

SESAME WORKSHOP

# Watch **PLAY** Learn

FOR PROGRAM MANAGERS

## Contextualizing and Integrating *Watch, Play, Learn* Across Sectors



WATCH, PLAY, LEARN TOOLKIT

## SECTION 3

# Education Contextualization Tipsheet

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### 3.1. Select WPL learning areas

#### Consult with Education Actors

- Engage with national or regional education actors to determine if policy or curriculum reforms could impact WPL implementation.
- Facilitate consultations, focus group discussions, or key informant interviews to gather information.

#### Review and Strengthen Curriculum

- Review your program's curriculum to identify how WPL curriculum blocks and video content can enhance existing teaching and learning activities.

#### Integrate WPL Content into Curriculum

- Work with local education actors to map WPL content into the existing curriculum framework and learning areas. (See Facilitator Tool 3 Tips)
- For new programs, review the government's early childhood development or pre-primary curriculum to find alignment opportunities with WPL.
- For existing programs, review the current school or early learning center curriculum for children aged 3-8 to ensure alignment with WPL.

### 3.2. Select media and supporting resources

#### Use WPL Videos Regularly

- Include videos in learning and play activities.
- Plan for the number of weekly WPL sessions based on your program model and identify engagement indicators (See Monitoring and Feedback Guidance Tool)
- Create a calendar for content integration based on the recommended video frequency of use (dosage) (See Facilitator Tool 3 and Dose for Impact Guidance Note)



#### Pace and Supplement Videos

- In non-formal education settings, use videos for SEL or Child Protection and MHPSS areas, and supplement with books, art, and games.
- In formal education and long-term programs, spread out the use of videos over the school year or multiple years.

### **Avoid Repetition**

- To avoid repeating videos over multiple years, choose one grade level to use WPL or use different videos for different grades.

### **Collaborate with Education Sector Actors**

- Map education sector actors to understand their strengths and areas of specialization.
- Work with these actors to obtain learning materials, train facilitators, and provide additional services.
- Meet regularly to coordinate efforts and consider setting up a team or working group of diverse actors.

### **Utilize Existing Materials**

- Work with teachers, school leaders, and parents to find existing materials for playful learning. (See Facilitator Tool 1, Section 1.1.2 for ideas)
- Include sports equipment, music equipment, toys, building blocks, dress-up clothes, and found materials like bottles and kitchen tools.

### **Ensure Program Sustainability**

- Use everyday objects as play materials for children.
- Encourage boys and girls to play with different objects.
- Collect materials from the community where possible.

## **3.3 Integrating WPL into schools and informal education environments**

### **Promote Interactive Teaching<sup>1</sup>**

- Assess how knowledge is usually shared in learning spaces.
- If teaching is typically one-way, from teacher to child, provide training and support for more interactive and child-centered teaching.
- Allow time for this transition.

### **Fit WPL within School Structures<sup>2</sup>**

- Ensure WPL fits within existing school structures and is usable by current teachers.
- Meet with school leaders to plan integration.
- Identify key supporters for the program's success, such as special education specialists, community volunteers, and local authorities.

### Engage with Community Forums<sup>3</sup>

- Meet with School Management Committees (SMCs), Parent-Teacher Associations (PTAs), and other community forums.
- Promote understanding of playful learning strategies.
- Include an agenda item for sharing examples of playful learning.
- Organize demonstration sessions for parents and caregivers to observe and participate in playful learning activities.

### Plan According to School Calendar

- Ensure WPL activities fit with the school calendar.
- Take into account holidays and testing periods when planning activities.

### HELPFUL TOOLS

Reach out to the nearest Sesame Workshop regional office for additional guidance and resources for your context. Refer to Facilitator Tool 2 and Tool 3 for more detailed guidance on how to support facilitators in using play-based learning strategies or integrating different activities before, during, and after playing a WPL video.

### Other Resources



1. UNICEF's (2018) Strengthening learning through play in early childhood education programs with considerations for different age groups, teacher professional development, and engaging families



2. See INEE Minimum Standard guidance for standard 9, point 8 on learning sites.



3. See INEE Minimum Standard guidance for standard 9, point 6 on community participation in learning site protection.