

COMPASSION HOUSE PROJECT

Reporting: Gnem Touch

I. Highlights

A. Ms. Krouch Chandara & Laura Knudsen, Kindergarten Teacher, Group I & II

- Provided combination of consonant “Da” with 23 Khmer depending vowels.
- Ms. Laura taught students how to introduce themselves to another person in English.
- Ms. Laura taught students how to write English letters in the note book
- Ms. Laura taught the English language song “Boogie Woogie Song”
- Taught students about respecting their friends and family.
- Taught students to match English letters with animal pictures.
- Conducted games with the students eg when the teacher says “head” the students have to touch their heads.
- Taught students to be aware of their own behavior e.g. indicating when they are happy, angry, hungry etc.
- Taught students to notice everything around them.
- Discussed personal hygiene e.g. how to clean teeth and take a shower.
- Allocated time for reading in the library once per week.
- Allocated time for playing games once per day.
- Allocated time for playing with toys once per day.
- Allocated time for coloring, painting and drawing once per week.

B. Ms. Ny Phally and Laura Knudsen, Grade Class Teacher, Group: I

- Finished several points in unit 10 (Khmer Unit) which covered reading and writing words, short/ long phrases, and paragraphs.
- Ms. Laura taught the students how to introduce themselves to another person in English.
- Ms. Laura taught the students how to write English letters in the note book
- Ms. Laura taught the English language song “Boogie Woogie Song”
- Allocated time for reading in the library once per week.
- Allocated time for playing with toys once per day.
- Allocated time for coloring, painting and drawing once per week.
- Taught subtraction and addition using numbers from 1 to 100.

II. Challenges/ Suggestion

- Library and classroom flood when it rains.
- Library and classroom are too hot; we need two more floor fans.
- RS-M is often absent because he is required by his family to collect garbage to sell to support his family.
- Social workers are still recruiting students to attend the new kindergarten class.
- PS-F cries when we have volunteer foreigners visit.
- SP-M and SP often disrupt the class.
- Some of our activities have a lack of plan because we have another foreigners to conduct extra lessons and activities for them.
- Some of our materials are inadequate eg our markers are bad quality.
- Lack of information when we inform to social workers. For example, we inform about students who often absent to them, they always follow up the case lately or only ask our teachers or ask for our teachers to find them and then send the information to education department back.

III. III. Evaluations

- None Due[.....]
- Yes, attached as [.....]

IV. Next Month

A. Ms. Krouch Chandara & Nice Cheile, Kindergarten Teacher, Group I & II

- Will discuss weather, eg rainy season, dry season, dark night, raining to turn drizzle.
- Will teach the days of the week in both Khmer and English.
- Will to teach the students how to write the Khmer consonants “Sor” and “Hor”, and how to combine with 23 depending vowels.
- Will have the students do addition and subtraction using numbers 15 to 30.
- Will teach students how to fold paper as fish and bird paper.
- Will allocate weekly library time.
- Will allocate daily toy/free play time.
- Will allocate weekly art time for coloring, painting, and drawing pictures.
- Will teach the song “Please all friends look at the beautiful school”.
- Will tell the Khmer story “Bad friend”
- Will continue to discuss personal hygiene at school and home.

B. Ms. Ny Phally & Nice Cheile, Kindergarten Teacher, Group I & II

- Will continue with Unit 10 (Khmer Unit) which covers writing, reading and explaining the meaning of words, sentences, and short/long phrase.
- Will allocate weekly library time.
- Going to assign and assist students to calculate more small scale addition and subtraction sentences exercise from 1 to 90.
- Will allocate daily toy/free play time.
- Will allocate weekly art time for coloring, painting, and drawing pictures.
- Will continue to discuss personal hygiene at school and home.
- Going to educate them about morality which using within the people who elder than.

V. Field Trips/Workshops/Activities

- None Due [.....]
- Yes, attached as (Please list any field trips or workshops during this month)

A. 18/11/2011: Trip to Water Park and lunch at Pizza Company near Royal Palace.

- Ms. Laura Knudsen, Volunteer from Project Abroad and Donor of this field trip
- Mr. Chhun Srun, Education Director
- Mr. Vet Sengly, Education Assistant
- Two teachers, two assistant teachers, and a house mother.
- Mr. Yim Sophal, Admin and IT Officer
- 54 students.

B. November 16, 2011: Provided good touch/bad touch training to 45 students

- Gnem Touch and Srun Sokhim, Trainer
- Two teachers, one Assistant teacher, and one housemother.
- Ms. Laura Knudsen, Volunteer from Project Abroad
- 45 students

VI. Attendance Table

A. Notice:

- a. Absent = a child is absent for at least 3 days that week.
- b. New = New or returning student who absent for a whole week or more than per week
- c. Quit = A child is absent for 5 to 6 day per week

Compassion House Project					
	Week 1	Week 2	Week 3	Week 4	Week 5
November 2011					
Ms. Krouch Chandara, Kindergarten Teacher, Group: I					
Attended	13	15	15	15	
Absent	0	0	0	0	
New	0	0	0	0	
Quit	0	0	0	0	
Ms. Krouch Chandara, Kindergarten Teacher, Group: II					
Attended	21	21	21	21	
Absent	0	0	0	0	
New	0	0	0	0	
Quit	0	0	0	0	
Ms. Ny Phally, Grade School Teacher, Group: I					
Attended	18	18	18	18	
Absent	0	0	0	0	
New	0	0	0	0	
Quit	0	0	0	0	

B. New or returning student (started this month.):

None Due

C. Dropped out student (30 days):

None Due [.....]

D. Graduated students in this month:

None due [.....]

BLUM HOUSE PROJECT

Reporting: Gnem Touch

VII. Highlights

A. Sok Vina, English Volunteer Teacher, Group: II

- Finished Units 5 (Clothes) and 6 (Whose is it?), Up and Away Book, Level II.
- Allocated time for playing games once a day. Games included:
 - Slapping Board Game
 - Spelling Game
 - Food Chain Game
 - Car racing game (Using Magnets)
 - Bingo
- Allocated weekly library time.

- Allocated weekly art/craft time.
- Told stories to the students (Kong Hean (Khmer Story), Ghost Story, A sheep and a wolf)
- Assigned students to play games and work in groups.
- Conducted dictation once a week.
- Educated students about hygiene (washing hair and brushing teeth)

B. Ms. Prak Veasna, English Volunteer Teacher, Group: I

- Finished Units 5 (Clothes), 6 (Whose is it? Whose are they?) and 7 (Above/ Below), Up and Away Book, Level II.
- Allocated weekly library time.
- Allocated weekly art/craft time.
- Allocated weekly play (toy) time.
- Conducted dictation once a week.
- Discussed “How to become an outstanding student in class”
- Allocated time for playing games once a week. Games included:
 - Slapping Board Game
 - Spelling Game
 - Food Chain Game
 - Car racing game (Using Magnets)
 - Bingo

VIII. Challenges

- There is flooding when it rains (classroom? playground?).
- Most students don’t bring pens and pencils to class.
- CMM verbally abuses others students, APM physically abuses others students and is loudly disruptive.
- 4 students are often absent.
- Most students prefer play to study.
- We have lost several students contact information because the social workers were late to follow up on some cases and sometimes the information is incorrect.

IX. Evaluations

- None due [.....]

X. Next Month

A. Ms. Sok Vina, English Teacher Volunteer, Group: II

- Will teach Units 7 to 9, Up and Away Level II
 - Unit 7: Above/below
 - Unit 8: At the top of/ at the bottom of
 - Unit 9: Where is?
- Will provide additional conversation time.
- Will allocate weekly art time.
- Will allocate weekly library time.
- Will discuss personal hygiene : “How to wash the body”
- Will tell stories “Chao Meanup and his axe” and “A Snake and a Ska Animal”)
- Will conduct dictation once a week.
- Will discuss good behavior/morality.

B. Mr. Prak Veasna, English Teacher Volunteer, Group: I

- Will teach Units 8 and 9, Up and Away Level II
 - Unit 8: At the top of/ at the bottom of/ at the side of/ in the middle of
 - Unit 9: Where is it? Where are they?
- Will provide additional conversation time.
- Will allocate weekly art time.
- Will allocate weekly library time.
- Will discuss personal hygiene.

XI. Field Trips/Workshops/Activities

None due [.....]

Yes, attached as (Please list any field trips or workshops during this month)

- RI Team from Singapore provided several lessons and songs which related to our lessons:
 - Physics lesson “Magnets”, the song “Magnets”
 - Biology lesson “Food chain”, the song “See Species”
 - Chemistry lesson “Recycling”, the song “Recycling”
 - Geography lesson “Weather”, the song “Sunshine”

(Both classes attended this session)

- 38 students attended Science Fair at Alexandra House Project, Conducted By RI Team

XII. Attendance Table

A. Notice:

- a. Absent = a child is absent for at least 3 days that week.
- b. New = New or returning student who absent for a whole week or more than per week
- c. Quit = A child is absent for 5 to 6 day per week

Blum House Project					
	Week 1	Week 2	Week 3	Week 4	Week 5
November 2011					
Teacher’s Name: Sok Vina, Position: English Teacher, Group II					
Attended	22	22	22	22	
Absent	1	0	0	1	
New	0	0	0	0	
Quit	0	0	0	0	
Teacher’s Name: Prak Veasna, Position: English Teacher, Group I					
Attended	14	14	15	16	
Absent	4	2	2	0	
New	0	0	1	1	
Quit	2	2	1	0	

B. New or returning students in Kindergarten (started this month.)

None Due [.....]

C. Dropped out students in this month (30 days)

None Due [.....]

D. Graduated students in this month

None Due

KILOMET 6 PROJECT

Reporting: Gnem Touch

I. Highlights

A. Ms. Eang Sunheak, Khmer Literacy Teacher, Group I

- Discussed 33 consonants from letter “K” to letter “Or”.
- Taught students to use 23 depending vowels and 9 consonants from Kh to Nh in different combinations and to make words to use in sentences.
- Told Khmer stories to the students once a week.
- Allocated weekly Khmer book reading time.
- Provided universal numbers to students from 1 to 50.
- Taught students simple addition and subtraction.
- Allocated weekly game time.
- Allocated weekly art time (drawing, coloring painting).
- Allocated weekly toy time.
- Taught students about morality and personal hygiene.

B. Ms. Chhun Sokheang, Kindergarten Teacher, Group: II

- Discussed 33 consonants (and combinations) from letter “K” to letter “Or”.
- Taught students to count from 20 to 30. They pronounced these numbers well.
- Taught students simple addition and subtraction.
- Taught students about morality and personal hygiene.
- Assisted the children to take showers, cut their toenails and fingernails, and wash their hair.
- Allocated weekly game time.
- Allocated weekly art time (drawing, coloring painting).

II. Challenges

- Some students parents do not cooperate with us.
- KSF transferred to Transform Cambodia.
- We have no space for activities during break time.
- We have no library for reading time.
- Classroom is very hot. We need to access one more fan.
- It takes a long time for the Social Work Department to follow up on our reports of students absent for more than three days and often these students drop out of both State School and Riverkids Program. Information regarding absent students is not being circulated and acted upon quickly enough.

III. Evaluations

- None Due [.....]
 Yes, [Please attached]

IV. Next Month

Please briefly describe activities planned for next month

A. Ms. Sok Mom, Khmer Literacy Teacher, Group: I

- Will teach the students to use Do, Tho, To, Tho, No, Po, Pho, Mo, Yo, Ro, Lo, and Wo within 23 depending vowels.

- They will be able to notify which first consonants (Unvoiced) and second consonants (Voiced)
- They are going to be able to conduct combination and division of the words, sentences clearly.
- Will teach the 19 second series (Voice) to students. They are Ko, Kho, Ngo, Jo, Jho, Nho, Do, Tho, No, Bo, Pho, Mo, Yo, Ro, Lo, and Vo.
- Will teach universal numbers from 1 to 100.
- Will teach the students simple addition and subtraction
- Will read the Khmer story “Black Birth”
- Will allocate time for games and toys once a week.
- Will allocate time for art classes once a week.
- Will discuss good behavior and personal hygiene.

B. Ms. Chhun Sokheang, Kindergarten Teacher, Group: II

- Going to provide consonants which second series (Voiced) to students to combine with 23 depending vowels. They are Ko, Kho, Ngo, Cho, and Chho.
- Will allocate reading time once a week.
- Will read Khmer books to students.
- Will teach students how to write Khmer numbers from 20 to 30 and to write them in Khmer language.
- Will teach simple subtraction and addition from 20 to 30.
- Will allocate weekly game and toy time.
- Will allocate weekly drawing time.
- Will allocate weekly art time.
- Will teach students about good behaviour and personal hygiene.

V. Field Trips and Workshops

- None Due [.....]
- Yes [Please describe]

1. **RI Team** came from Singapore provided several lessons and songs which related to our lesson.

They are titled:

- Colors
- Motorbike
- Motorcycle
- Airplane
- Train
- And a ship

(Both classes attended this session)

2. **33** students attended Science Fair at Alexandra House Project, Conducted By RI Team

VI. Attendance Table

1. Notice:

- a. Absent = a child is absent for at least 3 days that week.
- b. New = New or returning student who absent for a whole week or more than per week and then return
- c. Quit = A child is absent for 5 to 6 day per week

Kilomet 6 Project					
	Week 1	Week 2	Week 3	Week 4	Week 5

November 2011					
Ms. Eang Sunheak, Literacy Teacher, Group: I					
Attended	13	13	13	13	
Absent	0	0	2	1	
New	0	0	0	0	
Quit	0	0	0	0	
Ms. Chhun Sokheang, Kindergarten Teacher, Group: II					
Attended	20	19	20	20	
Absent	2	1	0	2	
New	1	0	1	0	
Quit	0	1	0	0	

2. New or returning students in this month (started this month.)

Name of client	RKI D	Class Assigned	Notes
Sor Vicheat-M		Kilomet 6 Project	Often Absent

3. Dropped out students in this month (More than 30 days)

Name of client	RKID	Reason	Notes

4. Graduated students in this month

Name of client	RKID	Moved to School	Notes
Khit Saray-F		Transform Cambodia	Changed to Another NGOs

**OUT SITE PROJECT
Reporting: Gnem Touch**

Summary:

In the academic year 2011/12, Riverkids provided not only the Extra Program, but also the Out Site Project. The Foundation supports 27 students (19 girls and 8 boys) in this program. The students live nearby and attend 4 main schools from grade 1 to 9. They are: Arey Ksat Primary School, Sakora Chroy Chornngva Primary School, Chay Chom Nas Primary School, Boeng Keng Korg Primary School, Chak Argneara Krom Primary School, Chba Ompove Primary School. Other students who are enrolling this project.

I. Highlights:

A. What Riverkids Provides

- 50 % State School fees
- Snack fee for them
- 100 % English Class fees (over grade 4 can attend English Class)
- Student's Materials
- Student's Uniform

- Water fee (1 kid = \$0.50pa), pay to school
- Formal/ Informal Counseling

B. Action Taken

- Monitored students 2x pm.
- Paid school fees at the end of the month.
- Visited students at Sakora Chroy Chorngva Primary School.
- Negotiated school fees with Deputy School Director of Sakora Chroy Chorngva Primary School.
- Paid English Fee for CD at Student Resources Development Organization

C. Enrollment Figures

- Grade 1 = 6 (2 girls and 4 boys)
- Grade 2 = 3 (1 girl and 2 boys)
- Grade 3 = 1 girl
- Grade 4 = 8 (7 girls and 1 boys)
- Grade 5 = 3 (2 girls and 1 boy)
- Grade 6 = 2 girls
- Grade 7 = 1 girl
- Grade 8 = 1 girl
- Grade 9 = 2 girls
- English = 5 students

II. Challenges

- Some students live far from the Riverkids communities.
- The information that we received from the social worker (Lim Theany) is different to the information that the Education and Finance assistant staffs found when they followed up.
- Last year, the Education assistant staff always advanced cash for the social worker, Lim Theany, to pay the school fees and snack fees for students at the Out Site Project. Unfortunately, the information that was received from the social worker was inaccurate so Mr. Phy Sophon decided to assign an Education Department staff and a Finance assistant staff to pay the fees for 2011/12. On November 11, 2011, when we went to pay the snack fee to the student's families near Sakora Chroy Chorngva Primary school, all of them told us that they had not received cash for the snack fees from anyone for the entire year previously.
- Students' information is provided late which can cause our students drop out of State School and our program.
- Seven (5 girls and 2 boys) students dropped out from the Out Site project because their families moved. We are aware that some students moved to another province but for others we have no information.

III. Next Month Planning

- Will monitor and conduct introducing students 1x per month.
- Will pay school fees 1x per month.

- Will pay water fees for students who attend Sakora Chroy Chorningva Primary School.
- Will process documents for students who attend Sakora Chroy Chorningva Primary School.

GYMNASTIC SESSION

Reporting: Gnem Touch

I. Highlights

- There are 4 students who attend the Gymnastic Program at Happy Tree Social Services 2x per week from 5:30 to 6:30 every Monday and Tuesday. They are:

Student	Sex	Remark
TC	M	Attended
SH	M	Dropped from this project
VS	F	Attended
MS	F	Dropped from this project

- These students also attend class at Olympic Stadium for 1x per month on Sundays from 6–7:30AM
- On 25/11/2011: Sent 4 following students to attend Gymnastic Training at Olympic Stadium:
 - PR-F
 - PS-F
 - TK-F
 - YS-F

II. Challenges

- Education Department doesn't have stand by staff to monitor and coordinate this program at Happy Tree Social Services because it doesn't run during working hours.
- 2 students dropped out of this project and one of these students dropped out of State School as well. The Education staff will ask the social worker to follow up.

III. Next Month Planning

- The students will continue with the Happy Tree Social Service and Olympic Stadium classes.
- Mr. Channy is a Tuk Tuk driver who will be responsible for taking the students to their classes.

STATE SCHOOL PROGRAM

Reporting: Gnem Touch

Kolap I Primary School

Summary: 40 students (20 girls and 20 boys) from two project sites: 4 students (3 girls and 1 boy) from Alexandra Project and 36 (17 girls and 19 boys) from Compassion House Project were registered to attend this school in new academic year 2011-2012 from grade 1 to 6.

I. Highlights:

- Riverkids provides:
 - Students' uniforms
 - Study materials
 - Transportation fee (2 tuk tuks 2x per day)
 - Informal counseling
 - Water fee (1 kid = \$0.50 pa)
- Monitored students 1x per month
- Followed up one case of absent student where the girl's family had moved away

- Student Numbers:
 - Alexandra House = 4 (3 girls and 1 boy)
 - Compassion House Project = 36 (17 girls and 19 boys)

- Student Distribution
 - Grade 1 = 21 (10 girls and 11 boys)
 - Grade 2 = 10 (4 girls and 6 boys)
 - Grade 3 = 5 (3 girls and 2 boys)
 - Grade 4 = 1 girl
 - Grade 5 = 1 boy
 - Grade 6 = 2 girls

II. Challenges

- Education Staff can't do a good monitoring in the class which students enroll, because lack of resources and time.
- We only have time to monitor the students once each month.
- Most teachers ask us to buy each book separately e.g. Mathematic Book, Khmer Book, Science Book.
- Some teachers ask us to pay the school fees directly to them.
- New registered students have no monthly in this month.
- One girl student dropped out because her parents moved elsewhere.

III. Next Month:

- Will monitor students once each month.
- Will ask for the monthly score from Deputy Director of Kolap I Primary School.
- Will pay water fees for students at Kolap I Primary School, 1 student = 0.5\$ per year.

Toul Sangke Primary School

Summary: In the new academic year 2011/12: there are 33 (19 girls and 14 boys) students supported by Riverkids Foundation to attend Toul Sangke Primary school from grade 1 to 6. There are 12 (5 girls and

7 boys) students from Compassion House, 4 (3 girls and 1 boy) students from Alexandra House Project, and there are 17 (11 girls and 6 boys) students from Blum House Project.

I. Highlights:

- Riverkids provides:
 - Students' uniforms
 - Study materials
 - Informal/formal counseling
 - Water Fee (1 student = \$0.50 pa)

- Student Numbers:
 - Compassion House = 12 (5 girls and 7 boys)
 - Alexandra House = 4 (3 girls and 1 boy)
 - Blum House = 17 (11 girls and 6 boys)

- Student Distribution
 - Grade 1 = 13 (5 girls and 12 boys)
 - Grade 2 = 3 girls
 - Grade 3 = 8 (6 girls and 2 boys)
 - Grade 4 = 4 (2 girls and 2 boys)
 - Grade 5 = 4 (2 girls and 2 boys)
 - Grade 6 = 1 girl
 - Monitored students once a month

II. Challenge:

- 2 students dropped out from this project. One was because he moved house and his parents have registered him at Pounhea Krek primary school
- Education staff can't monitor face to face in the class.
- Teachers have asked the Foundation to pay school fees in the same amount as for a Pounhea Krek Primary School Teacher, ie 1 student = \$1.5 per month.

III. Next Month

- Will pay water fees for students, 1 student = \$0.50 pa.
- Will monitor students 1x pm
- Will update student profiles.
- Will negotiate with school director regarding school fees.

Pounhea Krek Primary School

Summary: In the new academic year 2011-2012 there are 192 (100 girls and 92 boys) students who are supported by Riverkids Foundation to attend Pounhea Kreak Primary School. There are 22 (14 girls and

8 boys) students from Blum House Project, 31(17 girls and 14 boys) students from Kilomet 6 House Project. And there are 139 (69 girls and 70 boys) students from Alexandra Family House Project.

I. Highlights

- Riverkids provides:
 - School Fees (\$1.5 per month)
 - Students uniform
 - Study materials
 - Informal/Formal Counseling
 - Water fee (1 student = \$0.50 pa)
- Activities undertaken
 - Paid photo fee for students.
 - Paid school fees
 - Monitored students once a month
 - Followed up cases as necessary
- Student Numbers
 - Blum House Project = 22 (14 girls and 8 boys); there are 3 students who reintegrated from Get Ready for Girl Project.
 - Kilomet 6 House Project = 31 (17 girls and 14 boys).
 - Alexandra Family House Project = 139 (69 girls and 70 boys).
- Student Distribution
 - Grade 1 = 58 (28 girls and 30 boys)
 - Grade 2 = 32 (16 girls and 16 boys)
 - Grade 3 = 50 (30 girls and 20 boys)
 - Grade 4 = 27 (15 girls and 12 boys)
 - Grade 5 = 16 (7 girls and 9 boys)
 - Grade 6 = 9 (4 girls and 5 boys)

II. Challenges

- Below is a table showing issues we face with attendances

No.	Sex	Project	Grade	Teacher's Name	Remark
01	M	KM6	1x1	Chhun Sokheang	Often Absent
02	M	Alex	2k1	Soam Vitheavi	Teacher has never seen
03	M	Alex	3x1	Nach Nakk	Teacher has never seen
04	M	Alex	3K1	Nang Nan	Teacher has never seen
05	M	Blum	3K1	Nang Nan	Changed to Transform Cambodia
06	M	Alex	3K1	Nang Nan	Teacher has never seen

07	F	KM6	3k2	Sroun Et	Went to homeland
08	F	Alex	3x2	Nang Nan	Went to Vietnam
09	M	KM6	3x2	Nang Nan	Went to homeland
10	F	Alex	3x2	Nang Nan	Dropped out?
11	M	Alex	3K2	Hang leng Srie	Dropped out?
12	F	Alex	4k1	Sok Sovanna	Went to homeland to take care her mother
13	F	Blum	4K1	Eng Ai Hou	Moved rent house
14	M	Alex	5k1	Lim Hai	Went to Vietnam
15	M	Alex	5K1	Nai Ei	Teacher has never seen
16	F	Alex	5K1	Nai Ei	Teacher has never seen
17	F	Alex	5K2	Brom Han	Reintegrated to Family
18	M	Alex	6x1	Chan Malis	Teacher has never seen
19	F	KM6	1k1	Nai Sinat	Often Absent
20	M	KM6	1x1	Chhoun Sokheang	Absent for a whole month
21	M	Alex	1X1	Hak Phalla	Absent for a whole month – Mental problem child
22	F	Alex	2x1	Soam Vitheavi	Teacher has never seen
23	F	Alex	2x1	Soam Vitheavi	Teacher has never seen
24	F	Alex	3x1	Nach Nakk	Teacher has never seen
25	M	Alex	3x1	Nach Nakk	Teacher has never seen
25	M	Alex	3x1	Nach Nakk	Teacher has never seen
27	F	Alex	4X1	Nou Pidoa	Went to Battam Borng
28	F	GRG	1X2	Hou Chanthou	Teacher has never seen
29	M	Alex	1X2	Hou Chanthou	Broke his hand

30	F	Alex	2x2	Oam Vanthat	Often Absent
31	F	Alex	4x2	Tom Chandamom	Graduated- Reintegrated to family at Sihanou Ville
32	F	Alex	6k2	Yos Sovanna	Absent for a whole month

- It takes a long time to collect this information because the students are spread across many classes with different teachers.

III. Next Month

- Will alert social workers to problems highlighted in the table and ask for follow up.
- Will monitor students 2x per month
- Will advance cash to pay school fees in the 3rd week of the month.
- Will pay school fees to teachers at the end of the month.
- Will ask teachers to provide the students results 2x per month.
- Will pay the water fees for students.

AFTER SCHOOL TUITION

Reporting: Mr. Vet Sengly

I. Highlights

- Taught Grade 2 students to read and write subscribe consonants (Khmer Alphabet) .
- Taught students how to separate subscribe number and wrote it on the white board for students to read and copy to note book to read at home.
- Discussed good behavior in class and at home eg being polite when talking to their elders.
- Discussed personal and food/drink hygiene. We noted the students now wash their hands before class.
- Sent 7 students to Happy Tree for dental check.
- Taught Grade 1 students to count from 10 to 200 and taught Grade 1 and 2 students additiona dna subtraction of 1 digit.
- One student returned to class after we asked her friends to ask her to come back.
- On November 28, 2011, one boy who dropped out last year reenrolled at the family house. We have suggested that the house mother call him at home.
- On November 23, 2011 one family who lives nearby Riverkids Central Office support 7 skirts to grade class student's teacher Chen Mom as they know about students situation and condition.
- Raffles Institute from Singapore conducted a Community Survey for one week and worked as volunteers with Riverkids staff to conduct English song and lessons with our students and a Science Fair (at Alexandra House) to which we invited students and their parents.
- Continue reinforcing discipline and making disruptive students sit close to the teacher.

- Discussed the importance of studying at state school and participation in school and social activities.
- Discussed again about using the waste bin.
- Continue teaching the student how to use material in five boxes system and lead them as the team leader to keep all things in the boxes.
- Education department worked with the teacher and house mother to get one girl back to class (house mother went to her home). We also worked together to get 2 siblings back to school but only one was allowed because the other is required to work to support the family.
- Teacher continues trying to help one boy who has problems at home with domestic violence. His father frequently hits him at home and doesn't care about him. He said with tear down to his cheek, "I am absolutely disappointed with my parents that they love my younger brother more than me. They are always complaining even if I make small mistake. I try to do good thing but they never see my goodness". Parents are involved with a drug dealer at Phsar Touch.
- Teacher has asked one girl to sit near the teacher to make her feel supported and more self motivated. Now she is more happy and less absent.
- Education department has worked with teacher and house mother about two students who live along the riverside. One has rejoined the class but the other is required to work to support the family.
- Teacher has completed to prepare the level of students to divide all of them to teach up to grade and ask to some family and house mother to take students to across the road. The families live a long riverside.

II. Challenges

- There are several students who are consistently late to class and disruptive when they are there making it hard for the teacher to conduct the class.
- The students are untidy and noisy. We work hard to discipline them and change their attitude and behavior but this is difficult because their behavior is a reflection of their homes and communities.
- There is no playground so during break time the students are required to stay inside the classroom.
- In Tes Dina's class, the student ability is as follows: 9 are quick learners, 16 slightly slower, 5 more slow again. Five students are consistently absent, 2 students attend only 2 days and 6 students don't attend at all. Five students in Chen Mom's class find it hard to keep up with the lessons. Students are often absent because they are collecting waste for money.
- Four students were ill, 2 students with gastro and 2 with fever.
- Some families don't cooperate with us and it takes time to follow up regarding student absences.
- Students do not look after their materials and the teacher has to work with them to educate them to do so.
- Teacher has to focus on 2 students in grade class that are not strong enough to send to state school. Both students are mostly absent because their families ask them to collect the waste along the street to support their family.
- Students prefer playing to school work.

- The Education Department spend a lot of time counseling children and we think it would be beneficial if the Education Department staff took a course in child counseling because we work directly with the children, we are close with children and follow up with the children regularly.
- Not all teachers have the teaching materials yet.

III. Evaluations

None Due

IV. Next Month

- Will continue to reinforce discipline and require disruptive student to sit near the teacher.
- Will increase amount of time spent discussing good behavior and respect. We will change the schedule to discuss good behavior 15 minutes in the first hour and another 15 minutes before break time. We will then spend 15 minutes at the end of the day reflecting on how well the students behaved that day to help develop pride in their own good behavior.
- Will continue to stress the importance of attending a state school and participating in school and social activities.
- We continue to teach the students to keep their environment clean and use the waste bin.
- Continue teaching the student how to use material in five boxes system and lead them as the team leader to keep all things in the boxes.
- Will continue to follow up on absent students.
- Teacher continues asking CA to sit near her to make the student feel supported and more self motivated. Will continue working with house mother to reintegrate TKL and RR to state school. And, we have asked YYP to undertake counseling again.
- Education Department will ask the Social Work Department to arrange for 1 person to follow up regarding absences and we suggest a weekly meeting with the social work team case file coordinator and the house mother so we can coordinate our response to the student absence issue.

V. Field Trips and Workshops

None

VI. Attendance Table

Absent = a child is absent for at least 3 days that week.

New = New or returning student

1. Notice

Afterschool Tuition					
	Week 1	Week 2	Week 3	Week 4	Week 5
Alexandra Class 1 (Teacher: Tes Dina)					
Attended	46	44	42	45	46
Absent	7	9	11	8	7
New					
Quit					
Alexandra Class 2 (Teacher: Chen Mom)					
Attended	21	20	23	23	23

Absent	1	2	1	1	1
New					
Quit					

Note: Number of students in Chen Mom's class is more at third because two students return. Five students in Tes Dina's class never attended this month.

2. New or returning students in Afterschool tuition (started this month.)

Name of client	RKID	Class Assigned	Notes
NN	0244	Teacher Aeng Sun Heak	He dropped out from our Alexandra project and state school last year (2009-2010). He is enrolled at grade in Alexandra Project (November 28,2011) in new academic year 2011-2012. He is back to class after we work with teacher and house mother to call him at home.
SSN	0247	Grade class Teacher Chen Mom	She dropped out last year from our project and Ponheakrek primary school year. She enrolled on 16/11/2011. Her mother doesn't want her to study in Khmer language and family doesn't cooperate with us to provide contact information when they move.
VSL	0354	Grade class Teacher Chen Mom	She returned to class on November 17, 2011. Education team worked with teacher and house mother to call her at home. She is a good child and has a good attitude because she pays attention to teacher and helps her friend when they need help.

3. Dropped out students from Afterschool tuition (More than 30 days)

Name of client	RKID	Moved to School	Notes
no		no	

ENGLISH CLASS

Reporting: Mr. Vet Sengly

I. Highlights

A. Group A

- Practiced reading and conversation and gave students home work (November 04 to 07, 2011).
- The teacher summarized grammar: infinitives, gerunds, present simple, present continue, and past continue for students to read at home (November 18 to 25, 2011).
- Verb +ing form, review present simple (Verbs change their form when using with third person singular subject: s, es and change y to ies) and past simple/ painting for fun in the class/ summary grammar about to infinitive and gerund (November 22 to December 01, 2011).
- Education department sent 10 students to clean and floss teeth at Happy Tree Organization November 26, 2011 (4 students from group A and 6 students from group B)
- Continued reinforcing class rules. Most students understood their role in class better and are being more polite in class.
- The students behavior generally is changing more than before (they manage their time, follow their schedule and can adapt to new environment). We continue encouraging the students and finding ways to motivate them.
- We have divided children in two groups for group B (group B1 up and way level I and group BII level II).

B. Group B

- Taught the “Wh” questions ie Asking: Whose is it? Whose are they? Preposition: above/ below/ in front of/ behind/ next to (November 04 to 07, 2011) at the first, write it on the white board and draw the picture relate to family and then read for students to repeat. Teacher asks students any questions related to picture. Students then conduct a role play.
- At the top of / at the bottom of / at the side of / in the middle of (November 07 to 14, 2011). Teacher draws on the white board as the example for students.
- Review preposition of location/ where is?/ where are?/ class room commands/ where are from? (November 14 to 22, 2011)
- Negative commands: have/ don't have, has/ doesn't have (November 22 to December 01, 2011)\

II. Challenges

- The students who just moved up from the grade class can't read and write the English alphabet yet and can't mix with Group B because their knowledge in English is different.
- The new students discipline and attitude is poor.
- Some students in Group A don't want to study because they would rather work at the garment factory to earn money to help their families
- We have lost contact information for some students.
- The location is not suitable for game playing because the neighbors complain.
- We do not yet have feedback from the social worker regarding one Group A student who does not come to class. His friends tell us that this student works with his father repairing machines at Toul Sangke Market. One other male student has been absent for 2 months.
- Some Group A students enrolled in high and secondary school are mostly absent because they are at school for crossing hour. This is when students undertake additional vocational subjects after

their designated classes are over. These classes can be carpentry, construction work, and environment cleaning. These classes are held 3 days p.w.

- At times the nearby factory is very loud and it is difficult to conduct classes.
- The constant turnover in volunteer teachers is time consuming (training new recruits) and has a damaging effect on the student morale.
- We moved the waste collecting students to a special class to provide additional assistance.

III. Evaluations

None Due

IV. Next Month

- Will review previous lessons and start Levels 2 and 5 of Up and Away
- We will work with volunteer coordinator to recruit new volunteer from the university for Group B.
- Will have students who are mostly absent (waste collectors) study in a special class.
- Will reinforce discipline and class rules
- We will divide Group B children in two groups: Group B1 Up and Away Level I and Group BII Up and Away Level II.
- Education Department will ask the Social Work Department to arrange for 1 person to follow up regarding absences and we suggest a weekly meeting with the social work team case file coordinator and the house mother so we can coordinate our response to the student absence issue.

V. Attendance Table

English Group AI					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	10	7	9	8	No track
Absent	4	7	5	5	
New	no	no	no	no	no
Quit	1	no	no	1	no

English Group BI					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	21	28	27	28	No track
Absent	6	6	7	6	
New	no	7		no	
Quit		no		no	

English Group AII					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	5	5	5	5	No track
Absent	no	no	no	no	

New					
Quit	1				
English Group BII					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	15	17	14	16	No track
Absent	4	2	5	3	
New	6	no	no	no	
Quit	no	no	no	no	

Note: Two students at group BII study morning every month. And at fifth week students don't attend because all English class is taken for RI students. In the second week, we added 7 students to group BI.

VI. Special Events

n/a

VII. Games Played

Dictionary game, bingo, and puzzle.

KINDERGARTEN

Reporting: Mr. Vet Sengly

I. Highlights

- Ms. Pich Ratha replaced Ms. Sok Sopharith as the kindergarten teacher and Penh Srey Pov is the assistant teacher.
- We started a new kindergarten on November 02, 2011 and there are already 34 students registered (17 in Pich Ratha's class and 17 in Neang Sothida's class).
- We get two to four students that lost information during water flood back to class after we work teacher and house mother send them to state school.
- 8 students from RI Singapore came to teach at kindergarten on November 28 to December 02, 2011 and conducted a Science Fair on December 02, 2011.

II. Challenges

- It is hard for the teacher to start the lessons because the students don't want to study. They cry, yell, shout, run outside and throw stones at the teacher and house mother. Most of them are Vietnamese children and some don't speak even a word of Khmer. Two students live along the riverside.
- Sometimes we can't verify a child's name because we don't have photos and don't have documentation and 80% of children don't know their own name as per their birth certificate. This means that we can't list a child's name for the teacher to check attendance because we need to wait for the social worker to complete processing documents relating to the child.

III. Evaluations

None Due

IV. Next Month

- We are going to ask the parents of the children who yell/cry to accompany them to school and sit outside the classroom for 30 minutes every day until the children have adapted.
- Education department will ask the social department to send to class someone who can identify the children and their names. The social worker is the person responsible for registering community children with our project and recording their names.
- We suggest that the social work team take a photo each time they register a child which will allow all staff to identify the students and follow up regarding absences.

V. Field Trips and Workshops

n/a

VI. Attendance Table

Absent = a child is absent for at least 3 days that week.

New = New or returning student

Kindergarten					
	Week 1	Week 2	Week 3	Week 4	Week 5
Alexandra Class 1(Teacher: Neang Sothida)					
Attended					
Absent					
New					
Quit					
Alexandra Class 2(Teacher: Pech Ratha)					
Attended					
Absent					
New					
Quit					

1. New or returning students in Kindergarten (started this month.)

Name of client	RKID	Class Assigned	Notes

2. Dropped out students from Kindergarten (More than 30 days)

n/a

3. Graduated students from Kindergarten this month
n/a

TURTLE TRACK

Reporting: Mr. Vet Sengly

I. Highlights

- Discussed again discipline in class and at home and controlling their anger.
- Finished Grade 1 Khmer lesson.
- Finished Khmer alphabet
- Encouraged paying attention and good behavior in class by offering small toys as rewards.
- Arranged for a grade class teacher to meet with the Turtle Track teacher to share student information so the grade class teacher can prepare appropriate lessons for the Turtle Track students moving to the grade class in November 2011.

II. Challenges

- We need to spend a lot of time following up on absent children who are collecting waste to support their families.

III. Evaluations

n/a

IV. Next Month

- We will move merge the Turtle Track students with the grade classes on December 02, 2011 because we have found that when we keep all the poorly behaved students together we have a lower percentage of success. When we mix the classes, the Turtle Track students learn how to behave better.
- We will ask the social workers to permit to us work with the case file and the house mother to follow up regarding the children’s information because sometimes the social workers do not provide the information in a timely manner.

V. Field Trips and Workshops

n/a

VI. Attendance Table

Absent = a child is absent for at least 3 days that week.

Turtle Track					
	Week 1	Week 2	Week 3	Week 4	Week 5
	Morning Class				
Attended	5	6	6	6	5
Absent	1	0	0	0	1

New					
Quit					
Afternoon Class					
Attended					
Absent					
New					
Quit					

1. New or returning students in Turtle Track (started this month.)

Name of client	RKID	Class Assigned	Notes

2. Dropped out or absent students from Turtle Track (More than 30 days)

Name of client	RKID	Class Assigned	Notes

3. Graduated students from Turtle Track this month

Name of client	RKID	Graduated to	Notes

New kindergarten class



Grade class activities



RI activity









GET READY BOYS

Reporting: Sok Sambor

I. Highlights:

A. Get Ready Training Program Overview (Program Assistant)

- One Get Ready Boy Generation III student had to drop out to support his family because his father's egg selling business failed during the flooding. We provided the family with 10kg of food and rice and now the son has returned to the program.
- One Get Ready Boy Generation II student dropped out from air conditioning training at Oressey market because he was not learning anything and the employer was rude to him. He still wants to study so we have now enrolled him with the Mith Samlanh/Friend Organization.
- One Get Ready Boy Generation II student studied for more than a year and has now graduated from the tailor at Ouresey market. He has found a job relating to his skill now for which he is paid \$60 per month for the first 3 months.
- We met the employer of another student who has undertaken air con training at Ouressey market. This boy is hard working and honest and his employer likes him and trusts him. He is given food 3x a day, he sleeps at work and is paid 5000 riel to 10000 riel per day depending on how much he works that day.
- On 16th November, 2011, we conducted "How to be confident during interview a job?" training delivered by Charity Sabater, a volunteer from U.S.A.
- Met with motorbike mechanic employer near the Toul Sangke temple. He had employed 3 Generation II boys but they dropped out because they did not want to work or study.

- Met with motorbike mechanic employer near Chroy Chanva bridge. He had employed 2 students who have successfully graduated and now earn \$37.5 per month to support themselves and their families.
- On 24th November, 2011 met with a Generation II student at the motor bike mechanics shop in front of Samaky (Kilometre 6) to discuss his study there.
- Took Generation III students to get their hair cut at Family House by volunteers.
- Went to SS's house (a Generation II student) near Blum to meet his mother and to encourage his family to push their son to study.
- On 25 Nov went YP's house (a Generation II student) to meet his father to find out information about his son and hear his own thoughts.
- On 29 Nov, met UC (a Generation III student) who wants to study at state school and we are now processing the documents to enroll him at Toul Sovannaram Secondary School.
- On 30 Nov, met KS who had a problem with his family. We coordinated with his mother who has agreed to let him attend GRTP as usual and he promises to stop playing games.
- Went to meet all 14 Get Ready Boys individually to help them with motivation, learn about their background, difficulties and solutions that they face in their study, lives, and their families' problems.
- Invited two Khmer volunteers to teach English to the Get Ready Boys instead of Mr. Sok Sambor who has to stand by for Life Skills class at Blum and we ask all staff of Riverkids to teach Life Skills for the Get Ready Girls class.
- Invited Khmer teachers to meet at the Education Department offices 2x per month to discuss, and solve their problems and report the process of teaching.
- Students are better behaved and worked harder than before.
- Four students who could not write or read in Khmer can now read and write better than before.
- Students do try to listen to our advice and are less likely to join the gangs. They are less likely to play games and are better at helping their parents with domestic chores.

B. Khmer Literacy (Sun Sokhum)

- Finished 7 units (from unit 6-13): Unit 7: Good Characteristic, 8: The reason of poor study, 9: Knowledge of Human being, 10: Knowledge of Human Being (continue), 11. Studying and Forgetting, 12: Brain and Capacity of Human being brain, 13: How to study with good result.
- Students have better idea of how to live together.
- Students understand better why some students don't study and why to avoid being lazy.
- Students understand the value of knowledge of human being even though little.
- Students understand how human's memory works don't blame to themselves anymore.

C. Mathematics

- Finished 5 units (from unit 7-12).
- Students can tell the time to the second.
- Students understand the calendar months.
- Students understand addition (+), subtraction (-), multiplication (\times), and division (\div).
- Students could do the exercises correctly.

D. Subject: Citizen Education

- Finished 7 units (from unit 8-14).
- Students understand the value of having skills and want to have good skills.

- Students understand that success depends upon themselves.
- Students know the importance of clear goals and practice.

E. Life skills

- We discussed:
 - The principles of being a good person.
 - Disadvantage of killing others.
 - Disadvantage of stealing.
 - Disadvantage of raping.
 - Disadvantage of lying.
 - Disadvantage of using drug, alcohol, and smoking cigarettes.
 - The process of reach a goal.
 - The importance of right decision making.

F. English Class (Sok Sambor):

- Students can write and read the alphabet correctly.
- Students can make conversation using a few sentences.
- Twenty words were provided to them.
- Taught day of the week
- Gave homework 3x pw.
- Gave them exercises 2x pw.

II. Challenges

- One student plays games and goes to cafes and doesn't want to study. He also collects garbage (Ait Chai) at night.
- Another student is the victim of domestic violence at home and his parents want him to drop out of the program.
- English class volunteers are sometime absent without notice which negatively impacts class morale as they have no teacher on those occasions.
- Two students use their phones during class and have girlfriends.
- Four students cannot read (they only know the alphabet).
- A few students are absent very often.
- A few students are talkative in class and don't listen.
- Some students' parents need their sons to help with domestic work during class hours which leads to absences.
- Some students do not understand English.
- Doing this to make effectiveness for Get Ready students because all of staffs are mostly busy they have no enough time to teach Get Ready Training Program students. But, now I solved this problem successfully and got more effectiveness to teaching.

III. Next Month

A. Get Ready Training Program (Program Assistant)

- Will meet with Khmer teachers 4x pw to discuss teachers' monthly report and lesson plans, assist with problem solving and assess teacher's needs.
- Will continue to update the profiles of current generation of Get Ready Boys.

- Will meet all 14 Get Ready Boys individually to help them with motivation, understand their background, and the difficulties (and possible solutions) that they face in school, at home and socially.
- Will invite Khmer teachers to attend twice monthly meeting with the Education Department to discuss challenges, problem solving, suggestions, and report the process of teaching.
- Will take the Get Ready Boys to study community learning at Riverkids Foundation Branch every Friday morning.

B. For Khmer Literacy Teacher

- Will finish Unit 6, (Book: Mathematic), 7 (Citizen Education) and 8 (Goals of Study)
- Will discuss morality and importance of an education.

C. For Life skills Teacher

- Will discuss
 - “Disadvantage of having conflict with others”
 - “Disadvantage of using drugs”
 - “Disadvantage of drinking wine”
 - “Disadvantage of gambling”
 - “Disadvantage of Yes I Can”
 - “Living with peace”

D. English Class

- Will finish Unit 5 (Book: Up and Away, Level I).
- Will engage in more conversation practice.
- Will give homework 5x per week.
- Will give exercise 2 x per week

IV. Field Trips and Workshops

- On 5/11/11 we took 4 Group I students to Meta House, on 8/11/11 we took 4 Group II students and on 17/11/11 we took 6 Group III students. At Meta House Youth for Peace conducted 4 hour workshops titled “**The Rescuer**”.
- The objectives of this workshop included:
 - An overview of the Khmer Rouge Regime
 - Encourage participants to help each other.
 - Provide advice on how to help/rescue others.
 - Advice on how to tackle problems and issues peacefully.
 - Encourage students to speak their mind and voice their concerns rather than engage in physically conflict.
- The Activities:
 - All participants completed questionnaire.
 - All participants introduced themselves.
 - All participants watched Killing Fields (presented by executive director of Meta House).
 - A Khmer Rouge survivor told of his experiences helping people and answered questions.

- Played a game that taught compassion.

V. Attendance Table

Absent = a child is absent for at least 3 days that week.

Get Ready for Boys					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	14	14	14	13	
Absent	No	0	0	1	
New	No	No	No	No	
Quit	No	No	No	No	

1. New or returning students in Get Ready for Boys (started this month.)

Name of client	RKID	Reason	Notes
No			

2. Graduating students in Get Ready for Boys this month

Name of client	RKID	Reason	Notes
No			

3. Dropped out students from Get Ready for Boys (More than 30 days)

Name of client	RKID	Reason	Notes
No			

Below is a summary of each student enrolled in Get Ready Boys highlighting their background, problems and solutions:

1. CC, Class Monitor

A. Background

- He is 21 years old
- He lives in Toul Sangke village.
- His family rent their home but they cannot afford to send him to school.
- He has some motor repair skills and could possible earn money from this.

B. Problems

- He smokes cigarettes.
- He plays games too often.
- He is absent from class too often.

C. Solutions

- Mr. Sok Sambor met with him to advise about the importance of study and tell him about the disadvantage of playing game.

D. Changes to be made/made by student:

- He studies harder.
- He could repair motors and earn some money to support his family.
- He stopped playing games.
- He reduces his cigarette smoking.
- He could learn to read Khmer and speak English.
- He has decided to study motorbike mechanics and would like to run a small motor repair shop in the future.

2. SV

A. Background

- He is the second child in the family.
- He is 18 years old.
- His family has many debts. But they depend on construction work that is why his family cannot send him to state school.
- He loves motor bike mechanics.
- He studies hard and comes to class regularly.
- He does not like talking too much.
- He always plays football in the evening after leaving class.

B. Problems

- He is afraid of others.
- He hesitates to choose one skill for training and is not confident enough.
- He does not want to help his family with housework.

C. Solutions

Mr. Sok Sambor went to his house and helped him make some decisions and encouraged him to help and respect his family especially his parents.

D. Changes to be made/made by student

- He felt better for improving his relationship with his family.
- He decided to study motor bike mechanics and hopes to run a small motor repair shop in the future
- He has more confidence.
- He helps his parents with domestic work when he has free time.
- He can write and read Khmer and English now.

3. EP

A. Background

- Age: 17
- Birth Place: Kilomet 6.
- His mother died and his father remarried then moved away. Student now lives with his siblings and aunt
- He attends class regularly.
- He always plays football after leaving class.

B. Problems

- He is talkative in class.

- Sometimes he goes to the internet shop to play games
- He doesn't help with domestic chores.
- He cannot write in Khmer language.

C. Solutions

- Mr. Sok Sambor met him 2 times this month to discuss the disadvantages of spending too much time playing much internet games and not helping with domestic chores.
- Encouraged him to learn Khmer.
- Discussed the disadvantage of talking in class. It can be disturbing others while the others are studying hard.

D. Changes to be made/made by student:

- He is not as talkative as before.
- He can write in Khmer
- He tries to help his aunt and uncle at home.
- He says he has stopped playing games at the internet shop. We will monitor this.

4. CS

A. Background

- He is 17 years old.
- He lives in Sangkat Russey Keo
- His mother died and his father has remarried.
- He likes football.

B. Problems

- He is talkative
- He plays games
- He is disrespectful and disturbs others.
- He is playful during class.
- He can read only a little Khmer.

C. Solutions

- Mr. Sok Sambor went to meet him 4x this month individually and in a group to tell him about the importance of listening to teachers during class and not playing too much as it disturbs others and the importance of studying.

D. Changes to be made/made by student:

- He says he will not keep playing games anymore. We will monitor this.
- He is not as talkative and playful in class.
- He always plays football after class each day.
- He studies hard in class.
- He can read Khmer and English better than before.

5. TR

A. Personal Background and Characteristic:

- He is 18 years old
- He lives in Klang Sang village.

- His father died and his family depends on his mother, who is a food seller. Her income cannot support the whole family.

B. Problems

- He is absent from class regularly and doesn't study
- He doesn't help with domestic work.
- He is a member of a gang.
- He does not want to listen to our advice

C. Solutions

- Mr. Sok Sambor meets with him regularly and discusses the disadvantages of not studying and being involved with gangs.

D. Changes to be made/made by student

- He promises to stop gang activity but we will need to monitor this.
- He is still often absent from class but his study habits have improved a little.

6. TS

A. Personal Background and characteristic:

- He is 14 years old.
- He lives at Samaky Village.
- His family is very poor and they do not have enough food to eat. His parents have many children. His family cannot send him to state school.

B. Problems

- He is often absent from class and doesn't study.
- He collects waste for cash instead of studying.
- He is a member of a gang.
- He appears to use drugs – we are trying to confirm.
- He sometimes sleeps in class.
- He smokes cigarettes.
- He cannot read or write in Khmer.
- He is not confident that he has the skill to study.

C. Solution

- Mr. Sok Sambor focuses much attention on this student and cares about him. He met this student 6x this month to try to convince him of the advantages of studying and the disadvantages of using drugs, playing games, and joining gangs. Mr. Sok Sambor tries to encourage and motivate him to have more self confidence.
- Mr. Sok Sambor also went to his house to meet his family to observe the problem and consult with his parents to push him to study.

D. Changes to be made/made by student

- He comes to class more than before.
- He promises to leave the gang. We will monitor this.
- He still smokes cigarettes but has cut down.

7. HV

A. Background

- He is 16 years old
- He lives in Doeum Khvet Village
- His family has many debts, but, has a low income per month that cannot support him to go to state school.
- He wants to study motor bike mechanics after finishing soft training at Riverkids Foundation.

B. Problem

- He is talkative and playful in class.
- He is lazy with domestic work and always plays football.
- He sometimes plays snooker.
- He sometimes does not listen to the teacher during class and disturbs others.

C. Solution

- Mr. Sok Sambor met him 2x this month to ask him stop being disruptive in class. He must listen to the teacher and try harder with his studies.

D. Changes to be made/made by student

- He tries harder with his class work.
- He helps with domestic chores.
- He does not go to play games or snooker any more.

8. YM

A. Background

- He is 16 years old.
- He lives with his family in Doeum Khvet village.
- His family is very poor and cannot afford to send him to state school.
- His parents are divorced and his father has moved away. His mother lives in her hometown and the student lives with his grandmother.

B. Problems

- He is talkative in class.
- He cannot decide which skill to learn.
- He goes to play games sometime.
- He is disruptive during class.
- He is not confident enough to make decisions.

C. Solution

- Mr. Sok Sambor met with him every week to help him choose a skill to learn. We discussed advantages and disadvantages of each skill and what he really wants to do in the future based on his own talent. We also discussed the disadvantage of playing games and his poor behavior in class.

D. Changes to be made/made by student

- He is not talkative like before.
- He does not play games anymore.
- He tries to study hard.
- He has not been absent from class once this month.
- He wants to be a dress designer in the future.
- He is more self confident about making decisions.

9. KS

A. Background

- He is 16 years old
- He lives in Samaky village
- His family is very poor. He used to work to support his family.

B. Problems

- He sometimes plays games.
- His parents want him to drop out and to go to work to support his family because during the floods his father could not earn money. Sometimes they have no food.
- He is not confident enough to decide something.
- He goes for a walk at night.

C. Solution

- Mr. Sok Sambor went to his home to meet with his parents to discuss the importance of keeping him in the program. Furthermore, we requested rice and food to help his parents as we consider this an urgent case. Mr. Sok Sambor tries to motivate the student to study hard and change his behavior.

D. Changes to be made/made by student

- His parents have agreed to let him study until he finishes.
- He tries to study hard.
- He loves motor bike mechanics.
- He has stopped playing games.
- He has more confidence.

10. YR

A. Personal Background and Characteristic

- He is 15 years old
- He lives in Klang Sang Village
- His family depends on him to collect rubbish to support his family so he cannot attend the state school.
- He loves motor bike mechanics.

B. Problem

- He doesn't study and is absent regularly.
- He plays games.
- He is rude to people.
- He collects rubbish at night so is too tired to study during the day.
- He is a gang member.

C. Solution

- Mr. Sok Sambor met with him to discuss the disadvantage of being a gang member and encouraged him to change his daily behavior.

D. Changes to be made/made by student

- He tries to study harder.
- He promises to stop playing games.

- He promises to disengage from the gang.
- He tries to be more polite.

11. SS

A. Background

- He is 18 years old
- He lives in Phsar Touch Village
- His family is very poor and cannot afford to send him to state school. On the other hand, his family has many debts.
- He loves motor bike mechanics.
- In the future, he wants to run a small motor mechanics shop.

B. Problems

- He smokes cigarettes and is a gang member.
- He sometimes plays games.
- He goes for a walk at night.
- He doesn't help with domestic chores.

C. Solution

- Mr. Sok Sambor went to meet this students two times for this month to discuss about the disadvantage of joining gangster group, playing game, going for a walk at night, and smoking cigarette and also told this student about behavior he has every day that should be changed. Furthermore, we work closely with his grandmother who always calls to tell Mr. Sok Sambor when her grandson have problem although at night.

D. Changes to be made/made by student

- He promises to disengage from the gang and to stop playing games.
- He try to study hard and is never absent from class.
- He promises to stop smoking cigarettes.
- He tries to help his family with domestic work.

12. SS

A. Background

- He is 16 years old.
- He lives in Phsar Touch Village.
- His family cannot afford to send him to state school.
- He always collects rubbish

B. Problems

- He gets sick easily.
- He sometimes plays games and snooker.
- He is often absent from class.

C. Solution

- Mr. Sok Sambor met him 4x this month to discuss his behavior and the distractions (games, snooker).

D. Changes to be made/made by student

- He promises to stop playing games and snooker.

- He tries to study harder.

13. UC

A. Background

- He is 16.
- He lives in Samky Village
- His mother died of AIDS and his father remarried then moved away. He lives with aunt and uncle. His aunt is a housewife and his uncle is an ice cream seller.

B. Problems

- He is afraid of others.
- He wants to continue studying at state school.
- He sometimes plays snooker.

C. Solution

- Mr. Sok Sambor worked with Mr. Chhun Srun who is responsible for high school students in order to process documents to enroll UC in state school.

D. Changes to be made/made by student

- He will enroll to study at state school.
- He will stop playing snooker and will try to not be afraid of others.

14. NN

A. Background

- He is 17 years old.
- He lives in Phsar Touch Village
- His family's income cannot support the whole family and they cannot afford send him to state school.

B. Problems

- He plays games and snooker.
- He doesn't help with domestic work.

C. Solution

- Mr. Sok Sambor met him 2x this month to discuss his poor behavior and to ask him to stop playing games and snooker.

D. Changes to be made/made by student

- He promises to stop playing game and snooker.
- He loves motor bike mechanics.
- He studies hard and is never absent.

GET READY GIRLS

Reporting: Sok Sambor

I. Highlights

A. Overview (Program Assistant)

- o We have enrolled on student in Additional Study at Santho Mok High School in grade 12. After she studies for one year, she will take the National Exam.

- We are processing documents to reintegrate one student into Bunrany Hun Sen Wat Phnom High School in grade 10.
- We are processing documents to reintegrate one student into Bunrany Hun Sen Wat Phnom High School, grade 7.
- We monitored the Khmer teachers 4x per week and discussed lesson plans, solving problems, monthly reports, and teachers' needs
- Met with the life skills teachers to discuss lesson plans, solving problems and teachers' needs.
- Updated profiles for the new generation of Get Ready Girls.
- Met with all 12 Get Ready Girls individually in their class room to motivate them and to find out about their background, decision making, difficulties and solutions that they face in their lives at school, at home and in their communities.
- Each week we took the students to:
 - the Riverkids Foundation Branch to learn about the community.
 - Yoga class at Head Office
 - Dancing and Hip Hop classes at Family House
 - Choir Song class
 - Chrysalis Training at Family House.
- On 17th November, 2011, we conducted training for the students "How to be confident during interview a job" trained by Charity Sabater.
- B. Khmer Literacy (Men Cheasothy)**
- Students could read words, phrases, sentences, and paragraphs.
- Discussed adjectives and how to use them.
- C. Mathematics**
- Completed 4 units.
- Completed four exercises.
- Students know how to add (+), subtract (-), multiply (+), and divide (%) with two digits.
- Students know how to measure weight and how to use the scale.
- D. Life skills**
- Discussed
 - the principles of bring a good person
 - the disadvantage of killing
 - the disadvantage of stealing
 - The disadvantage of lying
 - the process of setting and reaching goals
 - how to make the right decisions.
- E. English**
- Students could write and read the alphabet plus some words.
- Students can make simple conversation in English
 - What is your name?
 - How old are you?
 - Where are you from?
 - What is your job?
- Twenty words were provided to the students.

- Taught them, days of the week

II. Challenges

- Two students are often talkative and playful during class.
- Two students are often late to class.
- One student is absent a lot and does not want to study.
- Two students only know a little Khmer.
- One student's mother wants her to stop coming to class.

III. Next Month

A. Overview (Program Assistant)

- Will work with Mr. Chhun Srun to enroll one student in Additional Study at Sotho Mok High School, grade 12, another student at Bunrany Hun Sen Wat Phnom High School, grade 10, and a third student t Bunrany Hun Sen Wat Phnom, Grade 7.
- Will work with Miss Khunthea to enroll one student to study training at Mith Samlanh/Friends Organization.
- Will try to meet with all 12 Get Ready Girls individually to discuss their personal issues
- Will facilitate students attendance each week at the Riverkids Foundation Branch (for community learning), Yoga, Chrysalis, Traditional Dancing, Hip Hop and Choir Song.

B. Khmer Literacy

- Will finish 4 units.
- Going to teach them about “choosing right place for visit”
- Going to give one exercise of choosing right place for visit.
- Will provide adjective exercises.
- Will give dictation exercise 3x.
- Will provide one story for reading exercises.

C. Mathematics

- Will finish five units.
- Will teach addition (+) using two digits and four digits and give 2 exercises.
- Will teach subtraction (-) using three digits and four digits and give 2 exercises.
- Going to teach the relationship between addition (+) and subtraction (-).
- Will teach multiplication (×) with two digits and three digits and give 2 exercises.
- Will teach division (%) with two digits and give 2 exercises.

D. Life skills

- Will discuss:
 - The disadvantages of playing games
 - The disadvantages of using drugs
 - The disadvantages of go for a walk at night
 - The disadvantages of marrying too young
 - The disadvantages of being lazy
 - The strong woman (I still live whenever there is no others)
 - I Can Do It

E. English Class:

- Will finish 4 units. (Book: Up and Away, Level I).
- Will spend more time on conversation.
- Going to give five times homework.
- Going to give two times exercise.

IV. Field Trips and Workshops

- On 5/11/11 we took 4 students to Meta House, on 8/11/11 we took 4 students to Meta House and on 17/11/11 we took 6 students to Meta House to attend a workshop.
- These workshops, “The Rescuer” were conducted from 07:30 to 11:30am by Youth for Peace.
- Objectives of this workshop included:
 - Telling participants about the Khmer Rouge Regime
 - Encouraging participants to help each other.
 - Discussing ways to help others without endangering yourself.
 - Helping young people understand why they should help others.
 - Discussing ways to resolve dispute peacefully.
 - Encourage students to speak their mind and avoid conflict.
- The Activities:
 - All participants completed questionnaires.
 - All participants introduced themselves.
 - All participants watched the Killing Field (Presented by executive director of Meta House).
 - One man who lived during the Khmer Rouge told of his experiences helping others and answered questions.
 - The students played a game of showing compassion.

V. Attendance Table

Absent = a child is absent for at least 3 days that week.

Get Ready for Girls					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	12	12	12	12	
Absent	1	1	1	1	
New	No				
Quit	No	0	0	0	

A. New or returning students in Get Ready for Girls (started this month.)

Name of client	RKI D	Reason	Notes
<i>No</i>			

B. Graduating students in Get Ready for Girls this month

Name of client	RKID	Reason	Notes
No			

C. Dropped out students from Get Ready for Girls (More than 30 days)

Name of client	RKID	Reason	Notes
No			

Below is a summary of each student enrolled in Get Ready Girls highlighting their background, problems and solutions:

1. ST

A. Background

- She is 15 years old
- She lives in Doeum Khvoet village
- She lives with her aunt and her uncle because her parents have divorced and have moved away.
- She wants to study at state school and be a guide in the future.

B. Problem

- She wants to study at state school but her family cannot afford to send her.

C. Solution

- Mr. Sok Sambor worked with Mr. Chhun Srun and we are now processing her document to enroll her at Bun Rany Wat Phnom High School.

D. Changes to be made/made by student:

- She is a good student who is never absent from class and tries to study hard. She never has a problem. We trust that she will have good future.

2. SS

A. Background

- She is 17 years old.
- She lives in Doeum Khvoet village.
- She wants to be a company manager.

B. Problem

- She was enrolled in grade 11 at Bun Rany Wat Phnom High School but she had to stop because her family cannot afford to keep sending her

C. Solution

- Mr. Sok Sambor worked with Mr. Chhun Srun to enroll her at San Thor Muk High School where she has just one year to go before she graduates.

D. Changes to be made/made by student

- She is enrolled in Additional High School at Santhor Muk High School in grade 12.
- She is a good student who is never absent from class and tries to study hard. She never has a problem. We trust that she will have good future.

3. CS

A. Background

- She is 15 years old
- She lives in Samaky Villlage
- Her parents cannot afford to send her to school

B. Problems

- She doesn't study or help with domestic chores.
- She often skips class to visit friends.
- When she does come to class she is often late and then doesn't listen to the teacher.
- She angers easily and argues with others

C. Solution

- Mr. Sok Sambor and Ms. Kunthea met with the student and discussed her behavior and encouraged her to change.

D. Changes to be made/made by student

- She behaves better in class and helps her parents with domestic chores.
- She tries to be less disruptive in class.

4. HV**A. Background**

- She is 15 years old.
- She lives in Phsar Touch Village.
- Her family is very poor and cannot afford to send her to school.
- She likes hair dressing.

B. Problem

- She is afraid of others and lacks confidence.

C. Solution

- Mr. Sok Sambor discussed her fears with her.

D. Changes to be made/made by student

- She loves to study and is never absent.
- She has more confidence than before; however, still has some work to do in this area.
- She wants to study to be a hairdresser.

5. LK**A. Background**

- She is 15 years old.
- She lives in Samaky Villlage
- Her family is very poor that cannot afford to send her state school. They rent the house they live in.
- She wants to be a dress designer.

B. Problem

- She easy angers easily and fights with others.
- She visits friends after school rather than going home to help with domestic chores.
- She uses her phone in class.
- She doesn't study.

C. Solution

- Mr. Sok Sambor and Ms. Kunthea met her 2x this month to discuss her behavior and ask her to change. They also asked her to try to get along with others.

D. Changes to be made/made by student

- She comes to class regularly but is still late.
- She promise to stop fighting with others but we will need to monitor this.
- She doesn't use her phone in class any more.
- She wants to be a dress designer and work with her sister who is training with the Friend Organization.

6. SSM

A. Background

- She is 15 years old.
- She lives in Toul Sangke Village.
- Her family is very poor and can't afford to send her to state school.
- Her mother is affected by HIV/AIDS. Her parents divorced and her father has abandoned the family.
- She previously attended Get Ready in Generation VI.

B. Problems

- She does not want to study and is absent nearly every day.
- She is afraid of others and has no self confidence.
- She doesn't like to discuss her problems.
- She worries a lot, appears to have little hope, never smiles or laughs.

C. Solution

Mr. Sok Sambor and Ms. Khunthea take a great deal of care of this student. We always encourage her and try to help her understand that if she studies she can one day earn money to look after herself and her mother. We advised her that if she attend lass regularly she will be selected for vocation training after the course is completed.

D. Changes to be made/made by student

- She tries to come to study two to three day per week.
- She sometimes smiles and laughs with her classmate.
- She seems to have a bit more hope.

7. YC

A. Background

- She is 15 years old.
- She lives in Samaky Villlage
- Her family is poor and spends all of their income on food and rent so cannot afford to send her to school.

B. Problems

- She does not want to stop studying but her mother refuses to let her attend because she needs to work so that she can help pay for her brother to attend Vietnam School.
- She is talkative and playful during class.

- She doesn't study and visits friends rather than helping with domestic chores.

C. Solution

- The Social Team have visited her home many times to meet her mother to ask her to change her mind but she will not and continues to refuse to let her daughter participate in the program.

D. Changes to be made/made by student

- We hope to change the mother's decision. We will try again next month.

8. TS

A. Background

- She is 16 years old.
- She lives in Phsar Touch Village
- Her family lives on government land. Her family has a low income. Her stepfather has a new wife and has moved on. Her mother is attending training provided by Micro Business of Riverkids Foundation.
- She loves sewing.

B. Problem

- She is talkative and playful in class and outside the class.
- Her family moved and she now lives far from Riverkids.
- She angers easily and fights with others.
- We find it difficult to change her attitude.

C. Solution

- Mr. Sok Sambor and Ms. Khunthea met her 3x this month to discuss her behavior and what needs to change. We also discussed the disadvantages of being quick to anger and fighting with others.

D. Changes to be made/made by student

- She tries to study harder than before.
- She promises to stop being angry and fighting with others.
- She tries to listen to teacher and to stop being so disruptive.

9. TD

A. Background

- She is 15 years old
- She lives in Samaky Villlage
- Her family is very poor and cannot send her to state school. Her father is a security guard btu suffers from blood pressure concerns

B. Problems

- She is disruptive in class and rebellious.
- She angers easily and fights with others.
- She doesn't study and is sometimes absent.
- She doesn't help her family with domestic chores.

C. Solutions

- Mr. Sok Sambor and Ms.Khunthea met her to discuss her behavior and what she should change. We discussed the goodness of her family and that she must study hard and try to help her family more.

D. Changes to be made/made by student

- She promises to improve her behavior in class
- She tries to study harder than before.
- She helps her family with domestic work now.

10. TS

A. Background

- She is 14 years old.
- She lives in Toul Sangke Village
- Her family is very poor and cannot send her to state school.

B. Problem

- She wants to study at state school.
- She used to fight with others students.

C. Solution

- Mr. Sok Sambor worked with Mr. Chhun Srun to enroll her to study at Bun Rany Hun Sen Wat Phnom High School.

D. Changes to be made/made by student

- She promises to stop fighting with others.
- She will enroll in Bun Rany Wat Phnom High School.

11. TT

A. Background

- She lives in Phsar Touch Village
- Her family is very poor that cannot send her to state school.
- She attended Get Ready Girl Generation VI and has started with us again.

B. Problem

- She is often late and doesn't study.
- She is slow to learn.
- She angers easily and fights with others.

12. KC

A. Background

- She is 12 years old.
- She lives in Doeum Kveit Village.
- Her family is poor and she has many sibling
- Her father was violent when he was drunk but he passed away in 2007. Her mother left the children to work in Malaysia as House Keeper
- She wants to continue studying at state school again.

B. Problems

- She wants to study at state school.
- She seems to have problems in her mind.

C. Solution

- Mr. Sok Sambor will work with Mr. Chhun Srun to enroll her to study at state school. But, now we need to follow up to ensure she really does want to study.
- We want to find out why she is sometimes so sad.

CHRISALIS

Reporting: Mr. Leng Vun and Ms. Ly Phalla and Assistant: Mrs. Chum Sreyppoa

I. Highlights

- o The students have shown their patience, trust and confidence individually and as members of a team.
- o Students are becoming aware of how to look after each other.
- o The gathering and sharing of deep personal stories has developed more trust, patience and confidence to do things by themselves.

II. Challenges

- o Some students are talkative during training and this disrupts other students.
- o The location is not safe for the students.

III. Next Month

- o We need to build more trust.
- o We want to increase awareness of emotions and discuss dealing with anger in healthy and unhealthy ways
- o We will work on conflict resolution.
- o Complete evaluation forms.
- o Close the training course.

BREAK DANCING PROJECT

Reporting: Soeur Sokunthea

IV. Highlights

- o The girls have a better understanding of rhythm compared to last month but the boys lag behind the girls.
- o Students that have been in the class longer completely understand the rhythm and they can perform well.

V. Challenges

- o Some students are always absent when it rains.
- o Several student were absent because they were busy with their studies at state school (finishes at 5pm)
- o There is always a new student in Hip Hop training.

VI. Evaluations

- None Due

VII. Next Month

- Both teachers will teach a new rhythm.

VIII. Attendance Table

Breakdancing					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	No class	No class	33	No Class	
Absent			0		
New			0		
Quit			0		

IX. Performances

Please list any performances during this month

N°	Sex	Project	Week one	Week Three	Remark
1	F	Beltie		~	No class in week three
2	F	Beltie		~	
3	M	English class		~	
4	F	English class		~	
5	F	English class		~	
6	F	Grade class		~	
7	F	Grade class		~	
8	F	Grade class		~	
9	F	Grade class		~	
10	M	Grade class		~	
11	M	Grade class		~	
12	M	Grade class		~	
13	M	Grade class		~	
14	M	Grade class		~	
15	M	Grade class		~	

16	M	Grade class	~	
17	M	Grade class	~	
18	M	Grade class	~	
19	F	Grade class	~	
20	F	Grade class	~	
21	F	Weekly boarder	~	
22	F	Weekly boarder	~	
23	F	Weekly boarder	~	
24	M	Special class	~	
25	M	Special class	~	
26	M	Special class	~	
27	F	Get ready girl	~	
28	F	Get ready girl	~	
29	F	Get ready girl	~	
30	F	Get ready girl	~	
31	F	Get ready girl	~	
32	F	Get ready girl	~	
33	F	Get ready girl	~	

CHOIR SONG PROJECT

Reporting: Soeur Kunthea

I. Highlights

- The young students loved learning the Christmas Song.
- They participated in singing all together.

II. Challenges

- Some teenage students were absent from class.
- Some teenage students don't remember the song lyrics.
- Students in English class don't attend Choir Song class.

III. Evaluations

- None Due

IV. Next Month

- o I'll prepare more Christmas songs next month.
- o I'll find another way to attract student interest in the class.

V. Attendance Table

Choir					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	No class	39	No Class	No Class	
Absent		0			
New		0			
Quit		0			

VI. Performances

- o None

TRADITIONAL DANCING

Reporting: Soeur Sokunthea

VII. Highlights

- o The girls are giving their best efforts to learn a new routine for "Bopha Lokey".
- o There are more female students than male students.
- o All students are more interest in training than they were last month.

VIII. Challenges

- o A few male students often don't attend
- o Some students arrive late from state school.
- o Students never practice at home.

IX. Evaluations

- o None Due

X. Next Month

- o We would like to find new ways to attract students to the program.

XI. Performances

- o None

XII. Attendance Table

Traditional Dance					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	No class	No class	No Class	34	
Absent				0	
New				0	
Quit				0	

Attendance List for Traditional Dancing

Nº	Sex	Project	Week Two & Four		Remark
1	F	Get ready girl		~	No class for week 2.
2	F	Get ready girl		~	
3	F	Get ready girl		~	
4	F	Get ready girl		~	
5	F	Get ready girl		~	
6	F	Get ready girl		~	
7	F	Get ready girl		~	
8	F	Get ready girl		~	
9	F	Get ready girl		~	
10	F	Get ready girl		~	
11	M	Special class		~	
12	M	Special class		~	
13	M	Grade Class		~	
14	F	Grade Class		~	
15	F	Grade Class		~	
16	F	Grade Class		~	
17	F	Grade Class		~	
18	M	Grade Class		~	
19	M	Grade Class		~	
20	M	Grade Class		~	
21	M	Grade Class		~	
22	M	Grade Class		~	
23	F	English class		~	
24	F	English class		~	
25	F	English class		~	

26	F	English class		~
27	F	English class		~
28	F	English class		~
29	F	English class		~
30	F	English class		~
31	F	English class		~
32	M	English class		~
33	M	English class		~
34	M	English class		~

YOGA

Reporting: Soeur Sokunthea

XIII. Highlights

- Students remember the songs and steps well.
- Their performance is much improved.
- They are more confident than they were last month.

XIV. Challenges

- Students often don't wait for instruction
- Students often laugh at others who aren't as practiced as they are
- Students are noisy and often don't listen o instruction

XV. Evaluations

- None Due

XVI. Next Month

- We will teach them to know Yoga's art name.
- Will teach yoga breathing.
- Will work on their confidence.

XVII. Performances and Special Events

- None

XVIII. Attendance Table

Yoga					
	Week 1	Week 2	Week 3	Week 4	Week 5
Attended	No class	29	40	42	

Absent		6	8	9	
New		0	12	2	
Quit		0	0	0	

A. Attendance List for Yoga Training

N°	Sex	Project	Every Wednesday		
1	F	Blum project	~	~	~
2	M	Blum project	~	A	~
3	F	Blum project	~	~	~
4	F	Blum project	~	~	~
5	F	Blum project	~	A	A
6	F	Blum project	~	A	A
7	M	Blum project	~	~	A
8	F	Blum project	~	A	A
9	M	Blum project	~	A	A
10	M	Blum project	~	~	~
11	M	Blum project	~	~	~
12	F	Blum project	~	~	~
13	M	Grade class	~	~	~
14	F	Grade class	~	~	~
15	F	Grade class	~	~	~
16	F	Grade class	~	~	~
17	M	Grade class	~	~	~
18	M	Grade class	~	A	~
19	M	Grade class	~	A	~
20	F	Grade class	A	~	A
21	F	Grade class	A	~	~
22	F	Grade class	A	~	~

23	F	Grade class		A	~	~
24	F	Grade class		A	~	~
25	F	Grade class		A	~	~
26	F	Get ready girl		~	A	~
27	F	Get ready girl		~	~	~
28	F	Get ready girl		~	~	~
29	F	Get ready girl		~	~	~
30	F	Get ready girl		~	~	~
31	F	Get ready girl		~	~	~
32	F	Get ready girl		~	~	~
33	F	Get ready girl		~	~	~
34	F	Get ready girl		~	~	~
35	F	Get ready girl		~	~	~
36	F	Get ready girl		~	~	~
37	F	English class		~	~	~
38	M	English class		~	~	~
39	M	English class		~	~	~
40	M	English class		~	~	A
41	M	English class		~	~	A
42	M	Special class		~	~	A