



Supporta Teknika para sa Pag-ugmad sa Pamilya  
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# PLAYGROUP COMPILATION

STePS, Cebu  
Inter Aide June 2010

## TABLE OF CONTENTS

<b>PROJECT DESCRIPTION</b> .....	3
DEFINITION:.....	6
OBJECTIVES: .....	9
METHODOLOGY .....	10
PLAYGROUP PROCESS .....	15
FLOW OF PLAYGROUP SESSIONS: .....	18
TASKS AND FUNCTIONS OF THE EARLY CHILDHOOD DEVELOPMENT SPECIALIST IN ASSISTING THE PARENT-FACILITATORS IN PLAYGROUP .....	21
MONITORING AND EVALUATION .....	22
KINDS OF PINOY GAMES PLAYED IN THE PLAYGROUP .....	24
CONCLUSION: .....	26
ANNEXES .....	27
Annex 1: .....	28
Evaluation Tools in PLAYGROUP .....	28
Annex 2: .....	30
Pre & Post Test Interview .....	30
ACKNOWLEDGEMENT .....	33

NGO:	Non Government Organizations
GO:	Government Organizations
FDP :	Family Development Program
FDP families:	Very poor families who benefit from regular home-based follow-up.
FDW:	Family Development Worker
SW :	Registered Social Worker
ECD:	Early Childhood Development
HV:	Home visit
CW:	Creative Workshop
IA:	Inter Aide
SACMI:	Share A Child Movement Inc.
FORGE:	Fellowship for Organizing Endeavours, Inc
VINE:	Venue for Initiative and Genuine Development Foundation, Inc.
SAMA:	Stop Abuse Minors Association, Inc
STePs:	Suporta TEknika para sa Pag-umad sa Pamilya, Inc.

## PROJECT DESCRIPTION

**TITLE** : PLAYGROUP COMPILATION

**GENERAL OBJECTIVE** :

Playgroup is one of the services rendered by the Family Development Program<sup>1</sup> as it was implemented from 2007 to 2010 by SACMI, FORGE, VINE, SAMA, with the technical support of STePs and in partnership with Inter Aide<sup>2</sup>.

It is designed to help children and parents promote harmonious relationship with the aid of play. This compilation reviews the highlights of PLAYGROUP, its relevance, outputs and guidelines in partaking play in our daily living.

### SUMMARY

*The playgroups concept and framework was designed with the Cebu partner NGOs in 2007 within the Cebu Family Development Program,; the playgroup activity module was finalized and the activity implementation started in 2008.*

Playgroup is a Family Development Program activity that is designed to provide opportunities for the children aged 3 to 7 to play, as it is essential for their holistic development, through the collaborative effort and support of the parents and FDWs.

The main objectives of Playgroup are:

#### For Children:

- to enhance their holistic development;
- to develop their full potential;

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<sup>1</sup> The Family Development Program (FDP) methodology is described in the Family Development Approach Documentation Set, available upon request and on line at

[http://www.interaide.org/pratiques/pages/urbain/social/Cebu\\_Family\\_Development\\_Approach\\_2009\\_updated-06-7-10.pdf](http://www.interaide.org/pratiques/pages/urbain/social/Cebu_Family_Development_Approach_2009_updated-06-7-10.pdf)

<sup>2</sup> <http://www.interaide.org>

- and to stimulate their socialization skills.

These objectives may contribute to the decrease of school drop-out rate.

For Parents:

- to acquire skills on child-rearing and child development;
- to foster their involvement in child development;
- to engage themselves in play activities in their community;
- and to understand the importance of play in the child's development.

These objectives are geared towards the parents' involvement in child development.

For the Community: to create dynamic groups of parents involved in developmental playing and responsible parenting.

The relevance of this activity was assessed by the teams in 2008, as it was not always clearly differentiated from « creative workshops ». The teams have decided to maintain this activity as they believe it is relevant, especially during school holidays. Discussions between field teams, STePS' team and Inter Aide clarified the objectives of this activity and the conditions of participation: children should come from FDP families; and all parents should act as facilitators in 2 sessions minimum (during a first session a parent acts as assistant facilitator, and at the next session, he/she acts as main facilitator, while a new parent acts as assistant facilitator).

**VINE : Labugon playgroup**



**Playgroup « culminating day »**



Playgroup is unique amongst the activities in the Family Development Program inasmuch as it is facilitated by parents in the community, with the supervision of the ECDs specialist. The venue, the age of the children, the planning of the parents, and most importantly the play the children wanted or the parents want for the children to play have to be taken into account. The prime objective of this activity is for the children to stimulate their socialization skills which later will lead them to develop their whole being holistically.

#### **BENEFICIARIES:**

- **Direct beneficiaries:**

Early Childhood (Care and) Development Specialists (ECCDs our ECDs)

- are the persons directly guiding the participants in reaching the objective of the activity, the ECD specialists are trained and more experienced in handling the Playgroup.

Parents Facilitators:

- are the parents who handle the playgroup , usually takes turn in each session; they are trained by the ECCDs in handling the playgroup, they also have a one on one planning prior the day of the implementation of each session.

- **Final beneficiaries:**

FDP families

- families enrolled in the Family Development Program with an identified issue on parent & child relationship. Among the families catered in this activity, some of them have completed the creative workshop however the issue was not solved or partially solved; therefore they were invited again in playgroup to supplement, and sustain the

relationship build and apply the learning gained in the creative workshop

- the final target participants are 3-7 years old children with the parents (involving fathers as much as possible).

## JUSTIFICATION

Play is viewed as a functional activity that contributes to growth and socialization. Play is thought to be motivated by children's interests in mastering challenging tasks, their natural curiosity to understand, and their desire to interact with others who share similar interests in play, all of which serve to support children's cognitive and social development. But this is sometimes taken as granted by parents, or they may not be aware that play is beneficial for their children. This is why the Cebu Family Development Program chose to implement such activity, to address the difficulties parents may face in handling their children. With this endeavor, parents and children are motivated to be socially aware to their environment, through interacting with other families in the community.

## DEFINITION:

Playgroup's target is toddlers and preschoolers (3 to 7), and their parents or carers. Playgroups are usually organized at community venues such as maternal and child health centres, kindergartens, halls, community centres, primary schools and aged care facilities. As younger children may attend (as parents cannot leave them alone at home) specific activities are also organized for them when needed (songs, fingerplay...). Older children often also come with their younger siblings, and spontaneously act as co-facilitators!

Playgroups are informal, low cost and run by the parents and caregivers in them.

Adults stay with their children at playgroup. This gives them the chance to meet other people going through similar experiences and ease the isolation that can come with caring for young children.

Children who participate in playgroup can make new friends, have new experiences, gain self-confidence and develop physically, socially, emotionally and intellectually.

During playgroups, toddlers practice using their hands and using their emerging language skills (through singing & finger play, story telling...). Preschool children practice social skills – an important preparation for kindergarten and school. All practice their psychomotor skills.

At playgroups, parents must take at least two turns to be facilitators, to organize the session, the games and play, while others are assistant-facilitators and observers. An observation is filled by the ECD specialists at the end of each playgroup sessions, to monitor the evolution of the parent(s)-child(ren) interaction. If children come without their parents, there is no need for the ECD to fill out the observation notes since we do not have any observable parent-child interactions. Parents have the flexibility to be with their child at playgroup (twice minimum out of the six sessions) and to have regular time out. Parents are responsible for the running of the playgroup and choose to employ play leaders taking turns.

A playgroup must:

- be organized by the parents
- meet for only a few hours a week
- always have some parents in attendance
- all parents must participate in at least 2 of the 6 sessions
- use games known by the community
- reduce the use of toys to make it possible to do in the area without the ECD and/or the FDP
- realistic in terms of the play, and toy materials
- be incorporated with the different age group

Play is an imaginative or as if thinking, a heuristic fiction that is responsible for hypothetical life and hence scientific life.

Play was reframed in the evolutionary theory as the preparatory activity of the young. In our present century it has been conceptualized variously as a form of mental health (Erickson), as a form of cognitive consolidation (Piaget), as a kind of exploratory learning (Berlyne), or as a learning of meta-communication (Bateson).

Play has generally included the following five criteria:

- Non-literality [i.e., using one thing to represent another],
- Intrinsic motivation [i.e., a child's interests and curiosity],
- Attention to means [i.e., focusing on "What can I do with it?"],
- Freedom from external rules, and
- Active engagement [i.e., full attention and participation].

### Functions of Play

There is a widespread belief among developmental psychologists and educators that play have the following functions:

1. Primary medium through which children develop cognitive skills, particularly those skills related to creativity or divergent thinking;
2. Develop creativity and imaginativeness;
3. Develop psychomotor skills involve in the play;
4. Enhance representational abilities in young children;
5. Enhance children's verbal facility;
6. Develop the ability to comprehend physical and social-role conservation;
7. Develop the children's social and emotional skills;
  - Development of social skills
  - problem solving skills
  - Development of altruism
  - Reduction of children's aggression and impulsive behavior



**OBJECTIVES:**

By implementing Playgroup in the community, parents and children are expected to:

**For children:**

- a. Enhance their holistic development;
- b. Develop their full potential;
- c. Stimulate their socialization skills.

**For parents:**

- a. Learn skills on child-rearing and child development;
- b. Get involved in child development;
- c. Engage themselves in play activities in their community;
- d. Understand the importance of play for child's development.
- e. Play with their children
- f. Spend time with their children

**For the community:**

- a. Create dynamic group of parents in developmental playing and responsible parenting.

## METHODOLOGY

### Facilitator

Playgroup is facilitated by the ECCD specialist and is co-facilitated by 3 – 4 volunteer parents for the whole batch from the FDP area. In case there is no parents volunteering for the playgroup, the activity is cancelled. The parents' commitment is highly needed for the success of this activity. The parents are trained to be Playgroup facilitators by the FDP-NGO with the assistance of the STePs' Technical staff. The training is a discussion about the backgrounds of playgroup, the characteristics of a parent facilitator, and how playgroup is conducted in the area.

*Note: ECCD specialist will be trained as Playgroup facilitator by the Technical staffs.*



*Parents' training in Umapad (VINE)*

### Role of ECCD specialist in Playgroup as Facilitator:

ECCD specialist acts as an observer and serves to guide the children and the volunteer parents through the process.

### ECCD specialist is participating in the activity with the following specific roles:

- introduce the activity during an orientation session
- guide the children in the activity
- guide the parents in co-facilitating the activity
- plan playgroup activities with the parents
- lead the briefing and debriefing sessions
- stimulate the child and parent's interest in playing
- observe child and parent's behavior
- conduct Family Home-Visits (him/her, or the FDW in charge of the family) in between the sessions as well as at the end of the batch (6 session-batches).



*Playgroup in Lawis, Alaska Mambaling (SACMI)*

### Role of Parents in Playgroup as Co-Facilitator:

Playgroup parents are guided in the activity with the following roles:

- prepare games & materials before the session
- organize children' activity and play during the session
- support the child in the playgroup activities
- stimulate the child's interest in playing

- observe child's behavior
- listen to the child's needs
- plan playgroup activities
- participate in briefing and debriefing

### **STePS Representative**

- process observer and debriefing in charge

### **Skills & Attitude required for ECD staff**

- ⇒ "Understanding of child's psychology" specifically be familiar with the stages of development of a child
- ⇒ Observation skills
- ⇒ Communication one-to-group / facilitation of group discussions
- ⇒ Non-judgmental attitude
- ⇒ Supportive attitude
- ⇒ Patience
- ⇒ Flexibility & Creativity

### **The ECD staff shall**

- have a professional relationship with the families
- be organized both for group sessions and home visits
- keep time and respect it, especially for sessions
- realize and give equal importance to all children and families
- avoid any teaching attitude
- duly record and document its work

## Participants

Playgroup is open to FDP [Family Development Program]. Usually, there are 8 to 12 children participants in a playgroup with ages ranging from 3 – 7 years old. This group of children is given the priority to be the main participants of playgroup since they are in their formative years in their lives. (Whereas the initial target for Creative Workshop<sup>3</sup> is 0 to 3, as these are crucial formative years).

The participants in the playgroup are those families with issues concerning in child's development, parent-child relationship. Most of the participants of Playgroup have completed already the creative workshop; however, the issues are still a concern and with such reason, they are invited to attend the playgroup to address the families' issues in parenting, relationship, and child's behavior.

It is highly recommended that Playgroup is exclusive only for the beneficiaries of the FDP, however, there are instances that there are NON-FDP families who are willing to join the activity. In this situation, they are discourage to join such but if the child insists, the parents are also invited to observed his/her child/ren upon joining the activity. Children alone are not allowed to join the playgroup without the presence of one of their parents.

## Venue

Venue is usually community-based. It can be an open or closed area depending on the kind of Playgroup's activities organized.

*Inside*



*or Outside*



*Playgroups in Lawis, Alaska Mambaling (SACMI)*

<sup>3</sup> See STePs' document « Creative Workshop Compilation »  
[http://www.interaide.org/pratiques/pages/urbain/petite\\_enfance/Cebu\\_Creative\\_Workshops\\_compilation\\_june\\_2010.pdf](http://www.interaide.org/pratiques/pages/urbain/petite_enfance/Cebu_Creative_Workshops_compilation_june_2010.pdf)

### **Time Frame**

Playgroup is conducted every other week for three months with a total of six sessions. Each session will generally last to 1 - 2 hours depending on the difficulty of the activities.

Before the session starts, the target participants are invited for the orientation of playgroup, and eventually after the orientation, parents are invited again for the parents' training session, this session is intended for all the parents who will be facilitating the sessions of the whole batch.

## PLAYGROUP PROCESS

1. **Initial Visit.** Families will be visited and given an overview about playgroup and invited to an orientation of the said activity.
2. **Orientation.** It consists of two parts.
  - a. **Part 1.** It includes a brief introduction of the organization and program providing services to the area and the Playgroup objectives, participants, duration of the activity, rules and regulation, and process.
  - b. **Part 2.** A pulong on child development and play. In this part, parents are trained on how to facilitate playgroup, this is the time where they are identified as parents facilitators. In this part also, parents are given inputs about the characteristics of a good facilitator, tips how to deal with children especially in motivating them to interact with others.
3. **Pre-test.** Prior to the first session, the Playgroup families will be given a Pretest. The Pretest is an interview-type test using a standardized tool that determines the level or the type of relationship the parent and child have. The result will serve as the baseline data for the family.
4. **Playgroup Part I.** It consists of Sessions 1 – 3.
 

In case there are families, who are not consistent in terms of the attendance, they are informed by the FDW who is handling the particular family that they are no longer part of the activity because of the reason that they are inconsistent, but it is recommended for the FDW, to discuss with the family whether they are still interested with the activity.





*Playgroup in Lawis, Alaska  
Mambaling (SACMI)*



*Playgroup in Umapad (VINE)*



5. **Mid-test.** The FDWs conduct a test to the Playgroup families same as pretest. This test is intended to identify the points and aspects that being enhanced after attending three sessions.

6. **Playgroup Part II.** It consists of Session 4 – 6.



*Playgroup in Mahayahay, Carreta (SAMA)*

7. **Graduation.**

After completing the six session of the playgroup, culminating activity is held: it is the prerogative of the Partner NGOs on how they will go about it. The highlight of the culminating activity usually is the sharing of learning gained through the whole sessions, and giving of certificates (1 certificate for the whole family since the objective is to enhance parents & children relationship).





*Playgroup in Umapad (VINE)*

8. **Observations notes** – after each session the ECD in charge of the activity will observe and write the behaviors of the parent with the child, as well as his/her difficulties, as well as the parent-child interaction (thus there are three levels of observation: the parent's behavior, the child's behavior, **and** the parent-child interaction). This observation form will enable the FDW to observe the improvement of the quality of the relationship all along the six sessions.

*(Note: Sample copy of Observation notes is available in the annex part of this compilation.)*

9. **Post Test.** This is done after completing the six sessions in Playgroup. The same test in pre-test and mid-test will be administered. The result will be the basis for the assessment of the impact of Playgroup to the children and to their families.

10. **Home-visits (HV):** In addition to group sessions, the families are followed up at home, during on-going HV to tackle individual objectives. That's the reason why HV are important and should be conducted in-between the sessions as well as after culminating: to ensure the progresses and sustainability of the family. It's important to ensure some HV (at least 2 or 3) after the completion to check the sustainability of the inputs.

***Note:** No evaluation for parent-volunteer facilitator. Only observation notes on their behavior and facilitating style are required. Note taking on the Parent-volunteer facilitator will be part of the ECD specialist's tasks in playgroup.*

**FLOW OF PLAYGROUP SESSIONS:****1. Introduction [5 minutes]**

The facilitators introduce Playgroup and welcome the participants. An ice breaker or energizer activity is appropriate to set up the participants' attention and mind on the Playgroup.

**2. Objectives [5 minutes]**

The facilitators introduce the objectives in a creative manner since the participants are children with their parents. This is a way for the participants to be guided in the activity. As practice, the methodology of the facilitator is the Q and A or the question and answer.

Example of questions:

- Why we are here?
- Why do we play?
- What are our objectives why we are having playgroup?

**3. Playgroup Activity**

The parent-facilitator & parent co-facilitator present the activity with the help of the ECD-specialist if needed.

Facilitating team can introduced different activities at the same time depending on the number of age group levels identified among the participants.

**a. Introduction of the Activity [5 minutes]**

The parent-facilitator introduces the following:

- **Title of the activity**
- **Materials**
- **Procedures**
- **Duration**

**b. Activity Proper [1 hour]**

Both parent-facilitator and co-facilitator guide the participants in doing the activity, with the ECD-specialist's help if needed. If multi-age groups are identified, be sure to have at least one facilitating staff in each group.

c. **Presentation – optional** [10 minutes]

This is required if the activity provides an output that each participant presents to the group.

d. **Processing** [5 minutes]

In this part the facilitators make the participants talk about the activity they just had, and what they learned from the activity.

Example questions for the processing:

- a. What was the activity that we had?
- b. What was the best part in the activity?
- c. Do you have difficulties in the activities? How did you go about it?
- d. Have you learned something about that activity?
- e. As a whole, how do you feel?

e. **Closing** [5 minutes]

A closing activity is needed and schedule on the next playgroup activity will be announced.

***Note:** The facilitator must congratulate and recognize the participants for their performances and participation in the Playgroup activity.*

f. **Parting Time** [2 minutes]

The participants leave the Playgroup venue with their parents and guardians.

4. **Debriefing** [13 minutes]

This is done after the Playgroup activity. This is a separate session together with the ECD specialist, the parent-facilitator, and the parent-co-facilitator. The ECD specialist should give inputs regarding children's needs and developmental milestone, the reason why the proposed activity is useful in terms of children's development. While the parents and the ECD are still having the debriefing, their

children are given activity that will made them busy while waiting for their parents to be done.

Inputting in the debriefing is on a case to case basis, it depends on what has transpired in the actual session.

5. **Preparation on the next Playgroup Activity** [10 minutes]

The ECD and the next facilitators of the next session agree on what time, date of their parent planning.



*Playgroup in Subangdaku (SACMI)*

## TASKS AND FUNCTIONS OF THE EARLY CHILDHOOD DEVELOPMENT SPECIALIST IN ASSISTING THE PARENT-FACILITATORS IN PLAYGROUP

The following are the tasks and functions of the Early Childhood Development specialist (ECD):

### A. During Planning:

The ECD must observe the following:

- Let the parents recall and refresh the Playgroup's objectives.
- Ask them if how they can possibly realized the identified objectives in a particular session.
- Ask the parents about the possible activities to be conducted in the Playgroup.

The ECD must prepare and reserve some Playgroup activities, in case the Parent-Facilitators have difficulties in drawing out possible Playgroup activities.

***Note:** Make sure the activities they presented would cater the interest of the participants whose ages range from 3 to 7 years old.*

- Ask the parents to discuss the processes and procedures of the Playgroup activities they presented.
- Ask the parents how they can possibly assist the children in initiating the activities.

***Note:** Encourage tasking*

- Ask them on the benefits the children can get from the activities presented.

### B. During Briefing:

The ECD must observe the following:

- Prepare the parents-facilitators mentally and emotionally to the Playgroup facilitation, e.g. *kumustahay* ("how are you") activity, singing songs, encouraging statements, etc.
- Establish a conducive and comfortable environment for the Parent-Facilitators. Make them feel at ease and confident in facilitating the activity.

- Make a “refreshing” activity – usually an informal discussion, on the agreed points during the planning which includes the tasking, activities, roles and rules to be observed.

### C. During Playgroup Proper:

The ECD must:

- Observe the parents how they carry out their roles and facilitate the activities
- Guide and lead them in achieving their identified objectives.
- Let them feel your support by regular checking on their difficulties and giving appropriate encouragement and positive reinforcement [e. g. praise].

### D. During Debriefing:

The ECD must:

- Make a “*kumustahay* activity” (“how are you” ...)
- Make the participants express their learning and the positive points they have observed in the activity and with the children. Discuss the milestone or give supporting inputs related to their observations in the activity and in the children.
- Draw out their difficulties and the corresponding possible reasons, and ask them for recommendations.
- Do the Planning Activity.

## MONITORING AND EVALUATION

*Key points to observe during the workshop session:*

*Note: See observations tools, pre and post test in annex*

- How do the parents make the children participate
- Do they help or do instead when the child is facing difficulties to do the activity?
- Are they interested in the child’s action
- How do they handle the child’s behavior
- How do they look, touch, talk to the child

- Do the parents enjoy the activity with their children?
- The link / interaction between the parent and the child (close, affection ...)

#### *Home visits in-between sessions:*

The home visits in-between sessions are an integral part of the playgroup. They provide the occasion to discuss with the parents about the ECD-S' observations during the sessions; during the visit the ECD-S also inputs the family concerning possible difficulties observed during the session, particularly on child rearing, parenting. The objective of the visit is to see to it that the discussion or inputting during the processing of the sessions is somehow applied little by little. The visit allows the ECD-S to estimate the effect of the playgroup on the evolution of the parent-child relationship.

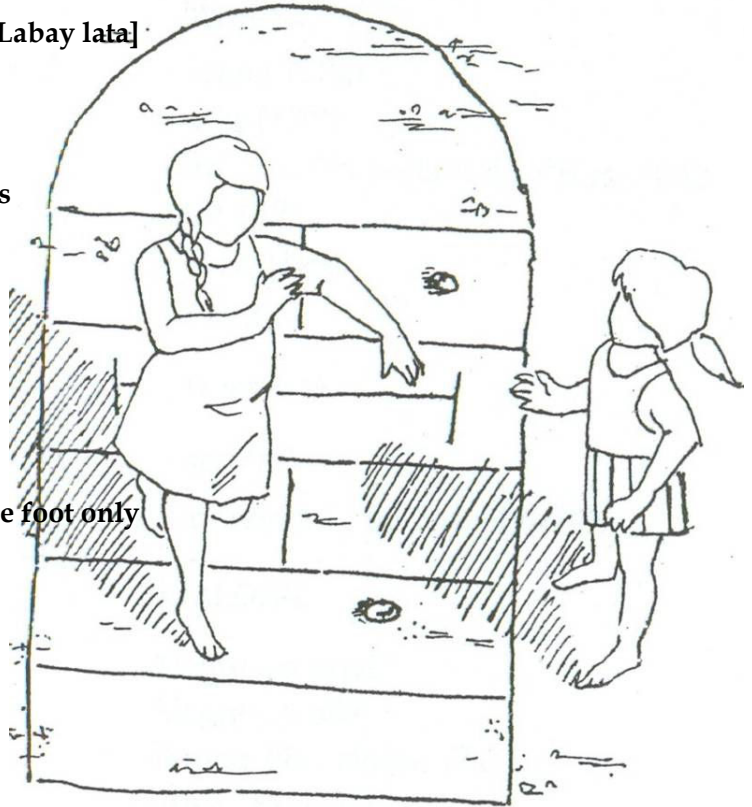
#### *Pre and Post-test*

ECD-S gathers data from the parents about their concept of creativity and play using the Pre-test Questionnaire in Playgroup. It's a specific home visit is conducted before the first session to fill up the pre-test form to determine the level or the type of relationship the parent and child have. The result will serve as the baseline data for the family.

After completing the six sessions, another home visit is conducted, Post-test interview is done after a week; the questionnaire used in the post test is the same as the pretest. This tool assesses the improvements of the concepts on creativity and play as well as the parent and child relationship.

## KINDS OF PINOY GAMES PLAYED IN THE PLAYGROUP

- It-Bulaga/Peek-a-Boo
- Hide and seek
  1. Using wall as base
  2. Using tin can as base [Labay lata]
- Name game
- Object Guessing Game
- Matching Colors and Shapes
- Races
  1. Running
    - Forward
    - Backward
    - Sideward
    - Running with one foot only
  2. Sack race
  3. Eating
  4. Paper boat race
  5. Paper plane race
  6. Paper frog race
  7. Climbing
  8. Slipper race
- Piko
  1. Using tingga or tin
  2. Using rubber bands
- Patintero
- Playing House
- Dramatic Games
- Open the Basket
- Dropping the handkerchief
- Holen
- Step





- Kite flying
- Spider Racing
- Sungka
- Tumbang priso
- Bahay Bahayan
- Ig-anay ug Tunga
- Litik using rubber bands
- Syomoy
- Dampa
- Basketball
- Tari ug gabi
- Shatong
- Chinese garter
- Bagol
- Sipa tsinilas
- Pog
- Sisira ang bulaklak
- Dog and the cat
- Bandahanay ug tansan
- Kasing
- Luksong tinik
- Dakupay
- Passing of balls
- Follow me [Suon-suonay]
- Jumping Rope
  1. By group
  2. Single
- Taguay ug tukog
- Tug of war
- Catch the tail
- Give me something

**CONCLUSION:**

Through play children are entitled to express, perform, share and relate to others. This is the primary medium through which children develop cognitive skills, particularly the skills related to creativity or divergent thinking, imaginativeness. Playgroups in the squatters' areas give children the opportunity to perform tasks according to their capacity. It helps parents realize that play is important for their children and that they can contribute to their children's well-being, and to the whole community, by organizing games for their children.

In the context of the Family Development Program, play is an intermediary activity between the parents and children that results in enhancing their relationship. It is another way of capacitating parents in handling their children and as a whole in the community.

With the playgroup, parents are encouraged and given inputs about appropriate child rearing practices; they become involved in child development through play which is a testimony that playgroups really penetrates not just in the minds of the families but also they instill the value of play for their children in their hearts.

Playgroup is unique among the activities of the Family Development Program, in the sense that parents are involved in conducting the activity. Playgroups, as a complement to Creative Workshops, makes a great contribution in addressing family relationship issues.

# ANNEXES

Annex 1:

# **Evaluation Tools in PLAYGROUP**

PLAYGROUP  
Notes and Observations

IIPRAN Program - ECD

Batch #: Session #: Date:  
Activity:

Name of Parent – Facilitator/s (indicate role):

Name of the child (indicate name, age and gender of child):

I. PARENT - FACILITATOR

Attendance

- ☐ Came to the group after invitation by FW ☐ Came to the group on her/his own and on time  
☐ Came to the group after constant motivation by FW / was reluctant to come

Participation level (can be during the parent training, the preparation of the activity, during the debriefing ...)

- ☐ Passive ☐ Attentive in discussions  
☐ Participates only when invited to ☐ Initiative to share opinion / experiences and/or ask questions  
☐ Boisterous

Attitude towards the activity

- ☐ Passive only observing ☐ Uninterested  
☐ Encourages / motivates the child ☐ Follows other parent-facilitators (no self-opinion)  
☐ Proposes games and gives ideas for the activity ☐ Intervenes during the activity (to give instructions ...)  
☐ Interactively plays with the child ☐ Plays but constantly guiding the activity, giving rules  
☐ Does not participate at all ☐ Plays but not with children

Is the Parent – Facilitator (towards the child):

- ☐ Relaxed ☐ Rough  
☐ Open ☐ Anxious / worried / nervous- stressed  
☐ Tender / loving ☐ Does not set limits  
☐ Shows attention ☐ Strict / rigid  
☐ Able to calm down / control the child ☐ Authoritarian  
☐ Careless / tendency to neglect ☐ Inconsistent / incoherent attitude  
☐ Other "striking" behaviors

II. CHILD

A. Attitude of the child towards his/her parent:

- ☐ Is able to play alone (secure) ☐ Can't accept separation  
☐ Cries; worries when his parent leaves him ☐ Seeks attention  
☐ Shy, but able to play / perform the activity ☐ Other "striking" behaviors  
☐ Unable to play

B. During the activity:

- ☐ Open / active ☐ Shy / withdrawn  
☐ Calm ☐ Passive  
☐ Happy ☐ Hesitant  
☐ Excited ☐ Resistant to play  
☐ Anxious ☐ Sad  
☐ Curious ☐ Aggressive  
☐ Able to play with peers ☐ Turbulent / unruly  
☐ Unable to play with peers ☐ Other "striking" behaviors  
☐ Is comfortable to play in autonomy / experiment

III. FACILITATOR'S OTHER OBSERVATIONS

Was the behavior parent / child adjusted / adapted to children's attitude & to circumstances and or not?

- ☐ Yes ☐ No

If No, is there any explanation to understand the difference in terms of behaviors or reactions?

- ☐ Yes ☐ No

The Parent – Child interaction seems to be:

- ☐ Harmonious ☐ Not harmonious

Other observation(s)

IV. ACTIVITY

Difficulties (Preparation, Activity Proper, Debriefing):

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Recommendation/s for next home visit(s)

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Annex 2:

# **Pre & Post Test Interview**

Family Development Program  
Metro Cebu

Name of Child		Age	
Parents' Name			
Father		Age	
Mother		Age	

Children:

- How often does your child play?  
.....  
.....  
.....
- Where does your child usually play?  
.....  
.....  
.....
- Who are the usual playmates of your child?  
.....  
.....  
.....
- How old are the playmates of your child?  
.....  
.....  
.....
- What are the usual kinds of play your child does? (What are the reasons why these are the kinds of play he/she is interested in doing?)  
.....  
.....  
.....
- Does your child interact with others when he/she plays?  

☐ Yes
 ☐ No

 If yes, in what way?  
 .....  
 .....  
 .....
- Does your child need assistance from adults when he/she plays?  

☐ Yes
 ☐ No

 If yes, in what way? (If no, why do you think this is so?)  
 .....  
 .....  
 .....
- Does your child have any difficulties in playing? ☐ Yes ☐ No  
 If yes, what are these difficulties?  
 .....  
 .....  
 .....

Parents:

1. In your opinion, what is play?  
.....  
.....  
.....
2. In your opinion, what is the importance of play for a child?  
.....  
.....  
.....
3. What is the role of the parents in a child's play?  
.....  
.....  
.....
4. What kinds of play do you teach your child?  
.....  
.....  
.....
5. Do you have any difficulties in helping your child learn new kinds of play?  

☐ Yes

Why is this so?  
.....  
.....  
.....

☐ No

Other observations:

.....  
.....  
.....  
.....  
.....

Interviewer:

\_\_\_\_\_  
Name of FDW



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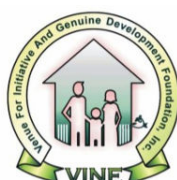
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**made this compilation exemplary, Thank You for sharing your experiences.**



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