will see boxes like this with suggestions and reminders that you may find helpful when facilitating activities.

Adding CoP participation to course grades

Teachers' participation in the CoP counts towards their overall course grade. At each session, record the teachers' participation on an attendance sheet. During the classroom observations every month, you will be asked to record whether each teacher participated in the CoP meetings that month.

Resources for ICT challenges

At the CoP sessions, teachers may ask for support with ICT challenges that they face while working on the course. You can provide individual support after the meeting and remind them that the following supports are available:

- support from ICT focal points and SBMs outside the CoP meeting
- troubleshooting guide
- technical support from URCE and REB

Session 1: The importance of play (Unit 1.1.)

Objective

By the end of the session, participants will be able to:

- recognize and compare how the five characteristics of Learning through Play can look

Resources

- flipchart paper and markers or board and chalk
- flipchart of the five characteristics of Learning through Play – see *Preparation* below
- flipchart paper/large scrap paper and markers for group work
- scenario cards for *M1: Activity 1C* – see *Session 1 resources* below

Preparation

1. Prepare a flipchart that lists the five characteristics of Learning through Play:¹
 - **Joyful:** learners enjoy what they are doing and find it pleasurable
 - **Meaningful:** learners can make connections between their playful experiences and other experiences from their lives
 - **Actively engaging:** learners use their hands and minds actively during the experience
 - **Socially interactive:** learners interact and communicate with others
 - **Iterative:** learners test out different ideas many times and/or in different ways
2. Display the flipchart clearly for participants to refer to throughout the session. This will be helpful in any of the building blocks you choose.
3. Prepare copies of the resources for the activities that you choose to do:
 - *M1: Activity 1C: Discussion questions:* Copies of the scenario for question #1

Tip: As you prepare for the session, remember to:

- write the session objective on the board/flipchart
- arrange the room and seating appropriately for the activities you have planned
- you may wish to write the discussion questions on a flipchart to post

¹ Zosh, J., Hopkins, E., Jensen, H., Liu, C., Neale, D., Hirsch-Pasek, K., Solis, S., & Whitebread, D. (2019). *Learning through play: A review of the evidence*. The LEGO Foundation.
https://cms.learningthroughplay.com/media/wmtlmbe0/learning-through-play_web.pdf

Session introduction (5 min.)

M1: Activity 1A: Icebreaker



1. Invite participants to form a circle.
2. Explain and demonstrate that:
 - We will take turns saying our names. When you say your name, you also need to write it in the air using a part of your body (e.g., finger, head, elbow, foot, etc.).
 - Challenge each participant to write their name in a different way than the participants before them. Encourage the other participants to imitate them at the same time.

Tips:

- Instead of names, the group can suggest something else to say. E.g., favourite fruit, place of birth etc.
 - Instead of writing in the air with their bodies, participants could:
 - sing their names (challenge each participant to use a different tune)
 - say their names (challenge each participant use a different voice)
3. After playing, tell participants: We came up with many different ways to share our names. This is like our journey in the *Learning through Play* course, where we will learn new and different ways to develop knowledge, skills, attitudes, and values with learners by using Learning through Play.
 4. Share the objective of today's CoP session.

Session development (30 min.)

Choose one or more blocks to complete in the time available:



M1: Activity 1B



M1: Activity 1C



M1: Activity 1D

M1: Activity 1B: Play-based activity (suggested time: 15-20 min.)



1. Invite participants to form small groups to play:
 - Challenge participants to use their bodies to make musical instruments. Encourage them to try moving their bodies in different ways and to make lots of different sounds.

- Invite groups to think of ways to use their new instruments as they sing a song of their choice.
 - If time permits, ask groups to volunteer to perform their songs.
2. Ask participants:
- What do you think children could learn from this activity?
 - While you were doing this activity, which of the five characteristics of Learning through Play did you experience? Explain.
- Note:** Example answers are provided in **Session 1 resources**.
- Did this activity help you learn more about what the five characteristics of Learning through Play can look like, sound like, or feel like? Explain.

M1: Activity 1C: Discussion questions (*suggested time: flexible*)



Invite participants to discuss the questions below in pairs, small groups, or plenary. You can choose questions in advance or invite participants to choose. You can find the scenario in **Session 1 resources**.

1. Look at the scenario card and consider the activities used by Mrs. Ruth:
 - Analyse the two activities using the five characteristics of Learning through Play. How was each activity: Joyful? Meaningful? Actively engaging? Socially interactive? Iterative?
2. During your classroom practice exercise, which of the five characteristics of Learning through Play did you see when you observed your learners play? Explain.
3. When you did the classroom practice exercises, were you surprised by anything you noticed in your observation or self-reflection? Explain.
4. Which characteristics of Learning through Play feel easier for you to include in a lesson? Why? Give examples.
5. Which characteristics of Learning through Play seem more challenging to incorporate into your classroom activities? Why? If you have an example, share it and try to give each other suggestions.
6. Are there any reflections in your notebook that you would like to share with your peers? If yes, take a moment to share with one another.

M1: Activity 2D: Experience sharing (*suggested time: flexible*)



Invite participants to discuss the questions below in pairs or small groups.

1. Invite participants to take turns sharing some of the observations and reflections they made during this unit's classroom practice and portfolio activities.

2. Encourage them to:

- Ask questions about one another's experiences and what it was like to implement an activity that was playful, inclusive, or had learners' agency
- Ask for suggestions and constructive feedback on their own activities

Conclusion (5 min.)

M1: Activity 1E: Reflections on learning

1. Invite participants to reflect on their own or share with a partner:

- From what you learned today, what is something that really stands out to you? Why?
- What do you need more support on to improve? Who will you go to for support?
- How will you apply this in your teaching?



Tip: As you close each session, remember to:

1. Encourage participants to continue using the WhatsApp group to ask questions, share insights etc. as they continue the online units.
2. Remind participants of the date and time of the next CoP meeting.
3. Ask if there is any item, they would like to add to the next CoP session. Add this to the agenda or identify the best way to address these requests.

Session 1 resources



M1: Activity 1B: Play-based activity

Example answers

These are examples of how the five characteristics of Learning through Play can show up in the activity that participants played:²

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



M1: Activity 1C: Discussion questions

Scenario

Use this scenario for question #1.

The purpose of the scenario is to help participants think about the five characteristics of Learning through Play. You can also create your own scenario and questions.

Scenario

Mrs. Ruth is a P2 teacher who loves to use play in her lessons. One day, she is teaching about fractions, and she wants to make the lesson more engaging and fun. After teaching about representing fractions using different materials (e.g., cut fruit, blocks, stones), she facilitates these two activities:

- Mrs. Ruth sets up a fraction station, where girls and boys can explore different manipulatives to understand fractions better. For example, they can use pattern blocks or fraction circles to create their own fractions.

² Some examples are based on The LEGO Foundation (2017). *What we mean by: Learning through play (Version 1.2)*. https://www.legofoundation.com/media/1062/learningthroughplay_leaflet_june2017.pdf

- To encourage creativity, Mrs. Ruth gives each learner a blank template of a sugar cane stem, divided into equal parts. She invites them to make their own sugar cane stems with different fractions. They can use construction paper, markers, or any other art supplies they like.

By incorporating the five characteristics of Learning through Play into her lesson, Mrs. Ruth teaches important math concepts through a fun and engaging experience for her class. Her playful approach helps her learners stay motivated and enthusiastic about learning, making the lesson more effective and memorable.

Questions

Analyse the two activities using the five characteristics of Learning through Play. How was each activity:

- joyful?
- meaningful?
- actively engaging?
- socially interactive?
- iterative?

Session 2: Play as a pedagogy for learning (*Unit 1.2.*)

Objective

By the end of the session, participants will be able to:

- describe differences between teacher-directed and guided play
- examine how teachers can increase learners' agency in teacher-directed/structured play activities

Note: Sharing control over class activities may be challenging for teachers. You can support them by:

- acknowledging that this may feel unfamiliar, or they may feel nervous – that's okay!
- encouraging them to keep trying (for example, following examples from the online unit or shared during the CoP)
- discussing successes, challenges, and solutions during the CoP and your coaching sessions

Resources

- flipchart paper and markers or board and chalk
- scenario cards for *M1: Activity 2C* – see *Session 2 resources* below

Preparation

1. Prepare copies of the resources for the activities that you choose to do:
 - *M1: Activity 2B: Discussion questions:* Copies of the scenario for question #1; copies of the examples for question #2

Tip: As you prepare for the session, remember to:

- write the session objective on the board/flipchart
- arrange the room and seating appropriately for the activities you have planned
- you may wish to write the discussion questions on a flipchart to post

Session introduction (5 min.)

M1: Activity 2A: Icebreaker



1. Lead a teacher-directed version of the game “Syllable Dance” (or another quick game of your choice):
 - Show participants a Syllable Dance for your name, with the same number of dance movements as there are syllables in your name. For example, a name with two syllables will have two different dance movements.
 - Start a rhythm by clapping your hands. Invite participants to clap with you.
 - Invite each participant to create and demonstrate a syllable dance for their own name as the group claps the rhythm.

Tip: This game is used again in **M1: Activity 2B**. If you choose your own game, try to choose one that teaches a learning outcome in the curriculum. For example, in “Syllable Dance” learners will be able to separate words into syllables, by creating movements to match the syllables in their name.

You do not need to share the learning outcome until **M1: Activity 2B**.

2. Share the objective of today’s CoP session.

Session development (30 min.)

Choose one or more blocks to complete in the time available:



M1: Activity 2B



M1: Activity 2C



M1: Activity 2D

M1: Activity 2B: Play-based activity (suggested time: 20 min.)



1. Invite participants to play “Syllable Dance” (or your own game from **M1: Activity 2A**) again. Tell them the learning outcome.
 - In “Syllable Dance”, learners will be able to separate words into syllables, by creating movements to match the syllables in their name.

Tip: If needed, you can explain that being able to hear the syllables in words helps learners in both reading and writing.

2. Facilitate the game in a more collaborative way:
 - Ask participants to decide what category of vocabulary words they want to create syllable dances for (e.g., food, animals).
 - Ask participants to create a new rhythm for the game.

- Ask participants if they would like to add or change any other rules in this game.
- Invite participants to play the game using their new rules.

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

3. Ask participants:

- How was this round different from the earlier round? (*Listen for: Players made decisions about how to play*).
- What opportunities did you as a player have to make decisions about how to play?
- How might these opportunities to share control influence girls' and boys' experience of a class activity and what they could gain from it?
- Would there be any challenges in inviting learners to make decisions about how to play an activity? How could you solve them?

M1: Activity 2C: Discussion questions (*suggested time: flexible*)



Invite participants to discuss the questions below in pairs, small groups, or plenary. You can choose questions in advance or invite participants to choose. You can find the scenario in **Session 2 resources**.

1. Look at the scenario card and consider the activities used by Mrs. Grace:
 - How did Mrs. Grace incorporate exploration into her lesson on addition?
 - What are the two different activities that boys and girls could choose from after the exploration phase of the lesson?
 - In this lesson, what opportunities did learners have to make decisions about their Learning through Play experience?
 - What decisions did the teacher make about the Learning through Play experience?
2. In your own words, how would you describe the differences between teacher-directed play, child-directed play, and guided play? Which of these types of play do you feel more confident to use or try? How can your CoP support you?
Note: *If needed, share the examples in Session 2 resources to help participants think about the different types of Learning through Play.*
3. During the classroom practice exercise on guided play/learners' agency, what did you find easy or challenging about identifying opportunities for pupils to make decisions?
4. What is one thing you would like to improve in your teaching so that you can share more agency with learners? What steps will you take?

Tip: You could use this question to ask how they could solve their challenges in sharing agency with learners and support one another.

5. Are there any reflections in your notebook that you would like to share with your peers? If yes, take a moment to share with one another.

M1: Activity 2D: Experience sharing *(suggested time: flexible)*



Invite participants to discuss the questions below in pairs or small groups.

1. Invite participants to take turns sharing the lesson plan they worked on in this unit's classroom practice.
2. Encourage them to:
 - ask questions about one another's activities/lessons and what it was like to facilitate guided play
 - ask for suggestions and constructive feedback on their own activity/lesson

Conclusion (5 min.)

M1: Activity 2E: Reflections on learning



1. Invite participants to reflect on their own or share with a partner:
 - From what you learned today, what is something that really stands out to you? Why?
 - What do you need more support on to improve? Who will you go to for support?
 - How will you apply this in your teaching?

Tip: As you close each CoP meeting, remember to:

1. Encourage participants to continue using the WhatsApp group to ask questions, share insights etc. as they continue the online units.
2. Remind participants of the date and time of the next CoP meeting.
3. Ask if there is any item they would like to add to the next CoP session. Add this to the agenda or identify the best way to address these requests.

Session 2 resources



M1: Activity 2C: Discussion questions

Scenario

Use this scenario for question #1.

The purpose of the scenario is to help participants think about children's agency in Learning through Play. You can also create your own scenario and questions.

Scenario A

Mrs. Grace is a P1 teacher who teaches all subjects including Mathematics. She believes in using playful lessons to engage her learners and make learning more enjoyable. She has designed a lesson on addition that includes the following Learning through Play experiences:

Mrs. Grace starts the lesson by giving the girls and boys a set of coloured blocks. She asks them to use the blocks to create different shapes and designs. She encourages them to experiment and see how many different designs they can create.

After this exploration, Mrs. Grace invites the learners to choose between two activities. They can either continue to explore with the blocks or they can move on to a game that involves addition.

The addition game requires learners to work in pairs, which promotes social interaction and cooperation. Each pair receives a set of cards with addition problems on them, and they take turns solving the problems and checking each other's work. The addition problems become progressively more challenging as the game goes on, which keeps learners engaged and motivated.

To add an element of fun, Mrs. Grace incorporates imagination into the game. The boys and girls pretend they are explorers searching for treasure, and each correct answer helps them get closer to the treasure!

Overall, Mrs. Grace's lesson uses exploration, choice, social interaction, challenge, and imagination, making it a great example of a playful lesson. Her learners are engaged, motivated, and having fun while learning important math skills.

Questions

- How did Mrs. Grace incorporate exploration into her lesson on addition?
- What are the two different activities that boys and girls could choose from after the exploration phase of the lesson?

- In this lesson, what opportunities did learners have to make decisions about their Learning through Play experience?
- What decisions did the teacher make about the Learning through Play experience?

Examples: Types of play

Use these examples for question #2.

If needed, share the following examples to help participants think about the different types of Learning through Play. You can also create your own.

Learner-directed play

The teacher puts out different household objects on a table. Boys and girls play with the materials however they wish.

Guided play

The teacher brings some household objects and invites learners to do a role play about a place in their home. Learners choose the place to do their roleplay about and create their own role play. They also add some additional props of their own, created with existing classroom materials that the teacher has put out. As the teacher circulates, he/she asks questions and models or offers suggestions of things to try or do differently.

Teacher-directed play

The teacher divides learners into teams for a game. He/she gives each team a set of pictures showing household objects, and cards with the object names written in English. He/she explains that the learners need to match the pictures to the words as fast as they can.

Session 3: Building a positive classroom community and classroom management (*Unit 1.3.*)

Objective

By the end of the session, participants will be able to:

- outline how classroom management strategies can be applied to challenges in their own classroom

Resources

- flipchart paper and markers or board and chalk
- scenario cards for *M1: Activity 3C* – see *Session 3 resources* below

Preparation

1. Prepare copies of the resources for the activities that you choose to do:
 - *M1: Activity 3C: Discussion questions*: Copies of the scenario for question #1

Tip: As you prepare for the session, remember to:

- write the session objective on the board/flipchart
- arrange the room and seating appropriately for the activities you have planned
- you may wish to write the discussion questions on a flipchart to post

Session introduction (5 min.)

M1: Activity 3A: Icebreaker

1. Challenge participants to line up in a certain order without speaking. You can use one of the examples below, or your own idea:
 - Line up in order of birthday.
 - Line up in order according to the day of the week that you were born.
 - Line up in order according to the number of siblings you have.
2. Briefly mention some observations of what they did to complete the task. For example, they found different ways to communicate, they were creative, they practiced teamwork, etc. Tell participants: These skills and attitudes can also help us in managing our classrooms.
3. Share the objective of today's CoP session.



Session development (30 min.)

Choose one or more blocks to complete in the time available:



M1: Activity 3B



M1: Activity 3C



M1: Activity 3D

M1: Activity 3B: Play-based activity (*suggested time: 15-20 min.*)



1. Ask participants to briefly recall the classroom management strategies they learned about in Unit 1.3.
2. Invite participants form pairs for a roleplay activity:
 - Imagine that your school has become a demonstration school. A student teacher has joined your class and struggles with classroom management.
 - With your partner, choose one player to be the student teacher and one to be the classroom teacher.
 - Create a role play where the student teacher describes a classroom management challenge, and the classroom teacher shares advice.
3. If time permits, partners can switch roles.

M1: Activity 3C: Discussion questions (*suggested time: flexible*)



Invite participants to discuss the questions below in pairs, small groups, or plenary. You can choose questions in advance or invite participants to choose. You can find the scenario in **Session 3 resources**.

1. Look at the scenario card and consider the strategies used by Mrs. Alice:
 - How does Mrs. Alice set up her classroom environment to support Learning through Play?
 - What proactive and responsive classroom management strategies does Mrs. Alice use to ensure that Learning through Play builds a positive classroom community?
 - How does Mrs. Alice use positive reinforcement to encourage positive behaviour during play?
 - Can you describe how Mrs. Alice models positive conflict resolution strategies to her learners during Learning through Play activities?
2. Have you ever tried any of Mrs. Alice's classroom management strategies? Which ones? What did/did not go well?
3. What is one challenge you face in managing your own classroom? Which strategies from Unit 1.3. could you try?

4. Are there any reflections in your notebook that you would like to share with your peers? If yes, take a moment to share with one another.

M1: Activity 3D: Experience sharing *(suggested time: flexible)*



Invite participants to discuss the questions below in pairs or small groups.

1. Invite participants to take turns sharing about one classroom management strategy they tried for this unit's classroom practice and portfolio activities:
 - What action did you take to build/strengthen the feeling of **community** in your class? What happened when you did this? Or,
 - What **proactive** classroom management strategy did you try? How did you implement it? What happened? Or,
 - What **responsive** classroom management strategy did you practice with your colleague? Share the dialogue that you planned out and practiced.
2. Encourage them to:
 - ask questions about one another's strategies/ideas and experiences of implementing it
 - ask for suggestions and constructive feedback on their own strategy/idea

Conclusion (5 min.)

M1: Activity 3E: Reflections on learning



1. Invite participants to reflect on their own or share with a partner:
 - From what you learned today, what is something that really stands out to you? Why?
 - What do you need more support on to improve? Who will you go to for support?
 - How will you apply this in your teaching?

Tip: As you close each CoP meeting, remember to:

1. Encourage participants to continue using the WhatsApp group to ask questions, share insights etc. as they continue the online units.
2. Remind participants of the date and time of the next CoP meeting.
3. Ask if there is any item they would like to add to the next CoP session. Add this to the agenda or identify the best way to address these requests.

Session 3 resources



M1: Activity 3C: Discussion questions

Scenario

Use this scenario for question #1.

The purpose of the scenario is to help participants think about different classroom management strategies. You can also create your own scenario and questions.

Scenario

Mrs. Alice, a P1 teacher, has noticed that her learners struggle to stay engaged during traditional classroom lessons. She decides to implement Learning through Play to make learning more fun and engaging. She understands that Learning through Play not only supports academic learning, but also helps boys and girls develop important social and emotional skills and create a positive classroom community.

To implement Learning through Play successfully, Mrs. Alice starts by setting up her classroom environment in a way that supports play-based learning. She creates different learning corners around the classroom, such as a Kinyarwanda reading corner, an English corner, a Numeracy corner, and Science corner. She also works together with the girls and boys to create clear rules and expectations for how learners should behave during playtime. For example, "Be kind to one another" and "Share the materials."

To ensure that Learning through Play builds a positive classroom community, Mrs. Alice uses several proactive and responsive classroom management strategies. Firstly, she encourages learners to collaborate and communicate with each other when they play. She also fosters a sense of belonging by inviting the boys and girls to have a say in how the classroom is organized and in planning some of the Learning through Play activities. For example, at the end of a unit, she might ask them to vote on which game they wish to use for review.

Mrs. Alice also uses positive reinforcement to encourage positive behaviour. She praises her learners when they follow the rules and work well together. She also provides feedback on how they can improve their behaviour.

Finally, Mrs. Alice makes sure to address any conflicts that arise in class. She models positive conflict resolution strategies and encourages learners to do the same. For example, she might have the learners work together to come up with a solution to a problem they are having during a group activity.

Through the implementation of Learning through Play and the use of proactive and responsive classroom management strategies, Mrs. Alice's classroom becomes a positive, inclusive, and engaged community of learners. Her learners develop academic skills as well as important social and emotional skills that will benefit them for years to come.

Questions

- How does Mrs. Alice set up her classroom environment to support Learning through Play?
- What proactive and responsive classroom management strategies does Mrs. Alice use to ensure that Learning through Play builds a positive classroom community?
- How does Mrs. Alice use positive reinforcement to encourage positive behaviour during play?
- Can you describe how Mrs. Alice models positive conflict resolution strategies to her learners during Learning through Play activities?

Session 4: The role of the teacher in Learning through Play (Unit 1.4.)

Objective

By the end of the session, participants will be able to:

- discuss successes, challenges, and solutions related to playing the teacher's role in Learning through Play

Resources

- flipchart paper and markers or board and chalk
- flipchart of the teacher's role – see *Preparation* below
- flipchart paper/large scrap paper and markers for group work
- scenario cards for *M1: Activity 4C* – see *Session 4 resources* below

Preparation

1. Prepare a flipchart that lists the teacher's role in Learning through Play:
 - to foster a growth mindset
 - to plan for learning
 - To deliver instruction
 - to support learning through scaffolding, modelling, and/or extending
 - to observe learning
 - to join in the play
 - to assess learning
2. Display the flipchart clearly for participants to refer to throughout the session. (This will be helpful in any of the building blocks you choose.)
3. Prepare copies of the resources for the activities that you choose to do:
 - *M1: Activity 4C: Discussion questions*: Copies of the scenario for question #1

Tip: As you prepare for the session, remember to:

- write the session objective on the board/flipchart
- arrange the room and seating appropriately for the activities you have planned
- you may wish to write the discussion questions on a flipchart to post

Session introduction (5 min.)

M1: Activity 4A: Icebreaker

1. Tell participants that you will call out a scenario. They will tell you how they would feel in the scenario by doing one of the following actions:



- Thumbs up: The scenario has no stress – they are relaxed and comfortable with the task.
- Flex your muscles: The scenario would stretch them and is somewhat stressful, but they are excited to take on the challenge!
- A panicked face: The scenario makes them very anxious and stressed out.

Tip: You can use other actions to represent feeling relaxed, stretched, and panicked.

Example scenarios: How do you feel about...

- cooking a meal for 30 people?
 - teaching in a Secondary School?
 - travelling to a new country?
2. Ask participants to reflect individually on the following:
 - If the scenario is stressful, what would help you take on the challenge and learn from this experience?
 - Or if the scenario is not stressful, what could stretch you and help you grow through the experience?
 3. Then, remind participants that they can support learners to develop a growth mindset and to learn as they play the teacher's role in Learning through Play.
 4. Share the objective of today's CoP session.

Session development (30 min.)

Choose one or more blocks to complete in the time available:



M1: Activity 4B



M1: Activity 4C



M1: Activity 4D

M1: Activity 4B: Play-based activity (*suggested time: 20–25 min.*)



1. Invite participants to form pairs or small groups. Each group needs a large sheet of paper and markers.
2. Invite groups to reflect on their experiences of playing the teacher's role in Learning through Play by creating a picture of a mountain:
 - At the top of the mountain, write your successes. **For example:** What new things did you try that you can celebrate? What went well?
 - At the foot of the mountain, write your challenges. **For example:** What do you find difficult? What do you feel unsure about? What didn't go well?

- Together, brainstorm solutions to these challenges. Write them on the mountain as steps you can take to reach the top!

Tip: You (or the participants) can choose another image to represent successes, challenges, and solutions. Some examples are: a bridge across a river; a tree.

3. Encourage participants to write the solutions in their notebooks if they wish, so that they can come back to them later and see how their views have changed. If time permits, you can also invite groups to share their work with one another.

Tip: You can facilitate quick ways for participants to share their work:

- Ask each group to combine with one other group and to briefly share their pictures with one another.
- Post the pictures in a gallery walk. Participants can take a look before leaving the session, or after the session.

M1: Activity 4C: Discussion questions *(suggested time: flexible)*



Invite participants to discuss the questions below in pairs, small groups, or plenary. You can choose questions in advance or invite participants to choose. You can find the scenario in **Session 4 resources**.

1. Look at the scenario card and consider the strategies used by Mr. John:
 - What activities were the learners engaging in in Mr. John's classroom?
 - How did Mr. John help Paul overcome his difficulty with painting a flower?
 - What did Mr. John notice about Mary's play with shapes and how did he extend her learning?
 - What other aspects of the teacher's role in Learning through Play did Mr. John play in this scenario?
 - How does using Learning through Play to deliver the Competency-Based Curriculum benefit young learners in Mr. John's classroom?
2. Consider the roles of the teacher that you learned about in this unit. Which roles do you already play in your class? What do you feel you do well? Do you think you need to play any of these roles differently in the context of Learning through Play? If yes, how?
3. Which roles of the teacher (from this unit) are challenging for you, or new? How would you like to improve in these areas? What can you do?
4. Are there any reflections in your notebook that you would like to share with your peers? If yes, take a moment to share with one another.

M1: Activity 4D: Experience sharing *(suggested time: flexible)*

Invite participants to discuss the questions below in pairs.



1. Invite participants to take turns sharing about one thing they did for this unit's classroom practice and portfolio activities to practice taking on the roles discussed in the unit:
 - developing learners' growth mindset; asking questions; observing; scaffolding and modelling; getting involved in play
2. Encourage them to:
 - ask one another questions about their experiences of stepping into these roles
 - ask for suggestions and constructive feedback on their own application of the teacher's role

Conclusion (5 min.)

M1: Activity 4F: Reflections on learning

1. Invite participants to reflect on their own or share with a partner:
 - From what you learned today, what is something that really stands out to you? Why?
 - What do you need more support on to improve? Who will you go to for support?
 - How will you apply this in your teaching?



Tip: As you close each CoP meeting, remember to:

1. Encourage participants to continue using the WhatsApp group to ask questions, share insights etc. as they continue the online units.
2. Remind participants of the date and time of the next CoP meeting.
3. Ask if there is any item they would like to add to the next CoP session. Add this to the agenda or identify the best way to address these requests.

Session 4 resources



M1: Activity 2C: Discussion questions

Scenario

Use this scenario for question #1.

The purpose of the scenario is to help participants think about the role of the teacher in Learning through Play. You can also create your own scenario and questions.

Scenario

Mr. John has recently undergone training in the Competence-Based Curriculum that emphasizes Learning through Play. He understands that Learning through Play is an important approach for young learners because it allows them to explore, experiment, and develop essential skills while having fun.

On a typical day in his Creative Arts classroom, Mr. John observes his learners engaging in different play activities such as drawing, painting, and playing with different materials they are making. As he walks around the classroom, he takes notes on what each learner is doing and how they are interacting with their peers.

He notices that one learner, Paul, has difficulty drawing the materials he observed outside the classroom. Paul wants to draw a flower. Mr. John observes that Paul is struggling because he cannot remember the shape of the petal and leaves of this flower. Mr. John suggests that he goes outside again to check the flower. Paul tries again and is able to paint his flower. Mr. John praises his effort and encourages him to keep drawing.

Next, Mr. John notices that another learner, Mary, is playing with basic shapes she has made from paper. He observes that Mary is creating circles, squares, and triangles. Mr. John recognizes this as an opportunity to extend Mary's learning and suggests that they make a game out of it. He challenges her to name each shape and paint similar shapes with similar colours. Mary eagerly accepts the challenge.

Questions

- What activities were the learners engaging in in Mr. John's classroom?
- How did Mr. John help Paul overcome his difficulty with painting a flower?
- What did Mr. John notice about Mary's play with shapes and how did he extend her learning?
- What other aspects of the teacher's role in Learning through Play did Mr. John play in this scenario?
- How does using Learning through Play to deliver the Competency-Based Curriculum benefit young learners in Mr. John's classroom?

Session 5: Using formative assessment of CBC skills through Learning through Play (Unit 1.5.)

Objective

By the end of the session, participants will be able to:

- compare formative assessment tools and strategies
- practice creating effective questions for formative assessment (*M1: Activity 5B*)

Resources

- flipchart paper and markers or board and chalk
- blank paper and pens/pencils/markers for group work
- scenario cards for *M1: Activity 5C* – see *Session 5 resources* below

Preparation

1. Prepare copies of the resources for the activities that you choose to do:
 - *M1: Activity 5C: Discussion questions*: Copies of the scenario for question #1
2. Make sure you know the differences between formative and summative assessment, including why and when they are used. Be ready to clarify misconceptions that teachers may have.

Tip: As you prepare for the session, remember to:

- write the session objective on the board/flipchart
- arrange the room and seating appropriately for the activities you have planned
- you may wish to write the discussion questions on a flipchart to post

Tip: Participants have completed all the online units in Module 1! You may wish to make this meeting special. Some ideas are:

- decorate the room
- facilitate a celebratory energizer or song
- play/sing a congratulations song
- if your meeting is more than 40 minutes, give participants time to share about how far they have come

Session introduction (5 min.)

M1: Activity 5A: Icebreaker



1. Congratulate participants for completing 50% of the online units!
Invite them to engage in self-assessment by thinking of two words or phrases:
 - One word/phrase to describe something you accomplished in the course
 - One word/phrase to describe how you hope to grow as you work through the second half of the course
2. Ask participants to share their words/phrases. Praise them for their efforts and progress.
3. Share the objective of today's CoP session.

Session development (30 min.)

Choose one or more blocks to complete in the time available:



M1: Activity 5B



M1: Activity 5C



M1: Activity 5D

M1: Activity 5B: Play-based activity (*suggested time: 20–30 min.*)



1. Ask participants to form pairs or small groups with others who teach the same/similar grades.
2. Invite them to practice creating questions for formative assessment:
 - Choose a learning objective that is usually taught at this grade level.
 - Identify a play-based activity that teaches this learning objective. (This can be an activity you already know. This exercise is not about creating a new activity).
 - Brainstorm what you want to find out about the boys' and girls' learning during formative assessment.
 - Brainstorm questions that you might ask before, during, and after the activity to discover this information.
 - After the brainstorm, identify the questions you think would be most useful, and/or see if you can improve any of your questions.

Before they begin, clarify that the goal of the exercise is to practice developing questions. Remind participants that in their teaching practice, they should try to ask questions in response to what they observe learners doing.

Tip: If participants need support, remind them of the formative assessment question starters shared in the online unit (see *Session 5 resources*).

3. After the activity, ask participants:
 - How easy or challenging was it to come up with questions to get the information you wanted?
 - What other formative assessment tools could you use to get some of this information? Which option(s) might work best in your class?

M1: Activity 5C: Discussion questions (*suggested time: flexible*)



Invite participants to discuss the questions below in pairs, small groups, or plenary. You can choose questions in advance or invite participants to choose. You can find the scenario in *Session 5 resources*.

1. Look at the scenario card and consider the strategies used by Miss Honorine:
 - What is the main approach used by Miss Honorine to teach counting and numeracy skills?
 - How does Miss Honorine use formative assessment to identify strengths and areas for improvement in learners' counting skills?
 - How does Miss Honorine intervene when a learner is struggling with counting accurately during play-based activities?
 - How does Miss Honorine use summative assessment to evaluate the boys' and girls' understanding of numeracy concepts covered in the unit?
2. When do you usually use formative assessment? How do you do it? What is helpful to you in your current formative assessment practices?
3. Do you ask questions as part of your formative assessment practices? In your opinion, what are the qualities of a good question for formative assessment? Would you like to improve your ability to create and ask good questions? If yes, how can you do this?
4. Would you like to do anything differently in your formative assessment practices? (**For example:** use it for a different purpose; use it more often; use different tools; etc.) If yes, what? How can your community of teachers support you in this?
5. Are there any reflections in your notebook that you would like to share with your peers? If yes, take a moment to share with one another.

Activity 3D: Experience sharing *(suggested time: flexible)*



Invite participants to discuss the questions below in pairs.

1. Invite participants to take turns sharing how they identified formative assessment strategies for this unit's classroom practice activity or one assessment tool they used from the resource bank.
2. Encourage them to:
 - ask one another questions about their experiences planning for and/or implementing these formative assessment strategies/tools
 - ask for suggestions and constructive feedback on their own use of formative assessment

Conclusion (5 min.)

M1: Activity 5E: Reflections on learning



1. Invite participants to reflect on their own or share with a partner:
 - From what you learned today, what is something that really stands out to you? Why?
 - What do you need more support on to improve? Who will you go to for support?
 - How will you apply this in your teaching?
2. Tell participants the next steps as they complete Module 1 and transition to Module 2.

Session 5 resources



M1: Activity 5B: Play-based activity

Formative assessment question starters

During an activity, teachers can use formative assessment effectively through observing and engaging with the learners through scaffolding. It is helpful to know a range of formative assessment question starters, that they are confident in using, and that help show what the learners know and if there are any challenges.

These are generally open-ended questions, which means that the learners have to explain their thinking, rather than just saying yes or no, or giving a simple answer.

Examples

- Tell me what you have been doing...
- How do you know that...
- (I wonder) What would happen if...
- Can anyone offer a different idea or way of doing...
- What has helped you today?
- How did you overcome something you found tricky or challenging?



M1: Activity 5C: Discussion questions

Scenario

Use this scenario for question #1.

The purpose of the scenario is to help participants think about formative assessment strategies. You can also create your own scenario and questions.

Scenario

Miss Honorine, a P1 teacher, teaches a unit on counting and numeracy skills, using Learning through Play. During the activities, she observes the learners and identifies their strengths and areas for improvement. For example, when a learner counts toys in a pretend store, she observes if they can count accurately, use one-to-one correspondence, and identify numbers. She sees that a learner is struggling with counting accurately, so she provides a counting chart and encourages the learner to use it while counting the toys. Miss Honorine then observes the learner's counting again

and provides feedback to reinforce correct counting techniques. This feedback and scaffolding, based on her observations, enhance the learner's counting skills.

Miss Honorine regularly uses formative assessment to identify the boys' and girls' strengths and areas for improvement and provide feedback to scaffold their learning. Additionally, she uses summative assessment to evaluate their understanding of the concepts covered in the unit. This approach helps her track their progress and adjust her teaching strategies to ensure the learners are meeting the learning objectives.

Questions

- What is the main approach used by Miss Honorine to teach counting and numeracy skills?
- How does Miss Honorine use formative assessment to identify strengths and areas for improvement in learners' counting skills?
- How does Miss Honorine intervene when a learner is struggling with counting accurately during play-based activities?
- How does Miss Honorine use summative assessment to evaluate the children's understanding of numeracy concepts covered in the unit?