



Supporta Teknika para sa Pag-ugmad sa Pamilya
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PARENT-CHILD CREATIVE WORKSHOP COMPILATION



STePS Cebu

Inter Aide June 2010

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Table of abbreviations

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.
EnFaNCE:	Encourage Families in Need and Care for Education, Inc.
DSWD :	Department of Social Welfare and Development
DSWS :	Department of Social Welfare and Services

PROJECT DESCRIPTION

TITLE : CREATIVE WORKSHOP COMPILATION

GENERAL OBJECTIVE :

Relationship building for parents and children performs vital role among the smallest unit of the society. In this creative workshop compilation, this showcases what transpires the intervention of the FDP particularly in the parent-child relationship. Through this compilation, we are giving the reader a glimpse of what Creative Workshop is all about, its objectives and its impact on the lives of the families involved in the Family Development program as it was implemented from 2007 to 2010¹ by SACMI, FORGE, VINE, SAMA, with the technical support of STePs and in partnership with Inter Aide².

SUMMARY

The Creative Workshop is a parent and child centered activity focusing on the importance of play, as play provides children with the opportunity to actively explore, manipulate, and interact with their environment. Creative Workshop is not an Education program

The Creative Workshop aims at strengthening parents/children relationship to ensure the children a proper overall development despite the difficult conditions the families are facing daily in the slums. Parents need to make conscious efforts to build up relationship with their children.

¹ 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

² <http://www.interaide.org>

Beneficiaries of the Creative Workshop

- **Direct beneficiaries:** Family Development Workers (FDWs) & Early Childhood Care and Development

- the FDWs are the Family Development Program (FDP) staff; they follow-up families through home visits; they are able to identify families who may benefit from the Creative Workshops. The Early Childhood Development (ECDs) specialists are FDP staff who are trained and more experienced in handling the CWS. ECD and ECCD is the same? Then only use one name otherwise it becomes unclear.

- **Final beneficiaries:** Family Development Program's beneficiaries ("FDP families")

- the target participants of this activity are the families who are followed-up in the Family Development program and who have issues and concerns in terms of parent-child relationship (they may have difficulties in understanding their children's behaviors; or parents who have no time for their children; it can also be families with neglect or abuse issues...).

- the final target participants are 0-6years old children with their parents (involving fathers as much as possible).

Justification

Even with the rapid urbanization and migration of people from the province to the major cities, the importance of family relation that extends to his or her kin is very much evident. Marginalized people who live into the slum areas of urbanized city such as Metro Cebu that can be considered “poorest among the poor” try to maintain a good relationship with each member of their family. However, factors like both parents working, lack of education, stress, very large families, no proper child care, poor living conditions and other detrimental factors might negatively affected the husband-wife, and/or parent-child relationship. With the harsh living conditions of these families, they sometimes may adopt behaviour of handling children or a parenting style that do not facilitate and or promote development of relationship as well as of the individual.

The furtherance of parent and child relationship geared the program to start a centre-based activity, which is the creative workshop. The primary target is the parents with their children to enhance promote and develop relationship. In this workshop, the parent and the child relationship is strengthen by expressing their emotion together, through developmentally appropriate activities such as arts and crafts, games, and other activities in the daily life.

Definition:

Creative Workshop is a developmentally appropriate activity that provides an opportunity for both parents and children to interact, to express emotions and unspoken conflicts, necessary for the enhancement of self and of their relationship.

The CW is a parent and child activity

Both parents are invited to attend the CW with one or 2 children, aged from 0 to 6 years in order to enhance, promote and develop their relationship. Families within the Family Development Program are targeted in priority – especially if the FDW observed developmental delay, behavioral disorder, neglect, or lack of interaction between child and parent. As the CW serves the relation more than the individuals, children without parents can not attend the activity.

The CW is based on sensory stimulation activities and uses some art therapy techniques.

It encourages the participants to express and understand emotions, thoughts and feelings through artistic expression and the creative process. The art therapy process can benefit to the participants in terms of self-discovery, personal fulfillment, self-confidence and empowerment. Art therapy can help people visually express emotions and fears that they cannot express through other means, and can help them regulate these feelings. It can also serves for relaxation and stress relief.

It is not an activity based on a pedagogical approach that aims at developing skills through a learning process. However, the Creative Workshop also participates in the skills development.

It is an activity between parents and children. It is their time to do things together or to play together. The emphasis is on the process involved in making the activity and NOT on the end-product. That's the reason why in the creative workshops as well as in all activities related to the development of parents and child relationships, the objective for the parent is to HELP his/her children to do something, to do WITH them and not to do FOR them.

It is also a support to the regular home based follow-up (and vice and versa: home visits in-between Creative Workshops sessions will strengthen the evolution of the parent-child relationship, so that the progress achieved may sustain after the activity is over).

It enables the Family Development Program team to see the families' interacting in another context and contribute to strengthening the relation between the FDW and the family, especially at the beginning of the home-based follow-up.

It can also be a way for the parents to discover the interest of their children, their abilities with different kinds of activities, to share a laugh together... A time offered to the parents to observe their children, and to help them to reach a common objective.

Objectives:

1. To strengthen the relationship between parents and child.
2. Provide parents with opportunity to spend quality time with their young children.
3. Help parents to deepen their understanding on how to use play to enhance their child's development, show them how to make low-cost play materials (recycled materials, cheap toys...). To improve parents-child relationships and to support parents in providing appropriate care, child rearing practices and adapted developmental materials / activities to their children.
4. Help parents to develop their skills in handling their young children and in providing them with appropriate stimulation to fully develop their potentials.
5. The activity establishes an environment wherein the parent and child will find a sense of self, creating a positive relationship with other parent and children.
6. It provides opportunity for the parent and child to accomplish a meaningful task and to learn to share and to cooperate.
7. It provides an opportunity for the FDWs to observe the parent and the child, to assess the difficulty in the parent-child relationship and to facilitate their interactions.
8. Help parents to propose different kind of activities adapted to the age and stage of development of their children and to realize what their children are able to do.

Methodology

Persons involved in the workshop and their roles:

Parents with their children aged 0-6 years old (Family within the Family Development Program “FDP families” or “on going families”)

- Parents and children are the main actors of the CW. We seek their cooperation during each step of the activity. The parents are the one to provide the instructions and the support to the child, encourage him and valorize him.

- **Facilitator (ECD Staff)**

- Follows-up the preparation for the creative workshop session
- Prepares all the material needed for the session
- Designates tasks to the co-facilitator/s
- Manages the creative workshop session (activity, time and participants)
- Gives instructions and reminders
- Does the processing and synthesis
- Makes Notes and Observation
- Conducts 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 batche.

- **Co-facilitator (one FDW)**

- Supports/helps out the facilitator by doing his /her designated tasks

- Helps in making Notes and Observation
- Assist the families who have difficulties in doing the activity
- Entertain and orient the families who are late.
- Documents the creative workshop session
- Other designated tasks (e.g. ice-breaker, preparatory work...)
- **STePS Representative**
 - process observer and debriefing in charge

(Note: The FDW acts as an observer and serves to guide the family through the process. While providing the general guidance and necessary instructions, the FDW should keep intrusion to the minimal level unless the FDW observes that the mother or father has difficulty in making the activity).

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
- ↳ Supportive attitude
- ↳ Non-judgmental attitude
- ↳ Patience
- ↳ Flexibility & Creativity

The ECD staff shall

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

Process needed prior to the actual workshop:

1. **Invitation phase (initial visit)** – the times when the FDW invites the family (includes legwork, HV etc.)
2. **Pre-test interview** - FDW gathers data from the parents about their concept of creativity and play. It's a specific House visit 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.

(Note: Sample copy of Pre-Test Interview is available in the annex part of this compilation.)

3. **Orientation** - this is the time where the prospect participants are informed of what creative workshop is all about (e.g. schedules, activities, objectives etc.)
4. **Creative workshop session-** series of six-session activity, every other week, with the parents and children. (Note: Attendance to the six sessions is needed for the families to participate in the culmination of the activity).

Example:

Session 1	: Making of a Decorated Calendar
Session 2	: Finger and Foot printing
Session 3	: Paper Tearing
Session 4	: Piggy Bank/ Coin Bank
Session 5	: Colorful Curtain Making
Session 6	: Frame Making for the Certificate

(Note: In case one of the families is absent, home based creative workshop session should be conducted to cover up the missing session considering the reason being absent, it should be valid such as the child/mother is not feeling well, the parent has important things to do. Schedule of the home based creative workshop should be agreed by both ECD and the family including the venue and time.)

5. **Observations notes** – after each session the FDW 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.)

6. **Post-test interview** - conducted after the series of six sessions to estimate the impact of the activity on the family and to assess the improvement of parents' concept on creativity and play as well as the parent-child relationship.

(Note: Sample copy of Post-Test Interview is available in the annex part of this compilation.)

7. **Home-visits: In addition to group sessions, the families are followed up at home**, during on-going home visits (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.

Flow of the Creative workshop session:

Each session lasts approximately one hour (45 minutes for the activity proper and 15 minutes for the debriefing)

1. Introduction and greetings

- When they arrive, place the participants in circle, making sure that children have their space and place in the activity. They are placed where they are comfortable and children sit beside their mother
- It's important to create a calm and quiet atmosphere auspicious to the creative work and manual activity, the venue should accommodate the number of participants, and it should be conducive to the activity.

Objectives

- If they have already attended a workshop, ask the participants about the goal of this activity, i.e. to work on the parents - child relationship (and not to cook, make toys, draw...)
- In this part, Facilitator checks by asking the objective of the activity from the participants.
 - i. Example of questions:
 1. What is the name of the activity?
 2. What is the reason why they attended?
 3. What are the objectives of the workshop?
- Discuss with the group how the children can participate in the activity

2. Presentation and giving of Instructions on the process of the activity

- Giving clear, simple, short & precise instructions to the families so that they understand what to do in the activity.
- A sample made by the team can be presented as an example. (Note: in that case, the families are reminded that they are not to follow the sample, they can make on their own based on the decision made by the child/ren and the parent/s.)
- They who? Parents? Children? FDWs? are already aware on the roles of the parents and children in making the activity. This is unclear to me
- Facilitator should remind these always:
 - Creative workshop activity is not a contest; the object created is not what matters.
 - The cooperation among parents and children is required at every steps of the activity.
 - The parents have to ensure the security and be aware that some materials can be harmful for their child.
 - A time is allotted also to the parents to relay the information to their respective children.

3. Presentation of materials

- Should be prepared prior to the activity
- Materials are shown to the participants and they are informed of its used in the activity.
- Description of the material needed during the session (String, scissors, cartolina, glue, boxes, magazines and newspaper, wool, colored and non colored pen and pencil, sticky tape, color paint and brush, card...).

4. Activity proper:

- It has to be simple and easy to produce for a child with the help of his/her parent. The material provided has to be kept to minimum with extended possibilities to use recycle material or cheap materials. An activity that can be used and reproduced at home is also better.
- During the activity, the facilitator intervene as little as possible, he/she has to prevent himself from acting instead of the parents.
- The observers note all their observations about the ways the parents interact with their children: nature of the relation with the child, how the parent shares the instruction, provides advices, creates eyes contact, dialogue, sharing of emotions.



5. Processing:

- It is a discussion between FDWs and parents, a sharing about what they felt during the activity, what happened, what were their difficulties, what did they appreciate, what they have observed from their children. For children who can talk, then the facilitator can and should process so that they will be able to share their feelings, involvement and also training them to speak in front of many people.

- The facilitator gives inputs regarding children's need and developmental milestones, the reason why the proposed activity is useful in terms of children's development, as well as some inputs about the parent-child interaction and its role in children's development (how can the activity strengthen the relationship between parent and child).
- Congratulate the participants for their performances and participation, and inform them about the next workshop's date and type of the activity.
- If the team observes important dysfunctions in the parent-child relationship, the parents can be asked to stay after the workshop for discussion (or better, a home visit can be scheduled).
- Below are sample questions for the processing:
 - i. What was the activity? The name of the activity?
 - ii. Who made the activity? Who's with you making it?
 - iii. How did the children participate? What was there participation?
 - iv. How did you feel that your child is helping you in the activity?
 - v. Did you discover something about your child with the activity? What are they?
 - vi. Have you learned something about our session?
 - vii. How are you going to apply your learning in this activity?



6. Debriefing:

- Done right after the workshop with the STePS technical staff and with the FDWs (should be done after every session between FDWs and the persons present even if STePS technical staff is not present).
- The facilitator and the observers debrief about the general atmosphere, each individual situation, the advices to provide to a family follow up.
- Observation forms should be filled at this time for each family

Points to consider in the actual workshop:

- Activities should promote cooperation between parents and children
- Activities are workable (with different levels of participation/ input) by children ranging 6 months (or as soon as they can sit) to 6 years old.
- Activities are enticing that children's interests are met.
- Parents are oriented on the uses of the materials presented in the workshop.
- Children are involved in the making of the activity
- Parents are oriented (but not directed) about how to help the child to participate in the activity
- Facilitators should motivate (but not order) parents to involve their children in doing the activity
- During the processing, motivate the children to share their feelings, insights and contribution in the success of the activity

Monitoring and evaluation

Key points to observe during the workshop session:

See observations tools, pre and post test in annex

- How do the parents make the child 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 creative workshop. They provide the occasion to discuss with the parents about the observations of the facilitator during the sessions; in this visit also facilitators inputs the family, in a supportive and non-judgmental way, in relation to the difficulties observed during the session particularly on child rearing, parenting. The objective of this visit is to see to it that the discussion or input during the processing of the sessions is somehow applied little by little. They allow the FDW to estimate the effect of the CW on the evolution of the parent-child relationship.

Pre and Post-test

FDW gathers data from the parents about their concept of creativity and play using the Pre-test Questionnaire in Creative workshop. It's a specific home visit; it is conducted before the first session 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: the Post-test interview which 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.

Testimonies

Testimonies from the ECD's:

The creative workshop doesn't only benefit to the target participants, in a way, it also touches the lives of those who conduct the activity.

"For me, indeed it is an achievement seeing families strengthening relationships within their family; it is where I can measure how effective creative workshop is. With the creative workshop, I was able to apply activities conducted to our beneficiaries, with this I was able to give quality time to my children, it minimizes loitering, and doing things with the other children. I even conduct activities according to the capacity of my children before taking any decision of what specific activity to be done with the beneficiaries."

Analyn Meñoso-Ursabia,

ECCD of SAMA, Inc.

Some of these facilitators and co-facilitators discover something even in the short period of time of the Creative Workshop; these are the significant changes they observed with this intervention.

"As a facilitator and co-facilitator we discovered a lot of things not only to ourselves but also in dealing with families. We observed that during the sessions, families were open to share about their insights and learnings based on the activities. Each family is distinct and unique in handling their children. In the beginning, we usually saw parents spanking and shouting at their children for misbehaving. But as the sessions went on, we noticed some changes like hugging them and calling their attention nicely. This is probably because of the constant review on the objectives of the Creative Workshop. It's a wonderful feeling to see how parents spent time with their children even for a short period while playing and doing art works with them."

Janeth Claveria and Fedelia Doloricon

ECCD and Co-facilitator of Umapad VINE, Inc.

In creative workshop it is not just observing behavior but also giving ideas to parents to become more effective in terms of parenting.

“In my experience as an ECCD specialist, I learned a lot such as identifying the different dynamics of the families. Inputting to the parents the correct means of handling (parenting) and understanding (child’s development) children’s behavior, I considered this as an achievement seeing families changed by applying those inputs discussed to them.

Blenda Mejias

ECCD’s Labogon, VINE, Inc.

Through the activity in the workshop, communication is enhanced and that leads the family to strengthen their relationship.

There are some parents who didn’t have problems playing with their children; they are harmoniously doing the creative workshop and always tried to communicate with the children before starting the activity. The parents even expressed that through communicating with their children during the workshop, it helped the children gain trust from the parents as a foundation for a better parent-child relationship.

At home, I usually apply my facilitating skills and knowledge on child management. I always provide time playing together with my husband and children. We play with toys, we sometimes have story telling and I also practiced to communicate with each of my children to build a better relationship.

We consider the creative workshop as an achievement in strengthening relationship with each family member, because through this kind of workshop my children are able to share their ideas in planning and in making family decisions.

SACMI, ECCDs Team

Sharing from the families:

In the workshop, parents were able to gathered valuable information and were able to realized things they haven't done before.

"I was able to realize that providing quality time for my children is important, I was able to spare time to talk to my children and even to stoop down to their level just for me to communicate with them and teaching them in a way that they will be trained, giving them responsibility that would fit according to their age. In the workshop, I was able to realize that children should be given opportunity to expose and to explore their environment".

Beneficiary from SAMA, Inc.

Brgy. Carreta Area

"The six sessions were full of learnable experiences, in the sessions, my wife and I were able to learn how to socialize with the other members of the community together with our child. Not just in socializing with others also we learned in giving quality time with our son, understanding his behavior, providing proper attention. Our learnings in the creative workshop will be still in our hearts, we are applying what we learned in the workshop like disciplining our children and applying the correct way of parenting".

Mr. Diego Abenio and Mrs. Merle Diaz

Beneficiary in Umapad, VINE, Inc.

"I learned a lot of things like singing action songs, playing with children and doing art activities such as drawing, paper tearing, molding clay, finger painting, etc. After each session, I usually sing and play with my children at home. One afternoon, we sang the song "Balay ni Superman." While singing, my daughter hit the kerosene lamp which fell unto my face and almost burned our house. I got a first degree burn on my face which traumatized my daughter. Since then, I talked to my daughter and assured her that I am fine and that it was not her fault. It was only then that she cried out loud saying sorry for what she did.

All my learnings throughout the 6 sessions became a part of our lives that even my children looked forward to have more sessions with other kids. I've realized that the CW had contributed a lot in dealing with my children that even if I'm the second wife of my live-in partner, I'm proud to say that I was able to enrich my relationship with family especially my children. Even if I already graduated from CW, I will continue to provide quality time with my children thru playing, singing and storytelling".

Victoria Mahinay

Labogon, VINE Inc.

Play is an essential activity that enables a child to develop his own being; in the workshop play is also encouraged.

"I will continue to spend quality time with my children at home thru play because I believe that this is the best way to strengthen our bonding with them. My participation in the CW helped me understand the behavior of my children. The activities enabled me to appreciate their contributions in coming up with the outputs. I then realized the limitations of my children which need to be nurtured and guided".

Miraflor Ancero

Labogon, VINE Inc.

“Since my the time that my family attended the workshop, I saw the cognitive development of my daughter, she always look forward in making the activity together with me as her partner and I am happy as parent working with my child”.

Margie Dalut

Puntod 2 Team, SACMI, Inc.

“The whole sessions of the creative workshops were my chance to learn a lot and become an understanding mother to my children. Unlike before, I easily got mad with my children when I felt they were misbehaving. My children are very curious, and tend to explore a lot of things and seemed to be not normal at all. My three-year old child imitates the action he saw from his father like fixing the wall or ceiling. With this, my child destroys things at home, which made me angry. While my other six-year old child, when she’s holding a scissor she usually cuts anything she sees; and even cut her hair and her dress. When I started attending the creative workshop I learned that my children are just normal. They just need my attention in order to guide and teach them on what they’re curious about. With my participation of creative workshop it helped me improve my relationship with my children because I can understand now the uniqueness and curiosity of my children and I found out that if my children are exposed to an environment with support and guidance, they get to learn fast and are able to express their feelings. Until now, I practice my learning from the creative workshop in our home.”

Lakandula, Rina

Lawis, Alaska, SACMI, Inc.

"My learning for the whole session of the creative workshop is to give time to bond with my children and be able to manage them and teach them simple things. Through play, like fishing game, I was able to teach my child to be creative and develop one's motor skill. I also started introducing to my child about the primary colors and I allow them to freely draw using their own ideas, without necessarily imposing my own ideas.

My participation of the creative workshop is a big factor to me, to know more the attitudes, interest and the capacity of my children. As a mother, I can find strategies on how to handle my children during their difficulties. I'm happy to gain insights from creative workshops and I will continue to apply these things at home together with my husband and children. It's one way to improve our relationship with our children."

Marjorie Medina

Subangdaku, SACMI, Inc.

"My children are more socialized now with other children through the Creative Workshop. I learned that being a father I also need to join in activities like this so that I can understand better the behavior of my children and so that my children will feel that I'm just here supporting them."

Francisco Aparre-

Lawis, Alaska, SACMI, Inc.

CONCLUSION

Creative workshop is a special activity based on creativity and cooperation between parents and children. They are one way to enhance parent-child relationship but not the only one, since the Family Development Program also developed other activities to work on the issues like Playgroup and Parent-Teen activities according to the age of the children.

We choose this methodology because we truly think that, through the activities made in common with several families with the same type of issues, the first benefit can come from the sharing of experience. Then, the worker can observe the relationship during the activity. The processing at the end of the activity it's a way to highlight what was done during the activity and to know the main difficulties of the family / the parent to do together with his/her child/ren. Finally the Early Childhood Specialist or Family Development Worker will discuss it more deeply during individual home-visits and will encourage the parents to continue the activity after the batch.

The collective approach (the workshop sessions) mixed with the individual one (home visits) enable the worker to work deeply with the family without making her ashamed of having difficulties in managing his/her children.

Indeed, basing on the sharing of the beneficiaries, creative workshop performed a part in their lives upon applying the learnings they gained in each session. Little by little, they were able to apply it in their daily life, we may not see it abruptly, hence, it is good to note that families are willing and able to sustain and strengthen their relationships within their family.

The creative workshop is more on giving idea on different possibilities in managing children and let parents try it at home with their children and see what is working best. The more challenging part of this activity is to ensure the sustainability of the creative workshop, but then by this time, it's already within the hands of the families.

ANNEXES

Annex 1:

Evaluation Tools in Creative Workshop

PARENT - CHILD CREATIVE WORKSHOP

Notes and Observations

Caregiver's name:		Date:	
Name and age of child(ren):		Workshop Nb:	

I. THE MOTHER/FATHER

Attitude towards the child:

- | | | |
|--|---|--|
| <input type="checkbox"/> Relaxed | <input type="checkbox"/> Rough | <input type="checkbox"/> Open |
| <input type="checkbox"/> Anxious / worried | <input type="checkbox"/> Tender / loving | <input type="checkbox"/> Does not set limits |
| <input type="checkbox"/> Shows attention | <input type="checkbox"/> Strict / rigid | <input type="checkbox"/> Able to calm down / control the child |
| <input type="checkbox"/> Authoritarian | <input type="checkbox"/> Careless / tendency to neglect | |

Attitude during play/activity:

- | | |
|--|---|
| <input type="checkbox"/> Plays with the child | <input type="checkbox"/> Tends to do things herself, instead of the child |
| <input type="checkbox"/> Doesn't play with the child | <input type="checkbox"/> Does not let the child play |
| <input type="checkbox"/> Interested | <input type="checkbox"/> Uninterested |
| | <input type="checkbox"/> Helps the child in the activity |

II. THE CHILD

- | | | |
|--|--|---|
| <input type="checkbox"/> Open / active | <input type="checkbox"/> Shy / Withdrawn | <input type="checkbox"/> Calm |
| <input type="checkbox"/> Passive | <input type="checkbox"/> Happy | <input type="checkbox"/> Hesitant |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Resistant to play | <input type="checkbox"/> Curious |
| <input type="checkbox"/> Anxious | <input type="checkbox"/> Interested | <input type="checkbox"/> Sad |
| <input type="checkbox"/> Uninterested | <input type="checkbox"/> Aggressive | <input type="checkbox"/> Turbulent / unruly |

Attitude of the child towards his/her parents:

- | | |
|---|---|
| <input type="checkbox"/> Is able to play alone (secure) | <input type="checkbox"/> Does not pay attention to his parent |
| <input type="checkbox"/> Cries, is worried when his parent leaves him | <input type="checkbox"/> Sits always beside his parents |
| <input type="checkbox"/> Shy, but able to play / perform the activity | <input type="checkbox"/> Seeks attention |

Attitude towards the activity:

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Passive | <input type="checkbox"/> Focused/highly interested |
| <input type="checkbox"/> Uninterested | <input type="checkbox"/> Doing alone |
| <input type="checkbox"/> Irregular | <input type="checkbox"/> Observing |
| | <input type="checkbox"/> Asking for help to his parents |

III. PARENTS - CHILD INTERACTION

Observations	Not at all	A little	A lot
Behavior :			
The mother/father looks at his/her child			
The mother/father provides a sense of security to his/her child			
The mother/father plays with his/her child			
Way of Communication :			
▪ Encouraging			
▪ Listening			
▪ Restricting/Ruling			
▪ Aggressive			
▪ Tender and Understanding			

IV. FACILITATOR'S OTHER OBSERVATIONS**Do you think that the child may be victim of abuse / neglect?**☐ I don't know☐ Yes☐ No☐ Probably*If Yes:*Frequency:☐ Often☐ Sometimes☐ Not oftenIntensity:☐ As discipline mode☐ Seems to be a habit**The Parent – Child interaction seems to be:**☐ Harmonious☐ Not harmonious**Does the mother / father's attitude have an important role in the child's difficulty?**☐ Yes☐ No**Other Observations:** _____

Recommendations for the next home visit(s):

Annex 2:

Pre & Post Test Interview

Family Development Program Metro Cebu

Name of Child		Age	
Parents' Name			
Father		Age	
Mother		Age	

Children:

1. How often does your child play?

.....

.....

.....

2. Where does your child usually play?

.....

.....

.....

3. Who are the usual playmates of your child?

.....

.....

.....

4. How old are the playmates of your child?

.....

.....

.....

5. 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?)

.....

.....

.....

6. Does your child interact with others when he/she plays?

☐ Yes

☐ No

If yes, in what way?

.....

.....

.....

7. 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?)

.....

.....

.....

8. 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

☐ No

Why is this so?

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

Other observations:

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

Interviewer:

Name of FDW

ARTS ACTIVITIES

Name of the Activity: Game Box

I. Materials Needed:

- Empty box (Medium /Large size)
- Bond Paper or Art Paper
- Picture of a big man face
- Glue
- Crayons or Poster Colors
- Scissor
- junk news papers or any paper material (for paper mashie ball) or Marble or Stone
- Water

II. Procedures:

- Get a box then cover it with Art paper or bond paper (use glue in pasting).
- Let the box stand horizontally.
- Then Draw a face with complete part that is big enough for the box.
- Use attractive color for the face then cut out the mouth up to the base of the box to make an opening.
- Make sure that the opening is enough do that the marble or stone will roll smoothly on the box.
- You can also cut out a picture of a big man face and make the mouth big enough for the opening so that the marble and stone can pass through the mouth.

How to make paper mashie balls

- Get the used new papers then put it in a water basin then mold it into a small balls then make it dry for a few minute.
- You can also add color on the molded balls by the use of poster colors.
- It is better if we are going to use primary colors.



Name of the Activity: Mickey Mouse Mobile

I. Material Needed:

- Card Board
- Art Paper or Bond paper
- Scissor
- Pencil
- Crayon
- Yarn
- Glue
- Puncher

II. Procedures:

- Get a Card board then draw and cut 1 piece Large, 1 piece Medium and 6 pieces small circle size after that get a Glue and an art paper (any color) you desire and cover the cut pieces of circle.
- The medium size is for the head and the large for the body and the other six pieces is for the hands, feet, and ears then make a hole at the center of the medium size circle and also on the large circle.
- Use a yarn to connect the two circle tie it like a ribbon then make a four hole on the large circle on the both side of it.
- Two at the upper side that serve as the hands of the mobile then two at the lower part that serve also as the feet of the mobile.
- Then on the six small circle sizes get four on it then make a hole on it (only one hole on each piece).
- Then after ward get the yarn and cut two 7 inches long and three 9 inches long.
- Use the 7 inches as the hands.
- Put the yarn on the upper hole and then connect it to the small piece of circle and tie it use the same procedure on the lower part.
- The other two pieces remaining will serve as the ears of the mobile put it in the both side of the medium size circle by the use of glue.

- Add one hole on the center of the upper part of the medium circle used puncher in making a hole.
- Insert the remaining 9 inches on the hole then tie it. it will serve as the handle of your mobile.



Name of the Activity: Slipper Making

I. Materials needed:

- Card Board
- Puncher
- Yarn
- Scotch Tape
- Poster color
- Pencil
- Scissor



II. Procedures:

- Trace the foot with allowance and leave an allowance on the both side to make a strap for the slipper on the card board then cut it then after use puncher to make a row of hole on the side of the cut foot shape and also on the trace strap you make.
- Then connect the strap to each other but the use of yarn.
- Then get a yarn and a scotch tape and tape it around the ends of the yarn so that it will be easier for you to insert the yarn to the hole.
- One after another and pulled through until tip reach bottom of the slipper frame.



Name of the Activity: Hand and/of Foot Printing**I. Materials Needed:**

- Poster color
- Card board
- Paint brush
- water

**III. Procedures:**

- Use poster color with water then paint the surface of the surrounding outline of the foot using the paint brush then stomp your foot on the cardboard to create a foot painting.





Name of the activity: Poster Painting**I. Materials:**

- Poster Paint
- Bond paper / Newsprint

II. PROCEDURES:

1. Choose any color of poster paint.
2. Draw any object / figure using the paint into the bond paper or the newsprint.



Name of the Activity: Coloring session**I. Materials:**

- Crayons / Colored
- Pencils
- Art papers
- Drawing
- Cardboard
- Glue
- Scissor

II. Procedure:

1. Choose among the drawings.
2. Color the drawing using the crayons or the colored pencils.
3. Cut the drawing and paste it into the cardboard.
4. Design it using the art papers.



Name of the Activity: Clay molding**I. Materials:**

- Molding Clay (assorted colors)
- Bond paper/ Newsprint

II. Procedures:

1. Choose among the different colors of the molding clays.
2. Form any design/ figure using the clays.
3. Place the output in the bond paper or newsprint.



Name of the Activity: Free Play

I. Materials:

- Toys (assorted toys)

II. Procedures:

1. Choose among the assorted toys presented.
2. Play the chosen toys.
3. Say something about the toys being played/ chosen.



Name of the Activity: Paper tearing

I. Materials:

- Bondpaper/ Newsprint
- Paste/ Glue
- Art papers (assorted colors)

II. Procedures:

1. Choose any colors of the art papers.
2. Tear the art papers according to the forms or image you want.
3. Paste / Glue the image/ forms into the bond paper / newsprint.



Name of the Activity: Album making

I. Materials:

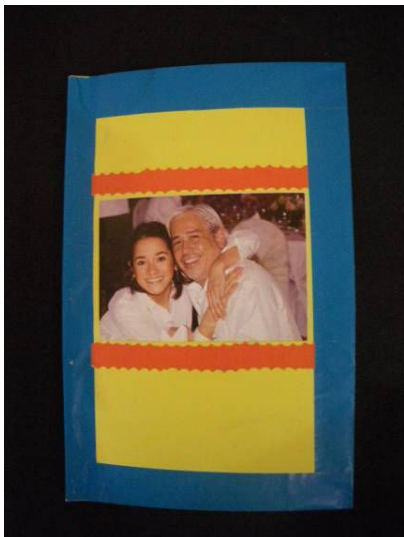
- Bond paper /Newsprint
- Cardboard (for the cover)
- Pins
- Stapler
- Crayons or Colored Pencils

II. Procedures:

1. Fold 3 pages of bond paper / newsprint into half, same also with the cardboard.
2. Bind them together using the pins or the stapler.
3. Design the cardboard as it serves as the cover page, so with the rest of the pages.

Make sure that the center part of the page is empty/free from any drawings for this is where the pictures per session be place.

(In designing, use the crayons / colored pencils)



Name of the Activity: Collage

I. Materials:

- Art papers
- Old Magazines (cut into different sizes)
- Paste / Glue
- Drawing (being traced)

II. Procedures:

1. Choose among the drawings being traced.
2. Get some cut art papers or old magazines.
3. Paste it following the drawing or the figure, until the said drawing is fully covered by cut art papers or old magazines.

Make sure that the figure or the drawing can still be recognized.





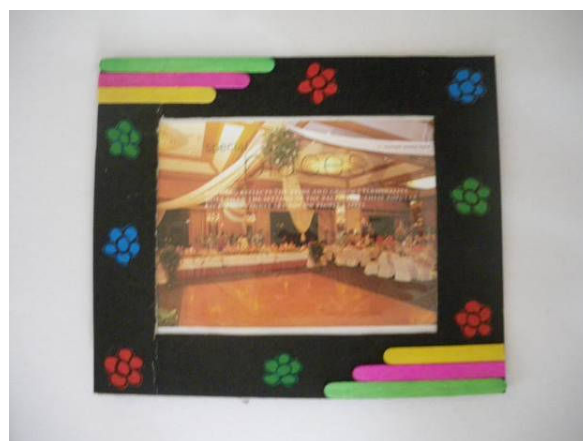
Name of the Activity: Picture frame

I. Materials:

- Pop sickle Stick (assorted colors)
- Illustration Board
- Acetate Glue
- Scissors
- Scotch Tape / Masking Tape
- Picture

II. Procedures:

1. Cut two illustration board according to what size you like.
2. Cut the pop sickle stick using the scissors and paste it into the illustration board (1) according to your design.
3. Paste the picture.
4. Paste the illustration board (1) with the pop sickle design together with the illustration board (2) with the picture.
5. Cover the frame with acetate (cellophane).

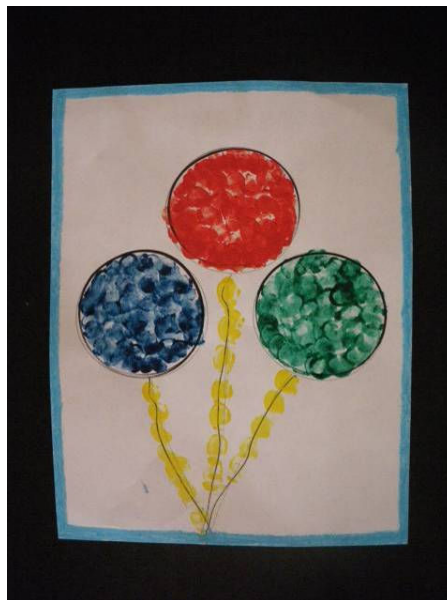


Name of the Activity: Finger printing**I. Materials:**

- Poster Paint
- Bond paper / Newsprint

II. Procedures:

1. Choose any color of the poster paint.
2. Using the fingers, get some amount of the poster paint and place it in the bond paper / newsprint and come up with a design.
3. After coming up a design set aside and let it dry. (You may also coat it several times to emphasize the chosen design.)



Name of the Activity: Bag Designing

I. Materials:

- Ready made bag
- Assorted colored sheets of paper
- Glue

II. Procedures:

- Provide the participants with the ready made bag.
- Tear the assorted colored paper into pieces.
- Paste the assorted colored paper to the paper bag until covered.
- Let it dry.



Name of the Activity: Color Blowing

I. Materials:

- Assorted color poster paint
- Drinking straw
- Oslo paper

II. Procedure:

- Give each family oslo paper and drinking straw.
- The parent/s will get and put the colors in the oslo paper.
- Let the child/ren blow the color using the drinking straw.
- Repeat the blowing of colors until the whole sheet of oslo paper is full.



Name of the Activity: Pillow making

I. Materials:

- Used cartolina
- Stapler & staple wire
- Scratch paper
- Innovated stickers
- Glue

II. Procedure:

- Tear the scratch paper into small pieces.
- Form the cartolina like a pillow.
- Staple the 3 sides of the cartolina, leaving one side open.
- Put the small teared scratch paper into the pillow (cartolina) until it's full.
- Staple the open side to close.
- Paste the innovated stickers to beautify the pillow.



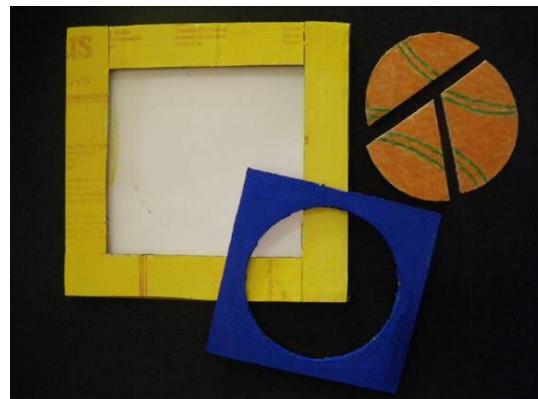
Name of the Activity: Puzzle Making

I. Materials:

- Pre-cut cardboard as base
- Pre-cut cardboard for edging
- Glue
- Crayons
- Pencil
- Scissors
- Poster paint
- Paint brush

II. Procedures:

- Provide the participants with the pre-cut cardboard as base of the puzzle.
- Thicken the edge of the base with the pre-cut cardboard.
- Draw and make design to the center base and cut into three (3) parts.
- Color the edging of the puzzle with poster paint.
- Let it dry.
- Teach them how to play it.



Name of the Activity: Toy making (Tube ball)**I. Materials:**

- tissue core
- Crayon
- Yarn
- scratch paper
- masking tape

II. Procedures:

- Attach the yarn to the tissue core.
- Form the scratch paper into a ball and firm it with the masking tape.
- Attach the other end of the yarn to the ball.
- Color the tissue core.
- Teach the participants how to play the toy.



Name of the Activity: Calendar-Making

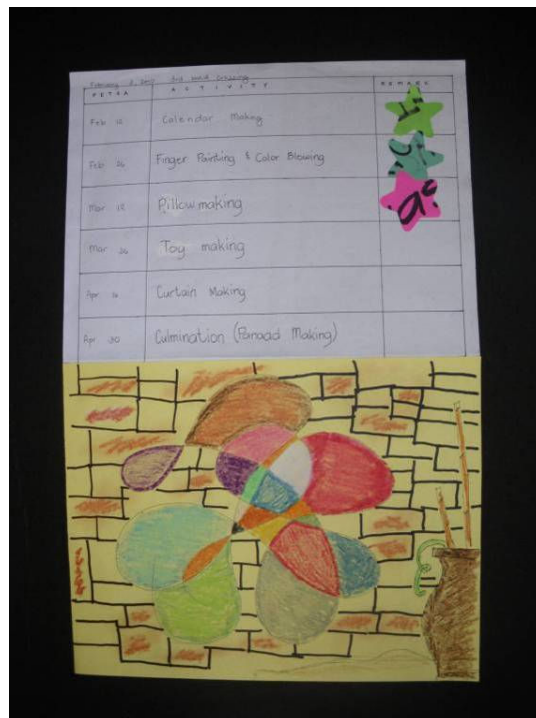
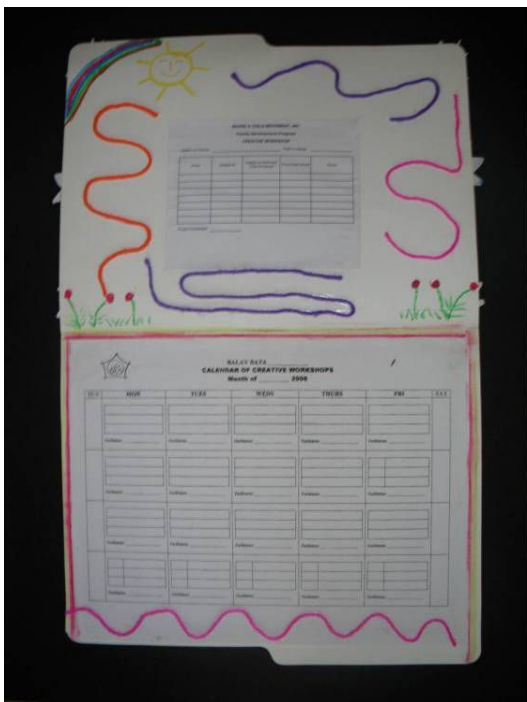
I. Materials:

- Oslo paper
- Pencil
- Pre-Cut (same size with the Oslo paper) cartolina
- Crayons
- Glue
- Double adhesive tape
- Pre-cut star

II. Procedure:

1. Provide the participants with the formatted calendar with date, activity & remarks using oslo paper.
2. Let them copy the six (6) session schedules & activities.
3. Draw & make designs (according to their likes) to the pre-cut cartolina.
4. Attached the pre-cut cartolina to the oslo paper.
5. Paste the pre-cut star on the remarks column at the end of every activity during the duration of the six (6) sessions.





Name of the Activity: Curtain Making

I. Materials:

- Pre-cut shapes of cartolina
- Pre-cut drinking straw
- Colored plastic straw (6 strands)
- Beads

II. Procedure:

1. Provide the participants with the materials listed above.
2. Put the beads in one end of the colored plastic straw as weigh of the strand.
3. Insert the pre-cut shapes and drinking straw alternately in the pre-cut colored plastic straw.
4. Make five (5) strands to complete the set.
5. Tie the five (5) strands to the remaining 1 strand of the plastic straw to complete the curtain.



Name of the Activity: Puppetry Making

I. Materials:

- Ready-made paper bag
- Yarn
- Glue
- Crayons
- Pencil
- Marking pens

II. Procedures:

- Provide the participants with the ready-made paper bag.
- Draw a face at the bottom of the paper bag & paste the yarn to represent the hair.
- Do the design using the crayons, pencil & marking pen.
- Teach them on how to use the puppet.



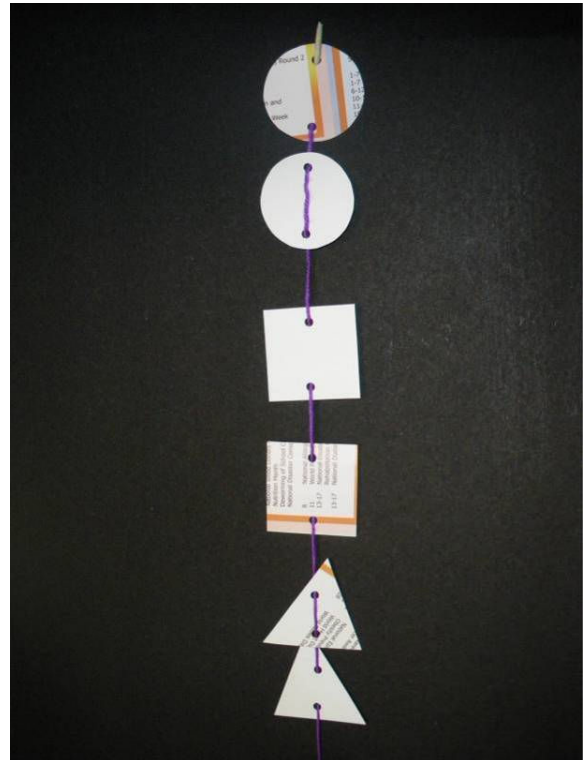
Name of the Activity: Toy-making (Buttons in spoons)

I. Materials:

- Chipboard, pre-cut shapes
- shoe lace
- crayons

II. Procedures:

- Each participant will get pre-cut shapes according to their likes.
- Let them color the shapes.
- Provide the participants with the shoe lace.
- Teach the children how to play the toy.



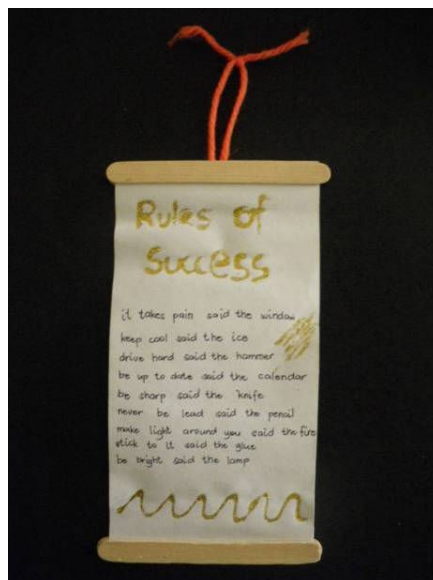
Name of the Activity: Wall décor

I. Materials:

- Oslo paper
- Popsickle sticks
- Glue
- Yarn
- Crayons
- pencil

II. Procedures:

- Provide the participants with the 1/3 of the oslo paper.
- Let them paste the pop sickle sticks at ends, front & back.
- Let them do the design using the crayons & pencil according to their likes.
- Tie a yarn in one end to hang the décor.



Name of the Activity: Snowman (papier mâché)

I. Materials Needed:

- Used paper / manila paper / news paper
- Glue
- Water
- Poster color: Black and white
- Paint Brush
- Scissors
- Basin
- Colored paper
- Little twigs
- Glue gun and glue stick
- Single puncher

II. Procedure:

- Soak with water for 30 minutes the used paper into the basin and tear it into small pieces.
- After 30 minutes remove and drain the wet paper,
- Put glue on it and mold it into a small round object (for the head), it depends on what the size you want.
- Form another big round shape (for the body)
- Let the shapes dry
- Put them together to form a snowman by using the glue gun.
- Paint white the *papier mache* with poster color
- Then make the eyes, nose, and hat, for the head details of the snow man.
- Place the small twigs on both sides of the body for the arms.
- Using a single puncher, produce small round paper (use a colored paper) and glue it on the front of the body to serve as buttons.



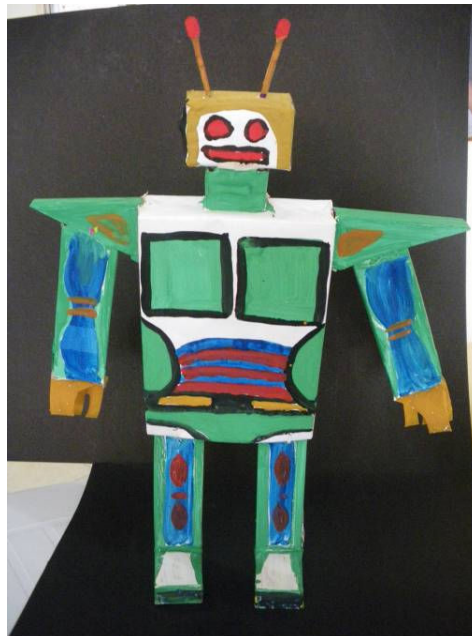
Name of the Activity: Toy Robot

I. Materials Needed:

- box of milk
- 4 boxes of bottled medicine
- Tissue roll
- Poster color
- yarn
- bond paper
- glue
- scissor

II. Procedure:

- Cover the box of milk with bond paper and all the bottled medicine boxes.
- Put it together to form a robot and by using the yarn.
- Make the design or details of the face the whole body of the robot.



Name of the Activity: Bag Making

I. Materials Needed:

- chip board about ¼ size 2 pieces
- Glue
- Yarn
- Poster color
- Colored paper
- Single puncher
- Cartolina any color
- Scissor

II. Procedure:

- Cut the chip board into a bag form, cut as you like the form of your bag.
- At side of the cut chip board make holes on it by using the single puncher.
- Using the cartolina make the lining of the bag and paste it on the same side of the chip board.
- Use the yarn and tie it on the hole of the chip board and make the sling on it.
- Make the design as like for your bag.



Name of the Activity: Coin bank / Piggy Bank**I. Materials Needed:**

- used bottled water (natures spring water bottle)
- Colored paper
- Glue
- Yarn
- Scotch tape
- Chip board

II. Procedure:

- Cut the bottle into three and the center of the bottle is the coin slot.
- Using the scotch tape assemble the cut bottle.
- Using the colored paper make the eyes, ears and nose and paste it on the neck of the bottle.
- Make the tail and put it on the bottom of the bottle.
- Create the feet of the piggy bank using chipboard.



Name of the Activity: Animal Mobile

I. Materials Needed:

- Roll of tissue paper 3 pieces.
- Yarn
- Colored paper
- Hanger
- Scissor
- Single puncher
- Glue
- Pentel pen
- Bond paper

II. Procedure:

- Cover the 3 tissue roll with deferent colors as you like or what animals to created.
- For the first animal (rabbit):
- Make the face by drawing it on the bond paper.
- Cut a colored paper to form the ears of the rabbit and paste it on the top part of the tissue roll.
- Cut a colored paper for the feet of the rabbit. And paste it on the bottom part of the tissue roll
- For the second animal (pig)
- Draw the face of the pig on the pink colored paper and paste it on the top of the tissue roll.
- Cut a pink colored paper for the ears of the pig and paste it on the top of the face of the pig.
- Cut a pink colored paper for the feet and paste it on the boo tom of the tissue roll.
- For the third animal (cat)
- Draw a face of a cat and paste it on the top of the tissue roll.
- Cut a colored paper (orange) to form an ear of the cat and paste it on the top of the on top of the face.

- Cut a colored paper (orange) to form a feet and paste it on the bottom of the tissue roll.
- Using the single puncher make a hole on top of animals you created and tie it with yarn, and tie it on the hanger.



Name of the Activity: Hand puppet**I. Materials:**

- Loot bag
- Pentel pen / marker
- Yarn in different colors
- Paste or glue
- Scissors

II. Procedure:

- Fold the brown loot bag.
- Draw and cut some parts of the head like nose, eyes, ears, and hair
- Past it in the folded part of the brown loot bag.
- Insert your hand in the puppet- moved your fingers to move the face of the puppet.



Name of the Activity: Frame Making

I. Materials:

- Pop sickle sticks in different colors
- Paste or glue
- Chip board or illustration board
- One hole puncher/single hole puncher
- Paper clips
- Yarns
- Scissors

II. Procedure:

- The children of each family are given the chance to choose a color of pop sickle stick they want to use.
- Glue or paste the pop sickle stick in the design patterned in the illustration board.
- Use the single whole puncher in holing the pop sickle stick.
- Knot the yarn in the hole to make as the holder of the frame.



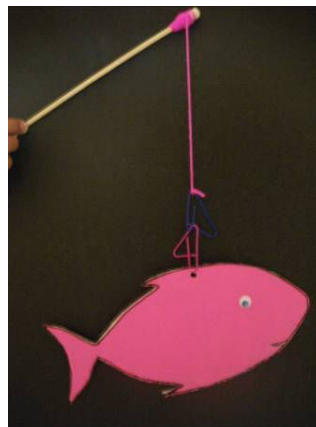
Name of the Activity: Fishing Game

I. Materials:

- Colored papers
- Scissors
- Paste or glue
- Patterned fish
- Yarn in many colors
- Chip board
- Pentel pen or marker

II. Procedure:

- Using the patterned fish let the child trace the fish in the chip board.
- With the use of scissors, cut the traced fish in the chip board.
- In the colored paper, paste the traced fish on it.
- Then cut the exist paper.
- Place eyes and design a mouth with the use of a pentel pen.
- Hole the upper portion of the fish using the single puncher and place the paper clip on it.
- In the stick, tie the yarn at the end of the tick and put another paper clip so that it will connect to the fish.
- Then let the child play it like fishing.



Name of the Activity: Duck Making

I. Materials:

- Colored cartolina
- Glue
- Scissors
- Cut patterns of duck

II. Procedure:

- Prepare patterns of the duck and introduce the title of the Workshop
- Demonstrate how to do the activity by rolling a 3x7 size of yellow cartolina, Form 2 (big roll and small roll on top) rolls and paste at the edge of the paper to attach the other end.
- Paste an orange colored paper to serve as tongue of the duck (attached in the middle of the rolls), place artificial eyes (used when making stuff toys) on the space of the small roll, and paste the two orange feet-like shapes on the lower part of the big roll.
- Allow families to freely make their own design of the paper duck.
- After the activity is done, allow the participants to have an exhibit of their output.



ACKNOWLEDGEMENT

The unrelenting support of the following people:



Inter Aide
Lancement et suivi de projets concrets de développement



STEP'S TECHNICAL STAFF



ENFANCE MANILA

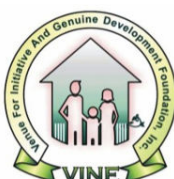
and the PARTNER NGO's



SACMI - FDP TEAM



SAMA- FDP TEAM



VINE- FDP TEAM

made this compilation exemplary, thank you for sharing your experiences.



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