

# PLAY HUB Facilitation Guide



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## Acknowledgements

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*Cover photo: Early Childhood Educators practicing toymaking and games during Play Hub training, held in March 2023. Photo courtesy of Gardenia Elisaia.*

## I. Introduction

### 1.1 Brief intro about the Play Hub program

The Story Time and Play: Children's Media Project is being implemented in Niue, Samoa and the Solomon Islands, and seeks to create local, co-created children's media (radio episodes), which will be linked to Play Hubs at the community level to support children's learning and development. Parent/caregivers and children will be engaged in community Play Hubs and will learn together using the children's media content.

**Goal: *Vibrant local children's media and play hubs that promote inclusion and equitable learning opportunities for all girls and boys in the Pacific.***

Long term outcomes:

- Preservation and pride in language, culture and identity and oral traditions through active learning through play
- Gender transformative and disability inclusive behaviour created and reinforced through active learning through play
- Local ownership of active learning through play model
- Girls and boys ready to engage with formal learning
- Parents and caregivers sustain active learning through play

### 1.2 Who will use the Facilitation Guide and workbook

The facilitation guide is to be used by Play Hub trainers and facilitators involved in running community play hubs.

### 1.3 How the Facilitation Guide is structured

The play hub facilitation guide is structured according to the 12 sessions included in the initial play hub course. The initial play hub course is made up of the following:

- 1-2 toy making sessions before play hub sessions begin
- 4 parenting sessions focused on concepts of play and child development
- 8 story time sessions focused on play and story time
- An evaluation and feedback session to gather information for the final report

Additionally, the course structure is:

- 2 hourly play hub sessions
- Assumes 20 families will participate in each community play hub
- Scripted sessions
- Each session, parents will receive a parenting card which they can use to practice games at home with their child.
- Targets children aged 3-7 years – although focused on 'pre-school' and emergent literacy and numeracy concepts

### 1.4 Other reference documents

- Parenting cards

## 2. Play Hub Training Overview

### 2.1 Objectives

By the end of the training, play hub trainers and facilitators will be able to:

1. Confidently facilitate the play hub sessions according to the facilitation guide
2. Demonstrate all the play based activities in the Play Hub Facilitation Guide and Parenting Cards to enhance parent and child engagement
3. Explain child development and play concepts with parents from their local communities

### 2.2 Participants

The Facilitator training program is aimed at play hub trainers and facilitators who will be responsible for implementing play hubs in their communities.

### 2.3 Training Schedule

The training schedule is presented overleaf.

This can be adapted/changed based on local context.

### 2.4 Materials

Material	Number	Check
Facilitator's Guide	1 per participant and 1 per trainer	
Pre-test	1 per participant in English	
Post-test	1 per participant in English	
Workshop evaluation	1 per participant	
Daily register	1 per day	
Certificates	1 per participant	
Play hub containers**	1 per trainer (see preparation below)	
<u>Training stationery on display table each day</u> <ol style="list-style-type: none"><li>1. Exercise books</li><li>2. Name badges</li><li>3. Stationery (markers, flip chart, pens, pencils, tape, sticky notes, chalk)</li><li>4. Materials for making flash cards (cardboard, markers, tape, scissors)</li></ol>	Enough for workshop	
Resources for toy making session	Materials to make paper/wood tangrams, picture puzzles, pom pom tubes, bead making, etc. as	

	per instructions in the toy making session	
Resources to make big books	There are 8 story sessions – which means 8 big books to make in the training. Participants will need resources to make 8 big books.	

### Play hub containers\*\*

Materials	Number	Check
Parenting cards	20 sets of parenting cards (assuming 20 families will participate) plus extras for play hub facilitators	
Homemade Big Books	These will be created in training – each traditional story will have an accompanying Big Book to use for play hubs	
A4 paper (100 p)	For group work activities with parents	
Crayons and pencils	For group work activities with parents	
Scissors and tape		
Flip chart		
Toys from toy making session	Homemade blocks and Kapla blocks Puzzles and games Paper and pencil Old magazines and safe scissors Glue Dress ups Equipment for pretend play (shops, cooking etc.)	

\*\* Please refer to the **toy making session** for details about toys that should be kept in the community but used for free play activities for play hub.

### 2.5 Training tips

The training approach uses adult learning strategies including peer learning, paired and group discussion, problem solving and reflection. Each session is structured with a focus on reflection (a chance for trainers and facilitators to reflect on their own parenting practices), learning (new knowledge and skills in parenting and play based learning), practice (a chance to practice new skills together using the Facilitators Guide and then assessment to check understanding of key concepts.

We can assume that play hub facilitators will not have strong English skills. To help facilitators, the Facilitator's Guide and parenting cards will reinforce:

- Short sentences without jargon or long words;
- Encourage translation or code switching with local language;
- Allow participants to answer in local language;
- Use visual aids and word lists;
- Give lots of time for practice;
- Use demonstration;
- Allow wait time for responses to questions;
- Check that participants understand and can repeat back information in their own words;
- Summarise key messages;
- Regularly check for understanding;
- Encourage open sharing;
- Acknowledge the different way people learn;
- Make the sessions interactive;
- Acknowledge prior learning and experiences;
- Encourage and support illiterate mums and dads;
- Use story boards to tell stories; and
- Speak slowly.

Training schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0900-1000</b>	<b>Session 1 Introduction</b> <ul style="list-style-type: none"> <li>Overview of the facilitation Guide</li> <li>Pre-test</li> </ul>	<b>Session 5 Parenting sessions</b> <ul style="list-style-type: none"> <li>Session 1 demonstration</li> <li>Reflection on activities</li> </ul>	<b>Session 9 Story sessions</b> <ul style="list-style-type: none"> <li>Session 5 demonstration</li> <li>Reflection on activities</li> </ul>	<b>Session 13 Story sessions</b> <ul style="list-style-type: none"> <li>Session 9 demonstration/micro-teaching</li> <li>Reflection on activities</li> </ul>	<b>Session 17 Evaluation session</b> <ul style="list-style-type: none"> <li>Session 13 demonstration</li> <li>Reflection on activities</li> </ul>
<b>1000-1030 Morning tea</b>					
<b>1030-1200</b>	<b>Session 2 – Toy making session/s</b> <ul style="list-style-type: none"> <li>Session outline</li> <li>Toy making practice</li> </ul>	<b>Session 6 Parenting sessions</b> <ul style="list-style-type: none"> <li>Session 2 demonstration</li> <li>Reflection on activities</li> </ul>	<b>Session 10 Story sessions</b> <ul style="list-style-type: none"> <li>Session 6 demonstration</li> <li>Reflection on activities</li> </ul>	<b>Session 14 Story sessions</b> <ul style="list-style-type: none"> <li>Session 10 demonstration/micro-teaching</li> <li>Reflection on activities</li> </ul>	<b>Session 18 Planning for play hubs</b> <ul style="list-style-type: none"> <li>Action planning</li> </ul>
<b>1200-1300 Lunch</b>					
<b>1300-1430</b>	<b>Session 3 Toy Making session/s</b> <ul style="list-style-type: none"> <li>Continue toy making</li> <li>Reflection on toy making</li> </ul>	<b>Session 7 Parenting Sessions</b> <ul style="list-style-type: none"> <li>Session 3 demonstration</li> <li>Reflection on activities</li> </ul>	<b>Session 11 Story sessions</b> <ul style="list-style-type: none"> <li>Session 7 demonstration</li> <li>Reflection on activities</li> </ul>	<b>Session 15 Story sessions</b> <ul style="list-style-type: none"> <li>Session 11 demonstration/micro-teaching</li> <li>Reflection on activities</li> </ul>	<b>Session 19 Making Big books</b> <ul style="list-style-type: none"> <li>Big Book development</li> <li>Resource making</li> </ul>
<b>1430-1500 Afternoon tea</b>					
<b>1500-1630</b>	<b>Session 4 Planning for community toy making session/s</b> <ul style="list-style-type: none"> <li>Action planning</li> </ul>	<b>Session 8 Parenting Sessions</b> <ul style="list-style-type: none"> <li>Session 4 demonstration</li> <li>Reflection on activities</li> </ul>	<b>Session 12 Story sessions</b> <ul style="list-style-type: none"> <li>Session 8 demonstration</li> <li>Reflection on activities</li> </ul>	<b>Session 16 Story sessions</b> <ul style="list-style-type: none"> <li>Session 12 demonstration</li> <li>Reflection on activities</li> </ul>	<b>Session 20 Review</b> <ul style="list-style-type: none"> <li>Post-test</li> <li>Workshop evaluation</li> </ul>

## 2.6 Sessions

1. Session 1: Child development and parenting (parenting session)
  - a. Parenting card
2. Session 2: Child development milestones (parenting session)
  - a. Parenting card
3. Session 3: Why Play? (parenting session)
  - a. Parenting card
4. Session 4: Addressing gender dimensions (parenting session)
  - a. Parenting card
5. Session 5: Story 1
  - a. Parenting card
6. Session 6: Story 2
  - a. Parenting card
7. Session 7: Story 3
  - a. Parenting card
8. Session 8: Story 4
  - a. Parenting card
9. Session 9: Story 5
  - a. Parenting card
10. Session 10: Story 6
  - a. Parenting card
11. Session 11: Story 7
  - a. Parenting card
12. Session 12: Story 8
  - a. Parenting card
13. Session 13: Feedback (parenting session)
  - a. Evaluation form
  - b. Sample feedback session outline
  - c. Celebration & certificates

## 2.7 Resources and templates

1. Pre-test
2. Post-test
3. Test answers
4. Training evaluation
5. Certificate for facilitators
6. Attendance register



## Toy Making guidance

**Session # Before first play hub session**

**Topic: Toy Making**

**Theme: Toy Making using local resources**

### Learning objective:

- Parents feel confident to make toys to be used in the play hub
- Parents can create their own toys following some simple instructions

### Key Messages:

- Toys are fun to make.
- Everyone in the family can participate in making toys.

### Materials:

- As per the toy instructions
- Flipchart and crayons/pencils
- Agenda on flipchart

Before the toy making day, gather information from the community to help you plan for the day.

### **Toy production community survey questions**

1. *What is a typical day in the life of a young girl here? And a young boy? How much time do children have for play and games? Who do they play with and where?*
2. *What are the traditional songs (with a story) and rhymes that could be used with children?*
3. *What are the traditional games that adults play with children, or which children are encouraged to play together? Are there any games or play that are considered appropriate only for girls or only for boys?*
4. *What outdoor games and equipment are found for children in this community? Are there any games or play that are considered appropriate only for girls or only for boys?*
5. *What are the resources that are produced locally and that could be used to make learning materials? Are there artists, carpenters, people with sewing skills that could help?*
6. *What natural resources are available that are safe for young children and could be used for learning materials? (coconuts, bamboo, sand, seeds, sticks, leaves etc...).*
7. *How can educators access recycled materials? Are they already collecting these materials, and if so from where and who? What resources are easy or difficult to access?*

This community meeting is also a time for reconfirming the key messages:

- Toys help children to learn
- Toys can be made from natural materials
- The best toys are the ones that we make
- Toys develop children's cognitive, language, physical and social-emotional development

Before the toy making session, work with your community to gather and arrange all the natural materials in a central location. Ideally, each family could contribute some natural materials. These might be:

- Smooth river rocks/stones
- Bamboo rods
- Spare light wood

- Balls of wool and string and material for weaving
- Carton boxes
- Sand boxes
- Plastic containers (different sizes)
- Dress up clothes
- Toilet roll holders
- Paper cut into small squares with pencils in jars
- Balls (small)
- Jars/plastic bottles of small shells, stones, beads, bottle tops
- Number cards (up to 20)
- ABC cards
- Picture cards (magazine pictures cut out and stuck on cardboard)
- Bingo cards (with small numbers cut out and placed in a container)
- Cooking props
- Shopping props
- Board games (snakes and ladders)
- Slates and chalk
- Materials from Bamboo (sticks, planks etc...)
- Coconut shells for bowls

You will also need equipment and materials for building/making the toys such as saws, ruler, pencils, sandpaper and non-toxic water colour paint. It is important to not have any paints that are toxic and young children tend to suck toys.

#### Program:

Time	Activity	Details
	<b>Set up</b>	<ul style="list-style-type: none"> <li>• Ask parents to bring all raw materials to a central location where toy making will take place</li> <li>• Organise materials neatly in piles</li> <li>• Print out instruction cards for different toys</li> <li>• Set up different toy making stations</li> <li>• Register participants</li> </ul>
00.00	<b>Demonstration</b>	<ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Prayer or meditation</li> <li>3. Demonstration** of how to make each toy using the toy making instructions</li> </ol>
00.10	<b>Practice Toy Making</b>	<ol style="list-style-type: none"> <li>1. Assign a group leader at each toy making station</li> <li>2. Assign a person for cutting or sawing the timber.</li> <li>3. Small groups practice making the toys at each station</li> <li>4. Small groups rotate to other stations to practice</li> </ol>
00.35	<b>Showcase final products</b>	<ol style="list-style-type: none"> <li>1. Put all the final toy products on display</li> <li>2. Hand out prizes for the best homemade toys</li> </ol>

\*\* In the earlier consultation, it is important to encourage community members to offer ideas and play a role in demonstrating toy making. If someone in the community has a great idea for a toy, they can demonstrate how to make the toy in the toy making session. The instructions below are for toy making – but the community may have their own ideas. We should encourage the community to make their own toys from their own ideas. If they need some ideas, you can introduce some of the toys below. A good example would be weaving – this is an excellent activity for children and can be part of corner play. The community could make a few models, prepare the raw materials and put these in the play hub container.

## Classic Wooden Blocks



### You will need:

- Lengths of scrap timber
- Sandpaper to smooth rough edges
- Non-toxic water colour paint (if available) in multiple colours
- Saw to cut the timber into blocks
- Pencil
- ruler

### Instructions:

1. Decide on the type of blocks to cut. Use mostly squares and rectangles.
2. Decide the size. We suggest 4 cm lengths for the squares and 4 X 6 for the rectangles.
3. Using pencil and ruler, mark timber with accurate measurements.
4. Cut all the timber into blocks.
5. Sand all the edges until smooth to touch.
6. Paint different colours – ideally blue, green, yellow and red.

**NOTE:** If paint is not available, plain blocks are a great substitute. Think of different material that can be used if timber is not available.

## Tangram Puzzle

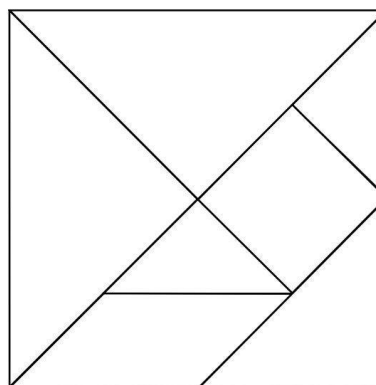


### You will need:

- Tangram template
- Scrap timber
- Sandpaper to smooth rough edges
- Non-toxic water colour paint (if available) in multiple colours
- Saw to cut the timber into shapes
- Pencil
- Ruler

### Instructions:

1. Draw this up to the suitable size – suggest 20 cm X 20 cm



2. Trace on to wood in the exact shape.
3. Cut out and sand all edges until smooth to touch.
4. Paint shapes different colours.

**NOTE:** You can use the same concept to make paper based puzzles (using cut out pictures, sticking on cardboard, cutting out according to a template design).

## Kapla Blocks



### You will need:

- Lengths of scrap timber of similar width
- Sandpaper to smooth rough edges
- Saw to cut the timber into blocks
- Pencil
- ruler

### Instructions:

1. Use the following dimensions: 4.5"x1"x 0.5". These dimensions work great!
2. Using pencil and ruler, mark timber with accurate measurements.
3. Cut all the timber into blocks.
4. Sand all the edges until smooth to touch.



## Lacing frames

### You will need:

- Scrap timber
- Lacing frame template
- Sandpaper to smooth rough edges
- Non-toxic water colour paint (if available) in multiple colours
- Saw to cut the timber into shapes
- Pencil
- Ruler

### Instructions:

1. Draw your template on paper. Suggest 15 cm X 15 cm



2. Trace on to wood marking where the holes should be drilled.
3. Cut out and sand all edges until smooth to touch.
4. Put all the lacing frames in a box with wool bundles.

To play with the lacing frames, you will need different coloured wool or string.

## Games with river stones

### You will need:

- A collection of river stones
- Non-toxic water colour paint (if available) in multiple colours
- Cardboard box to hold the prepared stones



### Instructions:

1. Using the pictures above, here are some great ideas to do with stones.
2. Paint them to make **dominoes** or paint a **letter/number** on them so that children can make words or find the letters of their name.

## Pom Pom drop

### You will need:

- Cardboard tubes (toilet rolls or other material)
- Non-toxic water colour paint (if available) in multiple colours
- Small beads, stones or pompoms
- Plastic tweezers
- Box or plastic container

### Instructions:



1. Create long tubes and paint or colour them using different paint.
2. Arrange tubes in a box as shown above.
3. Arrange the beads or pom poms in the box
4. Children need to put the pom poms in the tubes using the tweezers

**NOTE:** Bamboo sticks are also fun to make.

Cut bamboo into rounds 4 cm width. Once smoothed with sandpaper, these can be stacked and threaded.

## Cardboard shapers for sculptures

### You will need:

- Cardboard
- Scissors
- Pencil, eraser
- Non-toxic paint



Suggested quantities per classroom: 50 – 60 pieces of cardboard cut into different shapes (Circles/triangles/squares) and bag/box for storage

### Instructions:

1. On thick cardboard, draw several shapes that are around the same size, about 5 – 8 cm: (e.g., triangle, circle, square).
2. Cut out the shapes.
3. On each side of each shape, make a little notch with the scissors so the shapes can be connected in a sculpture.
4. If possible, paint the shapes in different colours.
5. Tips for production and use:
  - a. Make sure the cardboard is thick and sturdy enough to create a sculpture
  - b. Ensure notches are small enough so that the different pieces will stay connected.
  - c. Use bright colours to paint the cardboard discs so they are attractive to children.
  - d. Ensure the paint is non-toxic.

## Small figures of animals, people and vehicles

### You will need:

- Cardboard and Paper
- Scissors and glue
- Pencil, crayons/coloured pencils, markers
- Sticky tape
- Pictures from magazines of animals, people and vehicles



Suggested quantities per classroom: about 20 different small figures of animals, people and vehicles, and a bag for storage.

### Instructions:

1. On paper glued to cardboard, draw and colour a series of people (man, woman, babies, children, etc.), animals (cats, dogs, chickens, etc.) and vehicles (motorcycles, cars, planes, etc.).
2. Once you have finished drawing and colouring, cut out all the figures so that each one is on a separate piece of cardboard. Cover the back and front of the paper/cardboard with a layer of sticky tape. This will make the cardboard and paper sturdier and more long-lasting.
3. Store all the figures in a bag or box when not in use.
4. Tips for production and use:
  - a. Draw people that look the same as children from the community.
  - b. Ensure that your drawings do NOT depict boys and girls, men and women in stereotypical roles or with stereotypical behaviours – for instance women cleaning/ caring for a child, man working or driving a truck, boy playing football, girl playing with a doll. Instead challenge gendered ideas about what they should do!
  - c. The animals, vehicles and people should be in proportion to each other (i.e., animals should not be larger than people).

## Shape person game

### You will need:

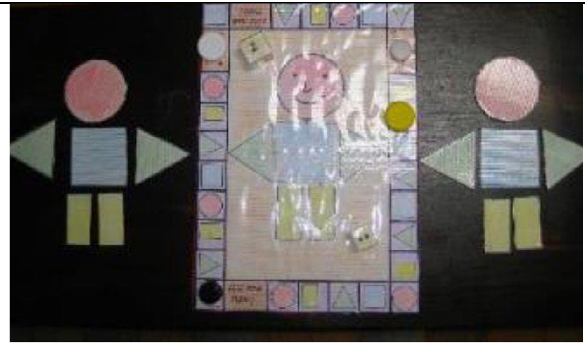
- One cardboard folder or a big piece of cardboard
- Four plastic bottle caps (four different colours)
- Medium pieces of light cardboard
- Large sheet of paper
- Crayons/coloured pencils, markers (including one black marker)
- Ruler, pencil and eraser
- Piece of fabric to make the board game's cover
- Stapler and staples
- Two 2.5cm wooden or cardboard cubes
- One roll of large sticky tape
- scissors/cutter
- One small plastic bag

### Each game includes:

- Two dice (one with dots and one with numbers)
- 24 shapes made of thin cardboard (i.e., four circles, four squares, eight rectangles, eight triangles)
- One board
- Four tokens (different colours)
- A small bag or plastic folder to store all the game's items

### Instructions:

1. To make the board: use the folder or a large piece of cardboard and glue a sheet of paper which is the same size on to it. Use pencil and ruler to draw a border on each side of the board which will be wide enough to draw medium-sized shapes within.
2. Divide the border on each side into squares: these are going to be the spaces that players will land on. Be sure to measure the board's length and width before doing this: each space along the edges should be equal in size.
3. In each square, draw and colour either a triangle, rectangle, circle or square shape and colour them in different colours. Write 'lose your turn' in one or two squares.
4. Use the light cardboard to cut 24 medium-sized shapes (eight triangles, four circles, four squares and eight rectangles). Colour the shapes and neatly apply a layer of sticky tape around them to make them sturdier.
5. In the centre of the board, draw a shape person, using the shape pieces as your outline.
6. As shown in the photo, the person is made of one circle, one square, two triangles, two rectangles.
7. Neatly apply a layer of sticky tape around the board game so it is sturdy and long-lasting.
8. Draw dots representing numbers from one to six on each side of one die and numbers (from one to six) on each side of another die. The dice can be made from wood or cardboard



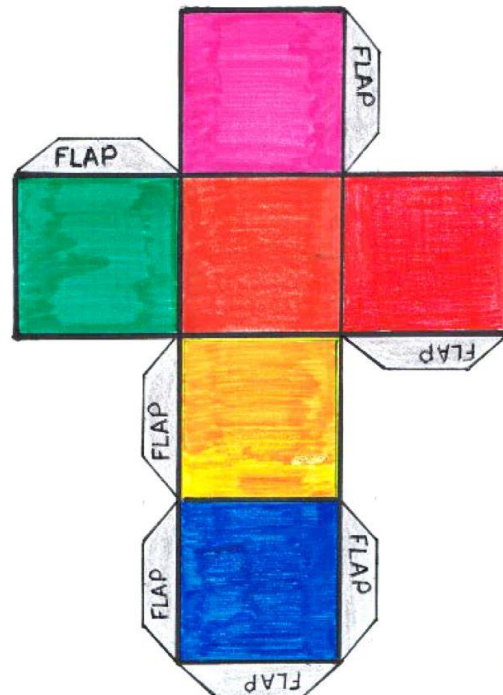
## Making cardboard dice

### You will need:

- Two large pieces of thin cardboard with a stiff and smooth surface (e.g., cereal boxes)
- One dice design template (see below)
- One pair of scissors/cutter
- One black marker
- Non-toxic glue

### Instructions:

1. Use the template below and glue it neatly on to a piece of cardboard, without creases. Leave to dry and then cut out the cardboard, using the template as the guide. Colour in the different sides if you wish.
2. Fold at right-angles along the lines between the sides of the cube, and the tabs. Put glue on the tabs and stick together.
3. together.
4. Once dry, draw in the markings on each side you need for the game (this may be numbers, dots, letters etc)



## Race to the stars

### You will need:

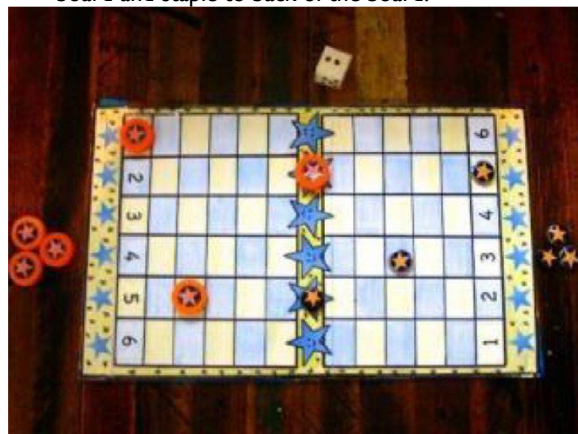
- One large cardboard folder or piece of cardboard – big enough to fit two pieces of A4 paper side by side.
- One large sheet of paper (white if possible)
- Six sheets of A4 paper (white if possible)
- 12 plastic bottle caps
- Crayons/coloured pencils, markers
- Ruler, pencil, eraser
- One piece of fabric to make the board game cover
- Stapler and staples
- One 2.5cm wooden or cardboard die (see previous page)

### Each game includes:

- One board
- Six tokens with orange stars
- Six tokens with pink stars
- One die (with dots or numbers)
- One little bag for tokens and die, plus
- plastic folder to store the board

### Instructions:

1. To make the base, use the big piece of cardboard and glue the large paper sheet on it. On one side, glue two pieces of A4 paper side by side, with the long sides meeting in the middle of the board.
2. Use the pencil and ruler to draw a grid of 24 squares, six along the long side and four along the short side, on each piece of A4 paper. Use crayons/coloured pencils or markers to colour the squares. Write numbers 1 – 6, left to right, along the squares of the long side as shown in the picture.
3. In the middle, between the two grids, draw and colour a row of six stars.
4. Finish decorating the front of the game with crayons, coloured pencils and markers.
5. Neatly apply sticky tape around the edges of the board game so it is sturdy and long-lasting.
6. Draw, colour and cut 12 small stars on the remaining A4-sized paper sheets (six pink and six orange). Stick each to the top of a bottle cap with sticky tape.
7. Cut a piece of fabric so it is the same size as the board and staple to back of the board.



## Memory game: symbols

### You will need:

- 30 bottle caps (same colour)
- White paper
- Glue
- Sticky tape
- Piece of thick cardboard
- Ruler, pencil, eraser
- Crayons/coloured pencils, markers
- Sticky tape



### Each game includes:

- One board with 30 squares
- 30 bottle caps with 15 different symbols
- (two caps with each symbol)
- Folder to store all the board game items

### Instructions:

1. Cut the piece of cardboard into a medium square. Cover the cardboard square by gluing paper on it. Draw a grid on the paper with six squares along one side and five squares along the other: each square should be big enough for the cap to sit comfortably within it.
2. Colour the grid squares in different colours and neatly apply a layer of sticky tape around the board so it is sturdy and long-lasting.
3. To make the tokens, use paper to draw 30 little circles (the same size as the inside of the bottle caps, so they can fit in).
4. Draw 15 different symbols on these circles: two of each. Cut them out and use glue/sticky tape to glue them to the inside of each bottle cap. Let them dry for 30 minutes.
5. Hints and tips:
  - a. Symbols on cards can be, for example, a heart, a cross, a tick, a question or exclamation mark, or a little star with a circle around it, etc.



Extra games and ideas for toy making





## Play Hub Sessions

Session # 1

Topic: **Child Development**

Theme: **Child development and parental care**

### Learning objective:

- Parents feel confident to share their views on what children need to be healthy
- Parents can describe what children need to learn that can help them succeed in school and life

### Key Messages:

- Children benefit when parents are more reflective about the day-to-day care and treatment of their children.
- Parents have a role to care for their child's physical development as well as develop the skills needed for school and life.

### Materials:

- Name cards

<b>Health and Growth</b>	<b>Learning</b>	<b>Protection</b>
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- Picture cards
- Blank card
- Weather chart and days of the week chart
- Flipchart and crayons/pencils
- Agenda on flipchart

Time	Activity	Details
	<b>Set up</b>	<ul style="list-style-type: none"> <li>• Transport learning materials from storage areas/boxes and display in corners.</li> <li>• Children and volunteer parents help.</li> <li>• Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision.</li> <li>• Register participants as they enter the play hub space</li> </ul>
00.00	<b>Welcome meeting</b>	<ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Prayer or meditation</li> <li>3. Happy action song</li> <li>4. Name game</li> <li>5. Day of the week and weather</li> </ol>
00.10	<b>Introduction</b>	<ol style="list-style-type: none"> <li>1. Introduce key concepts</li> <li>2. Small group activity</li> <li>3. Group discussion</li> </ol>
00.35	<b>Helping our children</b>	<ol style="list-style-type: none"> <li>3. Small group activity</li> <li>4. Whole group discussion</li> </ol>

01.00	<b>The parenting card</b>	1. Orientation 2. Practice
01.20 – 01.30	<b>Goodbye meeting</b>	1. Review of session 2. Children and parents tidy up 3. Happy action song 4. Key messages for mothers and fathers 5. Details for next play hub 6. Going home prayer

## Welcome meeting

### 1. Greetings



Good morning/afternoon. Welcome to the first play hub session. My name is: ..... and I will be your play hub facilitator. This is: ..... They will help me with the play hub sessions.

### 2. Prayer or meditation



Let's pray. Heavenly Father, We come to you today asking for your guidance, wisdom, and support during our first play hub session. Help us engage in meaningful discussion and allow us to grow closer as a group as we engage in play hub activities together. In Jesus name, Amen.

### 3. Happy action song



Let's begin with a happy action song. This one is called 'Open Shut Them'.

**Open, shut them,  
Open, shut them,  
Give a little clap.  
Open, shut them,  
Open, shut them,  
Put them in your lap.  
Creep them, creep them, creep them, creep them,  
Right up to your chin.  
Open wide your little mouth (hesitate)  
But do not put them in.**



### 4. Name game



Let's play the name game. Here are the instructions. For babies or very young children, the parents can say their child's name.

1. All the parents stand in an outer circle. All the children stand in an inner circle
2. The first parent/child says their name.
3. The second parent/child repeats the name of the first parent/child and then says their name.
4. The third parent/child repeats the name of the first and second parent/child, then says their own name.
5. After they understand what to do, remind participants not to give answers or prompts. Give each parent/child the time to think without pressure. (Giving answers prevents children or adults from using their own thinking.)

6. Continue until the last parent/child has said all the names.
7. Just for fun, you might give the first person a chance to try to say all the names because they were the person who only said their own name.
8. To finish the game, the facilitator says all the names and their own name. It is important for the facilitator to know all the names and to use them during the meeting.

**5. Day of the week and weather**



Each week, we will select a family of the day. The family of the day will help us identify the day of the week, the date and the weather using these special picture cards. Let me demonstrate for you. Next week, we will select a family to do this activity.



**Do:** Go to the display where the days of the week are shown. Select the correct day of the week and stick on the chart. Your child can then say the sentence.

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

**Today is .....**

Go to the display of weather symbols and select the correct drawing. Your child can then say the sentence.

 sunny	 cloudy	 rainy	windy 
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**Today is .....**

**Introduction**

**1. Introduce key concepts**



The early years from birth to eight is considered the most important in the human life cycle. What happens during this time influences later life. Parents have the most influence over how children develop during this period. We see that children in this community have caring parents. There are three important areas to pay attention to when taking care of children: **health and growth, learning, and protection.**



Divide the group including parents and children into three smaller groups and ask them to sit in a circle. This is also the time when you might invite the children to the play corner where they can play with toys under supervision.

### Instructions for setting up corner play:

Three or four corners should be set up before play hub session begins.

These might be 'blocks', 'puzzles and games', 'drama', 'sand and water', reading, writing etc. Ideally change each week. Create corner play signs for 'blocks', 'puzzles' etc.

#### Ideas for each corner

Blocks	Puzzles	Reading and writing	Drama play
Wooden blocks Kapla blocks	Board games Jigsaw puzzles Card games	Picture books Paper and pencils for drawing Story books	Dress ups Kitchen equipment Shop equipment

Ask children to say some of the corner play rules.

- Choose where I want to play
- Check to see if there is space
- No more than 5 children at the one space
- Stay if I like OR change
- Help tidy before moving to another space
- Tell facilitator where you want to go
- Make friends and play together

One of the facilitators will supervise corner play whilst parents do activities with the other facilitator. Use soft musical sound such as drum beat to announce clean-up/pack up time

## 2. Small group activity for parents

Given each group the following:

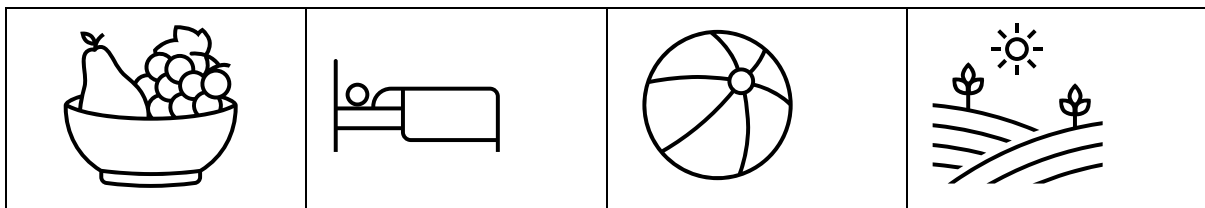
1. Name card

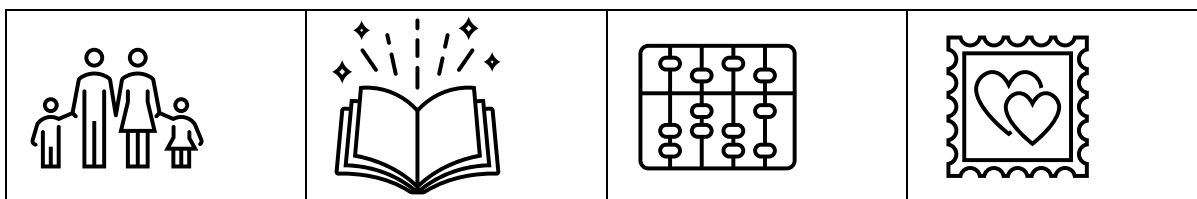
Health and Growth	Learning	Protection
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2. Some picture cards which relate to the development area.

For example – related to health and growth, you might like to give the picture card for healthy food and sleep.

You might like to add more picture cards.





3. Give some spare picture cards for parents to add their own.



*Each group should select a person who can record the ideas that are spoken on the spare cards. You can draw or write. You now have a topic, some picture cards and some spare cards. In your circle, please share ideas about all the things that children need in this area to have a good start in life.*

Go around the circle. Each person says one idea related to the topic. After everyone has taken a turn, we will share our ideas with the whole group.

### 3. Group discussion



**Do:** Allow 5 mins for each group to generate their list. After 5 mins, each group reports the list of things they think children need to have a good start in life.



*Do others have something to add?*

*Of the things mentioned, which are some of the most challenging for families in this community to achieve? Do you think we should give special attention to these topics in future parenting group sessions?*

## Helping our children learn and develop

### 1. Group work



*Taking care of children, earning income, working in the garden, and managing household tasks are a big job. Parents often have little time to think about how day-to-day practices of caring for children have a long-term impact on their future. However, it is important to do so because parents are the most important influence in a child's life.*



Divide into two groups. Sit in a circle.



In your group, go around the circle. Each person tells one thing they do for their child and others listen. Each idea must be different. If one person says, "I help my child brush their teeth," then the second person cannot say that. They can say something else. Try to go around the circle two times so that each person shares two ideas.



**Do:** Demonstrate: Use one group to demonstrate the rules so that everyone understands. The facilitator asks the first person what they did for their child. Next, the facilitator asks the second person, reminding them to say a different idea. Then go to the third person. Ask if everyone understands the instructions.



**Gender issues** - The methodology for the group work should enable women and men to share equally, without the men or the women dominating. However, the facilitator might ask, Is it important for men and women to share equally in the group. Why?



**Do:** Hand out card and pencils/crayons. Ask for attention from all groups to hear instructions. Ask each person to draw a simple picture to show the two things they said. Give an example to the group. For example, I helped my child brush their teeth. How would you draw this? It might be some teeth and a brush.



What if parents feel they cannot draw? Encourage them to try – even a symbol will be sufficient. It is recommended to use drawings as this puts literate and non-literate members on the same level. Drawing also wakes up the brain.

Tell members that they will have five minutes to complete their drawings.

## 2. Whole Group discussion



**Do:** Ask parents to form one big circle for group discussion.

Use a flipchart paper. At the top, write, **'Things I do for my child'**.



*Parents do many things for their children each day, but much of what we do is taking care of our child's physical needs. (Facilitator draws picture of a stick figure body.)*

Ask parents to hold up the picture cards of things they do to care for their child's physical needs.



*Can anyone think of another way that parents help their children? (note: Parents will most likely mention taking care of child's emotions, values and learning. Draw a picture of a face and a heart.)*

Ask parents to hold up the picture cards of things they do to care for their child's mind and feelings.



*Is it possible to help children develop feeling or thinking skills while taking care of physical needs, such as feeding or bathing? (Allow for comments and use questions to promote in-depth dialogue.)*

*Can you explain a little more about that and why you think it helps children, or even how you do it?*



**Note on facilitation method:** In-depth dialogue allows participants to learn from each other. It enables 'positive deviants' to emerge and begin to positively influence others in their community. Positive deviants are those who are more successful in raising their children due to



attitudes and beliefs, while their resources, education and economic level might be the same as others in the community.



*Think about the discussion we just had. Each of you is doing many good things for your children. We can learn a lot from each other, as parents and carers of young children. The play hub will support parents to become more aware of their current practices, learn from each other, and try new practices that support children's development and learning needs. We hope you will also develop friendships and have fun together.*

## Introducing the parenting cards

### 1. Orientation



**Do:** Distribute the parenting cards, one per family.



*These are parenting cards. At each play hub session, you will receive a parenting card, full of wonderful tips and games to play with your children at home. Let's review the parenting card now.*



**Do:** Go through the parenting card – information about the 5 domains slowly with parents. You might like to ask for volunteer readers or describers. After talking through the 5 domains, demonstrate the three games with your co-facilitator.

### 2. Practice



*Now it's time to practice one of these games with your child.*



**Do:** Help parents settle their children for the game. Allow a few minutes for parents to practice the game with their children.

## Goodbye session

### 1. Review of session



*Now it's time to review what we have learned in today's session. In pairs, describe what you learned in today's session and how you will use the knowledge.*



**Do:** Walk around the room and listen to various ideas. Summarise in one sentence or a few statements the main idea behind the purpose of the session and ask the group for agreement.

### 2. Children and parents tidy up



**Do:** Ask parents and children to help pack up the play area.

### 3. Happy action song



Let's end our play hub session with a happy action song. This one is called 'If you are happy and you know it'.

**SAY:** *When I feel happy, I....." (give example)*  
**SAY:** *"Let's sing this song together."*  
*If you are happy and you know it, show a smile.*  
*If you are happy and you know it, show a smile.*  
*If you are happy and you know it and you really want to show it,*  
*If you are happy and you know it, show a smile.*  
*If you are happy and you know it, jump around.*  
*If you are happy and you know it, jump around.*  
*If you are happy and you know it and you really want to show it,*  
*If you are happy and you know it, jump around.*  
*If you are happy and you know it, shout hooray.*  
*If you are happy and you know it, shout hooray.*  
*If you are happy and you know it and you really want to show it,*  
*If you are happy and you know it, shout hooray.*

### 4. Key messages for mothers and fathers



**Do:** Go through the key messages from the session outline.



We hope before the next play hub, that you try all the games on the parenting card and talk with your family members about the things you can do to help your child/children develop their language, cognitive, physical, social and emotional and spiritual skills. At next week's play hub, everyone will share the new thing they did and how their child responded. Does everyone understand and agree to do that?

### 5. Details for next play hub



**Do:** Provide details about next weeks' session, including location, date and time.

### 6. Going home prayer



Let's pray. Heavenly Father, Thank you for blessing our play hub session today. Under your guidance and wisdom, we have engaged in discussion and learned new things to do with our children. In Jesus name, Amen.

## Session # 2

Topic: **Child development milestones**

Theme: **All children grow and develop differently**

### Learning objective:

- Parents can explain different ways children develop.
- Parents understand ways to stimulate child development

### Key Messages:

- Children do not stay the same. They grow and develop in five areas of development – language/communication, cognitive/thinking, physical, social and emotional and spiritual.
- It is important that we support each area of development.
- Children often develop at their own pace.

### Materials:


- Child development cards and pictures\*\* (ano curriculum guide)
- Development domain cards (physical development, social and emotional development, cognitive development, language development and spiritual development)
- Milestone chart
- Weather chart and days of the week chart
- Flipchart and crayons/pencils
- Agenda on flipchart

Time	Activity	Details
	<b>Set up</b>	<ul style="list-style-type: none"><li>• Transport learning materials from storage areas/boxes and display in corners.</li><li>• Children and volunteer parents help.</li><li>• Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision.</li><li>• Register participants as they enter the play hub space</li></ul>
00.00	<b>Welcome meeting</b>	<ol style="list-style-type: none"><li>1. Greetings</li><li>2. Prayer or meditation</li><li>3. Happy action song</li><li>4. Name game</li><li>5. Day of the week and weather</li></ol>
00.10	<b>Recap and Introduction</b>	<ol style="list-style-type: none"><li>1. Recap on previous week's learning and homework</li><li>2. Introduce key concepts</li><li>3. Small group activity</li><li>4. Group discussion</li></ol>
00.35	<b>Child development cards</b>	<ol style="list-style-type: none"><li>1. Small group activity</li><li>2. Whole group discussion</li></ol>
01.00	<b>The parenting card</b>	<ol style="list-style-type: none"><li>1. Orientation</li><li>2. Practice</li></ol>
01.20 – 01.30	<b>Goodbye meeting</b>	<ol style="list-style-type: none"><li>1. Review of session</li><li>2. Children and parents tidy up</li><li>3. Happy action song</li></ol>


		4. Key messages for mothers and fathers 5. Details for next play hub 6. Going home prayer
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## Welcome meeting


### 1. Greetings

 Good morning/afternoon. Welcome to the second play hub session. For those that were unable to make last week's play hub, my name is: ..... and I will be your play hub facilitator. This is: ..... They will help me with the play hub sessions.

### 2. Prayer or meditation

 This week, who would like to say the opening prayer?

### 3. Happy action song


 Let's begin with a happy action song. This one is called 'Twinkle Twinkle'.

#### Twinkle Twinkle

*Twinkle twinkle little star how I wonder what you are  
Up above the world so high  
Like a diamond in the sky  
Twinkle twinkle little star how I wonder what you are*



### 4. Name game

 Let's play a fun name game. This time let's help our children play this game. It's called "Who stole the cookie from the cookie jar?" I have a jar of cookies, but some are missing.



**Do:** Show a jar of cookies which are half full. Place in the middle of the space. Ask children with the support of their parents to form a circle. Choose a child to be the first participant.

**Group Sings:** Who stole the cookie from the cookie jar? Was it [name of participant]?

**Participant Sings:** "Who me?"

**Group Sings:** "Yes you!" Participant Sings: "Couldn't be!"


**Group Sings:** "Then who?"

Participant points to another person and says his or her name: "GEORGE!"

The song starts over from the beginning with the new participant name.

Continue singing the song, until all the children's names have been mentioned.

### 5. Day of the week and weather

 Now it's time to check what day it is. This week, the XX family will help.



**Do:** Ask the selected family to go to the display where the days of the week are shown. Select the correct day of the week and stick on the chart. Encourage the child to say the sentence.

**Today is .....**

Then ask the family to go to the display of weather symbols and select the correct drawing. The child can then say the sentence.

**Today is .....**

### Introduction and Recap

#### 1. Recap from last week



*In the first play hub we learnt about child development, and you learned about different activities you can do to help your children development. You also received a parenting card with some information and three games to play with your children. In pairs, or small groups of three or four, each parent tells:*

- What new knowledge was learned
- What games they played with their children
- How their children responded
- Whether both mum and dad played the games
- Any difficulties that arose



**Do:** Encourage several parents to share their reflections. Summarise key points. Encourage parents to continue practicing the activities on the parenting card as it will continue to be a useful resource for them.

#### 2. Introduce key concept

This is also the time when you might invite the children to the play corner where they can play with toys under supervision. Parents stay with one facilitator and continue the discussion.

#### **Instructions for setting up corner play:**

Three or four corners should be set up before play hub session begins.

These might be 'blocks', 'puzzles and games', 'drama', 'sand and water', reading, writing etc. Ideally change each week. Create corner play signs for 'blocks', 'puzzles' etc.

#### Ideas for each corner

<b>Blocks</b>	<b>Puzzles</b>	<b>Reading and writing</b>	<b>Drama play</b>
Wooden blocks Kapla blocks	Board games Jigsaw puzzles Card games	Picture books Paper and pencils for drawing Story books	Dress ups Kitchen equipment Shop equipment

Ask children to say some of the corner play rules.

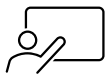
- Choose where I want to play
- Check to see if there is space
- No more than 5 children at the one space
- Stay if I like OR change
- Help tidy before moving to another space
- Tell facilitator where you want to go
- Make friends and play together

One of the facilitators will supervise corner play whilst parents do activities with the other facilitator. Use soft musical sound such as drum beat to announce clean-up/pack up time

### For parents.



Let's think together about the different ways children develop. Who can think of one way that a child develops?



**Do:** Encourage parents to suggest ideas. For example, one might say at first children cannot walk and then they learn to walk. OR, at first children cannot speak clear words and then they can. For each suggestion, name the type of development this is, example: physical development or language development. Try to encourage suggestions that cover all 5 domains - (physical, social and emotional, cognitive, language, cultural and spiritual).



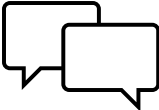


### 3. Small group activity



Divide the group into 5. Give each group a development domain card and several pieces of A4 paper.



Today I would like us to look at the five areas of development. Each group will focus on one area of development. Here is a symbol that we can use for each.

Physical	Social-emotional	Language	Cognitive	Spiritual
				

Divide the paper in half to show a younger and older child. Ask each group to draw or give an example of one way that a child changes in that area from a baby (three to nine months) to a child ready to begin school (five or six years). Offer an example if needed. For example. In language, a baby might say dada or mama at 9 months, by 6 years, they are talking and using short sentences.

### 4. Whole group discussion



**Do:** Each group tells the name of their area of development. Next they give one or two examples of how a child changes over time in that area of development.



*Do others have something to add? We might notice that some children seem to develop a skill faster than others. For example, one might talk early, while another might walk early. We will find out what is normal development for children at each age, in the next activity.*

## **Milestones**

### **1. Child development milestone cards**



*We are now going to learn about milestones for each development domain.*



Divide into four groups. For spiritual development, the milestones are often not age dependent. Hand out the milestone cards and pictures for each domain.



In your group, review the milestones that your child should be reaching at their age. Answer the following reflection questions in your group.

- a. What actions is your child doing well?
- b. What actions are you unsure they can do?
- c. Which actions may be difficult for your child to do?
- d. What are some activities that might help your child learn that activity?

### **2. Whole group discussion**



**Do:** Each group shares some of the reflections from the discussion. First ask what age group they reviewed and what actions were typical of a child at this stage. From there encourage a representative from the group to share their reflections.



*Do others have something to add? Why might it be important to know about these milestones?*

Encourage parents to share their ideas. In summary, knowing child development milestones help parents support children in the right way at the right time.

### **3. Observations of our children playing**




**Do:** In this next activity, parents will observe their children playing with toys, blocks, containers, balls. This will be free play, without interruption from parents. Parents will be encouraged to observe their children and see if they can identify any actions that do that reflect a child development milestone.

### **4. Whole Group discussion**



**Do:** After 10 mins of observing their children play, parents will come together in one big circle for group discussion.

Ask the dads, what they observed in their children. Then ask the mums. As parents offer their observations, refer to the milestone charts. Remind parents that children develop at different times and may develop faster in some areas and slower in others. This is often normal.

 *Think about the discussion we just had. We can learn a lot from our children. Observing them when they play, can help us identify what they can and cannot do.*

## Introducing the parenting cards

### 1. Orientation



**Do:** Distribute the parenting cards, one per family.



*These are parenting cards. At each play hub session, you will receive a parenting card, full of wonderful tips and games to play with your children at home. Let's review the parenting card now.*



**Do:** Go through the parenting card – information about the 5 domains slowly with parents. You might like to ask for volunteer readers or describers. After talking through the 5 domains, demonstrate the three games with your co-facilitator.

### 2. Practice



*Now it's time to practice one of these games with your child.*



**Do:** Help parents settle their children for the game. Allow a few minutes for parents to practice the game with their children.

## Goodbye session

### 1. Review of session



*Now it's time to review what we have learned in today's session. In pairs, describe what you learned in today's session and how you will use the knowledge.*



**Do:** Walk around the room and listen to various ideas. Summarise in one sentence or a few statements the main idea behind the purpose of the session and ask the group for agreement.

### 2. Children and parents tidy up



**Do:** Ask parents and children to help pack up the play area.



### 3. Happy action song



Let's end our play hub session with a happy action song. This one is called 'If you are happy and you know it'.

**SAY: "When I feel happy, I....." (give example)**

**SAY: "Let's sing this song together."**

**If you are happy and you know it, show a smile.**

**If you are happy and you know it, show a smile.**

**If you are happy and you know it and you really want to show it,**

**If you are happy and you know it, show a smile.**

**If you are happy and you know it, jump around.**

**If you are happy and you know it, jump around.**

**If you are happy and you know it and you really want to show it,**

**If you are happy and you know it, jump around.**

**If you are happy and you know it, shout hooray.**

**If you are happy and you know it, shout hooray.**

**If you are happy and you know it and you really want to show it,**

**If you are happy and you know it, shout hooray.**

### 4. Key messages for mothers and fathers



**Do:** Go through the key messages from the session outline.



We hope before the next play hub, that you try all the games on the parenting card and talk with your family members about the things you can do to help your child/children develop their language, cognitive, physical, social and emotional and spiritual skills. At next week's play hub, everyone will share the new thing they did and how their child responded. Does everyone understand and agree to do that?

### 5. Details for next play hub



**Do:** Provide details about next weeks' session, including location, date and time.

### 6. Going home prayer



Let's pray. Heavenly Father, Thank you for blessing our play hub session today. Under your guidance and wisdom, we have engaged in discussion and learned new things to do with our children. In Jesus name, Amen.

## Session # 3

Topic: **The importance of play**

Theme: **Children learn through play**

### Learning objective:

- Parents can explain different ways children develop.
- Parents understand how play is important to child development

### Key Messages:

- Young children learn by doing.
- Young children learn what is personally meaningful to them.
- Learning is social. Learning is influenced and motivated by social interactions with peers and teachers.
- Children learn through play.

### Materials:

- Weather chart and days of the week chart
- Flipchart and crayons/pencils
- Agenda on flipchart

Time	Activity	Details
	<b>Set up</b>	<ul style="list-style-type: none"><li>• Transport learning materials from storage areas/boxes and display in corners.</li><li>• Children and volunteer parents help.</li><li>• Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision.</li><li>• Register participants as they enter the play hub space</li></ul>
00.00	<b>Welcome meeting</b>	<ol style="list-style-type: none"><li>1. Greetings</li><li>2. Prayer or meditation</li><li>3. Happy action song</li><li>4. Name game</li><li>5. Day of the week and weather</li></ol>
00.10	<b>Recap and Introduction</b>	<ol style="list-style-type: none"><li>1. Recap on previous week's learning and homework</li><li>2. Introduce key concepts</li></ol>
00.30	<b>The science of play</b>	<ol style="list-style-type: none"><li>1. Small group activity</li><li>2. Whole group discussion</li><li>3. Play observations</li></ol>
01.15	<b>The parenting card</b>	<ol style="list-style-type: none"><li>1. Orientation</li><li>2. Practice</li></ol>
01.45 – 02.00	<b>Goodbye meeting</b>	<ol style="list-style-type: none"><li>1. Review of session</li><li>2. Children and parents tidy up</li><li>3. Happy action song</li><li>4. Key messages for mothers and fathers</li><li>5. Details for next play hub</li><li>6. Going home prayer</li></ol>

## Welcome meeting

### 1. Greetings



Good morning/afternoon. Welcome to the third play hub session. For those that were unable to make it to previous sessions, my name is: ..... and I will be your play hub facilitator. This is: ..... They will help me with the play hub sessions.

### 2. Prayer or meditation



This week, who would like to say the opening prayer?

### 3. Happy action song



Let's begin with a happy action song. It is a funny version of 'If you are happy and you know it'. We have sung this song before. See if you notice the difference.

**If you're happy and you know it,**

***If you're happy and you know it, show a smile.***

***If you're happy and you know it, show a smile.***

***If you're happy and you know it, and you really want to show it,***

***If you're happy and you know it, show a smile.***

***Continue with additional verses for other emotions:***

***If you're mad and you know it, stomp your feet.***

***If you're surprised and you know it, say "OH MY."***

***If you're sad and you know it, cry BOO-HOO.***

***If you're silly and you know it, make a face.***

***If you're scared and you know it, shiver and shake.***

***Finish the song with: If you're happy and you know it, shout HURRAY!***

### 4. Name game



Let's play a fun name game. It's called clapping names

Let's stand in a circle and go around clapping each child's name with each syllable. Let's clap Harriet. Harr-i-et! Now let's clap Kathy. Ka-thy!



**Do:** Continue until all the children's names have been mentioned.

### 5. Day of the week and weather



Now it's time to check what day it is. This week, the XX family will help.



**Do:** Ask the selected family to go to the display where the days of the week are shown. Select the correct day of the week and stick on the chart. Encourage the child to say the sentence.

**Today is .....**

Then ask the family to go to the display of weather symbols and select the correct drawing. The child can then say the sentence.

**Today is .....**

### Introduction and Recap

#### 1. Recap from last week



*In last week's play hub, we learned about child development milestones. We learned about how we can support children as they develop. We also learned some new games to practice at home. You received a parenting card with some games to play with your children. In pairs, or small groups of three or four, each parent tells:*

- What new knowledge was learned
- What games they played with their children
- How their children responded
- Whether both mum and dad played the games
- Any difficulties that arose



**Do:** Encourage several parents to share their reflections. Summarise key points. Encourage parents to continue practicing the activities on the parenting card as it will continue to be a useful resource for them.

#### 2. Introduce key concept

This is also the time when you might invite the children to the play corner where they can play with toys under supervision. Parents stay with one facilitator and continue the discussion.

#### **Instructions for setting up corner play:**

Three or four corners should be set up before play hub session begins.

These might be 'blocks', 'puzzles and games', 'drama', 'sand and water', reading, writing etc. Ideally change each week. Create corner play signs for 'blocks', 'puzzles' etc.

#### Ideas for each corner

<b>Blocks</b>	<b>Puzzles</b>	<b>Reading and writing</b>	<b>Drama play</b>
Wooden blocks Kapla blocks	Board games Jigsaw puzzles Card games	Picture books Paper and pencils for drawing Story books	Dress ups Kitchen equipment Shop equipment

Ask children to say some of the corner play rules.

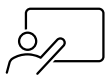
- Choose where I want to play
- Check to see if there is space
- No more than 5 children at the one space
- Stay if I like OR change
- Help tidy before moving to another space
- Tell facilitator where you want to go
- Make friends and play together

One of the facilitators will supervise corner play whilst parents do activities with the other facilitator. Use soft musical sound such as drum beat to announce clean-up/pack up time

### For parents.



Let's think together about what why play might be important for children. Who can think of one reason?



**Do:** Encourage parents to suggest ideas.



For young children, playing and learning is the same thing. Children learn through play. Play is an important means through which children develop in all five development areas. By observing children's play, we can learn about the child and find opportunities to support their development. Play provides a context for children to try new social skills and challenging new tasks, and to solve complex problems. Children also express their ideas, thoughts and feelings when engaged in play.

## The science of play

### 1. Small group activity studying types of play



We are going to learn about different forms of play. This is important as it tells us information about your child.



Divide into eight groups and distribute a play card to each group. Ask one member from each group to show the rest of the group their play card.

<b>Solitary play (social category)</b>	<b>Parallel play (social category)</b>	<b>Group play (social category)</b>
<b>Functional play (cognitive category)</b>	<b>Symbolic play (cognitive category)</b>	<b>Constructive play (cognitive category)</b>
<b>Dramatic play (cognitive category)</b>	<b>Games with rules (cognitive category)</b>	

Write the following three questions on flipchart paper?

1. **What does this type of play means?**
2. **What are some examples of this type of play?**
3. **What age group do you think children play in this way?**

Go around the room and give support to each group, ask questions to participants that make them think (e.g., what do you think solitary means? What type of play is constructive play? What type of objects might this involve?)

Allow 15 mins for groups to prepare their question responses.

## 2. Whole group discussion



**Do:** Each group shares their responses to the questions. Encourage and provide positive feedback on ideas shared.



*Now I will distribute one definition to each group. Based on all the ideas presented, you need to decide which type of play it is.*



**Do:** Distribute the definitions – one per group.

Simple repetitive muscle movements performed with or without an object. Examples are building a stack of blocks and knocking them over repeatedly; kicking a ball, pouring water, pounding a rock, and skipping rope.

When objects stand for other objects. For example, pretending that a wooden block is a mobile phone or truck.

Manipulating objects for the purpose of making or creating something. Examples are a block building, putting together pieces of a puzzle, molding different shapes of wet sand, or drawing a picture.

Letting an object or person symbolise a thing or a person it is not to create a story. Examples include assigning pretend roles such as “mother” or “baby” and pretend feeding the doll using leaves and seeds.

This includes game-like activities with pre-established rules and limits to which the child conforms. Examples are card games, board games and tag games.

Child plays alone with objects. There is no verbal communication with others about the play activity.

The child plays separately at the same activity, at the same time, in the same place and near another child. The child is aware of the presence of the classmate, but each child plays separately. There is no sharing or discussion.

Child engages in activity with others, in which all members share a common purpose.

**Answers:**

Social Categories of Play (Rubin) <sup>1</sup>	
<b>Solitary Play</b>	Child plays alone with objects. There is no verbal communication with others about the play activity.
<b>Parallel Play</b>	The child plays separately at the same activity, at the same time, in the same place and in close proximity to another child. The child is aware of the presence of the classmate, but each child plays separately. There is no sharing or discussion.
<b>Group Play</b>	Child engages in activity with others, in which all members share a common purpose.
Cognitive Categories of Play (Piaget)	
<b>Functional Play</b>	Simple repetitive muscle movements performed with or without an object. Examples are building a stack of blocks and knocking them over repeatedly; kicking a ball, pouring water, pounding a rock, and skipping rope.
<b>Symbolic Play</b>	When objects stand for other objects. For example pretending that a wooden block is a mobile phone
<b>Constructive play</b>	Manipulating objects for the purpose of making or creating something. Examples are a block building, putting together pieces of a puzzle, molding different shapes of wet sand, or drawing a picture
<b>Dramatic Play</b>	Letting an object or person symbolize a thing or a person it is not in order to create a story. Examples include assigning pretend roles such as “mother” or “baby” and pretend feeding the doll using leaves and seeds.
<b>Games with Rules</b>	This includes game-like activities with pre-established rules and limits to which the child conforms. Examples are card games, board games and

<sup>1</sup> (adapted from Llewellyn, D (2015) - ECCD Teacher’s Guide, Draft 4, 2016, Government of PNG, Curriculum Development Division with support from UNICEF Papua New Guinea)

tag games. Dramatic play that assigns characters and the acting out of a pretend story with others is the most sophisticated play.

### 3. Observations of our children playing



**Do:** In this next activity, parents will observe their children playing with toys, blocks, containers, balls. This will be free play, without interruption from parents. Parents will be encouraged to observe their children and see if they can identify the types of play, children are engaged in.

Allow 10 mins for observation

### 4. Whole Group discussion

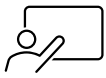


**Do:** After 10 mins of observing their children play, parents will come together in one big circle for group discussion.

Ask the dads, what they observed in their children. Then ask the mums. As parents offer their observations, refer to the play definitions.

## Introducing the parenting cards

### 1. Orientation



**Do:** Distribute the parenting cards, one per family.



*This is the parenting card for this week. Let's review the parenting card now.*

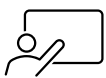


**Do:** Go through the parenting card. You might like to ask for volunteer readers or describers. After talking through the contents of the parenting card, demonstrate the games with your co-facilitator.

### 2. Practice



*Now it's time to practice one of these games with your child.*



**Do:** Help parents settle their children for the game. Allow a few minutes for parents to practice the game with their children.

## Goodbye session



## 1. Review of session



Now it's time to review what we have learned in today's session. In pairs, describe what you learned in today's session and how you will use the knowledge.



**Do:** Walk around the room and listen to various ideas. Summarise in one sentence or a few statements the main idea behind the purpose of the session and ask the group for agreement.

## 2. Children and parents tidy up



**Do:** Ask parents and children to help pack up the play area.

## 3. Happy action song



Let's end our play hub session with a happy action song. This one is called 'Open Shut them.' We play this with our fingers.

### Open Shut them

*Open shut them, Open shut them*

*Give a little clap*

*Open shut them, Open shut them*

*Lay them in your lap*

*Creep them, creep them, creep them, creep them*

*Right up to your chin*

*Open wide your little mouth (hesitate)*

*But do not let them in.*

## 4. Key messages for mothers and fathers



**Do:** Go through the key messages from the session outline.



We hope before the next play hub, that you try all the games on the parenting card and talk with your family members about the things you can do to help your child/children develop their language, cognitive, physical, social and emotional and spiritual skills. At next week's play hub, everyone will share the new thing they did and how their child responded. Does everyone understand and agree to do that?

## 5. Details for next play hub



**Do:** Provide details about next weeks' session, including location, date and time.

## 6. Going home prayer



Let's pray. Heavenly Father, Thank you for blessing our play hub session today. Under your guidance and wisdom, we have engaged in discussion and learned new things to do with our children. In Jesus name, Amen.

## Session # 4

**Topic: Exploring gender dimensions**

**Theme: Dads can make good play buddies**

### Learning objective:

- Parents can explain why it is important for both parents to play with their child.
- Parents understand the importance of addressing gender stereotypes in play
- Parents feel confident they can promote gender equality when they play and talk with their child

### Key Messages:

- Fathers are important influencers on a child's development
- Fathers can make good play buddies
- Caregiving is best done equally by both parents
- Right from birth, children begin learning about the gendered norms and expectations of their community and society – from parents, caregivers, other family members
- Children learn how girls and boys/women and men should behave, their social worth and what their role is in society. This can perpetuate unequal gender norms.


### Materials:

- Weather chart and days of the week chart
- Flipchart and crayons/pencils
- Agenda on flipchart


Time	Activity	Details
	<b>Set up</b>	<ul style="list-style-type: none"><li>• Transport learning materials from storage areas/boxes and display in corners.</li><li>• Children and volunteer parents help.</li><li>• Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision.</li><li>• Register participants as they enter the play hub space</li></ul>
00.00	<b>Welcome meeting</b>	<ol style="list-style-type: none"><li>1. Greetings</li><li>2. Prayer or meditation</li><li>3. Happy action song</li><li>4. Name game</li><li>5. Day of the week and weather</li></ol>
00.10	<b>Recap and Introduction</b>	<ol style="list-style-type: none"><li>1. Recap on previous week's learning and homework</li><li>2. Introduce key concepts</li></ol>
00.30	<b>Gender dimensions of play</b>	<ol style="list-style-type: none"><li>1. Small group activity</li><li>2. Whole group discussion</li></ol>
01.15	<b>The parenting card</b>	<ol style="list-style-type: none"><li>1. Orientation</li><li>2. Practice</li></ol>
01.45 – 02.00	<b>Goodbye meeting</b>	<ol style="list-style-type: none"><li>1. Review of session</li><li>2. Children and parents tidy up</li><li>3. Happy action song</li><li>4. Key messages for mothers and fathers</li><li>5. Details for next play hub</li></ol>

## Welcome meeting


### 1. Greetings

 Good morning/afternoon. Welcome to the fourth play hub session. For those that were unable to make it to previous sessions, my name is: ..... and I will be your play hub facilitator. This is: ..... They will help me with the play hub sessions.

### 2. Prayer or meditation

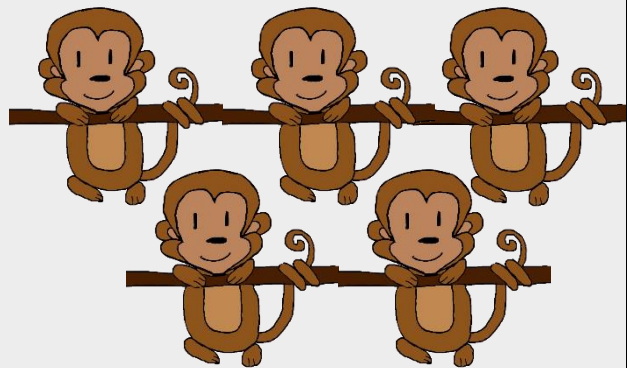
 This week, who would like to say the opening prayer?

### 3. Happy action song


 Let's begin with a happy action song. This one is called 'Five little monkeys'.

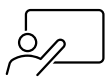
#### Five little monkeys,

**Five Little Monkeys**  
**Five little monkeys jumping on the bed**  
**One fell off and broke his head**  
**Mama called the doctor and the doctor said**  
**No more monkeys jumping on the bed.**



### 4. Name game

 Let's play a fun name game. It's called the Hobbies Name Game.



**Do:** Tell the children to stand in a circle. One person should start the game by saying, "My name is \_\_\_\_\_ and I like to \_\_\_\_\_." As the person says their hobby, they should act out a movement to reflect that hobby. For example, if the hobby is swimming, they might move their arms around to simulate swimming. Have the group repeat, "\_\_\_\_\_ likes [swimming]" and act out the swimming motion.

The second person should then state their own name and act out their favourite hobby. When s/he is finished, have the group repeat the second person's name and hobby, and then the first. Repeat for each person until everyone in the circle has said their name and hobby.



**Do:** Continue until all the children's names have been mentioned.

### 5. Day of the week and weather



Now it's time to check what day it is. This week, the XX family will help.



**Do:** Ask the selected family to go to the display where the days of the week are shown. Select the correct day of the week and stick on the chart. Encourage the child to say the sentence.

**Today is .....**

Then ask the family to go to the display of weather symbols and select the correct drawing. The child can then say the sentence.

**Today is .....**

### Introduction and Recap

#### 3. Recap from last week



*In last week's play hub, we learned about the importance of play in children's development. We learned that play is learning for children. We also learned some new games to practice at home. You received a parenting card with some information about play and four games to play with your children. In pairs, or small groups of three or four, each parent tells:*

- What new knowledge was learned
- What games they played with their children
- How their children responded
- Whether both mum and dad played the games
- Any difficulties that arose



**Do:** Encourage several parents to share their reflections. Summarise key points. Encourage parents to continue practicing the activities on the parenting card as it will continue to be a useful resource for them.

#### 4. Introduce key concept

This is also the time when you might invite the children to the play corner where they can play with toys under supervision. Parents stay with one facilitator to continue the discussion.

#### **Instructions for setting up corner play:**

Three or four corners should be set up before play hub session begins.

These might be 'blocks', 'puzzles and games', 'drama', 'sand and water', reading, writing etc. Ideally change each week. Create corner play signs for 'blocks', 'puzzles' etc.

Ideas for each corner

Blocks	Puzzles	Reading and writing	Drama play
Wooden blocks	Board games	Picture books	Dress ups

Kapla blocks	Jigsaw puzzles Card games	Paper and pencils for drawing Story books	Kitchen equipment Shop equipment
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Ask children to say some of the corner play rules.

- Choose where I want to play
- Check to see if there is space
- No more than 5 children at the one space
- Stay if I like OR change
- Help tidy before moving to another space
- Tell facilitator where you want to go
- Make friends and play together

One of the facilitators will supervise corner play whilst parents do activities with the other facilitator. Use soft musical sound such as drum beat to announce clean-up/pack up time

### For parents.



*In today's session we will reflect on gender, on stereotypes and on our own biases. We will also try to support fathers to become more active in children's play. Did you know that both female and male parents/caregivers need to support children's play and that we should try to do this without promoting unequal gender norms?*

*This is hard to do because we have all been taught to define boys in one way and girls in another. We have all been taught that mothers care for children, that boys play outside, the girls like dolls.*

*Sometimes this means we must challenge the way we think about gender; on the value of girls; how girls and boys should behave; what they are good at; and what will be their future role. And we must be positive role models.*

*Let's reflect on this. I have two questions for you.*

- *Do you think boys should play with dolls and dress ups? Do you think girls should play with cars and trucks and blocks and balls?*
- *What are your reasons?*



**Do:** Allow parents some time to think and talk with each other about their ideas. Use 'think-pair-share' technique. Ask for volunteers to share their reflections with the whole group.





Overall, it is important to remember that many toys and games can reinforce unequal gender norms and socialize gender roles and stereotypes with children. For example, many toys designed for boys, like toy soldiers or action figures, teach boys to play masculine roles and to be aggressive. Many toys designed for girls, like dolls or play-kitchen sets, teach girls to assume caregiving roles and to be nurturing. The games that parents and caregivers play with boys or girls shape ideas of what is appropriate roles for girls and boys. The way we play with girls and boys is a socialisation process. If gender roles are enacted in play, girls and boys are more likely to continue unequal and unjust relationships between men/boys and women/girls in their lives.

## Gender dimensions of play and the important role of fathers in play

### 1. A gender riddle



**Do:** Write the following riddle on a flipchart.

**A father and son are in a terrible car accident. The father dies and the son is rushed to the hospital. On arrival in the emergency room, the surgeon shouts, “I can’t operate on this boy, he’s my son!” Who is the surgeon?**

Give participants time to find the answer.



**NOTE:** If participants can answer easily, explain that just ten years ago, people really struggled to come up with the right answer. Ask why they think people had a hard time finding the answer to this riddle.

If participants struggle with the answer, give them some time and then tell them: the surgeon was the boy’s mother. Ask why they think it was hard to come up with this answer.



Now we are going to do some more reflection on our gender bias. I will hand out some scenarios.

### 2. Exploring our gender bias



Divide into six groups and distribute a card to each group.

Your son has married a successful career woman. She has a high-paying job at a bank and is very dedicated to her career. Your son decides to stay home to care for the home and the children.

Your son is 6 years old. He prefers to play with dolls than with trucks. He does not like to play ball with the other boys. Instead, he enjoys playing quietly at home, reading stories or drawing pictures.

Your 12 year-old son often cries when he gets upset.

<p>Your wife is very outspoken in church and community meetings. She often disagrees with others. She explains her opinions forcefully and defends her positions.</p>	<p>You have two children, twins, a boy and a girl, age 15. Both ask to go to town on Saturday afternoon.</p>	<p>You are invited to your brother's house for lunch on Sunday. While you are there, your brother brings the food to the table, helps to set the table, and points out the dishes he prepared. As he is setting the table, his wife sits and chats with the guests.</p>
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**Do:** Tell participants that we are going to think a bit more about our own biases related to gender.

- Each group will get a short scenario.
- Each group should:-
  - Read the scenario out loud.
  - Say their first reactions, their immediate reactions, without thinking about them.
  - Think about their reactions, talk about why they reacted the way they did, and how they would react after more thought.
  - How would they react if the genders in the scenario were reversed?

After 10 mins call groups back together. Ask for volunteers to:

- Read the scenario
- Explain their discussion



**Do:** Ask participants what they learned about their own biases from this exercise. Take responses. Tell participants that **biases are shaped throughout our lives and are difficult to change. It's important that we recognise that these biases exist so that we can think through our reactions and decide what to say and how to act when faced with different gender dynamics.**

### 3. Gender is socially constructed – a whole group discussion



*Now we are going to look at how gender is socially constructed. What happens when a baby is born? What do people say? What do people do? What questions do they ask? How do they describe a girl baby? A boy baby?*



**Do:** Allow a few minutes for a few responses to be shared.



*From the moment of birth, even before a baby has a name, a baby is identified and defined by its sex.*



Divide into six groups. Distribute a sheet of A4 paper and pens. Draw a 4 square on a flipchart with the following labels.

Boys like.....	Girls like .....
Boys are expected to .....	Girls are expected to .....

Ask each group to come up with 2-3 statements. Allow 5 mins to complete the task.



NOTE: If groups are struggling to come up with some ideas – here are some:

“Boys are expected to....” (Boys make trouble, break rules, are encouraged to take risks, to be brave, like trucks and things that make noise/go fast.)

“Girls are expected to....” (Girls are sweet, pretty, smile a lot, are there to bring joy to others. Expectations for girls are very much focused on how cute/pretty they are.)



“How might boys or girls feel if they don’t fit this model? What if a boy is not a risk taker? What if he doesn’t feel daring? What if a girl is not sweet, what if she wants to speak her mind? How can these social expectations be harmful to girls? And to boys?”



**Do:** Allow a few minutes for a few responses to be shared.



“As parents/caregivers, how can we communicate positive messages about equality to our children? As parents/caregivers, what can we do to make sure that our children can explore different ways of playing, a range of toys, and different games and activities? In the next activity, we will explore this further.

### Introducing the parenting cards

#### I. Orientation



**Do:** Distribute the parenting cards, one per family.



This is the parenting card for this week. Let’s review the parenting card now.





**Do:** Go through the parenting card. You might like to ask for volunteer readers or describers. After talking through the contents of the parenting card, demonstrate the games with your co-facilitator.

## 2. Practice



Now it's time to practice one of these games with your child.



**Do:** Help parents settle their children for the game. Allow a few minutes for parents to practice the game with their children.

## Goodbye session

### 1. Review of session



Now it's time to review what we have learned in today's session. In pairs, describe what you learned in today's session and how you will use the knowledge.



**Do:** Walk around the room and listen to various ideas. Summarise in one sentence or a few statements the main idea behind the purpose of the session and ask the group for agreement.

### 2. Children and parents tidy up



**Do:** Ask parents and children to help pack up the play area.

### 3. Happy action song



Let's end our play hub session with a happy action song. This one is called 'Hokey Pokey.' I think you know this song.

#### **Hokey Pokey**

***You put your right hand in (the child puts their right hand into the circle)***

***You put your right hand out (the child puts their right hand out of the circle)***

***You put your right hand in (the child puts their right hand into the circle)***

***And you share it all about (still holding hand in the circle the child then shakes their hand)***

***You do the hokey pokey (the child places their hands under their chin and shakes body from side to side)***

***And you turn around (the child turns around)***

***That's what it's all about (the child claps along)***

***Ohhhhh the Hokey Pokey (Holding hands, everyone raises their hands up, while walking forwards in the circle)***

*Ohhhh the Hokey Pokey (repeat as above)*  
*Ohhhh the Hokey Pokey (repeat as above)*  
*And that's what it's all about (clapping)*  
*Repeat the song using variations:*  
*You put your left hand in.....*  
*You put your right foot in.....*  
*You put your left foot in.....*  
*You put your head in.....*

#### 4. Key messages for mothers and fathers



**Do:** Go through the key messages from the session outline.



*We hope before the next play hub, that you try all the games on the parenting card and talk with your family members about the things you can do to help your child/children develop their language, cognitive, physical, social and emotional and spiritual skills. At next week's play hub, everyone will share the new thing they did and how their child responded. Does everyone understand and agree to do that?*

#### 5. Details for next play hub



**Do:** Provide details about next weeks' session, including location, date and time.

#### 6. Going home prayer



*Let's pray. Heavenly Father, Thank you for blessing our play hub session today. Under your guidance and wisdom, we have engaged in discussion and learned new things to do with our children. In Jesus name, Amen.*

## Session # 5

**Topic: The meeting of the fish and the birds – Episode I**

**Theme: The small are often the most powerful**

### Learning objective:

- Parents can explain the role of questioning when children are learning to read with meaning.
- Parents can discuss the morale of the story drawing on traditional beliefs and customs
- Parents can help stimulate their children's connection with letters and numbers through play

### Key Messages:

- Play brings children together. It can also bring happiness to communities
- Free play is an important type of play that promotes children's development
- You do not need store bought toys for a play corner. You can make or find your own.

### Materials:

- Weather chart and days of the week chart
- Flipchart and crayons/pencils
- Agenda on flipchart
- Big book – The meeting of the fish and the birds – Episode I (directions on the parenting card)
- A jar of small stones
- Materials for the four games which are shown on the parenting card.
- Materials for free play session

Time	Activity	Details
	<b>Set up</b>	<ul style="list-style-type: none"><li>• Transport learning materials from storage areas/boxes and display in corners.</li><li>• Children and volunteer parents help.</li><li>• Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision.</li></ul>
00.00	<b>Welcome meeting</b>	<ol style="list-style-type: none"><li>1. Greetings &amp; register</li><li>2. Prayer or meditation</li><li>3. Happy action song</li><li>4. Register and name game</li><li>5. Day, date and weather</li></ol>
00.15	<b>Story time</b>	<ol style="list-style-type: none"><li>1. Recap from last week</li><li>2. Introduce the story with picture cards</li><li>3. Listen to the story</li><li>4. Questions about the story</li></ol>
00.45	<b>Play activity</b>	Options from the parenting card <ol style="list-style-type: none"><li>1. Emergent literacy activity</li><li>2. Emergent numeracy activity</li><li>3. Motor development</li><li>4. Social-emotional development</li></ol>
01.15	<b>Free play</b>	<ol style="list-style-type: none"><li>1. Blocks and building</li><li>2. Games and puzzles</li><li>3. Dress ups/sand and water</li></ol>
01.30 – 01.45	<b>Goodbye meeting</b>	<ol style="list-style-type: none"><li>1. Review of session</li><li>2. Children and parents tidy up</li></ol>

		3. Happy action song 4. Key messages for mothers and fathers 5. Details for next play hub 6. Going home prayer
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## Welcome meeting

### 1. Greetings



Good morning/afternoon. Welcome to the fifth play hub session. For those that are new to play hub, my name is: ..... and I will be your play hub facilitator. This is: ..... They will help me with the play hub sessions.

### 2. Prayer or meditation



This week, who would like to say the opening prayer?

### 3. Happy action song



Let's begin with a happy action song. This one is called 'The wheels on the bus'.

#### The wheels on the bus

*The wheels on the bus go round and round, round and round.  
 The wheels on the bus go round and round, all the way to town.  
 The wipers on the bus go swish, swish, swish, swish, swish,  
 swish, swish, swish, swish. The wipers on the bus go swish,  
 swish, swish, all the way to town.  
 The horn on the bus goes peep, peep, peep, peep, peep,  
 peep, peep, peep, peep. The horn on the bus goes peep,  
 peep, peep, all the way to town.  
 The people on the bus bounce up and down, up and down,  
 up and down. The people on the bus bounce up and down,  
 all the way to town.*



### 4. Name game



Let's play a fun name game. This time let's help our children play this game. It's called "Action Syllables."



**Do:** Arrange the children in a circle.

One by one, tell each child to say their name out loud while picking one action for each syllable of their name. For example, **Alice has two syllables in her name, so she might point to the sky with her left hand for "AI" and then stomp her left foot for "-ice". After Alice is done saying her name, have the entire group repeat the name with the actions.** Once the second person says their name, the group should repeat the second name/action combination and then repeat Alice's. Repeat for the third person, then go around the circle until everyone's name has been said.

Repeat for the third person, then go around the circle until everyone's name has been said.

## 5. Day of the week and weather



Now it's time to check what day it is. This week, the XX family will help.



**Do:** Ask the selected family to go to the display where the days of the week are shown. Select the correct day of the week and stick on the chart. Encourage the child to say the sentence.

**Today is .....**

Then ask the family to go to the display of weather symbols and select the correct drawing. The child can then say the sentence.

**Today is .....**

### Introduction and Recap

#### 1. Recap from last week



In last week's play hub, we learnt about child development, and you learned about child development milestones. You also received a parenting card with some information and four games to play with your children. In pairs, or small groups of three or four, each parent tells:

- What new knowledge was learned
- What games they played with their children
- How their children responded
- Whether both mum and dad played the games
- Any difficulties that arose



**Do:** Encourage several parents to share their reflections. Summarise key points. Encourage parents to continue practicing the activities on the parenting card as it will continue to be a useful resource for them.

#### 2. Introduce the story with picture cards



**Do:** Take out the Big Book – The meeting of the fish and the birds – Episode 1. Ask parents and children to sit in a big circle so they can see the Big Book. Begin by showing the front cover.



Today we are going to read a book together. Can anyone tell me what they can see in the picture?



**Do:** Encourage children to raise their hands and say what they see in the picture. Congratulate children on their answers.



This story is called 'The meeting of the fish and the birds – Episode 1'. What do you think this story will be about? What can you tell me about fish and birds?



**Do:** Read each page slowly with expression. Ask what do they see in the picture? Ask these questions during the reading.

- a. What can you see in this picture? What do you think the story is about?
- b. Why was Tifitifi upset?
- c. What did Tifitifi want the other fish to do?
- d. Why was the Igaga upset?
- e. Why were the Igaga not noticed by the other fish?
- f. What did the Igaga say might happen in the future?



**Do:** At the end of the story, and after asking whether the children liked the story say: "Sometimes the stories we hear from our elders are important stories about our culture. The stories teach us about the importance of keeping our cultural practices strong."

## Play Activity with the parenting cards

### 1. Orientation



**Do:** Distribute the parenting cards, one per family.



This is the parenting card for this week. At each play hub session, you will receive a parenting card, full of wonderful tips and games to play with your children at home. Let's review the parenting card now.



**Do:** Go through the parenting card – discussing how they can make a Big Book on their own using the instructions on the parenting card and then the four games which are shown.

### 2. Practice



Now it's time to practice one of these games with your child. Let's practice Five Stones first.



**Do:** Help parents settle their children for the game. Allow a few minutes for parents to practice the game with their children. Encourage them to play another game if there is time.

## Free Play session

### 1. Orientation



**Do:** This session is an important one in play hub. This is a time when children play without an adult. Go through the simple rules with parents.

Three or four corners should be set up - these might be 'blocks', 'puzzles and games', 'drama', 'sand and water', reading, writing etc. Ideally change each week.

Ask children to say some of the corner play rules.

- Choose where I want to play
- Check to see if there is space
- No more than 5 children at the one space
- Stay if I like OR change
- Help tidy before moving to another space
- Tell facilitator where you want to go
- Make friends and play together

Observe children as they play; assist if child needs material; redirect any potential misbehaviour before it occurs; ensure that children follow rules

Warmly interact with children if appropriate asking them to tell you about their (drawing, block building, etc.) Asking questions to provoke thinking.

Use soft musical sound such as drum beat to announce clean-up time last 10 minutes

## 2. Free play – parent observation and assistance



*Children will have 10 mins of free play. Let's observe and assist when needed.*

## 3. Debrief



**Do:** After 10 mins of observing their children in free play, ask parents to help their children pack up and then come together in one big circle for group discussion.

Ask the dads, what they observed in their children. Then ask the mums. As parents offer their observations, provide feedback on the different child development domains that are being developed through free play.



*Think about the discussion we just had. We can learn a lot from our children. Observing them when they play, can help us identify what they like to do and how to encourage them.*

## Goodbye session

### 1. Review of session



*Now it's time to review what we have learned in today's session. In pairs, describe what you learned in today's session and how you will use the knowledge.*



**Do:** Walk around the room and listen to various ideas. Summarise in one sentence or a few statements the main idea behind the purpose of the session and ask the group for agreement.

## 2. Children and parents tidy up



**Do:** Ask parents and children to help pack up the play area.

## 3. Happy action song



Let's end our play hub session with a happy action song. This one is called 'If you are happy and you know it'.

### ***God made the butterfly***

***God made the butterfly, fly fly, fly***

***Fly, fly fly, fly***

***God made the butterfly fly,***

***And he made them fly fly fly***

***God made the fish to swim,  
Swim swim swim, swim swim swim***

***God made the fish to swim***

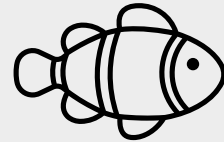
***And he made them swim, swim, swim***

***God made the frog to jump***

***Jump, jump, jump, jump, jump jump***

***God made the frog to jump***

***And he made them jump jump jump***



## 4. Key messages for mothers and fathers



**Do:** Go through the key messages from the session outline.



We hope before the next play hub, that you try all the games on the parenting card and talk with your family members about the things you can do to help your child/children develop their language, cognitive, physical, social and emotional and spiritual skills. At next week's play hub, everyone will share the new thing they did and how their child responded. Does everyone understand and agree to do that?

## 5. Details for next play hub



**Do:** Provide details about next weeks' session, including location, date and time.

## 6. Going home prayer



Let's pray. Heavenly Father, Thank you for blessing our play hub session today. Under your guidance and wisdom, we have engaged in discussion and learned new things to do with our children. In Jesus name, Amen.



## Session # 6

**Topic: The meeting of the fish and the birds – Episode 2**

**Theme: Listening to each other's ideas and suggestions is important**

### Learning objective:

- Parents can explain the rules for free play
- Parents can discuss the morale of the story drawing on traditional beliefs and customs
- Parents can help stimulate their child's social and emotional development through helping others

### Key Messages:

- Learning about traditional practices is important for self-identify and connection to community. It also brings communities together
- Story time at home helps develop children's listening and comprehension skills.
- You can make everyday activities, such as cooking and gardening, fun learning activities for children.

### Materials:

- Weather chart and days of the week chart
- Flipchart and crayons/pencils
- Agenda on flipchart
- Big book – The meeting of the fish and the birds – Episode 2 (directions on the parenting card)
- Materials for the four games which are shown on the parenting card.
- Materials for free play session

Time	Activity	Details
	<b>Set up</b>	<ul style="list-style-type: none"><li>• Transport learning materials from storage areas/boxes and display in corners.</li><li>• Children and volunteer parents help.</li><li>• Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision.</li></ul>
00.00	<b>Welcome meeting</b>	<ol style="list-style-type: none"><li>1. Greetings &amp; register</li><li>2. Prayer or meditation</li><li>3. Happy action song</li><li>4. Register and name game</li><li>5. Day, date and weather</li></ol>
00.15	<b>Story time</b>	<ol style="list-style-type: none"><li>1. Recap from last week</li><li>2. Introduce the story with picture cards</li><li>3. Listen to the story</li><li>4. Questions about the story</li></ol>
00.45	<b>Play activity</b>	Options from the parenting card <ol style="list-style-type: none"><li>1. Emergent literacy activity</li><li>2. Emergent numeracy activity</li><li>3. Motor development</li><li>4. Social-emotional development</li></ol>
01.15	<b>Free play</b>	<ol style="list-style-type: none"><li>1. Blocks and building</li><li>2. Games and puzzles</li><li>3. Dress ups/water and sand</li></ol>
01.30 – 01.45	<b>Goodbye meeting</b>	<ol style="list-style-type: none"><li>1. Review of session</li><li>2. Children and parents tidy up</li></ol>

		3. Happy action song 4. Key messages for mothers and fathers 5. Details for next play hub 6. Going home prayer
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## Welcome meeting

### 1. Greetings



Good morning/afternoon. Welcome to the sixth play hub session. For those that are new to play hub, my name is: ..... and I will be your play hub facilitator. This is: ..... They will help me with the play hub sessions.

### 2. Prayer or meditation



This week, who would like to say the opening prayer?

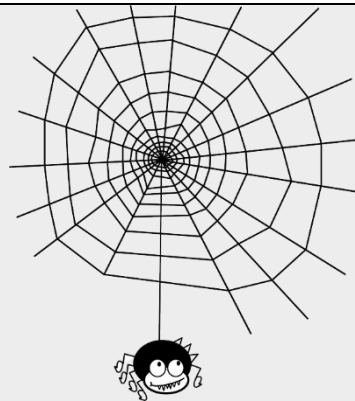
### 3. Happy action song



Let's begin with a happy action song. This one is called 'Incy Wincy spider'. Let's sing a song about a special little spider.

#### Incy Wincy Spider

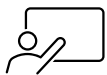
***Incy Wincy Spider  
Climbed up the waterspout  
Down came the rain  
And washed the spider out  
Out came the sun  
And dried up all the rain  
So Incy Wincy spider  
Crawled up the spout again.***



### 4. Name game



Let's play a fun name game. Let's play the same game as last week, so we can practice this game, which can be a bit tricky. It's called "Action Syllables."



**Do:** Arrange the children in a circle.

One by one, tell each child to say their name out loud while picking one action for each syllable of their name. For example, **Alice has two syllables in her name, so she might point to the sky with her left hand for "AI" and then stomp her left foot for "-ice". After Alice is done saying her name, have the entire group repeat the name with the actions.** Once the second person says their name, the group should repeat the second name/action combination and then repeat Alice's. Repeat for the third person, then go around the circle until everyone's name has been said.

Repeat for the third person, then go around the circle until everyone's name has been said.

## 5. Day of the week and weather



Now it's time to check what day it is. This week, the XX family will help.



**Do:** Ask the selected family to go to the display where the days of the week are shown. Select the correct day of the week and stick on the chart. Encourage the child to say the sentence.

**Today is .....**

Then ask the family to go to the display of weather symbols and select the correct drawing. The child can then say the sentence.

**Today is .....**

### Introduction and Recap

#### 1. Recap from last week



In last week's play hub, we listened to the first episode of the story about the meeting of fish and birds, and we also played some games with our children. You received a parenting card with some information on how to make a big picture book and four games to play with your children. In pairs, or small groups of three or four, each parent tells:

- What new knowledge was learned
- What games they played with their children
- How their children responded
- Whether both mum and dad played the games
- Any difficulties that arose



**Do:** Encourage several parents to share their reflections. Summarise key points. Encourage parents to continue practicing the activities on the parenting card as it will continue to be a useful resource for them.

#### 2. Introduce the story with picture cards



**Do:** Take out the Big Book – The meeting of the fish and the birds – Episode 2. Ask parents and children to sit in a big circle so they can see the Big Book. Begin by showing the front cover.



Today we are going to read a book together. Can anyone tell me what they can see in the picture?



**Do:** Encourage children to raise their hands and say what they see in the picture. Congratulate children on their answers.



This story is called *The meeting of the fish and the birds – Episode 2*. What do you think this story will be about?



**Do:** Read each page slowly with expression. Ask what do they see in the picture? Ask these questions during the reading.

- a. What can you see in this picture? What do you think the story is about?
- b. What did the birds argue about?
- c. How did the birds decide their leader?
- d. Why was Tiolata chosen to be the leader?
- e. What did the Tiolata do when they were selected as the leader?



**Do:** At the end of the story, and after asking whether the children liked the story say: “Working together will always make us stronger and more united. The birds seem very united in their preparations. I wonder how they will go in battle.”

## Play Activity with the parenting cards

### 1. Orientation



**Do:** Distribute the parenting cards, one per family.



This is the parenting card for this week. At each play hub session, you will receive a parenting card, full of wonderful tips and games to play with your children at home. Let’s review the parenting card now.



**Do:** Go through the parenting card – discussing how they can make a Big Book on their own using the instructions on the parenting card and then the four games which are shown.

### 2. Practice



Now it’s time to practice one of these games with your child. Let’s practice ‘Frog in a puddle’, first.



**Do:** Go to an open space with parents and children. Select a parent to be the frog in a puddle and sit in the middle of the circle. Allow a few minutes for parents and children to play the game together.

## Free Play session

### 1. Orientation



**Do:** This session is an important one in play hub. This is a time when children play without an adult. Go through the simple rules with parents.

Three or four corners should be set up - these might be 'blocks', 'puzzles and games', 'drama', 'sand and water', reading, writing etc. Ideally change each week.

Ask children to say some of the corner play rules.

- Choose where I want to play
- Check to see if there is space
- No more than 5 children at the one space
- Stay if I like OR change
- Help tidy before moving to another space
- Tell facilitator where you want to go
- Make friends and play together

Observe children as they play; assist if child needs material; redirect any potential misbehaviour before it occurs; ensure that children follow rules

Warmly interact with children if appropriate asking them to tell you about their (drawing, block building, etc.) Asking questions to provoke thinking.

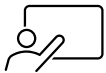
Use soft musical sound such as drum beat to announce clean-up time last 10 minutes

## 2. Free play – parent observation and assistance



*Children will have 10 mins of free play. Let's observe and assist when needed.*

## 3. Debrief



**Do:** After 10 mins of observing their children in free play, ask parents to help their children pack up and then come together in one big circle for group discussion.

Ask the dads, what they observed in their children. Then ask the mums. As parents offer their observations, provide feedback on the different child development domains that are being developed through free play.



*Think about the discussion we just had. We can learn a lot from our children. Observing them when they play, can help us identify what they like to do and how to encourage them.*

## Goodbye session

### 1. Review of session



Now it's time to review what we have learned in today's session. In pairs, describe what you learned in today's session and how you will use the knowledge.



**Do:** Walk around the room and listen to various ideas. Summarise in one sentence or a few statements the main idea behind the purpose of the session and ask the group for agreement.

## 2. Children and parents tidy up



**Do:** Ask parents and children to help pack up the play area.

## 3. Happy action song



Let's end our play hub session with a happy action song. This one is called 'If you are happy and you know it'.

### ***God's Family***

***We are one big happy family  
God's family, God's family  
We are one big happy family  
God's family are we  
He is my brother, she is my sisters  
Our father in heaven who loves you and me***



## 4. Key messages for mothers and fathers



**Do:** Go through the key messages from the session outline.



We hope before the next play hub, that you try all the games on the parenting card and talk with your family members about the things you can do to help your child/children develop their language, cognitive, physical, social and emotional and spiritual skills. At next week's play hub, everyone will share the new thing they did and how their child responded. Does everyone understand and agree to do that?

## 5. Details for next play hub



**Do:** Provide details about next weeks' session, including location, date and time.

## 6. Going home prayer



Let's pray. Heavenly Father, Thank you for blessing our play hub session today. Under your guidance and wisdom, we have engaged in discussion and learned new things to do with our children. In Jesus name, Amen.

## Session # 7

### Topic: The meeting of the Fish and the Birds – Episode 3

**Theme: The best leaders are those with courage and bravery to protect their people.**

#### Learning objective:

- Parents can support their children in free play
- Parents can discuss the morale of the story drawing on traditional beliefs and customs
- Parents can help stimulate their child's social and emotional development through talking with their child about the importance of not taking what does not belong to them.

#### Key Messages:

- Learning about traditional practices is important for self-identify and connection to community. It also brings communities together
- Story time at home helps develop children's listening and comprehension skills.
- You can make everyday activities, such as cooking together, fun learning activities for children.

#### Materials:

- Weather chart and days of the week chart
- Flipchart and crayons/pencils
- Agenda on flipchart
- A hat to play the name game
- Big book – The meeting of the Fish and the Birds – Episode 3 (directions on the parenting card)
- Materials for the four games which are shown on the parenting card.
- Materials for free play session

Time	Activity	Details
	<b>Set up</b>	<ul style="list-style-type: none"><li>• Transport learning materials from storage areas/boxes and display in corners.</li><li>• Children and volunteer parents help.</li><li>• Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision.</li></ul>
00.00	<b>Welcome meeting</b>	<ol style="list-style-type: none"><li>1. Greetings &amp; register</li><li>2. Prayer or meditation</li><li>3. Happy action song</li><li>4. Register and name game</li><li>5. Day, date and weather</li></ol>
00.15	<b>Story time</b>	<ol style="list-style-type: none"><li>1. Recap from last week</li><li>2. Introduce the story with picture cards</li><li>3. Listen to the story</li><li>4. Questions about the story</li></ol>
00.45	<b>Play activity</b>	Options from the parenting card <ol style="list-style-type: none"><li>1. Emergent literacy activity</li><li>2. Emergent numeracy activity</li><li>3. Motor development</li><li>4. Social-emotional development</li></ol>
01.15	<b>Free play</b>	<ol style="list-style-type: none"><li>1. Blocks and building</li><li>2. Water and sand</li><li>3. Dress ups</li></ol>

01.30 – 01.45	<b>Goodbye meeting</b>	<ol style="list-style-type: none"> <li>1. Review of session</li> <li>2. Children and parents tidy up</li> <li>3. Happy action song</li> <li>4. Key messages for mothers and fathers</li> <li>5. Details for next play hub</li> <li>6. Going home prayer</li> </ol>
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## Welcome meeting

### 1. Greetings



Good morning/afternoon. Welcome to the seventh play hub session. For those that are new to play hub, my name is: ..... and I will be your play hub facilitator. This is: ..... They will help me with the play hub sessions.

### 2. Prayer or meditation



This week, who would like to say the opening prayer?

### 3. Happy action song



Let's begin with a happy action song. This one is called 'Ring-a-ring o'roses'. We are going to talk about flowers in our story today, so let's sing a song about a special kind of flower, called a rose. Let's stand in a circle. As we sing the song, we skip around together. When the song finishes we all fall down.

#### Ring-a-ring o'roses

*Ring-a-ring o' roses,  
A pocket full of posies.  
A tishoo! A tishoo!  
We all fall down..*



### 4. Name game



Let's play a fun name game. This game is called "Hat go round"



**Do:** Children hold hands to sit in a circle.

Give a child the paper hat or real one and put it on his/her head.  
Say together: "..... has the hat. What do you think about that? Take it off and make it go round to ....."

The child with the hat says another child's name and passes the hat to this child.

Repeat until all children have worn the hat.

### 5. Day of the week and weather



Now it's time to check what day it is. This week, the XX family will help.





**Do:** Ask the selected family to go to the display where the days of the week are shown. Select the correct day of the week and stick on the chart. Encourage the child to say the sentence.

**Today is .....**

Then ask the family to go to the display of weather symbols and select the correct drawing. The child can then say the sentence.

**Today is .....**

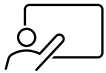
### Introduction and Recap

#### 3. Recap from last week



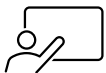
*In last week's play hub, we listened to Episode 2 about the meeting of the fish and the birds, and we played some games with our children. You received a parenting card with some information on how to make a big picture book and four games to play with your children. In pairs, or small groups of three or four, each parent tells:*

- *What new knowledge was learned*
- *What games they played with their children*
- *How their children responded*
- *Whether both mum and dad played the games*
- *Any difficulties that arose*



**Do:** Encourage several parents to share their reflections. Summarise key points. Encourage parents to continue practicing the activities on the parenting card as it will continue to be a useful resource for them.

#### 4. Introduce the story with picture cards



**Do:** Take out the Big Book – The meeting of the Fish and the Birds – Episode 3. Ask parents and children to sit in a big circle so they can see the Big Book. Begin by showing the front cover.



*Today we are going to read a book together. Can anyone tell me what they can see in the picture?*



**Do:** Encourage children to raise their hands and say what they see in the picture. Congratulate children on their answers.



*This story is called The meeting of the Fish and the Birds – Episode 3. What do you think this story will be about?*



**Do:** Read each page slowly with expression. Ask what do they see in the picture? Ask these questions during the reading.

- a. What can you see in this picture? What do you think the story is about?
- b. Why did the big fish head toward the deep?
- c. How did the birds figure out the fishes' battle plan?
- d. How did the birds attack the fish?
- e. Why were the fish upset with their leader, Tiftifi?



**Do:** At the end of the story, and after asking whether the children liked the story say:  
"Today we learned about leadership and what happens sometimes when leaders are scared and forget to protect their people. The fish felt very confident, yet their leader become scared and soon the birds started to show their power. We learned that success will come if you try hard and do not give up. Traditional stories like this have important messages for us."

## Play Activity with the parenting cards

### 1. Orientation



**Do:** Distribute the parenting cards, one per family.



*This is the parenting card for this week. At each play hub session, you will receive a parenting card, full of wonderful tips and games to play with your children at home. Let's review the parenting card now.*



**Do:** Go through the parenting card – discussing how they can make a Big Book on their own using the instructions on the parenting card and then the four games which are shown.

### 2. Practice



*Now it's time to practice one of these games with your child. Let's practice 'Alphabet sauce', first.*



**Do:** Distribute bowls for each family and some paper and pencils. Distribute alphabet cards to each family. Allow a few minutes for parents and children to play the game together.

## Free Play session

### 1. Orientation



**Do:** This session is an important one in play hub. This is a time when children play without an adult. Go through the simple rules with parents.

Three or four corners should be set up - these might be 'blocks', 'puzzles and games', 'drama', 'sand and water', reading, writing etc. Ideally change each week.

Ask children to say some of the corner play rules.

- Choose where I want to play
- Check to see if there is space
- No more than 5 children at the one space
- Stay if I like OR change
- Help tidy before moving to another space
- Tell facilitator where you want to go
- Make friends and play together

Observe children as they play; assist if child needs material; redirect any potential misbehaviour before it occurs; ensure that children follow rules

Warmly interact with children if appropriate asking them to tell you about their (drawing, block building, etc.) Asking questions to provoke thinking.

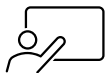
Use soft musical sound such as drum beat to announce clean-up time last 10 minutes

## 2. Free play – parent observation and assistance



*Children will have 10 mins of free play. Let's observe and assist when needed.*

## 3. Debrief



**Do:** After 10 mins of observing their children in free play, ask parents to help their children pack up and then come together in one big circle for group discussion.

Ask the dads, what they observed in their children. Then ask the mums. As parents offer their observations, provide feedback on the different child development domains that are being developed through free play.



*Think about the discussion we just had. We can learn a lot from our children. Observing them when they play, can help us identify what they like to do and how to encourage them.*

## Goodbye session

### 1. Review of session



*Now it's time to review what we have learned in today's session. In pairs, describe what you learned in today's session and how you will use the knowledge.*



**Do:** Walk around the room and listen to various ideas. Summarise in one sentence or a few statements the main idea behind the purpose of the session and ask the group for agreement.

### 2. Children and parents tidy up



**Do:** Ask parents and children to help pack up the play area.

### 3. Happy action song



Let's end our play hub session with a happy action song. This one is called 'If you are happy and you know it'.

#### **God's Family**

*We are one big happy family  
God's family, God's family  
We are one big happy family  
God's family are we  
He is my brother, she is my sisters  
Our father in heaven who loves you and me*



### 4. Key messages for mothers and fathers



**Do:** Go through the key messages from the session outline.



We hope before the next play hub, that you try all the games on the parenting card and talk with your family members about the things you can do to help your child/children develop their language, cognitive, physical, social and emotional and spiritual skills. At next week's play hub, everyone will share the new thing they did and how their child responded. Does everyone understand and agree to do that?

### 5. Details for next play hub



**Do:** Provide details about next weeks' session, including location, date and time.

### 6. Going home prayer



Let's pray. Heavenly Father, Thank you for blessing our play hub session today. Under your guidance and wisdom, we have engaged in discussion and learned new things to do with our children. In Jesus name, Amen.

## Session # 8

**Topic: The meeting of the fish and the birds – Episode 4**

**Theme: When we are united we are powerful**

### Learning objective:

- Parents can support their children in free play
- Parents can discuss the morale of the story drawing on traditional beliefs and customs
- Parents can help stimulate their child's spiritual and cultural development through talking with their child about the negative consequences of greed.

### Key Messages:

- Our connections to other islands in the Pacific are strong. This is one.
- Story time at home helps develop children's listening and comprehension skills.

### Materials:


- Weather chart and days of the week chart
- Flipchart and crayons/pencils
- Agenda on flipchart
- A home-made/cardboard dog bone for the action song
- Big book – The meeting of the fish and the birds – Episode 4 (directions on the parenting card)
- Materials for the four games which are shown on the parenting card.
- Materials for free play session

Time	Activity	Details
	<b>Set up</b>	<ul style="list-style-type: none"><li>• Transport learning materials from storage areas/boxes and display in corners.</li><li>• Children and volunteer parents help.</li><li>• Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision.</li></ul>
00.00	<b>Welcome meeting</b>	<ol style="list-style-type: none"><li>1. Greetings &amp; register</li><li>2. Prayer or meditation</li><li>3. Happy action song</li><li>4. Register and name game</li><li>5. Day, date and weather</li></ol>
00.15	<b>Story time</b>	<ol style="list-style-type: none"><li>1. Recap from last week</li><li>2. Introduce the story with picture cards</li><li>3. Listen to the story</li><li>4. Questions about the story</li></ol>
00.45	<b>Play activity</b>	Options from the parenting card <ol style="list-style-type: none"><li>1. Emergent literacy activity</li><li>2. Emergent numeracy activity</li><li>3. Motor development</li><li>4. Social-emotional development</li></ol>
01.15	<b>Free play</b>	<ol style="list-style-type: none"><li>1. Blocks and building</li><li>2. Water and sand</li><li>3. Dress ups</li></ol>
01.30 – 01.45	<b>Goodbye meeting</b>	<ol style="list-style-type: none"><li>1. Review of session</li><li>2. Children and parents tidy up</li><li>3. Happy action song</li><li>4. Key messages for mothers and fathers</li></ol>


		5. Details for next play hub 6. Going home prayer
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**Welcome meeting**


**1. Greetings**

 Good morning/afternoon. Welcome to the eighth play hub session. For those that are new to play hub, my name is: ..... and I will be your play hub facilitator. This is: ..... They will help me with the play hub sessions.

**2. Prayer or meditation**



 This week, who would like to say the opening prayer?

**3. Happy action song**


 Let's begin with a happy action song. This one is called 'Doggy, doggy, whose got the bone?'. It is a fun game about a dog that lost his bone. You might know this game. Let's help our children play this game.

**Doggy Doggy, whose got your bone?**

**A child plays the part of the dog.**  
**They sit on the floor with their back to the group. They cover their eyes with their hands. They keep their eyes shut.**  
**A cardboard dog bone is put behind them.**  
**While the dog is turned around another child is chosen by the facilitator to sneak up and steal the bone and hide it behind them.**  
**Then everyone sings: "Doggy, Doggy, whose got your bone? Someone's stole it from your home. Doggy Doggy, whose got your bone?"**  
**The dog turns around and without moving has three guesses of children who took the bone.**  
**If the dog guesses right, then he stays being the dog. If he guessed wrong than the person who had the bone got a turn as the dog.**

**4. Name game**


 Let's play a fun name game. This game is called "Name Ball"



**Do:** Children hold hands to stand in a circle.

Have the children stand in a circle around you. Call out a child's name. Throw the ball gently to the child whose name you called out. The child who you named comes into the centre. They then call out a child's name and throw the ball to this child. Continue playing until all the children have been in the middle.

**5. Day of the week and weather**

 Now it's time to check what day it is. This week, the XX family will help.



**Do:** Ask the selected family to go to the display where the days of the week are shown. Select the correct day of the week and stick on the chart. Encourage the child to say the sentence.

**Today is .....**

Then ask the family to go to the display of weather symbols and select the correct drawing. The child can then say the sentence.

**Today is .....**

### Introduction and Recap

#### 1. Recap from last week



*In last week's play hub, we listened to the third episode of the Meeting of the Fish and the Birds, and we played some games with our children. You received a parenting card with some information on how to make a big picture book and four games to play with your children. In pairs, or small groups of three or four, each parent tells:*

- *What new knowledge was learned*
- *What games they played with their children*
- *How their children responded*
- *Whether both mum and dad played the games*
- *Any difficulties that arose*



**Do:** Encourage several parents to share their reflections. Summarise key points. Encourage parents to continue practicing the activities on the parenting card as it will continue to be a useful resource for them.

#### 2. Introduce the story with picture cards



**Do:** Take out the Big Book – The meeting of the fish and the birds – Episode 4. Ask parents and children to sit in a big circle so they can see the Big Book. Begin by showing the front cover.



*Today we are going to read a book together. Can anyone tell me what they can see in the picture?*



**Do:** Encourage children to raise their hands and say what they see in the picture. Congratulate children on their answers.



*This story is called The meeting of the fish and the birds – Episode 4. What do you think this story will be about? How do you think this story will end?*



**Do:** Read each page slowly with expression. Ask what do they see in the picture? Ask these questions during the reading.

- a. What can you see in this picture? What do you think the story is about?
- b. What were the Tifitifi doing during the battle?
- c. Who are the Igaga?
- d. How did they become strong?
- e. What did the birds do at the end of the day?
- f. What is the key message in the story?



**Do:** At the end of the story, and after asking whether the children liked the story say: “Power is not in the individual – but in the community. When our community is united, we can do great things.”

## Play Activity with the parenting cards

### 1. Orientation



**Do:** Distribute the parenting cards, one per family.



*This is the parenting card for this week. At each play hub session, you will receive a parenting card, full of wonderful tips and games to play with your children at home. Let’s review the parenting card now.*



**Do:** Go through the parenting card – discussing how they can make a Big Book on their own using the instructions on the parenting card and then the four games which are shown.

### 2. Practice



*Now it’s time to practice one of these games with your child. Let’s practice ‘Alphabet sauce’, first.*



**Do:** Distribute bowls for each family and some paper and pencils. Distribute alphabet cards to each family. Allow a few minutes for parents and children to play the game together.

## Free Play session

### 1. Orientation



**Do:** This session is an important one in play hub. This is a time when children play without an adult. Go through the simple rules with parents.



Three or four corners should be set up - these might be 'blocks', 'puzzles and games', 'drama', 'sand and water', reading, writing etc. Ideally change each week.

Ask children to say some of the corner play rules.

- Choose where I want to play
- Check to see if there is space
- No more than 5 children at the one space
- Stay if I like OR change
- Help tidy before moving to another space
- Tell facilitator where you want to go
- Make friends and play together

Observe children as they play; assist if child needs material; redirect any potential misbehaviour before it occurs; ensure that children follow rules

Warmly interact with children if appropriate asking them to tell you about their (drawing, block building, etc.) Asking questions to provoke thinking.

Use soft musical sound such as drum beat to announce clean-up time last 10 minutes

## 2. Free play – parent observation and assistance



*Children will have 10 mins of free play. Let's observe and assist when needed.*

## 3. Debrief



**Do:** After 10 mins of observing their children in free play, ask parents to help their children pack up and then come together in one big circle for group discussion.

Ask the dads, what they observed in their children. Then ask the mums. As parents offer their observations, provide feedback on the different child development domains that are being developed through free play.



*Think about the discussion we just had. We can learn a lot from our children. Observing them when they play, can help us identify what they like to do and how to encourage them.*

## Goodbye session

### 1. Review of session



*Now it's time to review what we have learned in today's session. In pairs, describe what you learned in today's session and how you will use the knowledge.*



**Do:** Walk around the room and listen to various ideas. Summarise in one sentence or a few statements the main idea behind the purpose of the session and ask the group for agreement.

### 2. Children and parents tidy up



**Do:** Ask parents and children to help pack up the play area.

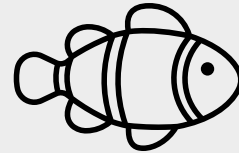
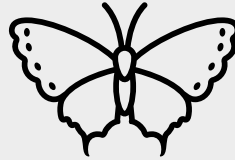
### 3. Happy action song



Let's end our play hub session with a happy action song. This one is called 'God made the butterfly'.

#### **God made the butterfly**

**God made the butterfly  
God made the butterfly, fly fly, fly  
Fly, fly fly, fly  
God made the butterfly fly,  
And he made them fly fly fly  
God made the fish to swim,  
Swim swim swim, swim swim swim  
God made the fish to swim  
And he made them swim, swim, swim  
God made the frog to jump  
Jump, jump, jump, jump, jump jump  
God made the frog to jump  
And he made them jump jump jump**



### 4. Key messages for mothers and fathers



**Do:** Go through the key messages from the session outline.



We hope before the next play hub, that you try all the games on the parenting card and talk with your family members about the things you can do to help your child/children develop their language, cognitive, physical, social and emotional and spiritual skills. At next week's play hub, everyone will share the new thing they did and how their child responded. Does everyone understand and agree to do that?

### 5. Details for next play hub



**Do:** Provide details about next weeks' session, including location, date and time.

### 6. Going home prayer



Let's pray. Heavenly Father, Thank you for blessing our play hub session today. Under your guidance and wisdom, we have engaged in discussion and learned new things to do with our children. In Jesus name, Amen.