**Welcoming Weeks**

**Welcoming learners onto the programme**

Open your Hub and welcome the learners and their families into the new learning space.

Speak to the learners and their families about their aspirations.

**Completing the Initial Progress Assessments**

It is important for you to know about the leaners in your hub. One way you can do this is to complete the Initial Progress Assessments. These need to be completed during the first four weeks.

Set up some activities that the learners can do independently. Whilst you carry out the assessments, ask school staff and/or supporting adults to talk with the other learners and find out more about them.

Carry out the Initial Progress Assessments. You will need to work with learners 1:1. The Initial Progress Assessment (IPA) should only take between 5-10 minutes for each learner.

You should carry out the literacy IPA and then the numeracy IPA assessment at different times. Do not do both assessments one after the other. This will be too difficult for the learners. The assessments should be light-hearted. The learners are not at school.

**Activities for Welcome Weeks**

**Name game**

Sit in a circle with the learners and create a story circle. Play a name game. Roll a ball to a learner, as you roll it say your name. The learner then rolls to another learner and says her name. Keep going until everyone has a turn.

Change the game.

Roll the ball to a learner and say **her** name. The learner rolls to another learner and says **her** name. Keep going until everyone has a turn. Make sure that every learner is included.

**Getting to know you**

Play an active game. Number the learners 1, 2, 3, 4, 5, 6….and repeat. The learners need to make groups of 4.

[If there are 12 learners, then number the learners 1, 2, 3. If there are 24 learners, number them 1, 2, 3, 4, 5, 6.]

The learners must remember their number.

Ask the learners to stand up and find other learners with the same number.

The learners should be in groups of 4 - all the 1s stand together, all the 2s stand together, all the 3s stand together, all the 4s stand together.

Ask the learners to speak to each other. Find one thing they have in common – it could be a food they like, a game they play, the number of siblings in their family. Encourage the learners to talk and question each other – laughing is encouraged.

Then ask each group to tell other groups what they have in common.

**Make the longest line**

The learners stay in groups of 4. If you can, go outside. Tell the learners they must make the longest line they can using only their bodies – learners can stand sideways and hold hands, learners can use jackets or scarves to create extra space between them. Make a start lie where the first learner from each group must start the line.

Set a timer for 2 minutes or count to 120. Shout ‘STOP!’ See which line is the longest and say they are the winners. Encourage the other groups to say, ‘Well done’ and to clap them.

**Dancing**

Create a space in the Hub for dancing. Find music on your phone and play it loud enough for the learners to hear. Start to dance and encourage the learners to join in. As the learners join in, make up a dance move and ask the learners to copy. Choose a learner to start a dance move and then everyone copies her. Keep going until all the learners who want to have joined in.

**Drawing activities**

Have paper and pens available. Encourage the learners to draw or write what they would like. Ask the Learning Assistant to support the learners. This is a good time to carry out 1:1 screening assessments.

**Use the SAGE learning materials**

Choose and prepare three or four icebreakers and energisers from the SAGE materials. Keep the games fun and encourage the learners to speak to each other.

**Story circle**

Set up a story circle using chairs (if your Hub has them) or sit on the floor in a circle. Ask each learner to introduce herself by telling the group her name and one thing she would like the group to know about her.

If you have a large group (up to 30), create two circles – you can sit with one group and the Learning Assistant can sit with the other group.

**Being inclusive**

SAGE Learning Hubs are safe, accessible spaces for all learners. If you have learners with disabilities, make sure the Learning Assistant supports them. They should be encouraged to say what they can join in with but you may need to adapt some activities. For example, in the ball name game, all learners can roll the ball instead of throwing the ball.

**At the end of the session**

The first session should last for no more than two hours – this is the time the learners will come for sessions in the Hub.

At the end of the session, explain to the learners that SAGE learning sessions are different to school. Share some of the principles you learned about at the training workshop. Answer any questions the learners have. Remind the learners that they will all take part in the IPA. You should keep a list of the learners you have screened and make a list of learners you need to assess in the next session.

**Preparing for the next session**

Set the learners a challenge. Ask them to bring in something from their home that is important to them. In the next session, the group will try and guess what the object is and why it is important. Give some examples,

A spoon because I like to cook.

A spoon because I like to eat.

A pebble because my friends and I use them to play games.

My baby’s blanket.

**As the learners leave**

Some learners may want to keep talking at the end of the session. This is good news. The learners have made friends. Encourage them to come the to the next session.

**Planning for the next session**

Talk with the other Community Educator (if you have one) or the school contact. Talk about what you learned about the learners. Use the information to plan for the next session.

Remember to:

* Plan activities the learners can do independently or in groups.
* Make a list of learners you need to assess.
* Share ideas for games and activities that will encourage the learners to have fun.
* Tidy the learning hub and keep the materials somewhere safe.
* Read through the Module 1a session guides and choose three activities for the next session – choose: one literacy, one numeracy and one learning English activity.

For the second week, ask the community to support activities in the Hub. They could:

* Talk to the learners about their experiences of learning.
* Ask prominent women in the community to give a talk about their experiences.
* Prepare a celebration for the last Welcome Week session. This will help the learners feel welcomed and valued.
* Have an Opening Ceremony for the Hub.