



LEARNING THROUGH PLAY MANUAL



CONTENTS

Contents.....	i
Introduction.....	iii
Acknowledgements.....	v
Explaining the terms used in the activities.....	vi
1. Gross-Motor Skills.....	1
➤ Bowling Animals.....	2
➤ Transferring Water from a Bottle into a Bucket.....	3
➤ What is the Time, Tiger?.....	4
➤ Traffic Lights.....	5
➤ Throwing a Ball into the Basket.....	6
➤ Finding the Lobster.....	7
➤ Musical Chairs.....	8
➤ Waving Coloured Handkerchiefs.....	9
➤ Focus and Catch the Ball.....	10
➤ Finding the Numbers.....	11
➤ Jump Rope.....	12
➤ Reciting the Days of the Week.....	13
➤ Rolling on the Mat.....	14
➤ Play Music and Identify the Colour.....	15
➤ Remembering Numbers.....	16
➤ Jump on the Colours.....	17
➤ Bowling - Colours.....	18
➤ Rabbit picks Tomatoes.....	19
2. Fine Motor Skills.....	21
➤ Catch the Eel.....	22
➤ Mancala.....	23
➤ Dressing Up Game.....	24
3. Visual Skills.....	25
➤ Matching.....	26
➤ Picture Lotto, Letters, Numbers and Objects.....	27
4. Listening Skills.....	29
➤ Moving to the Rhythm of Music.....	30
➤ Guessing the Source of the Sound.....	31

➤ Following rhythm using Bucket/Tin	32
➤ Shaking Cereals/Beans in a Bottle	33
5. Social Skills	35
➤ Colorful Parachute	36
➤ Naming the Chicken	37
➤ Name the Ball	38
6. Mathematical Skills	39
➤ Dominoes	40
➤ Throwing Rubber Rings and Counting Numbers.....	41
➤ Calling out Numbers and Putting Hands on that Number.....	42
➤ Geometric Box.....	43
➤ Number Dices	44
➤ Counting Objects in the Bottle	45
➤ Decorating the Snake.....	46
➤ Bowling	47
➤ Remembering Numbers	48
➤ Fishing Colours	49
➤ Building Blocks using Dices.....	50
7. Communication Skills.....	51
➤ Throwing Small Balls on Cards.....	52
➤ Pick Vegetables and Fruits from a Bag	53
➤ Identifying the Function of Objects.....	54
➤ Hot Potato.....	55
➤ Alphabet Lotto	56
➤ Bowling, Vegetables and Fruits.....	57
➤ Identifying the Alphabet.....	58
➤ Reading Paragraphs	59
➤ Singing Songs using Gestures.....	60
➤ Stories of Five Senses	61
➤ 3 Groups of Food	62
➤ Box of Five Senses.....	63
SPECIAL THANKS.....	64

INTRODUCTION

The Rabbit School Organization (RSO) has been provided a great opportunity by Educate a Child (EAC) which has part funded The Cambodian Consortium for Out of School Children (CCOSC), to develop this “Learning through Play” manual. Aide et Action (AEA) who leads on Disability component of the CCOSC, has supported RSO to develop this “Learning through Play” manual with the intention that this manual is used by all teachers in early development centers and primary schools.

For all children play is natural and spontaneous, they explore, experiment, discover and learn about their environment through play. Play underpins learning and all aspects of children’s development. Through play they develop physical and language skills, manage their emotions plus develop their social, creative, memory and intellectual skills. It is while they are playing that they practice new ideas, learn to take risks, show imagination and solve problems, on their own or with others. Play engages children’s bodies, minds and emotions. In playing children can learn to interact with others and be part of their community and learn to be in control and confident about themselves and their abilities.

There is a continuum of approaches in learning through play:

Unstructured Child initiated Play Focused Learning Highly Structured



Unstructured : Play without adult support

Child initiated play: Adult support for an enabling environment and sensitive interaction

Focused Learning : Adult guided, playful, experiential activities

Highly structured : Adult directed

The best outcomes for learning are having a mixture of child initiated play and focused learning with breaks for unstructured play where children can relax and have control over what they learn and do.

In this “Learning through Play” manual, we have provided games and activities which use the approach of ‘focused learning’ therefore the activities/games would be guided by a teacher or any adult providing experiential learning opportunity, where the activity is also playful and devoid of stress and competition. Teachers and/or parents are able to assess the child’s strengths, interests and needs by them being involved in “Learning through Play” activities. Teachers and/or parents are thus able to focus on the areas of improvement that each child needs. They can tailor learning activities based on this.

Mr. Hun Touch
Executive Director
Rabbit School Organisation

Mr. Samphors Vorn
Country Programmes Director
Aide et Action, Cambodia

ACKNOWLEDGEMENTS

It has been possible to publish this manual due to the support of the following donors; Educate A Child, Aide et Action, Cambodian Consortium for Out of School Children (CCOSC) and Oxfam.

This manual, although published primarily for the CCOSC partners, will benefit all children in Cambodia.

We would also like to acknowledge that the input from the following individuals was valuable in developing this manual; Srey Kalyan, Vuthy Vong, Valerie Durand, Carmel Phelan and Kiran Dattani Pitt.

EXPLAINING THE TERMS USED IN THE ACTIVITIES

In the activities where it states:

- Small group – include 4-9 children
- Large group – include 10-20 children
- Pre-school – children between 3- 5 years
- Grade 1 – children between 5-6 years

The years mentioned above also means the developmental age of a child.

The objectives are arranged at two levels, first under a skill for example Gross Motor Skills, the broad objectives cover the skills children can learn through the activities. Then in the activity itself, besides the broad objectives of Gross Motor Skills, the children will also learn other skills for example, Communication Skills or Social Skills.

Where ever possible the lesson in Khmer curriculum grade 1 is included so teachers know they can use this activity to teach that lesson to the students.

Where relevant, the source of an activity from other manuals is referenced from other organization:

- ➔ Play Around the World, Alberta , Canada
- ➔ City University from United Kingdom
- ➔ Kroursar Yoeung organisation
- ➔ Center for Children Adolescents and Mental Health (CCAMH)

1. GROSS-MOTOR SKILLS

The broad objectives of the activities in this section are as follows:

- To develop the strength and abilities of the big muscle groups in our body
- To develop coordination of the movement of different muscles for example eye-hand coordination
- To develop balance for the different muscles in our body
- To develop agility in our movements.

Bowling Animals

1. **Target group:** Big or small group

2. **Level**

- Pre-school: call the name of an animal
- Grade 1 : read the name of an animal

Textbook	Chapter	Lesson	Page
Science	3	5	48

3. **Objectives:**

Students will also be able to learn:

- Cognitive skills** : to identify and learn the names of animals
- Social skills** : to participate in a group activity and turn taking



4. **Materials**

A5 triangle cards with photos of animals for pre-school and A5 sized triangle cards with animal names written on them.

5. **Activity**

1	Arrange the pictures in a line and have a ball ready for throwing at the pictures.
2	Ask children to sit or stand in line about 5 or 6 meters away from and by facing the lined pictures.
3	Sit opposite the students and throw the ball to one student. The students catch the ball and throw the ball on to a picture card.
4	When student throws a ball on a picture card ask him/her to say the name of the animal on the card.
5	Continue throwing the ball and name the animals until all of the students have had a chance to throw the ball.
6	Compliment and encourage the children.

Transferring Water from a Bottle into a Bucket

1. Target group: Small group

2. Level

- Pre-school: Short distance, use a cup to take water from bucket
- Grade 1 : Medium distance, use a cup to take water from bucket

3. Objectives:

Students will also be able to learn:

- Cognitive skills : to learn to compare levels of water

4. Materials

Bottles, water, buckets, cup or plastic glass

5. Activity

1	Ask students to stand in line across the room, about 9 or 10 meters away from a line of bottles.
2	Select 4 or 5 students to play at one time by putting one bucket of clean water and a plastic glass at one end of the room.
3	Count 1, 2, 3 and ask students to start and compete in getting water into the bottle individually (4 or 5 minutes).
4	Ask students to speed up & remind them of the time.
5	Stop the activity when time is up.
6	Ask students to compare and see who has got the most water of all into the bottle.
7	Do the same with the rest of students until the time is up or all of the students have played the game.



What is the Time, Tiger?

1. **Target group:** Big group

2. **Level**

- Pre-school: short distance, show numbers to children
- Grade 1 : medium distance, distance, show the clock with time to children

Textbook	Chapter	Lesson	Page
Mathematics		15	73

3. **Objectives:**

Students will also be able to learn:

- Cognitive skills : to count numbers
- Communication skills : to ask and answer the questions
- Cognitive skills : to follow instructions



4. **Materials**

clock

5. **Activity**

1	Ask students to stand in a line with a distance of 5 to 6 meters away from another student
2	Choose one student to stand aside by turning his/her back to the group to act as "Tiger".
3	Ask student to stand in line behind Tiger's back and ask "what time is it, Tiger?" The answer is up to Tiger for example, 1 o'clock, 2 o'clock or 3 o'clock etc.
4	Ask the students to walk the same number of steps as the time called out by Tiger. For example, when Tiger says 3 o'clock, the students move 3 steps forward.
5	Ask students to continue until they reach the finishing line. They become Chickens.
6	Teacher asks Mr. Tiger to catch Chickens.
7	Tiger tries to catch the Chickens who run away from Tiger.
8	When anyone is caught s/he will act as Tiger in the next round.
9	If Tiger can't catch anyone else, s/he will continue as Tiger.

Traffic Lights

1. Target group: Big group

2. Level

□ Grade 1

3. Objectives:

Students will also be able to learn:

- Cognitive skills : to learn colours
- Communication skills : to improve listening skills

4. Materials

None required

5. Activity

1	Ask students to stand in a circle and hold hands.
2	Choose one student to stand in the center of the circle and s/he will shout out a colour – green, red or yellow
3	Ask 2 other pairs of students to stand outside the circle and hold hands and then run to touch the other pair. In order to run in the opposite direction to reach the finishing line first
4	Ask all of the 4 students to listen to the one who stands in the center. If it is green, you run, if it is red, you stop and if it is yellow, you walk.
5	Teacher tells any pair who have no place to get in, keep running outside the circle

Source: *Play Around the World*



Throwing a Ball into the Basket

1. **Target group:** Big group

2. **Level**

- Pre-school: Short distance, big ball, big basket
- Grade 1 : medium distance, small ball, small basket

Textbook	Chapter	Lesson	Page
Mathematics	3, 4, 10		6, 10, 53

3. **Objectives:**

Students will also be able to learn:

- Cognitive skills : to understand the concept of “in” and “out”
- Social skills : turn-taking



4. **Materials**

Ball and basket, picture of footprints (if available)

5. **Activity**

- 1 Ask student to play this activity inside or outside the classroom.
- 2 Teacher has a ball and one basket.
- 3 Ask students to stand in line and put ball and basket in front of the students, the distance depends on the age of the student.
- 4 Throw the ball to a student and ask him/her to catch it and throw it in the basket.
- 5 Ask student who has already thrown the ball to stand at the back of the line.
- 6 Ask the next student to catch the ball and throw it in the basket.
- 7 Continue doing the same until all of the students have played or time has run out.
- 8 Praise those who throw the ball into the basket and provide more chances for those who do not get the ball into the basket.

Finding the Lobster

1. **Target group:** Small group

2. **Level**

- Grade 1

3. **Objectives:**

Students will also be able to learn:

- Social skills : to cooperate with each other when playing
- Communication skills : to learn to articulate sounds to communicate

4. **Materials**

Water bottles, stones, towels to blindfold.

5. **Activity**

1	Ask students to stand holding hands in a circle.
2	Choose two students to stand in the circle and then blindfold both of them with the towels.
3	Ask one of them to knock/ beat the bottle so that it makes a sound.
4	Ask the other student to catch the student who made the sound following the direction of the source of the sound.
5	When she/he is caught, choose two other students to continue playing.
6	Teacher selects 2 new students to continue the game.
7	Continue until time is up.



Musical Chairs

1. **Target group:** Big group for grade 1 and small group for pre-school

2. Level

- Pre-school : 4-9 students
- Grade 1 : 10-15 students

Textbook	Chapter	Lesson	Page
Science	4	3	86

3. Objectives:

Students will also be able to learn:

- Listening Skills: To stop and sit on a chair when music stops.

4. Materials

Cassette/CD player & chairs

5. Activity

1	Arrange chairs (in a circle or a straight line) and select children to play. The numbers of chairs has to be one less than the numbers of children selected.
2	Teacher informs the students they have to run around the chairs when the music starts. They stop when the music stops and find a chair to sit on. Whoever, does not get a chair to sit on, has to stop playing the game.
3	Play the music for students to dance for 2 or 3 rounds and pause the music
4	Identify the child who has no chair to sit and then ask them to sit on the side.
5	Take one chair out.
6	Continue the same activity until only one chair is left.



Waving Coloured Handkerchiefs

1. **Target group:** Small group

2. **Level**

□ Pre-school

3. **Objectives:**

Students will also be able to learn:

□ Social skills : to learn to play with other children and turn taking

4. **Materials**

Coloured handkerchiefs

5. **Activity**

- 1 Ask students to stand in line in the middle of the room.
- 2 Hold the colored handkerchief and stand in front of the group of students.
- 3 Keep the handkerchief out of reach from the students and wave it both left and right, up and down and ask students to look at the handkerchief. Then drop it down and ask children to pick it up.
- 4 When student in the front catches the colored handkerchief, ask him/her to walk out from the line and go to stand at the back.
- 5 Ask the next student who stands in the front to walk one step up to catch the handkerchief and then ask him/her to walk to the back.
- 6 Ask students to walk one step up until all of them have had an opportunity to complete the activity.
- 7 Continue the activity for another 2 or 3 rounds.



Focus and Catch the Ball

1. **Target group:** Big group

2. **Level**

- Grade 1 : small circle, play at a slow pace

3. **Objectives:**

Students will also be able to learn:

- Social skills : to share
- Social skills : to cooperate with each other when playing



4. **Materials**

Ball

5. **Activity**

1	Ask students to stand in a circle and ask one student to stand in the center of the circle to host the game.
2	Ask the students to stand by putting their hands crossed in the front and on their shoulders.
3	Ask the student standing in the center to pretend to throw the ball to the student standing in the circle by pretending to throw the ball.
4	Students in the group wait to catch the ball.
5	Ask students to catch the ball and after catching the ball, to put their hands across their shoulders.
6	Throw the ball to each of them one by one.
7	Students throw the ball and then cross their hands again.
8	Those who use their hands to catch the ball and forget to cross their hands on the shoulders will become the one who hosts the game instead.
9	Continue the activity until time is up or everyone has played.

Finding the Numbers

1. Target group: Big group

2. Level

- Grade 1 : Use number cards

3. Objectives:

Students will also be able to learn:

- Cognitive skills : to know about the order of numbers
- Communication skills : to develop basic skills of listening and improving memory.



Textbook	Chapter	Lesson	Page
Mathematics		17	21

4. Materials

Number cards and cards with calculations on them.

5. Activity

1	The game should be played outside the classroom or in the area that has adequate space.
2	Ask students to stand in a circle and read the number on the card aloud one by one to the children and so they learn to recognise the number.
3	Give one number card to each student and ask them to put in a place that is a little bit far away from them.
4	Sing or play music and dance together with students for 2 or 3 minutes and then stop. Then ask students to run to the number that teacher calls out. For example, number 4.
5	Continue music or dancing for 2 minutes and then pause the music. Then call out another number. For example, number 9.
6	Continue the activity until there is no card left or you are running out of time.
7	The game should be played in the area that has enough space.

Jump Rope

1. **Target group:** Big group

2. **Level**

- Grade 1 : recite numbers in order

3. **Objectives:**

Students will also be able to learn:

- Social skills : turn-taking
- Social skills : to cooperate with other children
- Cognitive skills : to count numbers

4. **Materials**

Rubber rings or rope

5. **Activity**

1	Ask 2 children to come to hold a rubber ring or rope with a diameter of 4 meters.
2	Ask two children to jump at one time without making contact with the rubber ring or rope.
3	Ask children to swing back and forth 10 times while counting and the children jumping will escape without touching the rubber ring and escape from the ring.
4	If the rubber ring touches anyone, then s/he will come to swing the rubber ring instead.
5	Ask children who jumped and made contact with the rubber ring or rope to hold the rubber ring/rope instead.
6	Continue the activity as above until every student has played or you are running out time.



Reciting the Days of the Week

1. **Target group:** Small group

2. **Level**

- Grade 1 : recite days of the week

3. **Objectives:**

Students will also be able to learn:

- Social skills : to cooperate when playing
- Social skills : to participate in group activity
- Social skills : turn taking
- Cognitive skills : recite numbers and days of the week

4. **Materials**

Large rubber ring or Rope

5. **Activity**

- 1 Ask two students to hold the rubber ring with a diameter of 3 meters.
- 2 Ask one student to jump and recite days of the week from Monday through Sunday one by one.
- 3 Ask another student to jump and recite from Monday through Sunday.
- 4 See if anyone is confused with days of the week or does not jump properly, ask them to come and hold the rubber ring instead.
- 5 Continue the activity until you run out of time or every student has played.



Rolling on the Mat

1. **Target group:** Big group

2. **Level**

- Pre-school

3. **Objectives:**

Students will also be able to learn:

- Social skills : to participate in group play
- Cognitive skills : to understand the concept of a boundary

4. **Materials**

Mat or tent

5. **Activity**

- 1 Unroll the tent which should be 5 meters long, on the floor.
- 2 Ask students to sit at one side and get ready for the game.
- 3 One teacher will help to roll the students and another teacher will sit at the other end of the tent at a distance of 5 meters in order to stop the students rolling on.
- 4 Get 2 or 3 students to sleep on the mat and keep their bodies straight and put their hands up straight as well.
- 5 Help students to roll to the finishing line and the other teacher asks students to go back to their seats.
- 6 Continue the activity until all of the students have rolled or you are running out of time.



Play Music and Identify the Colour

1. Target group: Big group

2. Level

□ Pre-school

Textbook	Chapter	Lesson	Page
Science	2	4	42

3. Objectives:

Students will also be able to learn:

- Cognitive skills : to understand names of colours
- Social skills : to play with other children
- Cognitive skills : to follow two or more instructions



4. Materials

Music player and colourcards

5. Activity

Teacher	
1	This game can be played inside the classroom or in the area that has enough room for all the students.
2	Bring a range of colours: yellow, red, blue, green, white, black etc. and show and name the colour to the children one at a time.
3	Ask students to put different colours in different corners of the classroom
4	Play music for children to dance for 2 or 3 minutes and pause. Call out a colour and ask students to run to that colour. For example, say “yellow”. All of the children run to the yellow corner and say the name of the colour.
5	Continue the music and then pause. Call out another colour. For example, “green”, all of the children run to colour green.
6	Continue the activity until running out of colours or time (do not repeat the colours).

Remembering Numbers

1. Target group: Big group

2. Level

☐ Pre-school : show number

☐ Grade 1 : call number

Textbook	Chapter	Lesson	Page
Mathematics		3, 4, 10	6, 10, 43

3. Objectives:

Students will also be able to learn:

☐ Cognitive skills : to learn numbers.

☐ Social skills : to participate in a group activity.

4. Materials

Khmer numbers cards or Latine numbers cards



5. Activity

1	Ask students to stand in a line across the room, at a distance of 5 or 6 meters.
2	Show the number cards one at a time and read out the numbers to the students.
3	Mix all the cards together and show one card. Read the number out aloud. For example, number 5, ask students to jump 5 steps forward.
4	Continue calling out other numbers. For instance, number 3 then students jump 3 steps forward.
5	Continue calling out numbers without showing the number card. For example, number 6 then students jump forward 6 steps.
6	Continue calling out numbers until the students have jumped to the finishing line.

Jump on the Colours

1. Target group: Small group

2. Level

- Pre-school : use 2 colours and place them at a short distance.
- Grade 1 : use more colours and place them far apart.

Textbook	Chapter	Lesson	Page
Khmer Language		3	3

3. Objectives:

Students will also be able to learn:

- Cognitive skills : to recognize similar and different colours
- Cognitive skills : to follow two or more directions
- Social skills : to participate in group play



4. Materials

Coloured dice or coloured cards

5. Activity

1	This game can be played in the classroom or in the area that has enough space.
2	Ask students to sit in two lines facing each other 3 meters apart.
3	Teacher has a big paper on which different colours(yellow, blue, green, red etc.) are put on the floor in a line such as and a big colorful dice that has the same colours as the papers on the floor.
4	Select 4 students to stand on one colour each.
5	Roll the dice and see what colour is at the top of the dice. Then, ask the student who stands on that same colour to jump on the colour.
6	Roll the dice and if it falls on blue, students who are standing on the blue colour will jump forward one step.
7	Teacher continues this activity until time is up.
8	All students receive praise.

Bowling - Colours

1. **Target group:** Big or small group

2. **Level**

- Pre-school

Textbook	Chapter	Lesson	Page
Mathematics		9	50

3. **Objectives:**

Students will also be able to learn:

- Cognitive skills : to learn names of colours
- Social skills : to learn turn-taking
- Social skills : to participate in a group activity



4. **Materials**

Small ball, colour-cards or other cards needed for teaching

5. **Activity**

This activity can be played using letters, animals, objects etc.

1	Ask students to sit/stand across the room. Teachers and students sit in a line facing one another.
2	Put triangular colour-cards in front of the children at a distance of 4 to 5 meters.
3	Throw the small ball to every student. They catch the ball.
4	Ask the student to throw the ball on a named colour-card.
5	Show the colour-card when student throws the ball to the colour-card and it falls down. Ask student to name the colour of the card.
6	Continue the activity until you run out of time.
7	Praise all of the children.

Rabbit picks Tomatoes

1. Target group: Big group

2. Level

- Pre-school : Short distance
- Grade 1 : Long distance

Textbook	Chapter	Lesson	Page
Science	1	5	21

3. Objectives:

Students will also be able to learn:

- Cognitive skills : to learn about timing
- Social skills : To learn turn-taking

4. Materials

Different plastic fruits, Basket



5. Activity

1	Teacher asks students to sit in 2 rows 2 meters apart and facing each other.
2	Teacher puts a big basket filled with fruit and 2 small empty baskets separated by a distance of 4 to 5 meters.
3	Teacher asks 2 students to play as follows:
4	Students are asked to pick fruit from the big basket and they have to put it into the small basket.
5	The rest of the students encourage the players to play faster.
6	Teacher stops activity after 3 to 4 minutes.
7	Teacher counts number of fruit in basket for each student.
8	Teacher continues to play until time is up.

Source: Krousar Yoeung Organisation

2. FINE MOTOR SKILLS

Developing fine motor skills at a young age (pre-school) is a crucial part of early year's development.

The broad objectives for fine motor skills are:

- To develop the strength of the small muscles in our hands and fingers
- To develop finger dexterity
- To develop eye-hand coordination

Catch the Eel

1. **Target group:** Small group

2. **Level**

Grade 1

Textbook	Chapter	Lesson	Page
Mathematics		3, 4, 10	6, 10, 53

3. **Objectives:**

Students will also be able to learn:

Sensory skills : to learn through sensory experience

4. **Materials**

Rubber band and wooden stick



5. **Activity**

1	Ask children to sit around a container that is full of sand.
2	Give a wooden stick and a handful of rubber bands to each student
3	Ask all of the children to use the sand to make a mountain and ask children to put 5 or 10 rubber bands.
4	Ask all of the children to play paper, scissors and stone the child who wins has the first chance to do catch the eels as shown in picture above.
5	When the student has finished, count the rubber bands that have already been collected on the wooden stick.
6	Ask the student who takes the next turn to use the given wooden stick for weaving the rubber bands one by one. After weaving the rubber bands is finished, count the numbers of rubber bands.
7	Ask the other children to weave the rubber bands until everyone has played or teacher runs out of time.
8	Identify the student who has woven the most numbers of rubber rings.

Mancala

1. Target group: Small group

2. Level

□ Grade 1

Textbook	Chapter	Lesson	Page
Mathematics		3, 4, 10	6, 10, 53

3. Objectives:

Students will also be able to learn:

- Cognitive skills : to count numbers
- Cognitive skills : to understand relationship between numbers and objects



4. Materials

stones or shells

5. Activity

1	Make a hole or draw a circle instead of a hole.
2	Give each student a basket of shells or stones.
3	Ask two students to play together, each of them has 5 holes- 4 small holes and 1 big hole – and these are arranged in a straight line.
4	Ask the students to count shells and put them into the 4 holes. Each of the 4 holes has 5 shells and the big hole has 6 shells.
5	Ask students to play paper, scissors, stone. The one who wins will start playing first by taking their shells around their holes.
6	When all of the shells have been put in the holes and if there is no empty hole left, take the shells to continue until there is an empty hole left. Then, s/he can get the shells from the hole next to the empty one and add to their own collection on the side.
7	Ask partner to start counting the shells and put into the holes. Continue until there is an empty hole left then s/he can get all of the shells from the hole next to the empty hole.
8	Ask students to continue until they finish all of the shells.
9	Ask students to count their shells and see who has got more shells.

Dressing Up Game

1. **Target group:** Small group

2. Level

- Pre-school : T-shirt, short pants with elasticated waist and short socks
- Grade 1 : Shirt and trousers with buttons and medium length socks

Textbook	Chapter	Lesson	Page
Science		5	

3. Objectives:

Students will also be able to learn:

- Self-help skills : to get dressed by themselves
- Physical skills : to improve eye-hand coordination
- Physical skills : to stretch out arms to wear clothes



4. Materials

Shirt, T-shirt, trousers, pants, bell

5. Activity

1	Teacher prepares a 4-5 sets of materials
2	Teacher selects 4 children and asks them to stand in line to wear clothes.
3	Teacher explains that there is a pile of clothes in front of the child. When the teacher rings the bell, the children have to start dressing up with these clothes one at a time.
4	Teacher counts number 1, 2, 3 to start and sets a time limit.
5	When set time is up, the teacher rings the bell and all children stop. Teacher then looks for the child who has either finished dressing up or has out on most of the clothes.
6	Teacher continues activity with other children.

3. VISUAL SKILLS

Our visual system is very complicated and a lot of our brain activity is taken up by visual activities.

There is a difference between sight and vision. Sight is what one can see and vision is making sense of what we see, to understand and interpret what our eyes are seeing.

Vision is a learned skill like other skills covered in this manual.

The broad goals of visual skills are:

- To identify what we see, where it is, how far it is, what its texture is.
- To store this information for future use.
- To integrate vision with touch, hearing, taste, smell etc.
- To compare what we see now with what we know about it in the past.
- To derive meaning of what we see.

Matching

1. **Target group:** Small group

2. **Level**

- Pre-school : use colour cards
- Grade 1 : use word cards that match with

Textbook	Chapter	Lesson	Page
Science	1	5	21

3. **Objectives:**

Students will also be able to learn:

- Communication skills : to respond to their own name



4. **Materials**

paired word cards

5. **Activity**

1	Select 4 students and ask them to sit in circle.
2	Teacher explains the instructions of the activity as below.
3	Teacher shows the students a reading card and then mixes the cards together.
4	Teacher selects 1 student to pick a card first. Other students wait and observe
5	Teacher asks the students to play paper scissors stone, the winner will look at the picture and find a matching card.
6	If the student matches an incorrect card, the teacher will need to read the name on the card and then ask the child if the cards mean the same. The teacher should not say you are wrong but say let us do this together.
7	When first student finishes, the student on his or her right will continue activity. Continue with other students until all cards are finished.

Picture Lotto, Letters, Numbers and Objects

1. **Target group:** Big or small group

2. **Level**

- Pre-school : use picture cards
- Grade 1 : use word cards

Textbook	Chapter	Lesson	Page
Mathematics		3, 4, 10	6, 10, 53

3. **Objectives:**

Students will also be able to learn:

- Social skills : to make eye contact
- Cognitive skills : to follow instructions, to pay more attention
- Social skills : To learn turn-taking



4. **Materials**

Two sets of pictures of 4 or 5 vegetables, pre-school (vegetable cards), Grade 1(word cards)

5. **Activity**

1	Ask students to sit in a circle.
2	Give each student a few pictures of fruit/vegetables.
3	Mix all the picture cards of the second set together and show the students one card at a time (eg: pineapple) and ask “who has the same pictures as the teacher has?”
4	The students to respond by stating they have the same picture. Then the student puts the matching picture on top of the teacher’s picture.
5	Mix the picture cards again and continue giving it to the students.
6	Continue until you finish with all the cards.

4. LISTENING SKILLS

The broad objectives in listening skills are:

- Auditory awareness – to be aware that sound exists and responds to sound stimuli.
- Auditory reception – to derive meaning from what is heard.
- Auditory discrimination – to identify likeness and differences between sounds.
- Auditory figure ground – to isolate sounds, words, phrases from other environmental sounds.
- Auditory memory – to be able to remember sounds, words, phrases over a long period of time.
- Auditory closure – to be able to identify word/phrase when only part of it is presented.
- Auditory association – to be able to compare and relate words, sounds to one another.
- Auditory comprehension – to derive meaning from words, sentences and phrases.

Moving to the Rhythm of Music

1. **Target group:** Big group

2. **Level**

- Grade 1 : Teacher sings to the children and children sing the word on the whiteboard

Textbook	Chapter	Lesson	Page
Mathematics		3, 4, 10	6, 10, 53

3. **Objectives:**

Students will also be able to learn:

- Physical skills : to move their entire body to the rhythm of music
- Physical skills : to move large muscles to bang objects and create rhythm
- Cognitive skills : to understand relationship between objects and sounds



4. **Materials**

3 or 4 objects that can make sounds, for example drum, bottle, biscuit tin etc

5. **Activity**

1	Ask students to stand in a line.
2	Bring 2 or 3 things that make a sound and ask children to hold them in their hands.
3	Give instructions to children on how to listen to the sound that teacher has produced by banging two objects that produce different sounds.
4	Teacher bangs drum loudly and asks children to walk with heavy steps. When the teacher beats the drum gently, the children walk softly.
5	Make a gentle sound and ask the children to walk with gentle steps.
6	Increase the beat and ask children to walk quickly. Have a slower beat and ask children to walk slowly.
7	Do the activity until you run out of time.

Guessing the Source of the Sound

1. **Target group:** Big or small group

2. **Level**

- Pre-school : use a slower 'beat'
- Grade 1 : use a faster 'beat'

Textbook	Chapter	Lesson	Page
Science	4	3	86

3. **Objectives:**

Students will also be able to learn:

- Cognitive Skills : to remember the different sounds
- Social skills : to participate in group activity



4. **Materials**

3 or 4 objects that can make a sound

5. **Activity**

1	Teacher asks the students to sit in a circle.
2	Teacher shows 4 or 5 objects that make a sound when shaken.
3	Teacher shakes 1 object a few times for the students to remember the sound.
4	Teacher asks all the students to close their eyes and then shakes one object.
5	Teacher asks the students to open their eyes and guess what made that sound.
6	Teacher praises the student who answers correctly and encourages the rest to guess again.
7	Teacher repeats the above activity until time is up.

Following rhythm using Bucket/Tin

1. **Target group:** Big or small group

2. **Level**

□ Grade1 : Hit bucket quickly in tune with the melody

Textbook	Chapter	Lesson	Page
Mathematics		3, 4, 10	6, 10, 53

3. **Objectives:**

Students will also be able to learn:

- Social skills : to participate in a group activity.
- Social skills : to learn turn-taking
- Physical skill : to understand the rhythm and movement
- Communication skills : to imitate sounds



4. **Materials**

Bucket/tin, stick, arrow, or anything that makes a sound

5. **Activity**

1	Ask students to sit or stand in a circle or a semicircle.
2	When teacher points arrow at someone, this student will hit the bucket first.
3	Teacher hits bucket one or two times then the student imitates the teacher following the same rhythm.
4	Teacher continues turning arrow around and when it points to another student, this student will hit bucket using the same rhythm.
5	Teacher changes the rhythm making it slow or fast to provide a variety plus keep the children's interest.
6	Teacher continues with the activity until time is up.

Source: City University, London

Shaking Cereals/Beans in a Bottle

1. Target group: Small group

2. Level

Pre-school

Textbook	Chapter	Lesson	Page
Mathematics		3, 4, 10	6, 10, 53

3. Objectives:

Students will also be able to learn:

Communication skills: to make eye contact

4. Materials

Different dried beans and bottles



5. Activity

1	Ask student to sit in a semicircle.
2	Prepare bottles with different sized dried beans to create four different sounds.
3	Shake the bottles for students to listen to.
4	Ask students to close their eyes and guess the sound.
5	Shake any bottle to make a sound and ask students to guess.
6	Children point and say which bottle made the sound.
7	Praise those who guess correctly and help those who can't guess correctly in a sensitive manner.
8	Continue the activity until every sound has been made and identified or you run out of time.

5. SOCIAL SKILLS

Building and maintaining successful relationships is important at school and in life. Establishing good relationships with peers, family members, friends and colleagues requires the following set of broad skills.

- To interact positively with peers, family members, strangers.
- To learn to be cooperative with others.
- To learn turn-taking.
- To show concern and empathy to others by understanding the feelings and perspectives of others.
- To communicate effectively with others.
- To be able to avoid conflict by working out how to interact with others.

Colorful Parachute

1. **Target group:** Big or small group

2. **Level**

□ Pre-school

3. **Objectives:**

Students will also be able to learn:

□ Cognitive skills : to learn names of colours, concept of up and down, forwards and backwards, left and right etc.

4. **Materials**

a colorful parachute

5. **Activity**

1	Ask students to stand in a circle holding a parachute based on each of the colours.
2	When teacher calls out red then the students who are holding the red colour have to raise the red part of the parachute.
3	Ask students who are holding yellow to raise up and down for several times and then call out different colours.
4	Ask students holding any colour to raise the whole parachute up and down a few times.
5	Teacher can change the activity by asking children to walk left, right, forwards and backwards rather than raise the parachute.
6	Continue the activity until you run out of time.

Source: City University, London



Naming the Chicken

1. **Target group:** Big group

2. **Level**

☐ Pre-school

3. **Objectives:**

Students will also be able to learn:

☐ Communication skills: to recognize the names of class mates

☐ Cognitive skills : to guess names

4. **Materials**

colorful parachute

5. **Activity**

1	Teacher asks the students to sit in a big circle and the teacher sits in the middle.
2	Teacher sings a Khmer song “Where is Our Friend” and calls a name and points to that student allowing other students to remember their class mates’ names.
3	Teacher asks the students to close their eyes and teacher selects one student to sit in the middle, under a parachute.
4	Teacher asks the students to open their eyes and name the student who is sitting in the middle of the circle under the parachute.
5	Teacher continues the activity until time is up.

Source: Play Around the World



Name the Ball

1. **Target group:** Big group

2. **Level**

- Pre-school

3. **Objectives:**

Students will also be able to learn:

- Physical skills : to stretch out arms to catch a ball
- Communication Skills : to call out names of peers.
- Cognitive Skills : To remember the names of their peers

4. **Materials**

Ball

5. **Activity**

1	Ask the student to sit in a circle.
2	At the beginning of the activity, sing a song “where are our friends?” to help children remember the names of their friends.
3	Give instruction on how to play as below.
4	Ask children to throw the ball to their friends. Before throwing the ball, s/he has to call the name first.
5	The student who receives the ball has to tell his/her name first before throwing the ball to his/her friend.
6	Ask children to continue until all the children have had a chance to play.

Source: City University, London



6. MATHEMATICAL SKILLS

Learning mathematical skills is important in our life as we need to use them in our everyday lives. We need these skills for shopping, for learning music, for understanding distances, weight, money etc.

The broad objectives for mathematical skills are as follows:

- To recognise numbers.
- To understand the concept of numbers.
- To understand the order of numbers.
- To be able to match and sort objects, pictures, numbers etc.
- To understand the concept greater than, less than, equal.
- To understand patterns in numbers.
- To understand shapes, sizes, weight, length, breadth.
- To understand and carry out addition, subtraction, multiplication and division.
- To tell time and understand the concept of time.

Dominoes

1. **Target group:** Small group

2. **Level**

□ Grade 1

Textbook	Chapter	Lesson	Page
Mathematics		6	22

3. **Objectives:**

Students will also be able to learn:

- Physical skills : to improve eye-hand coordination
- Communication skills : to improve reading skills
- Social skills : Turn taking



4. **Materials**

Pairs of number cards and dots. Number cards can also be in words. E.g. 5 can be a card with “Five” written on it.

5. **Activity**

1	Ask students to sit in a circle.
2	Teacher explains instructions on how to play as below.
3	Teacher shuffles the cards and distributes the cards equally amongst the students.
4	Teacher puts a card first in the play area and the student on the teacher’s right puts a card next to it. e.g. 3/5 number, if the student has a matching number either 3 or 5 on their card.
5	Those students, who do not have a matching card, will have to wait for the second round to see if they can match their card.
6	Teacher continues the above activity until all the cards are finished.
7	Teacher praises all the students.

Throwing Rubber Rings and Counting Numbers

1. Target group: Small group

2. Level

□ Grade 1 : use number cards

Textbook	Chapter	Lesson	Page
Mathematics		3, 4, 10	6, 10, 53

3. Objectives:

Students will also be able to learn:

□ Physical skills : to improve eye-hand coordination

4. Materials

Big space, rubber rings, poster of numbers and objects and chalk line to set the location

of where the child will stand. Instead of poster, the teacher can draw numbers and objects on the floor as shown in the photo



5. Activity

1	Use a poster or draw boxes from number 1 to 5 on a cardboard or on the floor.
2	Set the distance and location for children to stand and throw. The teacher needs to sit beside the poster or drawing on the floor.
3	Give rubber rings to the students for throwing.
4	Ask 2 or 3 students to throw the rubber rings at the same time.
5	When the students ring lands inside the box they will receive more rubber rings according to the number of rings in the box. If the rubber ring misses the box, the teacher keeps those rings. For example, throw onto number 1, get 1 rubber ring. Throw onto number 4, get 4 rubber rings.
6	Ask the students to come and count the rubber rings that were thrown into the different boxes.
7	Ask other students to continue throwing as above until everyone has played or you or time is up.
8	Count everyone's rubber rings and get the students to identify who has the most.

Calling out Numbers and Putting Hands on that number

1. **Target group:** Small group or individual child

2. **Level**

- Pre-school : use number cards from 1 to 10
- Grade 1 : use number cards from 10– 100



Textbook	Chapter	Lesson	Page
Mathematics		11	56

3. **Objectives:**

Students will also be able to learn:

- Communication skills : to develop reading skills
- Physical skills : to use eye and hand coordination

4. **Materials**

Poster of numbers, calculation cards

5. **Activity**

1	Teacher and one student sit facing each other with the number poster in between them.
2	Show number poster from 0 to 5 and explain how to play as below.
3	Ask the student to put his/her left or right hand on the number called out by the teacher.
4	Call out numbers at random. For example, put your hand on figure 2, 3 or 5.
5	Continue to put right hand on figure 4 and put left hand on figure 0 (the students move their hand from one place to another as per the teacher's instructions. Their hands can be in parallel or across. Start at a slow pace and then it gets faster with time.
6	Call out the numbers quicker, if the student can cope with this to make it fun.
7	Ask another student to continue the same activity.
8	Praise all the students.

Source: Center for Children, Adolescent and Mental Health (CCAMH), Cambodia

Geometric Box

1. **Target group:** Big or small group

2. **Level**

- Pre-school : Matching geometric objects
- Grade 1 : using drawing and word cards

Textbook	Chapter	Lesson	Page
Mathematics		9	50

3. **Objectives:**

Students will also be able to learn:

- Communication skills : to develop reading skills
- Physical skills : to use eye and hand coordination
- Social skills : Turn taking



4. **Materials**

Geometric box as shown in the photo, word cards, and cards with different shapes.

5. **Activity**

1	Ask the students to sit in a circle.
2	Put the geometric box in the center of the circle.
3	Show geometric shapes on each side of the case and name the shapes.
4	Ask the students to pick a geometric shape from the bag. Ask the student to name the shape that s/he draws. For example, s/he draws a ball from the bag, ask the students to name the shape of the ball.
5	Ask students to look at the case and match the round objects with the round objects.
6	Ask other students to pick from the bag. For example, when s/he shows a card with a shape, ask what shape it is.
7	Ask other students to pick from the bag. For example, when s/he shows a card with a shape, ask what shape it is.
8	Continue the same activity until you run out of pictures or everyone has played

Number Dices

1. **Target group:** Big or small group

2. **Level**

Grade 1

Textbook	Chapter	Lesson	Page
Mathematics		3, 4, 10	6, 10, 53

3. **Objectives:**

Students will also be able to learn:

Communication skills : to count numbers

4. **Materials**

Number and Dot Dices as shown in the photo and number cards

5. **Activity**

1	Teacher and the students sit in a semi-circle.
2	Teacher instructs how to play as below.
3	Teacher gives dice with numbers, and number cards to one student to play first.
4	Teacher asks the student to throw the dice up. e.g. dice shows number 4, the student has to find card with number 4.
5	Teacher repeats this activity with all the students until time is up.
6	Teacher praises all the students whilst they participate in the activity.

Source: Play Around the World



Counting Objects in the Bottle

1. Target group: Small group

2. Level

□ Grade 1 : Small group

Textbook	Chapter	Lesson	Page
Mathematics		11	57

3. Objectives:

Students will also be able to learn:

□ Physical skills : to use eye-hand coordination

4. Materials

Fabric bag, large beans, bottles with number stuck on them.



5. Activity

1	Teacher sits facing the students.
2	Teacher has a bag with number cards inside, bottle and beans.
3	Teacher sticks a number to calculate on the cap and bottle, please see picture.
4	Ask a student to pick one number card from the bag. For example, the student has picked number card: 3 plus 2. Ask the student to find the bottle with number 2, and then find bottle with number 3.
5	Ask the child to count the numbers from the two bottles and put into one bottle following the number card above and find cap that fits bottle.
6	Teacher passes the bag to the next student and asks him/her to take number card and find the matching bottle by using the operation on the bottle of +, -.
7	Continue the same activity as above until all the bottles have been used.
8	Ask the student to read the calculation with the bottle again.

Decorating the Snake

1. **Target group:** Small group

2. **Level**

- Pre-school : use large colour coins
- Grade 1 : use numbers and alphabets

Textbook	Chapter	Lesson	Page
Mathematics		3	6

3. **Objectives:**

Students will also be able to learn:

- Fine motor skills : to hold coin between thumb and finger

4. **Materials**

4 posters of snakes, coloured paper with numbers and or alphabet, coins and dice

5. **Activity**

1	Teacher and 4 students sit facing each another.
2	Bring 4 posters of snakes, a package of coins and one dice.
3	Ask students to toss up the dice and choose the colour following the colour from the dice. Put the colour on the body of the snake that matches the number on the body of the snake.
4	Ask the students to toss the dice one at a time and wait for his/her turn to do the same activity as above.
5	Praise the students.

Source: Krousar Yoeung Organisation



Bowling

1. **Target group:** Big group

2. **Level**

- Pre-school : using coloured bowling pins
- Grade 1 : stick numbers on bowling pin

3. **Objectives:**

Students will also be able to learn:

- Gross and fine motor skills : to use eye-hand coordination

4. **Materials**

Bowling pins, number cards and small balls

5. **Activity**

1	Ask students to stand across the room from her/him.
2	Arrange bowling pins in line and put number cards from 1 to 10 in ascending order.
3	Ask students to throw the small ball to the bowling pins.
4	Ask that student to count the number of bowling pins that have fallen down and write the number on a whiteboard.
5	Ask other students to continue the same activity as above until everyone has played.
6	Ask the students to do this activity 2 or 3 times as above.
7	Count the score on whiteboard with the students. Conclude the result on the whiteboard and see who has the highest score.
8	Praise the children.



Remembering Numbers

1. **Target group:** Play with big group

2. **Level**

Grade 1

Textbook	Chapter	Lesson	Page
Mathematics		4	11

3. **Objectives:**

Students will also be able to learn:

- Gross motor skills : to coordinate muscles to be able to walk or jump
- Social skills : to participate in a group activity

4. **Materials**

Khmer number cards, Latin number cards, dots or pictures to substitute the number or depending on the need of individual students in the group and individual learning

5. **Activity**

1	Give the students one card each.
2	Show number card and say the number clearly.
3	Teacher shows number 2 and the student who has number 2, jumps 2 steps forward.
4	Do the same activity with number cards until all the students have moved forward.



Fishing Colours

1. **Target group:** Play with small group

2. **Level**

□ Pre-school

3. **Objectives:**

Students will also be able to learn:

□ Social skills : to learn turn-taking

4. **Materials**

Colour cards, magnet fishing line, metal clips

5. **Activity**

1	Ask students to sit on chairs in a circle.
2	Bring a range of cards depending on the number of students.
3	Sing a song before starting to keep students' attention.
4	Show colour cards one by one to all of the students. Tell them the name of the colours and put them on the floor in front of the students and mix them up.
5	Ask one student to fish a named colour card one at a time. When fishing a colour, the students call out the name of the colour to their friends.
6	Ask students that have already fished to pass the fishing line to another student to do the activity until everyone has played.
7	When everyone has fished already, ask students to sing a Khmer song that is about looking for colours.
8	Praise the students when activity is over.

Source: City University, London



Building Blocks using Dices

1. **Target group:** Big or small group

2. **Level**

- Pre-school : different dices with numbers and dots

Textbook	Chapter	Lesson	Page
Mathematics		4	14

3. **Objectives:**

Students will also be able to learn:

- Gross motor skills :to develop muscles for coordinated movement to be able to build tower of objects with ascending numbers.
- Social skills :to learn turn-taking



4. **Materials**

Dice with numbers from 1 to 10

5. **Activity**

1	Ask students to sit in a circle.
2	Sing a song at the beginning to draw students' attention.
3	There are 10 dices with numbers of dots from 1 to 10.
4	Give the dices to one or two students depending on number of students.
5	Ask the student who has dice with number 1 to put it in the center first.
6	Ask if anyone who has dice with number 2 to put on top of the previous one.
7	Ask if anyone who has the subsequent numbers to come and put on top of the previous number respectively.
8	Students who put the dice which is not balanced so it falls down will have to put it on top again.
9	Repeat the activity 2 or 3 times until you run out of time.
10	Praise the students when they complete the activity.

7. COMMUNICATION SKILLS

Communication skills are fundamental to the development of learning, social and emotional well-being of human beings. These skills are essential to the development of skills for life and work.

The broad objectives for communication skills are:

- To make eye-contact
- To pay attention
- To develop listening skills
- To understand the meaning of language
- To imitate sounds and words
- To be able to express oneself by using sentences
- To increase vocabulary
- To develop confidence and self-esteem
- To be able to interact with others.

Throwing Small Balls on Cards

1. **Target group:** Big group

2. **Level**

- Grade 1 : use alphabet cards
- Grade 2 : use sentence cards

3. **Objectives:**

Students will also be able to learn:

- Gross motor skills :to use eye and hand co-ordination for aiming and throwing.
- Fine motor skills :to develop muscles for pincer grip to pick up small objects



4. **Materials**

words and sentences cards and small ball

5. **Activity**

1	Ask the students to stand or sit in line.
2	Arrange the word-cards in a line.
3	Then give the small ball to one student to throw to the word and ask them to read that word.
4	When they answer correctly, ask the other students to applaud them.
5	If s/he can't answer correctly the teacher will have to correct him/ her immediately in a fun way and not in a punitive way. Continue the same activity until everyone has played.
6	Ask another student to continue until all of the students have had a chance.

Pick Vegetables and Fruits from a Bag

1. Target group: Big group

2. Level

□ Grade 1

Textbook	Chapter	Lesson	Page
Science	1	5	22

3. Objectives:

Students will also be able to learn:

- Gross motor skills :to improve eye-hand co-ordination

4. Materials

vegetables, fruits or plastic animals, cloth bag



5. Activity

1	Teacher and the students sit in a semi-circle.
2	Teacher puts plastic vegetables, fruits or animals in a cloth bag.
3	At the beginning, teacher sings a song about 3 types of food or animals.
4	Teacher passes bag to a student to pick up one vegetable, fruit or animal from the bag.
5	The student picks and shows it to the other students who name the vegetable, fruit or animal.
6	Teacher passes the bag to another student who repeats the above activity.
7	Teacher passes bag to all the students until the bag is empty.

Source: City University, London

Identifying the Function of Objects

1. Target group: Big group

2. Level

□ Grade 1

Textbook	Chapter	Lesson	Page
Science		15	20

3. Objectives:

Students will also be able to learn:

- Sensory skills : to learn through sensory experience
- Social skills : to learn turn-taking



4. Materials

Bowl, cup, Glasses and other any other common objects

5. Activity

1	Ask the students to sit in a semicircle.
2	Show an object to the students and ask them to look at and feel it. Ask each student to describe the object they have. For instance, hard object or red colour etc. (Round 1)
3	Ask the students to imagine what they can do with the object. For example, using an object to make a hat, crown or stove etc. (Round 2)
4	Ask students to speak and use gestures according to their ability and their imagination.
5	If s/he can't answer correctly the teacher will have to correct him/ her immediately in a fun way and not in a punitive way. Continue the same activity until everyone has played.
6	Create a story and ask them to role play depending on their understanding. Students listen to teacher telling a story and they are asked to imagine what the teacher says.

Source: Play Around the World

Hot Potato

1. Target group: Big group

2. Level

□ Grade 1 : using words

Textbook	Chapter	Lesson	Page
Khmer Language		15	20

3. Objectives:

Students will also be able to learn:

□ Cognitive skills : to coordinate looking and touching.



4. Materials

Paper, pens, music player, papers with written words and all jumbled up to make a ball

5. Activity

1	Ask students to sit in a circle and give instructions before starting to play the game
2	Write words or letters following the lessons that the students have already learned in the lesson and put them altogether to make a ball.
3	Play music and ask students to pass the ball for 2 to 3 rounds. Pause the music without looking at the children (facing out).
4	Anyone who has the ball in their hand has to take one paper out for reading and ask the other students to listen.
5	Continue the music and ask students to pass the ball for another 2 or 3 rounds and then pause the music
6	Anyone who has the ball has to take another paper out and read it loud for others.
7	Continue the same activity until you run out of time or every student has had a chance to read.

Alphabet Lotto

1. **Target group:** Big group

2. **Level**

- Pre-school : matching alphabet
- Grade 1 : matching word cards

Textbook	Chapter	Lesson	Page
Khmer language		11	13

3. **Objectives:**

Students will also be able to learn:

- Social skills : to participate in group play

4. **Materials**

Word cards

5. **Activity**

1	Ask the students to sit in a circle.
2	Give one word card to each students.
3	Mix the word cards, show one card to the students and ask them if anyone has the same word card. The student who has the same word card has to read the word.
4	Mix the picture cards and give one picture to each student.
5	Do the same activity until running out of cards or time.

Source: Play Around the World



Bowling, Vegetables and Fruits

1. **Target group:** Big or small group

2. **Level**

Pre-school

Textbook	Chapter	Lesson	Page
Science		4	42

3. **Objectives:**

Students will also be able to learn:

- Gross motor skills : to use eye-hand co-ordination
- Gross motor skills : to stretch their arms to catch the ball
- Gross motor skills : to learn rhythm and movement

4. **Materials**

Fruit cards and ball

5. **Activity**

1	Ask students to sit or stand across the room facing the teacher at a distance of 5 or 6 meters.
2	Prepare vegetable and fruit cards and put them in front of you and sing a song of 3 types of food.
3	Teacher calls out the name of a vegetable or fruit. Ask the student to throw the ball to the named vegetable or fruit card.
4	When a student has thrown the ball to the card correctly, applaud. Then, show the picture and praise the student. Name the vegetable and fruit for all of the student.
5	Throw the ball to another student and ask him or her to throw the ball to hit vegetable or fruit card as above.
6	Continue doing the same activity until all the students have had a go.



Identifying the Alphabet

1. **Target group:** Big or small group

2. **Level**

□ Grade 1

Texbook	Chapter	Lesson	Page
Khmer language		28	47

3. **Objectives:**

Students will also be able to learn:

□ Gross motor skills : to improve eye-hand co-ordination

4. **Materials**

Word cards and picture cards

5. **Activity**

1	Ask students to sit in a semicircle facing a whiteboard.
2	Show the picture and word cards and say what is on the cards one by one based on the knowledge of students and stick on the wall.
3	Read sentences as an example for students to follow.
4	Ask 2 students to compete pointing at letters, reading sentences based on the words that the teacher calls out.
5	Praise students when they point to the correct words and help to correct them sensitively if they point to the wrong words.
6	Ask another pair of students to do the same activity as above until all of the students have had an opportunity to participate.



Reading Paragraphs

1. **Target group:** Big or small group

2. **Level**

- Grade 1 : short sentences

Textbook	Chapter	Lesson	Page
Khmer language		28	37

3. **Objectives:**

Students will also be able to learn:

- Communication : Reading words and paragraphs
- Cognitive skill : Categorize items
- Social Skill : Play in group



4. **Materials**

5 plastic plates, 1 kg longan fruit, 5 plastic bags and paper and markers.

5. **Activity**

1	The students sit opposite the teacher.
2	Teacher instructs how to play as below.
3	Teacher prepares plates with longan fruit.
4	Teacher gives fruit to the students in individual dishes.
5	Teacher writes word cards and puts on each dish and reads sentences loudly once or twice.
6	Teacher asks all the students to read sentences. e.g. longan has branches and leaves, bark, and one seed.
7	Teacher takes bark, seed, leaf and branches and puts into each bags then reads sentence above to the students again.
8	Teacher sticks bark, seed, and branch on the wall for the students to look for the one that wilts faster.

Source: Krousar Yoeung Organisation

Singing Songs using Gestures

1. **Target group:** Play Big or small group

2. **Level**

□ Grade 1

Book	Chapter	Lesson	Page
Science	4	3	86

3. **Objectives:**

Students will also be able to learn:

- Gross motorskills : to coordinate muscles to copy gestures
- Social skills : to participate in group play



4. **Materials**

White board and markers for writing

5. **Activity**

- 1 Teacher asks the students to sit in a circle.
- 2 Teacher instructs how to play as below.
- 3 Teacher writes a song on the whiteboard.
- 4 Teacher sings the song one time to the students.
- 5 Teacher sings each sentence in a song until the end.
- 6 Teacher sings a song again and uses gestures.
- 7 The students sing the song one by one using gestures.
- 8 Teacher praises students when they finish singing the song.

Source: Krousar Yoeung Organisation

Stories of Five Senses

1. Target group: Big group

2. Level

□ Grade 1

Textbook	Chapter	Lesson	Page
Science	1	3	12

3. Objectives:

Students will also be able to learn:

□ Sensory skills : to stimulate the 5 senses

4. Materials

A big white poster and objects related to the story in science book on page 12

5. Activity

1	Teacher asks students to sit in a semi-circle.
2	Teacher has a big poster and real objects related to the story.
3	Teacher instructs how to play as below.
4	Teacher sings a song 1 or 2 times to draw the students' attention.
5	Teacher illustrates the story using gestures and real objects related to the story. e.g. in stories about rain, teacher sprays water to imitate rain and blow as wind to show the students what it means to be windy.
6	When teacher reads a story that involves eating a cake, the teacher has a real cake so the students can eat it.

Source: City University, London



3 Groups of Food

1. **Target group:** Play Big or small group

2. **Level**

- Grade 1 : matching pictures and words with types of food

Textbook	Chapter	Lesson	Page
Science	1	5	21

3. **Objectives:**

Students will also be able to learn:

- Cognitive skills : to classify and arrange pictures
- Cognitive skills : to learn about the benefits of different types of food.



4. **Materials**

Poster of the 3 groups of nutritious food for energy, for vitamins and for carbohydrates and small word food cards

5. **Activity**

1	Ask the students to sit in a semicircle in front of a whiteboard.
2	Stick the poster of three types foods on the whiteboard and explain the importance of each type of food.
3	Mix the cards and show them to the student one at a time. Ask one student to stick pictures according to the 3 types of food.
4	Brainstorm ideas from the students for all pictures so everyone understands the 3 types of food. Praise students when they put the picture correctly and correct them sensitively when they do not put the pictures correctly.
5	Mix the cards again and show the students until all the cards are used up.
6	Read and explain about each type of food once again.

Box of Five Senses

1. **Target group:** Big or small groups

2. **Level**

- GPre-school : use picture cards
- Grade 1 : use word cards

Textbook	Chapter	Lesson	Page
Science	1	3	12

3. **Objectives:**

Students will also be able to learn:

- Cognitive skills : to follow instructions
- Cognitive skills : to learn through experiencing the 5 senses



4. **Materials**

6-sided boxes with five senses stuck on and small picture cards (for pre-school)

5. **Activity**

1	Teacher asks the students to sit in a circle and puts the box of senses in the center of the circle.
2	Teacher explains how to play as below.
3	Put the picture cards in the bag and ask one student to pick a picture card from the bag one by one.
4	When a student takes a picture card, ask them to match the picture card with that of the 5 senses. For instance, pick a picture card of a bird singing from the bag and match with the card.
5	Ask the student what helps them hear the bird sing. Students respond and teacher offers the answer if the student cannot answer.
6	Ask the students to put picture of bird singing to the side of the box that has the ear drawn on it.
7	Continue the activity until finishing the cards and until everyone has participated.
8	Praise the students.
9	Read again by explaining about the role of each sense.

SPECIAL THANKS

We would like to thank the following people in playing an important role in developing this manual:

- ➔ Ms Srey Kalyan , Trainer of Teachers, RSO for working with teachers to gather the activities they use at RSO for Learning through Play.
- ➔ Mr Vuthy Vong, Programme Manager, RSO for supporting with the development of the Khmer version of the manual.
- ➔ Ms Valerie Durand, volunteer with AEA during the initial stages of developing this manual.
- ➔ Ms Carmel Phelam, Volunteer Coordinator at Grace House Community Centre for providing professional support in ensuring the activities were relevant to the goals.
- ➔ Mr Vannak Khan, Programme Assistant AEA, for translation support during meetings from Khmer to English and vice versa.
- ➔ Ms Kiran Dattani Pitt, Technical Advisor, Inclusive Education, AEA, for providing professional support in ensuring the activities were relevant to the goals, as well as developing the English version of the manual.
- ➔ We would also like to thank the following teachers of Rabbit School Organisation for developing the activities from various sources including using Cambodian cultural games as learning activities. They also tried and tested the rest of the activities in this manual. Without their valuable input it would have been difficult to develop this manual.

Ms. Nhem Navy	Teacher	Rabbit School Organization
Ms. To Kimhouy	Teacher	Rabbit School Organization
Ms. Khut Kimle	Teacher	Rabbit School Organization
Ms. Nhean Sopheakahna	Teacher	Rabbit School Organization
Ms. Run Chanthou	Teacher	Rabbit School Organization
Ms. Han Iymey	Teacher	Rabbit School Organization
Ms. Art Vanny	Teacher	Rabbit School Organization
Ms. Keo Borady	Teacher	Rabbit School Organization

The following people took part in a workshop to enable us to ensure that all the activities could be understood:

Ms. Sam Kagna	Special Education Coordinator	Epict Arts
Ms. VictoriaCocker	Program Coordinator	Epict Arts
Ms. Ban Sophal	Teacher	Epict Arts
Mr. Srey Kom Pheara	Officer	Special Education Office
Mr. Kuy Chhim	Officer	Chbar Morn District Office
Mr. Hean Sarun	Officer	Disability Development Sevices Program
Ms. Lach Sokuntheary	Officer	Disability Development Sevices Program
Mr. Eam Vik	School Deputy Director	Phum Thmey Primary School
Ms. Mam Narom	School Director	Ang Serey Primary School
Ms. Chhorn Sreyleap	Teacher	Angsnoul Primary School
Ms. Phuong Chanthy	Officer	Angsnoul District Office
Ms. Poch Naroen	School Director	Prey Pouch Primary School
Mr. Hol Ritheavy	Officer	Save Children International
Mr. Orn Sophalla	Program Coordinator	Save Children International
Ms. Sourng Nakry	Teacher	Komar Pikar Foundation
Ms. Seng Sorachana	Officer	Save Children International
Mr. In Titya	Officer	Save Children International
Ms. Kong Sokom	Teacher	Komar Pikar Foundation
Ms. Sien Sak	School Deputy Director	Komar Pikar Foundation

Aide et Action Cambodia

PO Box 1370

Address : #176, St.208, Boeung Raing, Daun Penh, Phnom Penh, Cambodia

Tel : +855 23 220 940 / 23 221 940

Website : www.seac.aide-et-action.org

Rabbit School Organization

Address : National Borey Infant and Child, St. Dounng Ngep II, Doumnakthom II,
Mean Cheay, Phnom Penh, Cambodia.

Tel : +855 12 36 93 76

Email : huntouch40@gmail.com,

Website : www.rabbitschoolcambodia.org