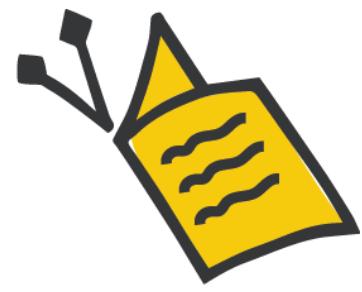


TRAINER'S GUIDE



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WHAT THIS GUIDE IS FOR

This guide will enable you to successfully train participants in becoming Reading Volunteers.

The “Overview” section is filled with resources that can help you prepare prior to conducting a training.

OVERVIEW

- 03** What this guide is for
- 03** Table of content
- 04** Facilitation types
- 04** Glossary
- 06** Pre training prep checklist
- 07** Contact info

The “Day 1” and “Day 2” sections will serve as a step by step guide during the trainings.

DAY 1

- 09 Part 1** // Welcome to certification training
- 10 Part 2** // Introduction to the movement
- 11 Part 3** // Why reading aloud is important
- 12 Part 4** // How to read aloud well
- 13 Part 5** // Read aloud practice
- 14 Part 6** // Homework + Announcements

DAY 2

- 16 Part 7** // Welcome back – Day 2
- 17 Part 8** // Read aloud practice
- 18 Part 9** // How to start a reading circle
- 19 Part 10** // Graduation

FACILITATION METHODS

This page contains a description of the different types of facilitation methods you will use during the training.



1. PLAY VIDEO

When you see this icon in the guide you know it is time to play a video for the group. Start by reading the name of the video aloud so the group know what they



2. SPARK DISCUSSION

This icon will signal you to ask questions to the participants in order to start a group discussion. The guide will help you by providing follow up questions for you to ask. are listening to.



3. GROUP ACTIVITY

When you see this icon, follow the instructions in the guide to break participants into groups and give them instructions for how to participate in the activity.



4. READ SLIDES ALOUD

This icon will signal you to just read what is on the training presentation slide aloud. The information you read aloud will help participants better understand key concepts.

Glossary

This Glossary will help you understand different words, ideas, and concepts related to the campaign.

We Love Reading

We Love reading is an organization based in Amman Jordan with the mission to establish a reading circle in every neighborhood in the Arab world by empowering reading volunteers to read out loud to groups of 4-10-year-old children from local communities and inspire a love of reading in them.

Partner Org

The partner organization is an organization that has partnered with WLR to implement the "Read a Book, Spark Imagination" campaign. Their staff is here to train participants and help launch the campaign.

Reading Circle

At a reading circle, a group of children from the community gather to hear a story that is read aloud to them by a reading volunteer. Reading circles can take place at the home of a reading volunteer or parent, Mosque, or any community space. At the end of each reading circle, the reading volunteer loans books to the children for them to take home and borrow until the next reading circle.

Reading Volunteer

A reading volunteer is a person who hosts Reading Circles. Their role is to find a place for children to gather, set a regular meeting time, and read aloud to the group.

Campaign

"Read a Book, Spark Imagination" is a campaign that is inspiring a love of reading in children across the Arab world and is made possible by a growing network of supporters made up of people like you!

PRE-TRAINING CHECKLIST

Use this checklist before each training to make sure you have all the materials necessary for the training.

TRAINING GUIDE

This document will help guide you slide by slide during the training. Make sure you bring it with you.

SIGN IN & SIGN UP SHEET

Sign in sheets will be distributed at the beginning of each day to understand which participants attended on day 1, say 2, and which ones indicate an interest in starting a reading circle. You only need to bring one for the entire training.

LAPTOP, USB, PROJECTOR

These will be necessary for projecting the Training PowerPoint for participants. The USB contains the Training PowerPoint file.

PARTICIPANT WORKBOOK + PENS

These workbooks help participants stay on track with the training and contain all the worksheets necessary for group activities throughout the training. Make sure to bring enough for all participants.

BOOKS FOR DAY 1 HOMEWORK

At the end of day one all participants will be asked to take a book home and read to their children or siblings. Make sure you bring enough books to hand out to all participants.

CERTIFICATES

Certificates will be given to everyone who attends both days of the training. Make sure you bring enough to hand out to all participants.

READING CIRCLE STARTER KIT

This kit which includes 25 books, pens, pins, bag, and a Read-aloud pocket manual, will be given to all participants who complete both days of the training and sign up to start a reading circle of their own.

TRAINING ROOM RESERVATION

Make sure you have a room reserved to host the training.

CONTACT INFO

Below is the contact information for key staff

Faris Ahmad

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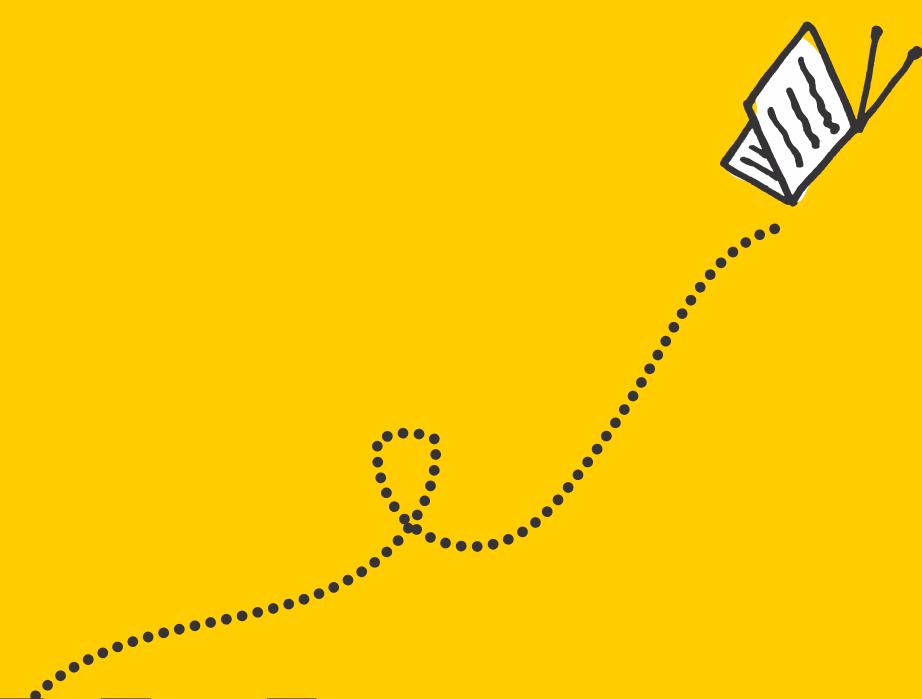
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DAY 1



PART 1

WELCOME TO TRAINING

Learning Objectives

The goal of this section is to welcome participants, give them a high level understanding of the campaign, and an overview of what will happen during the two-day training.

How to facilitate



Slide 4 – Introduction

Introduce yourself and welcome everyone. Ask participants if they have any questions before the day gets started.



Slide 5-11 – Read the slides

PART 2

INTRODUCTION TO THE MOVEMENT

Learning Objectives

The goal of this section is for participants to understand the mission, vision, and history of We Love Reading and the “Read a Book, Spark Imagination” Campaign.

How to facilitate



Slide 13 - Play the video “Introduction to WLR”

Read the video title to participants before playing.



Slide 14 – Spark discussion

- ◆ First read the slide aloud.
- ◆ Then have everyone go around the room and share
 - their names
 - what inspired them about the video
 - why they decided to come to the training



Slide 15,16 – Read the slide



Slide 17 – Spark discussion

Why do you think that Arab children don't read aloud?



Slide 18 – Read the slide

PART 3

WHY READING IS IMPORTANT

Learning Objectives

The goal is for participants to understand the main benefits of reading and why reading aloud to children is important.

How to facilitate



Slide 20 - Play the video "Why reading is important"

Read the video title to participants before playing.



Slide 21 – Spark discussion

Ask participants what stood out to them from the video



Slide 22 – Read the slide

- ◆ First have participants flip to page--- in their workbooks.
- ◆ Then read the 6 main benefits of reading for pleasure aloud from the slides.

PART 4

HOW TO READ ALOUD WELL

Learning Objectives

The goal is for participants to understand the best practices of reading aloud to children.

How to facilitate



Slide 24 – Solo activity: Reading confidence

- ◆ Tell participants to turn to page 8 in their workbooks.
- ◆ Have everyone take 1 minute to complete the activity by recording how confident they feel in reading aloud



Slide 25 – Play video “Read aloud tips”

Read the video title to participants before playing.



Slide 26 – Spark discussion:

What stuck out to you from the video?



Slide 27-33 – Read the slides



Slide 34 – Play video “Read aloud demo”

Read the video title to participants before playing.



Slide 35 – Spark discussion:

What stuck out to you from the video?



Slide 36 – Remind participants that pages 8, 9 have tips for reading aloud.

PART 5

READ ALOUD PRACTICE

Learning Objectives

The goal is for participants to practice reading aloud in order to gain confidence and experience.

How to facilitate



Slide 38 – Small group activity – Read aloud in groups

Give participants the following instructions:

- ◆ Tell participants to split into groups of 3
- ◆ Each participant will take turns reading the book aloud to the other participants in their small group.
- ◆ While one participant is reading, the other two will be collecting feedback on page 10 in their workbooks
- ◆ When one participant is finished, the other two teammates will give their feedback.
- ◆ The participants switch roles and repeat



Slide 39 – Solo activity: Self Reflection on reading aloud activity

Ask participants to spend a few minutes reflecting on the activity by answering the questions on page 12 of their workbooks.



Slide 40 – Spark discussion:

Ask a few participants to share their experience of reading aloud with the whole group.

PART 6

HOMEWORK AND ANNOUNCEMENTS

Learning Objectives

The goal is for participants to understand the homework assignment and know what time to show up for tomorrow's training.

How to facilitate



Slide 42 – Explaining homework

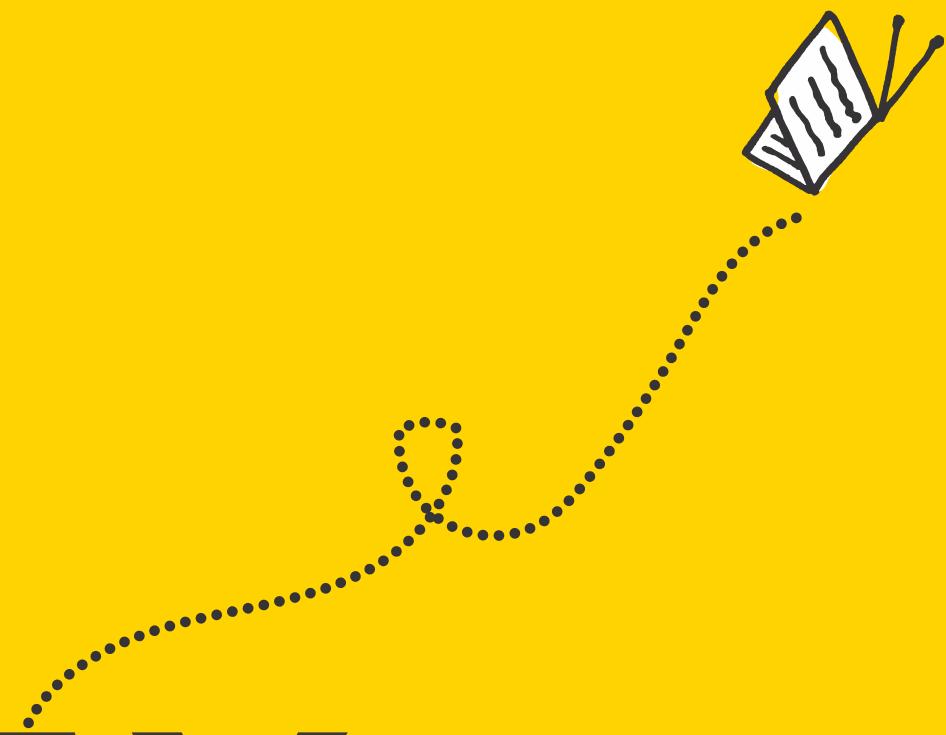
- ◆ Each participant gets to take one book home to read to their own children, siblings, or neighbors.
- ◆ Participants should then spend a few minutes reflecting on their experience by completing page 13 of their workbooks.
- ◆ The purpose is to practice and gain the experience of reading aloud to children.
- ◆ Tomorrow we will start the day by sharing how it felt to read aloud to children.
- ◆ Ask if participants have any questions.



Slide 43,44 – End

Explain tomorrow's start time and take any questions people may have

DAY 2



PART 7

WELCOME BACK – DAY 2

Learning Objectives

The goal is to welcome participants back and start a conversation about what they learned during their homework.

How to facilitate



Slide 47 – Welcome back

Welcome all the participants back and review the agenda. Ask if they have any questions before getting started.



Slide 48 – Spark discussion:

How did the homework go?

PART 8

READ ALOUD PRACTICE

Learning Objectives

The goal is for participants to practice reading aloud again in order to continue gaining confidence and experience.

How to facilitate



Slide 50 – Group activity: Read aloud in groups

Give participants the following instructions:

- ◆ Tell participants to split into groups of 3 again
- ◆ Each participant will take turns reading the book aloud to the other participants in their small group.
- ◆ While one participant is reading, the other two will be collecting feedback on page 15 in their workbooks
- ◆ When one participant is finished, the other two teammates will give their feedback.
- ◆ The participants switch roles and repeat



Slide 51 – Solo activity: Self Reflection on reading aloud activity

Read the slide and ask participants to spend a few minutes reflecting on the activity by answering the questions on page 16 of their workbooks.

PART 9

HOW TO START A READING CIRCLE

Learning Objectives

The goal is for participants to understand the steps to starting a reading circle and to practice explaining the campaign to others so that they feel comfortable talking about it when they return to their communities.

How to facilitate

Slide 53-57 – Read slides



Make sure to allow participants to ask questions after each slide.

Slide 58 – Spark Discussion: Hopes and fears



- ◆ Give everyone a few minutes to write down 2 hopes and 2 fears about starting a reading circle on page 18 of their workbooks
- ◆ Spark a discussion by asking people to share their hopes and fears and allow other participants to respond with solutions to fears that arise.



Slide 59 – Small group activity: Practice explain the campaign

Activity Instructions:

- ◆ Tell participants to split into groups of 3.
- ◆ Each participant will take turns explaining what the campaign is about to the others.
- ◆ While one participant is take on the role of the explainer, the other two will pretend to have never heard of the campaign and will ask questions as if this was the first time they were being told about the campaign. All participants should take on roles described on the slide.
- ◆ The participants switch roles and repeat

Slide 60 – Read the slide.



PART 10

GRADUATION

Learning Objectives

The goal is for participants to feel proud of finishing the training and to feel excited to start a library.

How to facilitate



Slides 60-64 – Read the slides about the sign up opportunity



Slide 65 – Activity:

Sign up:

- ◆ Pass the sign in/sign up sheet to allow participants to sign up if they want to start a reading circle.

Certificate:

- ◆ Pass the certificates out to everyone

Starter kit:

- ◆ Pass out starter kits to everyone who signed up.