

COMMUNITY PLAYGROUP - INITIAL TRAINING

NOTES:

- Training should happen in a place similar to community playgroup place.
- Set up playcorners before the start, including the baskets for clean up time. Use the Manual for ideas of materials for each playcorner.
- Set up toilet, handwashing and drinking water areas (real or simulated).
- Mark all areas and play corners with signs (name and maybe a drawing)
- **ASK EACH PARTICIPANT TO BRING SOME RECYCLED OR NATURAL MATERIALS, FOR THE TRAINING (SEE LAST PAGE).**

DAY 1 – PLAYGROUP TRAINING

TIME	TOPIC	STEPS	MATERIALS
8:30-9:00	Opening & registration	<ol style="list-style-type: none"> 1) Ask everyone to prepare their name card (with a picture) 2) Do registration 3) Open the training 4) Explain what materials are on the table (Agenda, Manual) 	<ul style="list-style-type: none"> ▪ 30 cards, markers ▪ Short agenda, playgroup manual, notebook & pen for everyone ▪ Flipchart
9:00-10:30	Welcome to the playgroup!	<p>Invite everyone to come to the circle and simulate a typical playgroup day:</p> <ol style="list-style-type: none"> 1) Greet “children” by name one by one 2) Simulate hygiene check up of children 3) Song / dance 4) Let everyone find their name card; 5) Register “children” and check for absences 6) Simulate Activity Card 1: <ul style="list-style-type: none"> • Circle time questions • Quiet game • Active game • Free play in playcorners (shorten to 30 min) 	<ul style="list-style-type: none"> ▪ Name cards; register book ▪ Hand washing station ▪ Drinking station ▪ Toilet (real or made up) ▪ Simple snacks ▪ Treated water & cups ▪ Basic play corners set up, with

		<ul style="list-style-type: none"> • Toilet and hygiene (use handwashing song) • Drinking water and snack (talk about food you eat) • Story time • Circle time questions (at the end). 	<p>materials and corner names</p> <ul style="list-style-type: none"> ▪ At least 3 different wooden puzzles ▪ At least 10 different story books
1	BREAK		
11:00-11:20	Review of playgroup activities	<ol style="list-style-type: none"> 1) Review the playgroup activities just observed 2) Compare with the manual (page.4) 3) Brainstorm why each activity is important 	<ul style="list-style-type: none"> ▪ Flipchart ▪ Manual
11:20 – 11:35	Why do we need community playgroups?	<ol style="list-style-type: none"> 1) Brainstorm about the importance of playgroup 2) Discuss how play calms children and also helps them learn, especially when they are faced with instability because of the conflict. CHILDREN LEARN THROUGH PLAY 	<ul style="list-style-type: none"> ▪ Flipchart
11:35-12:00	How will we run playgroups?	<ol style="list-style-type: none"> 1) Explain basic principles (run by parents or other volunteer staff, few hours several days a week) 2) Discuss how playgroup could work in the communities 3) Review and complement with information on page 2 of the Manual 	<ul style="list-style-type: none"> ▪ Flipchart ▪ Manual
12:00-12:30	Activity cards	<ol style="list-style-type: none"> 1) In small groups, review <ul style="list-style-type: none"> • How many activity cards there are • what is on each activity card 2) Discuss how to use activity cards (page 31) 	<ul style="list-style-type: none"> ▪ Flipchart ▪ Manual

	Circle time	<p>3) Find circle time questions, on top of each activity card; read through some typical questions – they are different on every card!</p> <p>4) Discuss: Why is it important to ask children questions, instead of telling them what to do?</p>	
12:30-14:00	LUNCH		
14:00-14:30	Materials for playgroup: health and hygiene	<p>1) Each group should walk around and make a list of everything they see that playgroup needs for health and hygiene needs of children <i>(water for drinking; chlorine solution; cups; basin for dirty cups; tippy tap; toilet; water bucket in the toilet; snacks for children)</i></p> <p>2) Compare with pp. 5-11 of the Manual</p> <p>3) Brainstorm how they could organize each these in their playgroup, in small groups</p> <p>4) Share and discuss</p>	<ul style="list-style-type: none"> ▪ Flipchart ▪ Manual
14:30-15:00	Materials for playgroup: free play & games	<p>1) Each group should walk around and write down which materials they see in each play corner <i>(Note: 1 facilitator should stay in games and puzzles corner and demonstrate the types of materials and how they are used)</i></p> <p>2) Large group review: what are the 5 corners? What can child learn, by playing in each area?</p> <p>3) Each group compares their list with that in the manual, and suggests what else could be added to play corners (either from the manual or from traditional games in the community), to help children learn</p>	<ul style="list-style-type: none"> ▪ Flipchart ▪ Manual

15:00-16:00	Free play in the play corners	<ol style="list-style-type: none"> 1) Discuss: What did you like to play with, for a long time, as a child? Why should we give time for children to play freely? 2) Add the reasons if needed, based on p 21 (Manual) 3) Brainstorm in small groups: what should the facilitators do, when children play freely in the playcorners? 4) Review ideas and compare with p.23. Demonstrate any activities that are new. 	<ul style="list-style-type: none"> ▪ Flipchart ▪ Manual
16:00-16:30	BREAK		
16:30-17:00	Free play in the play corners (practice)	<ol style="list-style-type: none"> 1) Send groups to the 5 play corners; ask one person in each group to be the facilitator and to practice supporting the children 2) Walk around and help the facilitators in the play corners 3) After 15-20 min, ask everyone to come back 4) Discuss: <ul style="list-style-type: none"> ▪ What did your facilitator do very well? ▪ Was there something that your facilitator forgot to do? (compare with page 23 of the Manual if needed) 5) Ask a volunteer to show how she/he would do the step that the facilitator forgot or did not do well. 	<ul style="list-style-type: none"> ▪ Flipchart ▪ Manual
17:00-17:15	Homework	<p>Ask each participant to makes 1 new material for one of the playcorners for the next morning, using local or recycled materials. They can use some of the materials in the room, or find their own.</p> <p>Ask one of the participants to simulate playgroup start in the morning (all the steps including circle time questions, but not the games).</p>	Kit for making play materials (cardboard boxes, bottles, scissors, rope, scotch tape, wire etc.)

DAY 2 – PLAYGROUP TRAINING

TIME	TOPIC	STEPS	MATERIALS
8:30-9:00	Play materials review	<ol style="list-style-type: none"> 1) Before the participants arrive, change some things in each play corner, to give children new ideas for playing... 2) Ask the participants to demonstrate the play materials they prepared overnight. They should explain: <ul style="list-style-type: none"> • For which playcorner it is • What the child can do with it • What will the child learn as a result. 3) Add the new materials to the playcorners 4) Discuss the importance of changing materials in the playcorners one in 1-2 weeks, for example: <ul style="list-style-type: none"> ▪ Put 3 puzzles, and then change for 3 new ones ▪ Put 3 books, and then change for 3 new ones ▪ Change pretend play corner from HOME to HEALTH CENTER, or MECHANIC, or SHOP. <p>This will ensure that the children stay interested in the materials!</p> 	
9:00-9:30	Playgroup morning Q&A	<ol style="list-style-type: none"> 5) Invite 1 participant to simulate playgroup start, including circle time. 6) Discuss any questions participants may have from yesterday 	
9:30 – 10:00	Quiet and active games	<ol style="list-style-type: none"> 1) Ask to look at any activity card. What types of games do you see? 2) What is the difference between quiet and active game? What is the same? (Add, based on page 20) 	Materials for active and quiet games*

		<p>3) Remind of the quiet and active game you did on Day 1. What did they learn, in each game?</p> <p>4) Review the steps for teaching the game, on p.20.</p>	
10:00-10:30	Games: preparation	<p>1) Divide into groups of 4-5 participants</p> <p>2) Distribute games on cards 2 to 7, to group (each group should have a quiet and an active game)</p> <p>3) Let each group prepare their games, including any materials</p>	Manual
10:30-11:00	BREAK		
11:00-12:30	Games: practice	<p>1) Sit in the circle. Invite the groups, one by one, to do their games with everyone, following the steps.</p> <p>2) If time is short, select only one game for each group to teach to others. Make sure that the games are of different types.</p> <p>3) Discuss after each game:</p> <ul style="list-style-type: none"> ▪ What the game was trying to teach ▪ What the group did very well ▪ If anything can be improved 	
12:30-14:00	LUNCH!		
14:00-14:30	Stories	<p>1) Ask if anyone was told stories when they were small children</p> <p>2) Ask what stories they still remember</p> <p>3) What else did they like about storytelling time?</p> <p>4) Why are stories so important for young children?</p>	
14:30-15:00	Stories: preparation	<p>1) Ask if they remember the story from Day 1:</p> <ul style="list-style-type: none"> ▪ What was the story about? ▪ What do you think this story is teaching the children? ▪ Did the trainer read the story? (mostly retold) 	

		<ul style="list-style-type: none"> ▪ What did the trainer do, to make the story more interesting? <p>2) Divide into small groups; each group:</p> <ul style="list-style-type: none"> • receives story from Cards 2 to 7 • prepares one local story. <p>3) Review steps on page 24, and remind the participants to use these, when preparing their stories.</p>	
15:00-16:00	Stories: practice	<p>1) Sit in the circle. Invite the groups, one by one, to share their two stories with everyone.</p> <p>2) Discuss after each story:</p> <ul style="list-style-type: none"> ▪ What the story was trying to teach ▪ What the group did very well ▪ If anything can be improved 	
16:00-16:30	BREAK		
16:30-17:00	Stories: practice	Continue the practice	
17:00-17:15	Homework	<p>1) Distribute the story books you have (at least 10 different ones) to 10 participants. Select participants who were not very active up to now.</p> <p>2) Ask them to read at home and prepare to read to the others tomorrow morning.</p> <p>3) Assign two volunteers to simulate the whole playgroup routine, the next morning</p> <p><i>Note: Shorten free play to 15 min for this practice, but explain that usually children can play up to 1 hour in play corners.</i></p>	

DAY 3 – PLAYGROUP TRAINING

TIME	TOPIC	STEPS	MATERIALS
8:30-9:45	Playgroup morning Circle time at the end	1) Invite 2 participants who prepared to simulate: <ul style="list-style-type: none"> ▪ playgroup start, including circle time questions ▪ 2 games ▪ free play ▪ story time ▪ circle time at the end. 2) Discuss why circle time questions at the end are important (they help children reflect about what they did and learned, and make plans for home or for the next day).	Playgroup materials
9:45-10:30	Story book reading	1) Ask the volunteers if they prepared their storybooks. 2) Ask: <ul style="list-style-type: none"> • Where do storybooks belong? <i>(in books and pictures playcorner)</i> • Why is it not enough to tell stories, but we also want children to see and look through real story books? <i>(because in this way we will create interest in books in the children from early age)</i> • How will the children use the books? <i>(they can ask the facilitator to read to them; they can also look at the pictures and retell the story)</i> • What is a good way to read a story book to the children? Can you demonstrate? <i>(Yes, by putting the book on the floor, or by turning the book to show the drawings to the children. By changing your voice</i> 	

		<p>4) Emphasize that usually among 10 children at least one has a delay or a disability. But we often do not see these children. Why?</p> <p>5) Brainstorm what they can do to make sure that children with delays or disabilities also can join a community playgroup.</p> <p>6) Then brainstorm in small groups what the facilitators can do to support such children in the playgroup:</p> <ul style="list-style-type: none"> • Children that are blind • Children that are deaf • Children that have problems moving • Children that have problem learning (seem slow) • Children that have problem speaking <p>7) After each group shared, ask them to review page 28 and find any idea ideas. Invite the groups to share.</p>	
12:00 – 12:30	Facilitator meetings & parent meetings	<p>1) Explain that facilitators and parents should meet every month (30 min for facilitators; then meeting with parents)</p> <p>2) Review meeting steps on page 135-136. What is the importance of each step?</p> <p>3) Explain that the first meeting with parents should be held before the playgroup starts. At the meeting, the facilitator should do a pretest with the parents.</p> <p>4) Explain that each parent should receive a number, to put on the pretest. The same test should be repeated at the last parent meeting.</p> <p>5) Review the pretest together and practice asking questions. Pay attention to when ONLY ONE response is needed, and when SEVERAL responses can be given.</p>	Manual Parent pre-test

12:30-14:00	LUNCH		
14:00-16:00	Plan for starting your playgroup	<p>1) Ask each playgroup team (which is 2-4 people) to sit and make a plan for starting a playgroup:</p> <ul style="list-style-type: none"> • Where will playgroup happen? • How many days a week will it happen? (minimum twice) • At that time? (minimum 2 hours) • How will they divide the work? (2 facilitators should always be present) • How will they motivate the parents to enroll the children? (Maximum number – 15-20 children) • Who else should be informed about the playgroup? • What materials will they need to prepare? (explain what the project will provide) • (Any other questions?) <p>2) Invite each group to present; discuss and help improve each plan.</p>	<p>Notebook and pen for each playgroup</p> <p>Questions written on the flipchart</p>
16:00-16:15		<p>Distribute training participation certificates.</p> <p>Explain that:</p> <p>1) Participants will meet every 4-6 weeks for 1 half-day:</p> <ul style="list-style-type: none"> ▪ To share what worked very well ▪ To share and solve problems ▪ To practice new activity cards (6-7 per month). <p>2) Trainers will visit each playgroup at least once a month and provide support.</p>	
16:15	BREAK (TEA & COFFEE)		

*PARTICIPANTS SHOULD BRING 2 TYPES OF THE FOLLOWING, FOR THE TRAINING:

- 1) Bottle caps / lids – 10 each
- 2) Sticks (10-20 cm long) – 10 each
- 3) Shells, round stones – 10 each
- 4) Pieces of old clothes, preferably with nice colors (can be from the tailor)
- 5) Old clothes, hats, shoes, bags or baskets that families do not need
- 6) Plants or fruits with strong smell (but that will not go rotten) – at least 1 of each
- 7) Packaging (boxes, bottles, bags) or advertising that have drawings of animals, cars, people or foods on it
- 8) Any food packaging that children can recognize
- 9) Old utensils (plates, pots, cups, spoons) – at least 1 of each
- 10) Plastic bottles /containers (small and large, different shapes) – at least 10
- 11) Metal tins (small and large) – at least 3 small and 3 large
- 12) Cardboard boxes of different sizes – at least 6
- 13) Thin wire (1 roll)
- 14) Rubber (to put on the ends of the wire)

THESE IDEALLY SHOULD BE BROUGHT THE NIGHT BEFORE THE TRAINING, SO THAT THE TRAINERS CAN USE SOME OF THESE TO SET UP THE PLAYCORNERS