

ACCELERATING LEARNING *for all* Trainer

Guide



**DEVI
SANSTHAN**

Dignity Education
Vision International

Leave no one behind

Thank you for becoming an Ambassador for Accelerating Learning for All (ALfA), to make a huge difference in the lives of teachers and students around the world.

FLN is the key to future learning – children need to learn to read, so they can then read to learn. In the wake of the Covid pandemic, a shocking 70% of 10-year-olds in low-and-middle-income countries around the world are not able to read a simple passage with understanding. We urgently need to act to ensure that no child is left behind, and all are able to achieve their potential.

Rapid learning is the need of the hour, and ALfA is one such research-based program which enables children to learn reading, writing and arithmetic in a matter of months, not years. Teachers are crying out for a better way – a way to ensure all their children learn the key foundational skills of reading and writing. We need your help to spread the good news far and wide – that Accelerating Learning for All enables children to learn reading, writing and numeracy in just 45 days.

Warm regards,



Sunita Gandhi

Founder & CEO, DEVI Sansthan
Dignity Education Vision International

Chief Advisor, Academics, City Montessori School
(World's largest school)

Former Economist, The World Bank, USA

PhD (Physics), Cambridge University, UK

As an ambassador for ALfA, you will network with teachers, principals and government officials, helping to bring lasting change in the education system.

This manual is here to help guide you as you empower teachers. The first part advises you on how to facilitate ALfA workshops. Subsequent parts explain in detail the content you will cover in your training – all about ALfA pedagogy and process. Keep an eye out for the 'trainer note' boxes giving helpful tips.

Let's work together for a fully literate world!



Scan the QR to watch
Dr Sunita Gandhi
discuss the **ALfA Program**



Contents

EXCELLING AS AN ALFA TRAINER

| | |
|--------------------------------|---|
| A. Session Structure | 4 |
| B. Session Flow | 4 |
| C. Training Formats | 5 |
| D. 7 Principles of Training | 5 |
| E. Making Training Interactive | 6 |
| F. Pitfalls to Avoid | 6 |
| G. Using the Training Videos | 7 |

10 STEPS OF AN ALFA CLASS

| | |
|------------------------------------|----|
| Steps 1-3: Setting the Stage | 9 |
| Steps 4-7: The ALfA Lesson | 13 |
| Steps 8-10: Consolidating Learning | 14 |
| Teacher as a Galvanizer | 16 |

THE ALfA WAY

| | |
|---------------------------------------|----|
| A. Learning Objectives of ALfA | 17 |
| B. Principles of ALfA | 18 |
| C. How to Teach Literacy (Book 1 & 2) | 19 |
| D. How to Teach Numeracy (Book 3) | 22 |

BECOMING AN ALFA TEACHER

| | |
|---|----|
| A. How ALfA Makes a Teacher's Work Easier | 24 |
| B. Keeping Digital Records | 24 |
| C. Encouragement vs Praise/Reprimand | 25 |
| D. Different Modalities for ALfA Implementation | 25 |
| E. Teaching Style Reminder | 26 |

ALfA IN THE REAL WORLD

| | |
|--|----|
| A. How ALfA Benefits the Environment | 27 |
| B. How ALfA Develops 9C Skills | 27 |
| C. Parents in ALfA | 28 |
| D. Common Questions in an ALfA Classroom | 29 |
| E. Supporters of ALfA | 30 |
| F. Teachers' Views on ALfA | 31 |

EXCELLING AS AN ALFA TRAINER

A. Session Structure

ALfA training workshops have a simple structure and flow.

- 1. Icebreaker/Introductions:** Invite participants to introduce themselves briefly and have a fun icebreaker.
- 2. Outcomes video:** Show the video below, which will impress trainees with what children in ALfA classes can achieve.
- 3. Random pairing:** In physical training, invite participants to get into random pairs.
- 4. Hands-on activities:** For the bulk of the training, participants do literacy and numeracy activities and reflect on them.
- 5. Videos + discussions:** Participants also watch videos showing ALfA classroom implementation and discuss them.
- 6. Recap, Q&A, Quiz:** It's important to set aside time at the end for Q&A, feedback, and a Quiz; following which trainees can be given certificates.



ALfA Implementation
began in Shamli district,
Uttar Pradesh in August 2022

Scan the **QR code** to see the remarkable achievements of students in **ALfA**.

B. Session Flow

ALfA workshops can vary in length - anything ranging from a 2 hour orientation to a 2 day physical training. These are the key modules to cover in an ALfA training.

SESSION 1

ALfA Overview

- 1.1 Context
- 1.2 ALfA Outcomes
- 1.3 Compare & Contrast
- 1.4 Power of Paired Learning
- 1.5 ALfA & 8Cs

SESSION 2

Numeracy

- 2.1 Numeracy Principles
- 2.2 Basic Activities
- 2.3 Book Structure
- 2.4 Advanced Activities

SESSION 3

Literacy

- 3.1 A Third Way: Beyond Phonics & Whole Language
- 3.2 Role Plays
- 3.3 Literacy Materials Structure
- 3.4 Writing Activities

SESSION 4

ALfA Teachers

- 4.1 Lesson Steps
- 4.2 Normalizing the Class
- 4.3 Encouragement vs Praise
- 4.4 Taking Whole Class Feedback
- 4.5 Teacher as a Galvanizer

C. Training Formats

ALfA training can be conducted in both online and offline modality. Each has its benefits.

Online

Convenient – attend from anywhere, choose your timing, watch afterwards

Interactive – multiple people can respond at once using polls, chat

Practical – visit inside classrooms through videos

Scalable – available for all, global reach

Efficient – save time, cost and carbon of travel

Offline

Enjoyable – Trainees can be paired up for kinesthetic activities

Hands-on – trainees can try out the techniques they will be using in the classroom

Impactful – real takeaways for immediate implementation

Personal – trainees build connections and network with each other

D. 7 Principles of Training

- Be **Passionate**: If you love education and want the best for all children, training participants will also be energized.
- **Prepare** well: Know your content (described in this manual), watch all the videos ahead of time. Understand your audience and tweak your presentation style as needed.
- Be **Punctual**: Respect training participants by sticking to time. Plan ahead how much time you'll spend on different topics and activities.
- Maximise **Participation**: ALfA is all about a highly interactive classroom – make sure that's reflected in the style of your training. Sit in Pairs: In physical trainings,, distribute the participants into random pairs ready to do activities together.
- Sit in **Pairs**: In physical trainings,, distribute the participants into random pairs ready to do activities together.
- **Probe** with Questions: In every activity and video, ask questions – What did people find interesting? What are the benefits of doing this activity? Only fill in the gaps once participants have already shared their ideas.
- **Play** games & do activities: Choose some fun games and activities from the ALfA books to do with participants, and encourage them to reflect on the purpose of activities in the classroom.

E. Making Training Interactive

- **Ask questions** to hear participants' thoughts; summarize what they say. Only later fill in the gaps.
- Do **hands-on activities** together (taken from the ALFA booklets)
- **Pair up** the participants (in physical trainings)
- **Use chat/comments** extensively in online training
- Use **opinion polls, quizzes**

MOOT

VE OPEN ONLINE TRAINING

740 840 600 | moot.alphalibrary.org



F. Pitfalls to Avoid

Avoid going off on **too many tangents**. Keep focused!

Avoid using **too many statistics**. Stories are more powerful!

Avoid having **too much text**. A picture is worth 1000 words!



G. Using the Training Videos

Whether the training is online or in-person, draw from a useful repository of 3–7 minute videos to take participants inside an ALfA classroom, explain the structure of the materials, and showcase impressive outcomes. After each video, ask participants for their reactions (if in an online training, via chat).



Compare and Contrast

Explores the key differences between ALfA and a traditional classroom.



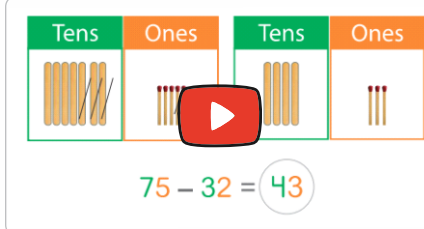
ALfA & Sharma

One teacher is skeptical about the ALfA classroom, and discusses it with her counterpart.



Steps of an ALfA Class

Explains how to give demonstrations and normalize the class.



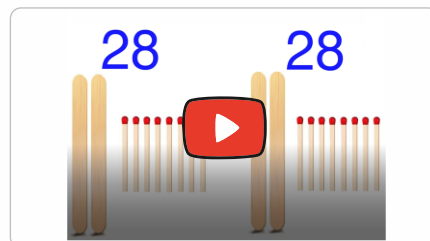
Numeracy Structure

Flicks through the pages of the numeracy book to show how the modules flow.



Numeracy Principles

Shows the key principles: a concrete to abstract approach, children making their own questions.



Numeracy Hands-On

Steps through how to solve example question for each arithmetic operation the ALfA way.



Literacy Structure

Flicks through the pages of the literacy books to show how the modules flow.



ALfA & 8Cs

Explores how ALfA helps children develop the 8C Skills.



The Power of Pairs

A group of teachers discuss how and why they make pairs, along with classroom footage.

10 STEPS OF AN ALFA CLASS



STEPS 1–3

Setting The Stage

1 Make random pairs The heart of the ALfA process is paired learning, so it's crucial to start by making pairs in a fun, non-judgmental way.

Why Pairs? In ALfA, we make new random pairs every day, for several reasons:

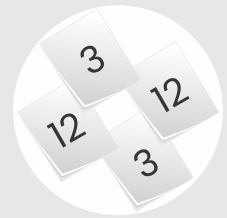
It ensures no child feels demotivated by being labelled 'strong' or 'weak' and grouped accordingly. Such labels lead to a fixed rather than a growth mindset.

Making fresh pairs every day is enjoyable, children are excited by the surprise factor of not knowing who they will be working with on a given day.

Over the course of a few months, children get a chance to work with most or all other students in the class, thus developing their collaboration skills. It's particularly helpful if, for instance, there is a special needs child in the class, for every one of his/her classmates to get the chance to work with them.

How to make pairs? There are many techniques to make random pairs, for instance:

Number chits Suppose there are 40 children in the class. Write numbers from 1 to 20 on separate chits, twice. Shuffle the chits and distribute one per child. Now ask them to get up and silently move around the class, until they find their partner with the same number; these two become a pair.



Lottery Ask children to write their own names on chits of paper or ice-cream sticks (if a child can't write their own name, their friend can help). Bring all the names to a central desk and mix them in a bowl. Have a child pull two names at random; these two become a pair.



Musical chairs Arrange pairs of chairs around the class. Play a song and have students dance around the class while it is playing. The moment it stops, they need to sit in the chair closest to them, forming a pair with whoever else is there.



Occasionally, you will form a pair that is 'not working' – if the two are fighting, for instance. You may need to 're-pair' a few kids. As children get more used to working in the ALfA approach, this should happen less frequently.

Trainers Note

Follow one of these processes to make random pairs in your workshop. Ask participants what the benefits of random pairing are.

2 Normalize the class Children are used to working in a traditional classroom, where they are passive learners. As you embark on your ALfA journey, you will have to demonstrate the 'new norms' of the class: working in pairs, taking turns, asking each other questions. Doing some activities together is the best way to inculcate these new norms.

Trainers Note

Do some these activities at the start of the training to help 'normalize' the participants and get them in the mood for paired work.

Ask them to reflect both on what concepts the activity teaches, and on how it helps normalize the class.

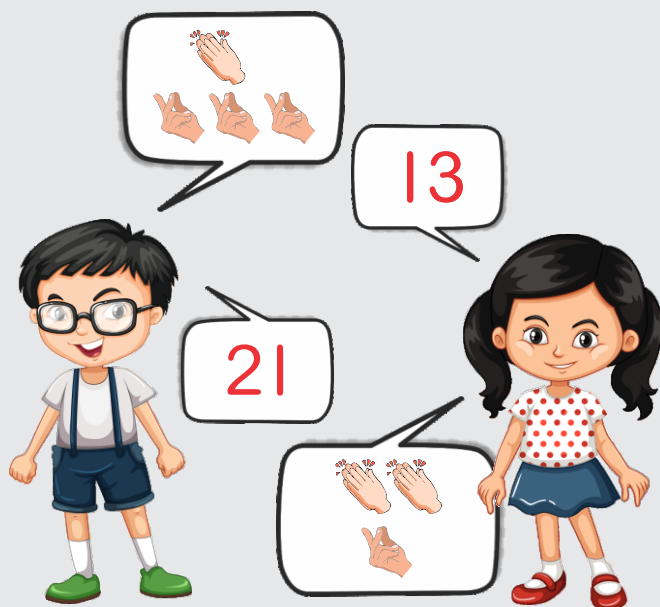
Suggested Training Activities

Clapping & Snapping

Clap = 10, Snap = 1

Clap & Snap a number and have participants guess what it is.

In pairs, have participants clap & snap out a number for their partner to guess.



Extend the game to hundreds (foot stomp) and thousands (overhead clap).

100



1000

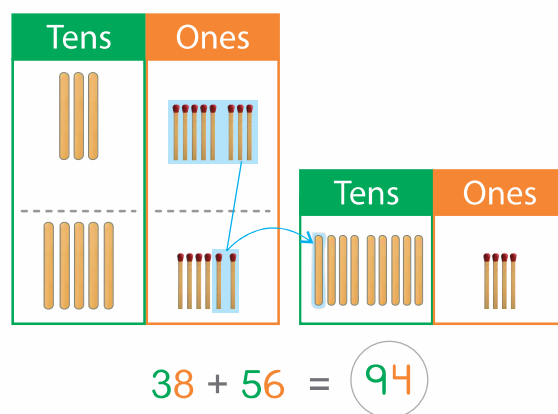


Arithmetic Operations

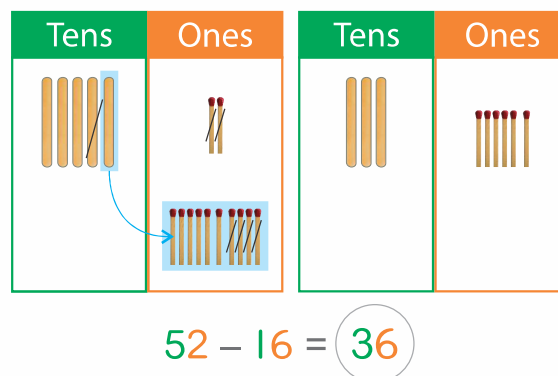
Ice-cream stick = 10, matchstick = 1

Show how to solve an addition problem, by asking questions each step of the way, e.g. 'do I add the icecream sticks or matchsticks first?', 'how many matchsticks do I have now'.

Then ask participants to make more questions for each other.



Try it with other operations - subtraction, multiplication, division.

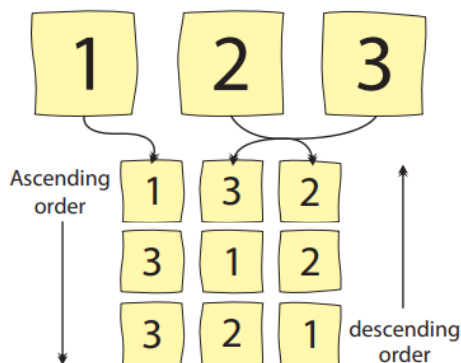


123 Activity

Ask participants to each make three chits of paper, and write 1, 2 and 3 on each separately.

Now they arrange & rearrange the chits to form 3 digit numbers: 123, 132, etc. and write these numbers in their notebook. How many numbers did they form?

Have them reflect on what concepts this activity teaches.



Wordsmith

Show a set of 7-8 letters (you can take from any word). Give participants 2 minutes to make as many words as they can using only the given letters. Ask them to share how many words they made.

| | | | | |
|---|---|---|------|----------|
| L | I | T | Ear | Trace |
| E | R | | Tyre | Clarity |
| A | C | Y | Care | Literacy |

Working in pairs, invite them to check their partners' list and add any new words to their own.

Have them reflect on the advantages of this sort of writing activity (instead of copying a passage).

Rearranging Sentences

Take a sentence and scramble it. Then ask participants to unscramble it.

| | |
|-------|--------|
| AM | HAVING |
| I | FUN |
| TODAY | |

I am having fun today

Ask them to pose more such questions for each other.

Have them reflect on what this activity teaches.

Name Riddles

Ask participants to write their first and last names. Have them make a word using some of the letters from it. Let them compose clues so their partner can deduce the word.

RAJ SHARMA

2nd from right **M**

2nd from left **A**

3rd from right **R**

4th from left **S**

Pairs swap and solve riddles like this.

3 Arrange learning materials

Different learning materials will be required at various stages of the ALfA process. A list is provided here for reference. In most cases, children can bring these from home if the teacher reminds ahead of time.

Trainers Note

It's also vital for you to arrange materials and/or ask participants ahead of time to bring, and set up the space to be easily used for activities.

We Provide



B3 M1 onwards
*Matchsticks
(ones)*



B3 M4 onwards
*Ice-cream sticks
(tens)*



B3 M10
Hundred Board



₹500
B3 M29-30
*Toy money
(shopping activity)*

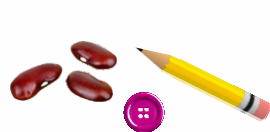
You/Children Arrange



B1 M51
*Newspapers
(reading practice)*



B2 M 1-4
*Sand/flour in a tray
(writing practice)*



B3 M6
*beans, buttons,
pencils (patterns)*



B3 M7 & 39
*Rough paper
(cutting shapes)*



B3 M8
*Gluesticks, eraser
(3D shapes)*



B3 M27
Calendar



B3 M28
*Clock
(telling time)*



B3 M30
*Wrappers
(shopping game)*



B3 M31
*Box & ball
(positions)*



B3 M33
*Tape measure
(measurement)*



B3 M35
*Water bottles, jugs
(volume)*



B3 M37
*Weighing scale
(weight)*

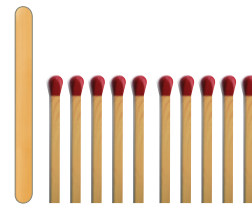
STEPS 4-7

The Alfa Lesson

4 Read out the prompts & demonstrate

Each module has prompts instructing how to do the activity. Children will need you to read these out (at least at early stages, before they can read). You can then demonstrate the activity along with another child. There may be some processes you need to explain to the whole class by demonstrating from the front – for instance:

- In subtraction, if there are not enough matchsticks to be removed then we will have to exchange an ice-cream stick (ten) for ten matchsticks (ones).
- In reading four letter words, first combine the first two letters, then combine the third and fourth; before joining together the two syllables.



5 A pair comes forward to give a demo

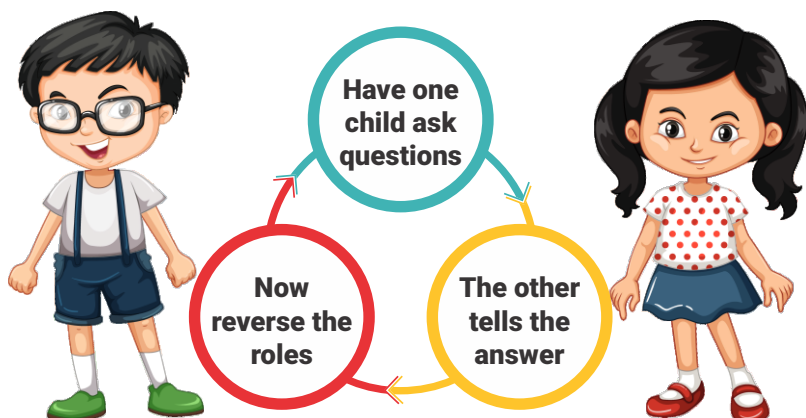
Next call a pair to the front to demonstrate – one child asking questions and the other responding; then swapping roles.

6 All pairs solve the same question

After a pair of children have demonstrated the process from the front, have everyone work through the same question in their own pairs. This helps them become confident in the process – repeating what they've already seen done. Monitor the class to see how each pair is doing. If a pair struggles, encourage them to seek help from another pair rather than directly from you.

7 Pairs make new questions for each other

In literacy, this means pairs can work on different modules – taking turns to read a word or a line each. In numeracy, children pose many new questions for each other. The process of making new questions for each other, beyond what is given in the book, gives children a chance to exercise their creativity, and excites them as active participants.



Trainers Note

Follow a similar process with your participants, maximising the amount of time they are spending in activities. Ask them to reflect on the process – for instance, why children making questions for each other is beneficial.

STEPS 8–10

Consolidating Learning

8 Homework

Homework is an extension of classwork. Children can make more questions for themselves and their pair to solve at home. Next day they will show their peer to check. If the peer finds an error, they will simply underline it and ask to try again. Once pairs have helped each other correct the work, the teacher will tick & sign.

9 Taking Feedback

While teaching, the teacher must know:

- How much the students are learning
- Which parts they are not understanding so well
- Who exactly is having trouble in understanding
- For feedback to be useful, it should be instant and whole class.



There are two common ways to take feedback:

Raise Your Hand to Answer ❌

In this method, the teacher asks the whole class a question and has children who know the answer raise their hands. The teacher then selects one child to answer. This method doesn't give an accurate picture of the classroom's learning – it involves only a single student in giving the answer. Some children who raise their hands may not actually know the answer, whereas others who didn't raise their hands may know it.

Quiz ✅

In this method, the teacher asks a multiple-choice question and tell children 'stand up if you think option A'; then 'stand up if you think option B' etc. This enables a quick headcount to see what proportion of the class got the right answer. It's vital for such feedback to be low-stakes; and to encourage children to say what they think rather than copying their friends.

Trainers Note

You should also take feedback from your participants using a similar approach. In online settings, many programs such as YouTube Live and Zoom have a useful 'audience poll' feature.



How did you find today's training?

| | |
|-------------|-----|
| Excellent | 73% |
| Quite good | 22% |
| Ok | 3% |
| Nothing new | 0% |

Poll complete: 195 votes

10 Periodic tests & Gap-filling

The traditional way of doing exams has many problems:

- ❌ very time-consuming for the teacher to mark
- ❌ takes a long time for students to get their results
- ❌ results are also given as a number/grade, without specific feedback useful to improving learning
- ❌ students often find exams stressful, detracting from the joy of learning



In ALfA, weekly tests are very different from traditional exams: they are joyful, give specific feedback, and don't waste the time of teacher or students.

When Making Tests

- Compile questions that have been given by the students, and adding some of your own questions.
- Avoid giving too many questions – have high quality rather than high quantity.
- Make the test out of an odd number of marks (9, 11, 19, etc.) as we don't want to encourage parents to calculate percentages etc and compare children.

When Marking Tests

- Display answers on the screen/board, or verbally state them question-wise.
- Children check their own work first
- Peers check each other's work and put an underline if there are any mistakes that hadn't been found yet.
- The children make corrections in their own papers. They go back and put a second underline for each correction made.
- Now the papers go to the teacher, to tick and sign. Use a blue or green pen (not red!). Avoid giving smileys, stars, etc. – see praise vs encouragement section.

Depending on the feedback, make fresh pairs and do more activities as needed to ensure everyone has learnt key concepts and fill any gaps if needed.



Trainers Note

Use a Quiz at the end of the training as well to check participants' learning. Quizizz or Google Forms are both helpful platforms, which can be used in online or in-person trainings.

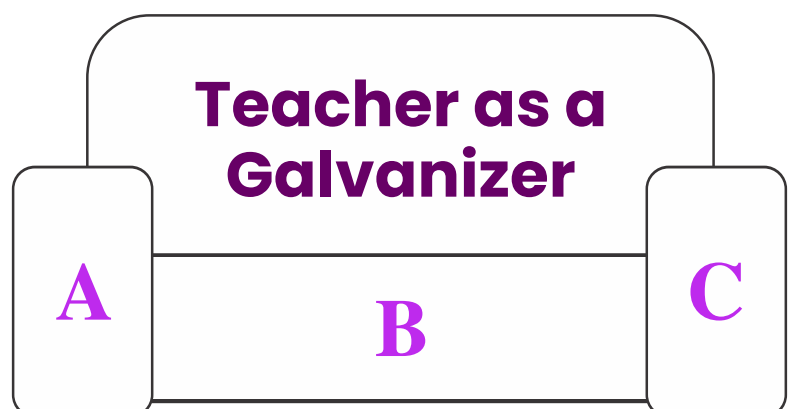
Teacher as a Galvanizer

Your role is no longer that of an instructor, but rather one of a galvanizer. This means to:

- **Pair up children randomly:** Set up the physical classroom environment to be conducive to pairs (for instance, chairs facing each other rather than the front). Pair children randomly afresh every day (as described on **page 9**).
- **Norm setting:** Children are used to working in a teacher-centred classroom. Initially you will need to deliberately set new norms – of sitting in pairs, taking turns, making questions for each other. This may take a few weeks of frequent explanation and demonstration (as described on **page 10**).
- **Foster a caring environment:** A positive classroom environment begins with positive teacher attitudes. One of your most crucial roles is to help set norms of empathy and collaboration. To help every child feel motivated, you will be using language of encouragement rather than praise or reprimand (as described on **page 25**).
- **Arrange learning materials:** Read ahead in the ALfA books and collect learning materials required in advance (full list given on **page 12** of this handbook). You can also ask children to bring what's required.
- **Take regular feedback:** While children are teaching each other in pairs, it's still vital for you to keep track of their learning. At regular intervals, take feedback/diagnostic tests from the whole class (as described on **page 14**).

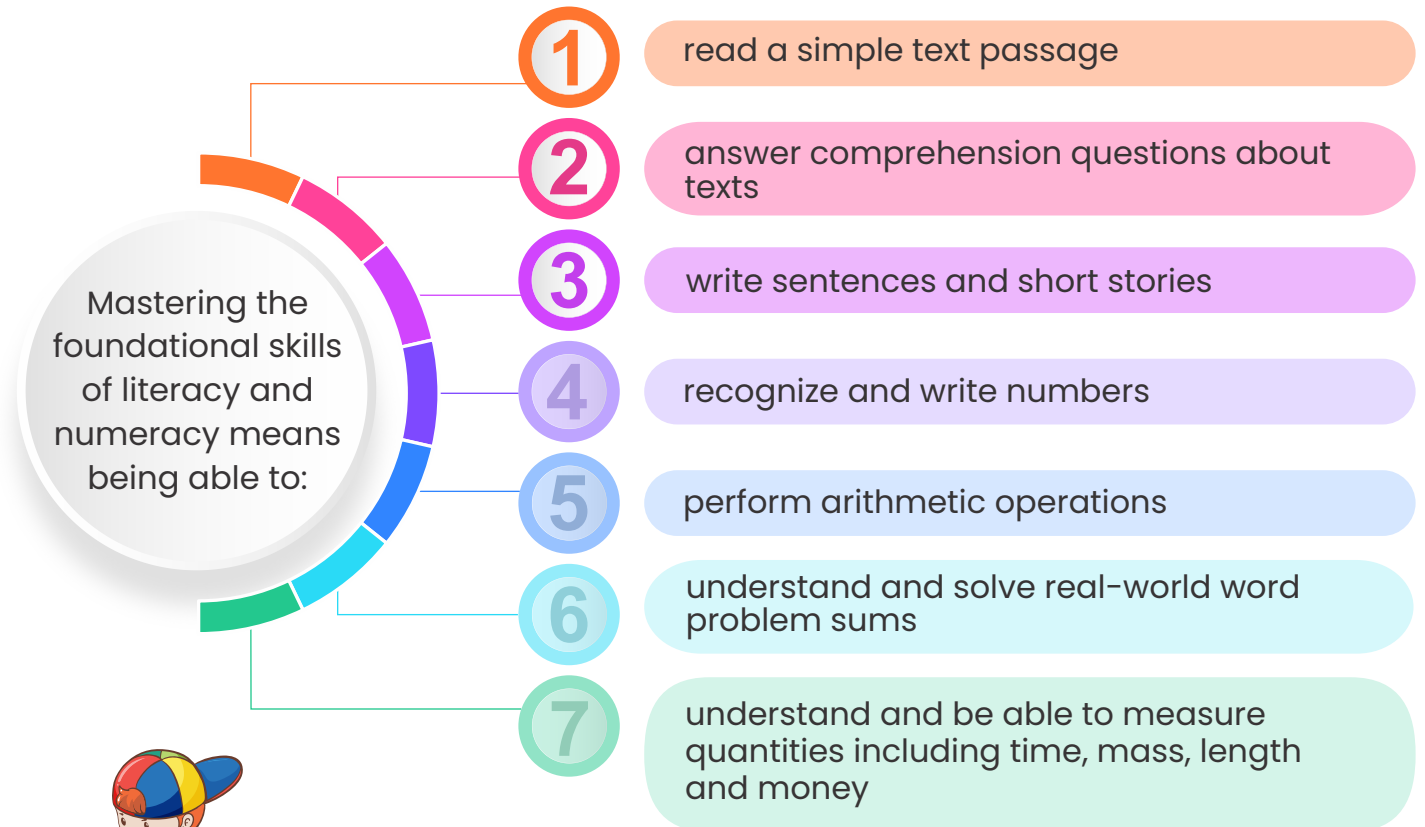
We can think of the teacher in an ALfA class as like the structure of a sofa: important roles at the front and back end of the class, but less in the middle.

- A. Steps 1-5** – make random pairs, normalize the class, arrange materials, read prompts & demonstrate the activity
- B. Steps 6-8** – quietly observe the pairs working
- C. Steps 9-10** – taking feedback, giving assessments.



A. Learning Objectives Of ALfA

The ALfA booklets are appropriate for children of all ages (and adults) who have not yet mastered basic literacy and numeracy. We want our learners to acquire at least a Grade 3 level of reading, writing and arithmetic.

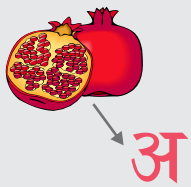


B. Principles of ALfA

ALfA is based on extensive international psychological and educational research. There are three simple principles for creating an ALfA classroom:



Paired Learning When a single teacher addresses the whole class, many students often struggle to follow and participate. But when sitting in pairs, even the shiest student becomes an active learner. The process of helping each other learn is crucial to developing the 9C skills. Paired learning is also more enjoyable than just listening to the teacher, leading to higher student attendance and engagement.



Known to Unknown The traditional education system teaches an abstraction first before connecting to real life (A for Apple). ALfA flips this, moving from known to unknown. In literacy, this means picture → sound → sound symbol. In numeracy, this means concrete → pictorial → abstract.



Asking Questions The role of a traditional teacher is to tell their student answers; but an ALfA teacher asks questions which foster the students' thinking. In pairs, students also make their own questions and ask each other, which engages them more deeply in the learning process.



C. How to Teach Literacy (BOOK 1 & 2)

20 + 32 Pages (2 Booklets)

ALfA represents a third way, beyond the whole language vs phonics reading wars. English **Book 1** introducing letters using pictures, and helping students read simple single-syllable words. Throughout Book 1, apart from a handful of sight words, all words are phonetic, with each letter making only its most common sound. ALfA focuses on the sound a letter makes, not its name.



Book 2 teaches consonant combinations and diphthongs, building learners up to be able to read more complex words. It proceeds to developing reading comprehension and fluency through short passages and role plays. It concludes with teaching writing through creative activities.

- Each lesson focuses on a single vowel sound.
- ALfA phonics is different from traditional phonics:

- (a) It moves from known (picture) to unknown (letter)
- (b) Children blend sounds to make words themselves.

LESSON 1: 'a' words

Step 1

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| c | a | t | b | g | m |

Step 2

cat: c, a, t → cat

bag: b, a, g → bag

mat: m, a, t → mat

Step 3

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| am | at | bam | bat | cab | cam | gab |
| gag | mac | mag | mam | tab | tam | tag |

Mentor Notes

- Call a student to the front and do a demo with them of asking 'what is this', 'what is its first sound' and 'what do these sounds join together to make'.
- Help the learners form random pairs. For example, ask everyone to write their name on separate bits of paper, shuffle them, and draw two at a time – these two will sit together.
- Give out a book to each pair, and have the learners take turns to ask each other questions and read.

<https://youtu.be/ZDeLdFmVUPI>
Learn the concept of: Three Letter Words

Global Dream Disruptive Literacy & Numeracy Book 1: Introduction to Letters

DEVI SANSHAN Devity Education Vision International

Each lesson introduces 4-6 letters. If the students aren't familiar with the pictures associated with each letter, then you may need to do some activities to introduce them (see overleaf).

Children take turns to ask each other questions:

- What is this picture?
- What is its first sound?
- What do these sounds join together to make?

The box at the bottom enables children to practice the same letters with new words.

Prompts explain the process and also provide links to more resources.

Games

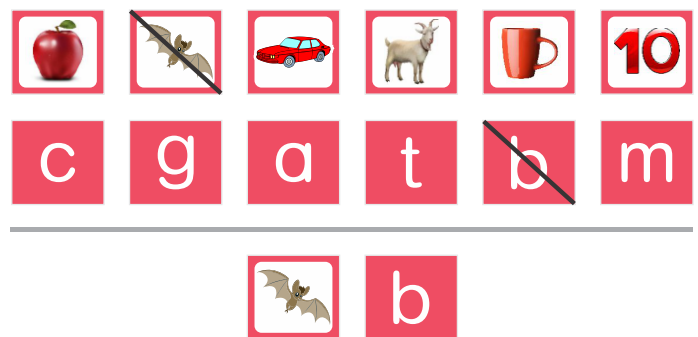
If the learners are unable to recognize pictures initially, do activities with them to help build basic vocabulary.

Make letter & picture cards and play these games:



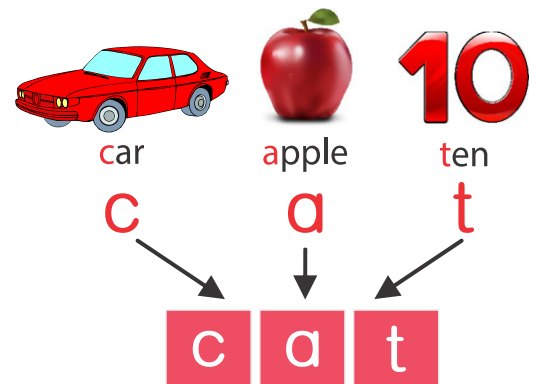
Game 1: Matching Sounds

- Put all the picture cards in one row and all the sound cards in another. Have the learners match each picture card to its sound card and set aside the correct pairs. Put back those picture and letter cards that do not match.
- You may also pick out a picture card and ask the learners to find its matching sound card.



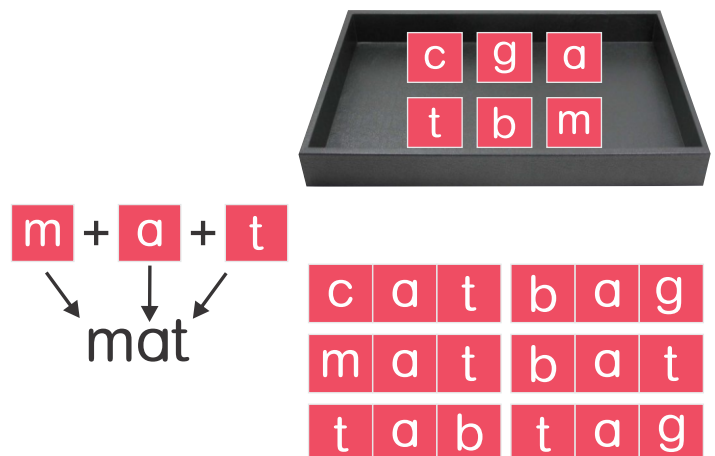
GAME 2: Making Words

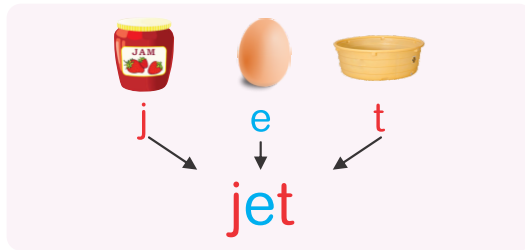
- Ask the learners to make a formation for each word as shown herewith for 'cat'. Make all words similarly in each lesson.
- Make all the words at the bottom of each of the lessons 1 to 5. matching sound card.



GAME 3: Anagram

- Put all sound cards from a lesson in a basket or in a pile on the table. Ask the learners to randomly make new two or three letter words that may be sensible words or silly. Read in whichever order they appear, then reverse the order. Read aloud the words they make.
- Add sound cards from previous lessons to make many more new words.





Book 1 Lessons 1-5 (5 pages)

- Introduces the 26 letters using pictures.
- Purely single syllable phonetic words.

Book 1 Practice 1-4 & Reading 1-8 (12 pages)

- Reading practice grouped by vowel sound.
- The alphabetical order of letters.
- Reading practice with same-structure
- sentences 'He has a...', 'I have a...'
- Short poems with comprehension questions.

A man had a hat. 

Dan had a cat. 



ball all

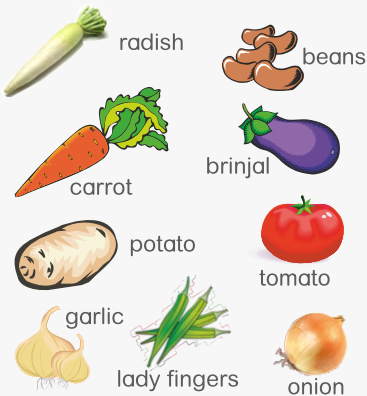
A ball is round.
Tom will call Pam.
Jan will stop at the mall.
Bill will sit up on the wall.

Book 2 Reading Practice (12 pages)

- Consonant combinations such as th, ch, ph, ng, ck, etc introduced with pictures.
- Short & long 'oo'. Silent e
- Reading practice of various sounds, such as 'ai', 'ea', 'au', 'old', 'alk' etc.

VEGETABLES

I like to eat...
I do not like to eat...



Book 2 Vocabulary & Comprehension (10 pages)

- Thematic vocabulary building: fruits, vegetables, household objects, transport, verbs.
- Sentence-building exercises: 'Do you have a ____?', 'Yes I have a ____.' etc.
- Short stories with comprehension questions for children to ask each other
- Self-introduction, compare and contrast exercises.

Book 2 Role Plays & Writing (8 pages)

- Role plays for children to do in pairs, reading one part each.
- Rhymes with comprehension questions and activities.
- Order of penstrokes for writing letters, followed by writing activities

Sona: Let us play 'catch, catch'!

Raju: We will run fast.

Sona: No, we will not run fast.

Raju: Yes, we might fall down.

D. How to Teach Numeracy (BOOK 3)

28 Page Booklet | Completion in 45 Days

Many students find maths difficult, abstract and boring; lacking relevance and connection. In contrast, ALfA numeracy brings maths to life with fun, hands-on activities. Use of concrete objects and children asking questions of each other help build a much deeper level of understanding.

Trainers Note

Allow the participants to flick through the pages to explore the numeracy book, or use our video 'Numeracy Structure' to give them a taster

Scan this **QR CODE** for a video on **HOW TO TEACH NUMERACY**



ALfA is not designed for a specific grade, but can be used across different school classes.

Level indicates the grade level which the module is appropriate for.

- Level A = KG & Grade 1
- Level B = Grade 2 & 3
- Level C = Grade 4 & 5

Module 17: I can understand numbers up to a thousand

Level B

11

| Thousands | Hundreds | Tens | Ones |
|-------------------|-------------------|------------|-----------|
| 1000 Leg stomp | 100 Clap above | 10 Clap | 1 Snap |

| | | | | |
|--------------------|----------------------|----------------------|---------------------|----------------------|
| 100 one hundred | 200 two hundred | 300 three hundred | 400 four hundred | 500 five hundred |
| 600 six hundred | 700 seven hundred | 800 eight hundred | 900 nine hundred | 1000 one thousand |

Simple-to-understand pictorial representation

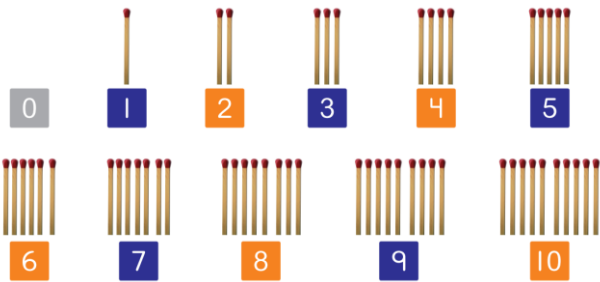
Prompts Complete these actions in pairs and make questions for each other as given below.

- Call out the numbers in hundreds (1 hundred, 2 hundred, 3 hundred) and show the numbers from 100 to 1000 using paper chits as above.
- Randomly pick out a few paper chits, count and say how many hundreds, for example, three chits of 100 makes 300. Write these down.
- Make paper chits with numbers written in hundreds and place them in sequence as above.
- Write in sequence from 100 to 1000 in your notebook.

Make similar questions like these for each other and fill.

100 200 300 400 500 600 700 800 900 1000

Prompts describing the activity & encouraging each pair to make their own questions.

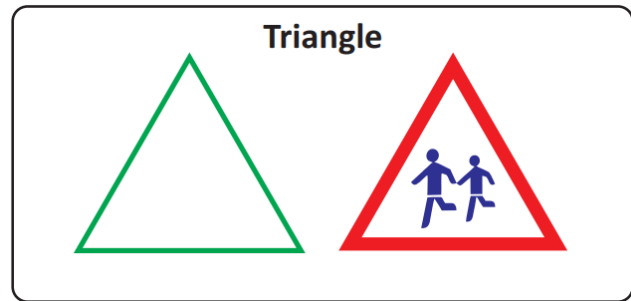


Modules 1-6 (3 Pages)

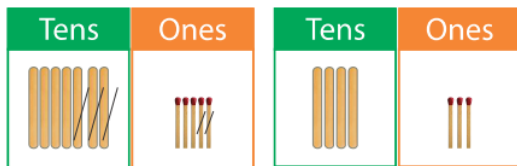
- Counting & writing numbers to 20
- Comparisons by size, weight etc.
- Patterns

Modules 7-12 (3 Pages)

- Counting to 100, using claps and snaps
- Shapes (2D & 3D)
- Near & far, under & over etc.



Fatima has ₹75. She spends ₹32. How much money does Fatima have now?



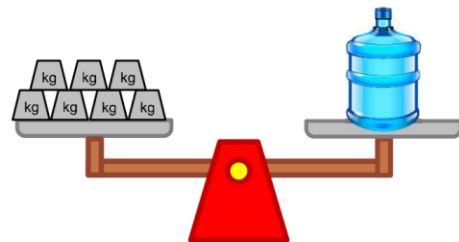
$$75 - 32 = 43$$

Modules 13-24 (7 Pages)

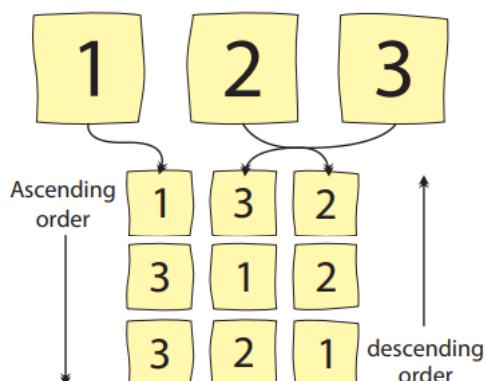
- Addition: single & two digit, with & without carrying
- Subtraction: single & two digit, with & without borrowing
- Numbers in Thousands
- Multiplication: single & two digits
- Division by grouping & long division

Modules 25-37 (7 Pages)

- Calendars, telling the time
- Length: metric & irregular measurements
- Weight: kilograms & grams
- Volume: litres & ml



This water bottle weighs ____ kg.



Modules 38-46 (5 Pages)

- Word problems & number stories
- Place value, ascending & descending order
- Fractions, number bonds
- Roman numerals
- Spelling number names

BECOMING AN ALfA TEACHER

A. How ALfA Makes A Teacher's Work Easier

In the traditional education system, teachers often feel overburdened by work – lengthy lesson plans, talking until the throat is hoarse, lots of homework and tests to correct. In ALfA, the teacher works smarter not harder – producing bigger learning gains for less effort. Here are some ways ALfA makes your job easier:

1. **No need to make planners** ALfA books are well structured with easy-to-use modules along with teacher prompts. Apart from arranging materials ahead of time, extensive planning is not required.
2. **No need to lecture til your voice is hoarse** Instead, the ALfA teacher facilitates pair learning.
3. **No need to make up a lot of questions for homework/tests** Instead, Children devise their own questions, and choose questions to give each other for homework.
4. **No need to mark homework & tests at home** There is less work marking homework and test papers as children check each others' work. There's also time for marking in the class, while children are busy with paired work.



B. Keeping Digital Records

It is important to keep good records of your children's work to build your own portfolio, share with supervisors, and inspire your peers

- Post photos & videos on a **WhatsApp Group** to help motivate other teachers and share great activity ideas
- A **Google Drive** can be created for your school/district, with three folders that can be accessed in common:
 - **Module completion report**: keep track of which module has been completed by which date.
 - **Assessments**: upload the weekly test papers to create a virtual question bank.
 - **Test results folder**: upload weekly test scores.

Trainers Note

As a trainer, you can help set up these digital record systems.

Also, please share photos and videos from your trainings with us!



C. Encouragement vs Praise/Reprimand

In the ALfA process, we never reprimand children for getting the wrong answer or reading incorrectly. Research shows that fear is highly detrimental to learning.

ALfA also draws a distinction between language of praise and encouragement. Giving students rewards – verbal or otherwise – can reduce their intrinsic love of learning. Praising some students and not others can also foster division within the classroom. When giving positive feedback to learners, we should be conscious of several factors.

| Question to ask ourselves | What NOT to say (Praise) | What to say (Encouragement) |
|---|----------------------------------|---|
| Does my statement encourage all children not just some? | "You are the best in the class." | "Wonderful to see you working so nicely together." |
| Does it lead to more effort? | "You are smart." | "What can you do next?" |
| Is it specific enough to be useful? | "That's the best poem." | "The way you used rhyme and rhythm in your poem was fantastic." |
| Does it make child the locus of control? | "You have pleased me." | "It looks like you're really enjoying yourself" |

With ALfA

FLN goals

can be completed in as little as

45

**INSTRUCTIONAL
DAYS**

Scan the **QR CODE** to see how.



Trainers Note

Give participants some examples of praise from the second column, and ask them to reframe them as encouragement instead.

D. Different Modalities for ALfA Implementation

There are many different modalities for ALfA implementation:

Paper Books:

This is the most common form of ALfA implementation, in which every pair of students has their own book. Different pairs can be working on different modules at the same time.

e-Books:

In a classroom with the facility of a laptop and projector screen/smart board, ALfA eBooks can also be used. An upside of this approach is that it saves paper and expense.

E. Teaching Style Reminder

| I Do... | I Do Not... |
|--|---|
| Ensure children ask questions of each other | Make children 'repeat after me', or bring a single child forward to 'teach' the class |
| Make random pairs every day (page 9) | Teach the whole class or make groups by ability level |
| Encourage two children (a pair) to share one book | Give every child a book, or use one book for the whole class |
| Arrange learning materials ahead of time, including telling children to bring things from home (see list on page 12) | Avoid doing activities because materials were not arranged in time |
| Give students time to think and let them discover the answer themselves | Tell them the answer |
| Teach students to take turns and ask each other | Have students come to me for help |
| Respect students, use a language of encouragement for all (page 25) | Discourage or compare students with each other; praise some and scold others |
| Start all children at the first lesson and then allow them to progress at different paces | Have them memorize the alphabet or do writing before they can read. Make everyone go at the same pace |
| Take whole classroom instant feedback (page 14) | Ask questions when only some children respond |

Trainers Note

This can be a fun recap activity during an in-person workshop: print slips of paper with each of the cells of the table on it. Give one slip to each participant. Designate one side of the training room 'Do' and the other end 'Don't'. Ask everyone to go to the appropriate side of the room, before reading out their chit.

ALFA IN THE REAL WORLD

A. How ALfA Benefits the Environment

ALfA saves paper, helping conserve resources:

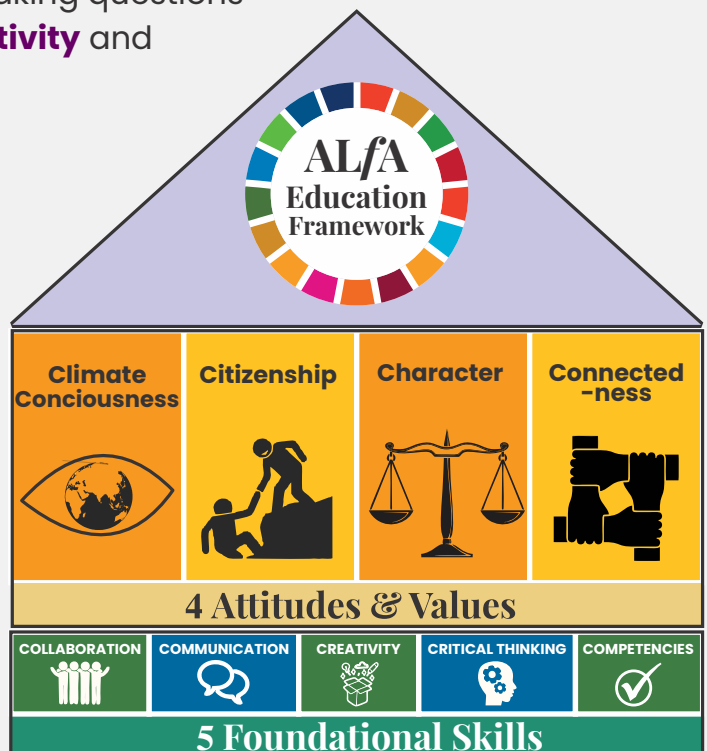
- ALfA booklets are much thinner than most textbooks. ALfA takes students to foundational literacy & numeracy (FLN) in a total of just 72 pages – 32 for reading, 12 for writing and 28 for numeracy.
- ALfA booklets are shared between two children. They are also kept in the school, rather than given to children to take home; helping conserve and reuse them for longer.
- ALfA booklets enable students to do a lot of work in their own notebooks. Workbooks, which require thicker paper, are not used.
- Apart from the booklets, ALfA learning materials are recyclable (newspapers) or biodegradable (ice-cream sticks and matchsticks). We also encourage use of zero-cost materials that students can bring from their environment or home: leaves, buttons, beans, pebbles.



B. How ALfA Develops 9C Skills

ALfA develops the 8C skills of the twenty-first century. These skills cannot be taught from a textbook, but only learnt through practical experience. For instance:

- Children develop their **communication** and **collaboration** skills by working in pairs.
- Through many hands-on activities and making questions for each other, children develop their **creativity** and **critical thinking**.
- **Competencies**: foundational literacy and numeracy are learnt swiftly through ALfA Learners develop **climate consciousness** through role plays and short stories.
- By working with many different children over the course of a few weeks, including those of diverse backgrounds, students develop their **citizenship** and **character**.
- **Connectedness** with each other, which is key to broader outcomes such as social, emotional and mental wellbeing.



C. Parents in ALfA

Parents may initially be confused and even resistant to the ALfA process, as it is quite different to the traditional education system that they are used to. However, as they see the evidence and rapid improvement in their child's learning levels, they will be won over. It can also help to hold a parent orientation session to help parents become more aware of the ALfA process:

- Show them some of the activities you are doing in the class.
- Explain the importance of not 'helping' their child too much but letting them work things out themselves.
- Remind them that we don't do much written work at the beginning, but there is plenty of written work by the end – we follow the Listening Speaking Reading Writing sequence.
- Parents' role is not to teach, correct, or help do their homework.
- Encourage them to not compare children with siblings or others. We want to foster a spirit of cooperation not competition.
- Parents can be encouraged to take a video of their child working at home, to share in the class group.
- Parents can also help children choose learning materials to bring to school (while avoiding plastics, especially single-use).



Parents visit a class to observe their children's learning during a town hall in Shamli district, Uttar Pradesh



Scan the QR code to hear parent testimonies about ALfA.

You can also show this during a parent orientation.

Trainers Note

Elaborate how you did your parent orientation & town hall. Explain what a town hall is and its benefits – brings parents on board by showcasing the activities they are doing, children love to quiz their parents.

D. Common Questions in An **ALfA** Classroom

Any change comes with its share of challenges, and ALfA is no different. Here are some of the common difficulties you may face as you seek to implement ALfA in your classroom:

Some children already have FLN skills – what will they learn from ALfA? In Grades 3 to 5, there may already be a portion of children who have mastered foundational skills. The ALfA books may superficially seem too easy for them. However, the process of paired learning builds their 21st century skills: helping other students builds their collaboration and communication skills (page 6). ALfA modules can also be engaged with at various levels: for instance, when making words from a set of letters, some pairs maybe able to make longer words than others. The ALfA process is engaging and flexible enough that everyone will find something interesting for themselves in it.

What if two 'weak' children are sitting together? ALfA refuses to categorise children as 'weak' or 'strong', but it's true that in any classroom there will be a mix of learning levels. If two children working together both don't understand what they're doing, they can ask another pair for help. With new random pairings every day, children will soon get a chance to work with others.

Why is the class sometimes so noisy? ALfA classrooms are often noisy, as children interact with each other in pairs. This clashes with our traditional conception of a 'good class' as one in which students do their individual work silently. As teachers we have to get used to a new normal of accepting 'productive noise'. However, we can also tell students to 'turn the volume down'.

Can parents understand and accept the ALfA classroom? Parents, who have themselves been brought up in a traditional education system, will sometimes struggle to understand an ALfA classroom. Common objections include 'there's not enough written work' and 'how will they learn if the teacher doesn't explain'? Initially, you may need to discuss with parents that ALfA is underpinned by extensive educational research. Before long, the learning outcomes of students will speak for themselves.

What if children speak their local dialect or can't recognise the pictures? ALfA is currently available in 15 Indian and 10 international languages. We encourage focusing on mother tongue literacy in early years. If ALfA is not available in your local language, we would love to collaborate with you to help develop – reach out to us via our website. When using the Hindi or English version of ALfA, if children can't understand the prompts, you will have to explain. You may also need to build their vocabulary so they can recognise the pictures used in Book 1, before they are able to learn decoding and blending.

What about special needs children? Some children have special learning needs (hyper, shy, autistic, dyslexic, etc.) and struggle to focus in a traditional classroom. ALfA helps such children to also become actively involved in the learning process.

E. Supporters of ALfA



Alok Ranjan

Former Chief Secretary,
Government of Uttar
Pradesh

"I have been very much impressed with the simplified Global Dream toolkit developed by Dr. Sunita Gandhi, which takes less time to make a person literate, and a less educated person could also become a literacy volunteer, involved in this mission.



Yogi Aditya Nath

Chief Minister,
Uttar Pradesh

"I am very happy to know that DEVI Sansthan is implementing Global Dreamshaala project in slums of Lucknow to enable foundational literacy and numeracy through the innovative Global Dream toolkit and leveraging technology."



Dinesh Sharma

Deputy Chief Minister,
Uttar Pradesh

"Through its 'Each One Teach At least One' summer campaign involving school children of 150 Lucknow schools, an estimated 2 lakh people were made literate. This is a very big step for which I congratulate Dr. Sunita Gandhi"



G B Patnaik

Former Chairman,
India Literacy Board

"Global Dream Model can make it possible to scale up literacy across the state at zero to near zero additional costs per learner."

Trainers Note

Share some of these testimonies with trainees, it will embolden them. Also try to meet & network with eminent leaders in your state/country to explain ALfA and get their endorsements.



Scan the [QR code](#) to see a video of Indian Defence Minister **Rajnath Singh** discuss the program.



ALfA has been endorsed by many international experts. Scan the [QR code](#) to watch

E. Teachers' Views on ALfA

"We got to learn a lot new in today's training: how to build a solid foundation for children's learning. There was a great exchange of ideas between the trainers and participants."

Arif Hasan, Grade 3 teacher

Mohammadpur Rai Composite, Kairana block, Shamli

"The training was highly effective... all the activities were great. I especially enjoyed the division activity."

Baby Saini, Grade 5 teacher

Latifgarh Primary School, Thanabhawan block

"This is an excellent method, in which children collaborate to derive the first sound from the name of a picture."

Hemlata Sahu, Government Teacher

"Children are learning with each other in pairs, which is remarkable. Amazing!"

Radhe Patel, Government Teacher

Data Highlights from first Massive Open Online Training (MOOT), with 25,000+ views

86%

of participants said they would 'definitely' use ALfA in their class

93%

of participants found the online format of the training to be effective

95%

of participants wanted access to ALfA materials

99%

of teachers said they had new take-away points from the training

Trainers Note

Share some of these testimonies with trainees, it will embolden them. Also try to meet & network with eminent leaders in your state/country to explain ALfA and get their endorsements.



Scan the **QR code** to see a video of **Arvind Kumar Baliyan**, a Grade 2 Teacher from Shamli, discuss the program

Scan the **QR code** to hear international pedagogical experts endorsing ALfA





**DEVI
SANSTHAN**
Dignity Education
Vision International
Leave no one behind

ALfA Trainer Guide



SDG 4
disruptive
FLN at scale
Foundational Literacy & Numeracy

DEVI Sansthan (Dignity Education Vision International) is a small NGO with a big vision: to help India and the world achieve universal Foundational Literacy and Numeracy (FLN). DEVI is pioneering transformative pedagogies, empowering teachers, and leveraging policy change to enable rapid gains towards literacy for all.



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