MATERIALS FOR PRIMARY EDUCATION LEADERS AND TEACHERS ON LEARNING THROUGH PLAY

PART I

GUIDE ON LEARNING THROUGH PLAY AT PRIMARY SCHOOLS

EVERY DAY AT SCHOOL IS A PLEASURE

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

MATERIALS FOR PRIMARY EDUCATION LEADERS AND TEACHERS ON LEARNING THROUGH PLAY

PART 1: GUIDE ON LEARNING THROUGH PLAY AT PRIMARY SCHOOLS

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ACRONYMS

Acronym	Interpretation
BOET	District-level Bureau of Education and Training
DOET	Provincial-level Department of Education and Training
GEP	General Education Program
LTP	Learning through Play
MOET	Ministry of Education and Training
PTM	Professional Teacher Meeting
STEAM	Science, Technology, Engineering, Arts and Math
STEM	Science, Technology, Engineering and Math
TPD	Teacher Professional Development
VVOB	VVOB - Education for Development
PLC	Professional Learning Community

PREFACE

The *"Integrating Play-based Learning Activities among Young learners in Viet Nam"* Project (iPLAY Viet Nam) was officially launched in December, 2019, as part of collaboration efforts between VVOB Viet Nam and the Viet Nam Ministry of Education and Training (MOET). The project aims to improve Teacher Professional Development (TPD) in integrating Learning through Play (LTP) activities into classroom-based practices to support the holistic development of Vietnamese primary students and contribute to the goals of the 2018 General Education Curriculum (GEP).

According to the descriptive study implemented by VVOB Viet Nam in June 2020, in 4 provinces and municipalities, including Hanoi, Thai Nguyen, Da Nang, and Quang Tri, teachers have been applying some LTP activities into classroom practices. However, the application of LTP was not applied frequently, meaning it sometimes can cause limitations in students' proactiveness. The study also showed that both school leaders and teachers wanted to have TPD training on how to apply LTP in the classroom to help students' learning to ensure it was both more joyful and effective. To meet this expectation, VVOB in Viet Nam has co-operated with a group of experts from the Ministry of Education and Training and Education Universities to develop **"Materials for Primary Education Leaders and Teachers on Learning through Play"**. The set consists of 2 Guides:

- **"Part 1: Guide on Learning through Play at Primary Schools"** In this Guide, you can find an overview of theoretical contents about LTP, whilst it also provides suggestions on methods and techniques to apply LTP. You also see some demonstration of LTP integrated lesson plans and the LTP Checklist for education administrators and teachers to use as reference in the process of applying LTP.

- **"Part 2: Guide for Teacher Professional Development on Learning through Play"** You can find an overview of TPD modalities and principles for effective TPD; suggestions for TPD modalities on LTP for primary teachers such as training, PTM, coaching, self-learning, and profession learning community (PLC).

These 2 guides have been endorsed by the Ministry of Education and Training under Decision 1277/QD-BGDDT issued on April 14th, 2022.

We expect that these materials will contribute to improving the professional competencies for education administrators and teachers; support teachers to successfully integrate LTP into classroom practices; move toward "open-natural-effective" learning and teaching organisation which will contribute to the successful achievement of 2018 GEP goals.

VVOB Viet Nam would therefore like to extend our sincere appreciation to the group of primary education experts from the Ministry of Education and Training and the Universities of Education who participated in developing the material specifically:

"Part 1: Guide on Learning through Play at Primary Schools":

- Associate Professor, Dr. Pho Duc Hoa – Vice Dean of Primary Education Faculty, Ha Noi National University of Education

- Dr. Xuan Thi Nguyet Ha – Principal Officer, Primary Education Department – Ministry of Education and Training

- Dr. Nguyen Hoai Anh – Dean of Primary Education Faculty, College of Education, University of Hue

- Dr. Nguyen Thi Thu Hang – Lecturer, Primary Education Faculty, College of Education, University of Thai Nguyen

- Dr. Nguyen Thi Thu Huyen – Vice Principal, Viet Nam-Finland International School.

Finally, the Guide has been completed with the iPLAY project's active participation:

- Koen Verrecht – Strategic Education Advisor

- Nguyen Thi Lan Huong – Strategic Education Advisor

- Nguyen Bao Chau – Project Coordinator

- Vo Thi Tam – Education Advisor

- Nguyen Thi Le Huyen – Education Advisor

VVOB Viet Nam looks forward to receiving feedback from school leaders, teachers, education administrators, and those with interest in the Guide.

Thank you!

Department of Teachers and Education Administrators	**Primary Education Department**	**VVOB Viet Nam**

BEFORE YOU START...

Why did we develop this Guide?

It is needed to organise joyful learning activities to make learning as effective as possible for children. Children always like to play and through playing they are constantly learning new things. For children, playing is part of their natural daily activities. Therefore, teachers should take advantage of play to help students learn more easily and achieve better results in school.

To apply LTP effectively, teachers need to learn it from theory to practice, which they can then add to their teaching practices. The Guide introduces an overview of LTP, and the relationship between LTP and the GEP. The crux of the Guide is to give teachers concrete suggestions on how to apply LTP in your teaching practices. The contents are explained in an easy-to-understand way with concrete examples, suggested guidelines, and guiding questions to help teachers develop and facilitate LTP lesson plans effectively and conveniently in practice. This will help students gain more understanding and develop the necessary qualifications and competencies as already defined in the goals of the GEP.

How can the educator use this Guide?

This guide aims to provide a framework with clear suggestions for teachers to support their teaching practices. Therefore, teachers can spend time reading slowly, reflecting on each content, and associating it with their own teaching practices and their schools' condition to decide the level of LTP application in a classroom context.

Specific instructions for teachers include the following:

- Read the theoretical sections of LTP. Complete brief questions, exercises in each section to get a strong hold over the theory.

- Read specific instructions, techniques, and illustrative examples on LTP.

- Select the most comfortable and easiest-to-apply types of play, LTP techniques, and start experimentation in lessons.

- Experiment with types of play and LTP techniques, one after the other, as suggested in the Guide. With each experimentation, teachers should take time to self-evaluate and adjust the facilitation of the play spectrum and LTP techniques.

Develop lesson plans applying LTP and collaborate with other teachers to co-develop and experiment. Collaboration and mutual learning are the way to do TPD.

Teachers should note that it is not compulsory to apply all the techniques introduced in the Guide. Illustrated lesson plans and topics should not limit teachers' creativity in teaching practices. Such factors as the number of students, classroom space, and facilities may influence the LTP application, but it is at the total flexibility of teachers to address such aspects in many ways, using suggestions also presented in the Guide.

LTP is one educational approach, not a superior, absolute, universal substitute for other current educational approaches. Therefore, LTP should be applied flexibly and appropriately by schools and teachers to achieve the educational goals of developing the qualities and competencies of primary school students.

Below are symbols used throughout the Guide:

Reflection:

Take a moment to critically reflect upon each question and try to answer it for yourself.

Exercise:

Follow the instructions and find the correct solution.

Suggestion:

Start with an easy-to-use facilitation activity, technique, process, strategy, or tool that you can apply immediately in your classroom.

Example:

This illustrates methods or techniques that are applied for a specific situation to help teachers better understand the theoretical underpinnings.

Key terminology

These are some of the key terms that are used in this guide. The following interpretations are provided to explain the meaning of the terms.

21st century skills: These include skills, abilities, and learning dispositions that have been identified as prerequisites for success among young generations in 21st century society and workplaces. Young generations require skills such as problem-solving, creativity, communication, co-operation, autonomy, study skills, and critical thinking to readily adapt to working in the 21st century.

Autonomy: In social sciences, autonomy is defined as the capacity of individuals to act independently and to make their own choices. For children to participate in LTP activities, they need to have choices, take the initiative, and make their own decisions over their actions.

Educational approach: A strategy or method employed by teachers and education systems to influence learning in others. It applies to the interaction between teachers and learners and aspects of the learning environment. In the Guide, we use 'approach,' 'teaching strategy,' and 'pedagogical method' interchangeably to convey similar connotations.

Holistic development: In the Guide, holistic development refers to the development of a wide range of skills, including cognitive, social, emotional, creative, and physical skills.

Joyful learning environment: It means a safe environment that stimulates students to choose, explore, and have fun to engage in learning deeply and meaningfully through learning activities.

If you come across other words or terms that you are not familiar with or find it difficult to understand, please write them down here and challenge yourself to find an explanation for them. Consult with experts and colleagues; look them up in a dictionary, conduct an online search or go to your school library.

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A VISION ON LEARNING THROUGH PLAY IN VIET NAM

Primary education in Viet Nam is entering a new era. A new, competency-based curriculum will guide the transformation from a knowledge-focused education system to one that truly values the holistic development of its learners, "in order to prepare students to adapt to the rapid changes and complexities of our future society" (2018 GEP). This requires a shift in thinking, transitioning to classroom practices in which children are recognised as competent and capable actors who can take ownership over their learning process. **The application of LTP helps teachers in Viet Nam to achieve these goals.** With children of a young age, play is a foundation that shapes how they learn. Therefore, playing and learning are closely intertwined. Through play, children are constantly learning about and connecting with the world around them. Play is educational when it is joyful, meaningful, actively engaging, iterative, and socially interactive. More than just games and fun activities, **LTP is the acquisition of a new learning approach to student learning through play-based activities.** It is a pedagogical approach that facilitates learning by practice and experience, deepens children's understanding and involvement, fosters creativity, and sparks intellectual curiosity. With LTP, teachers in Viet Nam can stimulate their students to develop these essential 21st century skills to sustain and thrive in today's globalised world.

> Think about your students when they will graduate in 10-15 years. What kind of jobs will they do? Will they still have the same job 5, 10, or 15 years later? How can you as a teacher help them to be prepared for such ever-changing circumstances?
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CHAPTER 1: OVERVIEW OF LEARNING THROUGH PLAY

1.1 What is Learning through Play?

"**LTP** is an educational approach in **which students can interact, experience, discover, and solve problems in a joyful environment; play activities are connected with learning goals** to develop students' competencies and qualifications." (Refer to the definition of LTP by the LEGO foundation and VVOB white paper materials.)

"Play and learning are like the two wings of a butterfly– one cannot exist without the other."

Carla Rinaldi, President of Reggio Children

Learning goes beyond memorising academic content. Getting opportunities to share ideas, to act, to make choices, and to select what and how they want to learn can lead children to deeper and more exciting learning and give them a broader set of practical skills that supports learning for life and contributes to the student's competencies and qualification.

Play means not only playing rules-based games. It involves many enriching and diverse activities and experiences that give children the freedom to explore and discover. They range from activities with guidance from teachers to those that are more student-initiated. Teachers need to trust in students' abilities and provide opportunities to make use of their thinking and actions, rather than instructing, directing, and explaining everything in detail.

Learning and play are inseparable. While participating in play activities, especially intentional playing, students will learn both academic content and develop diverse skills needed for daily life.

LTP is quite close to and shares many similarities with active teaching. Both approaches pay attention to promoting students' initiative and activeness based on teaching methods and the application of techniques. However, applying LTP can help to emphasise creating opportunities for students to engage in joyful learning environment.

Therefore, LTP should be seen as an educational approach including theories, viewpoints, many ways to proceed in practice, not just specific teaching methods or techniques like game and role-play. Keeping this approach in mind, **teachers will be able to recognise the value of play and use it as a useful tool in teaching practice**, thus changing their view on LTP.

Offer students the opportunity to 'play' while learning fractions through 'measuring ingredients and cutting up fruit into equal portions'; practice writing via journaling about the program; and learn concepts related to science and the natural world such as seed lifecycles, the role of insects etc.

(Block et al., 2012, p. 424)

Characteristics of LTP

While "Learn to Play - Play to Learn" (Học mà Chơi, Chơi mà Học) is quite popular in Vietnamese primary schools, to fully understand that LTP is more than playing games, we must have a closer look at the characteristics of LTP. **"Play" is referred to in this Guide as an educational activity when it is joyful, meaningful, actively engaging, iterative, and involves social interaction.**
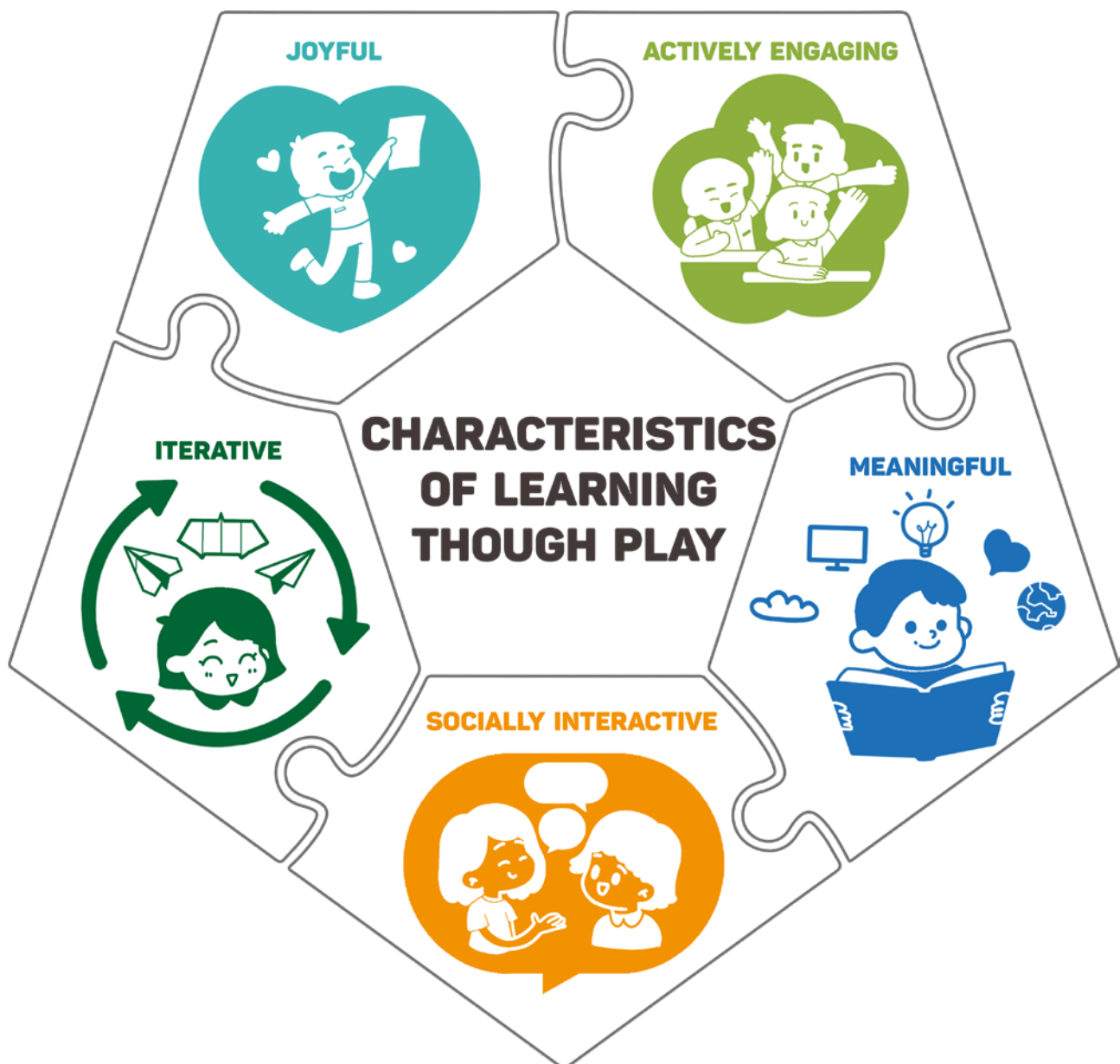
Joyful: This is a typical feature of Play - students are excited to participate in playing, particularly as they experience moments of suspense, surprise, excitement, or success when they overcome challenges. When students joyfully learn, they are more interested in learning, hence they proactively and voluntarily engage more in the lesson with their classmates and teachers. For example, a child can experience joy when matching the right word with the correct photo when learning the meaning of vocabulary words (Vietnamese Language Subject).

Actively Engaging: LTP also requires students to be allowed to participate in the activity. Positivity is shown when children are passionate and highly focused on learning activities. For example, a child who is fully absorbed in making a clock with recycled materials such as paper, cupboard, a plastic bottle, and sticks, when learning about units of time, including hours and minutes as measurements of time (Grade 3 Math Subject), may forget about break time.

Meaningful: In the learning process, students can relate what they already know with what they are learning. In addition, students can expand their understanding through experiential and practical activities associated with real life. With meaningful activities which deepens the learning experience, the student has chances to form and develop critical thinking and creative thinking skills when they can apply learned knowledge to solve real-life problems. For example, students in rural areas are often confident and feel proud to share what they know about fish species living in rivers and streams when they study this topic in Social and Natural Resources. Or students will feel that the learning is more meaningful when they practice calculating the area of the table or the area of rectangular windows in class when learning about the area of the rectangle in Math.

Iterative: This means that students can try out possibilities to answer the question, give a hypothesis, and discover the next question. This way of learning will lead them to find many solutions to a problem, thereby forming multi-dimensional thinking. For example, students have many different opportunities when folding paper airplanes by trying different shapes, sizes, and materials to discover which style can fly the highest and fastest (Experiential Activity).

Socially interactive: By communicating with classmates and teachers, participating in teamwork with classmates through direct interaction, or sharing ideas, students will be able to share and understand the ideas of friends and teachers. From there, not only do they feel comfortable, but they also feel connected and strive to create more powerful relationships with their classmates. This will create a connection among learners, helping them to express empathy and adjust individual emotions, hence contributing to forming and developing communication and co-operation competencies. For example, students will have lots of opportunities to interact with each other when they discuss the role in a play and which scene they will act out when participating in role-playing activities (Ethics Subject).

The characteristics of LTP can be manifested at various levels in an activity, and all 5 characteristics are not necessary all the time in the teaching process. However, teachers need to create opportunities for students to experience moments of joy and surprise, make meaningful connections; be active and absorbed, iterate, and engage with friends and teachers in LTP activities.

In the LTP approach, students have the chance to participate in joyful learning activities voluntarily, meaning they will have playful moments (joyful). From there, they will proactively talk, write, and share their ideas with their classmates and teacher (socially interactive) through active learning. When receiving a learning task to be solved, they will actively share and discuss ideas and answers; self-evaluate their results and products and evaluate their results and products; propose a plan to improve the learning product to become better and more complete (iterative); and draw lessons for themselves and apply them into their daily life (meaningful).

Thus, when the characteristics of LTP are shown in the lesson, it will contribute to the formation and promotion of students' autonomy. That autonomy is shown through the students voluntarily participating in learning activities in a joyful way where students actively engage, think, and proactively express their feelings; confidently share ideas; learn how to self-assess and adjust ideas and answers to have the best way to solve learning problems.

Check how much you know about LTP by reading specific examples of each characteristic and matching with relevant pictures given below:

1 JOYFUL •

• A

2 MEANINGFUL •

• B

3 ACTIVELY ENGAGING •

• C

4 ITERATIVE •

• D

5 SOCIALLY ITERACTIVE •

• E
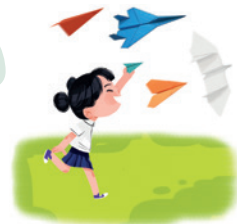
1.3 Benefits of LTP

With LTP, primary school children can act as learners who are independent, autonomous, socially interactive, creative, investigative, resilient, and reflective problem-solvers. These are skills deemed essential for the 21st century as they create a solid foundation for lifelong learning. LTP therefore contributes to students' holistic development: cognitive, social, emotional, creative, and physical development with specific skills focused into each development domain below:

PHYSICAL

CREATIVE

SOCIAL

EMOTION
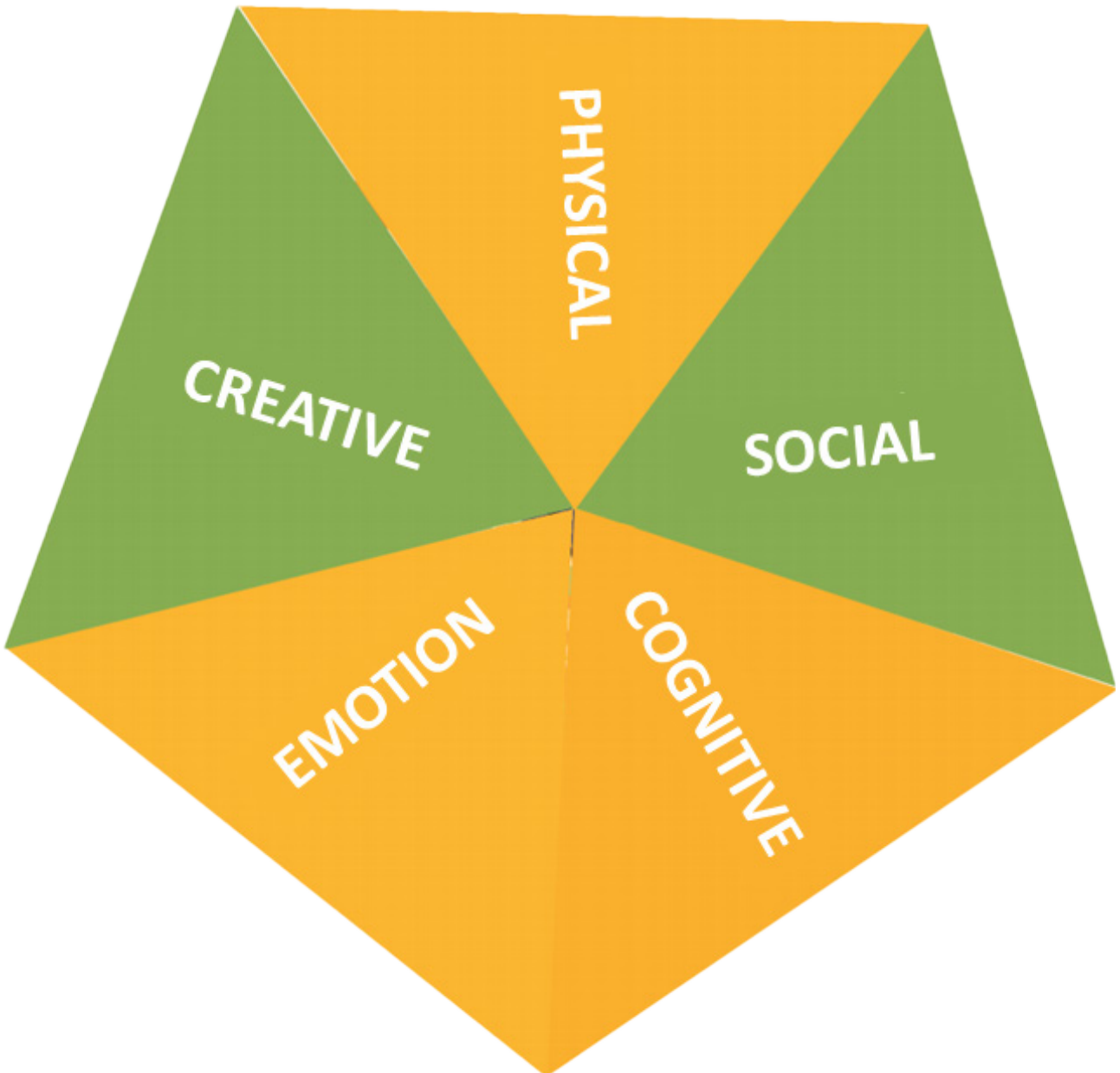
COGNITIVE

LTP contributes to Cognitive skills development: When students play with flashcards, counting sticks, and perform sorting activities; when they use rich vocabulary or practice writing, they will have many opportunities to form and develop their scientific cognitive capacity and skills which serve for learning.

LTP contributes to Creativity skills development: Activities such as role-play, drawing, dramatic play, storytelling, games, and experimental activities provide children with a wide-open space to use their imagination with new ideas. With "what if …?" questions, the teacher helps students to imagine new possibilities, identify problems, and work to solve them.

LTP contributes to Social skills development: With LTP, students often play and learn together with friends, thereby getting to know each other better. They learn to read cues from their friends through eye contact, behaviour, and gestures, as well as listen to another's perspective — all of which are key aspects to the development of empathy. Students learn to share ideas, express themselves, negotiate, and reach compromises while playing with friends. When playing, students know how to balance autonomy and dependence on each other among teammates.

LTP contributes to Emotional skills development: Entering primary education, students should learn to self-regulate their emotions. LTP helps them develop motivation and the ability to follow rules and stay focused on the task at hand. When students play, they take charge; they set the agenda; they formulate and decode rules. LTP entices students to explore and understand the world, while developing self-regulation and agency.

LTP contributes to Physical skills development: Play supports the physical development of students while their physical health and well-being lay the groundwork for effective learning. When playing, they can develop strength, muscle control, co-ordination, reflexes, and gain a sense of their own body's abilities and limits. Furthermore, play, whether climbing a tree, running, jumping, or playing tag, is often about pushing oneself to the limit, trying new things, and achieving new goals.

There is ample evidence to support the role and benefits of LTP to primary students:

- Research conducted by Parker and Thomsen (2019) has shown that: Play contributes to foster foundational skills and knowledge, including supporting literacy, math, and science learning. For example, while playing, children find scientific concepts such as the cause and effect and mathematical concepts such as quantity, classifications, ordering are easier to absorb. By experimentation, observation, comparison activities to work on shapes, sizes, and quantities, student will form the basis for understanding mathematics, sciences, and higher-order thinking.

- John Hattie (2014) conducted extensive meta-study research and discovered the positive influence of play on children's academic performance. Along with the impact on learning outcomes, play also improves skills such as (1) Social interaction, (2) Coping with challenges, and (3) Pursuing and adhering to the goals.

- The meta-study of Fisher (1992) found that play leads to better results in cognitive-linguistic and in social-emotional domains. Play also influences originality of thinking, flexibility in associating, empathic abilities linked with co-operative behaviour, and social skills.

Overall, when applying LTP, students get the opportunity to practice different skills in specific contexts among subjects. These practices certainly contribute to students' learning outcomes.

Match each of the 5 groups of skills to the respective explanation.

1. Emotional skills ●

2. Cognitive skills ●

3. Physical skills ●

4. Social skills ●

5. Creative skills ●

● a. Coming up with ideas, expressing them, and applying them into reality to address a practical problem.

● b. Collaborate, communicate, and understand other people's perspectives through sharing ideas, negotiating rules, and building empathy.

● c. Being physically active, understanding movement and space through practicing gross motor skills, developing spatial understanding, and nurturing an active and healthy body.

● d. High concentration, a problem-solving mindset, and flexible thinking by learning to tackle complex tasks and building effective strategies to identify solutions.

● e. Understand, manage, and express emotions by building self-awareness and managing emotions in all situations, as well as staying resilient and confident in the face of difficulties.

Solution: 1E, 2D, 3C, 4B, 5A

1.4 Play as a spectrum

When students play it is always influenced by external factors such as playing environment, including the available materials for play in the classroom, the playground, whether it is taking place in a city or a rural area, as well as playmates, such as peers or adults. LTP is manifested in activities associated with joyful learning, in which we emphasise **Guided play** form. This is illustrated in the spectrum below.
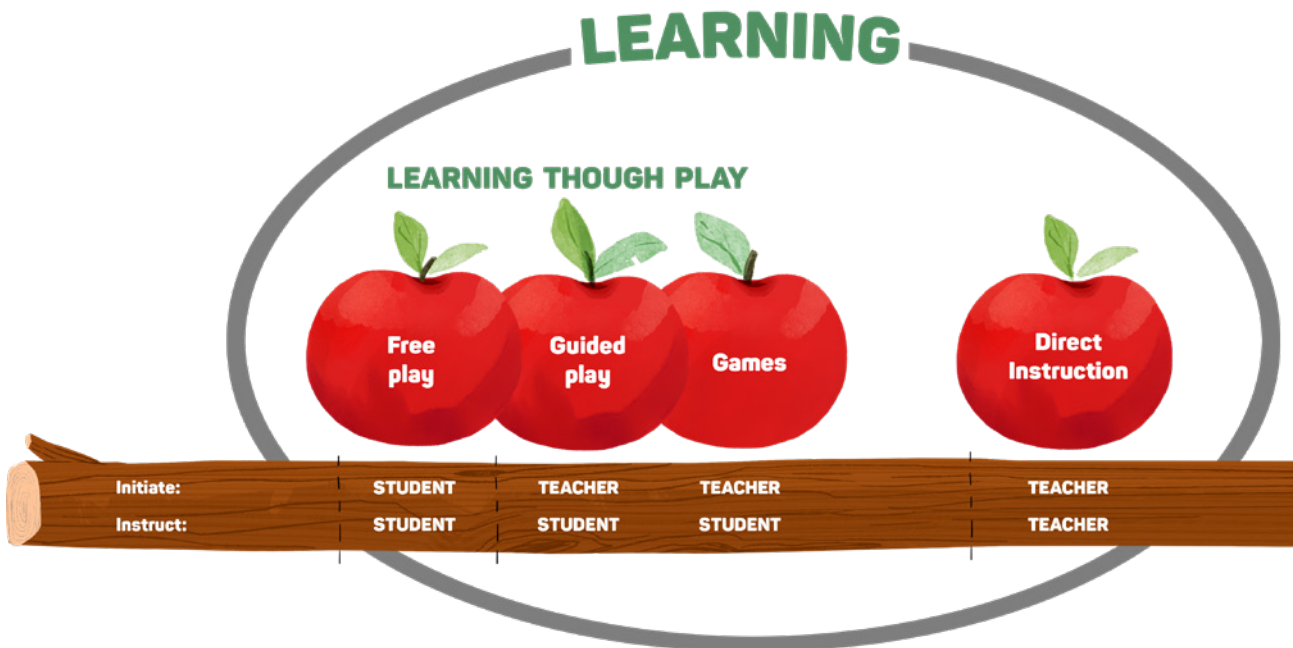
Learning through Free play is entirely designed, directed, and controlled by students with no teacher involvement. With free play, students can freely find out, play, and discover with minimal constraints and limitations. The example includes students playing during break time.

Learning through Guided play is still student-led, with teachers scaffolding. Scaffolding means that teachers guide and support their learners to make progress and take control of their own learning. Teachers can do this by setting up a playful environment and participating in play, by questioning, by guiding with examples. With guided play, teachers can help students get exposed to more learning experiences with specific learning goals.

Learning through Games are activities readily designed by teachers who set rules and constraints for play, but students still find it fun and joyful. Examples of educational games are tangrams, logic puzzles, Sudoku, crossword puzzles, Uno, chess, card games, educational coding games (e.g., in Scratch), and educational apps such as Kahoot.

Learning through Direct instruction is designed by the teacher with a certain structure. Teacher sets the learning goal and provides framing and explicit, direct, and clear instruction for students to follow. Students follow direct instructions and management without much room for their own ideas and opinions.

What is the difference between free play and guided play? Let us reflect together to find the difference by reading the below example:

Imagine a group of children building a house while they are learning about "My house" (Grade 1, Nature and Society). In free play, children use the available materials such as leaves, fabric, paper, small sticks, cupboards, stones, and small wooden blocks to make a house however they want, without any teacher involvement. In guided play, as a teacher, you work with the children. For instance, you can ask open-ended questions at key moments (e.g., "What do you think would happen if you tried putting that one on top as roof?" or "Why did you pick that material?"), or you can provide different roofing and framing materials to let the children compare which one will be stronger and more stable.

The play spectrum is only relative, depending on the context, the purpose of the organisation and the implementation of activities. There may be an interference relationship between the types of play. For example, Tangrams are a type of game, but when used by teachers in class in connection with the goal of a particular lesson or topic, it can be considered a directed play. Regardless of the type of play associated with specific learning goals, the most important thing is that students must be autonomous and supported rather than instructed, guided, and controlled in detail.

The results of a descriptive study on the practice of LTP conducted in June, 2020, show that direct instruction is still the main form of teaching in Viet Nam. Games are often used by teachers to open a lesson or topic at the beginning of a class or at the end of a class to reinforce and review the lesson; in which, teachers are the ones who set the rules, provide detailed instructions on how to play and control the time and results of the game. The games are for fun and excitement for students. However, LTP not only uses games, but also providing different learning activities that meet the characteristics of LTP and learning goals. For example, teachers prepare tools and materials, students discuss how to manipulate and create products with those tools and materials on their own. Students even propose their criteria to evaluate the products and control the product presentation process.

The autonomy of students in the LTP is understood as the harmony between the ideas and roles of students and teachers. To encourage students to have ideas and actively participate in the LTP lesson or activity, teachers need to find out students' interests, consult with them about decisions related to classroom activities and trust that they can initiate activities, then invite learners to join in and make decisions together.

Which scenario is a good example of child's autonomy? Put a cross ✗ against the one where you think the child has autonomy.

	A student is doing a puzzle in the classroom. The teacher hands over the puzzle pieces, one by one, and indicates where to place each piece.
	A student is doing a puzzle in the classroom and the teacher offers support as and when deemed necessary, leaving them alone to work on the puzzle themselves. The teacher occasionally makes suggestions, such as rotating a piece if it does not fit at first or trying to look for similar pieces to make it easier to assemble.

Children perform best when there is a balance between diverse types of play that are flexibly and suitably used for educational content and goals.

The teacher is responsible and in control of what happens in the classroom. Direct instruction might be the best to teach and explain certain parts of the lesson. However, through relevant activities, the teacher can give initiative and ownership to students in their learning. Within an appropriate scope, children get to make choices and decisions about the learning content or the learning process as they wish. Sometimes, it can be beneficial to allow students to explore certain content on their own within a specific activity, or to give them choices on how they want to learn certain topics. This does not mean that the teacher leaves the children alone throughout their learning process, but instead guides them with intentional questions or suggestions. Teachers should therefore consider about when and how to support students' autonomy in different learning activities.

When you think about the spectrum of play, where do you position yourself? Do you mainly use direct instruction in your classroom, or do you also use games and guided play activities? Can you remember good examples of games and guided play that worked well in your classes?

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1.5 🗨 LTP within the GEP at the primary level

1.5.1. LTP can help to reach the goals and requirements of the GEP at the primary level

The GEP at the primary level focuses on innovating educational methods towards fostering students' initiative and activeness in learning, particularly the strong shift in the GEP 2018 from a content-based curriculum to a competency-based curriculum to equip the learners with the necessary competencies and qualifications. In the overall GEP, the curriculum goals are explicitly defined as follows:

- Students master common knowledge, know how to effectively apply learned knowledge and skills to daily life and practice lifelong learning.

- Students have orientations in choosing a suitable career.

- Students know how to create and develop social relationships.

- Students have personality, dignity, and diverse spiritual activities, thereby having a meaningful life.

- Students can positively contribute to the development of the country and for humanity.

For the primary education level specifically, the GEP requires:

- Students can formulate and develop basic elements that lay the foundation for the harmonious development of their physical and mental health, qualifications, and competencies.

- Students get educated on the value of themselves, their family, community, good habits, and positive manners for learning and living.

Based on the above-mentioned goals, the overall GEP 2018 identifies key qualifications and core competencies that need to be formed, cultivated, and developed for students, according to the following infographic:
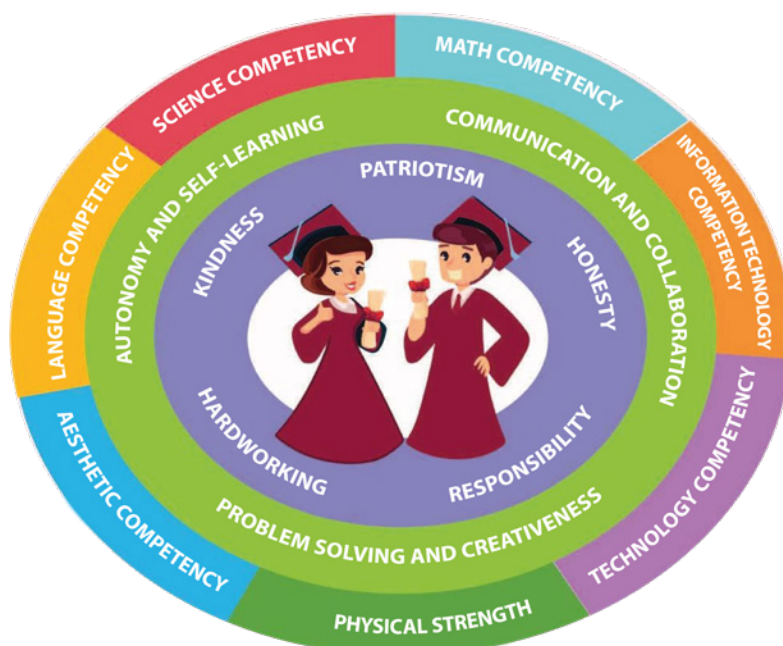
These requirements for qualifications and competencies are manifested clearly during the application of LTP.

- With LTP, students have opportunities to formulate knowledge and skills, allowing them to practice and apply subject- and educational activity-specific knowledge and skills effectively to address problems that arise in learning and in the practice of daily life which ultimately forms core competencies.

- Through play activities, students are given opportunities to show their love for nature and perform practical deeds which help to protect the environment and nature. They love and have responsibility with beloved family members; love and respect friends, and teachers; are aware of the need to complete learning assignments; as well as developing personalities and social networks whilst in the classroom and at school. All these elements contribute to the development of core qualifications.

In short, the application of LTP certainly contributes to the realisation of the educational goals of the GEP 2018 at the primary level.

1.5.2. LTP contributes to innovating teaching methods and organisational forms of teaching and learning

Renovating the goals of the GEP 2018 at the primary level sets forth the requirements for renovations in teaching content, methods, and organisational forms. The guiding documents of MOET have strictly captured those requirements. In particular, this requires implementing renovations in methods and organisational forms of teaching towards developing students' qualifications and competencies; appropriately applying the positive elements of advanced educational models and modalities to improve the quality and effectiveness of education, especially in renovating the organisation of educational activities in the classroom. This is along with promoting STEM and STEAM education in primary education; encouraging teachers to apply flexibly and creatively active teaching methods and techniques such as project-based teaching and mind mapping to teaching practices to improve the overall quality and effectiveness of education; actively organising professional briefing activities; placing focus on renovating the content and form of professional briefing activities through class observations and lesson inquiries. The table below shows the contributions of LTP to implementing these innovative orientations.

Orientations for education methods (from the overall GEP)	LTP's contributions
The teachers take on the role of organising and guiding activities for students, creating a friendly learning environment and problem scenarios. Through these activities, students are encouraged to actively	One of the key characteristics of LTP is active engagement from students. When applying LTP, teachers have the chance to use active teaching methods and techniques as a guide to support and help students in the

participate in learning activities, discover their abilities, train self-study and active habits and skills, accumulate knowledge and skills for development, and fulfil their potential and aspirations.	learning process. A joyful LTP environment therefore encourages students to produce their own initiatives, simultaneously exploring their own interests, interests, talents, and passions
Students' learning activities include problem exploration, training, practice, and hands-on activities such as applying what they have learned to detect and address real-life problems. These activities are organised with the supplement of teaching equipment and aids, especially informatics tools and digital automation systems.	When applying LTP, teacher can make use of problem-based and inquiry-based learning activities to put theory into practice and allow your students to experiment and try out different content in real-life situations.
The above-mentioned learning activities are organised on and off-campus within the following major forms: theoretical learning; performing exercises, experiments, games, role-playing, research projects; participating in seminars, sightseeing, camping, reading; collective activities, and community service activities.	LTP involves exercises, experiences (iterative), games, role-playing, and research. Therefore, when applying the LTP, teachers should be flexible in choosing the teaching environment, as well as exploring and using the learning environment both in and out school space.
Depending on the objectives and nature of the activity, students have the opportunity to work independently, in groups, or as a whole class. But it should be ensured that each student is given the opportunity to carry out the study task and practical experience on their own.	Another key characteristic of LTP is social interaction. Students working in pairs or small groups, or even as a whole class as effective ways to create social interaction. LTP also helps to promote student autonomy and choice, ensuring that each student can discover and express their individuality, personality, and responsibility as well.

Following the movement of fundamental and comprehensive innovation in education and training, focusing on developing the qualifications and competencies of learners, the organisation of teaching activities needs to be centred around the learner. As a means of helping students to acquire new knowledge and skills, teachers must identify which activities students should experience to achieve their goal. LTP creates opportunities for students to experience several types of play and to learn by and learn through experience on their own. This is perfectly in line with the trend of the learner-centred teaching approach. Therefore, LTP meets the requirements of renovating teaching methods and organisational forms of learning activities in accordance with the orientation of developing the qualifications and competencies of learners.

1.5.3. LTP meets the requirements of student assessment innovation

The new direction of student assessment in the GEP at the primary level is transforming from knowledge and skill-based assessment to competency-based assessment. It means the focus of the assessment is no longer on remembering and understanding knowledge, but instead focusing on the ability to apply this knowledge to addressing learning and real-life issues. New features in the primary student assessment serve as a formative assessment with written comments, integration of assessment into the teaching process, and multi-dimensional assessment. Therefore, in applying LTP, the teacher should explicitly identify the objectives and requirements in terms of qualifications and competencies that children need to achieve in each lesson and clearly identify criteria which must be met in each specific play activity. On that basis, teachers should connect play activities with learning goals, paying close attention to ensure all students meet the set requirements and criteria that have been pointed out. Once students have finished their play activities, they then have the opportunity to conduct a self-assessment and peer assessment on their tasks based on identified criteria and requirements. Finally, teachers offer feedback and reflect on what the student achieved and points that need to improve after each activity. Teachers have the chance to use several assessment methods such as observational assessment, oral assessment, and assessment through learning records, products, and activities of students. The periodic assessment when applying LTP also fully complies with the guidance on student assessment of MOET. This way of assessment also clearly reflects the formative assessment with comments and aligns with the student assessment approach in the new GEP, building on the specific requirements to be met in qualifications and competencies for student assessment while the children receive constructive feedback, encouragement, and motivation for their improvement.

OBJECTIVES AND REQUIREMENTS

- Master knowledge and skills

- Apply and solve problems in real life

- Holistically develop on physical and mental, education on self-values, family values and community values

- Develop key qualifications and subject/education activity-based qualifications

- Develop core competencies and subject/education activity-based competencies

LTP WITHIN THE 2018 GEP

TEACHING METHODS

- Apply active teaching methods and techniques

- Students proactively, actively study, experience and explore

- Flexible, frendly and joyful environment

ASSESSMENT

- Evaluate student's products, learning and practice progress

- Frequent comment-based assessment

- Use multidimensional assessment and various types of assessment

CHAPTER 2:
APPLYING LEARNING THROUGH PLAY AT PRIMARY SCHOOL

2.1.1. Connecting playful activities to learning goals

a. Why is it important?

When applying LTP, the play activities must be connected to the goals of the lesson or topic to ensure that they are learning activities. Otherwise, it would only be play, not learning. When the teacher uses playful activities in a targeted, goal-oriented way, students will have opportunities to practice and experience skills and competencies that are otherwise difficult to achieve through direct instruction only.

b. Enabling factors

- Teachers need to review the curriculum objectives, note the requirements that must be achieved for the subject and the lesson, and determine which characteristic of LTP will be performed in which step of the lesson process.

- Teachers must have a clear understanding of the methods and techniques when applying LTP.

- Teachers need to flexibly identify LTP methods, techniques, and ideas that are appropriate for their target students and classroom context in order to achieve the learning goals.

2.1.2. Stimulating student autonomy

a. Why is it important?

To allow students to experience joyful, meaningful, actively engaging, iterative, and socially interactive learning opportunities, teachers should stimulate student autonomy. When students are autonomous, they feel that they are in control of their learning experience and are more responsible for their own learning, with support provided by the teacher. This will encourage students to find new ways to explore topics and the world around them in order to produce new, creative solutions to solve real-life problems.

b. Enabling factors

- The teacher should design activities which create chances for students to propose their ideas through their own personal point of view, choose learning methods that match their competencies and hobbies, and to share and be proud of the things that they have learned.

- Signs of student autonomy include:
  - Students proposing and sharing their ideas.
  - Students are listened to, with chances for students to argue and discuss.
  - Students conduct learning activities in their own way with the teacher's support.
  - Students get to express their creativity.

- The teacher should trust that their students are capable and competent to conduct learning activities. Therefore, rather than instructing things and telling them what to do, allow them to discover lessons and topics for themselves.

2.1.3. Effective classroom management

a. Why is it important?

When applying LTP, teachers will notice that lessons become livelier. Students might move around, talk, and interact with each other more. That does not mean that it has to be total chaos with running around and yelling. With effective classroom management, teachers can create a respectful and joyful classroom culture where moments of quiet and focused time can alternate with moments of busy and active time, to cater to all student needs.

Teachers can involve students in some classroom management activities. Doing so, in addition to sharing the work with the teacher, will help to increase the autonomy and level of co-operation of students with teachers and students with other students. Based on that, the classroom can be managed more easily and effectively.

b. Enabling factors

- Create a safe, friendly, and caring atmosphere in the classroom.
- Apply positive discipline in the classroom.
- Provide detailed and clear guidance to the students.
- Ensure extensive observations for the whole class.

Teachers should pay close attention to students with special needs in the classroom such as hyperactive students or students with learning difficulties to provide more support or appropriate methods in order to make sure all students can join in activities in the classroom.

2.1.4. Creating an active and open studying environment

a. Why is it important?

An active and open studying environment is the classroom space with purposefully arranged learning materials and equipment. This arrangement will become a factor in stimulating student curiosity, encouraging students to participate in learning, and suggesting to students how to play and learn appropriately.

Students can join the teacher in arranging the classroom space, in addition to the purpose of sharing work with the teacher. This also helps the classroom to be arranged in a student-friendly manner.

b. Enabling factors

- Provide enriching and diverse classroom equipment, tools, and materials which match with LTP goals.
- Decorate the classroom with students' pictures, boards, slogans, and art products to make the classroom look livelier and more attractive.
- Arrange classroom to match with the purpose of activities taking place within the classroom.

Thinking about next week's class, which of the above 4 principles will you apply?

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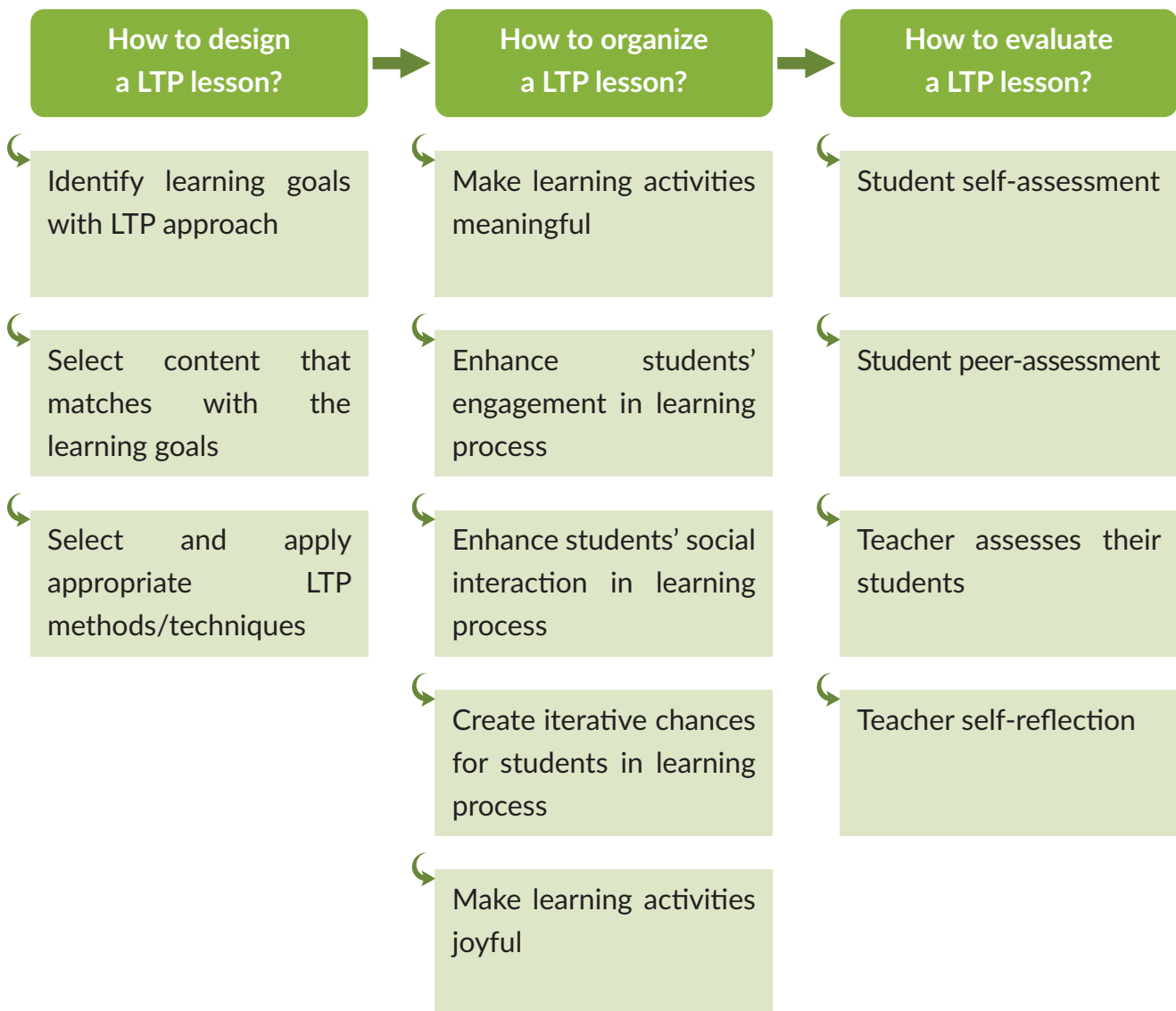# HOW TO EFFECTIVELY APPLY LEARNING THOURGH PLAY?

Remember to always apply the 5 characteristics and 4 principles of LTP when you prepare your lesson plan:

- Joyful, meaningful, actively engaging, iterative, and socially interactive.
- Connect LTP activities with learning goals, stimulate student's autonomy, effective class managenment, and arrange an open and active classroom setting.
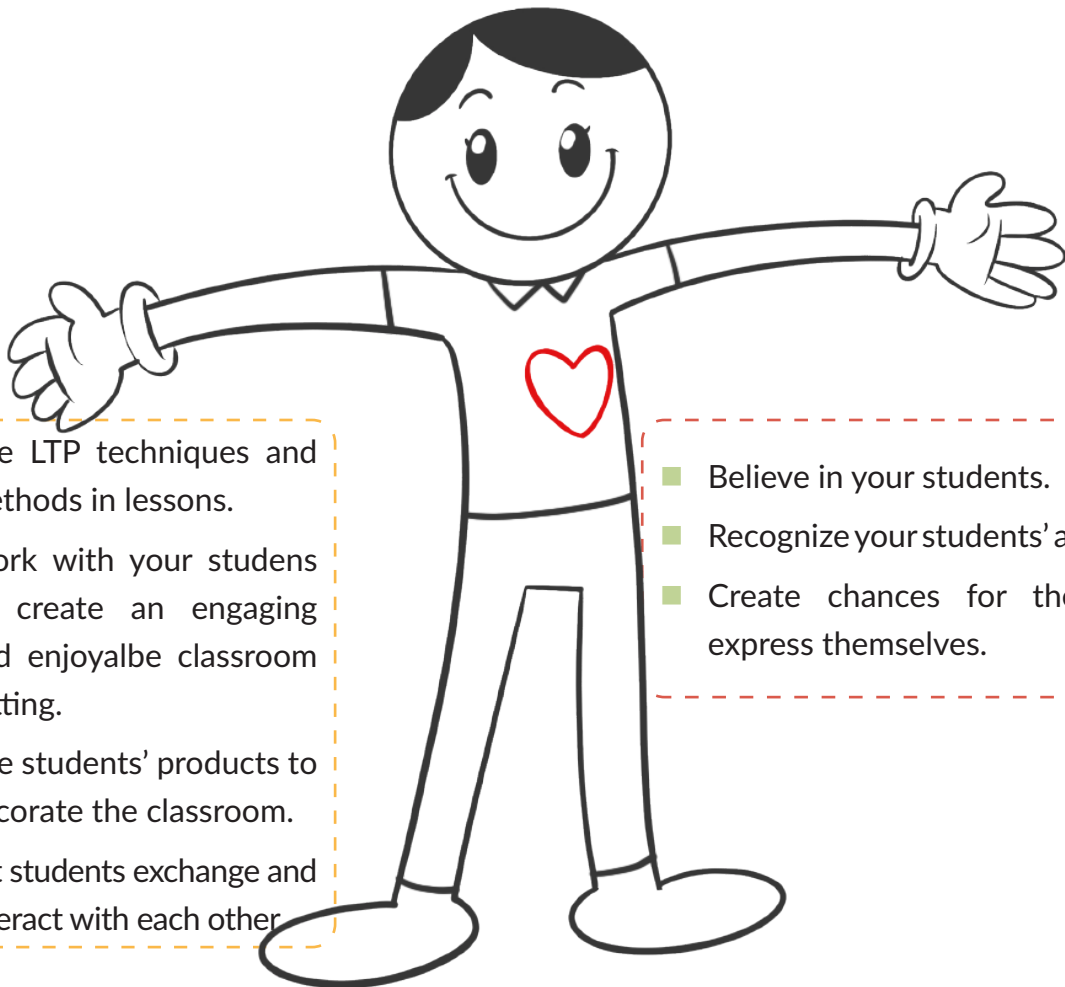
- Use LTP techniques and methods in lessons.
- Work with your studens to create an engaging and enjoyalbe classroom setting.
- Use students' products to decorate the classroom.
- Let students exchange and interact with each other

- Believe in your students.
- Recognize your students' abilities
- Create chances for them to express themselves.

How to design a LTP lesson? →	How to organize a LTP lesson? →	How to evaluate a LTP lesson?
Identify learning goals with LTP approach	Make learning activities meaningful	Student self-assessment
Select content that matches with the learning goals	Enhance students' engagement in learning process	Student peer-assessment
Select and apply appropriate LTP methods/techniques	Enhance students' social interaction in learning process	Teacher assesses their students
	Create iterative chances for students in learning process	Teacher self-reflection
	Make learning activities joyful	

"Teaching is an art." Applying LTP successfully requires teachers to exercise the flexibility and show their own creative capacity when organising teaching activities suitable to each student. The application process must be approached and reflected in the basic steps of the teaching process from pre-class preparation to the organisation of learning activities in the classroom and the reflection stage after the learning activity ends. The following are principles and some basic suggestions for teachers to apply LTP effectively in those stages.

2.2.1. How to design lesson plans with LTP

a. **Defining LTP-oriented teaching goals**

LTP does not mean only playing games, having fun, and hoping that children will accidentally learn something along the way. Even when the teacher tends to organise free play, that activity still has a certain learning goal. The following are suggestions for teachers to apply LTP effectively in the classroom.

An effective way to do this is to "start with a predetermined goal"

Teachers need to define learning goals for each specific lesson and make choices based on the study of the curriculum. From the subject-specific curriculum, the teacher explores the requirements of the lesson and topic, then selects the content circuit to organise LTP activities, determines the objectives of the lesson and topic before estimating the number of sessions corresponding to that lesson and topic.

If this has been designed in the textbook, the teacher needs to study the curriculum to explore the requirements to which the lesson is aimed, thereby determining the goal of the lesson. Lesson goals must be student-centred and written with action verbs, thereby emphasising the work that students achieve through the lesson and topic.

Example: When teaching about plants in the flow of the main topic, "Plants living habitat" (Nature and Society Grade 2), teachers can define as below:

Requirements to be met	
Identify lesson goals.	Teachers can define lesson goals as follows: After the lesson, students are expected to: ■ Make questions and answers about the living habitat of plants through observation, videos, and photos. Name and arrange the living habitat of common plants and generalise the living habitat. ■ Classify plants according to living habitat. ■ Communication and collaboration competencies to allow students to divide tasks and collaborate with each other to do the group task of plant classification before presenting in front of the class. ■ Qualifications: be responsible for the living habitat of surrounding plants.

LTP activity goals	
Select goals for LTP activities to contribute to the lesson goals.	Teacher may choose a goal to organise LTP activities: ■ Goal 1: Name and arrange the living habitat. ■ Goal 2: Classify the plants by their habitat.

This step will help teacher identify, select, and design LTP activities for students to reach the specific learning goals for a particular lesson and topic.

b. Selecting learning content relevant to the predetermined goals

■ Based on the predefined goals, teachers should outline the lesson process. In which part of the lesson and topic are you going to organise LTP? In which learning activity can LTP be integrated in the process when students are in the classroom?

■ Depending on the characteristics of the lesson or topic in different subjects and educational activities, the process of organising activities will be different. When teaching in the direction of competency development, it can be organised in several processes as follows:

› Warm-up/ Connect → Explore → Practice → Apply.

› Identify → Explore → Learn → Expand → Practice → Apply → Evaluate → Develop.

› Connect → Explore → Explain → Build/Set Up → Evaluate.

Although LTP can be used to organise any step of the teaching process, it is more effective when teachers consider choosing appropriate content. These are contents that both target the selected goal, whilst actively and proactively helping students to best meet and promote the 5 characteristics of LTP.

> **VÍ DỤ**
>
> Corresponding to the defined requirements of lesson on Plants living habitat in 2.2.1: teachers select the content as below:

Goal 1: Name and arrange the habitat for each group of plants and generalise the living habitat.

1. LTP activity goal: help students reveal their initial understanding of the habitats of plants, thereby generalising and forming cognitive abilities → therefore, teacher may choose a LTP activity at the **Explore** step.

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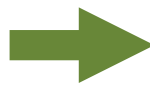
2. LTP content: Classify plants into corresponding groups that live in similar habitats and name each type of habitat.

Goal 2: Classify the plants by their habitat and reinforce knowledge about the living habitat of plants.

1. LTP activity goal: Students apply the knowledge they have learned to classify plants by living habitat → therefore, teacher can choose an LTP activity at the **Practice** or **Application** step.

2. LTP content:

*In the given time, take turns to match the plants to their habitats: terrestrial, aquatic, and other environments.

*Multiple choice game: match picture of plant with picture of their habitat.

c. Selecting and applying techniques, methods to apply LTP.

To select teaching methods and techniques, it is necessary to ensure that teachers know those which already exist; the content, characteristics, strengths, and limitations of each teaching method and technique; the purpose and scope of use of each teaching method and technique; and the requirements of applying methods and techniques in teaching practice.

Selecting teaching methods and techniques needs to be based on elements such as requirements to be met of the lesson and topic, the lesson's content, as well as the abilities and characteristics of students, the facilities of the school, the time needed for teaching activities, and the practical conditions of students' life which they can relate to the lesson or topic.

For LTP, in addition to these conditions, teachers should pay special attention to the 5 characteristics of LTP while selecting the methods and techniques for LTP activities, which have been presented in Chapter I of the Guide; also, methods and techniques that can be selected and applied to organise LTP will be demonstrated in 2.2.2 that follows.

When using the teaching methods and techniques in LTP, teachers should:

- Use teaching methods and technologies to connect lessons with the real life of students.

- Develop learning tasks that are consistent with students' abilities and interests.

- The teaching methods and techniques must ensure and stimulate children's co-operation and emulation.

- Use tools and learning aids associated with objects and images that are close to students.

- Make the relevant balance between teacher participation in the student's learning and exploration process.

- Design lesson content through a series of open tasks, questions, and problem scenarios.

- Increase student engagement by building team relationships in learning.

2.2.2. Organising the LTP in the classroom

a. How to make your teaching meaningful?

The aspect of meaningfulness refers to the children having chances to connect the lesson to their daily life practices. To make learning activities meaningful to the student, while designing and organising LTP activities, teachers can:

Create opportunities for students to draw, write, and speak to reveal their knowledge, skills, and experiences to connect with updated content of the lesson and topic.

When learning about diverse types of roads, teachers can ask students to draw a means of transport that they like the most, then organise exhibitions, observe the paintings, and classify the pictures according to groups of vehicles. Students then discuss traffic and give an overview of the types of roads and their corresponding means of transport.

According to this orientation, teachers can use several methods and techniques with many advantages to make students' learning activities meaningful, such as: asking open-ended questions, giving problem situations for students to solve, practising through familiar objects and images, making teaching content practical, using KWLH techniques, and evoking the senses.

Ask open-ended questions, problem scenarios

Design your lesson and topic to include relevant and engaging tasks, inquiry questions, problems, or projects, all of which are self-sustaining and provocative, thereby compelling learners to find out more.

When delivering the lesson on Plant care (Grade 1)

Situation: Nam's family went back to the countryside for 2 weeks, Nam worries about his favourite plant because it may die.

Teacher's question: What makes Nam worried that his plant could die? How to prevent Nam's plant from dying while he is not at home for a long time?

Students' solution: Plants may die because of lack of water → Nam can ask a neighbour for help, give lots of water before leaving, etc.

Teacher's suggestion: "What could happen with each of those solutions?"; "How to address that?" (guide the conversation) or "What else can you do?" or "How can you change or do it differently?"

Give challenges to students: Divide students into groups to discuss and come up with ideas and design ideas for solutions so that plants can survive a long time without water.

Practice through familiar objects and images.

Build specific practical operations associated with close objects and images. The content and learning objects in the lesson or topic should be "realised" whilst being associated with objects and images close to students to help them to easily understand and deeply understand the lesson.

When teaching to form the symbol of number "5" in Math for grade 1, instead of the teacher guiding the students about the number 5 and for the students to say: "1, 2, 3, 4, 5", the teacher can give 5 sweets or 5 pens and then ask students to count how many objects there are. From participating in learning through implementing tasks, quizzes, and guesswork, students will better understand the meaning of the number 5.

Make teaching content practical.

Present questions and exercises that integrate content taught with events, phenomena, and situations that occur in real life, thereby developing the qualifications and enhancing life skills for students.

When teaching students to view the calendar to identify days in a week, dates, and months on the calendar (Grade 2 Mathematics), teacher can arrange practical activities for students associated with the practice as follows:

- Give each student a calendar of the year.
- Recall the birthdays of their family members.
- See the calendar and colour it on those days.
- Point to the date on calendar and share with classmates about the birthdays of their family members.

When teaching students how to read and write numbers within 100, the teacher can arrange for students to listen to a piece of information about the weather forecast, which contains numbers such as temperature or number of people suffering from illness caused by the weather. Then, students listen to the news and write down a study report of the numbers they hear.
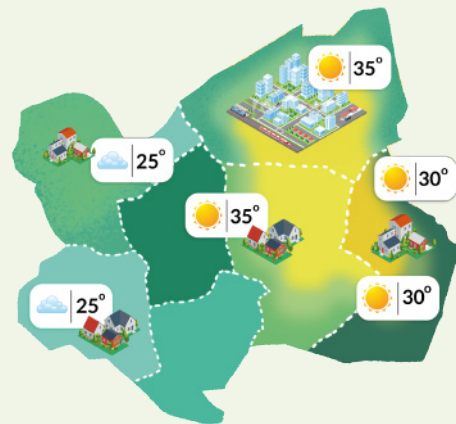
Lightning technique:

At the beginning of the lesson or topic, the teacher gives an open-ended question (which may have many different answers) for students to raise their own views, opinions, and subjective experiences related to the content of the new lesson. Students will then take turns, giving their answers quickly and succinctly. The teacher can quickly record students' opinions on the board. After hearing all of the student's answers, the teacher and students can then discuss and select some outstanding answers and issues in order to connect with what they are about to learn.

When teaching the Ethics lesson "Caring for and taking care of relatives" (Grade 1), the teacher might ask the question: How do people in your family usually take care of each other? In one minute, students take turns to answer quickly and briefly to express the deeds, actions, and feelings that they have experienced or seen. Based on the students' answers, the teacher emphasises some specific expressions relating to taking care for their loved ones and to guide students to understand what to do to show attention to and care for their family members.

KWLH technique:

- Teachers use the table below (which can be used in groups or for individuals):

K (What I Know)	W (What we Want to learn)	L (What we Learned)	H (How can we learn more)

- Students brainstorm quickly and put out words, phrases, and ideas related to the topic in column K. In this column, in addition to asking the question "Tell what you already know about….", the teacher can encourage the students to explain the idea.

- Then, the teacher arranges for students to share what they want to know more about in relation to the topic and write them in column W.

- During or after discussing and learning about the given ideas, students write what they have learned in column L and compare it with what they have written in column W, tick the returned answers to questions in column W (not all questions in column W have been answered completely by the reading).

- Discuss the information written in column L.

- At the end of the activity, encourage students to self-study, do more research on the questions stated in column W but have not found answers to (if any), and propose ways to learn, research, and write in column H.

Topic: Protect the living habitat of plants and animals (Grade 2)

K (What we Know)	W (What we Want to learn)	L (What we Learned)	H (How can we learn more)
■ There are many species of plants and animals. ■ Plants and animals live all over the earth. ■ Plants and animals can live on land, water, some species both live on land and live underwater.	■ What causes changes in the habitat of plants and animals? ■ How will the changing living environment affect plants and animals? ■ What benefits will the protection of plant and animal habitats bring to human life? Is there anything you can do to protect the habitat of plants and animals?	■ Each plant and animal species are suitable for a certain living environment. ■ Humans are changing the living environment of plants and animals, including littering, deforestation, building factories, discharging emissions, and using pesticides. ■ You need to dispose of garbage at the right place, limit garbage, plastic bags, and use recycled items. ■ Remind parents, relatives, and people around to protect the habitats of plants and animals.	■ Search on the Internet. ■ Investigate and observe the habitats of plants and animals around. ■ Read books, newspapers, and stories.

Think of the lesson or topic you want to design in your lesson plan. Where can the KWLH technique be applied? How will students fill in the columns?

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Evoke senses

Pictures and images depicting activities and landscapes of the surrounding world can inspire students. Using images in combination with provocative questions helps students to mobilise their rich senses and imaginations associated with daily life practices and experiences to produce creative and emotionally-rich writings.

In lessons on literature writing practice, teacher uses landscape pictures and provocative questions by maximising the participation of the senses through imagination across the 5 sessions as follows:

SEEING

Session 1: The teacher gives each student an old calendar sheet with landscape pictures on it and asks students to write everything they see in the picture. The teacher walks around the class and helps students to develop literary sentences. Sentences like "I see a cloud" can become "I see a large, white, fluffy cloud." The teacher and students discuss diverse ways to develop literary sentences by similes, metaphors, and personification; after thinking for a while, the student's initial sentences change to "I see a big, white, fluffy cloud that looks like cotton candy, and I want to eat it." At the end of the session, the teacher collects the pictures and the papers written by students.

HEARING

Session 2: The teacher distributes the previous landscape pictures to students accompanied by a blank sheet of paper each and asks students to write down what they hear from the picture above. At this moment, the students can be confused and ask the teacher how they can hear a picture?

The teacher explains, "Imagine the picture is a real scene and you are standing in that scene," then, the teacher points to the spot on the picture to locate where the children are standing and says, "Now, close your eyes and imagine you are in there."

The teacher continues to guide by saying, "What did you feel? Tell me what you heard!"

Students may grimace while closing their eyes and concentrating on thinking. Then they take turns talking, making comments like "I heard a bird singing" and "I heard a waterfall falling."

All students excitedly talk about what they heard from the picture. While students write sentences, the teacher moves around the class to help them to develop these sentences. This time, the students are more agile. The sentence, "I heard a bird sing", quickly becomes "I heard a mother bird scolding the chicks for making a mess in the nest." At the end of the session, the teacher collects the students' writings and pictures.

TOUCHING

Session 3: The teacher asks the provocative question, "What can you touch?", with the students again writing their answers on a new piece of paper. After students chose a location in their picture, the teacher asks them to close their eyes and imagine the weather inside that picture, "Do you feel a gentle breeze blowing? Do you feel hot or cold?" This time, the students say that they are running across the picture on warm grass, splashing in the chilly water of the stream, climbing on scratched bark, and touching the soft petals of the flowers. This time, the teacher does not have to help students develop sentences anymore as their creativity should be strong on its own.

TASTING AND SMELLING

Session 4: The teacher gives students a new piece of paper each. The class explore the last 2 senses together. First, the teacher explains to the students about the relationship between smell and taste, then the teacher begins with the question, "What can you smell in your pictures?" One student talks about the scent of roses in the garden and freshly cut grass in the yard. Another student says that the house in the picture reminds him of his grandmother and that he could smell and even taste her fried chicken. Another student said that she felt like she was having a picnic with delicious lemonade.

A COMBINATION OF SENSES

Session 5: The teacher hands back all 4 sheets of paper to the students along with the fifth sheet of paper with the lines sorted and indented into 6 paragraphs. In the first paragraph, the teacher lets the students introduce themselves and shares the name of the picture and the author. Then, students use the notes from the 4 sheets of paper with passages that they had practiced writing from previous sessions. Students finish the essay with a paragraph about what they liked best about the picture.

Think of the lesson or topic you want to design in your lesson plan. Which lesson or topic can best be applied to evoke students' senses?

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Notes for a meaningful LTP activity

- Teacher needs to understand students: Who are they? What is going on in their lives? What are their interests?

- Learning goals and content should neither be merely "play" nor associated with specific learning objectives and contents in the lessons/topics of the subject.

- The content of LTP activities should not be far from practical knowledge, because sometimes the activities are organised based on the mechanism of learning by heart, which involves memorising knowledge without understanding by repeating many times without practical meaning, so the understanding of the learner is not deep.

- The tasks in the LTP activity need to be in the "Children's Asymptotic Development Zone" to ensure that students will try to perform and complete the task which requires brainstorming. The task should be moderate and neither too difficult or too easy. When asking questions and learning tasks that students can answer very quickly, complete quickly, or students take too long to think and complete, teachers should review how easy or difficult the questions are and then adjust it accordingly.

b. How to make your teaching actively engaging?

- LTP needs to be understood as a broader spectrum, as it is not just about using games in lessons. When exposed to LTP, students can participate in a variety of fun learning experiences and activities with a high degree of autonomy.

- In LTP, the teacher needs to engage students voluntarily, stimulate, and encourage students to actively express their thoughts and actions, thereby creating opportunities for students to be confident and responsible when participating in activities instead of forcing, directing, and explaining things to students.

- Let students choose themselves – whether it is big or small choices – about the content or in the process of individual or group task.

- Active engagement occurs when learners can rely on and support other learners in collaborative learning.

- Some suitable teaching techniques and methods the teacher can use to make the students actively engage in learning activities include the following:

🚀 Expert group technique

- Classes are divided into groups; each group takes on the role as a group of experts to study and discuss a part or topic in the lesson.

- After discussion time among the group, the expert groups will sit in an area above the class. Teacher then asks the expert group to present the topic they discussed, with the remaining groups able to ask questions about the presentation. The expert group is then invited to answer and explain.

When giving students a review of the area of the shapes in Grade 5, the teacher can divide the class into 5 groups of experts: 1 group about the perimeter and the area of the square; 1 group on the perimeter and area of the rectangle; 1 group of perimeter and area of the trapezoid; 1 group of perimeter and area of the triangle; and 1 group on circumference and area of a circle.

Allow about 5 to 7 minutes for expert groups to study and discuss within each group the rules and calculation formulas of the perimeter, circumference, and area of shapes already learned. The teacher then invites each group of experts to present in front of the class and answer questions from other groups related to the content studied by the group.

Provoking curiosity technique

- This is a fantastic way to engage your students and spark their curiosity. Teacher gives opportunities for students to encourage them to experience the world for themselves through open-ended activities without being overtly guided by a teacher. The idea behind provocations is to encourage children to think independently by encouraging their interests and the exploration of those interests.

- There are many ways to provoke children's curiosity such as:

  - Using an interesting photo, picture, or book with distinctive features.

  - Using objects or specimens from nature.

  - Displaying old materials in a new way.

  - Using objects that match with children's interest such as paintbrushes or dinosaur's figures.

  - Posing questions that trigger problems.

  - Talking about a well-known or ongoing event.

When teaching the lesson on "My house" (Nature and Society - Grade 1), the teacher could place a picture or model of the house next to some recyclable items such as cardboard, plastic, plastic bottles, or natural materials such as straws, branches, leaves, or stones. When teaching about environment protection (Nature and Society - Grade 2) for plants and animals, teacher may use contrasting pictures of the same area but differences in the surrounding trees and objects.

See – Think – Wonder

- The "See, Think, Wonder" thinking routine consists of 3 simple questions:
  - What do you see?
  - What do you think about that?
  - What does it make you wonder?

- Teacher asks students to make observations about an object, such as an artwork, image, or artefact, then follow up with what they think might be going on or with what they think these observations might be.

- Next, teacher encourages the students to present their thoughts and back up their interpretations with reasoning. Teacher asks students to think about what this makes them wonder about the object or topic. The routine works best when a student responds by using the 3 stems together at the same time:
  - I see...
  - I think...
  - I wonder...

- These answers can be written, drawn on paper, and then shared in class. After students express their concerns, the teacher can arrange for students to find answers by asking the next questions for other students to ensure their thinking process will be continuously stimulated and only ended by the teacher when the goal of the activity is reached. Student responses to the routine should be written down and recorded so all the observations, interpretations, and wonderings are described for the whole class. Teacher will then use these recordings throughout the process of studying together with students.

🚀 Creative expressions

- This is a technique used to provoke a child's creative capacity in personal or group task.

- Each group of students will choose their own creative way to present information about a given lesson, such as telling a story, acting out a play, singing, playing a game, or making a poster. Then, each group will choose the appropriate form of expression, with the teacher sometimes specifying a certain form. Team members prepare their own presentations.

> When learning about the seasons of the year (Grade 2), the class is divided into groups, each group of students will choose a season and display the characteristics of that season in their own way: they can tell a story about spring; make a play about winter; draw pictures about autumn; or sing a song about summer.

🚀 Gallery Walk
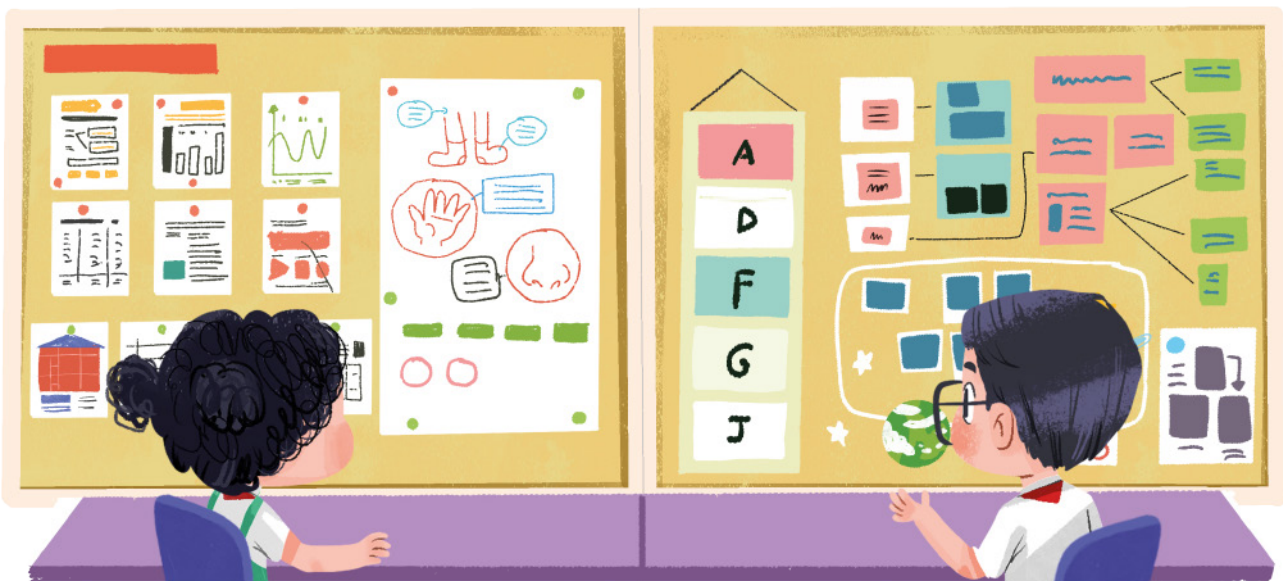
- Gallery Walk is a discussion technique allows students to be actively engaged as they walk throughout the classroom. Students work together in small groups to share ideas and respond to meaningful questions, documents, images, and problem-solving situations.

- **How to do the gallery walk:**

  - **Write:** Divide a lesson or topic into multiple contents with different questions and exercises accompanied by suggestions with pictures, documents, and quotes. If it is the same content, then the teacher designs it into many tasks with different forms for students to learn about that content. Depending on the topic, the teacher can divide the class into 4 to 6 groups of activities in 4 to 6 areas, with each area having its own tasks and questions. Write these questions, exercises, and suggestions on A0 paper or on a whiteboard and hang them in the corners of the classroom.

  - **Divide into groups:** Divide students into groups of 4 to 6 students, depending on the size of the class. Assign each group to a prepared area. Hand out different coloured pens for groups to start working on, discussing, and answering questions and tasks in an assigned area.

  - **Starting:** Teacher asks the groups to rotate to the next group, either to the left or right, or alternatively in front or behind, making sure that each group changes their position. Each group then appoints one person to stay in their area to present and record the comments and additions of other groups. When going to a new area, each group will then read the previous group's answers, add suggestions and information by writing their answers, comments, and thoughts on a piece of paper or a whiteboard in the area. The teacher can then assign a representative student to gather group ideas or to let each member of the group write their own.

  - **Rotate:** After 3 to 5 minutes, the teacher issues a signal asking the groups to move on to the next area. Students read and discuss the answers of the previous groups, adding their own content and comments. This process is repeated until all groups go to and read all areas. For all group members to participate in the activity, the teacher should ask the groups to change their scribes.

  - **Monitor:** Teacher monitors the progress of students performing tasks in the areas. Teacher can clarify or give further suggestions if students do not understand or misunderstand the requests in each area.

  - **Reflect:** Teacher asks the students to return to the first starting area of the group, read all that was added to the original group response. Then, gathers the whole class to discuss what has been learned and make final comments and conclusions about what the students have observed and discussed.

> When learning about writing short paragraphs (3 to 5 sentences) describing people and scenery in spring (Grade 3).

- **Write:** Teacher may select 4 photos on the season of Spring on A0 paper and hang them in 4 corners of the classroom.

- **Divide into groups:** Divide the student into 4 groups, each group has their own distinct colour marker. Each group observes the photo in their classroom corner, discusses it, and writes a short paragraph about the activity, people, and scenery in the photo.

- **Begin:** Teacher asks the group to assign 1 person to write the group's paragraph on the paper.

- **Rotate:** After 5 to 7 minutes, the groups stop writing and rotate to next corner, read the paragraph of the previous group, provide their response and comments, highlight some good sentences, or share some phrases or words needed to improve the comments, as well as giving their suggestions for improvement. Repeat until groups have visited all 4 corners.

- **Monitor:** Teacher observes the learning process of groups in each corner. Teacher can give clarity or hints to help the student understand the task or those who do not know how to start writing.

- **Reflect:** The groups come back to their first corner and read all responses, comments, and suggestions from other groups before taking time to finalise based on this feedback. After that, all 4 groups can take turns to present their final writings of their respective groups to the whole class.

Notes:

- Do not give explicit and detailed instructions on how to organise and participate for students.

- Do not interfere and impose teachers' thoughts on students' learning activities.

> Of the 5 above-mentioned techniques to stimulate students' active engagement, which one are you most excited about to try out? Which lesson that you have coming up would be a good lesson to try it in? How will you organise the technique? What other teaching techniques would you use?
>
> _____
>
> _____
>
> _____

c. How to make your teaching socially interactive?

The process of positive social interaction taking place in LTP is shown by students actively exchanging personal ideas with their friends in groups and classes; listening, responding positively, uniting, and co-operating to work together to find ways to solve problems effectively. Here are some suggestions to help teachers build and sustain a positive socially interactive environment through LTP activities:

Developing respectful behaviours and manners

- Establishing and maintaining behaviours and manners based on respect between teachers and students, as well as among students in LTP. This relationship can be established through friendly gestures, encouraging students to speak out and use words of praise to create laughter in every lesson.

- When a student or group of students cannot find an answer to a question or gives an incorrect answer, instead of blaming or criticising the student, the teacher can encourage other students to answer the question, "Does any of you can help with this question?" training students to express their private opinions, comments, and arguments skilfully. For example, if they do not agree, they can use positive expressions such as, "I think differently because..." or "this answer needs to be reconsidered...." or "In my opinion..."

Changing a new and different learning space

This involves changing contexts, as well as new and different forms of learning such as outdoor learning, on a field trip, or in a group around an activity or experiment. These forms help to expand social networks and dissolve barriers between individuals and groups that are sometimes created in traditional classroom settings. These opportunities therefore foster students' interpersonal, communication, and social skills.

Arrange for students to work together in groups

- It is not enough to divide groups and ask students to sit in groups to co-operate. Teachers need to create rules and conditions for groups to work effectively and appropriately. For all students to participate actively and interact with quality, the teacher needs to provide specific instructions and desired outcomes, such as goals and requirements, for each activity so that students know and share responsibility together to fulfil the common requirement.

- Following these orientations, some teaching methods and techniques can be suggested for teachers to use in order to enhance student participation, such as thinking-pairing-sharing or debating.

Think - Pair - Share

- Teacher gives a question or exercise about the topic.
- Each student will actively think about this task for 2 to 5 minutes (Thinking).
- After that, students will discuss with others sitting next to them (Discussion in pair).
- A pair of students then presents to the class (Share).

> VÍ DỤ
>
> Let students predict what happens in a specific situation related to respiratory organ protection (Grade 2_ Social and Science); Students give the meaning of a reading text or story (in Vietnamese Language Subject); share different ways to solve a math problem (Math).

Argument

- The form of argument can be formal or informal, individual or group, graded or unmarked. This format allows students to give their own opinion and collect data and apply logic to substantiate that point.
- Teacher gives a specific question or topic.
- Students present their own views on that question or topic.
- Form a group of students having the same point of view.
- Group members develop arguments together to argue with groups with opposing views.

In exploring the characteristics of the village and the city (Grade 2), the teacher arranges for students to debate the question "Do you prefer to live in the countryside or in the city? Why?" The groups debate together to argue their points of view.

Jigsaw

Consisting of 2 rounds:

- **Round 1: Group of experts:** The class is divided into groups of 4 to 6 students, each group is assigned a task with different learning content. The individuals in the group discuss to understand and present the learning content of the group.

- **Round 2: Jigsaw group:** Members of the expert group will move and join with other groups to form a new group to exchange the contents which have been discussed in the expert group with the members of the new group before then presenting to the class.

- The way of grouping and the implementation of the Jigsaw technique is briefly shown in the diagram below:

Round 1 (experts group)

A1 A2 … An   B1 B2 … Bn   C1 C2 … Cn

Round 2 (Jigsaw)

A1 B1 C1   A2 B2 C2   An Bn Cn
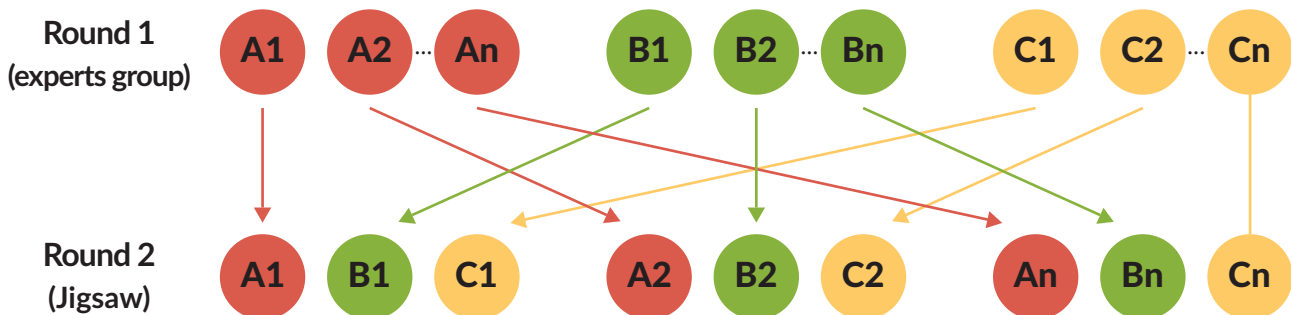
Lesson on storms, floods, floods, droughts (Nature and Society – Grade 2).

- Students are divided into groups of 4 students, each group will learn one of the above natural disasters. They can write, draw, or make a collection of pictures.

- Next, the groups of students will count in order from 1 to 4, those with the same number will sit together to form a new group; the new group members then share their ideas with one another on the contents they have discovered in the first groups.

- The new group members must synthesise their ideas to present in front of the class about all 4 disaster phenomena, as well as comparing and finding the relationship between natural disaster phenomena.

🚀 Ball bearing (rotating circle structure)

- Divide the class into 2 groups and sit in concentric circles. Students in the circles face each other to form pairs. A class may have many pairs sitting in different concentric circles.

- Teacher then asks a question or presents a certain situation.

- Pairs discuss briefly, then either move round left or right a few places to form new pairs.

- Continue until the teacher wants to stop the discussion.

- Ball bearing technique is shown through the following diagram.
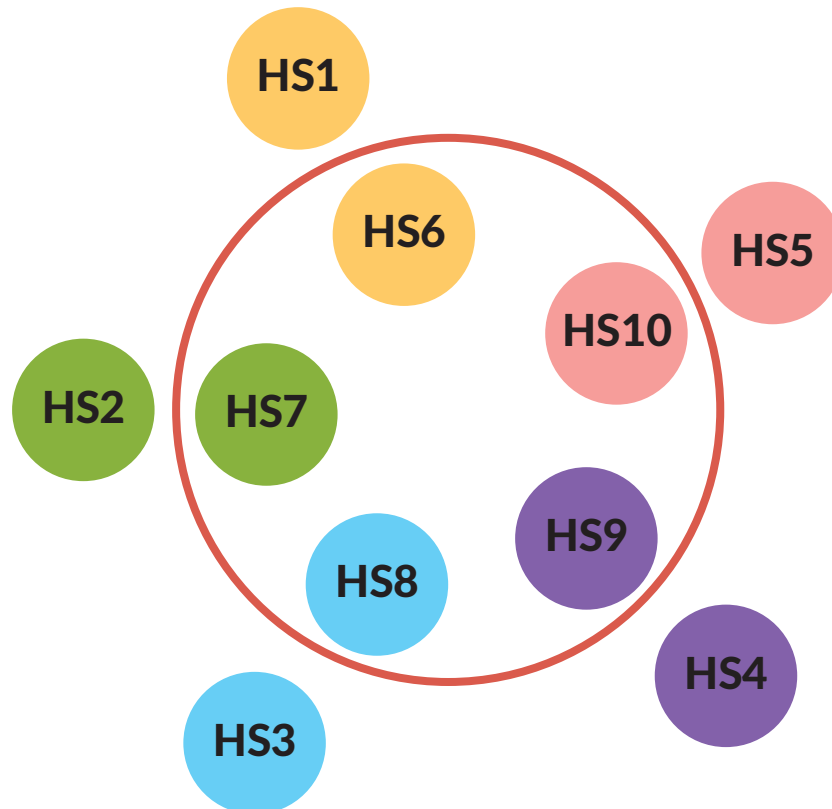
Practice making a sentence with "What is it?" (Vietnamese Language Subject, Grade 2)

- Teacher arranges for students to stand in concentric circles and face each other to form pairs.

- After 10 seconds of thinking, the students are in the circles. The inner circle shares a sentence made for their peers at the opposite in the outer circle, and then the students sitting in the outer circle will share their opinions with students in the inner circle.

- Once done, the teacher can ask the outer circle students to take a step to the left to form new pairs to discuss and come up with a new sentence.

Of the techniques to create more social interaction among students in your classroom, which one are you most excited about to try out? Which lesson that you have coming up would be a good lesson to try it in? How will you organise the technique?

_____

_____

_____

d. How to create experimental opportunities for students (iterative)?

- When organising LTP activities, teachers need to create opportunities for students to explore and understand new concepts through activities of experimentation, research, and retesting of hypotheses to find a satisfactory answer, thereby allowing students to discover and understand the content of the lesson more deeply.

- When teaching students how to solve a problem, the teacher may take steps in the following process: Teacher gives issue to solve the issue → The students either work individually or share their ideas with peers to bring about some solutions → Find feasible solutions → Analyse and select the most relevant possibility to implement such a solution → Share with others about their ideas and collect inputs to improve → Adjust based on the comments and consider whether there are other possibilities and perspectives →Try to verify the hypothesis. This process encourages iterations in LTP, allowing students the opportunity to explore and learn more deeply by **being tested in the real world, and if they fail, they will try repeatedly until they find the correct results.** Teachers can encourage repetition by **guiding students with objectives, questions, prompts, and models.**

- Below are some teaching techniques suggested to give students chances to experiment in an iterative manner:

Questions and problem scenarios

Design learning activities through a series of tasks, questions, and problem scenarios to stimulate conflicting opinions, which requires students to experiment and put forward many hypotheses. There are many opportunities to try repeatedly doing activities with open results.

When teaching about the feature of the atmosphere in Natural and Social-Grade 4, instead of the teacher making the statement "air is a substance and it exists around us", teacher may organise the teaching as follows:

- Divide the class into groups of 4 to 6 students. There are available learning materials and aids in the teaching area of the class such as small pots, sharp toothpicks, water buckets, or hand pumps.

- Teacher holds up a bag of balloons for students to observe and gives a problem scenario: Each group should get the teacher 1 airbag and demonstrate to the class that the bag contains air.

- Groups can discuss for 5 to 10 minutes then write and draw out plans to solve the learning tasks given by teachers.

- Then, the teacher invites a group to present. If the group presents satisfactory proof, the teacher can then ask the students how to produce better proof. If the presentation group cannot prove that there is air in the bag, the teacher can add prompting questions to help the group continue to figure out how to prove there is air in the bag.

- Other groups can comment, ask questions, and give specific suggestions so that the presenting group can improve their solution, then test out another solution. This process is repeatable and eventually finds a way to prove that air is in the bag.

Putting explorative and investigative questions

Encourage students to think continuously by always asking questions after each learning activity, for example, "Why would you present this way? What makes you wonder? Do you want to improve in other ways?" can encourage students to continuously think and practice the habit of continuous thinking to improve the measures when solving learning tasks, the technique "See-Think-Wonder" has many advantages. Standing in front of a learning task, students practice and form a habit of thinking to answer 3 questions: What do you see? What are your thoughts and comments? What does it make you wonder?

🖍️ Peer feedback

Working with peer feedback (peer sharing) is an excellent way to stimulate iteration in the classroom. This can be useful in all diverse kinds of contexts, during group work, writing assignments, and creative work. Teachers need to guide students on how to give helpful and constructive feedback and suggestions by applying the following 3 golden rules:

- ■ Positive: All comments should be made in a supportive and constructive way.

- ■ Specific: Comments are linked to what students see, read, and hear.

- ■ Helpful: Teacher needs to offer a solution or strategy to improve the work, including revisions or links to helpful resources or examples.

> **In the Art subject: Lesson on drawing a butterfly.**
>
> For this lesson, student A must draw a butterfly. A has chosen a pattern - an image of a butterfly called a Swallowtail tiger butterfly. This butterfly has a very special shape and colour.

- ■ A's first drawing looked like a butterfly, but it did not look like a swallowtail tiger butterfly. Classmates gave comments and suggestions for A to complete their drawing.

Drawing 1

- ■ At first, classmates gave extremely specific advice about the shape of the wings such as, "You can redraw the wings to 'pointer,' change the angle of the wings, make them longer, and make the wings more like triangles."

Drawing 2

- ■ With this advice, A goes back to the drawing and makes a second drawing.

- ■ The second drawing looks more like a swallowtail tiger butterfly, A had listened to the feedback of their classmates, but the drawing is still not particularly good.

- ■ Classmates continue to give A many comments and feedback on the drawing. As the drawings get better, the feedback became even more specific.

Drawing 3 and 4

- ■ A presents a third draft and a fourth draft. A listened to the feedback and the drawing now looks good.

Drawing 5

- ■ In the end, A drew more patterns on the butterfly's wings, colouring with the help of classmates to create the correct version in the fifth and sixth drawings with beautiful colours.

- With the help and suggestions of classmates, A was able to draw a butterfly that looks exactly like a swallowtail tiger butterfly. Classmates gave extremely specific and helpful feedback without complaining or being critical. In addition, A listened, persisted, kept repeating, and finally succeeded.

Final drawing

In this activity, there were 3 golden rules to give useful suggestions and feedback, including:

- Positive: The comments were extremely specific and helpful to student A without complaining, being critical, or rude. A listened, persisted, and kept trying.

- Specific: The comments must be extremely specific regarding the imperfections on A's butterfly drawing.

- Helpful: Suggested solutions helped A to adjust the drawing to be more like a swallowtail tiger butterfly.

> Of the above-mentioned techniques to encourage more iteration in your classroom, which one are you most excited about to try out? Which lesson that you have coming up would be a good lesson to try it in? How will you organise the technique?
>
> _____
>
> _____
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> _____

Using technique "Mix and Match"

The "Mix and Match" technique is an easy activity that you can do in 10 or 15 minutes. It works for all grade levels and all subject areas. This technique is great for reviewing previously taught concepts or introducing new ones by connecting them to students' previous knowledge.

> - Preparation: The teacher needs to prepare several picture cards or word cards, half of which contain questions, the other half contain corresponding answers (each card contains only one question or only one answer). For example, half of the cards draw pictures of vehicles; half of the cards record the utility or characteristics of the vehicle (Nature and Society Subject); or when learning about compound sentences (Vietnamese Language Subject), half of the cards write one side of the compound sentence, the other half write the other part; or when learning about addition without memory within 100, half of the cards record the calculation; the remaining half of the cards record the results (Math).

Play:

- Divide class into 2 groups.

- Shuffle the cards. Give one card to each student.

- Their goal is to walk around the room, read each other's questions and answers and find the person with the card that matches their own card.

- Make a pair with a person whose card matches with their cards.

Check:

- Once the students have matched up, invite each pair to share their question and answer.

- The class gives a thumbs up (like) or thumbs down (dislike) to show that they think the match is correct or incorrect.

- Teacher can also use this time to stretch the question, discuss why the answer is correct or incorrect or extend the information in some way.

e. How to make your teaching joyful in LTP activities?

- Joy in LTP is defined in a broad sense as **pleasure, enjoyment, motivation, thrill, and positive emotion** - whether over a brief period or over the entire session. Joy can appear at the beginning of learning activities, through expressions of interest, curiosity, desire, and exploration of learning activities. Sometimes, joy occurs during or after learning activities, after students are engaged in experiential activities, exploring and the momentary thrill of surprise, insight, or success after overcoming challenges. In teaching, whether joy appears for a brief time or lasts for the entire lesson, it is also one of the basic characteristics of the LTP.

- LTP must be joyful, but it does not mean that there can be no negative or neutral emotions at all. Sometimes the frustration with a problem is necessary to feel the joy of a breakthrough when it is finally solved. Furthermore, the power of surprise or the thrill of the unexpected can bring joy to an otherwise uninteresting or even boring situation.

- Some of the ways teachers can create fun in LTP include **making activities novel, providing puzzles, creating challenges, and offering provocative material.** Designing fun lessons is especially useful for those that require skill-building and repetition, for example in spelling, multiplication tables, or practicing an instrument. In addition, there are some other ways. such as:

🚀 Challenges through prediction, quizzes, and games

Ask questions or problem scenarios that have predictive elements, quizzes, and challenging games that are linked to the lesson content.

> When teaching about the "Movement organs" in Grade 2, the teacher can open a piece of music and let students freely dance to that. When the music stops, students immediately stop and maintain their posture. After the activity ends, the teacher asks question such as, "What parts of my body are active in this game? Thanks to which organs that our legs, arms, head can move?"

> When teaching to compare numbers in the range of 10 (Grade 1), instead of asking students doing the exercises in the workbooks or worksheets, the teacher can organise the fun activities as follows:
> - Divide the class into play teams (from 5 to 10 minutes).
> - Each team will be given an A3 paper, on an A3 paper with mark ">, <, =" and a marker.
> - The students in each team will pass the paper from the beginning to the end of the group, with each student holding the paper quickly writing a suitable number before or after the sign >, <, = (each student may write only once).
> - When the paper reaches the last student, they will quickly bring the paper and hang it on the board.

> In the experiential learning session in Grade 2 to learn about "Careers around me", the teacher divides the class into groups and gives tasks at different levels:

Observe the following pictures and print name of job and career under each picture.

_____ _____	_____ _____	_____ _____
_____ _____	_____ _____	_____ _____
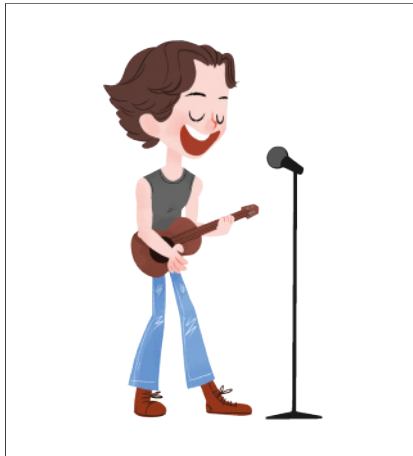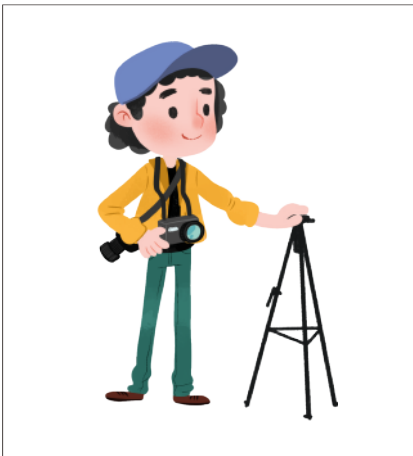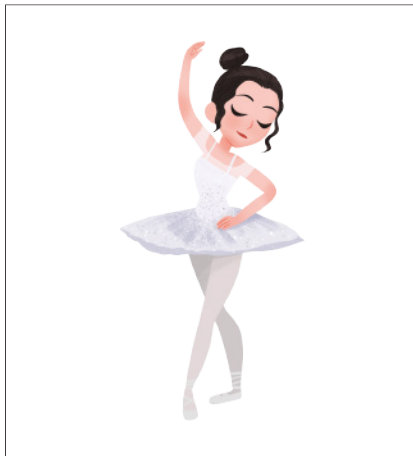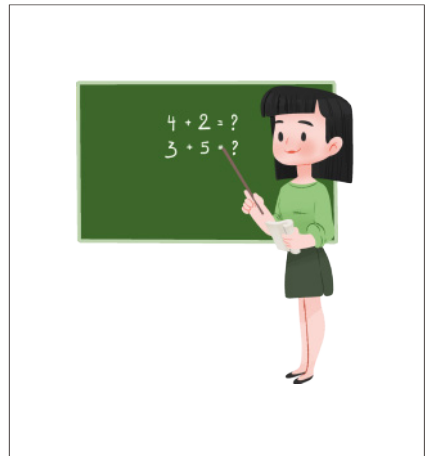
Task 2:

Read and print names of suitable jobs and careers at the bottom of each box.

Show love and care for patients	Love and instruct students	Love music and practice voice everyday	Interested in fashion trends and customer preferences

🚀 **Role play**

Create excitement by linking learning content with stories and situations.

Students act as characters in the story to take part in solving learning tasks.

> **Role play "Calculate the number of people in the bus" (Math - Grade 1)**
>
> **Learning goal:** Students can add and subtract within 10 in Grade 1.
>
> **How to proceed:**
>
> - Divide the class into groups of 10 students.
> - Put 10 chairs in 5 horizontal rows, with 2 seats in each row.
> - Teacher tells a story. There are 3 children are on a bus (3 students then each take a seat). They are driving to the beach! On the way they are picking up 4 more children (4 more students come and each take a seat). How many children are on the bus now? The bus stops to take a toilet break. 2 children go to the restrooms (2 students leave their seats). How many children are on the bus now?
> - Students engage in the teacher's story.
> - Then, each group makes its own story and practices within the group.

🚀 **Pepper technique**

This technique creates excitement and fun for students to start a new lesson or to reinforce knowledge and skills at the end of a session or in a review session, as well as evaluating the response speed of students.

How to proceed:

- Teacher prepares a list of questions focusing on a topic or content learned (brief questions). For example, they include questions about natural disasters and the characteristics and harms of natural disasters (Nature and Society); or questions about the results of calculations and problems (Math); or questions that develop and expand vocabulary related to the topic (Vietnamese language). Teacher reads the questions and assigns students to answer quickly.
- If the student is wrong, the teacher calls on someone else to answer.
- Continue to ask the rest of the questions.

Using technique "Complete an assignment"

Teacher gives a story, a problem, picture or a message that has been partially solved and asks students or groups to complete the rest. For example, the teacher suggests a situation that students must ponder how to solve (Ethics subject); gives a sentence and students must develop and continue writing that sentence into a paragraph (Vietnamese language).

- Students or groups implement the assigned tasks.
- Students or groups present the product.
- Teacher then guides the class to comment and evaluate.

Of the 6 techniques used to create more joy in your classroom, which one are you most excited about to try out? Which lesson that you have coming up would be a good lesson to try it in? How will you organise the technique?

_____

_____

_____

Notes on creating joy in LTP:

- Teacher needs to understand students well to design interesting and engaging learning experiences.

- Teacher needs to prepare and design learning activities according to various levels and contents to suit the diverse needs of different groups of students.

- Teacher needs to select and design games which are suitable to the time and to the purpose of each learning activity in the lesson.

- Several factors can affect a student's pleasure in taking part in learning activities, such as involuntary participation, being disparaged by others, or disagreements with classmates.

- Teacher needs to develop clear rules of the game, whilst having the respect and participation of all students.

Common difficulties and suggestions on how to address them.

Common difficulties	Suggested solutions
■ Teachers are governed by existing rules and regulations about the curriculum, content, and requirements of the lesson or activity.	■ The 2018 GEP has set incredibly open requirements, teachers have more flexibility in teaching activities. More than anyone else, teachers must change and be more dynamic to take advantage of the 2018 GEP.
■ Teachers do not trust students to be creative.	■ All children are naturally creative thinkers. And that mentality will grow stronger if teachers know how to encourage and train them. Believe that students can do better and more creative than we think.
■ Students are confused when performing LTP activities	■ Teacher should ask some prompting questions for students to think for themselves and understand their tasks.
■ Teachers must follow the prescribed process and time for each lesson and activity, meaning they are afraid that there is not enough time for students to be creative.	■ Clearly define the objectives of the lesson or activity to select the proper methods and technologies to maximise student creativity and engagement.
■ Lack of materials and learning tools limits students' creative opportunities.	■ Teacher can encourage students to create based on readily available materials without following the pattern of the lesson. ■ Teacher can ask students to prepare available materials and substitutes at home or available materials and tools.
■ Students have conflicts when taking part in group activities.	■ Ask students to discuss with each other and find solutions first. Teacher only intervenes when the student cannot resolve an issue.
■ Students do not follow teacher instructions.	■ Ask students to repeat the class rules. ■ Provide educational discipline without punishing the student.

Common difficulties	Suggested solutions
■ Classrooms are cramped with many students.	■ Utilise outdoor spaces such as school grounds, or libraries for LTP activities. ■ Apply information technology when applying LTP. ■ Use other techniques or methods that do not require lots of space.
■ Lack of equipment and aids for the application of LTP.	■ Make use of available materials or recycled materials. ■ Ask students to prepare ingredients available at home or locally.

2.2.3. Assessment - Development

a. Student self-assessment

Student self-assessment is considered a method to help students to find their own strengths and weaknesses, knowing where they are in the learning process. Self-assessment helps learners to self-adjust their learning methods to satisfy expected learning objectives and requirements to be met when doing an activity.

🚀 **How to do self-assessment**

■ Self-assessment checklist

Teacher distributes a checklist for each student as below then guide: Please colour in the icon of your emotion after the lesson.
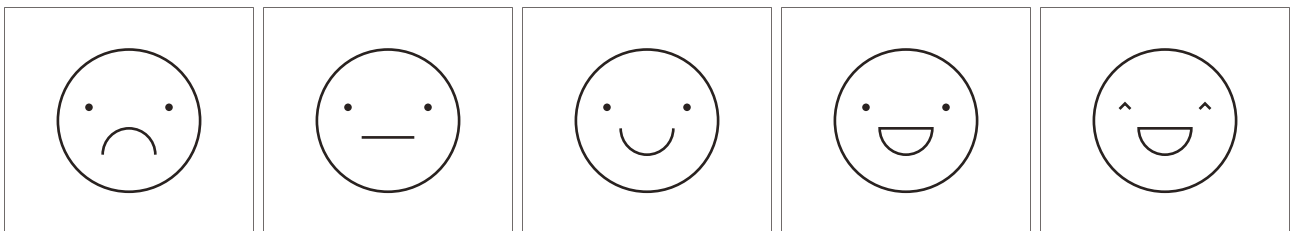
■ Learning process-based self-assessment

Students can do self-assessment based on the process of learning activities in the classroom.

> Do assessment at the stage of starting or participating in activities, based on a list of criteria (or question yourself) such as:
>
> ■ Are you excited about the content of the lesson/ the methods of activities implementation?
>
> ■ Do you actively engage in group discussion or ideas contribution?
>
> ■ Do you effectively contribute to the group's activities?
>
> ■ Do you commonly give correct answers to the teacher's questions?

Please tick the icon following your level of satisfaction of activities in the classroom.

> Self-assessment of the products – the results of the activity.

The products of the activity or lesson can be pictures, articles, stories, or presentations about the products. The teacher can then guide students to produce criteria for self-assessment or peer assessment.

b. Peer assessment by students

■ Peer assessment means learners taking part in evaluating products and the work of other learners. This is the process of each student in the classroom taking part in a learning activity or lesson of mutual assessment and appreciation.

■ Students observe their peers as they study, so the information they have about each other's activities is more detailed and specific than the teacher has at hand. Therefore, students must have a clear understanding of what they are expected to assess in the work of their classmates.

■ Peer assessment is intended to support students throughout their learning. This means that students will evaluate each other based on predetermined criteria.

Peer assessment technique

Teacher can use the Self-assessment Checklist for Peer-assessment, as outlined in the checklist above.

How to proceed:

■ How students can do the peer assessment: Teacher provides guidance to students who may ask their peers to rate their performance of self-assessed content, such as the student self-assessment checklist above.

- Teacher guides students to do the assessment based on what they observe in the learning process and participate in LTP activities with peers.

c. Teacher assessment

- Objective: In the process of applying LTP, teacher assessment is a process in which the teacher collects information related to a student's learning process, involvement, improvement, or identifying a student's interests in the application of LTP to:

  › Help students to be able to self-assess, participate in assessment; self-study, self-adjust their learning style; improve their communication and co-operation capacity; gain an interest in learning and practicing for their own benefit.

  › Promptly find out students' efforts and progress to motivate, encourage, and detect existing difficulties of students to guide and support them; make correct judgments of the outstanding strengths and limitations of each student to have timely solutions.

  › Most importantly, in LTP, teacher assessment will help the teacher adjust the application of LTP during and at the end of each stage of teaching and education to improve the overall quality and efficiency of learning activities and practice of students, thereby contributing to the holistic development of students.

🚀 Tools

- Checklist for teacher assessment (see instructions in the Annex).

- Other assessment techniques: questioning technique. Based on the expected objectives and requirements to be met, as well as the psycho-physiological characteristics such as student's cognitive level and experience, the teacher can give diverse types of questions at various levels for assessing the completion level compared to the learning outcome standard or the formation level of students' competencies and qualifications in LTP.

1. How do you feel when attending today's class? Are students happy, nervous, or excited?

2. How would you rate your level of involvement in the activities assigned by your teacher? Was your involvement active and effective or inactive and ineffective?

d. Self-reflection by teacher

- Objectives:

  › Doing teacher self-reflection will help teachers to know what they have done well in when applying LTP, as well as what needs to be adjusted. This can result in higher efficiency for students' learning by applying LTP in the classroom.

  › It helps to improve the expertise of teachers about LTP, thereby satisfying the requirements of innovative teaching methods in line with the teacher's professional standards.

Teacher self-reflection techniques

How to proceed:

- Teacher does self-reflection of LTP application by using the checklist for reviewing the LTP application that is presented in the next chapter.

NOTES

- The assessment in LTP is not intended to evaluate teachers' professional capacity, but to help teachers to self-assess the application of LTP and make suitable adjustments to achieve the development goals of qualifications and competencies for students.

- Assessment and reflection are a process that can take place after a lesson or activity, or alternatively after a topic.

- After the assessment, teacher will continuously adjust and improve the application of LTP in the classroom. The goal is to apply LTP to become a mentality, as well as a habit in education and the work of every teacher.

Which assessment or reflection tool appeals the most to you? Why?

_____

_____

2.2.4. LTP checklist

With the checklist for LTP, we bring it all together. This versatile tool can be used by teachers, school leaders and education administrators (BOET and DOET) in the following situations:

- Lesson planning: When you prepare your lesson, you can use the checklist to find inspiration for playful methods and techniques to add to your lesson plan.

- Classroom observation: You can use the checklist when you observe a lesson live or on video. This can be useful for peer learning, in PTMs or demonstration classes.

- Lesson assessment: School leaders and BOET or DOET education administrators can use the checklist to interpret how playful a certain lesson is. They can do so by observing the class, or by analysing the lesson plan. Teachers can also use the checklist to self-evaluate their lesson planning after the plan is finished.

- Reflection, coaching, and feedback: You can use the checklist to identify and share what are the strong points in the lesson, as well as how they can be improved. Adding your notes at the end of the checklist will therefore help you to give kind, helpful, and specific feedback. This can be a good foundation for a coaching session with the teacher, or for a guided self-reflection.

PURPOSE

With this Checklist for LTP, school leaders and core teachers as well as DOET – BOET administrators can check to what degree a lesson plan or activity incorporates different elements of LTP.

HOW TO USE

The Checklist for LTP consists of three steps:

1. **Analysis:**

- In the puzzle, highlight or circle which elements you can recognise in the lesson you are reviewing.

- The elements are grouped according to the 5 characteristics of play, such as meaningful, socially interactive, actively engaging, iterative, and joyful. In addition to student autonomy, learning goals, and materials used.

- You can also note additional playful elements that are not mentioned in the puzzle but are present in the lesson or activity.

2. **Interpretation:**

- Based on your findings in the analysis, you can indicate to what degree the lesson or activity incorporates the distinctive characteristics of LTP and how much autonomy is given to students in this lesson. Calculate the corresponding total score.

3. **Conclusion:**

- Based on the analysis and interpretation, answer the question **"How PLAYFUL would you say this lesson plan is?"** Highlight the score group that corresponds with the total score from the interpretation table.

- Add your argumentation and analysis to the assessment results.

- Give some feedback to the lesson and activity in the provided table.

Lesson	
Topic	
Grade	
Date	
Teacher	

Step 1: Analysis. Highlight which elements you can recognise in the lesson

JOYFUL

☐ Challenges and puzzles

☐ Games, songs, and dances

☐ Activities that evoke senses

☐ Other: ....

ACTIVELY ENGAGING

☐ Providing choices

☐ Hands-on learning experiences

☐ Prompts and questions rather than instructions

☐ Other: ....

STUDENT AUTONOMY

ITERATIVE

☐ Have enough materials and tools

☐ Opportunities to try and fail and try again

☐ Targeted, encouraging questions and hints

☐ Other: ....

MEANINGFUL

☐ Interesting, relevant and engaging tasks

☐ Connect with practical issues

☐ Appropriate instructing techniques

☐ Other: ....

SOCIALLY INTERACTIVE

☐ Co-operative learning strategies

☐ Opportunities for positive peer and teacher interactions

☐ Opportunities for students to share, show and display their work

☐ Other: ....

Step 2: Interpretation. What are the results?

Based on the analysis you just did:	😐 Not at all	🙂 A little bit	😊 Some what	😃 A lot	😍 Very much	Notes
Score allotted	0	1	2	3	4	
How **JOYFUL** would you say this lesson is?						
How **ACTIVELY ENGAGING** would you say this lesson is?						
How **MEANINGFUL** would you say this lesson is?						
How **SOCIALLY INTERACTIVE** would you say this lesson is?						
How **ITERATIVE** would you say this lesson is?						
How much **AUTONOMY** would you say is given to students in this lesson?						
Total score						

Step 3: Conclusion

Based on the analysis and interpretation you just did, please write down your own conclusion:

How PLAYFUL would you say this lesson plan or activity is? Highlight the score group that corresponds with the total score from the interpretation table. Add an argumentation for why this level is an appropriate conclusion for the lesson you just observed.

Score	0 - 6	7 - 14	15 and above
			- 4 elements (e.g., autonomy, meaningfulness, active engagement, joy): score 3; - No element: score 0
Level of LtP	Level 1: This lesson/activity shows NO or FEW characteristics of LTP	Level 2: This lesson shows SOME characteristics of LTP	Level 3: This lesson clearly shows characteristics of LTP

Because:

_____
_____
_____
_____
_____
_____
_____

LTP Checklist

Please write down your feedback on the lesson, focusing on the 2 main points:	
Strengths of the lesson/activity that has incorporated LTP	**Areas for improvement for LTP to be incorporated at a higher level in the lesson/activity**

Explanation of the elements in the checklist:

JOYFUL	
Challenges and puzzles	Overcoming a challenge or solving a puzzle can make children feel proud and accomplished.
Games, songs, and dances	Children love to play games and get energised by music, singing songs, and dancing.
Activities that evoke senses	Humans have 5 senses (sight, sound, smell, taste, and touch) and all 5 can be used in the learning process. Learning is not restricted to just listening (sound) and seeing (sight), we can also absorb information and learn through the other senses.
Other	There may not be enough elements in this category. You can add more if you see any other elements in the lesson to show joy.
ACTIVELY ENGAGING	
Providing choices	When students can choose between different options (big or small), they get a sense of ownership over their learning process.
Hands-on learning experiences	Learning by doing allows students to be active in their learning process, rather than passively listening.
Prompts and questions	Providing prompts and questions triggers students to actively think about the content and form their own opinions and conclusions, rather than listening to instructions and executing what they are being told.
Other	There may not be enough elements in this category. You can add more if you see any other elements in the lesson to show active engagement.

MEANINGFUL	
Interesting, relevant, and engaging tasks	Tasks that make sense to the students and that connect to their experience and their living world.
Connect with practical issues	These help guiding students in the learning process, without confining the process too narrowly and still allowing space for the students' own input and ideas.
Appropriate instructing techniques	Providing specific and individualised support to each student, e.g., by breaking up the learning into smaller pieces and providing specific tools and techniques or structures to process these pieces.
Other	There may not be enough elements in this category. You can add more if you see any other elements in the lesson to show "meaningful".
SOCIALLY INTERACTIVE	
Co-operative learnings strategies	Students work together in small groups towards a common learning goal.
Positive peer and teacher interactions	Students get chances to converse directly with each other and their teacher in a positive, constructive way, such as in reflection exercises or feedback moments.
Sharing, showing, and displaying student work	Students get opportunities to present their learning products, such as texts, posters, art, or presentations, with their peers and with the wider school community.
Other	There may not be enough elements in this category. You can add more if you see any other elements in the lesson to show social interaction.

ITERATIVE	
Have enough materials and tools	Teachers use open and engaging materials.
Opportunities to try and fail and try again	Learning is a process and throughout the process, students should get opportunities to try and test and experiment to learn what works well and what does not.
Targeted, encouraging questions and hints	Rather than telling the correct answers, teachers can encourage students to actively think and try by asking specific questions or by hinting them in the right direction.
STUDENT AUTONOMY	
Activities are initiated by students	When all activities in a lesson are planned and determined by the teacher, students do not have a say in how they learn. Allow space for students to create and initiate (a part of) their own learning activities, thereby increasing their sense of ownership over their learning process.
Activities are led by students	Even in teacher-initiated activities, students can still take a leading role. For example, in discussions students can form their own opinions and arguments, rather than following and repeating a given structure.
Students get to create their own learning outputs	Working with open-ended learning outputs allows students to cater to their own learning needs and talents. For example, when learning about a certain topic, one student may choose to write a text about it, while another may prefer to create an infographic or a poster.

CHAPTER 3: DEMONSTRATION OF LEARNING THROUGH PLAY LESSON PLAN AT PRIMARY SCHOOL

This Chapter offers some illustrative lesson plans and educational activities towards the LTP approach. Lesson plans and educational activities are presented in accordance with the guidance of Official Dispatch No. 2345/BGDĐT-GDTH dated June 7, 2021, of the Ministry of Education and Training on guiding the development of educational plans of primary schools. Each lesson plan and educational activity serves as a guide and illustration on how to design an LTP lesson and topic in primary school subjects and experiential activities. Based on the illustrated lesson plans and educational activities, teachers can use the LTP checklist to assess the level of incorporation of the LTP in teaching activities as well as the extent to which the characteristics of the LTP are shown.

In this chapter, demonstration lesson plans are designed based on the 2018 GEP. Deriving from the curriculum of the subjects and educational activities, teachers select the teaching content with the LTP approach, determine the requirements to be achieved, and then design appropriate teaching activities.

SUBJECT: NATURE AND SOCIETY – GRADE 1

LESSON: ANIMALS AROUND ME

Implementation time: from....to.....

I. Requirements to be met

After the lesson, students can:

- Name and ask questions to learn about some of the animal's outstanding physical features, as well as pointing out and saying the names of the external parts of some animals.

- Create animal shapes from simple materials.

Opportunity to form and develop:

- Qualifications: Patriotism and Diligence

- Autonomy and self-study, communication, and cooperation to find out, share and introduce some characteristics and external parts of an animal.

- Problem-solving and creativity: Create animal models based on existing materials.

II. Teaching and learning aids:

- Teacher: Pictures of some animals, video songs.

- Students: Pictures and photos of some animals, coloured paper, glue, recycled materials, plant leaves…

III. Key teaching activities

Teaching activities	Analyses and explanations
Opening activity * **Objective:** Create interest and arouse students' existing knowledge about the surrounding animals, leading to the new lesson. * **How to proceed:** » Teacher divides the class into teams. » Students look at pictures of some animals and sing a verse of a song or a poem related to those animals. » Teacher asks students to add the names of some other animals that the students know and lead them into the new lesson.	**Type of LTP: Game** **Characteristics:** » **Joyful:** Students sing and compete. » **Meaningful:** State the problem into the lesson; mobilise prior knowledge and experience about the surrounding animals. » **Actively engaging:** Engage students in the new lesson.
New knowledge formation activity **Activity 1:** Explore key external features of commonly seen animals. * **Objective:** Name and ask questions to learn about some key external features of commonly seen animals. * **How to proceed:** » Students form pairs. » Each student in the pair will prepare a picture or photo of the animal already taken and quiz the partner on the name of that animal by offering suggestions about the key features of that animal: * **Example:** This animal has 4 legs and a tail. When we come home from school, it often runs out to celebrate and wags its tail in greeting. What do you think that animal is? This animal has 2 legs, a beak, 2 wings and a crest on the head. Guess what the animal is!	**Type of LTP: Guided play** **Characteristics:** » **Socially interactive and joyful:** Students exchange and quiz in pairs. » **Meaningful:** Gather and generalise prior experience about the external features of animals. » **Actively engaging:** All students have opportunity to participate and perform play activities together.

» Teacher invites some students to come to the front of the class to introduce the animal they have prepared and the external features of that animal.

» Students comment and supplement.

* **Conclusion:** The animal world is remarkably diverse. Each animal has its own features. Different animals have varied sizes, shapes, and colours.

Activity 2: External parts of the animal

* **Objective:** Students point and say the names of the external parts of some animals.

* **How to proceed:**

» Each pair of students observes some pictures of animals (they may use pictures and photos of animals already prepared beforehand) and circle the external parts of those animals.

Using the "See - Think – Wonder" technique

Teacher arranges for pairs to express their opinions and introduce their products according to the following suggestions:

+ I see...

+ I think...

+ I wonder...

» Some pairs of students share their results in front of the class.

» Students and teachers provide comments.

Teacher asks the question: How many main parts can each animal's body be divided into? What parts help them move?

* **Conclusion:** Different animals have distinctive features. The body of each animal consists of 3 main parts: head, body, and moving organs.

Type of LTP: Guided play

Characteristics:

» **Socially interactive:** Students exchange and express their personal views and thoughts.

» **Meaningful:** Consolidate and connect prior subjective experiences with observations and interactions with friends to generalise; name the main external parts of the animal.

» **Actively engaging:** All students participate in individual activities to express their own views and opinions.

Practice activity: Create a miniature of animals around me

* **Objective:** Students create animals and introduce the external parts of those animals.

* **How to proceed:**

»   Teacher divides students into 3 groups:

+   Group 1: Make animal shapes by tearing and pasting coloured paper.

+   Group 2: Make animal shapes with plastic bottles, crayons, glue, adhesive tape, and recycled materials.

+   Group 3: Make animal shapes with plant leaves.

»   Groups practice.

»   Groups introduce their products according to suggestions:

+   The name of the animal.

+   Procedure involved in making animal shapes.

+   The shape and size of the animal.

+   The external parts of the animal.

Using "Gallery Walk" technique:

»   Teacher lets students display these products around the class and organises exhibitions for students to see the products of their friends.

Type of LTP: Guided play

Characteristics:

»   **Socially interactive and joyful:** Students work together to create fun animal activities.

»   **Meaningful:** Students combine practical knowledge and experience with knowledge and skills that have just been formed and developed in the lesson to develop creative thinking about the surrounding animal world.

»   **Actively engaging:** All students join in the group work to create animal model products according to their own creativity and feelings.

Application:

»   Each student draws and colours a favourite animal.

This is a lesson plan organised for Grade 1 students when studying the Nature and Society Subject. The lesson is designed in the direction of interdisciplinary integration with the Nature and Society Subject playing a significant role, with the main goal of the lesson being geared towards the formation of scientific competency, such as the key features and external parts of animals. Other subjects serve as tools to support the formation and development of scientific competency for students such as Music Subject, singing about animals; Fine Art Subject, making animal shapes from natural and handmade materials.

SUBJECT: NATURE AND SOCEITY – GRADE 1

LESSON: THE HOME I LOVE

Implementation time: from....to...

I. Requirements to be met

After the lesson, students can:

- Know and tell the address that the family is living in, the characteristics of the house or apartment where the family is staying, as well as some features of the neighbourhood.

- Use familiar blocks to shape the house.

- Create rules based on neatness and orderliness.

- Participate in keeping the house tidy.

Opportunity to form and develop:

- Qualifications: Patriotism and Responsibility

- Autonomy and self-study: keep the house neat and orderly.

- Communication and co-operation: Carry out group discussion activities and report the results in front of the class to learn about the characteristics of the house and ways to keep the house neat and orderly; practice co-operation with the group to complete the game.
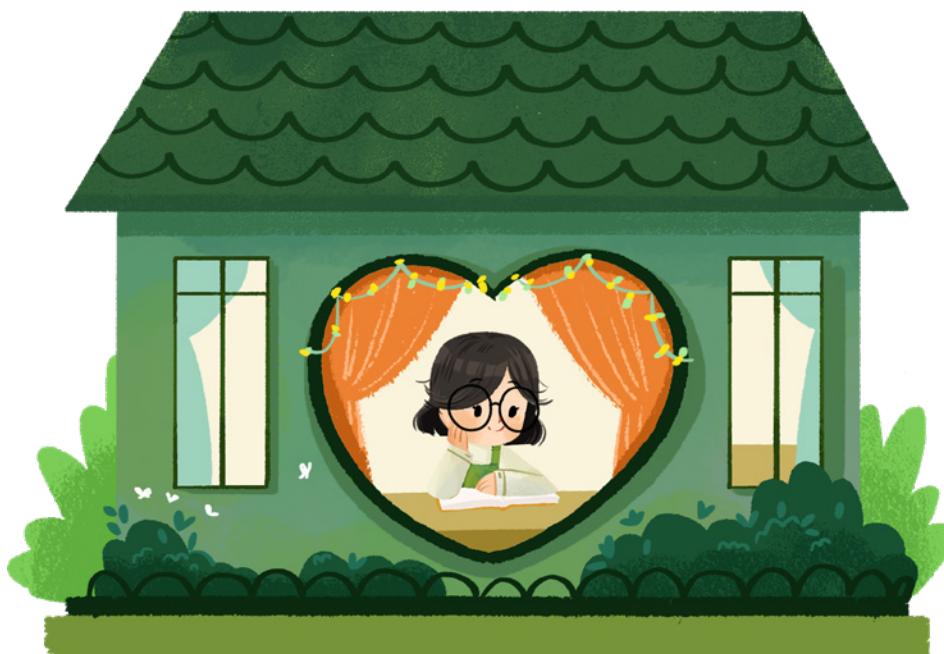
II. Teaching and learning aids

- Teacher: Illustrative pictures and photos, clay, recycled materials...

- Students: pencils, crayons, small scissors...

III. Key teaching activities

Key teaching activities	Analyses and explanations
Opening Activity	**Type of LTP: Game**
* **Objective:** Generate excitement and provoke students to express their feelings for their home, thereby leading into the new lesson.	**Characteristics:**
* **How to proceed:**	» **Joyful:** Students compete to create a shape of a house in brief time.
» Teacher divides the class into 4 teams and arranges for students to play the game: "Which team is faster?"	» **Meaningful:** State the problem in the lesson; harness student's prior knowledge and experience in house shapes.
» Teacher disseminates the rules of the game: Teacher gives each team some pieces of cardboard cut from a picture of a complete house and asks the students to quickly put them together to form a house. Teacher asks the question: "Do you love your house? Why?"	» **Actively engaging:** Engage students in the new lesson.
New knowledge formation activity	**Type of LTP: Guided play**
Activity 1: Features of the house and rooms in the house	**Characteristics:**
* **Objective:** Students can understand the characteristics of the house and the rooms in the house and describe typical features around houses in rural and mountainous areas.	» **Socially interactive and joyful:** Students exchange and co-operate in groups to create a house model.
* **How to proceed:**	» **Meaningful:** Harnessing and generalising prior experience, recognising block shapes, and creating house model products.
» Students form groups of 4 to 6 students.	
» All groups will match rectangular, square, and triangular blocks. Or they may use rectangular-shaped fresh milk boxes, matchboxes, cardboard gift boxes, or cardboard boxes to form any kind of house they like.	» **Actively engaging:** All students have the opportunity to participate and play together.
» Use clay, coloured paper, and plant leaves to decorate the scene around your group's house.	» **Iterative:** Through the suggestions of the group members and the teacher's prompting questions, students have the iterative opportunities to complete the house model and express many creative ideas about the surrounding scenes.
Using "Gallery Walk" technique:	
» The groups leave their products around the classroom.	
» Students in groups do the "gallery walk" to see the houses created by classmates.	

» Each group appoints a representative to present their group's products according to the following suggestions: What type is your group's house? What block shapes did you use to create the house? What rooms are there in the house? What things are there around the house?

» Teacher invites some groups to share according to the following suggestions:

+ Our group sees...

+ Our group thinks...

+ Our group wonders...

» Teacher and students come to a joint conclusion.

* Conclusion:

» There are many diverse types of houses such as flat roof, 1-storey, 2-storey house, apartment building, and stilt house. In the house, there is usually a living room, kitchen, bedroom, and toilet to serve the daily needs of family members.

» Each house has different surrounding characteristics, especially the surrounding scenes of houses in urban, rural, and mountainous areas.

Activity 2: Share about my house

* Objective: Students are to state the address of the family's place of residence, characteristics of the house, rooms in the house and some surrounding features.

* How to proceed:

Using "Gallery Walk" technique:

» Teacher divides the class into 2 to 4 ball bearings.

» Students in the group stand in full circle like a ball bearing and interview each other to learn about the address, characteristics of the house, the rooms in the house of their friends in the group.

* Conclusion: Each house has its own address and characteristics in terms of scenery and surroundings.

Type of LTP: Game

Characteristics:

» **Socially interactive:** Students have many opportunities to exchange and express personal views and thoughts with their friends.

» **Meaningful:** Consolidating prior personal experience, connecting personal experience to share with friends about the address and characteristics of their house.

» **Actively engaging:** All students participate in group activities to relate and express their own views.

Activity 3: The need for tidying up personal belongings at home

* **Objective:** Students can show their initial awareness of the need to arrange personal belongings neatly.

* **How to proceed:**

» Divide the class into play teams.

» One team hides some of the other teams' personal belongings, and then the other teams find their own personal belongings. The team that finds more personal belongings is the winner.

» Teacher asks, "Have you ever had to look for your personal belongings? How to make my personal belongings easy to find when needed and better preserved?"

* **Conclusion:** I need to arrange my personal belongings neatly and accurately.

Type of LTP: Game

Characteristics:

» **Socially interactive and joyful:** Students work together to play a game of finding personal belongings.

» **Actively engaging:** All students join the group to search for personal belongings. It is through this activity that students realise the meaning of arranging personal belongings neatly and accurately.

Practice activity

Activity 4: The "Who is neater?" Game

* **Objective:** To sharpen the skills of arranging belongings neatly and accurately.

* **How to proceed:**

» The teacher divides the class into groups. Each group is provided with 4 to 5 sets of clothes, books, school supplies, and a cardboard box.

» The teacher organises for groups to play the game: In 5 minutes, each group practices arranging books neatly and folding clothes to put them neatly in the given box. The team with more beautiful and faster arrangements will win.

» Share in front of the class:

+ Have you done this yourself at home? At what point in time have you done it?

+ When the belongings are arranged neatly and accurately, what will our house look like?

* **Conclusion:** Keeping things in the house neat and tidy helps to keep the house clean and beautiful.

Type of LTP: Guided play

Characteristics:

» **Meaningful:** Practice some operations and skills to arrange equipment and belongings neatly and accurately. Practice daily living habits.

» **Actively engaging:** All students participate in the LTP activity.

» **Meaningful:** Applying the lesson in daily life practices to develop neat and orderly habits.

Application activity

Activity 5: Practice arranging items neatly and accurately at home

* **Objective:** Apply skills learned to arrange items at home neatly and accurately.

* **How to proceed:**

» The teacher assigns students to arrange items at home neatly and accurately. Students may ask family members to take a photo and send it to the teacher via Zalo and the teacher shares it with the class in the next lesson.

This is a lesson plan organised for Grade 1 students. The lesson is designed based on identifying the interrelationships and linkages between subject domains according to the GEP. It contributes to the development of many specific competencies in many different subject domains, which are demonstrated in the following activities:

» Nature and Society: Activity 1 and Activity 2 are aimed at helping students to state the address of the family where they live, the characteristics of the house or apartment where the family is residing, the rooms in the house or apartment, and some characteristics around the place of residence.

» Math: Activity 1 is associated with creating shapes already learned, aiming to achieve the required requirement of helping students recognise and practice folding, cutting, matching, stacking, and shaping the house based on some real-life things such as recycled materials.

» Ethics and Experiential Activity: Activity 3, Activity 4, and Activity 5 are all aimed at helping students initially form some habits such as neatness and orderliness, from which they develop a sense of responsibility and engage in keeping the house tidy while at home.

The lesson plan is designed upon analysing the Subject-specific curricula in Nature and Society, Math, Ethics, and Experiential Activity to determine the interwoven relationships between and among these subject domains in terms of requirements to be met. It is from there that corresponding teaching activities are built in accordance with the organisational method of the subject domains in the interdisciplinary topic.

SUBJECT: MATH — GRADE 2

LESSON: THE 5 MULTIPLICATION TABLE (1 session)

Implementation time: from....to...

I. Requirements to be met

After the lesson, students can:

- Create and perform calculations in the 5-multiplication table.

- Apply the 5-multiplication table in calculations and solve relevant practical problems.

Opportunity to form and develop:

- Diligence, responsibility, interest, positivity, and belief in learning Math.

- Mathematical thinking and reasoning ability, mathematical modelling ability, mathematical problem-solving ability, mathematical communication capacity, and ability to use mathematical tools and media.

II. Teaching and learning aids

- Teacher: Round-shaped cupboard cards, group boards, questions, question baskets, worksheets, calendar sheets.

- Students: crayons, plain paper, round-shaped cupboard cards.

III. Key teaching activities

Key teaching activities	Analyses and explanations
Warm-up activity * **Objective:** Generate interest and arouse students' existing knowledge in counting 5-unit equidistant series of numbers, leading to the new lesson. * **How to proceed:** » Each teacher's clapping corresponds to 5; students listen attentively and write the sum of the teacher's clapping times on the student board. For example, teacher claps 2 times, the corresponding answer will be 5 + 5 = 10. » Students listen and give answers. If the answer is correct, that student can continue clapping and invite another student to answer (Note: Teacher should limit the clapping to no more than 10 times). » After 5 to 6 turns, the teacher will summarise and lead students into the new lesson.	**Type of LTP: Game** **Characteristics:** » **Joyful:** Students clap together with the teacher to create a fun and exciting atmosphere. » **Meaningful:** State the problem into the lesson; mobilise prior knowledge about addition. » **Actively engaging:** All students participate and pay attention and stay focused to get the correct answer. » **Iterative:** Students take iterative turns to play.
Discovering new knowledge activity * **Objective:** Create a multiplication table of 5 and give comment on the characteristics to memorise the multiplication table of 5. * **How to proceed:** **Activity 1** » Teacher gives a card with 5 round dots. Teacher arranges for students to observe based on visual aids to answer the following questions: » How many round dots are there on the card? » How many times are the 5 round dots taken? » Make the corresponding multiplication » Teacher invites some students to answer the results. » Teacher concludes: 5 is taken once, so we have the multiplication of 5 x 1 = 5 » Teacher gives 2 cards with 5 round dots. » Teacher asks the question: How many times are the 5 round dots taken?	**Teacher-guided learning**

» Teacher invites 1 to 2 students to give the corresponding multiplication. » Teacher concludes: 5's is taken 2 times, so we have the multiplication of 5 x 2 = 10	
Discovering new knowledge activity (cont'd) **Activity 2:** Organise the relay competition between groups: **"Run fast and answer right".** *** How to proceed:** Each group completes the multiplication table of 5 on their group's board and then shows it to the teacher. If the teacher confirms that the multiplication table has been completed, each person in the group will, in turn, run to their group's question location and choose any question related to the multiplication table of 5. Students may come and answer them directly teacher or return to discuss with the group first and then approach the teacher to answer. If the student answers correctly, the next person in the group can continue with the next question. The process continues until all the questions in the group have been answered. The group that completes the multiplication table of 5 and answers all the questions correctly first is the winning one. The teacher co-ordinates so that if the members of the groups run to the teacher together, they will have to wait for the lottery drawing and answer in that order. » List of questions: 1. Comment on the first factors in the multiplication table of 5. 2. Comment on the second factors in the multiplication table of 5. 3. Comment on the results of consecutive calculations in the multiplication table of 5. 4. What is special about the results in the multiplication table of 5? 5. Read exactly any 5 operations in the multiplication table of 5. Teacher comments, summarises activities, and emphasises the lesson content.	**Type of LTP: Guided play** **Characteristics:** » **Joyful:** Students are challenged with friends to create a multiplication table of 5 and answer questions. Students compete to achieve the result of being the first group to finish and answer all the questions. » **Meaningful:** The task of completing the 5-multiplcation table by themselves and answering relevant and interesting questions when students are based on their experience in creating the first 2 calculations of table and their experience in creating the tables of 2, 3, and 4 multiplications. » **Actively engaging:** All students are active in the process of creating the multiplication table by 5 and answering questions instead of listening to the teacher explain and watching the teacher create the multiplication table passively. » **Socially interactive:** Students co-operate with friends to complete the table and find the answers. Students share their ideas and answers with teacher cooperate with friends to complete the questions.

Practice activity
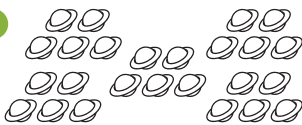
* Objective: Students apply the multiplication table of 5 to solve and complete the exercises by play station.

* How to proceed:

» The teacher divides the class into 5 play stations, each of which is an exercise related to the 5-multiplication table. Each group will complete the task at the assigned station in 3 to 4 minutes. When the time is up, the groups move through the area of the next exercise clockwise. The process continues until the groups have completed all the exercises. Teacher gives each student a small piece of paper with the names of 5 play stations. When students complete a play station, they will mark the completion of that station by themselves.

» The tasks at the stations are as follows:
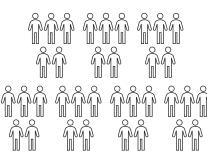
Station 1: Write the multiplication corresponding to the figure, for example:

a) _____ x _____ = _____

b) _____ x _____ = _____

c) _____ x _____ = _____

Station 2: Find the code by completing the multiplication operations, for example:

5 x 5 = _____ ■

5 x 8 = _____ ■

5 x 2 = _____ ■

5 x 6 = _____ ■

5 x 3 = _____ ■

5 x 1 = _____ ■

5	P
10	C
15	Ậ
25	H
30	T
40	Ọ

Type of LTP: Guided play

Characteristics:

» **Joyful:** Students are challenged to perform different tasks at each station without getting bored and always try to complete them to get to the next station.

» **Meaningful:** The task to be solved at each station is related to the 5-multiplication table, this helps students to see the meaning of creating and memorising the 5 times table to solve problems and real-life related problems.

» **Actively engaging:** All students participate, pay attention, and stay focused to get the correct answers and complete the tasks within the time allowed.

» **Socially interactive:** Students co-operate with friends to complete tasks.

Station 3: Complete the multiplication operation and decorate the clock face, for example:
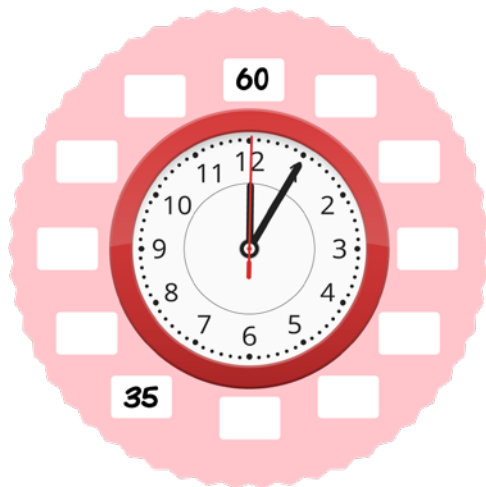
» The product of this exercise will be displayed and used further for the lesson "Watching the clock"

Station 4: Mathematical problem solving:

» Students look at the calendar and comment on how many weeks there are in that month:

» State the situation: We go to school 5 days a week. How many days do we go to school in that month?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

» Once the groups have finished, the teacher has the groups' exercises displayed and corrects them (if there any errors are found).

Station 5:

Each student will have 4 playing cards that are randomly distributed, with the numbers facing down. On each card students write the number that is the result of the multiplication of 5, such as 5, 10, 15, 20, 25, 30, and 35, all the way up to 100. The student with the card containing the number 5 will start by putting it down first, then the student with the next number that is the result of the multiplication of 5 will place it down, and so forth, until whoever runs out of cards first becomes the winner. There should be on average 2 to 3 students playing per turn, depending on the number of students.

Teacher records the results at the play stations.

Reflections, consolidation, and follow-up

» What did you learn from today's lesson?

» Have you memorised the multiplication table of 5 by heart?

» At all the play stations, which task did you find the easiest, which one is the most difficult? Why?

» When at home, please find real-life situations related to the multiplication table of 5, write it down in your notebook and ask appropriate questions, and then share them with friends.

This lesson plan is organised for Grade 2 students in Math. The lesson is designed to allow for interdisciplinary integration with Math as the main subject. The main goal of the lesson is to create and apply the multiplication table of 5 and support the lesson "Watching the clock". Other subjects that act as tools to support the formation and development of mathematical competencies for students include Fine Art Subject (colouring and decorating the clock face) and Vietnamese Language Subject (reporting one's participation and practising asking questions).

EXPERIENTIAL ACTIVITY – GRADE 2

TOPIC: MY BELOVED FAMILY

Implementation time: from….to…

I. Requirements to be met

After this topic, students will be able to:

- Take age-appropriate actions show attention, care, and show gratitude to family members (adaptive competency).

- Exchange with family members about common activities in the family (design and organisational competencies).

- Make some products that demonstrate ingenuity and carefulness (adaptive competency).

This topic contributes to the formation and development of students' qualifications and competencies:

- Altruistic quality: expressed through actions that show attention and care for family members and beloved women.

- Competencies:

  ✓ Communication competency: demonstrated through sharing common family activities, communicating with family members about common activities and action plans.

  ✓ Aesthetic competency: expressed through the ability to make products that show attention, care, and gratitude to loved ones.

  ✓ Adaptability competency: demonstrated through the ability to adjust, arrange work and co-ordinate with family members to make and implement the family's weekly plan; and an ability to make products that show ingenuity and carefulness.

  ✓ Design and organisational competencies: proven ability to learn about family members' favourite activities and to plan family's weekly activities.

II. Teaching and learning aids

- Teacher: A4- and A0-size paper, coloured paper, crayons, and glue; discussion sheet; flash cards about family activities.

- Students: Crayons, coloured paper, scissors, and glue; photos or pictures of common activities; information about family members' activity schedule.

III. Key teaching activities

Identification – Discovery

Activity 1: Identify the work that shows attention, care, and gratitude to family members

1. Teacher arranges for students to play the game "The perfect puzzle" to help them recognise actions that show attention, care, and gratitude to family members.

   - **Preparation:** sets of picture cards. 6 each: a picture of a boy drying out clothes with his mother; a picture of a girl helping carry her mother's bag; a picture of a boy wearing a scarf for his sister; a picture of a boy bringing medicine for his grandmother to take; a picture of a girl carrying a plate of fruit for her father to display on the altar; and a picture of a boy messaging his grandmother' back. Sets of word cards. 6 each: help mom dry out clothes; help carry her mother's bag; bring medicine for his grandmother; put a scarf on his sister to prevent a cold; and arrange fruit with her father to offer incense for ancestors; massaging her grandmother's back. The sets of picture cards and word cards are equal to that of play groups.

     Note: Depending on specific conditions, the teacher may prepare 2 or more sets of cards (pictures and words) to arrange for students to play.

   - **How to play:** The teacher organises a relay competition for groups in which they find and match picture cards with corresponding word cards describing the work. When the teacher shouts, "Start," each student in the group will in turn choose the picture card and the corresponding word card to stick to their group's respective board. The group that matches the most correctly and fastest is the winning one.

2. Teacher arranges for students to share after playing, "How do the above actions show your attention and care to your loved ones?" For example, caring for and helping family members, or remembering the deceased.

3. Teacher arranges for students to work in groups, write on the discussion sheet other actions that show their care, concern, and gratitude to their loved ones.

   Note: The teacher may organise students to work individually and write actions to show care and gratitude to their loved ones on paper cards in 2 minutes. When the time is up, the teacher orders all students to attach paper cards to their group's respective boards, hence creating a fun and cheerful atmosphere in the class.

4. Teacher arranges for groups to report their group's discussion results and for other groups to comment and supplement.

5. Teacher gives comments and reflections before then moving on to the next activity.

Activity 2: Share what you have done to show care and gratitude to your family members

1. Teacher asks students to work in pairs, retelling what they have done to show care and gratitude to their loved ones using the following hints:

   ■ What did you do? When did you do it?

   ■ How did you feel?

   ■ How did your loved family members feel?

2. Teacher organises the game "Looking at actions and guessing the job" for students to share about what they have done to show care and give gratitude to their family members.

   ■ Teacher announces the rules of the game: the first player uses gestures and actions, not words, to describe what students have done to show care and gratitude to your loved ones. Others look at the gestures and actions described and guess. Whoever guesses correctly will be eligible to assign the next person to share.

3. Teacher spends time for students to share, thereby expressing their feelings and thoughts when performing actions that show care and gratitude to their family members.

4. Teacher gives comments and reflections before then moving on to the next activity.

5. Teacher asks students to, once at home, find out information about their family members' activities to prepare for next week's topic-based activity.

Exploration – Expansion

Activity 3: Exploring common family activities. Teacher asks students to work in groups to share activities that their families often do together

1. Teacher asks students to use information sheets or pictures and photos already prepared beforehand to share their family's activities with friends in the group.

   ■ Students print the names of activities or stick pictures and photos of their family's activities on the sheets.

   Hints: Teacher may use discussion sheets as per the following form:

DISCUSSION SHEET	
Doing housework together	Shopping ....
Recreation and entertainment	Other activities ....

2. Teacher arranges for groups to present their discussion results. It is from there that they can group activities that their families may do together.

3. Teacher arranges for students to exchange and share their feelings when participating in common family activities.

   Note: Teacher encourages students to share and pay attention to both positive and negative emotions. If possible, teacher can ask further why students feel that way? And how do their loved family members feel?

4. Teacher gives comments and reflections before then moving on to the next activity.

Activity 4: Explore family members' activity schedule

1. Teacher lets students look at An's family activity schedule.

STUDENT AN'S FAMILY ACTIVITY SCHEDULE

Member	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Father				PM: Play ping-pong			
Mother					AM: Go swimming		
Bình (Sister)			PM: Friend's birthday party				
An						PM: Play football	

2. Teacher arranges for students to work in groups of 4 to 6 students to exchange information available on the given activity schedule, including how to present it.

   Suggestions:

   ■ What information is included in the activity schedule?

   ■ How is An's family schedule presented? For example, are words or icons or a combination of both used.

   ■ In your opinion, what other forms of presentation could be used?

Teacher suggests that students present the discussion results in the form of a mind map, draw, or describe how they want to present the schedule.

3. Teacher invites some group representatives to present their group's discussion results and to comment and summarise the activities.

4. Teacher asks students to use the information they have learned about their family members' activities during the week to make a schedule.

5. Teacher asks students to, once at home, discuss with family members and complete the activity schedule of their family members.

6. Teacher gives students suggestive questions:

   ■ When talking with family members, what is the right time to choose? For example, students should choose a time when they are happy and not busy with work.

   ■ How would you ask your family members for information? For example, how to address them properly and what tone to use.

7. Teacher asks each student to use the information in the schedule just completed to determine the days when family members can work or play together.

Practice – Application

Activity 5: Reporting the exploration results of family members' activity schedule

1. Teacher arranges for students to share the exploration results of their family members' activity schedule with fellow students in the group.

2. Teacher arranges for students to play the game "Happy Melodies" for them to share the exploration results of their family members' activity schedule in front of the class.

3. The whole class will sing a song and pass a flower across students to the tune the teacher plays. Once the music stops, the student with the flower in hand will share his or her exploration results. Once the sharing is done, the music is turned on again and the game resumes.

4. Teacher arranges for students to share after playing, based on the following hints:

   ■ What activities did your family have together last week? At what points in time of the week?

   ■ Were they the activities you suggested from exploring your family's activity schedule?

   ■ How did you feel when the activity you proposed was done by the whole family?

5. Teacher gives comments and reflections before then moving on to the next activity.

Activity 6: Planning a common family activity

1. Teacher calls upon students to read aloud the requirements of the activity to the whole class and check the students' understanding of the task at hand.

2. Teacher invites students to read the task in item 1 and guides students to identify a common activity that they want their family to do together.

   ■ What is the first thing to do to identify a common activity? For example, determining the timeframe in which the whole family can work together.

   ■ What would you do next? For example, listing common activities in order of priority: the work that all family members like first, the one that most family members like second, and the work of personal preferences last.

3. Teacher asks students to work individually, print the name of the common activity that they want their family to do together.

4. Teacher arranges for students to share about the common activity they want their family to do together, with their friends in the group.

5. Teacher invites representatives of groups to share about common family activity that the respective groups have identified.

   Note: The teacher may arrange for students to print the name of the activity on a hand-shaped paper card and stick it to the group board, and then arrange for groups to present and leave the activity board in each group so that students can continue reading after class ("Gallery Walk" Technique).

6. Teacher asks students to work individually, using the identified common family activity to build an activity plan according to the suggestions made in item 2.

   ■ Teacher asks students to look at the common activity plan and provide information to be presented in the plan, including how to present that information.

   ■ Students develop a family activity plan according to the instructions.

7. Teacher observes and supports students when deemed necessary.

8. Teacher arranges for students to share with friends about their family's common activity plan and invites some to share in front of the class. If possible, the teacher uses an object projector for students to present their plan.

9. Teacher comments on the activity and asks students to discuss with family members to agree on the activity plan and determine each member's tasks.

   ■ Teacher lets students look at the pictures and answer the following questions:

    › What is Duong's family talking about?

   › What work item is each member of the family given?

   › What is everyone's attitude?

   ■ Teacher arranges for students to associate:

   › When should I talk to my family member about my activity plan?

   › What should my attitude be like?

   ■ Teacher invites some students to respond and offers the following notes:

   › You should choose when the whole family is happy and not busy with work to exchange.

   › You should address them politely, in the right role, show joy and excitement.

   › You need to accept your own tasks first.

10. For adjustments made to the plan made by students, teacher guides students to write them in the remarks.

11. Teacher reflects and summarises the activity.

12. Teacher asks students to bring along with them the coloured paper, scissors, and glue to make a gift for someone they love in the next class.

Activity 7: Making the "Loving Memories Jar"

1. Teacher asks students to read the task in activity 8 and check their preparation.

2. Teacher asks students to make a "Loving Memories Jar" according to the instructions:

    ■ Cut coloured paper tapes.

    ■ Write down things the whole family has done together.

    ■ Fold these paper tapes as stars or roll them, put them into the jar, and decorate it to their own liking.

3. Teacher observes and supports students when deemed necessary.

Assessment - Development

1. Teacher arranges for students to exchange and state what they have learned to show care and gratitude to their family members; to list the things they have learned when they work together to develop a family activity plan.

2. Teacher distributes assessment sheets and asks students to work individually.

3. Teacher asks students to draw emoticons of themselves and others when they perform actions to show care and gratitude to their family members.

4. Teacher asks students to self-assess and draw stars corresponding to what they have done.

5. Teacher arranges for peer-assessment among students, for them to exchange with and ask for peers' opinions on the activities they have participated in in the topic.

6. Teacher asks students to seek their family members' opinions and write them down in the third part of the assessment sheet

7. Teacher provides comments in the sheet.

ASSESSMENT SHEET
Full name…………………………Class: ……. School: …………………….

1. Self-assessment and peer-assessment:

    ■ Draw emoticons when you perform actions that show care and gratitude to loved ones.

Younger brother/sister	Father	Mother	Older brother	Older sister	Grandpa	Grandma
◯	◯	◯	◯	◯	◯	◯

    ■ Self-assessment on the activity implementation and ask for peer-assessment.

■ Colour on the star (⭐ ⭐ ⭐)according to level of completion:

No.	Activity	Self-assessment	Peer-assessment
1	Share what you have done to show care and gratitude to family members.	☆☆☆	☆☆☆
2	Set up a family timetable.	☆☆☆	☆☆☆
3	Develop a family activity plan.	☆☆☆	☆☆☆
4	Make products that show love for family members.	☆☆☆	☆☆☆
5	Communicate clearly, confidently, and look at the other person while speaking.	☆☆☆	☆☆☆

2. Opinions from family members of the actions you have taken:

No.	Activity	Level		
		Particularly good	Good	Moderate
1	Actively prepare material to make products in class.			
2	Communicate clearly, confidently, and look at the other person while speaking.			
3	Discuss with family members to develop a common family schedule and activity plan.			
4	Perform actions to show care and gratitude to family members.			

3. Teacher assessment

_____
_____
_____
_____
_____
_____
_____

STUDY SHEET

Explore the family members' activities

Name of family member	Activity in the week	Time to perform the activity

ANALYSIS ON LEARNING THROUGH PLAY ACTIVITY

In the Experiential Learning Topic: My beloved family

The topic of My Loved Family is designed into 4 stages (Identification - Discovery; Exploration- Expansion; Practice - Application; Assessment - Development) with 7 activities and 1 assessment. In the topic, teacher designs activities using games at the stage of Identification - Discovery and Practice - Application for students to harness their prior experience, discover, and apply what they have learned in practice.

Below is an activity selected and analysed that reflects the LTP characteristics as well as how to choose and apply methods and techniques for the LTP activity in the design and organisation of experiential activities in primary schools.

Activity 1: Identify the work that shows attention, care, and gratitude to family members

In this activity, the teacher designs the game "The perfect puzzle" to help students to recognise actions that show attention, care, and gratitude to family members.

1. **This activity satisfies 5 characteristics of LTP, specifically as follows:**

    ■ **Joyful:** children find it fun and interesting to find and match the word-puzzle pieces. In addition, the relay game should attract and motivate each student to do it quickly and correctly to contribute to the team's victory. On the other hand, with the students watching, they are also engaged and participate in cheering when teams play, creating an exciting and happy atmosphere for the class.

- **Actively engaging:** the game is designed in the form of reinforcement to motivate students to engage actively in learning activities. They focus on quickly and correctly finding the correct word-puzzle pieces to give the exact results required by the game.

- **Meaningful:** With this game, students have a chance to connect their experiences and understanding about jobs that show affection towards family members with new things that they discover for themselves: What actions are to show care? What actions are to show gratitude? Through this they can gain more knowledge to actively perform specific actions that show love and gratitude to loved ones in life.

- **Iterative:** when participating in this game, students have many opportunities to try to put puzzles and words together to find the correct answer.

- **Socially interactive:** students interact with each other when exchanging to find the correct puzzle pairs.

2. **For this activity, teacher uses a combination of techniques and methods:**

- **Techniques and methods that make the learning activity meaningful:** Teacher gives a task that requires students to match picture cards with corresponding word cards to identify actions that show attention, care, and gratitude to family members. Using a technique that involves assigning tasks that derive from familiar situations and images.

- **Techniques and methods that make the learning activity socially interactive:** Think-Pair- Share.

- **Techniques and methods that make the learning activity iterative:** Using the peer-sharing technique to exchange and find the matching pairs of puzzle pieces.

- **Techniques and methods that make the learning activity joyful:** Designing competitive games.

LESSON: RIGHT ANGLE, NON – RIGHT ANGLE

(grade 3 math, page 41)

I. Requirements to be met

After this lesson, students will be able to:

■ Know the symbol of right angles and non-right angles; recognise right angles, and non-right angles; use the set square to check right angles; and practice drawing right angles and non-right angles.

■ Have the opportunity to develop carefulness, agility, and accuracy; have more interest, positivity, and confidence in learning Math; develop the competencies in mathematical thinking and reasoning such as solving mathematical problems, mathematical modelling, mathematical communication, and using mathematical learning tools and means.

This topic contributes to the formation and development of students' qualifications and competencies:

■ Diligence, responsibility, excitement, positivity, and belief in learning Math.

■ Mathematical thinking and reasoning ability, mathematical modelling ability, mathematical problem-solving ability, mathematical communication capacity, and ability to use mathematical tools and media.

II. Teaching and learning aids

■ Teacher:

› A musical piece on morning exercise for class stabilisation.

› Clock faces for starters, ruler and set squares.

■ Students: ruler and set squares.

III. Key teaching activities

Teaching activities	Analyses and explanations
Class stabilisation **Motor skill game** * **Objective:** To have a comfortable mind before entering the lesson, create conditions for students to relate the knowledge they have just learned to real-life practices. * **Content:** Teacher lets students stand in rows with appropriate spacing between aisles and then plays an exercise musical piece. Teacher guides students to do the following activities: » Stand with feet shoulder width apart, arms extended straight to the side, slowly flex the arms until they are fully folded, then slowly extend them back out. » Raise the left leg and straighten it out, bend the knee slowly until it can no longer be bent, then extend it again until the leg is straight. Switch legs and do the same. » With feet shoulder width apart, raise arms up high, slowly bend the whole body until it is no longer folded, then slowly return to the starting position.	**Type of LTP: Guided play** **Characteristics:** » **Joyful:** Students joyfully listen to music and exercise.
Warm-up **Play the game: Who's Fast - Who's Right?** Students play the game in groups of 3. Each group prepares 3 clock faces. Teacher may take 3 large clock faces and give them to 3 groups with 1 each. Each clock face is used for 1 sentence. Study sheet: Turn the hands of the clock to get: a. 3 hours (o'clock). b. 3 hours 5 minutes. c. 3 hours less 10 minutes. Game rule: Each student in the group takes turns to perform a task. The group that does it correctly and quickly will win the game.	**Type of LTP: Guided play** **Characteristics:** » **Joyful:** Students are challenged to complete the task of turning the clock face to show time and speed. » **Iterative:** Shows repeated hands-on actions of adjusting the hands of a clock to get the required hours. » **Meaningful:** Students have the opportunity to recreate the knowledge and skills they

At the end of the game, students comment on the results of each group. The teacher then gives conclusions on the process of performing the task by each group.

have learned about clocks and time, which serves as a basis for discovering new knowledge.

Analysing and discover the new lesson

Activity 1. Introducing the angle symbol

Based on each group's product, teacher arranges for students to answer the following questions:

» On the first clock, how do you know it is 3 o'clock? (Because the hour hand shows 3, the minute hand shows 12). The teacher takes the large clock face in this case from a group and sticks it on the board.

» On the second clock, how do you know it is 3 hours and 5 minutes? (Because the hour hand shows 3, the minute hand shows 5). Teacher takes the large clock face in this second case from a group and sticks it on the board.

» On the third clock, how do you know it is 10 minutes to 3? (Because the hour hand shows 3, the minute hand shows 10). Teacher takes the large clock face in this remaining case of a group and sticks it to the board (see picture below).

» What do we have to rely on to tell a particular time? (i.e., we must rely on the hour and minute hands on the clock face).

On this basis, teacher redraws below the clock faces the images of the hour and minute hands of the clocks in the corresponding positions, and then says that the 2 clock hands form an angle (teacher points to the corresponding shapes and says this is the angle)..
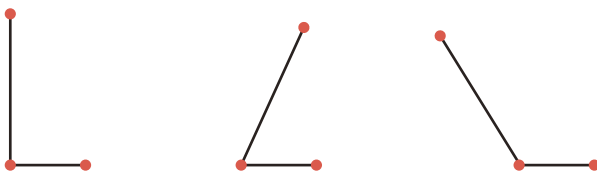
Characteristics:

» **Actively engaging:** Teachers suggest, ask questions that make students actively think about the position of the hour and minute hands, thereby connecting with the corner symbol instead of the teacher giving the angle and fixing it with students.

» **Meaningful:** Students find the relationship between the angle (new knowledge) and the position of the clock hands (old knowledge and real life).

» **Socially interactive:** Students can express their ideas to their classmates and to the teacher.

Activity 2. Introducing the right and non-right angles

From the results of Activity 1, teacher names the points in the picture and then introduces them to students, one after the other, as shown below:
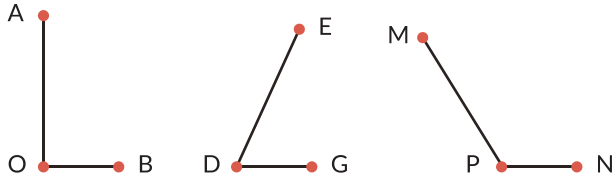
| Vertex O, Side OA, Side OB | Vertex D, Side DE, Side DG | Vertex P, Side PM, Side PN |

Right angle   **Non - right angle**

Activity 3. Get acquainted with set square. Use set square to check right angles

» Teacher introduces the set square to students, who will then take the set square from the learning kit and learn about its structure.

» Teacher guides the students how to use the set square to check the right angles.
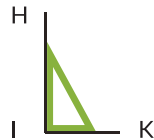
Set square   **Use set square to check right angle**

Practice

Students do the practical exercises:

Exercise 1. In the diagrams below:

» Name the vertices and sides of the right angles;

» Name the vertices and sides of non-right angles.
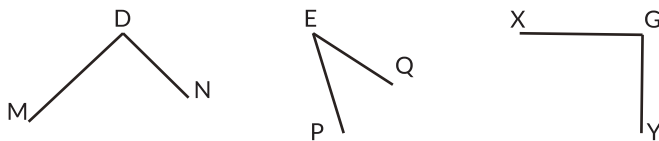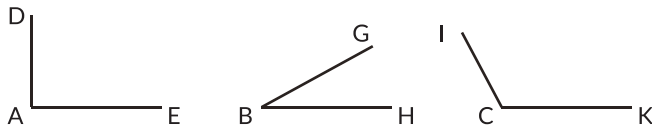
Students perform the exercise individually and then share the results with friends. Note that students use set square to check the angles.

Characteristics:

» **Socially interactive:** Students work individually, work in small groups to perform the exercises, then share with the class and the teacher.

Exercise 2

In the quadrilateral MNPQ, which angle is a right angle? Which angle is a non-right angle?
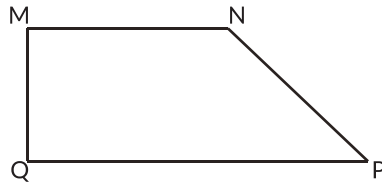
Students work in pairs, exchange, and agree on the results.

Exercise 3. Practice drawing angles:
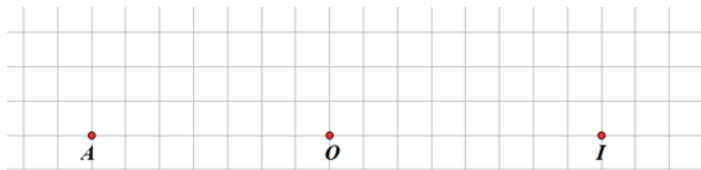
Right angle vertex A   Non-right angle vertex A   Non-right angle vertex I

Students share results and teacher comments and concludes.

Application

» Students relate the images of the angles they have just learned to real-life practices.

» Students relate the movements of bending and stretching both arms and legs during early morning exercise to images of angles already learned.

» Students play the game "Let's make angles".

Tablemates, who may get out of their seats, use an arm each to create the types of angles learned.

At the end of the game, teacher lets students share and comment on the results of the groups.

Teacher comments and evaluates the performance of students' learning tasks, then finishes the class.

Type of LTP: Free play

Characteristics:

» **Joyful:** Create fun and relaxation.

» **Socially interactive:** Show the interaction between and among individuals in the pairs.

» **Actively engaging:** Shows active engagement in the practical activity of creating angles.

» **Iterative:** Shows repeated hands-on actions to practice creating angles and recognise angles.

» **Meaningful:** Students have opportunity to relate knowledge and skills learned to the real-life practices.

SUBJECT: VIETNAMESE LANGUAGE SUBJECT – GRADE 3

WORD AND SENTENCE PRACTICE – WEEK 26

VOCABULARY EXPANSION: FESTIVAL, COMMA SYMBOL

I. Requirements to be met

At the end of this lesson, students will be able to:

- Understand the meaning of words: ritual, celebration, and festival; as well as being able to find some words related to the theme of the festival.

- Use commas correctly in sentences (after adverbs of cause and for separation of co-ordinating conjunctions in sentences).

- Develop general qualifications and competencies: show a sense of responsibility to preserve the beauty of Vietnamese culture and traditions; express a civilised and polite attitude when joining rituals, celebrations, and festivals.

- Communication and co-operation: demonstrate teamwork competency; and know how to complete the learning task together with friends.

II. Teaching and learning aids

- Teacher: video footage, projector (if any), worksheets, word cards, "Word tree" or group board.

- Students: Textbooks, notebooks, pens, and small boards; along with some pictures of festivals.

III. Key teaching activities

Teaching activities	Analyses and explanations

Warm-up
 	
* **Objective:** Create excitement for students when entering the new lesson, connecting the linguistic capital and vocabulary that students already have to the content they will learn in the new lesson.
 	
* **How to proceed:**
 	
Game: Ring the Golden Bell
 	
» The teacher announces the rules of the game: On the projector will appear questions and illustrations, one after the other each student will have 15 seconds to think and write the answer on the small board. The whole class will then hold up small boards with their answers. When the time is up, students who answer correctly will continue to play, while those who answer incorrectly will have to stop the game.
 	
» The teacher arranges for students to participate in the game.
 	
» The teacher prepares some questions related to the festival theme, for example:
 	
  + Question 1: This word consists of 7 letters. This is an activity that usually takes place on the eve of the Mid-Autumn Festival (RUOC DEN or Lamp Procession).
 	
  + Question 2: This word consists of 6 letters. This is an activity taking place in the festival, which students have learned in a reading exercise (DAU VAT or wrestling).
 	
  + Question 3: ...
 	
» Teacher gives overall comments on students' results and introduces the lesson.
	Type of LTP: Guided play
	
	Characteristics:
	
	» **Joyful:** Create fun and relaxation when participating in activities.
	
	» **Meaningful:** Students can relate their prior knowledge and understanding, such as vocabulary about festivals, with the knowledge they will learn or review in the lesson, thereby expanding their vocabulary about festivals.
	
	» **Actively engaging:** Attract students' attention and engagement in the lesson; all students can participate in the LTP activity.
	
	» **Socially interactive:** Together, students play and present their results in front of the class.

Practice

Find out the meaning of words: ritual, celebration, festival

Exercise 1

* **Objective:** Students understand the meaning of words: ritual, celebration, festival.

* **How to proceed:**

» Teacher shows video footage of festivals such as the Hung Temple Festival or the Perfume Pagoda festival, thereby reminding students to pay due attention to video footage and narrations. If there is no video footage, the teacher may present a picture of the festival.

» Students answer questions related to the video footage just watched, such as, "What festival is the video about? Where does the festival take place?"

* **Group work:**

» Groups discuss to implement the requirements in the study sheet.

WORKSHEET

Match the words in column A with the appropriate meanings in column B.

A	B
Ritual	Collective activities consisting of both ritual and ceremonial festivities.
Celebra-tion	The fun festivities organised for large crowds according to customary practices or on special occasions.
Festival	Formalities undertaken to mark or commemorate a meaningful event.

* **Whole class assignment:**

» Student representatives present and comment on exercise results.

» Teacher introduces students to some more pictures of festivals and activities.

» Students take turns to answer questions to understand more clearly the meaning of the words: ritual, celebration, and festival, all of

Characteristics:

» **Joyful:** Create fun and relaxation when participating in activities (watching the video footage or looking at the picture, doing group-based exercises, answering questions to consolidate knowledge).

» **Meaningful:** Students can understand the meaning of words: ritual, celebration, and festival (with the support of the picture or video footage). This lays the foundations for finding words related to the festival theme in exercise 2.

» **Actively engaging:** Students are actively engaged in activities in groups or individually.

» **Socially interactive:** Students can exchange, work in groups, and comment on others' products.

» **Iterative:** Students can learn the meaning of words and answer the questions to understand correctly and deeply the meaning of words.

which were from the video footage about the festival just watched (or through observing pictures about the festival), which activity belongs to the ritual part? Which activity belongs to the celebration? What are festivals and celebrations usually held for?

» Teacher shows on the projector or writes on the board students' answers to demonstrate Exercise 2.

Activity 2: Find the names of some festivals and celebrations as well as some activities therein.

Exercise 2

* Objective: Students can find some words related to the festival theme and use them to make sentences.

* How to proceed:

Applying the Jigsaw technique

Round 1: Group of experts

» Based on the collected pictures and materials, students discuss in groups of 6 to 8 students, print the name of the festival, celebration, and the name of the activities in the festival on the word cards and then put such word cards on the "Word Tree" (or group board). Note: "Word Tree" is divided into branches for students to put word cards on: Name of festival; Name of celebration; Name of activities in festival and celebration.

» The groups' products are displayed around the class.
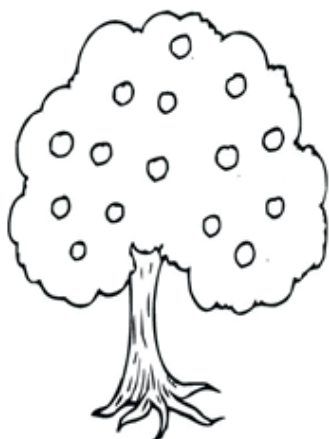
Applying the Jigsaw technique

Characteristics:

» **Joyful:** Create a fun and relaxing environment when participating in activities, such as discussing in groups, participating in sharing, and supplementing the results for each other.

» **Meaningful:** Students can mobilise their existing vocabulary about festivals, discuss them with friends in groups to learn unfamiliar words about the topic.

» **Actively engaging:** Attract students' attention and engagement in the lesson; all students can share their understanding of the lesson content.

» **Socially interactive:** Students can exchange their viewpoints, work in groups, present their own knowledge, and learn more from others' products.

» **Iterative:** The iteration is demonstrated in the activity that involves finding words about the festival theme to create a rich vocabulary of words.

Round 2 – Jigsaw group

» Members of the expert group move to join other groups to form a new group, write on the word cards and put them on the "Word Tree" (or group board) to add to the words already discussed in the expert group.

» Representatives of some groups present their results in front of the class. The whole class votes for the group with the best results.

» Some students share their knowledge about festivals, celebrations, and activities. For example, "What festival or celebration have you participated in? What festival or celebration is there in your school or local area? When participating in festivals, what attitude should you show?"

» Teacher summarises the vocabulary students have found and further explains it if necessary. Alternatively, teacher may present on the projector the "Word Tree" already prepared in advance, thus helping students to expand their vocabulary about festivals and celebrations.

Activity 3: Review on comma usage

Exercise 3

* **Objective:** Students use commas correctly in sentences.

* **How to proceed:**

Preparation: Teacher can adjust the material in the textbook to make it closer to the real life of students and more relevant to the festival theme.

Example:

a) Because of the effective control of the COVID-19 pandemic, local festivals have been reopened.

b) Thanks to the sound of drums and cheers, the festival atmosphere becomes increasingly bustling.

Type of LTP: Guided play

Characteristics:

» **Joyful:** Create a fun and relaxed environment when participating in activities. The exercise's wordings have been changed from the textbook, students can work individually or exchange in pairs, and play the game to present the results.

» **Meaningful:** Students know how to use commas in sentences after adverbs of cause and for the separation of co-ordinating conjunctions in sentences, gain a better understanding of the position

c) Due to inexperience and impatience, my class's tug-of-war team did not win the Phu Dong Health Club.

Individual work and pair work:

» Students do the exercise in their individual worksheets or notebooks.

» Students exchange results with friends to check and give suggestions to each other.

Whole class work: The game "Transmitting Electricity"

» Students present the results by playing the game "Transmitting electricity", exchanging and commenting on the results.

» Students answer the questions to better understand the position of commas in sentences, the effect of commas in sentences, and considerations when reading sentences with commas.

of commas in sentences, the effect of commas in sentences, and considerations when reading sentences with commas.

» **Actively engaging:** The activity attracts the attention and engagement of all students in the lesson, from the use of the exercise wordings that are close and appealing, related to the festival theme; to students taking the initiative to do the exercise and to exchange the results with friends, and to present and comment on the results.

» **Socially interactive:** Students can exchange, work in pairs, present their results, and comment on the results in front of the class through the game "Transmitting Electricity".

Application

The game "Secret Doorways". The game has 3 to 4 doorways, behind each of which is a fun question related to the content learned. Each question has 3 answer choices; students will then choose the correct answer by holding up an opinion card.

Type of LTP: Guided play

Characteristics:

» **Joyful:** Create a fun and relaxed environment after completing the lesson.

» **Meaningful and iterative:** Students can review the knowledge they have learned in the lesson.

» **Actively engaging and socially interactive:** attracting the attention and engagement from all students in activities.

EXPERIENTIAL AND PRACTICAL ACTIVITY IN MATH GRADE 4

"HAS YOUR SCHOOL MEAL MENU ENSURED THE COMBINATION OF NUTRIENT GROUPS?"

I. Requirements to be met

After this lesson, students will be able to:

■ Carry out activities of collecting, classifying, and counting statistical objects; display statistical data in graphs; read, describe, and analyse data in graphs of various forms, especially pie charts, as well as being able to produce basic comments on statistical data.

■ Judge whether a meal is nutritionally balanced and healthy based on the collection, classification, and compilation of information related to dishes containing diverse groups of nutrients in daily life.

■ Have the opportunity to develop carefulness, agility, and accuracy; gain an interest, positivity, and confidence in learning Math; develop the competencies in mathematical thinking and reasoning, solving mathematical problems, mathematical modelling, mathematical communication, and using mathematical learning tools and means.

II. Teaching and learning aids

■ Teacher: Study sheet on practical and experiential tasks.

■ Students: Pen, paper, compass, and ruler.

III. Key teaching activities

Teaching activities	Analyses and explanations
Warming up and creating interest for students » Teacher arranges for students to visit the school's kitchen area. Students observe the utensils and stages of food processing. » Invite the kitchen manager to introduce the week's menu to students. » Guide students to exchange and share with each other what they have just observed in the school kitchen, "What do you think about the nutrient groups in food at school?" Have them classify and compile foods by nutrient groups. Ask them to give comments on the use of nutrient groups in the daily school meals. » Students brainstorm and try to produce solutions based on questioning and recording information. » Discuss the fastest statistical methods and some visual representations, such as picture charts, bar charts, and pie charts.	**Characteristics:** » **Joyful:** Create a fun and relaxed environment. » **Socially interactive:** Show the interaction between individuals in the group when participating in the exchange, asking for opinions about favourite foods and nutrient groups in food. » **Actively engaging:** Shows active engagement in observing how to prepare, listening attentively to the introduction of various dishes. » **Meaningful:** Make a judgment about the combination of nutrient groups in school meals.

SAVORY DISHES
- Chicken fried with citronella
- Simmered shrimp with pork
- Stew fish
- Pork stuffed Tofu in Tomato Sauce
- Mushroom Egg Meatloaf

STIR-FRIES
- Stir-fried pumpkin with minced meat
- Stir-fried vermicelli with meat
- Stauteed garlic spinach
- Stir-fried cabbage with garlic

SOUPS	Beef soup	Shrimp soup	Gourd soup
DESSERTS	Banana	Watermelon	
	Choux pastry	Crème Caramel	

State the experiential tasks

From the results of the above activity, teacher states the following tasks:

» Conduct survey on opinions from your team members about the week's menu.

» Record favourite dishes.

» Perform graphical representations.

» Define your favourite menu of the day.

Teacher arranges for students to do experiential tasks:

» Divide the class into groups or teams. Teacher monitors students performing tasks and provides guidance and support to them as and when necessary.

» Students perform the following tasks:

+ Conduct polls through a questionnaire and interview. Ask questions such as, "What is your favourite dish in the groups of savoury dishes, stir-fries, soups, and desserts?"

+ Make a statistical table of the collected data, using the following form:

Characteristics:

» **Joyful:** Express joy and relaxation in performing tasks.

» **Socially interactive:** Demonstrate the interaction between individuals in the group and with teacher when performing tasks.

» **Actively engaging:** Show active engagement in performing statistical activities.

» **Iterative:** Shows repetition in statistical compilation and calculations.

Dish		Available	Quantity
Carbohy drate	Plain rice		
	Rice noodle		
	Noodle Soup		
	Steamed rice rolls		
	Bread		
	Biscuit		
	Other dishes		
Protein	Tofu		
	Pork		
	Beef		
	Shrimp		
	Chicken meat		
	Chicken egg		
	Other dishes		
Lipids	Fatty pork		
	Cooking oil		
	Roasted peanuts		
	Butter		
	Other dishes		
Vitamins, Minerals, and fibre	Fresh milk		
	Carrot		
	Vegetable spinach		
	Morning glory		
	Malabar spinach		
	Amaranth		
	Banana		
	Watermelon		
	Tomato		
	Other dishes		

+ Based on the collected data, teacher guides students to choose statistical tools to represent the quantity of foods corresponding to the nutrient groups.

+ Highlight 4 favourite dishes of the group and classify them by nutrient group.

» The groups report their work results, make a preliminary assessment, change their positions in turn, and continue to practice. Teacher should pay attention to harnessing students' skills in collecting data in the fastest way and getting to know how to choose an appropriate chart to represent data. Teacher should also provide timely praise, encouragement, or correction.

» **Meaningful:** Students use knowledge and skills learned in statistics to solve tasks. Statistical content is about familiar daily food to children, which makes them feel that learning Math is relevant to their own life.

Reflections and assessment.

» Students share and report their work results in front of the class, as well as suggest their group's menu.

» Students exchange and assess the work results of their own, their group and others; agree on the class's favourite menu suggestions.

» Teacher gives final reflections and assessment, educating students to suggest their favourite dishes with consideration of ensuring nutrition and food diversity.

* Students return to the kitchen, talk to the kitchen manager about the menu for the week, highlight their favourite dishes and may suggest some more favourite dishes to enrich the menu and respond to students' needs and desires.

Characteristics:

» **Socially interactive:** Between individuals, individuals with groups, individuals, groups with teachers in presenting, sharing, and exchanging performance results.

» **Actively engaging:** Students actively give their opinions and suggest their favourite dishes with attention to ensuring nutrition and food diversity.

» **Meaningful:** Understand the effects of food, show interest and willingness to participate in food preparation, and due respect and love to chefs.

This is a lesson plan organised for Grade 4 students. The lesson is designed upon determining the relationship between Math and Science. It contributes to the development of many specific groups of competencies associated with mathematics and natural science.

The lesson plan is designed upon analysing the Math and Science curricula to determine the interwoven relationship between these 2 subjects. This lesson is aimed to deliver a dual goal: (1) Math: Students are able to carry out activities of collecting, classifying, and counting statistical objects; display statistical data in graphs; read, describe, and analyse data in graphs of various forms, especially pie charts, and produce basic comments on statistical data; (2) Science: Students are able to collect information about the use of nutrient groups at school and students' preferences, whereby making recommendations to adjust the daily diet to be appropriate and balanced. When teacher assigns experiential tasks to students in this interdisciplinary topic, its content is linked with the requirements to be met and the substance of the Science subject, while the implementation method is carried out thanks to mathematical skills.

SUBJECT: VIETNAMESE LANGUAGE SUBJECT – GRADE 5

WEEK 4 READING PRACTICE: PAPER CRANES

I. Requirements to be met

- Read fluently the whole passage: Read correctly foreign names and geographical names. Initially, read the text expressively with a deep, sad voice in which the reader emphasises words that describe the profound consequences of nuclear war, little Sadako's desire to live, and children's dream of peace.

- Explain the main content of the passage: Denunciation of nuclear war crimes and expressing aspirations for life and peace among children around the world.

- Develop qualifications and generic competencies: fostering compassion; living responsibly by expressing sympathy, understanding, and sharing with friends in 5 continents; displaying a spirit of co-operation in teamwork; knowing how to find different solutions to a problem; and creating products according to one's own ideas.

II. Teaching and learning aids

- Teacher: Interactive board or projector, word cards, discussion sheets, reportage footage, and enlarged textbook pictures.

- Students: Textbook, brush pen, and collected pictures or photos about a disaster involving nuclear war or an atomic explosion.

III. Key teaching activities

Key teaching activities	Analyses and explanations
Warm-up * **Objective:** Create excitement for students when entering a new lesson and introduce the topic "Birds of Peace" into the new lesson. * **How to proceed:** » Students sing together the song "We Need a Peaceful Sky" by Nguyen Duc Toan or listen to the song. » Students give their feelings about the song after teacher asks, "What is the song about?"	**Type of LTP: Guided play** **Characteristics:** » **Joyful:** Create fun and relaxing environment for students when participating in activities, allowing students to sing and listen to a song.

» Students look at the illustrative pictures, listen to the teacher introducing the topic *"Birds of Peace,"* and the learning contents in the theme of preserving peace and cultivating friendship between nations.

CÁNH CHIM HOÀ BÌNH

» Students introduce in their respective groups the pictures or photos they have collected as requested by teacher to prepare for the lesson about the atomic bomb explosion, nuclear war catastrophes, and say what they know about the consequences of nuclear war.

» Teacher introduces the reading *"Paper cranes".*

» **Actively engaging:** Attracting students' attention and engagement in the lesson. Students prepare their own pictures or photos they have collected about the atomic bomb explosion and the catastrophes of nuclear war and say what they know about such catastrophes.

» **Meaningful:** Relating students' prior knowledge to the content to be learned in the lesson.

» **Socially interactive:** Students share with friends what they think about the content of the song and the pictures or photos prepared.

Practice

* **Objective:** Students can read the entire passage fluently and somehow expressively, understanding the main content of the passage.

* **How to proceed:**

» Teacher models the reading, or 1 to 2 students follow each other to read the whole passage.

» Students divide the paragraphs in the reading passage on their own.

Activity 1: Practice reading and understand paragraphs 1 and 2 (the Americans dropped atomic bombs on Japan and its consequences)

» Teacher shows students reportage footage of the atomic bombing of Hiroshima and Nagasaki

https://www.youtube.com/watch?v=LSFhep2xFGo

* **Using the "See - Think – Wonder" technique.**

* **Using KWL teaching technique.**

Key characteristics:

» **Meaningful:** Students can read and learn the content of each paragraph in the passage by mobilising their prior knowledge and expanding their understanding of the lesson. This will educate both sympathy and compassion, as well as an understanding of the pain of others in the event of a war.

Using the "See - Think – Wonder" technique.

» After watching the video, students work in groups of 4 to 6 students, present their answers by speaking, writing, or drawing, and then share those within the group. Teacher arranges for groups to express their opinions or introduce their drawings according to the following suggestions:

+ My group sees…

+ When watching the video, my group thinks…

+ When watching the video, my group wonders…

Using KWL teaching technique

» Following the sharing by the groups, teacher gives each group a K-W-L sheet, asking students to fill in the first column.

K What I Know	W What I Want to learn	L What I Learn
....	....	....

» Teacher provides the extra board or projector with the content of paragraphs 1 and 2 in the passage from "On July 16, 1945… atomic radiation." Students practice reading in groups with due attention paid to reading the correct names of foreign people and geographical locations and learning the meaning of the words: atomic bomb and atomic radiation.

» Students discuss in groups to answer the next questions:

+ When did the US successfully build an atomic bomb?

+ What did the US do with those 2 bombs?

+ What were the consequences of these 2 bombs?

» After students have given their answers, teacher asks students to choose the content they have just learned to complete the responses in their group's K-W-L sheet (second column). Students in groups stick (write or draw) their groups' ideas below the question "What I Want to learn?"

» **Actively engaging:** Students are actively engaged in reading practice activities and exploring the content of the passage through teaching techniques applied in the lesson.

» **Socially interactive:** Students can read the passage and express their thoughts with their group members to complete the learning content.

» **Iterative:** Through students' self-direction and prompting questions of teachers as well as the implementation of K-W-L teaching technique, students have repeated opportunities to complete the content of the lesson they are learning.

K What I Know	W What I Want to learn	L What I Learn
....	....	....

Individual work

» Students reflect on and predict the fate of Sasaki Sadako.

Activity 2: Practice reading and understanding paragraph 3 (Sadako's Desire for Life)

Group work

» Teacher provides an extra board (or projector) with the content of paragraph 3 of the passage from "When Hiroshima.... 644 children." Students practice reading in groups and learn the meaning of word: legend.

» Teacher asks students to read paragraph 3 silently, then discuss the following questions in pairs:

+ When was Sadako infected with radiation?

+ How did Sadako hope to prolong her life?

+ Why did Sadako believe in that?

Whole class assignment

» Students answer questions in front of the class, other students comment and supplement answers.

Activity 3: Practice reading and understanding paragraph 4 (Sasaki Sadako's Wish for Peace)

Group work

» Teacher provides an extra board (or projector) with the content of the last paragraph of the passage from "Emotionally moving.... to the end." Students practice reading in groups.

» Teacher gives each group a discussion sheet, asking students to complete the content in the sheet: *Find in the reading passage the actions of the children when they know of Sadako's story.*

DISCUSSION SHEET

Showing love for Sadako	Expressing hope for peace
....	....

Whole class assignment

» The representatives of the groups present the discussion results.

» Students observe the image shown in the textbook of the statue of Sadako.

» Teachers can further ask students, "What do you think about their actions?"

Activity 4: Summary of lesson content

Group work

» Students answer the following questions:

+ If you could stand in front of the statue, what would you say to Sadako?

+ What do you think the story wants to tell us?

» Teacher asks the question, "What have you learned?" on the board, explaining to students that the first 2 steps have been completed – that is, they have thought and written down what they already know about the war and what they want to know about the content of the reading passage. The last step now is to memorise the information obtained through the reading.

» Students in groups continue to fill in the third column.

K What I Know	W What I Want to learn	L What I Learn
....	....	....

» *Students share the results of the group's work.*

* Practice reading the whole passage expressively:

» Students practice expressive reading in groups. The teacher reminds students to read with a deep, sad voice, emphasising words that describe the profound consequences of nuclear war, little Sadako's desire to live, and students' dream of peace.

» Students play the game "Who reads the best" and vote for the best reader in the group, then the groups send representatives to read in front of the class.

Type of LTP: Guided play

Characteristics:

» **Joyful:** Create a fun activity.

» **Meaningful:** Students can read being expressive by having the opportunity to express their voice in groups and in front of the class.

» **Actively engaging:** All students can read the passage expressively.

	» **Socially interactive:** Students can read the passage expressively, have opportunity to comment and give suggestions to each other in groups. » **Iterative:** Shows repetition in reading practice activities.

Application
 	
Game: Draw, write, find a poem/song, or fold a paper crane to represent your dream of a peaceful life, one without war.
 	
Using the "Expert group" technique
 	
» Teacher divides the class into groups and guides the whole class of students to freely move to the group they like.
 	
    + Group 1: Draw a picture or a symbol about children's desire for peace and a life without war.
 	
    + Group 2: Write a sentence or a message that represents your thoughts about peace or war.
 	
    + Group 3: Write on the group board what you think when standing in front of the Sadako's monument
 	
    + Group 4: Use the computer to search for poems or songs praising peace or work. Together fold a paper crane and display it on the group board.
 	
» Students share their work results with their classmates in the next class.
 	
» Teachers comment on students' participation and activities in the game.
	Type of LTP: Guided play
	
	Characteristics:
	
	» Create joy and relaxation.
	
	» **Meaningful:** Students can draw, write, find a poem/ song, or fold a paper crane to express their desire for peace. This is also an activity that integrates Vietnamese language teaching with other subject domains.
	
	» **Actively engaging:** This involves engaging students to work in groups and students having the opportunity to express their creativity.
	
	» **Socially interactive:** Students work in groups, debate with friends to express or defend their ideas.
	
	» **Iterative:** Students can modify the product for the better according to peers' suggestions.

Colour in the heart based on the level of your self-assessment (with 1 ♥ as the lowest level, and 3 ♥ as the highest level).

Example of the student self-assessment checklist after each LTP lesson/activity

No.	Item	Self-assessment
1	Actively and effectively engage in learning activities or tasks assigned by the teacher.	♡ ♡ ♡
2	Concentrate on thinking and focus on activities.	♡ ♡ ♡
3	Explore diverse ways for organising the same activity.	♡ ♡ ♡
4	Be able to adjust methods when having fresh ideas.	♡ ♡ ♡
5	Self-experiment and explore latest ideas.	♡ ♡ ♡
6	Share ideas, interact, and collaborate with peers in the group.	♡ ♡ ♡
7	Share ideas, interact, and communicate with teacher.	♡ ♡ ♡
8	Actively contribute ideas to the lesson and receive compliment from teacher.	♡ ♡ ♡
9	Show strong interest in the teacher's expansion of topics or activities based on games, activities, and characters in the story.	♡ ♡ ♡
10	Create and complete products as required by the teacher.	♡ ♡ ♡
11	Able to analyse the ideas from your own work.	♡ ♡ ♡
12	Able to speak about your favourite product (compared to others' products in the class).	♡ ♡ ♡
13	Communicate clearly, confidently, and keeping eye contact with the opposite person when speaking.	♡ ♡ ♡

How teacher assesses students: After applying the LTP for a lesson or activity, the teacher assesses the students' performance of the following items by circling the numbers representing the levels (level 1: lowest level, and level 3: highest level).

The checklist to be used by teacher for assessing students

No.	Item	Teacher assessment		
1	Students can experience feelings of joy, thrill, and excitement during the lesson.	1	2	3
2	Actively and effectively engage in learning activities or tasks assigned by the teacher.	1	2	3
3	Concentrate on thinking and focus on activities.	1	2	3
4	Explore diverse ways for organising the same activity.	1	2	3
5	Students can adjust their method when having latest ideas.	1	2	3
6	Students actively self-experiment and explore latest ideas of themselves and that of the group.	1	2	3
7	Students actively share ideas, interact, and collaborate with peers in the group.	1	2	3
8	Students share ideas, interact, and communicate with the teacher.	1	2	3
9	Students actively contribute ideas to the lesson and receive compliment from the teacher.	1	2	3
10	Students show strong interest in the teacher's expansion of topics or activities based on their interests such as games or their favourite characters.	1	2	3
11	Students can understand the substance of the lesson and know how to apply it in a variety of exercises and activities.	1	2	3
12	Students can create and complete products as required by teachers.	1	2	3
13	Students confidently present their learning ideas or products and receive positive feedback from the teacher and their peers.	1	2	3
14	Students can speak about their favourite product (compared to others' products in the class).	1	2	3
15	Students can create a connection between the current lesson content and their own prior knowledge and experience.	1	2	3

Webpages that provide ideas, methodologies, and techniques to organise teaching activities:

- https://www.legofoundation.com/en/learn-how/
- https://vimeo.com/legofoundation/
- https://pz.harvard.edu/thinking-routines/
- https://www.popatplay.org/
- https://www.theteachertoolkit.com/
- https://www.responsiveclassroom.org/

IT tools that can be used in teaching practices:

- https://kahoot.com/
- https://quizlet.com/
- https://quizizz.com/
- https://info.flipgrid.com/
- https://bookcreator.com/
- https://storybird.com/
- https://padlet.com/
- http://mrkempnz.com/2014/11/what-is-mystery-skype-8-steps-to-get-started/
- https://languagedrops.com/
- https://schools.duolingo.com/

Plus, as a teacher, you can find countless examples on Google, YouTube, and Pinterest when searching **"Learning through play activities' or 'play-based learning activities".**

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