

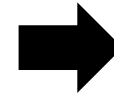
Understanding Interaction in the household:
Content & Activities
Staying in Touch during the Lockdown
(Round 2)

June 2020

Overview of the Exercise

To understand...

- How children are interacting with different activities that are shared with them
- What a volunteer's role is during this activity

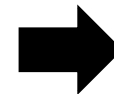


Created an Activity Package

- Keeping in mind the information we wanted to collect – a certain package of SMS activities was created to share in a sample of villages
- Activities: Creating a Story, Solving a Problem etc.*

Process Followed

- Tracking - 10 children from each village were selected (5 – readers, 5 – non-readers)
- Pratham team members called the volunteer associated with the child everyday to collect feedback on the activity sent that day
- **As an addition to this exercise, content team members also called and spoke to parents and volunteers to capture details (with respect to activity interaction) beyond what the format already captured**



Indicators

- Current learning level of the child
 - Reading level: Below or above Para
 - 2 Digit Number Recognition
 - Subtraction Operation
- For each activity
 - What the child was able to do
 - When did the child require assistance? – For each step of the activity
 - Who helped the child with the activity?
 - Feedback to the child provided by those who helped the child with the SMS activity

*Activity details on the next slide

Activities

Language

Std. 1-2 & Std. 3-5

Activity 1: Recite a Poem

चंदू छत पर बैठा था किसी बात पर ऐंठा था माँ ने उससे बात कही बात चंदू को लगी सही आप भी छोटी-सी कविता बनाइए और लिखिए। फिर पढ़कर सुनाइए।

Activity 2: Think of Words

रात में अपने भाई/बहन के साथ बैठिए। रात, आकाश और तारों से जुड़े शब्द सोचिए। 5 मिनट में सब से ज़्यादा शब्द किसने सोचे? कौन जीता?

Activity 3: Story: Conversation b/w two stars

रजनी छत पर सो रही थी। उसने सोचा: ये तारे टिमटिमा कर क्या बातें करते होंगे? रजनी ने एक कहानी बनाई। आप भी कहानी सोचिए, सुनाइए और लिखिए।

Maths

Std. 1-2

Activity 4: Bucketing Numbers

नीचे दी गई संख्याएँ 10 या 50 में से किसके ज्यादा करीब हैं? 12 39 47
26 8 34 9 40 54 17

Activity 5: Word Problem

माँ ने आज 20 रोटियाँ बनाईं। अगर सभी ने मिलकर 12 रोटियाँ खायीं। अब कितनी रोटियाँ बचीं?

Activity 6: Create a Shape

ऐसा एक आकार बनाएँ, जिसके चार भुजाएँ हो। चारों भुजाओं का माप समान हो। इस आकार का नाम बताइए?

Std. 3-5

Activity 4: Bucketing Numbers

नीचे दी गई संख्याएँ 100 या 200 में से किसके ज्यादा करीब हैं? 182 79
147 160 198 98 117 85 63 179

Activity 5: Word Problem

1 पेन की कीमत 25 रुपये हैं। ऐसे मैंने 12 पेन खरीदे। मैंने दुकानदार को 500 रुपये दिए तो दुकानदार मुझे कितने रुपये लौटाएगा?

Activity 6: Create a Shape

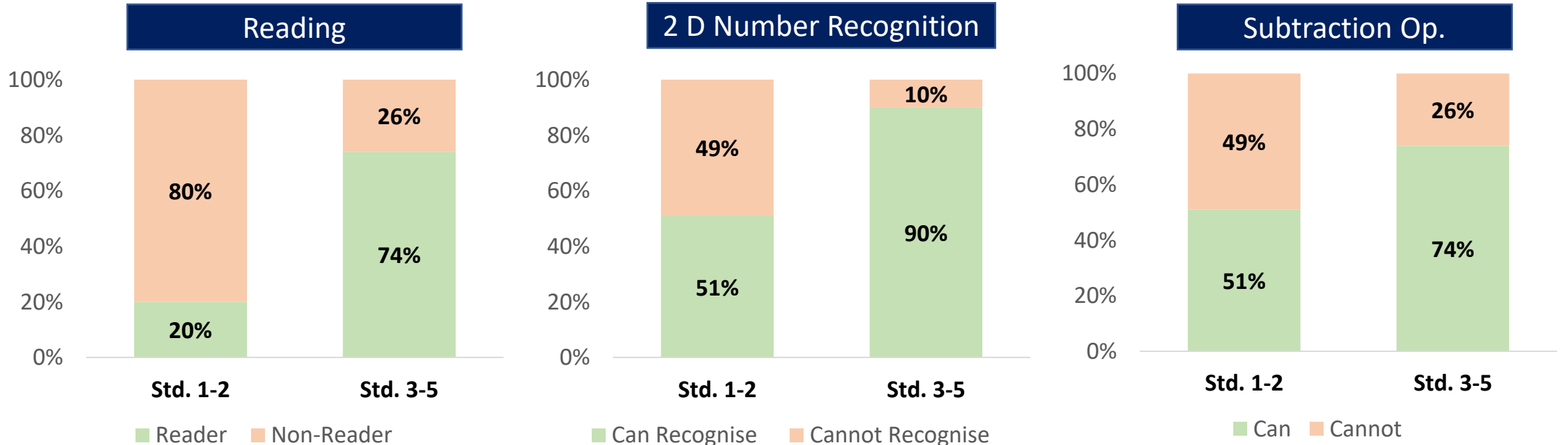
एक आयत ऐसा बनाएँ जो 4 फीट लम्बा और 3 फीट चौड़ा हो। सभी भुजाओं पर 1-1 फीट पर निशान लगाएँ और उन्हें मिलाएँ। बने हुए चौकर गिनें। इस आयत का क्षेत्रफल बताएँ?

- For Language the same activities were sent to Std. 1-2 and Std. 3-5 children
- For Maths, different sets of activities were shared with Std. 1-2 and Std. 3-5 children

Coverage and Current Levels

State	No. of Villages	No. of Children	
		Std. 1-2	Std. 3-5
Chhattisgarh	3	13	17
Haryana	2	9	10
Maharashtra	3	13	12
Rajasthan	3	9	21
Uttar Pradesh	3	10	18
Uttarakhand	2	7	13
Total	16	45	57

New villages were selected for this round of the activity



Volunteer Involvement

Std. 1-2		Who regularly does the activity				
		Mother	Father	Other Family Members	Village Youth	Total
Who receives the message	Mother	3		1		4
	Father	6	17	7	2	32
	Other Family Members	1		14	1	16
	Village Youth			1	8	9
	Total	10	17	23	11	61

- Amongst the volunteers who received our messages, parents constituted the biggest chunk – with fathers constituting the bigger chunk
- Unlike the last sample, fathers were very engaged in the activities with children - ~30% doing activities with Std. 1-2 children
- Most of the village youth who received the message also regularly did the activity themselves

Overall		Who regularly does the activity				
		Mother	Father	Other Family Members	Village Youth	Total
Who receives the message	Mother	6	1	1	2	10
	Father	10	37	18	2	67
	Other Family Members	1		48	3	52
	Village Youth			2	21	23
	Total	17	38	69	28	152

- These fathers were mainly from Rajasthan and Chhattisgarh
- From the activities shared, 20 of these fathers did them with the children, the rest were assisted by their siblings

What type of support do children require?

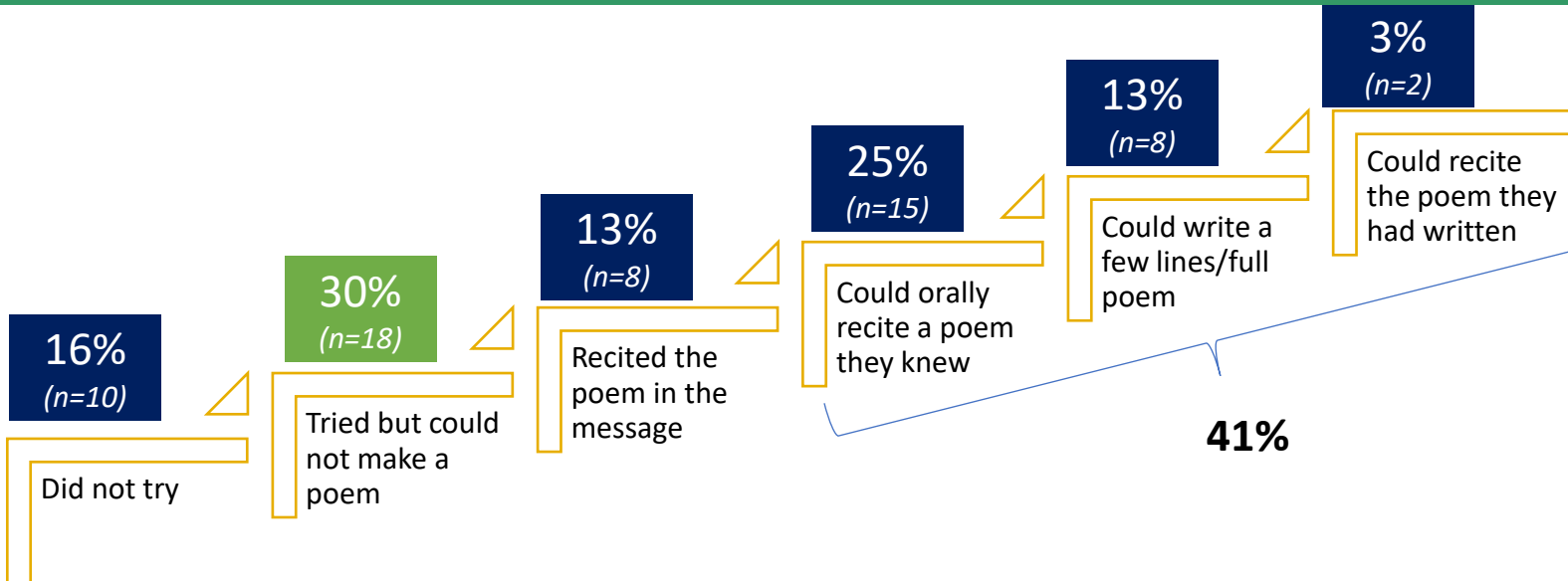
97% were helped in reading and/or understanding the activity
(n = 59)

95% were helped in reciting/writing a poem
(n = 58)

82% were helped in creating a poem
(n = 50)

- Very high involvement of the volunteer through every step of the activity for Std. 1-2 children
- Most guardians/volunteers helped the children at every step, even trying to make them write/recite a poem

What are children able to achieve as a product of the activity?

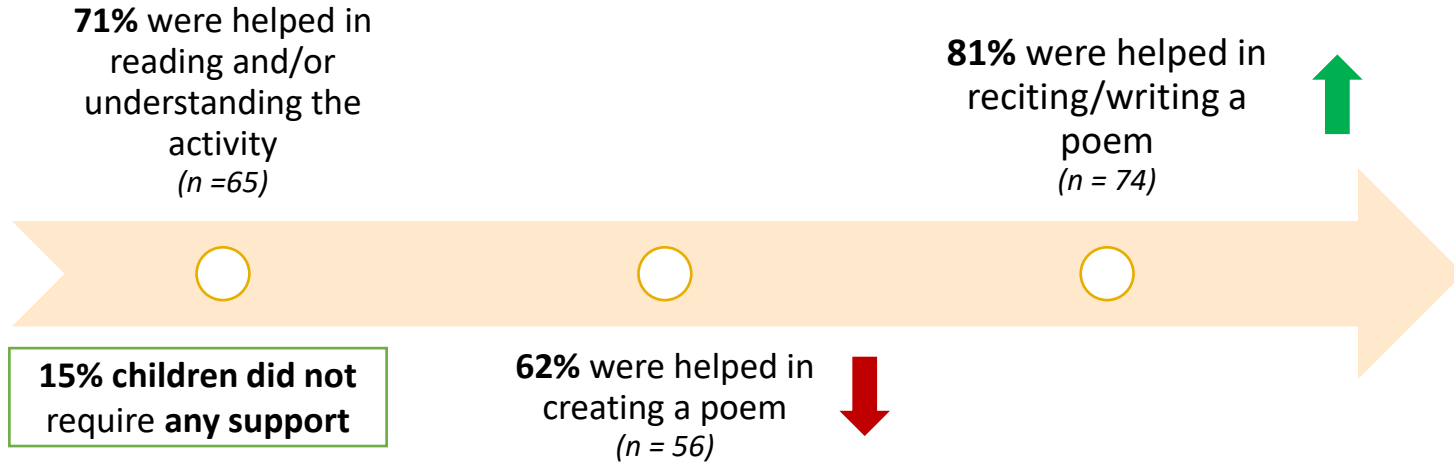


- ~40% of the children could at least orally recite a poem that they remembered – 20% even tried to write something
- However half the children could not recite a poem (Either did not try, or tried but couldn't)

Std. 1-2 children referred to their textbooks for other poems

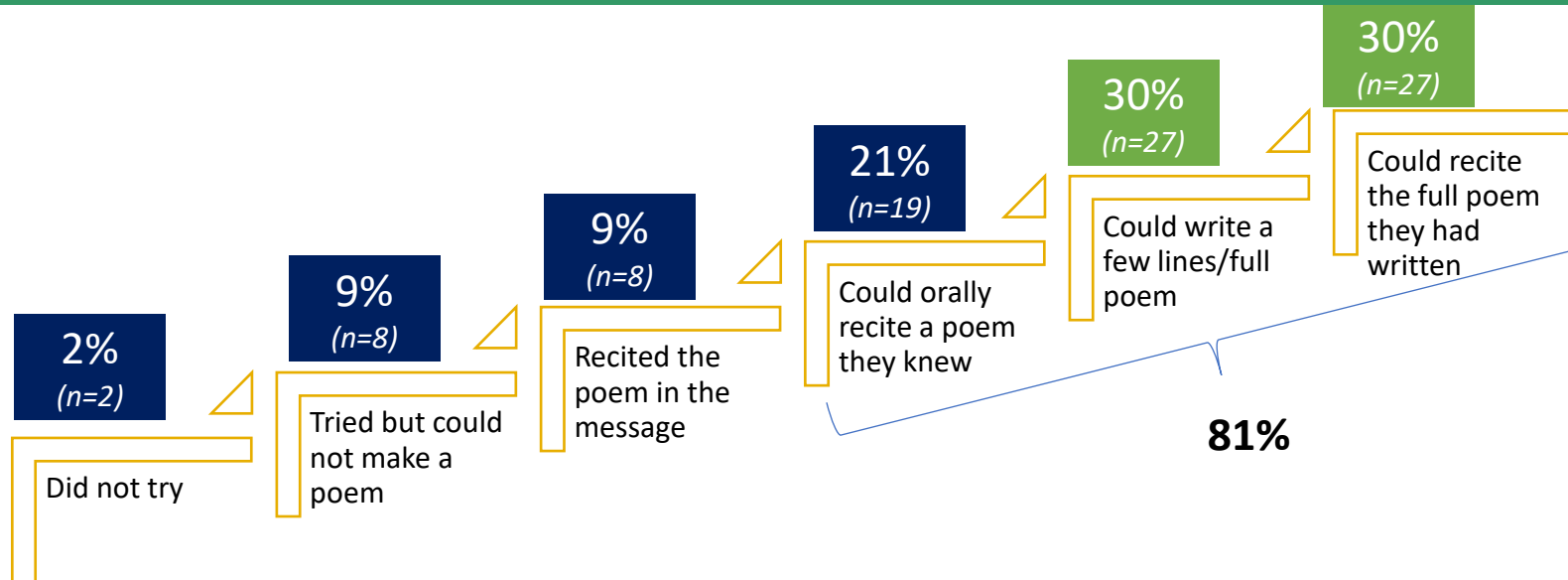
Total Children: 61

What type of support do children require?



- 4 out of 5 children were helped with writing/reciting the poem

What are children able to achieve as a product of the activity?



- 1/3rd children tried writing a poem, while 1/3rd wrote and recited a full poem
- 4 out of 5 children at least orally recited a poem they knew with this activity

- Std. 3-5 recited the poem in the message and also tried to create a poem based on what they've learnt
- Children were creative and tried using new words in their poems

Total Children: 91

Activity 2: Think of Words

What type of support do children require?

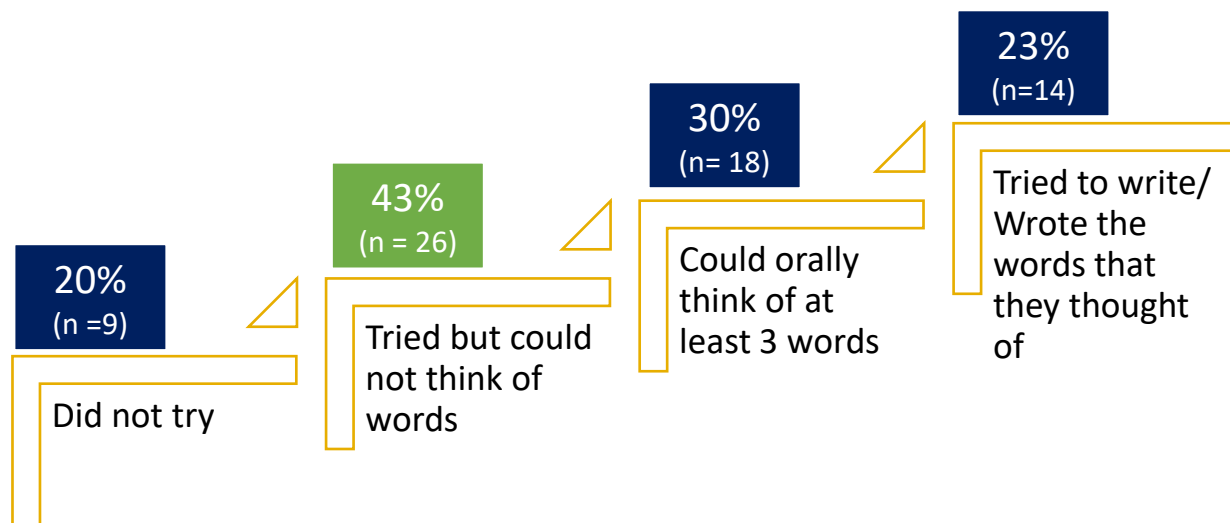
97% were helped in reading and/or understanding the message/activity (n = 59)

75% were helped in writing words (n = 25)

89% (n = 54) were helped with thinking of words

- While all children were helped with understanding the activity, 9 out of 10 children were helped with thinking of words which was the main part of the activity – since this was a “competition” with the sibling we could see high engagement

What are children able to achieve as a product of the activity?

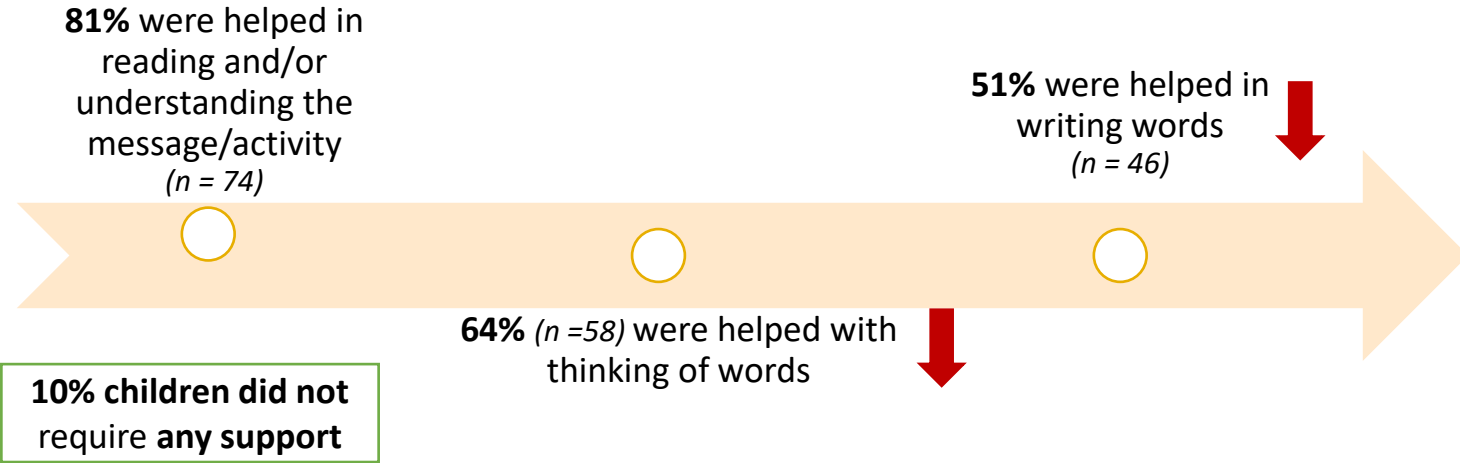


- Most children tried but could not think of words
- However since there was high volunteer engagement with this activity – the volunteer/guardian could have taught the child a few words

Total Children: 61

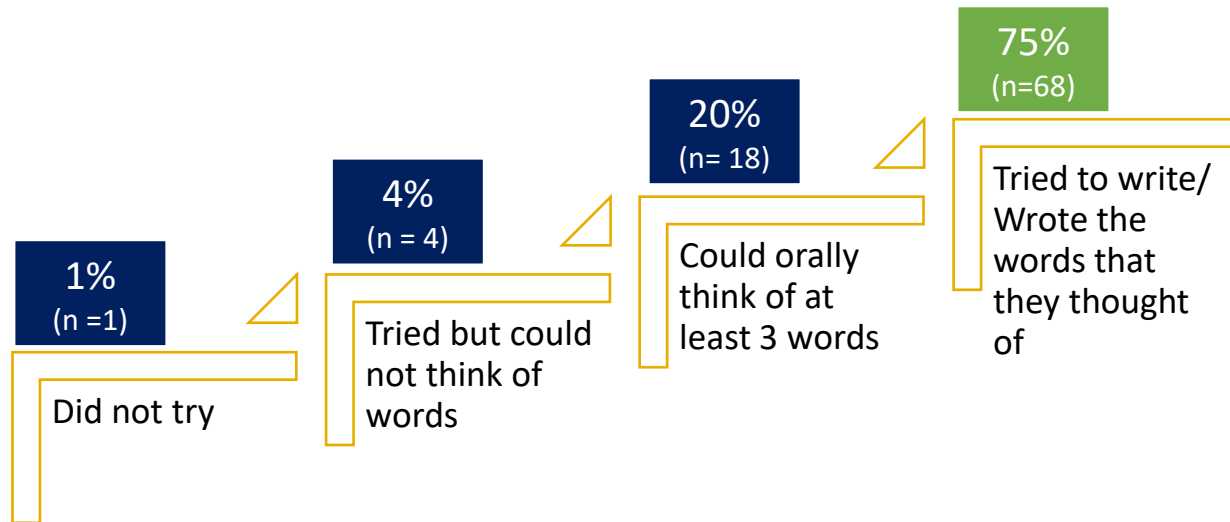
Activity 2: Think of Words

What type of support do children require?



- 2/3rd of the children were helped with thinking of new words – while only half were helped with writing them
- Decreasing volunteer engagement with each step

What are children able to achieve as a product of the activity?



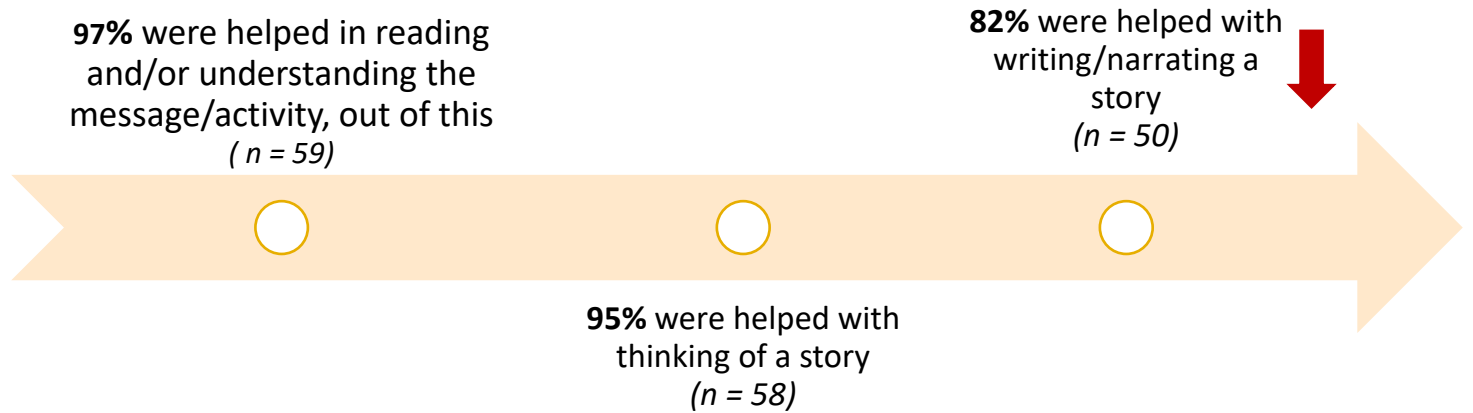
- 3/4th children tried to write/wrote the words they thought of
- Although volunteer interaction with writing was lower – children could probably write the words themselves

A few children also made sentences with the words they thought of

Total Children: 91

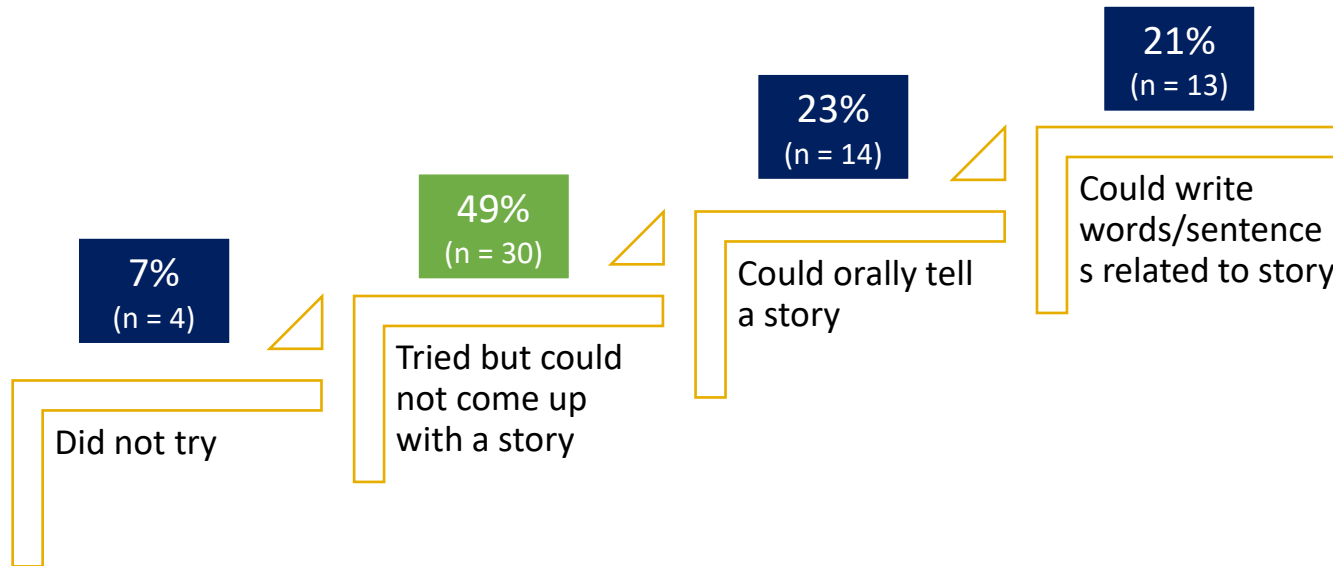
Activity 3: Story: Conversation between two stars

What type of support do children require?



- Most children were helped with thinking of a story – which was the key task of the activity, hence high volunteer engagement
- 8 out of 10 children were also helped with writing

What are children able to achieve as a product of the activity?



- Half the children tried but could not come up with a story – however they were assisted by the volunteer
- 2 out of 5 children orally narrated a story

A few children referred to their textbooks for a story

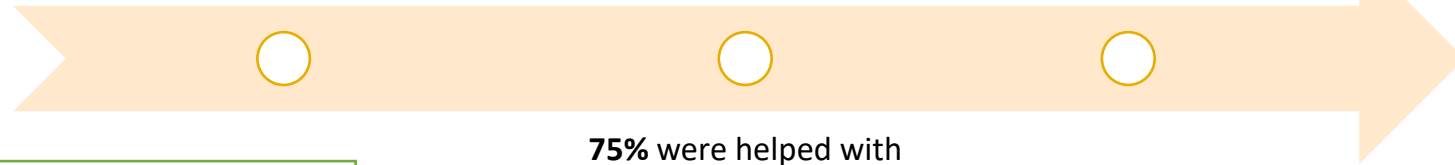
Total Children: 61

Activity 3: Story: Conversation between two stars

What type of support do children require?

76% were helped in reading and/or understanding the message/activity, out of this (n = 69)

58% were helped with writing/narrating a story (n = 53)

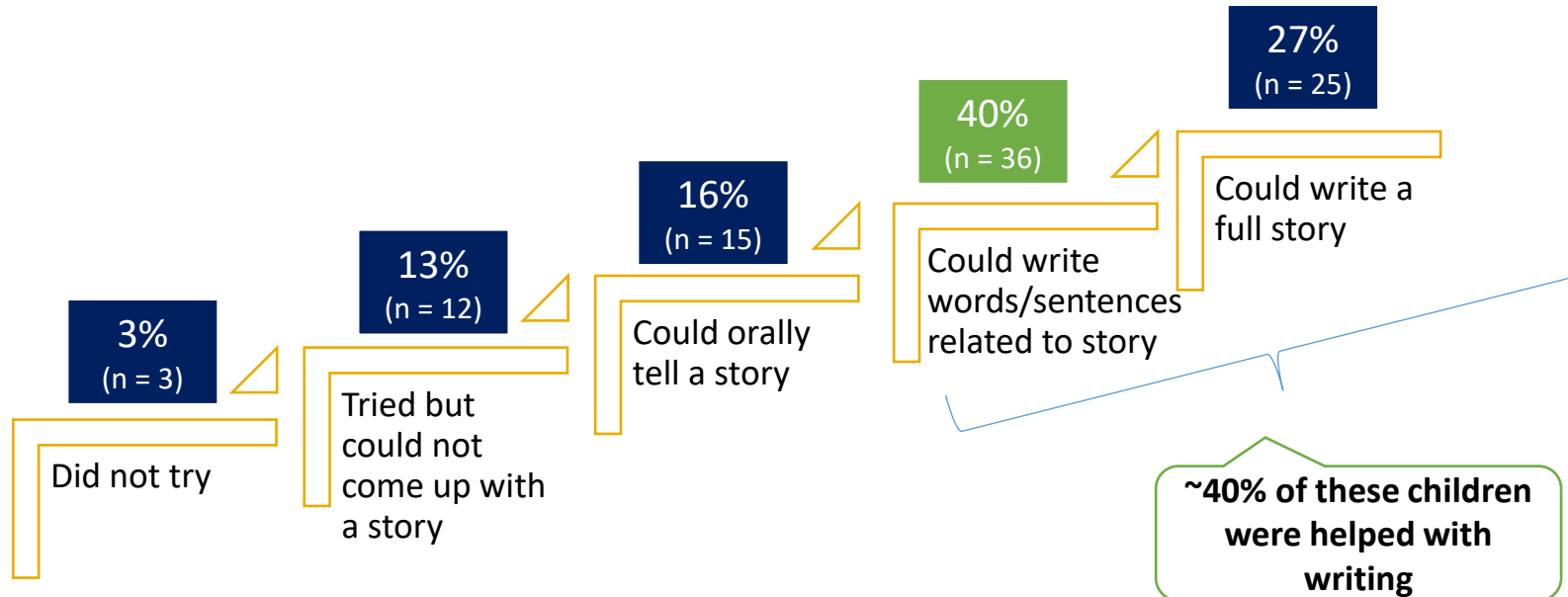


12% children did not require any support

75% were helped with thinking of a story (n = 68)

- 3/4th of the children were helped to come up with a story (conversation between two stars)
- 2/3rd children were helped with writing

What are children able to achieve as a product of the activity?

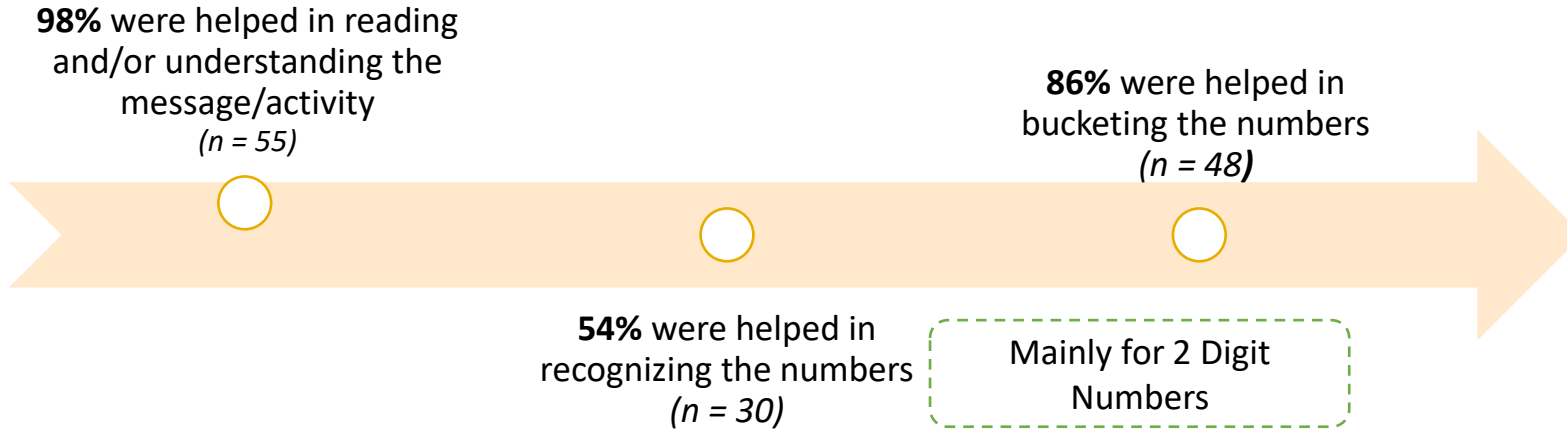


- 2/3rd of the children tried to write/could write a story
- Of those 40% were also helped with writing
- The remaining children who were helped with writing could orally narrate a story

Children either referred to their textbooks for a story or recited a story that they have heard from their elders

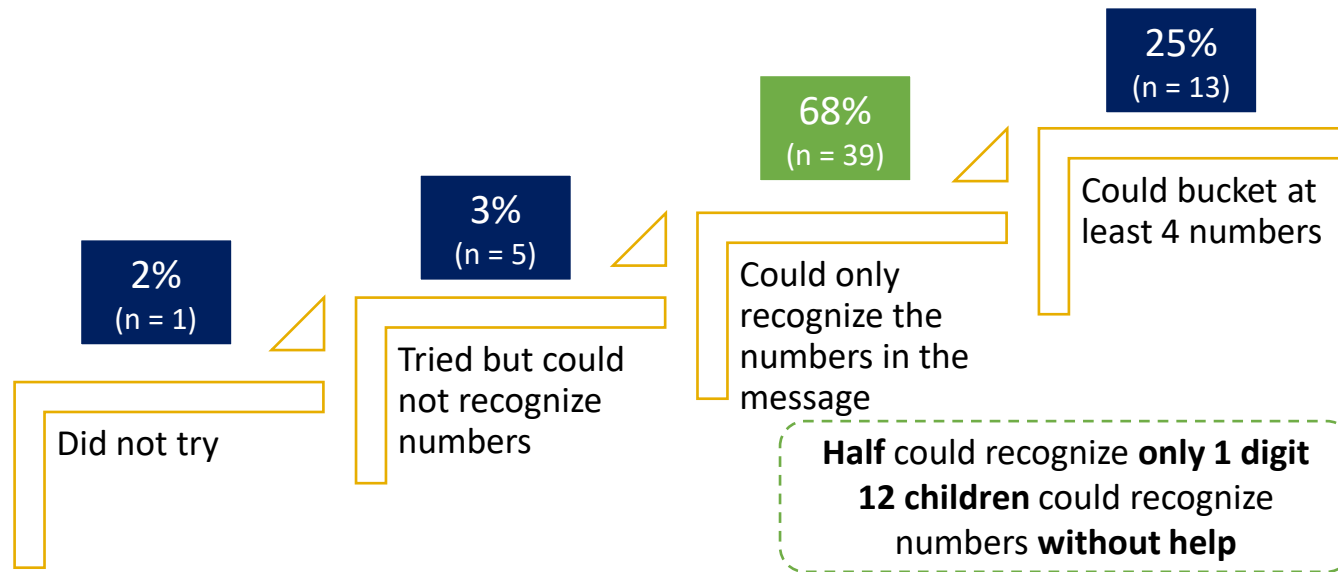
Total Children: 91

What type of support do children require?



- Half the children were helped with number recognition – mainly for 2 digit numbers
- 4 out of 5 children were helped with bucketing the numbers

What are children able to achieve as a product of the activity?

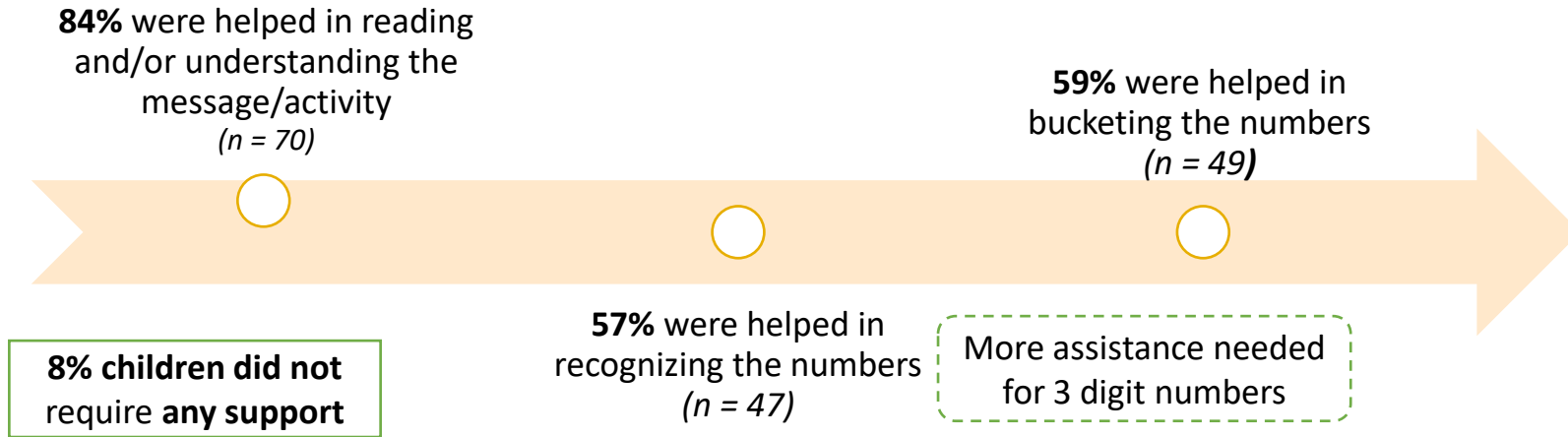


- Most children could only recognize the numbers in the message
- Although children were assisted with bucketing the numbers – only 1/4th could actually complete the activity

Total Children: 56

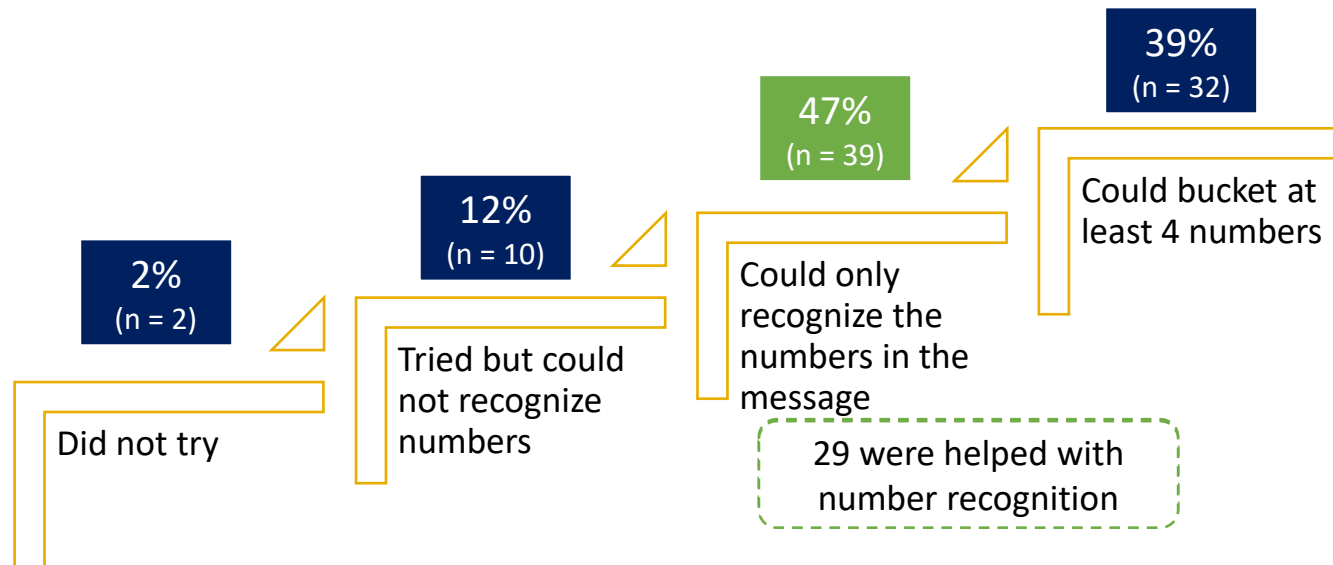
Activity 4: Bucketing Numbers

What type of support do children require?



- Drop in volunteer involvement once the children were explained the activity they had to do
- Half the children were helped with number recognition, while ~2/3rd children were also helped with bucketing the numbers

What are children able to achieve as a product of the activity?



- Half the children could only recognize the numbers that were in the message
- Of the children who could bucket the numbers – only 10 were helped, the remaining could do it independently

A few children did additional activities with the numbers

Total Children: 83

What type of support do children require?

96% were helped in reading and/or understanding activity
(n = 54)

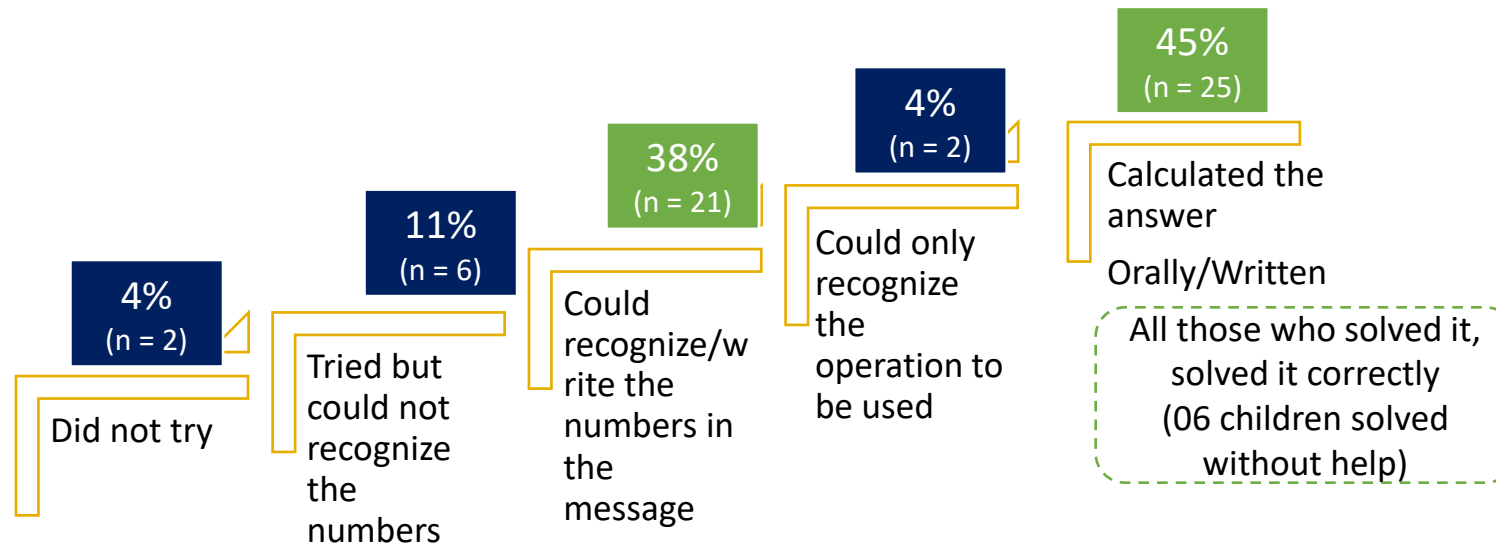
86% were helped in figuring out the operation
(n = 48)

48% were helped in recognizing the numbers
(n = 27)

86% were helped with the calculation
(n = 48)

- Similar to Std. 3-5, children were helped with figuring out the operation to be used in the word problem.
- 44 common children between the last two steps of the activity – if they were helped in figuring out the operation, they were also helped in the calculation

What are children able to achieve as a product of the activity?



- Around half the children could solve the word problem – while all got the answer correct, only 6 children did not need assistance

Total Children: 56

What type of support do children require?

72% were helped in reading and/or understanding activity
(n = 59)

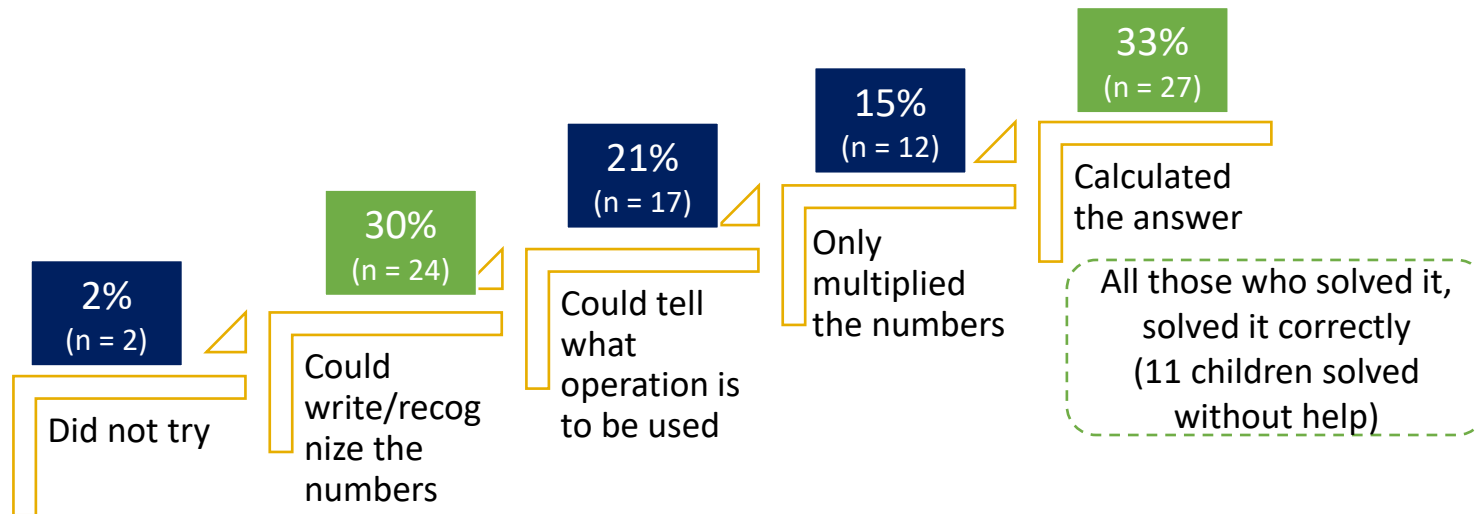
30% were helped in recognizing the numbers
(n = 25)

80% were helped in figuring out the operations
(n = 33)

67% were helped with the calculation
(n = 55)

- 4 out of 5 children were helped with figuring out the operations for the word problem they had to solve
- 2/3rd of the children were then also helped with the calculation

What are children able to achieve as a product of the activity?



- While 1/3rd could only recognize the numbers in the message – 1/3rd could solve the word problem
- Varying capability of children in Std. 3-5 to solve the word problem

Total Children: 82

Activity 6: Shapes: Draw a Square

What type of support do children require?

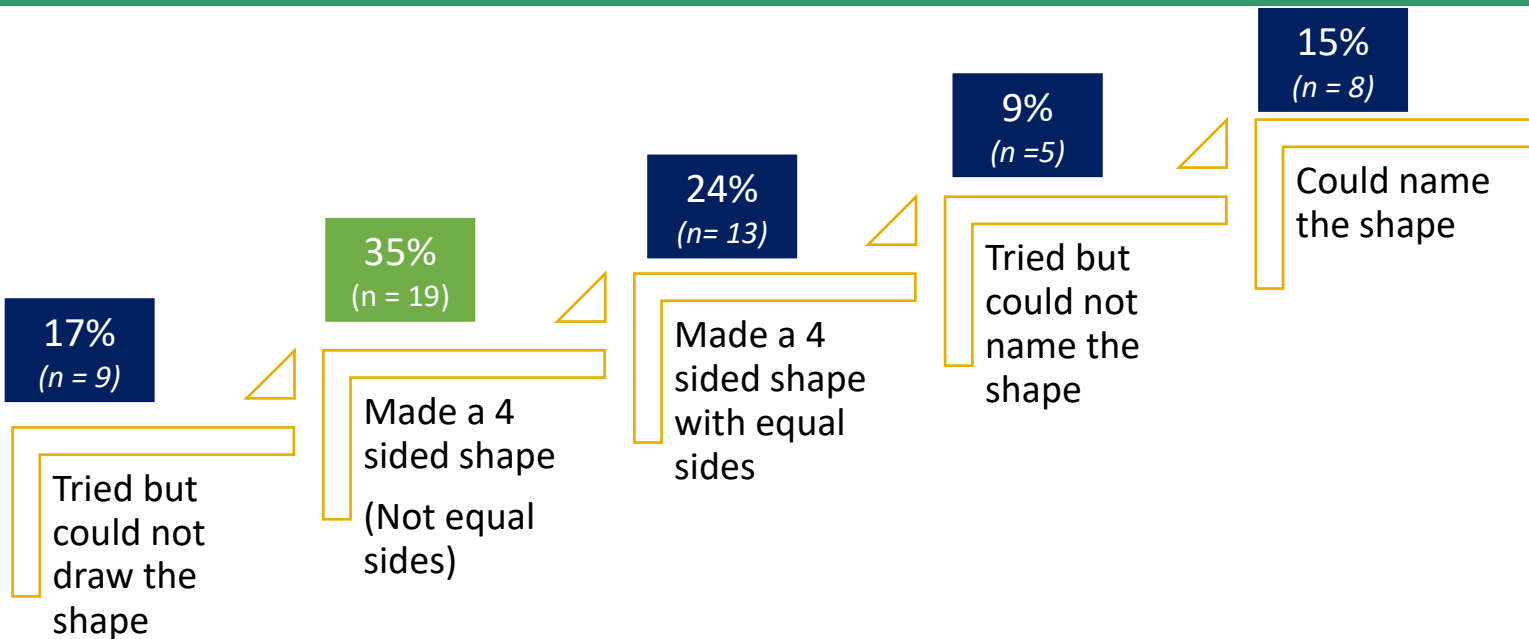
98% were helped in reading and/or understanding activity
(n = 53)

93% were helped in naming the shape
(n = 50)

93% were helped with measuring sides and drawing a shape
(n = 50)

- High volunteer involvement with every step of the activity
- Most children were assisted with drawing the shape and subsequently naming it

What are children able to achieve as a product of the activity?



- Most children drew a shape as a part of this activity
- 1/4th of them tried to name the shape – while 15% named it correctly with assistance

Total Children: 54

What type of support do children require?

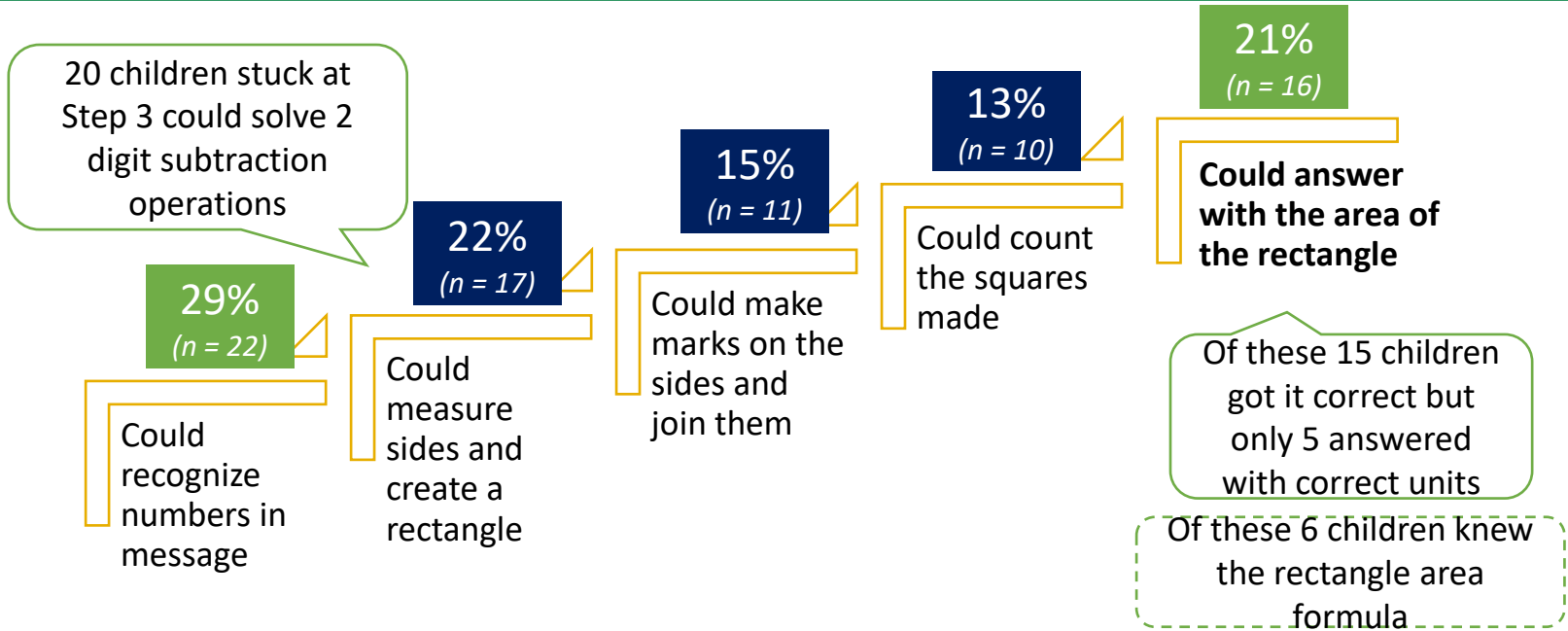
86% were helped in reading and/or understanding activity and identifying the numbers
(n = 66)

82% were helped with counting the squares/coming up with the area of the rectangle

88% were helped in understanding what a rectangle is, then measuring and drawing it
(n = 68)

- High involvement of the volunteers at every step of this activity
- Children were helped with drawing the shape and subsequently with calculating the area of the shape

What are children able to achieve as a product of the activity?



- Very diverse results in this activity
- Only 20% children completed the full activity and answered the area of the rectangle
- Half the children just measured and drew the rectangle

Children found it difficult to make marks and measure the area of the rectangle

Total Children: 77

Activity Summary

	Std. 1-2	Std. 3-5
Language	<ul style="list-style-type: none">• Poem - 2 out of 5 children recited a poem with assistance through the whole activity – mostly from their textbooks• Vocabulary – While children were helped with thinking of words, half the children tried but could not think of any. Volunteer engagement shows that children could have possibly learnt a few words during this activity• Story – Children tried but could not come up with a story. Some children tried to write a few words	<ul style="list-style-type: none">• Poem - Higher interaction seen with writing in the poem activity with 3 of 5 children writing a few lines• Vocabulary - Decreasing volunteer interaction with every step, children were made to think of words themselves possibly as a part of the ‘competition’ – 3/4th of them could come up with at least four words• Story – Although with decreased help in the writing part of the activity, 60% of the children tried to write a few words
Math	<ul style="list-style-type: none">• Bucketing Numbers – Children could recognize numbers, but not all could bucket them. Assistance was required at both steps• Word Problem – Half the children solved the subtraction operation, most of them were assisted with this. Remaining children could only recognize/write the numbers• Shapes – Children drew a shape as a part of the activity, with assistance from the volunteers. Most children were helped with naming the shape	<ul style="list-style-type: none">• Bucketing Numbers– Half the children could only recognize the numbers, 1/3rd could then bucket• Word Problem – With very varying results, 1/3rd could only recognize and write the numbers while 1/3rd calculated the full answer• Shapes – 1/3rd of the children didn’t attempt the activity, just recognized numbers. Only 20% could come up with the area of the rectangle even though a slightly higher proportion could count the squares

Key Takeaways

Volunteer Profile

- Considerable variation in the profile of the volunteers compared to the last sample of villages with Fathers receiving and conducting the activities with the children
- Siblings continue to constitute a big chunk of who is assisting the younger children in the activities – *are these activities enough to keep those siblings engaged?*

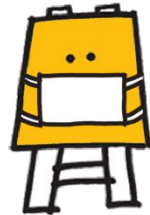
Std. 1-2

- There is high volunteer involvement at every step for Std. 1-2 children. Volunteers have to work closely with the children to ensure they understand every step of the activity and can then solve it – *showcasing the importance of individual activities with these children*
- Higher child engagement seen in the Maths activities with specialized activities being sent this round compared to Language – *need for specialized activities for these children*

Std. 3-5

- Volunteer engagement varied with every activity, depending on what these children understood and could do themselves
- Volunteers themselves found the word problem and shapes activity tough, because of which they couldn't completely help the children – *CRL's involvement was required when volunteer's themselves were unsure*
- Varying results especially seen in Maths (Operations) Activity, some children were stuck at Number Recognition, while some solved – *how can we target all children in these cases?*

Thank you!
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