



Reading Camp Training Module

Developed by:
KAMPUCHEAN ACTION FOR PRIMARY EDUCATION

Funded by:
Save the Children

November 2015



Table of Contents

1.	INTRODUCTION	1
	1.1 Overview	
	1.2 Purpose and Content of This Manual	
	1.3 Intended Applications of Reading Camps in Cambodia	
	1.4 Time Frame for the Course on Reading Camp Organization	
2.	EXPLANATION ABOUT HOW TO USE THIS MANUAL	3
3.	SESSION PLANS FOR THE TRAINER	4
	3.1: Understanding and Organizing the Different Levels for the Reading Camps	5
	Session 1: Configuration of Reading Camp Linkages	
	Session 2: Organizational Guidelines for Reading Camp Operation	
	3.2: Roles and Responsibilities of Stakeholders in Organizing a Reading Camp	9
	Session 1: Identifying the Relevant Stakeholders	
	Session 2: Determining the Roles and Duties of Stakeholders at Different Levels	
	Session 3: Problem Solving Activities	
	3.3 Organizing and Managing Reading Camps	12
	Session 1: Organizing a Floor Plan	
	Session 2: Using Monitoring Forms Effectively	
	3.4: Useful Reading Camp Group Games	15
	Session 1: Useful Activities to Use in Animating Reading Camps at All Levels	
	Participant Assessment	18
4.	HANDOUTS AND PARTICIPANT COURSE MATERIALS	19
	Handout 3.1.1: Configuration of Reading Camps at Different Levels	
	Handout 3.1.2: Reading Camp Operational Descriptions at Different Levels	
	Handout 3.2.1: Roles and Duties of Relevant Stakeholders in Organizing Reading Camps	
	Handout 3.2.2: Problem Solving Exercise – Roles & Duties of Stakeholders in a Practical Context	
	Handout 3.3.1: Making an Organizational Floor Plan for Neighborhood & Village-based Reading Camps	
	Handout 3.3.2: Putting Data into a Reading Camp Monitoring Sheet	
	Handout 3.3.3: Sample of a Book Borrowing Record for Monitoring Book Use	
	Handout 3.3.4: Sample of a Reading Camp Attendance Sheet	
	Handout 3.4.1: Sample Activities That Build Children’s Memory and Vocabulary	

1. INTRODUCTION

1.1 Overview

General: Reading Camps help foster literacy and support learning by providing children with the opportunity to learn more outside of school, in an enjoyable way. This is especially important for children who come from non-reading households. Reading Camps are designed to encourage children to see reading as a fun and engaging activity that is useful in all situations, not just for school.

Through the use of Reading Camps Save the Children also strives to build literacy and early reading skills. Thus, the second goal of Reading Camps is for children to enhance their phonemic awareness, letter knowledge, reading fluency, vocabulary and reading comprehension skills. These activities contribute to achieving the objectives in the Save the Children QLE framework by giving increased support both at home and in the community to improve children's progress in learning to read. The Reading Camps will also give children greater access to appropriate books and other print materials both in and out of school.

Reading Camps adopt a Community-based approach with informal settings in the community. Each school may have many locations for the reading camps from the pagoda down to the home level. The utmost care should be taken over the protections and safety of the child when selecting the location and adults to help with these activities.

Target Groups: The intended target audience of the training program described in this manual are local educators and community members who wish to support reinforcement activities for children's reading in informal ways. The children who are intended to benefit from the reinforcement activities discussed are those enrolled in Grades 1 to 6 but particularly those who in the early grades as they are just starting the formative process of *'learning to read'* (as opposed to those in the higher grades where children are *'reading to learn'*).

1.2 Purpose and Content of This Manual

Most of the participating Reading Camp learners will be attending primary school and so will have seen textbooks in school, limited school budgets often do not allow for children to utilize these materials outside of school. Reading materials outside of the classroom are often non-existent, and often there are very few children's books. This module will show how communities can assist children to have greater access to reading materials and enhance and re-inforce the learning that takes place at school

In this module participants will learn about the following things:

- How to choose the location of the reading camps at multiple levels including home-based, community-neighborhood level, and district level
- How to use checklists to monitor the operation of each of these levels,

- What the roles and responsibilities of stakeholders are in organizing the camps
- What the content of the activities at the reading camps are and what they seek to accomplish.

1.3 Intended Applications of Reading Camps in Cambodia

The school day in Cambodia is highly abbreviated. Children are at the school for only 25 hours per week with only 3 hours and 20 minutes spent in classrooms each day. The 40-minute teaching-learning period that characterizes the curriculum learning schedule makes it difficult to organize reinforcement activities as well as actually teach the lesson during this very short time period. As result, children often do not get the critically important reinforcement and practice time that they need to fortify their reading skills. This is true at all grades but particularly in the lower grades when children are just starting to read. Reading camp facilities as described in this module help to provide the practical contexts that children need in order to better learn reading with support provided at multiple levels including in the home, at neighborhood level and at village level.

1.4 Time Frame for the Course on Reading Camp Organization

The present course takes in four topics and a total of 8 sessions. The specific topics and sessions covered as well as the approximate number of hours is provided in the table below:

Topics on Remedial Instruction	Proposed Hours
Topic 1: Understanding and Organizing the Different Levels for the Reading Camps Session 1: Configuration of Reading Camp Linkages Session 2: Organizational Guidelines for Reading Camp Operation	2 Hours & 30 Minutes
Topic 2: Roles and Responsibilities of Stakeholders in Organizing a Reading Camp Session 1: Identifying the Relevant Stakeholders Session 2: Determining the Roles and Duties of Stakeholders at Different Levels Session 3: Problem Solving Activities	3 Hours
Topic 3: Organizing and Managing Reading Camps Session 1: Organizing a Floor Plan Session 2: Using Monitoring Forms Effectively	3 Hours
Topic 4: Useful Games for the Reading Camps Session 1: Useful Activities to Use in Animating Reading Camps at All Levels	2 Hours & 30 Minutes
Feedback and Participant Assessment	1 Hour
Total Hours	12 Hours (2 Days with 6 Hours of Training)

2. EXPLANATION ABOUT HOW TO USE THIS MANUAL

This manual uses the following standard symbols to make the manual as user friendly as possible for the trainers using it. These symbols quickly convey the kinds of activities to be used with participants for each step of each session plan.



Timing Required for the Lesson



Pre-Training Preparation: Contains information on how to set up your training area for learning activities. It also gives suggestions on how to organize materials needed for the activity.



Materials Needed: This provides an overview of necessary materials. Most of the time these will be very basic things, like pens or paper. Other material in the training sessions will be provided through handouts that are attached in this manual. Sometimes they need to be duplicated by the trainer.



Learning Outcomes: Gives a statement of what should have been achieved and assessed at the end of the session.

Steps and Process Icons

Section 3 of this manual provides a series of training sessions on how to train the primary school teachers and managers who are expected to employ the various strategies discussed for enhancing learning environments both in and outside of their classrooms. The symbols below are used to help guide the actual training session. These symbols will tell the facilitator quickly what sorts of activities need to be planned for in this part of the training session. This section of the manual includes possible activities, stimulating questions, examples to clarify exercises and optional extra tasks. Although it is advisable to read through the whole lesson clearly from the beginning, especially when used for the first time, trainers can easily see what he or she has to do because of the icons used.



Action to be Taken: This symbol indicates that the facilitator must take a concrete action such as passing out a Handout, re-arranging desks, organize groups, etc.



Questioning Behavior: This indicates that the facilitator needs to ask a key question to the participants as a prelude to an activity or discussion.



Discussion: This symbol indicates that the facilitator must lead a discussion or allow participants to discuss something in their groups.



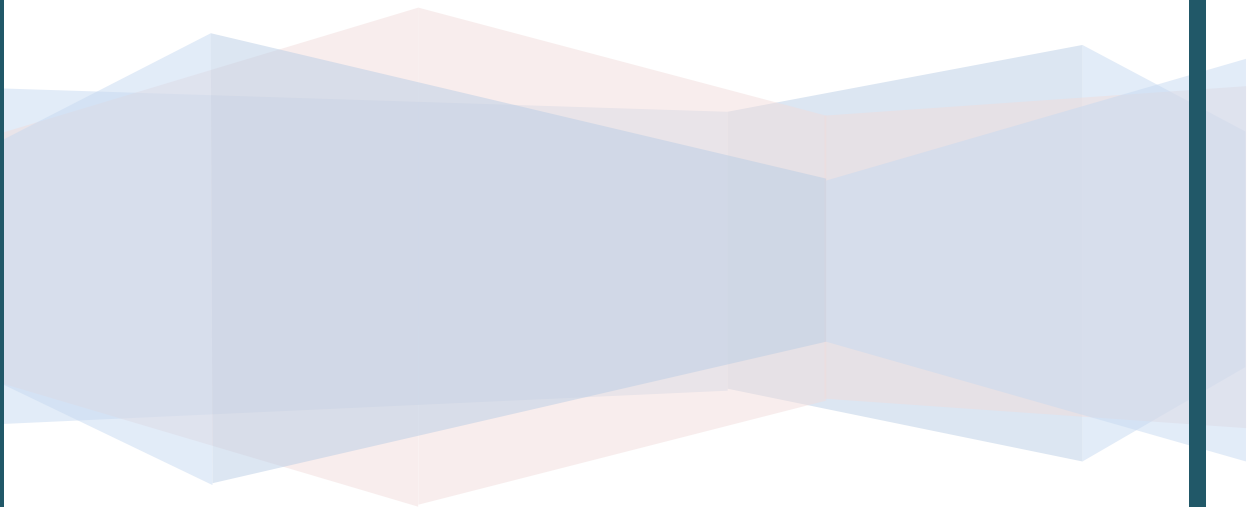
Writing Tasks: This symbol indicates that the participants need to write something on poster paper, complete an exercise, or other written task.



Explanation: This symbol indicates the facilitator must explain something to participants.

3. TRAINING SESSION PLANS

Course Outline and Materials



Lesson 3.1- Understanding and Organizing the Different Levels for the Reading Camps



Lesson Time: 2 Hours and 30 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.1.1:** Configuration of Reading Camps at Different Levels
- Make copies of **Handout 3.1.2:** Reading Camp Operational Descriptions at Different Levels



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.1.1:** Configuration of Reading Camps at Different Levels
- **Handout 3.1.2:** Reading Camp Operational Descriptions at Different Levels



Learning Outcomes:

- Participants can identify the different Reading Camp Levels and the suitable settings in which they should be located
- Participants can explain how Reading Camps at each level operate
- Participants can identify what remediation principles underlie specific examples of instructional technique.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Configuration of Reading Camp Linkages

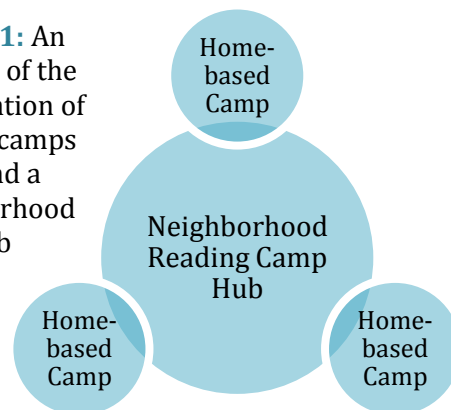


The trainer should explain that there are three levels of Reading Camp:

- Home-based
- Neighborhood-based
- Village-based

There will be many camps at the home-based level as the home is the most essential element in helping children to learn. Home-based units should be linked to Neighborhood-level hubs, which are in turn connected to larger Village or Pagoda-based units, as illustrated in the participant handout. Ideally, communities should start with 5 hubs at Neighborhood level and then expand as necessary. One camp at village or pagoda level should also be considered, as noted above.

Figure 1: An example of the configuration of reading camps around a Neighborhood Hub






Next, pass out **Handout 3.1.1** in order to help illustrate the configuration of how the Reading Camps at different levels will link together in spatial terms. Review these as a large group.

Organizational Guidelines for Reading Camp Operation



Following this explanation, the facilitator should divide participants into groups and ask them to consider each of the following questions and provide feedback accordingly.

- 1. What can a school do to encourage parents to be more active in supporting their children's education and provide a home-based reading camp?**
- 2. How should the community set about choosing suitable locations for Reading Camps at Levels 2 and 3? Think of some possible locations in your community. What are some important considerations e.g. location, size of space, security for children.**

-  After passing out large sheets of paper and marker pens to each group, identify individual(s) to record and report on the group discussion.
-  Provide about 30 to 40 minutes for this discussion. Next, ask each group to report back on their answers and lead a discussion of the ideas collected. Compare these with a list of possible discussion points provided below to help the facilitator respond to the responses provided.
-  Following the discussion, pass out **Handout 3.1.2** and review each of the Key Features of each Reading Camp level and some key activities occurring at each level noting how these guidelines compare with the group discussions that just occurred.

Suggested Points for Guided Discussion

Question 1:

At Home

- Schools should encourage all parents to support their children’s learning, therefore there should be many reading camps at home-based level.
- Support at home should be organized to include peer-assisted language and learning support from siblings.
- Reading support activities in the home should happen at a regular time e.g. after dinner
- They can happen often (most days) more often than at other levels, as well.
- Parents should be encouraged to borrow reading materials and games from the school library or from book banks in local neighborhood centers.

Question 2

At Neighborhood Level

- Meeting spaces at neighborhood level should be a bigger place where a number of local children can gather together to learn and that has space for children to move around and play
- The owner of this place could be a teacher, the house of a CC member, a committed community member, etc
- Negotiated meeting schedule e.g., 3 times per week
- It is a place where help with education problems can be found
- It can provide support to children who are missing their lessons
- Seeks to promote socialization/social interaction in society across different ages and social groups
- Start small and expand the number of network hubs (perhaps start with 5 to 10 places)
- Typical activities might include: peer tutoring, storytelling, games, story writing, and homework
- Recommended materials: Whiteboard, Pens, Stationery, Benches, Mats, Textbooks, Story books, educational games, locally made materials, storage boxes, etc.

At Village or Pagoda Level

- Various locations for this level of activities may be chosen such as the Pagoda,

Commune Office, Village Center, CLCs, or other places that are designed for the community's use.

- Negotiated meeting schedule e.g., 3 times per week
- More formal than the other two levels
- Content supported by teachers
- May organize remedial support for children in Grades 1 to 3
- Need to achieve a balance between formal learning and a joyful learning environment
- **Note:** If the sala chan is chosen as the meeting place then Monks will be the organizers; otherwise, a committed community member or teacher will need to be identified.
- If supported at the Pagoda, other activities for Grade 4-6 which link with Life Skills can be included e.g. communication skills, health, sanitation, identifying problems, organizing campaigns, home vegetable gardens, income generation, disaster reduction maps but with a focus on reading where possible.
- Book banks can be located at the temple. Book Banks will comprise the materials available in the villages, materials that they have made themselves, and some materials that will be purchased by the project.

Lesson 3.2- Roles & Duties of Stakeholders in Organizing a Reading Camp



Lesson Time: 3 Hours



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.2.1:** Summary of Roles and Duties of Stakeholders in Managing Reading Camps
- Make copies of **Handout 3.2.2:** Problem Solving Exercise - Roles and Duties of Stakeholders in a Practical Context

Resources/Materials:

- Poster paper, marker pens, paper strips for sorting
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.2.1:** Summary of Roles and Duties of Stakeholders in Managing Reading Camps
- **Handout 3.2.2:** Problem Solving Exercise - Roles and Duties of Stakeholders in a Practical Context



Learning Outcomes:

- Participants can identify who the key stakeholders will be in organizing and managing reading camps at different levels
- Participants can describe the various responsibilities of different stakeholders with regards to their role in organizing reading camps at all levels.
- Participants can review problems that might occur in a reading camp and determine those who are responsible for solving the problem as well as possible actions to resolve the stated problem.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Identifying the Relevant Stakeholders



Start the session by making a list of all the key stakeholders involved in animating Reading Camps at all levels. As a large group, try to identify at which level they have the most important roles. While it should be stressed that all stakeholder will have some role to play at all levels, try to prioritize the level at which they have the 'most important' role to play. Next, draw the following table on the board and complete it with participants as a large group together. The chart has already been completed for the facilitator's reference.



Stakeholder	Home-Based Camps	Neighborhood-based Camps	Village-based Camps
Community Members			
School Director			
Vice Director			
Classroom Teachers			
Parents			

← *Note: To be completed with participants in large group*

Determining the Roles and Duties of Stakeholders at Different Levels



For the Reading Camps to function well the stakeholders need to identify clear roles and responsibilities for the animators. These responsibilities are developed by the local people based on the criteria for the reading camps outlined in the Module just completed. Thus, roles and duties may vary from place to place. Nevertheless, there will be some commonalities across all sites.



In this session the trainer asks "what should be the responsibilities for each of the people shown in the table that was drawn above?" The facilitator then writes each of the key stakeholders identified above on a sheet of poster paper posted to the wall or blackboard. As a large group, the facilitator should next try to brainstorm some of the roles and duties of stakeholders at all levels with participants as a large group. Be sure to explain that it is expected that these

roles and duties will vary from location to location. Nevertheless, there will still be some commonalities across all sites.



When the brainstorming exercise has been completed, pass out **Handout 3.2.1**, which summarizes some of the roles and duties of stakeholders in a broader sense. Compare the Handout's content with the brainstorming exercise that was just completed. Next, discuss with participants what things were the same? What things were different? Emphasize that all answers are legitimate if participants can justify their rationale.

Problem Solving Activities



Following the above discussion, pass out **Handout 3.2.2** to participants along with some poster paper and marker pens. This handout contains a series of problem solving exercises based on some real problems that may occur in Reading Camps. Read through the handout with participants and ask them to identify the stakeholder or stakeholders most responsible for resolving the issue and what sorts of actions should be taken.



After reviewing the handout together, ask participants to discuss each issue in their groups and write out responses on the poster paper. When they have completed all six problems, ask participants to present their answers and discuss. The facilitator should review and resolve any major differences in answers among the groups. Provide about 45 minutes for this exercise.

Lesson 3.3- Organizing and Managing Reading Camps



Lesson Time: 3 Hours



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Create sets of carton paper, Styrofoam sheets, colored paper, glue, a ruler, and marker pens for each small group to create a floor plan for the reading camp.
- Make copies of **Handout 3.3.1:** Making an Organizational Floor plan for a Neighborhood or Village-based Reading Camp
- Make copies of **Handout 3.3.2:** Putting Data into a Reading Camp Monitoring Sheet
- Make copies of **Handout 3.3.3:** Sample of a Book Borrowing Record for Monitoring Book Use
- Make copies of **Handout 3.3.4:** Sample of a Camp Attendance Record



Resources/Materials:

- Poster paper, marker pens
- Carton paper, Styrofoam sheets, colored paper, glue, a ruler, and marker pens for each small group to create a floor plan for the reading camp.
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.3.1:** Making an Organizational Floor plan for a Neighborhood or Village-based Reading Camp
- **Handout 3.3.2:** Putting Data into a Reading Camp Monitoring Sheet
- **Handout 3.3.3:** Sample of a Book Borrowing Record for Monitoring Book Use
- **Handout 3.3.4:** Sample of a Camp Attendance Record



Learning Outcomes:

- Participants can develop a sample organizational floor plan for a Reading Camp at Neighborhood and Village Level, based on their understanding of Reading Camp guidelines summarized in **Handout 3.1.2.**
- Participants can use the Monitoring Forms provided for reporting purposes as this relates to the operation of the Reading Camps.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Organizing a Floor Plan



Begin this session by explaining that each school and community needs to consider carefully what their reading camps will look like in terms of their organization. The way that a community or school organizes a reading camp depends on the activities that will be happening there. This may include such things as *individualized reading*, *playing educational games in small groups*, *story-telling sessions*, and other activities discussed in **Handout 3.1.2**. Activities may differ from camp to camp depending on the human and materials resources available.



Following this explanation, pass out **Handout 3.3.1** to each group. This handout explains how participants might go about organizing a hypothetical reading camp in their community using a floor plan design. Review each of the steps provided in the handout and pass out the materials needed to actually make a floor plan for a reading camp.



Before starting, ask participants to decide whether they are designing a village or neighborhood-based reading camp. This will be important because the functions will vary between the two locations. Although it is important that each group chooses what it wants to do, the facilitator should try to ensure that there is an even number of village and neighborhood-based camps that each group is working on.



As the groups begin reading through the handout to build the floor plan, the facilitator should make sure that they have reviewed the functions described in **Handout 3.1.2** so that they have a good understanding of the kinds of activities that are going to happen there. Monitor what each group is doing and that they are carefully following the directions provided in the handout including the need to construct things to scale. Give about one hour and 15 minutes for this activity.



Once each group has completed their floor plan, they should present it to the other groups. Each group should explain the activities that the design is meant to facilitate (e.g., a mat in the center of the camp with a chair at the head of it to facilitate story-telling) and why they organized things in the way that they did. Participants should exchange views and questions and the facilitator should mediate where necessary.

Using Monitoring Forms Effectively



Start this session by explaining that monitoring will be an important element in setting up Reading Camps at all levels. It will be important that we monitor the following:

- How many children are using the camps on a regular basis each month
- How many sessions involving story-telling, remediation, and other more formalized activities were organized each month
- How many children joined these sessions each month
- How many children borrowed books and educational games from the camps.

There are several forms that have been developed to facilitate the monitoring process. These forms should be completed by community members who are responsible for camps at both neighborhood and village level.



Pass out examples of the forms in **Handouts 3.3.3** and **3.3.4** that should be used for monitoring purposes. Review these with participants, explaining how they are completed and what information needs to be provided. Review any questions participants may have.



Next, ask participants to do a concrete exercise involving the transfer of information in a narrative form into both of the forms shown in **Handouts 3.3.3** and **3.3.4**. Pass out **Handout 3.3.2** to all participants. In their small groups, participants should read and discuss the narrative; after having reviewed the narrative, they should help each other to complete the forms in the handouts with this information. Provide about 30 to 40 minutes for this exercise to be completed. Be sure that each individual in the group completes his or her own forms to keep as a record.



When they have finished this exercise, the facilitator should discuss the answers as a large group, addressing any questions or problems that participants may have encountered.

Lesson 3.4- Useful Games for the Reading Camps



Lesson Time: 2 Hours and 30 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- The trainer will need to provide a ball for Activity 4 and a bag of three random objects for Activity 5.
- Make copies of **Handout 3.4.1: Sample Activities that Build Children’s Memory and Vocabulary**



Resources/Materials:

- Poster paper, marker pens
- A ball for Activity 4 and a bag of three random objects for Activity 5.
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.4.1: Sample Activities that Build Children’s Memory and Vocabulary**



Learning Outcomes:

- Participants can explain how to play 5 useful activities for animating reading camps for children.
- Participants can actually demonstrate how each game is played following the guidelines provided in a handout.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Useful Activities to Use in Animating Reading Camps at All Levels



In this session we look at some games that can be used in the reading camps with mixed age groups of approximately eight participants. Each game lasts 10-15 minutes and develops memory skills and increases vocabulary. The facilitator should model each of the games described below with participants with the latter playing the role of children.

The participants get into groups of approximately 8 people and choose two of the games to play. The trainer will need to provide a ball for Activity 4 and a bag of three random objects for Activity 5.



ACTIVITY 1: Build a Story One Phrase at a time

- In this game, children are asked to create a story by adding on just one word to the word given by the child before them.
- Form a big circle. Explain that the object of the game is to come up with an interesting story—it does not have to be perfect or make complete sense. Each child will take turns adding just one phrase to the chain started by children before them.
- Ask the children who would like to go first. Ask this child for one phrase e.g., As I was going to the market, . . .
- The child next to the one who came first should then add one more phrase. Each child in the circle adds one more phrase, and so on until a story is complete. (Children usually end up laughing because the story that emerges will be nonsensical or funny).



ACTIVITY 2: I'm Going Shopping

- You play this game in a circle and your memory counts. One person in the circle will start the game off by saying that they are going to go shopping and buy something. For example,

'I'm going shopping and I'm going to buy some bananas.'

- The next person will have to repeat what the person next to him said and then add something new. For example,

'I'm going shopping and I'm going to buy bananas and a pineapple.'

- You keep this going around the circle until one person cannot remember

what he is going to buy. That person is out and you see if the next person can complete the phrase. You don't necessarily have to choose something that you would normally buy when shopping. The things chosen may be funny such as lions, tigers, a house, etc.

  **ACTIVITY 3: Concentration Game**


- While clapping and snapping, the leader gives a category that everyone in the circle should give an example of. For example, if the leader says "fruit" everyone in the circle names a fruit by turns, but should not repeat a fruit that has already been named.

  **ACTIVITY 4: It's A Bird!**

- For this activity, the leader will need a piece of paper crumpled up into the form of a ball.
- Form a circle.
- Throw a ball to anyone in the circle; the person with the ball must give a type of bird. (e.g., chicken, robin, owl, sparrow, duck, etc.)
- If possible, ask the child to try and show the sound that this bird makes, or to play-act how this bird behaves.

  **ACTIVITY 5: Describe It!**

- For this activity, you will need a bag of random items that are useful for describing. Place these items into a bag so that you cannot see what's inside.
- This activity seeks to build children's vocabulary, with a focus on adjectives or descriptive words.
- Pick 3 items from a bag, one at a time. Form 2 teams. Each team takes turns to give a word that describes the item you picked from the bag. For each word they give, the team gets a point. Write down the words they give on the board or on a piece of flipchart paper and review. Explain that words that describe objects are called adjectives. Read the list of adjectives together.

 With the completion of the last Activity, the facilitator should pass out **Handout 3.4.1**, which describes each of the games just played. This should be a valuable resource in organizing activities in the Reading Camp.

Participant Assessment

Following the completion of all training sessions, distribute the following participant understanding assessment below and ask participants to complete it as honestly as they can. Participants need not place their names on the form.

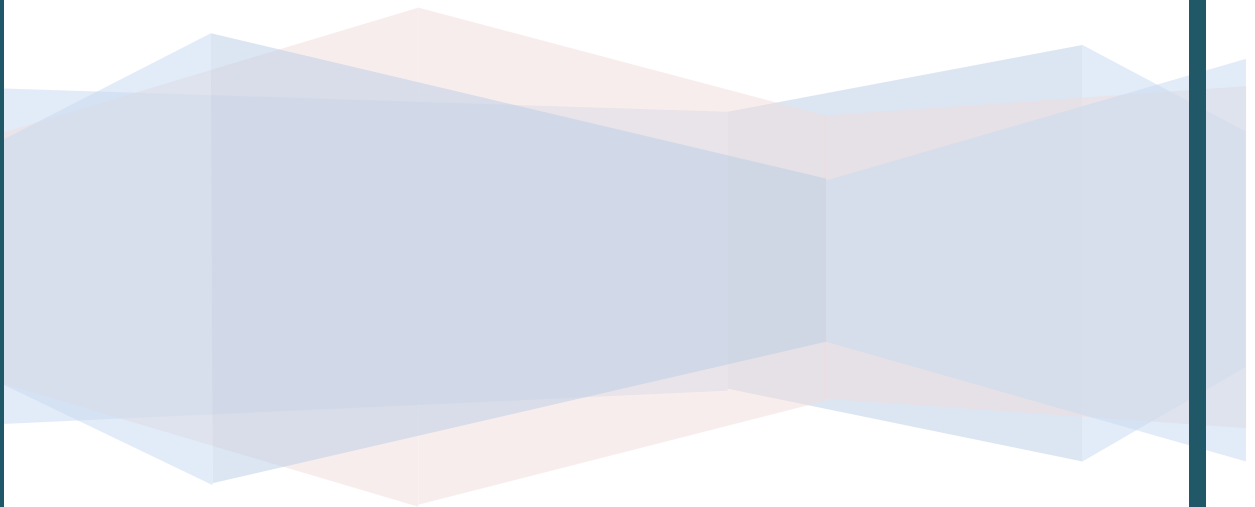
Participant Assessment Form

Directions: Read each question below and choose the ONE response that best matches what you feel. You do not need to write your name on this survey form.

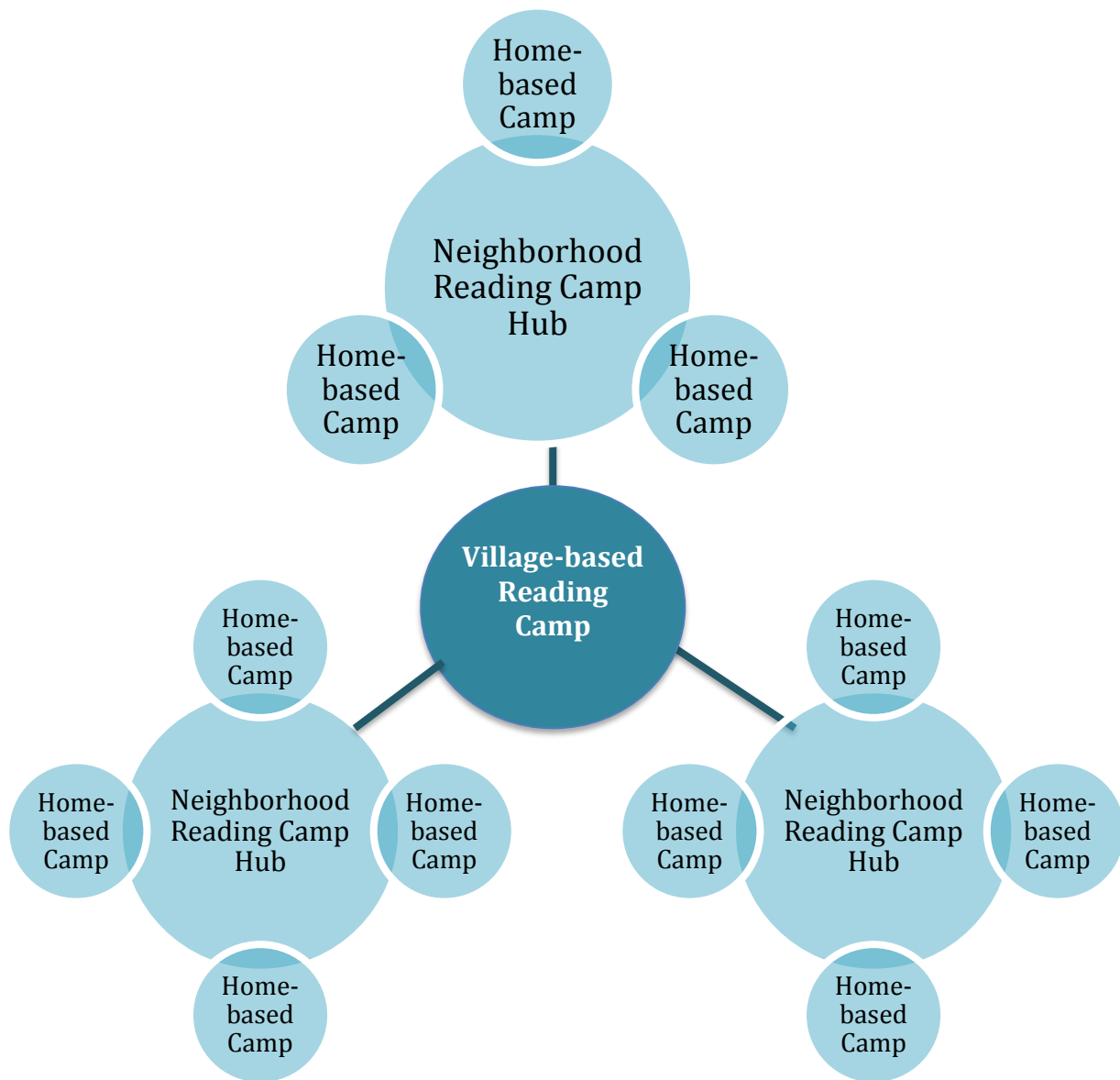
- 1 *How would you describe your understanding of the content presented in this seminar?*
 - I understood all or nearly all of what was presented.
 - I understood most but not all of what was presented.
 - I only understood about half of what was presented.
 - I hardly understood anything that was presented.
 - 2 *How would you describe the usefulness of the materials that were distributed?*
 - I found the materials very useful and informative.
 - I found the materials somewhat useful and informative but some were not clear
 - I found the materials not so useful or informative.
 - 3 *How would you describe the manner of presentation of the training?*
 - Too much lecturing
 - Just about right
 - Not enough lecturing
 - 4 *How would you describe the manner the amount of group work?*
 - Too much group work
 - Just about right
 - Not enough group work
 - 5 *How well equipped do you feel to return to your communities and schools and use what you have learned in this workshop?*
 - Very well equipped
 - Somewhat well equipped
 - Not at all well equipped
 - 6 *How much merit do you feel the suggested ideas in this workshop have?*
 - A great deal of merit
 - A great deal of merit but somewhat difficult to implement
 - Not so much merit or relevant to the real problems in my school/community
-

4. PARTICIPANT COURSE MATERIALS

Handouts & Resource Documents



HANDOUT 3.1.1: Configuration of Reading Camps at Different Levels



Key Points

- Reading Camps at all levels should coordinate with each other, reinforcing each other's activities
- Home-based camps are the smallest unit and provide important reinforcement activities in the home, where children spend the most time
- The number of children meeting in home-based camps is usually the smallest with larger groupings occurring at Neighborhood hubs and even larger groupings at Village-based level.
- The different size of groupings should drive the kinds of activities that

HANDOUT 3.1.2: Reading Camp Operational Descriptions at Different Levels



Level 1 Reading Camps Home-based

1. Key Characteristics

- Schools should encourage all parents to support their children's learning, therefore there should be many reading camps at home-based level.
- Should/could include peer-assisted language and learning support from siblings.
- These activities should happen at a regular time e.g. after dinner
- They can happen often (most days) more often than at other levels

2. Key Activities

- Self-selected reading materials (stories, etc)
- Practice writing, drawing, making up stories
- Homework and follow-up of school lessons (e.g., dictations, writing difficult words,)

Level 2 Reading Camps: Neighborhood Meeting Places

1. Key Characteristics

- This is a bigger place where a number of local children can gather together to learn and that has space for children to move around and play
- The owner of this place could be a teacher, the house of a Commune Council member, a committed community member, etc

- Negotiated meeting schedule e.g., 3 times per week
- It is a place where help with education problems can be found
- It can provide support to children who are missing their lessons
- Seeks to promote socialization/social interaction in society across different ages and social groups
- Start small and expand the number of network hubs (perhaps start with 5 to 10 places)
- Typical activities might include: peer tutoring, storytelling, games, story writing, and homework
- Recommended materials: Whiteboard, Pens, Stationery, Benches, Mats, Textbooks, Story books, educational games, locally made materials, storage boxes, etc.

2. Key Activities

- Informal reading games involving multiple children???
- Borrowing materials from the library and book bank
- Peer tutoring
- Story-telling to small informal groups
- Story writing activities
- Homework clubs

Level 3 Reading Camps: Village or Pagoda

1. Key Characteristics

- Various locations for this level of activities may be chosen such as the Pagoda, Commune Office, Village Center, CLCs, or other places that are designed for the community's use.
- Negotiated meeting schedule e.g., 3 times per week
- More formal than the other two levels
- Content supported by teachers
- May organize remedial support for children in Grades 1 to 3
- Need to achieve a balance between formal learning and a joyful learning environment
- **Note:** If the *sala chan* is chosen as the meeting place then Monks will be the organizers; otherwise, a committed community member or teacher will need to be identified.
- If supported at the Pagoda, other activities for Grade 4-6 which link with Life Skills can be included e.g. communication skills, health, sanitation, identifying problems, organizing campaigns, home vegetable gardens, income generation, disaster reduction maps but with a focus on reading where possible.

- Book banks can be located at the temple. Book Banks will comprise the materials available in the villages, materials that they have made themselves, and some materials that will be purchased by the project.
- **Reading Materials:** May include many kinds of materials such as flashcards, short stories, local materials etc.

2. Key Activities

- Remedial classes for children in Grades 1 to 3
- Library reading

DISCUSSION QUESTIONS

Directions: *In small groups, review the following questions and then provide your answers on poster paper for presenting to the larger group.*

1. What can a school do to encourage parents to be more active in supporting their children's education and provide a home-based reading camp?
2. How should the community set about choosing suitable locations for Reading Camps at levels 2 and 3? Think of some possible locations in your community. What are some important considerations to review when doing this e.g. location, size of space, security for children?

HANDOUT 3.2.1: Roles and Duties of Relevant Stakeholders in Organizing Reading Camps

RELEVANT STAKEHOLDERS

- Community Members
 - School Support Committee Members
 - Subcommittee for Community Literacy, Reading Camps, and Book Banks (Subcommittee 9)
- School Director
- Vice Director
- Classroom Teachers
- Parents

ROLES AND DUTIES

Community Members

- Decide the location of level 2 and 3 Reading Camps
- Selecting reading counselors' perhaps similar to the Literacy Coaches, for coaching reading/story telling using local people
- Providing equipment & local materials on a regular basis for use at level 2 & 3
- Regular inspection/monitoring of activities of Reading Camps
- Completion of Book Use and Attendance Forms
- Identifying reading counselors at village-based camps to help organize more formalized activities such as remediation, story telling, and book bank access.

School Director

- Organize meetings with parents and the community to explain to parents how they can support their children, particularly in learning to read, and with homework.
- Create level 1 Reading Camps with parents
- Help with procurement of materials

Vice Director

- Has overall responsibility for Reading Camps and in particular for passing on any issues of child protection to the School Director
- Responsible for liaising with the camp organizers at levels 2 and 3
- Overseeing the teachers or reading counselors

Classroom teachers

- Linking with parents over their children's progress in school and particularly in reading
- Providing homework and suggesting other activities that can take place in the reading camps.

Parents

- Attend meetings on organizing reading camps in their homes and communities and what services they provide
- Ensure children do reading at home at specified times (e.g., after dinner)
- Ask siblings at home to help each other read together
- Borrow books and educational games from the library

HANDOUT 3.2.2: Problem Solving Exercise – Roles & Duties of Stakeholders in a Practical Context

Directions: Read each of the issues that arise below and indicate the person or persons responsible and the possible actions to be taken.

1. Parents in one hub are not borrowing any books from the library or Neighborhood-camp for use at home
 - a. Person(s) Responsible: _____
 - b. Actions to be taken: _____

2. All of the books in a Neighborhood Book Bank have been lost.
 - a. Person(s) Responsible: _____
 - b. Actions to be taken: _____

3. No attendance records have been maintained at a local Neighborhood Reading Camp so that the school has no idea who has been using the reading camp.
 - a. Person(s) Responsible: _____
 - b. Actions to be taken: _____

4. A Neighborhood Reading Camp is rarely open or used and materials are not easily accessible or well-organized.
 - a. Person(s) Responsible: _____
 - b. Actions to be taken: _____

5. Remedial activities organized at a Village-based Reading Camp have an erratic schedule and are poorly attended.
 - a. Person(s) Responsible: _____
 - b. Actions to be taken: _____

6. A Reading Camp is found to be next to a rice field where there is frequent spraying of insecticides.
 - a. Person(s) Responsible: _____
 - b. Actions to be taken: _____

HANDOUT 3.3.1: Making an Organizational Floor Plan for Neighborhood & Village-based Reading Camps

Purpose: The purpose of this exercise is to help participants visualize what a reading camp should look like. The goal is to create a 3-D visual representation of what the reading camp will look like, based on an understanding of the activities that will occur there.

Needed Materials:

- Carton paper
- Styrofoam sheets
- Colored Paper
- Glue
- Marker pens
- Rulers

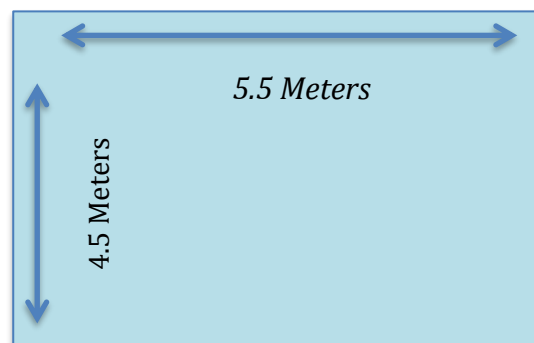
Steps in Building Your Floor Plan

Step 1: The first step in building your floor plan is deciding whether you are organizing a *Neighborhood* or *Village-based Reading Camp*. Although some of the functions and activities are similar, many are different. Decide in your group what kind of camp you want to organize.

Step 2: Once you have decided what kind of camp you want to organize, go back to Handout 3.1.2 and review the key functions of the camp you want organize. Once you have a thorough idea of the kinds of activities that are supposed to happen there, you can decide on the kinds of materials, furniture, etc. that you will need there in order to facilitate the functions that you have read in Handout 3.1.2.

Step 3: Next, take the carton paper and determine the approximate size of the location that you want to organize. For example, if you place the camp under someone's house, what do you suppose is the approximate size of the location that you will have to work with.

Draw a square or rectangle to scale where 1 meter = 3 centimeters on the carton paper. This is your working area where the camp will be located. Be sure to mark the size of the dimensions on the carton paper as well.



Step 4: Make a list of what you want to put into the reading camp. This could include student desks, a large table to place books, a metal container in which to store books, mats, a bulletin board with a schedule, mats to sit on, a place to place educational reading games, etc. It is not necessary to have all of these things and there may be other things that you have thought of that are not on the list. Be creative and thoughtful about what you want to place in the camp, reflecting once again reflecting on the functions described in Handout 3.1.2.

Step 5: Once you have determined what you want to put into the camp, start making representations of these things using the Styrofoam sheets and colored paper. The Styrofoam sheets will help you to make three-dimensional representations of the furniture. For student desks, cabinets, etc., cut out squares or rectangles representing what you want to put into the plan. Use the same scale suggested above in Step 3 (i.e., 1 Meter = 3 Centimeters).

Step 6: Once you have cut out representations of your furniture, glue these onto your floor plan in the approximate location you want them. If the furniture is too big based on your scale, then you may have to reduce the size of the tables, desks, etc, or limit the number of pieces of furniture.

Step 7: For smaller items like mats, books, games, etc, use the colored paper to make representations in your floor plan. Cut these out like you did for the furniture and indicate the locations where you want to put them. Glue the paper onto the desired location. You can also use the colored paper to label where various kinds of activities are going to occur, as well.

Step 8: You have now completed your floor plan. Once the glue has dried, take the floor plan and present it to the other workshop participants, explaining what is what and why you organized the floor plan the way that you did.

HANDOUT 3.3.2: Putting Data into a Reading Camp Monitoring Sheet

Directions: In the narrative below, you will see a short description of the events at a Neighborhood Reading Camp. After reading the narrative, try to use the data provided to complete each of the two Monitoring Sheets provided in **Handouts 3.3.3** and **3.3.4**.

Data Narrative

One community organized a Neighborhood Reading Camp near the local Health Center of Kor Commune, Svay Theap Village in Kampong Cham Province. As a result, they called the camp the Health Center Reading Camp. The camp had been established since November 2015. There were about 9 children who came to the camp fairly regularly. Their names and the books that they borrowed are listed below. All of the children came to the camp during the Month of January 2016 except for Bun Chhay and Kim Ly. Mostly the children borrowed books but some borrowed games when they went home. All of the children borrowed these materials at beginning of the month on 2 January but had not yet returned them.

Name	Sex	Grade	Books/Games Borrowed	Name	Sex	Grade	Books/Games Borrowed
Bun Chhay	M	2	None	Kim Ly	M	3	None
Kim Dara	F	4	My Alphabet The Butterfly	Bun Ly	M	4	Sophy Learns to Read
Sao Sopheap	M	3	None	Heng Chan	M	2	None
Bin Vanna	F	2	Letter Game Grade 1 Textbook	Min Thy	M	3	I Respect My Mother & Father
Ma Dary	F	2	Synonyms Game				

The Reading Counselor at the Camp whose name was Yim Ly also organized 8 Story-telling Sessions during the month. These sessions were attended by all of the children except Bun Chhay and Kim Ly as before.

HANDOUT 3.3.3: Sample of a Book Borrowing Record for Monitoring Book Use

Book Borrowing Record

Month: _____ Year: _____

Reading Camp Location: _____

Camp Start Date: _____

Organiser's Name: _____

Child Name	Sex	Grade	Book or Game Borrowed	Date Borrowed	Date Returned
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

HANDOUT 3.3.4: Sample of a Reading Camp Attendance Sheet

(For use at Neighborhood or Village-Pagoda Level)

Neighborhood Name: _____, Village Name: _____, Commune: _____ District: _____

Month: _____ Name of Recorder: _____

Reading Camp Attendance Sheet Month: _____, Year: _____

Child Name	Sex	Grade	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10	Session 11	Session 12	Session 13	Session 14	Session 15	Session 16	Session 17	Session 18	Session 19	Session 20
1.			X	X	X			X	X	X	X	X			X	X			X	X	X	X
2.																						
3.																						
4.																						
5.																						
6.																						
7.																						
8.																						
9.																						
10.																						

HANDOUT 3.4.1: Sample Activities That Build Children's Memory and Vocabulary

Explanation: The games described below are intended to help children build their capacity to remember things as well as vocabulary. The games are intended to help Reading Counselors to do happy activities with children so that they enjoy learning language

ACTIVITY 1: Build a Story One Phrase at a time

- In this game, children are asked to create a story by adding on just one word to the word given by the child before them.
- Form a big circle. Explain that the object of the game is to come up with an interesting story—it does not have to be perfect or make complete sense. Each child will take turns adding just one phrase to the chain started by children before them.
- Ask the children who would like to go first. Ask this child for one phrase e.g., As I was going to the market, . . .
- The child next to the one who came first should then add one more phrase. Each child in the circle adds one more phrase, and so on until a story is complete. (Children usually end up laughing because the story that emerges will be nonsensical or funny).

ACTIVITY 2: I'm Going Shopping

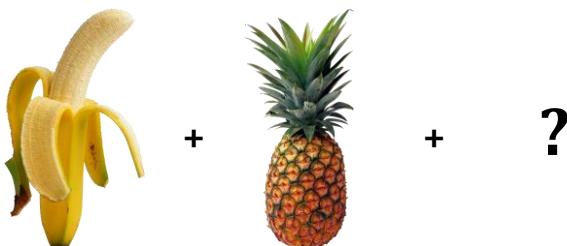
- You play this game in a circle and your memory counts. One person in the circle will start the game off by saying that they are going to go shopping and buy something. For example,

'I'm going shopping and I'm going to buy some bananas.'

- The next person will have to repeat what the person next to him said and then add something new. For example,

'I'm going shopping and I'm going to buy bananas and a pineapple.'

- You keep this going around the circle until one person cannot remember what he is going to buy. That person is out and you see if the next person can complete the phrase. You don't necessarily have to choose something that you would normally buy when shopping. The things chosen may be funny such as lions, tigers, a house, etc.

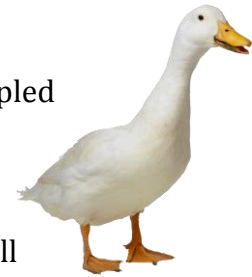


ACTIVITY 3: Concentration Game

- While clapping and snapping, the leader gives a category that everyone in the circle should give an example of. For example, if the leader says "fruit" everyone in the circle names a fruit by turns, but should not repeat a fruit that has already been named.

ACTIVITY 4: It's A Bird!

- For this activity, the leader will need a piece of paper crumpled up into the form of a ball.
- Form a circle.
- Throw a ball to anyone in the circle; the person with the ball must give a type of bird. (e.g., chicken, robin, owl, sparrow, duck, etc.)
- If possible, ask the child to try and show the sound that this bird makes, or to play-act how this bird behaves.



ACTIVITY 5: Describe It!

- For this activity, you will need a bag of random items that are useful for describing. Place these items into a bag so that you cannot see what's inside.
- This activity seeks to build children's vocabulary, with a focus on adjectives or descriptive words.
- Pick 3 items from a bag, one at a time. Form 2 teams. Each team takes turns to give a word that describes the item you picked from the bag. For each word they give, the team gets a point. Write down the words they give on the board or on a piece of flipchart paper and review. Explain that words that describe objects are called adjectives. Read the list of adjectives together.

