



Humanitarian Play Lab

Curriculum

Kelle Peyo Nera

3-5
Age
Cohort

Center
Based



play  to  learn 

Curriculum

3-5 Age Cohort
(Center Based)

Humanitarian Play Lab Model

Kelle Peyo Nera

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Preface

In August of 2017, nearly a million Rohingya people fled to Cox's Bazar following persecution and violence in Myanmar. More than half of them were children. A humanitarian crisis situation was created which made it extremely difficult for the Rohingya children to thrive. To encourage the holistic development of these vulnerable children, BRAC started a play-based model in Child Friendly Spaces (CFS) under the Child Protection Sector for children aged 0–6 years. According to the Ministry of Education's policy regarding Rohingya children, the model is currently designed for 0-5 year aged rather than 0-6 year aged. This model, called the 'BRAC Humanitarian Play Lab' (HPL) places strong importance on child protection, children's local culture as well as on psychosocial support. The model is home-based for children aged 0-3 years and both home based and center-based for children aged 3-5 years.

In recent years, several mental health experts have observed that play is very important for the happiness and well-being of children. Especially for children who have gone through extreme trauma and have faced violence and other adverse circumstances, play-based activities can create a safe and comfortable environment for them which can help them to overcome their mental trauma and cope with the adversity they have faced. Furthermore, play is an integral part of a child's development and is one of the best ways that children learn and develop. For these reasons, BRAC Humanitarian Play Labs uses play-based activities to give psychosocial support to Rohingya children as well as encourage their holistic development. The center-based model for children aged 3-5 years has been designed keeping the traditions and practices of the Rohingya culture in mind so that children feel at home in the centers and the Rohingya language, heritage and culture is preserved.

BRAC Humanitarian Play Lab curriculum has been established based on two key themes – 'Play to Heal,' and 'Play to Learn.' This curriculum is based on age appropriate Kabbyas (Rhymes), Kissas (Stories) and other play activities that have been collected from the Rohingya culture. In collaboration with Sesame Workshop, some theme-based videos have been created and the curriculum's play activities have been arranged according to that theme. Also, certain co-created storybooks and flashcards have been integrated into the curriculum as part of the Play to Learn project. These co-created produced storybooks and flashcards are focused on the culture of Rohingya children and are part of the curriculum to support children's overall development. The curriculum team has also designed activities based on the local culture after reviewing different national and international curricula, research papers, the Bangladesh Early Learning Development Standards (ELDS) and other policies. It should be noted that the Ministry of Education recently determined the Rohingya children's age-appropriate qualifications. These requirements have influenced the creation of the current curriculum. These activities have been finalized after having gone through rigorous field testing with children in the centers. We are grateful to all the local experts, international experts, employees and organizations who were involved in the development of the curriculum. We request everyone to give their feedback on the book to help the development of future editions.



Introduction

BRAC Humanitarian Play Lab is a play-based model which helps children in crisis settings to improve their coping and resilience skills. At the same time, children develop their cognitive, social-emotional, language and motor skills through taking part in different play-based activities that are based on their culture.

The BRAC Humanitarian Play Lab model integrated with Center and Home-Based curriculum for 3–5 years old children, is being implemented which has been developed based on the BRAC mainstream Play Lab. This model has been developed and implemented for children aged 3-5 years under the guidance of Dr. Cassie Landers (Mailman School of Public Health, Columbia University). The activities have been designed following the Healing & Learning Framework. The model emphasizes two main concepts 'Play to Heal' and 'Play to Learn.' The Healing Framework was developed by Dr. JoAnn Robinson (Professor Emeritus, University of Connecticut) and further refined by Ms. Trudy Klauder and Ms. Bidy Youell (Consultants, Child and Adolescent Psychotherapists, UK). Dr. Cassie Landers (Mailman School of Public Health, Columbia University) developed the Learning Framework.

The curriculum for children aged 3-5 years has been divided into four parts. These are 'Rhymes and Stories,' 'Moving and Doing,' 'Drawing and Creating' and 'Play As You Wish.' The play activities in the curriculum have been developed to promote the psychosocial wellbeing of children and build their resilience, self-confidence, conflict resolution skills, problem solving skills etc and to promote their cognitive, physical, language and social – emotional development.

These areas of development are all inter-related. In the 'Time to Say Hello' session, after the exchange of greetings, children learn how they can keep themselves safe and secure in their shelters and in the camps. Through this children develop their communication skills and self-awareness skills. To develop children's language skills we include Kabbyas and Kissas in the 'Rhymes and Stories' session which are all from the Rohingya culture and have been collected from the community. Different types of physical play activities in the 'Moving and Doing' session, both collected directly from their culture and developed by the curriculum team, help to improve children's fine motor and gross motor skills as well as enhance their psychosocial wellbeing. These physical play activities also help children to develop their self-regulation skills, get better at showing empathy and respect towards others, and also promote the development of problem-solving skills. During the 'Drawing and Creating' session, children are able to express through colors and pictures the feelings and emotions that they cannot express in words. They also learn how to use various media like papers, pencils, leaves, mud, blocks etc which help them to develop their cognitive skills, creative skills and artistic skills. During the 'Play As You Wish' session, the children play independently under their own leadership and so develop their self-confidence and problem-solving skills. Some co-created story books and flashcards have been added to the curriculum as part of the Play to Learn project in collaboration with Sesame Workshop. These co-created story books and flashcards are based on the culture of Rohingya children and are included in the curriculum to support the child's holistic development. Also, some theme-based videos have been created and the curriculum's play activities have been arranged according to that theme.

The facilitators who facilitate the play activities in BRAC Humanitarian Play Lab (HPL) centers are called 'Play Leaders' and they are chosen from the Rohingya community. Their knowledge, skills and positive attitude plays an important role in the successful implementation of these activities. To help the Play Leader's comprehension, all the activities are written in Burmese and are also illustrated step by step. It is hoped that this curriculum will help the staff/workers to increase their knowledge and skills and will play an important role in developing positive attitudes towards the importance of play.

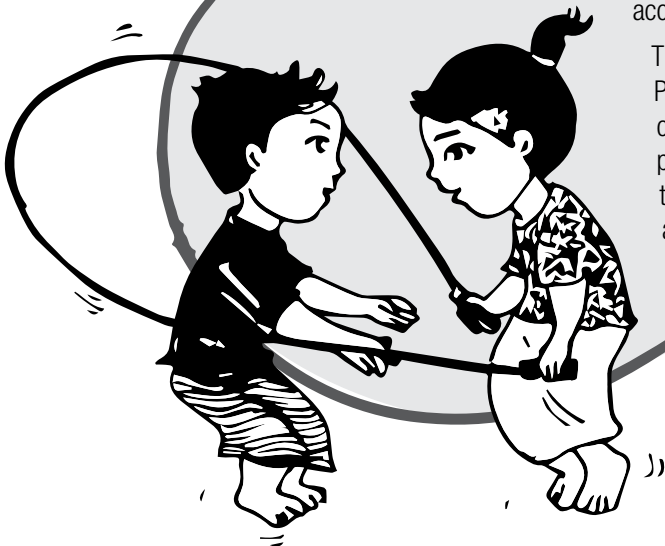


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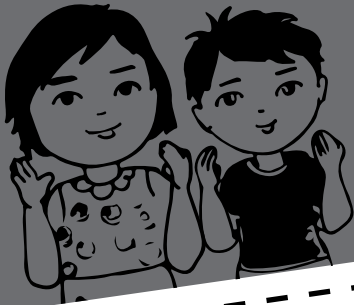
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Chapter 1

Children's Psychosocial Development and Growth in a Humanitarian Crisis

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Child and Children's Rights



Small children who have gone through a humanitarian crisis, violence or other adverse situations have a different psychological mindset than children who have grown up in a normal environment. A child who grows up in a peaceful environment sees the world in a different way than a child who grows up in a conflict zone. To help a child to adapt to a new environment as a refugee after being forced to flee from his/her own country, psycho-social assistance is very necessary. It plays a big role in helping the mental well being of and in promoting the holistic growth and development of children affected by crisis settings.

What is a Child?

The UN's Convention of Rights of the Child (CRC) defines a 'child' as a person below the age of 18. Each child is different and is an individual entity. Every child has his/her own private world. This is no different for a child who grows up in a crisis situation. To help children and to ensure their well being it is important to know about them and to understand their desires. For instance - a child always wants to get love and affection, and they like play activities and play materials. A child likes to explore and express their own individuality. They like to ask many questions and they also like to follow others.

Children's Rights

A child has several needs. However, some needs are extremely important to ensure a child's survival, their safety, and their ability to develop in a healthy and normal manner. These essential needs are known as children's rights. Keeping these needs in mind, the Child Rights Convention was adopted by the UN General Assembly in November 1989 and in September 1990 it was turned into international law. It is the responsibility of all those who are associated with children in one way or the other to uphold these laws. Children's rights are specified in 54 sections in the convention. These sections are mainly divided into four parts: 1) Right to Survival 2) Right to Protection 3) Right to Development and 4) Right to Participation.

Right to Survival

The basic needs that are necessary for the survival of the child are known as right to survival. For example, the right to have a

satisfactory quality of life, safe shelter, food, nutrition, medical treatment, etc.

Right to Protection

This refers to a child's right to get protection from all violence, abuse, trafficking, neglect, exploitation etc.

Right to Development

This includes all the rights that promote a child's holistic development. For example the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

Right to Participation

This is related to children's right to free speech, their right to express their own opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully.

Implementation Measures

Every individual in society should take part in raising awareness about the importance of and to ensure the rights of children. Thus this refers to the recognition of a child's identity as well as the implementation of the child rights convention, initiatives of non-governmental organizations as well as government institutions to ensure child rights, generation of funds to implement the convention, and monitoring and observation of situations affecting the implementation of the child rights convention.



Child Protection in an Emergency Context

When a critical condition occurs due to any natural or man-made reasons, it is called an emergency crisis. Emergency crisis is a situation where the response has to be immediate and urgent, and one needs to take precautions instantly. In case of children in an emergency crisis, it is about protecting them from neglect, abuse, misbehavior, violence, exploitation etc. We have to keep in mind that child protection doesn't mean ensuring that a child's every right is met, rather it is to ensure that children are protected because they are especially vulnerable. It is important to remember that children are most at risk in any emergency crisis. The risks they face are-

- Being separated from their family
- Being oppressed
- Being harassed physically, emotionally and sexually
- Being deprived financially
- Being deprived from their basic rights such as health, housing and education
- Facing uncertain and insecure situations and
- An increase in aggression in their own behavior and in the behavior of other children

Child Protection Policies

It is everyone's moral duty and responsibility to ensure the protection of a child. There are some important policies and procedures to follow such as:

- Not take any steps which can be harmful while ensuring the protection of a child.
- Remain neutral while providing humanitarian aid and ensure humanitarian assistance for all, especially for those who are innocent or victims of political persecution.
- Protect children from violence and persecution and from physical and psychosocial trauma. But be careful that steps taken to ensure the protection of a child do not go against the wishes of the child or cause them to be afraid.
- While ensuring the basic rights of a child, give priority to the wishes and opinions of the child and make sure that the child is not hurt physically, mentally or emotionally.
- It is difficult to ensure child protection in an emergency setting through using a mix of different policies, laws and various organizational methods. So, clear steps have to be taken by following the national child protection policies to ensure the participation of the local people.
- Ensure that children are in a space where not only are they protected from harm but they are also nurtured.
- One of the most important interventions for child protection is Child Friendly Spaces.

Early Childhood Development and the Areas of Development



Early Childhood Development

During early childhood, the foundations for holistic development are laid as brain cells form, develop and active connections are made between them. In the long term, this period of time plays a pivotal role in a child's development and is crucial in setting up the foundations for a successful adult life. Thus, in the context of humanitarian crises, ensuring early childhood development for refugee children/child survivors is critical. The age limit for early childhood is defined differently around the world. It is sometimes recognized as the period of a child's life from conception to age eight, or age five, or sometimes up to age three.

Every child goes through two types of changes. The changes in a child's size and features refer to his/her physical growth. This growth signifies the changes in their body and the increase in their size. Additionally, the changes that occur in a child's skills and abilities are known as development. This development signifies an improvement in a child's cognitive, language, social and emotional skills. However, unlike the changes in size and features, these developments are not outwardly visible. They can only be identified by judging a child's skills through observing his/her ability to do things. Development and growth both are important in a child's life.

Child's Brain Development

By the age of 6, children's brain structure resembles that of adults, but it functions differently. The foundations for a successful adult life are laid during those early years when overall brain development happens. Generally, children's brain development begins during the prenatal period. Thus, the mother's access to nutrition and her wellbeing are vital for the child's brain development. After birth, nutrition and various sources of stimulation help connections to form among the child's brain cells. The rate of brain development is the highest during the first five years. If there is any hindrance in the process of connections forming among brain cells, the development of the child will be hampered as well. There are adverse affects on the brain development of children who have experienced torture, violence, negligence or other forms of trauma, or have grown up in an environment full of fear, and this in turn hampers their future development and learning. Therefore, if children are provided with a safe environment and sources of stimulation, their brain development and overall holistic development is promoted.

Children's Areas of Development

Children's skills develop according to their age. Apart from age, the development in the skills and capabilities of a child depends on their surroundings, family circumstances, financial and social status, how secure they are, how much care they receive and on their interactions with adults. In fact, the development of skills is not influenced by any one factor; rather it is influenced by a confluence of factors. Skills that can be generally expected from children aged 3-5 years are given below:

Different Areas of Development

Areas of Development	Skills
<p style="text-align: center;">1</p> <p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> • Increase in size of the body • Increase in body strength • Be able to jump using both legs • Be able to control big and small muscles • Develop hand eye coordination • Throw and pick objects to/from specific places • Be able to aim and throw ball with precision • Be able to draw and paint with crayon, brush, and pencil • Be able to draw different sizes and shapes • Be able to make different sizes and shapes with blocks, beads, and small stones • Be able to jump using one leg • Be able to walk forwards-backwards, right-left, and in curved paths • Be able to jump over a rope • Be able to cut paper with scissors • Be able to use sensory organs (e.g. eyes, ears, nose, tongue, and skin) to direct movement • Be able to tell the advantages and disadvantages to health of eating specific food items • Be able to imitate any kind of gestures or body language • Be able to dress, undress, and comb hair without assistance
<p style="text-align: center;">2</p> <p style="text-align: center;">Social and Emotional Development</p>	<ul style="list-style-type: none"> • Be able to respond to smiles and conversations • Be able to identify family members • Be able to abide by social norms (e.g. to greet elders with salaam, say goodbye, etc.) • Be able to express appropriate emotions to others' joys and sorrows • Be able to follow rules in different settings • Be able to participate in teams • Be able to receive help from others and help others in times of need • Be able to express himself/herself to friends and to other children • Be able to play in turns and develop patience • Be able to follow instructions and complete simple tasks • Develop self-control • Be able to express his/her likes and dislikes • Be able to understand others' emotions by observing their gestures or body language • Be able to make concessions during small conflicts with friends and solve problems together

	<ul style="list-style-type: none"> • Become empathetic towards others • Be able to value other children's needs and desires • Become skillful at controlling aggression • Take pride in own traditions and cultures
<h1>3</h1> <p>Language and Communication Development</p>	<ul style="list-style-type: none"> • Be able to say own name and speak about family members • Be able to talk about familiar objects or pictures • Be able to communicate with others through small sentences • Be able to follow verbal instructions (e.g. order, request, advise) • Be able to understand easy descriptions and simple discussions • Be able to listen to and enjoy short and simple Kabbyas, Kissas/rhymes, songs and stories • Be able to ask or answer short questions • Be able to talk without hesitation and understand others • Be able to hear, learn and use new words • Be able to say short and simple Kabbyas and Kissas in their own language • Be able to describe pictures in a simple manner • Be able to read letters and easy words • Be able to understand the signals and directions in a simple and familiar environment • Be able to understand group discussions and respond appropriately • Be able to follow level-one instructions in a second language
<h1>4</h1> <p>Cognitive Development</p>	<ul style="list-style-type: none"> • Be able to identify familiar objects and pictures • Be able to find hidden objects • Be able to draw and paint as they wish • Be able to identify and name the primary colors • Be able to solve problems on a small-scale • Develop their imagination and be able to exhibit it through play • Be able to create new things • Be able to solve easy puzzles • Be able to identify different objects and understand their use • Be able to count 1-20 both in Burmese and English • Be able to describe the characteristics of human beings, plants, and animals • Be able to recognize and draw fundamental geometric shapes and sizes • Be able to understand concepts such as big-small, near-far, more-less, high-low, light-heavy, rough-smooth, tall-short, thick-thin, etc. and be able to compare things using these concepts • Develop common knowledge (e.g. leaves of trees move when a wind blows, waves are created on water, etc.) • Be able to make plans to create things with objects easily available in the surroundings • Be able to compare, combine, classify, and differentiate different objects and pictures of objects • Be able to name different body parts and describe their functions • Be able to analyze information through observation, investigation, and discussion • Be able to reflect on and discuss small topics related to science and the environment • Be able to explain new situations or problems using past experience and knowledge

Social-**emotional** Learning & Behavior of Children



Child's Social-emotional Learning

In any humanitarian context, social-emotional learning is very important for a child's development. In the context of the Rohingya children taking shelter in the camps, social-emotional learning helps these children to build resilience and develop self regulation. Social-emotional learning is a process through which children learn to understand others' and his/her own emotions and feelings, how to get along with people, how to

build friendships, how to show empathy toward others, how to cope with different challenges and situations and how to adapt well to her/his surroundings. In fact, it is a process of lifelong learning that helps their holistic development.

Child's Behavior

Everything a child does is considered as his/her behavior -how he/she moves, plays, talks, interacts with others etc. Children usually behave differently in different situations. Sometimes children display what is considered as positive behaviors, sometimes they display what is considered as negative behaviors. There are usually reasons for their negative behaviors, for example family separation, anxiety, depression, psychological trauma etc. And if children grow up in environments that are subject to disputes and conflicts or they are vulnerable to social and family negligence, they also tend to exhibit negative behaviors.

Social-emotional learning and self-regulation skills teach children to control their own behaviors as well as to express their emotions and feelings. One significant way that children aged 3-5 years can learn to control and express their emotions is through cooperative and constructive participation in teamwork, and it is easily possible for them to achieve this through play. By actively participating in group play activities, children of this age group get the chance to practice self-regulation skills and emotional expression skills. Play leaders will follow the techniques shown below to help children control and manage their emotions and behaviors. Some examples of activities that play leaders can use are -

1. Tell the children, “When I will say ‘Chanaboot’ (black chickpea) softly you will start jumping slowly while acting like you are eating ‘Chanaboot.’ Then, when I will say ‘Chanaboot’ loudly, you will start jumping faster while acting like you are eating ‘Chanaboot.’” Play this game with the children for 2-3 minutes.
2. First, stand with the children in a circle. Now say, “When I say ‘Start’ you will start walking around the play center as you wish. Then when I say ‘Stop’ you will stop right where you are.” After they stop moving, ask them to say ‘Hello’ to the child next to them by using different gesture, for example – by waving hands, shaking hands etc. Conduct this activity two or three times.
3. Explain this to the children that when they hear the word ‘Freeze’, they have to instantly stop whatever they are doing, freeze in position and look at you. Conduct the game at different times. For example – say to the children, “Jump on one leg, jump, jump, and jump, and now FREEZE!” As the children get familiar with the particular word ‘Freeze’, this game will help them in controlling their emotions and feelings as well as to be more thoughtful and attentive.
4. Tell the children, “I will say a number and you all will say the next number. For example – When I say ‘Tai’ (1 in Burmese), you all will say together ‘Nai’ (2 in Burmese), when I say ‘Tum’ (3 in Burmese) you all will say ‘Le’ (4 in Burmese) together.” Play the game like this till ‘Tasse’ (10 in Burmese).
5. Tell the children to act as you ask them to. For example – “When I tell you to brush your teeth, you all will act as if you are brushing your teeth. If I tell you to take a bath you will act as if you are taking bath and if I tell you to wash your hands you will act as if you are washing your hands.” Conduct the game like this for 2-3 minutes.
6. Ask everyone to stand in a line and close their eyes. Now, ask everyone to inhale slowly through their nose and exhale through their mouth. Conduct this activity two or three times.
7. Small disputes can arise any time between children - especially during any sort of transitions, while playing in small groups or even while figuring out how to share a toy. In such cases play leaders will do the following –
 - Before resolving the dispute, ask the children what they think can be done to resolve it. Do not give any direct solution to them. If needed, discuss different ways of solving the dispute with the children and resolve it on the basis of their opinion.
 - Another purpose of letting children resolve their own disputes is to increase their self-confidence. In this case, talk to the children, be sympathetic to them and help them express their emotions and feelings. Help the children to identify their good behaviors and talk about themselves so that they feel comfortable in expressing their emotions and resolving disputes.

Play and Psycho-social Development & Growth of Children



For all children 'play' is a universal subject. Regardless of race, religion or caste, all children are involved in games and playing. Children living in adverse environments or in shelters are no exception. Play is a collection of activities performed by children and in which they willingly participate with joy and interest. From birth, children are interested in playing and it is through play that children get to know themselves and about the world around him/her. Children also relieve their liveliness and energy through playing.

Importance of Play in a Child's Psycho-Social Development

Play is an important part of childhood, with which the psycho-social development and overall holistic development of a child are very much intertwined. In a humanitarian crisis, play works as a healing tool for children. Through play, they can keep themselves happy and cheerful and forget about their sadness, pain, grief and uncertainty for a little while. This happens because when children play, they can imagine themselves safe from all adversity and harm. The importance of play in a child's early development is immense. According to specialists, in any adverse environment or in an emergency humanitarian crisis play can work as a form of therapy. Play is used as a medical treatment to help children control their negative behavior and manage emotions such as sadness and anxiety. Simultaneously, children's cognitive, physical, linguistic, and social-emotional development are promoted through play. The significance of play in the overall development of children, especially in their psychosocial development is highlighted below:

- Helps children to resolve conflict and generate new ideas for problem solving.
- Teaches children to be respectful and empathetic towards their own and other's feelings.
- Helps children to develop the skills of self-regulation through proper expression of emotions and feelings.
- Helps children to learn to express feelings in a positive way.
- Helps children to learn social skills and how to behave in different situations.
- Helps children to successfully manage their own behaviors.
- Helps children to learn more about themselves which increases their confidence in their own abilities.
- Helps children to develop interpersonal communication skills.
- Helps children to develop fine and gross motor skills.
- Helps children to develop their imagination and creative skills.
- Helps to dispel negative thoughts that arise and helps children to attain mental peace.

Chapter 2

BRAC Humanitarian Play Lab (HPL)

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BRAC Humanitarian Play Lab (HPL) Activities

The Centre Based Humanitarian Play Lab (HPL) Model gives Rohingya children aged 3-5 years the necessary psychosocial stimulation, support and security they need for their holistic development. The model has been designed with the aim of making the early years of their lives happy and joyful. Through the Humanitarian Play Lab model children who have been affected by the humanitarian crisis get a chance to enjoy their childhood even in the midst of great adversity.

Goals of BRAC Humanitarian Play Lab

Give children aged 3-5 years in crisis settings psychosocial support through play and ensure that through play these children develop their physical, cognitive, language and social-emotional skills in a safe, joyful and child-friendly environment.

Purpose of BRAC Humanitarian Play Lab

The Humanitarian Play Lab model is particularly suited for the Rohingya population as it is designed to serve the following purposes:

- To help children build coping and resilience skills in order to promote their healthy psychosocial development and thus their holistic development.
- To help children develop positive attitudes, understand their feelings and show empathy to others.
- To promote children's spontaneity through a play based curriculum and to develop their creative skills.
- To help preserve the culture and heritage of the Rohingya community by tailoring the activities and operations of the centers to the needs and wishes of the Rohingya people.
- To create a feeling of togetherness and hope in the hearts of people affected by crisis settings by fostering a supportive environment for children in the community

Characteristics of BRAC Humanitarian Play Labs

The environment of a center based Humanitarian Play Lab should be one where children feel comfortable to engage in play and where they get the chance to participate actively. The characters of center based Humanitarian Play Labs are:

- All 3 to 5 year-old children of a specific camp shall get the chance to participate in the activities of the Humanitarian Play Labs.
- Two Play Leaders from the local community will be assigned for each Humanitarian Play Lab.
- The activities in the center will run for 2 hours.
- The number of children in a center will be 35-40 for the age group 3-5 years.
- There will be different types of age and developmentally appropriate play materials in the Humanitarian Play Labs.
- There will be a management committee for every Humanitarian Play Lab comprising of community people and parents/guardians and this committee will assist in the smooth operations of the centers.
- Parents and guardians will be involved in the improvement and development of the Humanitarian Play Labs.



To manage all the activities of the center based Humanitarian Play Labs and ensure smooth operations, there will be a management committee of seven members. All the seven members of the committee will be selected based on the opinions of parents and members of the Rohingya community. There will be a president, a member secretary (Play Leader) and the rest will act as general members. Five mothers will comprise the general members.

**Roles and
Responsibilities
of the BRAC Humanitarian
Play Lab
Management
Committee**

The main roles and responsibilities of the management committee are:

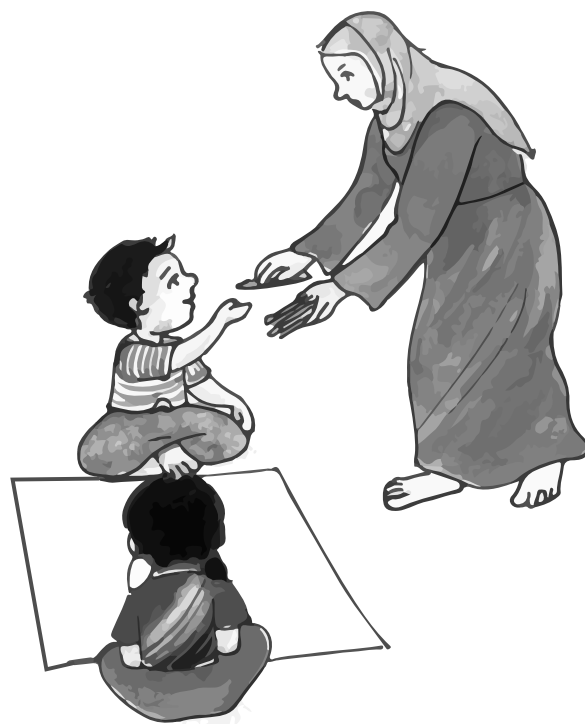
- Make sure parents participate in monthly meetings regularly and also participate in the material development workshops.
- Observe the activities of the Humanitarian Play Labs as needed.
- Monitor if the play leader is present on time and if needed provide her with assistance.
- Encourage the children and mothers who participate in the centers to be present at the sessions on time and regularly.
- Take steps to collect different materials from the locals for use in the centers and preserve and store these materials.
- Take steps to settle any problems that may arise in the Humanitarian Play Labs.
- Deal with any unexpected events that may occur in the centers.
- Assist to improve the activities and overall operations of the Humanitarian Play Labs.

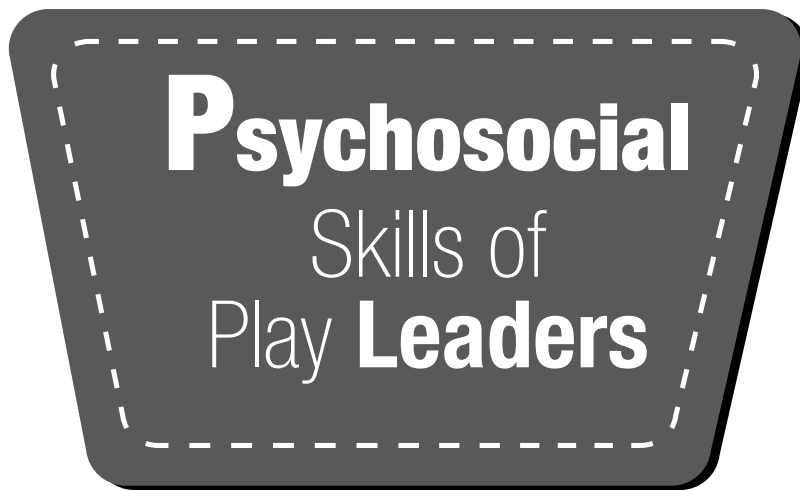
Responsibilities & Duties of Play Leaders

Responsibilities & Duties of Play Leaders

The person who facilitates the activities of the center based Humanitarian Play Labs is known as the play leader. As well as managing the children, a play leader has many other responsibilities and duties. For instance –

- A Play Leader will manage one session for children aged 3-5 years old.
- She will be present at the center at least fifteen minutes before it opens and leave the center at the scheduled time.
- She will keep the center beautifully decorated.
- She will prepare for the next day's activities on the previous day.
- She will conduct all the activities according to the activity schedule and participate in the activities along with the children.
- If a child is absent in the center, she will contact his/her guardian to make sure he/she is present next time.
- She will ensure child safety.
- She will keep the inside and outside of the centers neat and tidy.
- She will keep records of the children's names and ages in the register book.
- She will take attendance of the children every day and keep the record of their attendance in the attendance book.
- She will participate in all kinds of trainings, refreshers and meetings.
- She will ensure the collection, storage, distribution and proper usage of all the activity materials and play materials.
- She will assist the parents and the members of the Play Lab Management Committee in conducting regular meetings.





Psychosocial Assistance

Psychosocial assistance is an approach through which a psychosocial support provider helps a person to recover from mental distress caused by a humanitarian crisis, sudden disaster, persecution or oppression. The psychosocial service provider listens to the service receiver with a great deal of sincerity and empathy so that the service receiver feels better mentally and emotionally after sharing his/her misery, grief, anxiety and any other thoughts with the psychosocial service provider.

To provide psychosocial support to the children who attend Humanitarian Play Labs, the play leader has to pay special attention to a few things. For example – children need to feel loved, and so they have to be given lots of care and affection. Children learn through playing and exploring - that is why they need to be taught through play how to be self confident and believe in themselves. They also need to be taught self-regulation so that they can control their emotions and be able to interact with others.

Play Leader's Psychosocial Skills

Every child is different - that is why there are differences in every child's psychosocial needs as well. In order to provide psychosocial support to children, the play leader has to exhibit a few different skills. The special skills and qualities that a play leader has to have are –

Active Listening and Empathy

Active Listening

Active listening is listening to someone with full attention and interest. This way one pays full attention to what the person is saying and also one understands better that person's issues.

Techniques for Active Listening

Some techniques one can use to become an active listener are listed below –

- Ask small questions while the other person is speaking.
- Make eye contact while the other person is speaking.
- Tell the person such things as – “I am beside you, I understand what you are going through,” etc.
- Not make any sort of gestures or facial expressions which may make the speaker feel ignored or judged.

Importance of Being an Active Listener

- The service provider will understand the issues of the service receiver better.
- Service receiver will be motivated to share his/her issues.

Empathy

Through using empathy one can understand a person's feelings better by putting oneself in his/her position or situation.

How to Listen with Empathy

- Pay attention to how the person is speaking.
- Pay attention to which words the speaker is putting more stress on and which words they are using to express their emotions.
- Pay attention to the speaker's sitting posture.
- Pay attention to the speaker's facial expressions.

Importance of Listening Empathetically

As a result of practicing empathetic listening,

- One can understand a person's feelings better.
- The speaker becomes more interested in sharing his/her thoughts and feelings.
- The speaker will be able to feel that he/she is being actively listened to.
- Will be easy to continue the conversation.
- Will help to build a good relationship with the speaker.

Non-judgmental

Objectivity refers to not imposing one's own thinking, belief systems, values, and judgments on others. It also disavows the tendency to judge the incidents or stories of others through the lens of one's own personal experiences.

Some ways of maintaining objectivity are given below:

- Treat everyone equally and impartially.
- Avoid judging the incidents or stories of others in the light of one's own personal affairs.
- Refrain from imposing one's opinion on others.
- Respect others' opinions.
- Give space to others to talk and participate equally.

Confidentiality

Under no circumstance should the psychosocial service provider disclose or disseminate any information discussed during sessions with the service seekers without their explicit permission. Ensuring confidentiality is essential for forging a good relationship with and gaining the trust of the service seekers. It is only through preserving confidentiality that the service seeker's safety and personal freedom can be protected. Furthermore, there are some other points to keep in mind:

- Respect each person equally.
- Be a trustworthy person.
- Respect everyone's autonomy.
- Be a just and fair person.
- Maintain confidentiality.
- Behave empathetically.

Symptoms of Various Mental Issues

If one or more of the following symptoms are found in any psychosocial assistance service seekers, he/she has to be referred to a para-counselor.

For example:

- If the person stays aloof from everything, stops interacting with others, or does not answer any questions.
- If the person screams, engages in verbal abuse, throws or breaks things, or strikes others.
- If the person stops eating regularly.
- If the person doesn't sleep properly.
- If the person is unable to do his/her everyday tasks.
- If the person repeatedly dreams of or ruminates about abnormal things or traumatic experiences.
- If the person has suicidal tendencies or is inclined to self-harm.



Every activity of the Center-based BRAC Humanitarian Play Lab is play-based and it is essential to have an effective curriculum for conducting and implementing the play activities that reflects the age, readiness and culture of the children. The main purpose of the Humanitarian Play Lab (HPL) curriculum is to build resilience among children through play and help to ensure their holistic development at a time they have been affected by humanitarian crises or other adverse situations. The play activities have been aligned in the curriculum in such a way so that a balance is achieved between the psycho-social conditions, ages and areas of development of different children. The activities also progress from easy to hard and ensure the spontaneous participation of the children.

BRAC Humanitarian Play Lab Curriculum Core Principles

The principles that have been followed in the development of the center based Humanitarian Play Lab curriculum are:

- It is a comprehensive play-based curriculum that includes play activities that are guided and age appropriate and are designed to promote creativity, learning and healing.
- It focuses on the healing, safety, and security of children as they and their families adjust and adapt to a new host country and environment. All play activities, play materials, space design and approaches to learning are based on the culture, language and heritage of the children.
- It gives importance to the needs of children to create a safe, responsive and supportive environment for them. Spaces for active learning through small and large group activities are created both inside and outside the centers.
- It is based on a participatory approach to promote caregiver, child and community engagement.
- It promotes child protection, health, nutrition and hygiene messages and provides linkages to essential services as needed.
- Facilitator training incorporates principles of respect, empathetic listening, and an understanding of psychosocial assistance after trauma.

BRAC Humanitarian Play lab Curriculum Framework

The framework of the Humanitarian Play Lab curriculum is based on child development and learning and on child mental well-being. In collaboration with Sesame Workshop, some theme-based videos have been created and the curriculum's play activities have been arranged according to that theme. Also, certain co-created storybooks and flashcards have been integrated into the curriculum as part of the Play to Learn project. These co-created produced storybooks and flashcards are focused on the culture of Rohingya children and are part of the curriculum to support children' overall development. Two factors – Healing and Resilience – are integral to a child's mental well-being or psychosocial development. Healing is defined as helping children to recover from mental trauma by listening to them with empathy, showing them respect and by paying homage to their language, culture and heritage. Resilience is defined as the ability to cope with any adverse situations or environments. Building resilience helps children solve any problems that may arise in conflict or crisis situations. Moreover, it helps children to stay positive and avoid depression. The importance of the early childhood stage in a child's life is immense. During this time the foundations are laid for the physical, cognitive, language and social-emotional development of children and so it is important to ensure that the effects of trauma on child brain development are mitigated through promoting their psychosocial well-being.

In a humanitarian crisis situation, the overall development of a child is influenced by many factors. Healing, resilience and overall learning and brain development are all interconnected. The skills built through play related to healing, building resilience and overall learning help children to survive any adverse situations, adapt with changes in their lives and enables them to get along well with others. The center based and home based Humanitarian Play Lab curriculum has been developed keeping these skills at the forefront. The skills the children will learn through play are listed below –

Curriculum Framework	
Overall Theme: Building Resilience	
Sub Themes	Skills
Playfulness	<ul style="list-style-type: none"> • Enthusiasm/ motivation • Experience fun/ enjoyment • Active engagement • Initiative • Innovation/ Creativity, • Flexibility in outcome, • Involves all senses, whole body • Negotiation with others, • Spontaneity
Communications	<ul style="list-style-type: none"> • Patience, listening, waiting for your turn • Understandable and clarity about what you want to say • Well suited to the situation • Learning and using emotion words • Articulation • Polite forms for request/behaviour/respectful use of sentences • Learning social cues and body language and facial expression • Adapt voice tone/intonation into context

<p>Problem Solving</p>	<ul style="list-style-type: none"> • Negotiation with others • Flexibility in approach • Identify the first step • Identifying the goal/ goal oriented • Goal in mind • Managing your frustration
<p>Conflict resolutions</p>	<ul style="list-style-type: none"> • Taking turn and sharing • Express appreciation to peers for kindness • Calm down from stress and anxiety • Divert/distract the mind/attention • Compromising and collaborating • Being sensitive to other's feeling/ promote empathy • Develop motivation to be kind
<p>Self-Regulations</p>	<ul style="list-style-type: none"> • Assertiveness/taking initiative • Aware of your own emotion • Reading others emotions • Express emotion in a non-harmful way • Calming strategies • Adaptability with situation • Cooperation • Able to control behaviour according to group norm • Impulse control
<p>Social Competence</p>	<ul style="list-style-type: none"> • Be likable and Friendly towards other children • Cooperate and be adaptable • Following social norms and values • Taking initiative • Able to compromise • Express thanks • Listening to others • Reading other's emotion • Active engagement in group or peer
<p>Building Confidence</p>	<ul style="list-style-type: none"> • Be fearless • Stand for myself • Self Esteem • Affirm myself • Self confidence • Care for yourself • Self monitor

Overall Curriculum: **Learning framework**

Domain	Sub domain	Specific aspects	Goals
Language & Communication	Language	Ability to listen, understands, speak and communicate.	<ul style="list-style-type: none"> The child should be able to listen & understand the spoken languages (Listening) The child understands, follows and uses appropriate social and conversational rules. (Speaking)
	Literacy	Ability to read and write.	<ul style="list-style-type: none"> The child should be able to recognize written symbols, letters and text with understanding (phonological awareness, Print & Alphabet knowledge) The child should be able to express their idea through producing picture, symbol and text.
	Multilingualism	Knowledge of more than one language (English song, rhyme)	<ul style="list-style-type: none"> The child should be able to demonstrate competency in another language along with mother tongue
Cognitive Development	Mathmetics Developments	Math & Numarecy	<ul style="list-style-type: none"> The child should be able to understand and demonstrate knowledge, skills with counting numbers, operations, measurement, geometry and spatial senses.
	Enviroment and Scientific Enquiry.	Science and Enviroment.	<ul style="list-style-type: none"> The child should be able to collect and describe information through exploring and observing of objects, living things, Weather and Seasons.
	Logic and reasoning	Logical thinking and problem solving	<ul style="list-style-type: none"> Child should be able to demonstrate awareness of cause and effect and find multiple answers to questions, tasks and problems.
Physical and Motor Development	Physical Development	Physical Fitness	<ul style="list-style-type: none"> The child should have adequate strength, stamina and energy to participate in a variety of physical activities

	Motor Development	Gross Motor, Fine motor and Sensory Motor Skills	<ul style="list-style-type: none"> The child should be able to use and coordinate large muscles for body movement, small muscles for hands & fingers and senses to guide motion. The child should be able to use her/his senses to guide motion.
	Safe Practice, Personal Care & Hygiene	Safe practice and Hygiene	<ul style="list-style-type: none"> The child should be able to demonstrate awareness and understanding of safety rules and simple instructions. The child should be able to demonstrate ability to avoid harmful objects and situations. The child should be able to demonstrate personal care, hygiene skills and variety of balanced nutritious food.
Social and Emotional Development	Social Development	Pro-Social Behaviour	<ul style="list-style-type: none"> The child should be able to interact positively with adults and peers. The child should be engages in prosocial and cooperative behavior with adults / The child should be able to demonstrate pro-social behavior to cooperate and show empathy with others, to negotiate & participate in decision making and cope with diverse settings.
	Emotional Development	Emotional Expression	<ul style="list-style-type: none"> Child should be able to recognize and express appropriate range of emotion. Specific aspects: Self Control. Child should be able to regulate their feelings and impulses and have the understanding to follow the rules.
	Values & Ethics	Self Respect, honesty and responsibility. Culture and Heritage	<ul style="list-style-type: none"> Child should be able to demonstrate honesty, respect for self & others, take responsibilities and is able to accomplish tasks. Child should be able to show respect and be proud of Rohingya culture and heritage.
Creative Development	Creativity	Artistic Creativity	<ul style="list-style-type: none"> Child should be able to communicate through artistic expressions and think and use things in new ways.

Theme-Based Approach

The overall development of a child is influenced by all the skills they acquire at different ages. This development helps children to cope with any circumstances they face. Children acquire different skills through play very easily. The play activities of the center-based Humanitarian Play Lab curriculum have been developed to help children acquire these skills. As part of the 'Play to Learn' project, videos have been developed with Sesame Workshop. These videos have been developed under different themes. The play activities in the curriculum have been re-arranged according to the themes of the video. These themes are:



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Activities of Humanitarian Play Lab

First Year Activities

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Activities of Humanitarian Play Lab

First Year Activities

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Time to Say Hello

When all the children arrive at the center, the play leader will stand or sit with them in a 'U' formation. She will first greet them and then ask the children to greet each other. After that she will ask the children to sing the national anthem along with her. Then she will remind the children to keep the following values in mind – “We are all brothers and sisters, we won't fight, we will work together, we won't lie, we will respect elders,” etc. After this 'Time to Say Hello' session is over the play leader will start the 'Rhymes and Stories' session. Sometimes the play leader can have a child who is eager to do so lead the 'Time to Say Hello' session.

3-5 Age Cohort Time to Say Hello Activities

1. Myanmar National Anthem
2. Social and Moral Values
3. Safety Messages
4. Basic Hygiene

National Anthem



Material

None



Skills

- Will be able to sing and perform the national anthem.

How to play

- Stand in a circle with the children
- Now tell the children, 'Now we will all sing our national anthem together.'
- Then start singing the national anthem with everyone.

Kaba Ma Keyai

Tayaah Mya Htah Lutt Latt Kyin Ne Ma Twe
Doe Phyaee Doe Mae
Myalu Ket Thein Nyein Chan Zay Poe
Kyun Tu Nyi Mya Wada Phyu Sin Deh Phyaee
Doe Phyaee Doe Mae
Phyaee Taung Su Amwe Ah Myaee Tee Htan Zay
Adih Dan Pyu Bay Htein Thein Zoe Lay
(Kaba Ma Kyei Myanmar Pyaee
Doe Bo Bwa Amwe Chit Moe Chit Myat Noe Bay)²
Phyaee Taung Su Ko Ah Htet Pay Loh Doe Ka Kwe Ma Lay
Dar Doe Phyaee, Dar Doe Mae Doe Paing Nett Mae
Doe Phyaee, Doe Mae Ah Kyo Ko Nyi Nyar Zwa Doe Da dwe
Htan Saung Ba Zoe Lay
Doe Tar Won Bay
Aphoe Tan Mae.

Social and Moral Values



Material

As Needed



Skills

- Will be able to exchange greetings.
- Will be able to follow social rules and norms.
- Will develop respect for other's feelings.
- Will improve their social skills.

How to play

- Sit in a circle with the children.
- Thank the children for coming to the play lab on time and exchange greetings with them by saying the following:
 - Tuyara beggun keno acho? Bhala/Gom acho ne?
 - Beggun bhala/ gom acho?
 - Toile aara ehon beggun boiyore kichu bhala bhala/ gomhotahoyum thik ache ne? Thik ache beggun boiyo toile –

Aara beggun bhai bon – 2 times

Aara hoijja nogoijjum – 2 times

Aara milijhuli taikkum – 2 times

Aara micha hota nohoiyyum – 2 times

Aara boro re ijot goijjum – 2 times

- Ask each child alternately child how they are and repeat this activity with the children daily.

Safety Messages



Material

None



Skills

- Will know how to stay safe.
- Will improve their ability to listen attentively.
- Will have increased self confidence.

How to play

- Sit in a circle with the children.
- Take opinions from few of them on the topic 'How children can stay safe.'
- Now explain to them how children can stay safe by using the following examples:
 - Tell the children the following messages: "We should never go out at night alone, if we do need to go out for any reason we should go out in a group or at least with one other person."
 - "At night we should avoid areas where there are few people and there is a possibility of danger."
 - "If we go out at night we should use a torch or a solar lamp."
 - "We should not go out with someone we do not know or whose behavior we do not trust, because at any moment that person may put us in danger."
 - "We should be aware of our surroundings at night and we should not talk to unknown people."
 - "We should not leave the camp under the influence of someone we do not know."
 - "If someone tries to tempt us with chocolates, money, gifts or promises of a better life we will not be influenced by them."
 - "If we face any problems we will ask for help from someone we know and trust."
 - Alternately ask each child how they are feeling and repeat this activity with the children every day.
- In this way, discuss this information with the children every day.

Basic Hygiene



Material

None

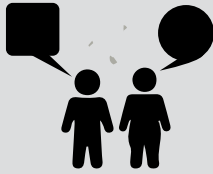


Skills

- Will know how to take care of themselves.
- Will know how to stay clean and maintain basic hygiene.

How to play:

- Sit in a circle with the children.
- Ask some of the children how they can stay healthy and listen to their answers.
- Use the following examples to show the children how they can stay healthy:
 - Tell the children the: “We will brush our teeth each morning after waking up.”
 - “We will cut our nails weekly and will keep our nails clean.”
 - “We will bathe every day.”
 - “We will wear sandals when we go to the toilet.”
 - “We will wash our hands with soap and water after using the toilet.”
 - “We will wash both hands before eating.”
 - “We will regularly oil and comb our hair.”
 - “We will use safe drinking water for all household activities.”
- Ask each child alternately how they are feeling and repeat this activity with the children daily



Rhymes and Stories

(Kabbyas and Kissas)

Kabbyas and Kissas are part of the curriculum because they help the Rohingya children's psycho-social development and language development. The chanting sounds and rhythms of Kabbyas give children a sense of comfort and joy which help them to forget the stress, sadness and anxiety caused by their circumstances. Children also love to listen to and recite Kissas. Telling stories in a fun way helps them to develop their language skills and cognitive skills. Through Kabbyas and Kissas children get a chance to hear and use new words. They develop their language skills through answering questions about Kabbyas and Kissas and their imagination skills through being able to recite and act them out. That's why it is important to present Kabbyas and Kissas to children in a fun way. The play leader also needs to take care when she is facilitating the 'Rhymes and Stories' session. She needs to pronounce words clearly, give children time to talk, listen to them attentively, ask them questions and also give them the space to ask questions or say what they wish.

3-5 Age Cohort Rhymes and Stories Activities

- Kabbya
- Kissa

Kabbya



Material

None



Skills

- Listening skills will improve.
- Will be able to learn new words.
- Will be able to recite Kabbyas together.
- Will be able to recite Kabbyas using gestures.
- Will be able to describe their emotions verbally.

How to play

- Ask the children to stand in a U shape.
- Select one Kabbya from the list.



- Recite the Kabbya using gestures.
- Recite this kabbiya with the children a few times..



- Then ask if any of the children are interested in leading the activity, and ask that child to come forward. Ask all the other children to recite the kabbiya with the child who has come forward.



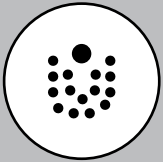
Kabbya for the First Year

<p style="text-align: center;">Nado kappa Nai Nai</p> <p>Nado kappa nai nai Seppelane pusa dong Nado kappa som som Seppelane pusa dong Nado kappa nai nai Seppelane pusa tai</p>	<p style="text-align: center;">Manglaba</p> <p>Mondo mendo sonkhowang Apru pengu song Monglaba serema E ya e nusengga</p>	<p style="text-align: center;">Sebbe Tongku</p> <p>Sebbe tongku Bay lo tom mele Piore meji Seng toma powmi</p>
<p style="text-align: center;">Twinkle twinkle, little star</p> <p>Twinkle twinkle, little star How I wonder what you are Up above the world so high Like a diamond in the sky Twinkle twinkle, little star How I wonder what you are</p>	<p style="text-align: center;">Peek – a – boo</p> <p>Peek – a – boo (2) Where are you? (2) I love you. (3) Peek love you</p>	<p style="text-align: center;">Ya Akka</p> <p>Ya akka la sa sa Kejja molla na molla Assa assa wataba Assa pajalla</p>
<p style="text-align: center;">Mu Seng Seng Lebi</p> <p>Mu seng seng lebi Forid me forba Treding soney song keshba Tredind to phaliang feobala</p>	<p style="text-align: center;">Greetings</p> <p>Good Good Good.... Good Morning How are you today? Good Good Good.... Good Morning Have a nice day!</p>	<p style="text-align: center;">Rotega Reain</p> <p>Rotega reain Jiaidoga kelaji Kenaiingbey feba Loodengma taoeng siji</p>
<p style="text-align: center;">Summaja</p> <p>Summaja feriar Tassong goka Mima fouja Rouja shouja Jippoa Peneji</p>	<p style="text-align: center;">Red Apples</p> <p>Red Red Apples (2) On the tree One for Mummy And one for me!</p>	<p style="text-align: center;">Sakelle</p> <p>Sakelle ti ta ta Me me anna la Pe pe me me su segga To to re wa</p>

<p>May Ma Pre</p> <p>Mema peji na do pe Mema saji na do sa Mema pe gri poa jerami Na do krooja grab a jo</p>	<p>Jump Jump</p> <p>Jump here,Jump there Jump up,Jump down Wave your arms,Kick your legs And turn around Jump here around</p>	<p>Pa Long Kelle</p> <p>Pa long kelle Aseng sellong jua o Amri maysi achong selongjua Oeng kueng kueng kueng</p>
<p>Ma Nin Do Ing</p> <p>Hopa kango miting ting Jibo kango miting ting Simi ting ting lada de Manang do in</p>	<p>One, two, three lyrics</p> <p>Step-1</p> <p>One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again</p> <p>Step-2</p> <p>Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p>Do Song</p> <p>Do song pingle mia pongdomi Poo deng onglo si Nekra mae sueari long ga do satti song do song</p>
<p>Lu kelle Ai Sombri</p> <p>Lu gelle a labra Te su re maiba Miasi mai labri Tai tai sai sai naigraba Attai talle moprai baje n</p>	<p>Fruits song</p> <p>Watermelon,Watermelon Papaya,Papaya Banana, BananaBanana Banana Cut Cut Cut Fruit Salad</p>	<p>Mamma Wah</p> <p>Mamma wa wa, tat a ka (2) Akka potema Kaba kaba mamma ya Ya lassa sa Ya akka nra sara Mamma wa wa, tat a ka (2)</p>
<p>Lasses Pe</p> <p>Ti ni lassepe pai Tong le lappu tang Na kro labbo mrrou Kuni si lanno pe Ku tasse lappe me</p>	<p>Two little eyes to look around</p> <p>Two little eyes to look around Two little ears to hear each sound One little nose to smell what's sweet One little mouth that likes to eat</p>	<p>Pay Pay May May</p> <p>Pay pay may may Maa baa je May may sesga Are ta Pay pay segga Salle sa</p>

<p>Serema Sacrami</p> <p>Mre pru yulaji Mi mi near negra ba Segga me me mopro la Serema sacrami</p>	<p>Me Me Na Ma</p> <p>Me me na ma tako ko Ele bato lo Opo suro puaro pollo toto tallo lo Ele da tuelo</p>	<p>Are you Sleeping?</p> <p>Are you sleeping? (2) Brother John (2) Morning bells are ringing (2) Ding Dang Dong (2) Are youDong</p>
<p>Biateng Gale</p> <p>Biateng gale Sumetang graba Ke dem pajalla Akken treka youkreba</p>	<p>Lo Kelle</p> <p>Lo kelle nolaji Kelle go Molle se ra Uma ne chera Re fulu bajji</p>	<p>Sleeping Bunnies</p> <p>See the little bunnies sleeping till it's nearly noon Shall we go and wake them with a merry tune? They're so still, are they ill?Wake up little bunnies! Hop little bunnies, hop, hop, hop Hop little bunnies, hop, hop, hop Hop little bunnies, hop, hop, hop Hop, hop, hop, hop, hop</p>
<p>Soalako Okati</p> <p>Soalako okati Pioty me me mara ong Naippa pado popo sou Sueanu abre waro ong</p>		<p>Rain Rain Go Away</p> <p>Rain, rain go away Come again another day Little Johnny wants to play Rain, rain go away</p>

Kissa



Material

None



Skills

- Will be able to act out Kissas using gestures and voice modulation
- Listening skills will improve.
- Conversational skills will improve.
- Will be able to describe their emotions verbally.

How to play

- Ask the children to stand in a U shape.
- Select one Kissa from the list.
- Use different gestures and tones of voice to present the kissa to the children.
- Then ask one child to come forward to be the leader and ask everyone to follow him/her.
- Give different children a chance to recite the kissa and praise them before ending the session.
- Applicable to co-creative stories:
 - Introduce the children to the specific co-creative story book by showing the picture on the top page of the book.
 - With enjoyment, show the pictures of the book by turning the pages one by one and read the whole story book to the children.
 - After reading, talk about the pictures in the book and listen to the children.

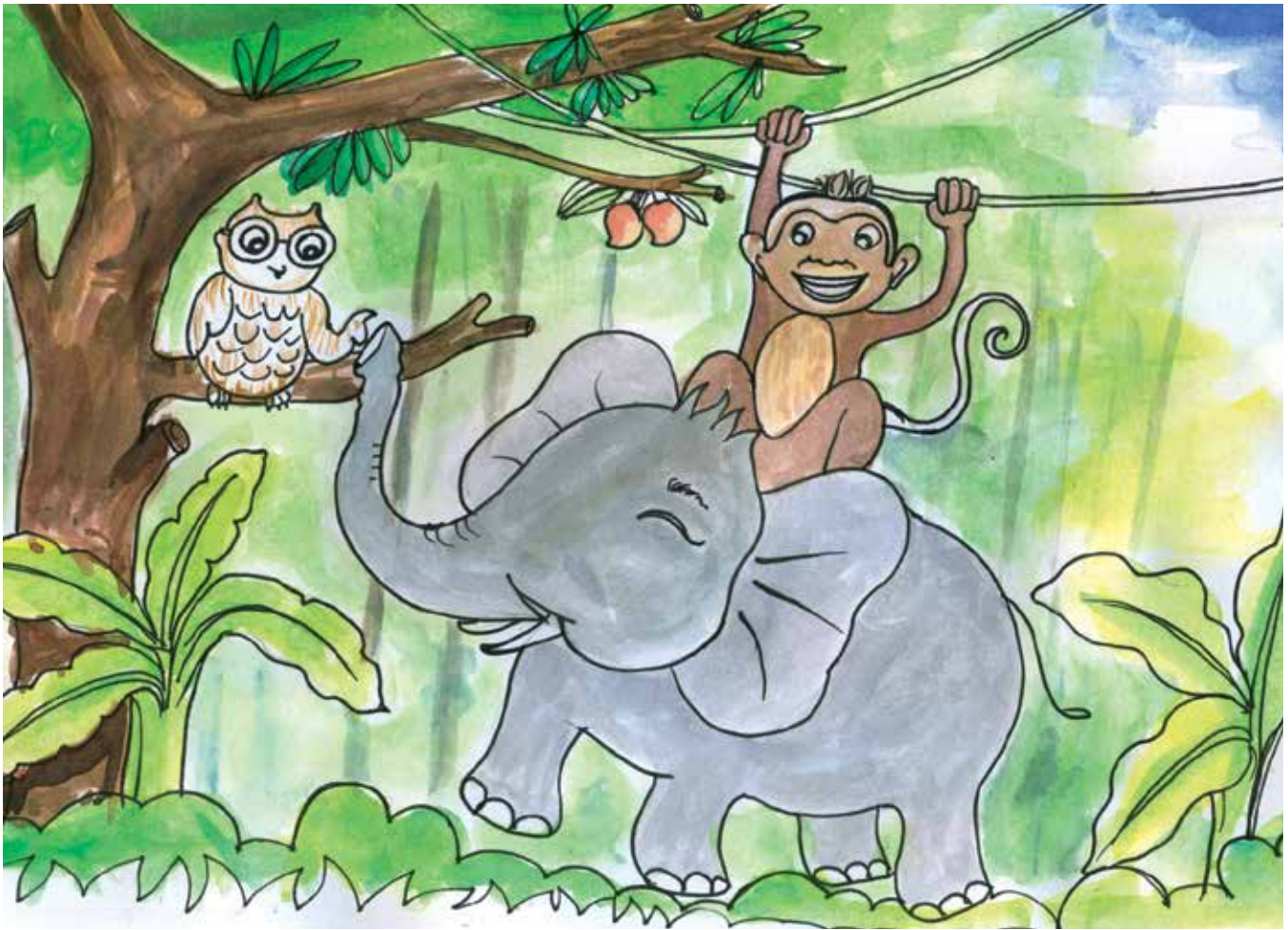


Kissa for the First Year



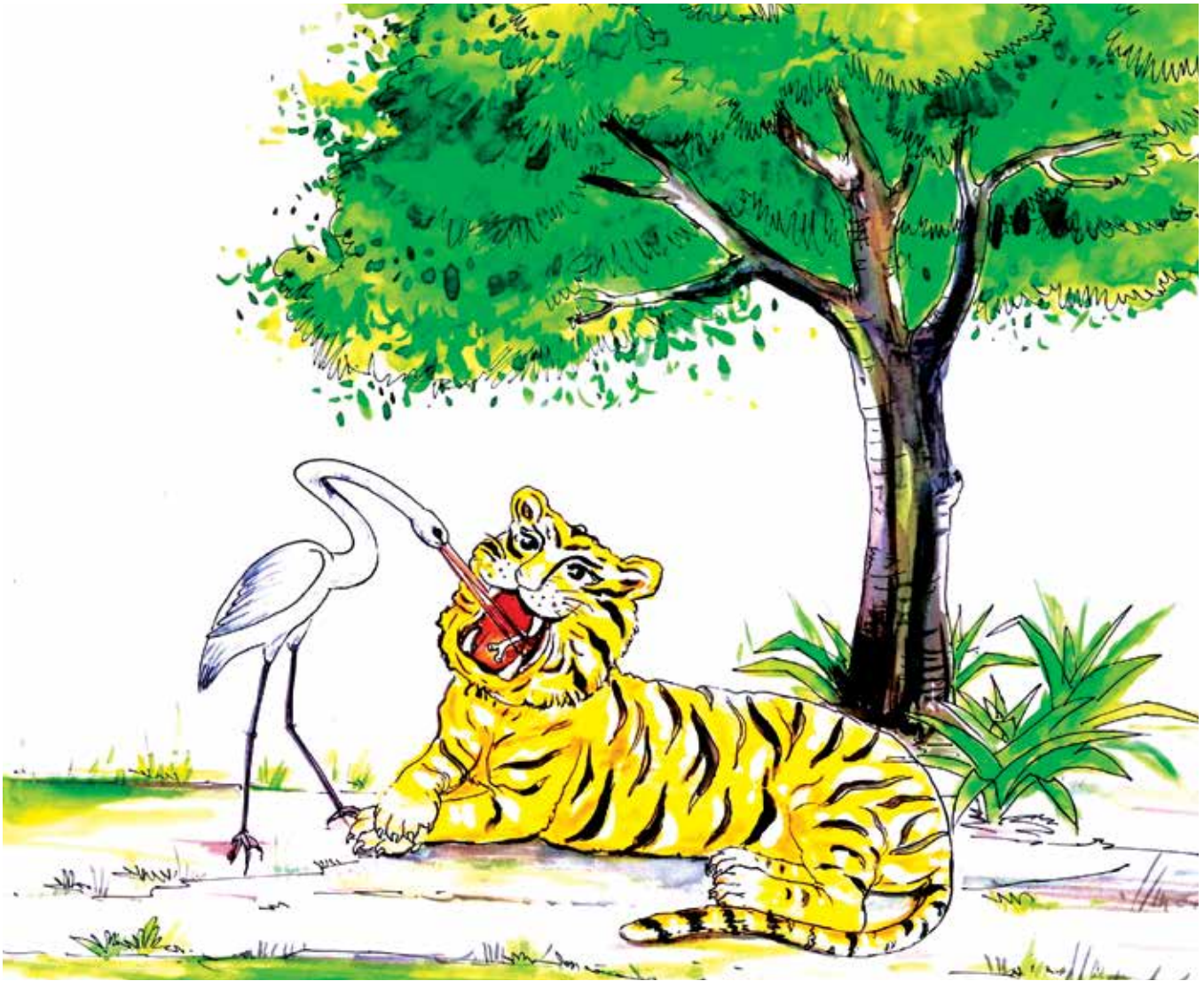
Duijon Poain O Lal Paik

One day two children were sleeping. At that moment a red bird came and sat at the window next to them. The chirping of the birds woke the children up from their sleep. When they opened their eyes they saw a red bird sitting there. They both went towards the bird but it didn't fly away and just sat there. They touched the bird. While touching the bird they saw that one of the bird's wings were broken. They took the bird and gave it food and treated it for injuries. Day by day the bird recovered. Once it was healthy, they released the bird. They were really sad. One morning they woke up and were amazed. The bird had returned to them. They were very happy. The children developed a friendship with red bird.



Tin Foaizzar Kissa

A monkey, an owl and an elephant were once very good friends. Once while chatting, the monkey and elephant started quarreling about who among them was better. After observing for a little while, the owl told them "You should not quarrel." The elephant kept insisting that he was better than the monkey and the monkey kept insisting that he was better than the elephant. Then the owl said, "I am going to tell you something. Are you going to listen?" The two replied, "What are you going to say?" "There is a big mango tree on the other side of the river that goes through this forest. Two mangoes are growing in that tree. Can you both go and pick the mangoes and bring them to me?" the owl said. The monkey and the elephant replied, "Yes, we can do so." Saying this, they both left to get the mangoes. When they reached the river, the monkey was unable to cross while the elephant was able to cross easily. The monkey called to the elephant to help him cross, and the elephant returned to help the monkey cross the river. On the other side, the elephant tried to pick the mangoes with his trunk, but could not do so no matter how hard he tried. The monkey said, "I can pick the mangoes. Wait." Then the monkey climbed the tree, picked the mangoes and gave them to the elephant. The elephant then gave the mangoes to the owl. The elephant said, "If I had not helped the monkey to cross the river, he would never have been able to do so." The monkey said, "If I had not picked the mangoes for the elephant, he would never have been able to reach them." After the two had finished talking, the owl said, "See, no one is better than anyone else. Everyone is equal. This is why we need to help one another." The monkey and the elephant realized their mistake and again became friends.



Boga ar Bagor Kissa

Once there was a tiger. One day the tiger caught a chicken and took it to the shade of a big tree far away. Sitting under the tree, the tiger began to eat the chicken when suddenly a piece of bone got stuck in his throat. The tiger spent three days like this, and spent a lot of time thinking about how he could get the bone from out of his throat. On the fourth day, while thinking, the tiger lifted his head and suddenly saw an egret sitting on a branch of the tree, eating a fish. Then the tiger told the egret, "Brother, I am in danger, please save me." The egret asked, "What happened?" The tiger said, "A piece of bone has gotten stuck in my throat. Could you please remove it?" Then the egret started thinking hard. What if after he got down from the tree the tiger ate him? The tiger said, "Brother Egret, please do not be scared. I will not eat you, please remove the bone from my throat." Then the egret thought, saving a life is good, and decided to come down from the tree. The tiger said, "If you remove the bone, I will not eat you. Instead I will give you a diamond as a gift." Then the egret said, "Please open your mouth wide." Once the tiger opened his mouth, the egret used his long beak to remove the bone from the tiger's throat. As soon as the bone was removed the tiger felt relief and started to wonder where he could find a diamond. He confessed to the egret that he had lied. He said, "I have never seen a diamond in my life, I do not know where to find one." Then the tiger thought, "If I eat the egret I do not have to give him anything." Upon thinking this, the tiger ate the egret.



Paik Odde Hocchoper Kissa

A long ago there was a pond in a jungle and there was a banyan tree beside that. There used to live two birds in that tree and a turtle in the pond. By living close to each other for a long time they became friends. The water in the pond dried out when summer arrived. This made the birds and turtle very much anxious. The birds thought that they could fly and drink the water from somewhere but what would happen to the turtle? They started to think about the turtle. While thinking they came up with an idea that they will bring the tree to the place where there is water. They will carry the turtle over the tree and carry the tree with their legs. The birds suggested the turtle to hold onto the trees with its head and not to hold the grip even if any human shouts or throw rock at them. However, when people started to throw rock at them while they were on their way, getting scared the turtle released the tree from its head and fell on the earth. This made its friends felt very sad and they healed him and started to live together there.



Pira Gacher Kissa

There was a girl living in a village. One day she was going to the school carrying a pitha (cake) in her hand. Suddenly, that pitha fell off the hand and a pitha tree was planted on the spot. Now, every day after coming back from school the girl climbs up to the pitha tree to eat pitha. One day a monster came to the girl and asks her to give him a pitha. The girl gives a pitha to the monster but the monster pretends not to hold the pitha and tells her that it has dropped on the earth. Again, the monster tells the girl to give him another piece of pitha in his hand. The monster grasps the girl as soon as she passes a pitha in monster's hand. Monster puts her into a sack and starts walking on his way to home. On his way back home, monster feels thirsty. He then keeps the sack to a farmer and goes to drink water. After the monster leaves to drink water, the farmer opens the sack and sees a girl inside the sack. Farmer leaves the girl and gives her water, needles and rocks inside the sack and ties up the sack. Then the monster comes, takes his sack on his shoulder and starts walking towards his home. When water starts dripping from the sack, monster tells, "You are peeing on me! I will devour you tastefully once I am at home!" Again, when the needles start cracking, monster starts saying, "You are pinching me! I will gobble you up once I have reached home!" The monster reaches home and tells his son's wife that there is a girl inside the sack. Cook her deliciously for me. I am leaving to invite people from your father's home. Son's wife opens up the sack and finds no girl but water, needles and rocks inside the sack. Monster comes back home to see that his son's wife has not cooked anything for him. Then, son's wife tells the monster, "There was no girl inside the sack, there were only water, needles and rocks." Monster understands everything. He goes back to the pitha tree and asks for a pitha from the girl again. This time the girl is ready in her mind to defeat the monster. The girl intentionally falls into the trap of monster. This time the monster did not stop anywhere while on his way to home. He tells his son's wife to cook the girl well and leaves to invite relatives from her father's house. Son's wife opens the sack and sees the girl, tell her, "How come your teeth are so white?" The girl answers, I did this with an axe. The son's wife tells the girl, make my teeth beautiful like yours. While making the teeth white with the axe, the girl burns down the son's wife and starts to cook her after wearing her cloths. Everyone sits to eat. While eating, the wife's mother says, it looks like my daughter's finger. Then the monster says, your daughter is in the kitchen. When they are talking like this, the girl runs away from the home. Since then the girl never fell into any traps of the monster again.



Goru Odde Badshahor Kissa

Once there was a King. Grass was growing from his back. Then a cow came and ate the grass. Later the king asked the cow, "Why did you eat my grass?" The cow replied, "Because the shepherd is not taking me to the meadow." Then the shepherd was asked, "Shepherd, why are you not taking the cow to the meadow?" The shepherd replied, "Because my lord is not giving me food." Then the lord was asked, "Lord, why are you not giving food to the shepherd?" The lord replied, "Because my fields are not producing rice." Then the field was asked, "Field, why are you not producing rice?" The field replied, "Because Allah is not giving me rain." Then Allah was asked, "Allah why are you not making rain?" Then Allah replied, "Because the frog is not croaking" Then the frog was asked, "Frog, why are you not croaking?" The frog replied, "Because the snake is not biting." Then the snake was asked, "Snake, why are you not biting?" The snake replied, "Because I do not feel well."



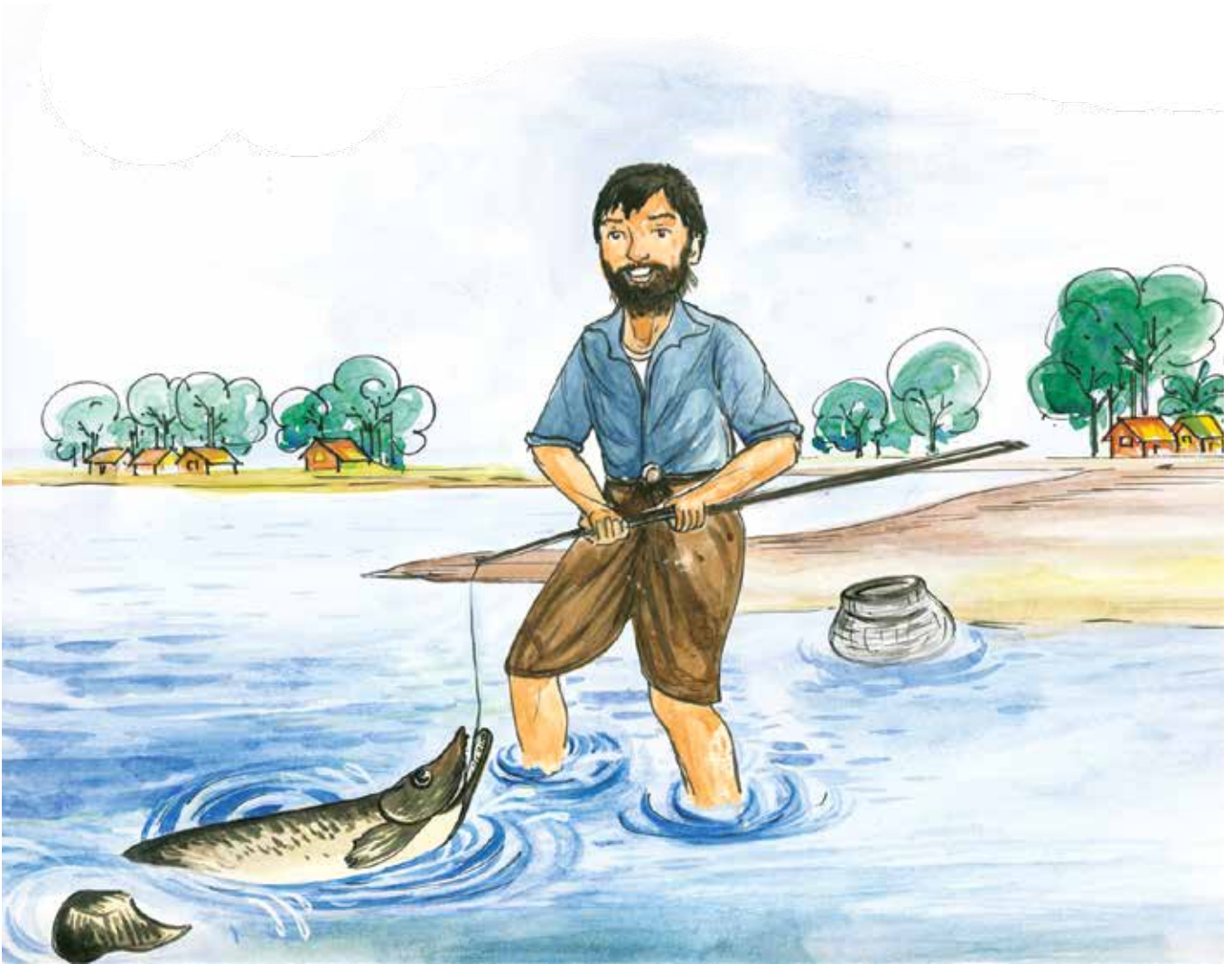
Buri Odde Uenor Kissa

Once there was an old woman and a louse lived in her hair. One day, while stroking her hair the old woman grabbed the louse and took it to the riverside. There while playing in the sand with the louse, it died. The old woman cried so much for the louse that her tears caused foam to form on the surface of the river. An elephant passed by and asked the old woman, "Old woman, why are you crying?" The old woman told the elephant, "If you hear the story of why I am crying, then your trunk will become crooked." Then the elephant told the old woman to tell him her tale of sorrow. Once the elephant heard the whole story, his trunk really did become crooked and he went away. An old man saw the elephant passing and asked him, "Elephant, why is your trunk crooked?" Then the elephant replied to the old man who was gathering hay at that time, "If I tell you my sad story, then a bunch of hay will become stuck to your back." Then the elephant told the whole story to the old man. As soon as the story was finished, a bunch of hay became stuck to the old man's back. The old man started walking and a bride saw him and asked, "Old man, why is there hay stuck to your back?" Then the old man said, "If I tell you my sad story, then a water pitcher will become stuck to your waist." The bride replied, "Tell me, I will listen." Then the old man said his story and a water pitcher really became stuck to the bride's waist after she finished listening. She began walking like this. An old woman who was sweeping her yard saw the bride and asked her, "Why is there a water pitcher stuck to your waist?" The bride replied, "If you hear my sad story, then the broom you are using will become stuck to your forehead." The old woman said, "Tell me, I want to hear." Then the bride started telling the whole story and the broom really became stuck to the old woman's forehead. The old woman began walking. A fox saw her pass by and asked her, "Why is there a broom stuck to your forehead?" The old woman replied, "If I tell you, then a thorn will pierce your back." The fox told the old woman to tell her story. Then the old woman repeated the whole story from the beginning – the louse died, the old woman cried, the river water became foamy, the elephant's trunk became crooked, a bunch of hay got stuck to the old man's back, a water pitcher got stuck to the bride's waist, a broom got stuck to the old woman's forehead - after hearing all this a thorn pierced the fox's back. The fox ran into the woods while yelling in pain and died there.



Boraiya Oriner Kissa

Once there was a deer that lived in a forest. Every day he would go to the river to drink water. A hunter got to know this and hid behind a tree near the river in order to hunt the deer. Like every other day, the deer came to the river side to drink water. While drinking, he noticed his reflection in the water and thought that his feet were quite ugly. But his horns, on the other hand, he felt, were very nice looking. While he was busy reflecting, the hunter shot an arrow at him from behind. The deer started to run and while running his horns got tangled in some vines. No matter how hard he tried, he could not untangle himself. He started to understand that all parts of his body were equally valuable. The horns he had been so proud of were the cause of his downfall. By this time the hunter reached the deer, shot another arrow at him and the deer died.



Jailla Ar Boro Machor Kissa

One day a fisherman went to the river to catch a fish and caught a big one. The fisherman had a daughter and a son. He took the fish and went home. He called his children and showed the fish to them. The children were really happy when they saw the big fish. They urged their father to take them to the river and show them how to fish. He replied that 'there are crocodiles and sharks there'. There were also large snakes and so they could not go there. 'I will bring big fish for you'. But the children said 'we want to see fish that are still alive.' Then the father said that he will bring a fish for them that is still living. One day he truly brought a fish that was still alive and gave it to the children. They were so happy that they started dancing.



Piara Odde Benbenir Kissa

Once there was a big forest in a country and in that forest a lot of ants and grasshoppers lived. One day an ant emerged from a hole to look for food. A grasshopper saw the ant and asked him, "Friend where are you going?" The ant replied, "I am going to look for food so that I can store it." The grasshopper said, "You do not need to store food. Be carefree like me." The ant replied, "I need to gather food for winter. So I cannot relax. We need to store a lot of food for winter." Saying this, the ant left. And the grasshopper continued flying around, carefree. Grasshoppers eat whatever they can find when they are hungry. And so they do not have any food stored. Later on, when it got very cold in the forest in winter, no animal could leave their home. At this time the ant was able to eat the food it had stored and slept relaxed and satiated. The grasshopper, on the other hand, suffered greatly from hunger and had to go to the ant for food out of necessity. The grasshopper, because it had not stored food when it had time, suffered from hunger in winter and at last realized what hunger meant.



Kauar Kissa

A long ago, in a village, there were a lot of trees in a house. Those trees were bearing a lot of fruits. One day a crow came to eat those fruits. That time the people of that house told the crow that it cannot eat those fruits. To eat the fruits you have to clean your lips. Then the crow went to a pond to clean its lips. The pond told the crow to bring a jug to carry water to clean the lips. When the crow went to the potter to get a jug, the potter told the crow to bring muds in order to make the jug. Then the crow went to the field to get the muds and the muds told the crow, I am strong and to cut me you need to bring a spade. The crow brought a spade, dug the mud and gave the mud to the potter. The potter then crafted a jug with that mud and gave it to the crow. The crow then filled the jug with water and then cleaned its lips with the water. It filled the heart of the crow after eating the fruits.



Moving and Doing

Physical play activities are among the most preferred activities of Rohingya children. In the Humanitarian Play Lab curriculum these activities are included in the session called 'Moving and Doing.' Besides promoting physical play, these activities have also been designed to promote social and emotional play. Through these activities children learn how to play with others, how to wait for their own turn, how to show respect and empathy towards others and how to keep their patience in critical situations. When children can play freely and spontaneously, they can keep their minds free from fatigue, boredom and sadness. These games also improve children's interpersonal communication skills, and their creativity and problem-solving skills. At the same time, children gain practical experience of many important concepts such as – how much space they are occupying, which spaces are safe and which are not, inside-outside, near-far, up-down etc. They also improve their self-regulation skills, their emotional expression skills and their ability to express clearly, think about and find solutions to small problems.

For the First Year Moving and Doing Activities

- | | |
|-------------------------|----------------------------------|
| 1. Ari Odde Thiai | 17. A, B, C, D Loar Kechi |
| 2. Lel Gari | 18. Jhor Odde Gach |
| 3. Putila Khela | 19. Bakkum Bakkum |
| 4. Shorot Borof | 20. Gar Hissa Chini |
| 5. Foaizae Hodde | 21. Chui Diyar Khela |
| 6. Dori Faldani | 22. Faldani |
| 7. Choro Bodda Gol Gori | 23. Chika Khela |
| 8. Khushi Gori Goni | 24. Ai Gorit Pari |
| 9. Si Si Khela | 25. Poror Nombor Go Ki? |
| 10. Horiya Khela | 26. Pot Khela |
| 11. Khelnar Lukaluki | 27. Khelna gan Ani |
| 12. Jor Thenge Falmari | 28. Ball Gojjai Diya |
| 13. Andha Machi | 29. Gila Khela |
| 14. Bang Khela | 30. Rong Milaire Khelna gan Tuai |
| 15. Abazor Khela | 31. Khelna Yan Hode |
| 16. Tulki Khela | |

Ari Odde Thiai



Material

Flashcards



Skills

- Will be able to follow instructions.
- Will be able to learn new words
- Gross motor skill will increase.
- Will be able to play together.

How to play

- At first sit in a circle with the children and tell them, "Today we will play an interesting game."



- Now tell the instructions of the game to the children, "When I say 'Go', you all will dance around the center as you wish. Again, when I say 'Stop' and raise my hand to indicate 'Stop', you will freeze in place."

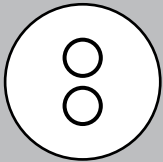


- Then, conduct the game with the children by saying "Go" and "Stop."

- Lastly, sit in a circle with the children and show the flashcards one by one. Then give the children an idea about the different parts of the body and ask them to name the parts. Help them if needed.



Lel Gari



Material

Red and Green Card



Skills

- Will be able to play together.
- Leadership skills will improve
- Imagination ability will improve.
- Will recognize how red and green lights are used for road safety

How to play

- At first, divide the children into 2 groups and ask the first group to stand in a line.
- Now, take a red and green square card in hand and tell the children, "When I show you the green card, you will start moving like a train and when I show you the red card, you will stop."



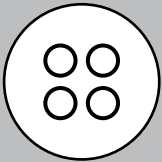
- Show the green card to the children and ask them to move like a train while saying "Pu Jhik jhik." Ask the second group to encourage them by clapping.



- Now show the red card and ask the children to stop. The child who does not stop will step aside and join the other group to clap.
- In this way, continue the activity with the second group.
- While playing, explain to the children about how red and green lights are used to indicate when it is safe to cross the road.



Putila Khela



Material

Plastic/Handmade doll



Skills

- Will be able to play in a group.
- Will be able to play harmoniously.
- Will be able to enjoy themselves.
- Will be able to imitate different characters
- Will be able to express their emotion/feelings in a socially acceptable fashion.

How to play

- Divide the children into small groups.



- Now give one doll to each group and ask them to play in a fun way.



- Walk around the groups and support the children if needed.



Shorot Borof



Material

Ball



Skills

- Gross motor skills will improve
- Will learn to accept winning and losing.
- Will be able to control their emotions and behavior.
- Will be able to express their emotions while playing.

How to play

- Ask the children to sit in a circle.
- Now take a small ball in your hands and say, "Imagine this is a cold piece of ice and when I start to say 'cold ice', 'cold ice' you will pass the ball to each other fast pretending that it really is a piece of cold ice. When I stop, the one who is holding the ball will step away from the game."



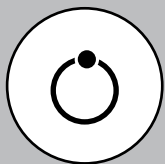
- Then give the ball to the children and stand on one side, close your eyes and keep saying "cold ice", "cold ice". After saying this for some time stop suddenly.



- Then open your eyes and see who has the ball. Remove him/her from the circle and ask him/her to stand with the other children and clap along while the game continues.
- Later on let the children conduct the game.



Foaizae Hodde



Material

Flashcards



Skills

- Will be able to understand different feelings and talk about them.
- Will be able to follow instructions.
- Gross motor skill will improve.
- Will be able to play together.

How to play

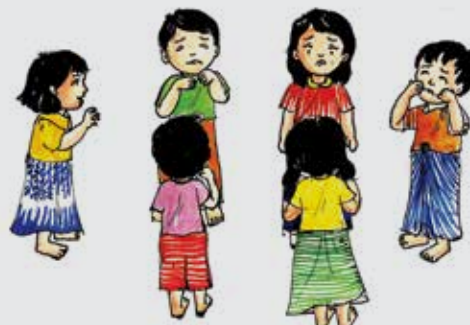
- At first, stand in a circle with the children and say, "Today we will play an interesting game."
- Now show the flashcards one by one to give the children ideas about different feelings (laughter, crying, anger, sadness, surprise) and ask them to name the different feelings. Help them if needed.



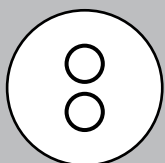
- Now tell the children, "When a friend says 'laugh,' you will pretend to laugh. When a friend says 'cry,' you will pretend to cry." In this way, the children will act out different emotions like laughter, tears, anger, surprise etc



- Then, ask some interested children to come forward and conduct the activity. Help them if needed.



Dori Faldani



Material

Skipping Ropes



Skills

- Will be able to wait patiently for their turn.
- Will be able to improve their sense of balance.
- Will be able to play happily.

How to play

- Divide the children into two groups and give each group a skipping rope.



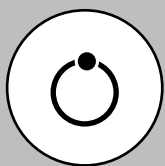
- Ask the children to play with the skipping rope as they wish.



- Help the children if needed and make sure every child gets a turn.



Choro Bodda Gol Gori



Material

None



Skills

- Will be able to understand the concept of small-big.
- Will be able to maintain a sense of balance.
- Gross motor skills will increase
- Will be able to follow instructions.

How to play



- Stand in a circle with the children by holding hands and tell them, "Today we will play a fun game."

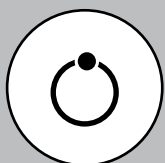


- Now, tell the children, "When I say 'Make a circle, small small small' you all will come forwards so that the circle becomes smaller. Again, when I say 'Make a circle big big big' you all will go backwards so that the circle becomes bigger."
- Then, all together, play the game by reciting the following rhyme in a rhythm.

*Make A Circle, Small Small Small
Small Small Small
Make A Circle, Big Big Big
Big Big Big*

- After they have learned the rules of the activity, conduct it with the children in small groups. Help them if needed.

Khushi Gori Goni



Material

None



Skills

- Will be able to follow instructions and control their behavior.
- Will be able to play spontaneously.
- Will be able to count 1-10 in Burmese and English language.

How to play

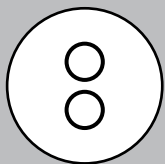
- First ask the children to stand in a circle and tell them 'Today we will play a counting game.'
- Count from 1 to 10 a few times and ask the children to repeat after you.
- Now clap and count from 1 to 10 and ask the children to repeat after you.
- Continue the activity in a different ways for example- while standing in place, while walking around, while speaking in a loud voice, while speaking softly etc.



- Now choose two leaders from a circle and ask them to stand in the middle. Let them continue the activity as they wish.
- Repeat the game with both English and Burmese numbers.
- Later divide the children into small groups and let them continue the activity.



Si Si Khela



Material

None



Skills

- Will be able to play together.
- Will be able to participate in a group actively.
- Will be able to show a positive attitude

How to play

- Divide the children into two groups and sit in circle.



- Now ask the children to place their palms on the tops of the hands of the children sitting next to them.



- The children will swing their hands while reciting “Si Si Hangkruth.”
- After saying this ask them to hold their ears and in this way they will continue the game.
- Now divide the children into small groups and ask the children to play the game in a same way and help them if needed.



Horiya Khela



Material

Flashcards



Skills

- Will be able to play together
- Fine and gross motor skills will improve
- Will be able to enjoy themselves
- Will build self-confidence

How to play

- Sit in a circle with the children.



- Children in the circle will stand and sit alternately while holding hands. The children who are sitting will spread out their legs and touch the feet of the standing children.
- Now all the children will try to spin in a circle while maintaining their balance.



- While spinning around, if any of the children lose their balance he/she will step aside.
- In this way, the activity will continue and the last three remaining children will be the winners.
- Lastly, sit in a circle with the children and show the flashcards one by one. Then ask the children to name the different parts of the body. Help them if needed.



Khelnar Lukaluki



Material

One small toy



Skills

- Will be able to control behavior according to group norms.
- Will improve their investigative skills.
- Will be able to wait their turn patiently.
- Will be able to actively participate in the group

How to play

- Ask the children to sit in a circle and choose one child from the group.
- Ask the child to sit in the middle of the circle and close his/her eyes.



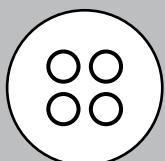
- Give one of the other children the toy and ask him/her to hide the toy.



- Afterwards, ask the child in the center to open his/her eyes and to find the hidden toy.
- If the child finds the toy, he/she is the winner and the other children will clap for him/her.
- If the child does not find the toy, the person who has the toy will continue the game in the same manner.
- Afterwards divide the children into small groups and allow them to play the game.



Jor Thenge Falmari



Material

Rattle



Skills

- Gross motor skills will increase
- Will improve their ability to concentrate
- Self-confidence will increase
- Will be able to play together

How to play



- Bring a few children into the middle of a circle and show them how to jump with both legs.



- Now ask the children to stand in a small group and jump while you say “Tai, Nai, Tom, Leh.”
- While jumping, if any of the children fall, ask him/her to sit in a big group on the floor and clap along or shake a rattle to encourage the children who are jumping.
- The child who manages to jump for the longest time is the winner. Praise him/her with applause.
- Then, conduct the activity again with the interested children and help them if needed.

Andha Machi



Material

Soft cloth



Skills

- Will be able to Improve guessing skills.
- Will be able to play in combination.
- Will be able to wait for his turn.
- Will be able to increase the efficiency of obese muscles.

How to play

- Ask the children to stand in a circle and tie the eyes of an enthusiastic child with a soft cloth. Help the child to stand in the middle of the circle.



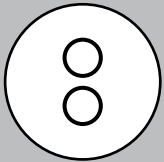
- Ask the other children to stand around him/her in a circle so that they can touch that child.
- Then ask the blindfolded child to catch one person around him/her.



- The child who is caught will continue the activity in the same way.
- Later on, divide the children into small groups and let them play the activity.



Bang Khela



Material

None



Skills

- Gross motor skill will increase.
- Will be able to maintain balance while jumping.
- Will be able to build self-confidence.
- Will be able to play happily.

How to play

- At first, divide the children into two groups. Now ask the first group to sit like a frog in the middle of a circle, and ask the second group to sit in a circle around them.



- Now tell them, "When I say 1, 2, 3, the first group will start jumping like frogs. The second group will encourage them by clapping their hands or shaking rattles."



- Those who will fall while jumping, ask them to stand aside.
- The one who manages to jump for the longest time is the winner. The rest will applaud the winner.



- The second group will play in the same way.
- Later, conduct the game with children in small groups and help them if needed.



Abazor Khela



How to play



- Sit in a 'U' shape with the children and say, "Today we will play an interesting game with words."
- Then, tell the children, "First we will clap softly and then we will clap loudly."



- Then ask the children to conduct the activity by first clapping slowly and then clapping loudly



- Now place your hands in different positions - for example above your head, behind your back etc while clapping slowly and then loudly. Ask the children to follow you.
- After this, ask the children to play the game in small groups and help them if needed.

Material

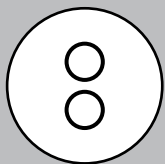
None



Skills

- Gross motor skill will improve.
- Will be able to understand the difference between loud and soft.
- Will be able to enjoy playing together.
- Will be able to follow instructions.

Tulki Khela



Material

Chalk



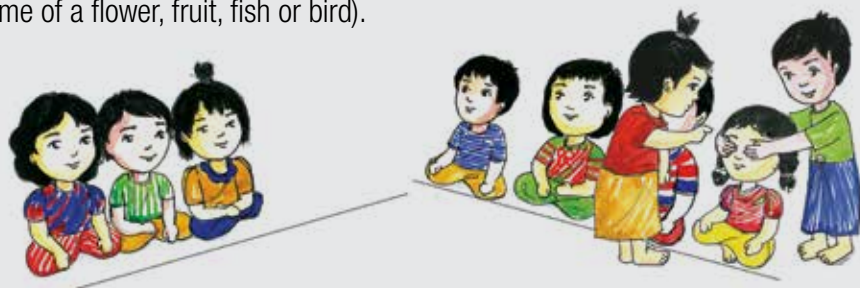
Skills

- Will improve their investigative skills.
- Will be able to play in groups.
- Will use all their senses while playing.
- Will be able to follow instructions.

How to play



- First divide the children into two groups and make two lines in front of the groups.
- Now choose one leader from each group and ask them to pick a name for each group member and whisper that name into the child's ears. (This can be the name of a flower, fruit, fish or bird).



- Ask one leader from a group to go and cover a child's eyes from the other group.
- Then the leader will call a child from his/her group by their assigned name. The child who is called will come and lightly touch the forehead of the child who has his/her eyes covered and return.

- Now the leader will uncover the eyes of the child and ask him/her to guess the real name of the child who touched his/her forehead. If the child can guess the right name he/she will be the winner and will jump forward. If not, the child who was called by the leader will jump forward.
- In this way the activity will continue with both teams taking turns.
- Each time a child jumps he/she will try to cross the boundary of the other group. The group who crosses the boundary of the other group first will be the winner.



A, B, C, D Loar Kechi



Material

None



Skills

- Will be able to play together and in a fun way.
- Will be able to play spontaneously.
- Will develop hand eye coordination.
- Fine motor skills will increase.

How to play

- Sit in a circle with the children and while touching the fingers of every child recite the Kabbya,

*A, B, C, D Loar kechi
Natom Boro Chion Kheti
Ana Boro Kuishol Kheti
O Shokhina Oth Oth
Lamba Baigun Koot*



- When the kabbya ends, fold the finger of the child that you are touching.
- When all the fingers of the children are folded, ask them "Tomar Bilai Kode Giea" and everyone will reply "Aam Gache Giea"



- Later, divide the children into small groups and let them play the game.



Jhor Odde Gach



Material

None



Skills

- Will be able to learn about storms
- Gross and fine motor skills will increase
- Ability to imagine will improve.
- Will be able to follow instructions

How to play

- At first, stand in a circle with the children and say, "Today we will play an interesting activity".
- Now tell everyone to raise their hands above their heads and pretend to be tree



- Then, ask the children to wave their arms like a tree moves its branches during a storm. Ask the children to sit when you say the tree has fallen down.



- Play the game like this a few times.
- After this, ask the children to continue playing the activity and help them if needed.



Bakkum Bakkum



Material

None



Skills

- Will be able to play together.
- Will be able to participate actively in groups.
- Language proficiency will improve.

How to play



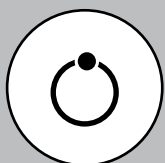
- Sit in a circle with the children.
- Now, ask all the children to place their hands on the floor and make a fist and touch everyone's hands while reciting—

*Bakkum Bakkum Kiyara,
Muishe Maijje Tiyara,
Muish Maitt Giramde, Kera Furi Moillamde,
Boro Bhai Choro Bhai, Choro Bhai er Tole.
Rajar Jiyer Lomba Chul,
Banoite Banoite Chamba Phul,
Chamba Phulor Tole Doa Baati Jole.
Elom Pat Delom Pat, Haari Fela Shonar Aat.*



- Like this, the recitation will end at someone's hand and ask that person –
 - Otu toyar haat hode? (Where is your hand?) Others will say, A cat has taken the hand away
 - Again ask, Bilaai hodde? (Where's the cat?). Others will say, "Doijjat Doijaiyee!"
 - Repeat again, "Ki diye?" (With what?). Others will answer, "Ugga horur maach diye."
 - Ask again for the last time, "Maach ken gojj, maachshin maachshin hai keda gin?" Others will end it saying, "Doijjat felai di."
- Like this the game will end
- After this, conduct the game in small groups and help the children if needed.

Gar Hissa Chini



Material

Flashcards



Skills

- Will be able to tell the names of different body parts.
- Will be able to play actively in a group.
- Gross and fine motor skills will improve.
- Language skills will improve.

How to play

- Ask the children to stand in a circle and tell them, "Today we will do an interesting activity about knowing different body-parts."



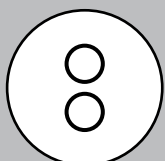
- Now show the children the flashcards one by one and ask them to name the different parts of the body. Help them if needed.
- Wave your hands in the air and say in Burmes, "These are my hands." Ask the children to move their hands and repeat what you have said.



- Similarly, introduce the children to the other body-parts. For example, move your head to the left and right, move your legs, open and close your eyes, breathe through your nose, etc.
- Now recite the Kabbya "Mesi Lege Minde" showing different body parts and ask everyone to repeat after you.
- Help the children if needed.



Chui Diyar Khela



Material

None



Skills

- Will be able to play spontaneously.
- Will be able to understand the idea of big and small.
- Will be able to participate actively.
- Will be able to set a goal and achieve it.

How to play

- First ask the children to stand in two lines according to height from tallest to shortest.



- Ask the tallest child to come stand in front facing the two lines and ask every child to stand while spreading their hands.

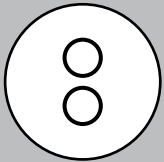


- The tallest child standing in the front will try to touch the smallest child standing at the end of the line and the other children will try to stop him/her using their outstretched arms.



- If the tallest child is able to touch the smallest child at the back then he/she will be the winner and the next tallest child will continue the game.

Faldani



Material

Skipping Rope



Skills

- Will be able to wait their turn patiently.
- Will improve their sense of balance.
- Will be able to play eagerly.

How to play

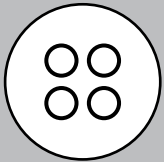


- First divide the children into two groups and give one skipping rope to each group.
- Lay out a skipping rope on the ground and ask two children to hold it from both ends. Ask them to rotate the rope like a snake at the height of the children.



- Ask the children in both groups to jump over the ropes one by one.
- Allow each child to take a turn.

Chika Khela



Material

Basket and a small ball



Skills

- Will be able to wait their turn patiently.
- Will improve their hand-eye co-ordination.
- Will be able to aim and throw a ball.
- Will be able to play happily.

How to play

- Divide the children into small groups and tell them, "Today we will play a fun game with a ball and a basket".



- Then place the basket at such a distance in front of the children that they are able to throw the ball easily into it.



- Now give the ball to the first child and ask him/her to throw it into the basket.



- If the child is able to throw the ball into the basket, ask everyone to clap.



Ai Gorit Pari



Material

None



Skills

- Will be able to follow instructions.
- Will use all their senses while playing.
- Will be able to participate actively

How to play

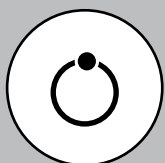


- First ask the children to stand in a circle and tell them, 'Today what I will do, you all will follow.'
- Now say and show them " I can stand straight". Ask them to follow you.



- In the same way say and show the following actions like- I can spin, I can walk in place, I can dance while standing etc.
- Now ask two children to come forward to continue the activity and ask everyone to follow him/her.
- Help them if needed.

Poror Nombor Go Ki?



How to play



- Sit in a circle with the children and say, "Today we will do a counting activity".
- Now count the Burmese numbers from 1 to 10 and ask the children to count along with you. Do this for a few times.

Material

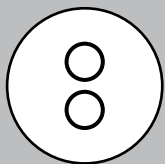
Ball



Skills

- Will be able to count Burmese numbers from 1-10.
- Concentration ability will improve.
- Will be able to wait for his/her turn.
- Will improve their ability to play together.
- This time, throw the ball to any of the children after counting 1. The child who catches the ball will say the next number (in this case 2) and throw the ball to another child. That child will say the next number (in this case 3), and throw the ball to another child.
- Like this, keep playing the game with numbers up to 10.
- When throwing the ball, be careful to not hurt anyone with it.

Pot Khela



Material

A ball, Thread/Rope and 5-10 Pots or Plastic Bottles



Skills

- Will be able to set a goal
- Fine motor skill will increase.
- Hand-eye coordination will improve.
- Will improve their counting ability

How to play

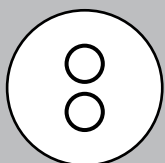
- Divide the children into two groups.
- Make two lines with ropes on the floor keeping a certain distance between them.
- Ask the first group to stand beside the first line and ask the second group to stand behind the other line.
- Then, place 5-10 bottles along the line beside the second group.



- Now, give the ball to a child from the first team and ask him/her to toss the ball towards the arranged bottles. Ask the children from the second group to clap their hands and chant the number of bottles that have fallen down.
- In this way, when the children from the first group have finished tossing the ball one by one, ask the second group to continue the activity in the same way.



Khelna gan Ani



Material

Flashcards, Thread/
Rope, Chalk, 5-10
plastic toys



Skills

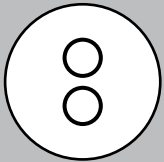
- Will be able to enjoy themselves.
- Will be able to participate in a group actively.
- Will be able to play harmoniously.
- Will be able to control their behavior according to group norms.

How to play

- Divide the children into two groups.
- Make two lines with a piece of chalk.
- Ask the first group to stand beside one line and ask the second group to stand behind the other line.
- Now keep 5-10 plastic toys in front of the second group and ask the children to look after the toys.
- Ask a child from the first group to try to collect one of toys while trying to hold their breath and saying "Si."
- At the same time, the children from the second group will try to touch the child who is trying to collect the toy.
- If the first child manages to collect the toy, he/she is the winner. If he/she is touched by any of the children from the second group, then he/she has to sit away from the activity.
- If the first group manages to collect all the toys, then that group is the winner. Otherwise, the second group will play the game in the same way.
- After finishing the game, discuss about win-lose with children. Now show the flashcards to give the children ideas about different feelings (laughter, crying, anger, sadness, surprise) and ask them to name the different feelings. Help them if needed



Ball Gojjai Diya



Material

10 toys, a basket and a ball.



Skills

- Will be able to aim a ball towards a target.
- Will be able to patiently wait for their turn.
- Will improve their hand-eye co-ordination.
- Will be able to count 1-10 in Burmese and English language.

How to play

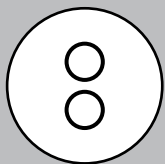


- First divide the children into two groups and conduct the activity with one of the groups.
- Now put ten toys in the middle of a circle.



- Now take the ball in your hand and try to hit one of the toys by rolling the ball slowly towards it.
- After hitting the toy collect it and put it in the basket. Now ask the next child to continue the activity.
- After all the toys are collected ask one of the children to count the toys in Burmese and English.
- While the children are counting, ask the rest of the children to clap along.
- Now conduct the activity with the other group.

Gila Khela



Material

Block, Basket and Chalk/rope



Skills

- Will be able to aim and throw.
- Will be able to behave according to group norms.
- Will be able to wait for their turn.

How to play

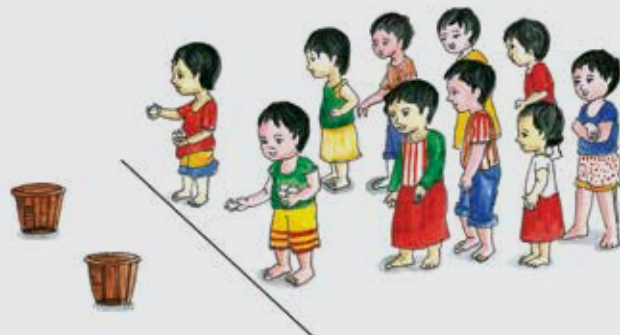
- First divide the children into two groups and make a line in front of them using a chalk/rope.
- Now put a basket in front of each group at a distance of a couple of feet away from the line.



- Now ask one child from each group to come forward and give five blocks to them.
- Ask them to stand in the front of line and throw the blocks into the basket.



- The child who is able to throw the most blocks into the basket will be the winner.
- In this way, give each child a turn and help them if needed.



Rong Milaire Khelna gan Tuai



Material

Paper, Different toys,
Basket and Bowl



Skills

- Will improve their ability to recognize colors.
- Will be able to wait for his/her turn with patience.
- Hand-eye co-ordination will improve.

How to play

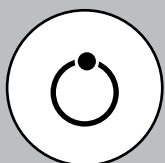


- At first sit in a circle with the children and tell, "Today we will play an interesting game of find the toy by matching their colors".
- Then put colored cut out papers in a bowl (red, blue, yellow, green, orange) in front of the children and keep some toys in a basket.



- Now, one by one, ask the children to pick any of the colored papers from the bowl and try to match that color with one of the toys in the basket. Encourage them by clapping.
- Keep playing the game as long as the children enjoy playing it.

Khelna Yan Hode



Material

One stool and One toy



Skills

- Will be able to understand the concept of up-down and front-back.
- Will be able to enjoy playing the game together.
- Will be able to follow instructions.

How to play

- Sit in a circle with the children and keep a stool in the middle of the circle and place a toy on the top of that stool.
- Now ask the children where the toy is kept. Praise them if they can answer correctly. Help them if needed.



- Place the toy in different positions - for example in front of the stool, behind the stool, under the stool etc and ask the children where the toy is. Praise them with applause if they can answer correctly.



- Then, place the toy on your shoulders, on the top of your head, on your knees etc and ask the children where the toy is. Ask them to show it with their hands.
- Then ask some interested children to conduct the game and help them if needed.





Drawing and Creating

Art is a non-verbal form of communication for children. Even if children are not able to express their feelings in words, in the Humanitarian Play Lab centers they are given the opportunity to express themselves through art. Here children can express their unspoken thoughts and feelings through using paint, paper, brushes etc. Children of all ages like to draw and paint and to see pictures. In the Humanitarian Play Lab centers children aged 3-5 years are able to express themselves and improve their creativity through using paper, paint brushes, colors and pencils to create pictures and drawings.

For the First Year

Drawing and Creating Activities

1. Rong Or Khela
2. Gol Golla Rong
3. Foaizzar Lai
4. Milijhuli Photo Tuli
5. Rongjone Rongjone Miala
6. Chobir Hota Hoi
7. Rong Vorai Dhali Di
8. Doilla Boddolla Haboj Banai
9. Asmanor Gol Goilla Chan
10. Rongjon Gori
11. Monsa Mojin Tulon
12. Beil Aki
13. Oi Di Photo Tuli
14. Rong Jun Bol
15. Rongjon Fulor Photo
16. Haboj Dye Hajai
17. Rongjon Tin Kuinna
18. Shaba Shajai
19. Ronge Chip Dei
20. Rongjon Jhor
21. Rongjoner Mela

Rong Or Khela



Material

Color Pencil and Paper



Skills

- Will be able to recognize the primary colours.
- Investigative skills will improve.
- Fine motor skills will improve.

How to play

- Ask the children to sit in a U shape and tell them, 'Today we will play with colours.'
- Take the three primary colors (red, green and blue) and introduce them to the children.



- Now ask them to match objects that they see in the playlabs with the primary colors they have learnt. Help the children if needed.



- Then give each of the children a piece of paper and different colors to each child and ask them to draw anything they want.
- Go around and help the children if needed.



Gol Golla Rong



Material

Color Pencil and Art Paper



Skills

- Will be able to follow instructions and draw circles.
- Fine motor skills will improve.
- Will be able to play together with other children.

How to play

- Ask the children to stand in a circle and ask the children to hold hands.
- Now ask the children to slowly go round in circles a few times and then ask them to sit down.



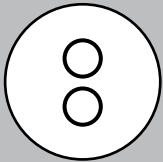
- Now draw circles of different sizes on the board and show it to the children.



- Now give a piece of paper and colour pencils to each child. Ask the children to draw circles of different sizes and colour them in. Help the children if needed and encourage them.



Foaizzar Lai



Material

Crayon color, pencil and white paper



Skills

- Creativity will improve.
- Imagination will develop.
- Will be able to create a good relationship with friends.

How to play

- Ask the children to sit in pairs.



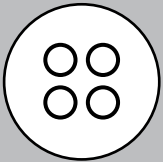
- Then, give white paper, crayons and pencils to each pair.
- Now ask the children to draw something and color it for their partner.
- Walk around the groups and help the children if needed.



- After finishing the artwork, ask the children to give the pictures to each other as gifts and to say thanks.



Milijhuli Photo Tuli



Material

Paper, Pencil and Col-
or Pencil/Crayon



Skills

- Fine motor skill will develop.
- Will be able to discuss among themselves.
- Will be able to play together.
- Will be able to use different colors.

How to play

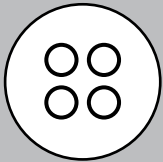


- Ask the children to sit in small groups.
- Place large pieces of art papers and colors in front of the groups.



- Now ask them to draw whatever they wish on that large art paper.
- Now ask every group to present their drawing in front of others and later, later display the drawings in the play labs.

Rongjone Rongjone Miala



Material

Poster paper, white paper, glue, poster color and brush



Skills

- Imagination and creativity skills will improve.
- Will be able to work in groups.
- Will be able to participate actively.
- Fine motor skills will improve.

How to play

- Cut some papers in cloud shape before starting the activity.
- Ask the children to sit in a circle and tell them about clouds. Like- what do clouds look like, what is the color of clouds etc.



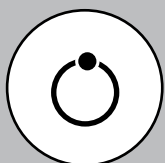
- Now, paste some of the paper clouds onto a piece of poster paper. Then, take a paint brush and place drops of colors in between the clouds.



- Now ask the children to sit in small groups. Give poster papers, the paper cuttings of clouds, glue, poster colors, and paint brushes to each group and ask them to draw clouds as they wish.
- Walk around the groups and help the children if needed.
- Ask each group to show their pictures to the others. Praise them by clapping your hands and display the drawings in the play labs.



Chobir Hota Hoi



Material

Color Pencil and Paper



Skills

- Creativity will improve.
- Will be able to express emotions through art.
- Will be able to develop the skill of listening to others.
- Fine motor skills will improve.

How to play



- Sit in a circle with the children.
- Give paper and colors to the children in the group.
- Now ask the children to draw whatever they like and once finished, ask the children to show his/her drawing to the child sitting next to him/her.



- Give the children time to discuss the drawing and ask one of the children to say something about their drawing.
- Conduct this activity with all the children in a similar manner and clap to encourage them.
- Next divide the children into small groups and let them continue the activity.

Rong Vorai Dhali Di



Material

Color Pencil and Art Paper



Skills

- Will be able to create handprints together.
- Will be able to play and have fun.
- Fine motor skills will improve.

How to play

- Ask the children to sit in a U shape and say, 'Today we will make hand prints on paper with colors.'
- Now put your hand in the pre mixed liquid paint, make a handprint and show it to the children.



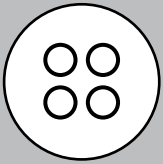
- Now divide the children into small groups, and give each group a piece of paper and the pre mixed liquid paint.
- Then ask all the children in the group to make handprints on the white paper.



- Now write the names of each of the children under their respective hand prints and display it in the play labs.
- After finishing the art work help the children wash their hands.



Doilla Boddolla Haboj Banai



Material

Papers with a pattern drawn on and color pencil



Skills

- Will be able to recognize different colors and create patterns.
- Will understand the concept of patterns
- Investigative skills will improve.
- Fine motor skills will improve.
- Will be able to play in groups.

How to play

- Before starting the activity draw a circle-triangle-circle-triangle pattern on some papers.
- Sit with the children in a U shape and tell them, "Today we will play a fun game with patterns."



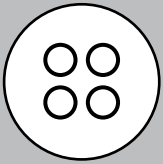
- Now make a pattern of red-green-red-green and red-blue-red-blue using blocks. Show it to the children and tell them, "Making a repetitive design is called a pattern."



- Now ask the children to sit in small groups and give a patterned paper and color pencils to each group.
- Ask the children to color the circles in a specific color and the triangles with another specific color.
- At the end, ask the children to show the pattern and help them if needed.



Asmanor Gol Goilla Chan



Material

Various poster colors,
papers and bowls



Skills

- Creativity will improve.
- Hand-eye coordination will improve.
- Imagination will develop.

How to play

- Ask the children to sit in a circle and tell them, "Today we will draw the moon."
- Before you start the activity mix together the poster colors in bowls.



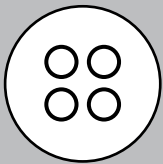
- Now dip your fingers into the liquid colors and make straight or zig zag lines on a piece of paper to symbolize the sky. Then, draw a round moon on one side and show it to the children.



- Then ask the children to sit in small groups and give the pre mixed colors and papers to each group.
- Ask the children to dip their fingers into the colors and draw a moon.
- Walk around the groups and help the children if needed.



Rongjon Gori



Material

Poster papers with fish drawn on it, various poster colors and bowls



Skills

- Will be able to talk about fishes.
- Fine motor skills will improve.
- Creativity skills will improve.
- Hand-eye coordination will improve.

How to play

- Sit with the children in a U shape and tell them, "Today we will draw colorful fishes."
- For each group before starting the activity draw a fish on a piece of poster paper and mix the poster colors.
- Now talk to the children about fishes. Like- who among us likes to eat fish? How do fishes taste and which fish is the most tasty? Where do fishes live? etc.



- Now dip your fingers into the liquid colors and paint the fishes drawn previously.



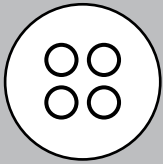
- Now dip your fingers into the liquid colors and paint the fishes drawn previously.

- Then ask the children to dip their fingers into colors and paint the fishes.
- Walk around the groups and help the children if needed.



- After finishing the artwork help the children to wash their hands and display their artwork in the play lab.

Monsa Mojin Tulon



Material

Paper & Crayon



Skills

- Will be able to express him/herself through Art.
- Creativity will improve.
- Fine motor skills will improve.
- They will be able to draw together.

How to play



- Ask the children to sit in small groups.
- Now give every child in the group crayons and some paper.

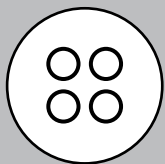


- Ask the children to draw anything they want.
- Walk around the groups and ask them questions about their work.



- After they finish their drawing ask 2/3 children from the group to come forward and say something about their drawing.
- Encourage them by clapping.

Beil Aki



Material

Drawing book and crayons



Skills

- Will be able to talk about the sun.
- Fine motor skills will improve.
- Hand-eye coordination will improve.
- Creativity skills will improve.

How to play

- Sit with the children in a U shape and tell them about the sun. Like- what does the sun look like, when do we see the sun, what happens when the sun rises, etc.
- Now tell the children, “Today we will draw the sun.”



- Draw a circle on a paper and some lines around it as sun rays. Then show the sun to the children which you have drawn.



- Ask the children to sit in small groups and give each group different colored crayons.
- Then ask the children to draw a sun and color it as they wish.
- Go around the groups to see and help them if needed.



Ol Di Photo Tuli



Material

Poster color and Paper



Skills

- Creativity will be improved.
- Will be able to express emotion through art.
- Hand-eye coordination will improve.

How to play

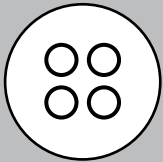


- Sit with the children in a U shape.
- Now put your finger into the pre mixed liquid poster colours and draw anything you want and show it to the children.
- Now divide the children in small groups, give them pre-mixed paint and each of them a separate piece of paper.



- Ask them to dip their fingers into the paint and draw anything they want.
- After the painting is done, leave them to dry and eventually display them at the centre.
- If required, assist the children and encourage them.
- After finishing the art work, help the children wash their hands.

Rong Jun Bol



Material

Paper and Color Pencil



Skills

- Fine motor skill will improve.
- Will be able to follow instructions.
- Will be able to recognize different colors.

How to play

- Sit in 'U' shape with the children and say, "Today we will draw colorful balls!"
- Draw a circle on a paper and show it to the children saying, "It is a ball."



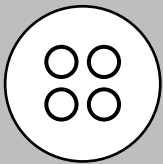
- Now divide the children into small groups and provide them with papers and color pencils.
- Ask them to draw circles and color them as they wish.
- Help them if needed.



- Ask every child to show their drawings and later display them in the play labs.



Rongjon Fulor Photo



Material

Drawing book, color pencils and crayons



Skills

- Imagination will develop.
- Creativity skills will improve.
- Fine motor skills will improve.
- Hand-eye coordination will improve.

How to play

- Ask the children to sit in a circle and tell them, "Today we will draw a picture of flowers."
- Now talk with the children about flowers. Like- what kind of flowers do they like, where do flowers bloom etc.

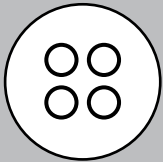


- Now ask the children to sit in small groups and give drawing books, color pencils and crayons to each group.



- Then ask the children to draw and color pictures of flowers as they wish.
- After finishing the drawing ask everyone to clap their hands to praise each other.

Haboj Dye Hajai



Material

White paper, poster paper, pencil and glue



Skills

- Creativity skills will improve.
- Will be able to make collage with other children.
- Hand-eye coordination will improve.
- Fine motor skills will improve.

How to play

- Ask the children to sit in a circle and tell them, "Today we will make a collage using paper."



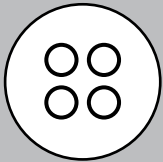
- At first, tear up some poster papers into small pieces. Then, draw a circle on a paper and paste those pieces using glue and show it to the children.
- Tell the children that creating a picture using small pieces of papers is called collage.



- Now ask the children to sit in small groups and give a white paper, pieces of poster papers, pencil, and glue to each group. Ask them to make a collage as they wish.
- Walk around the groups and help the children if needed.
- After finishing the collage ask everyone to clap their hands to praise each other's artwork.



Rongjon Tin Kuinna



Material

Crayons, color pencils and triangle-shaped papers



Skills

- Will be able to follow instructions and draw triangles.
- Will be able to talk about triangles.
- Fine motor skills will improve.
- Hand-eye coordination will improve.

How to play

- Ask the children to sit in a circle and tell them, "Today we will draw triangles."



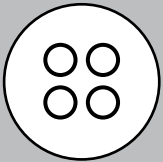
- Now show the triangular cut outs to the children and discuss triangles with them. For example, triangles have three sides and three angles.
- Then, draw a triangle on a piece of paper using a triangular cut out and show it to the children.



- Now ask the children to sit in small groups and give crayons, color pencils and triangular cut outs to each group.
- Then ask the children to draw triangles using triangular cut outs and color them.
- Walk around the groups and help the children if needed.



Shaba Hajai



Material

Poster paper, paper circles and triangles, crayons and glue



Skills

- Fine motor skills will improve.
- Will be able to talk about circles and triangles.
- Will be able to play together with other children.
- Hand-eye coordination will improve.

How to play

- Ask the children to sit in a circle and introduce them to the previously made paper circles and triangles.



- Then, ask the children to sit in small groups and give poster papers, glue and some paper cuttings of circles and triangles to each group.



- Now show them how to paste something using glue.
- Then, ask the children to paste the paper cuttings of circles and triangles on the poster paper and color them.



- After finishing the artwork, ask the children to show it to everyone and display them in the play labs.

Ronge Chip Dei



Material

Poster color, crunched paper/small cloth/block/art paper



Skills

- Creativity will improve.
- Will be able to play in groups and have fun.
- Fine motor skills will improve.

How to play

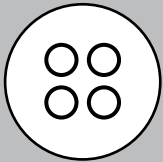
- Sit with the children in a U shape.
- Now put crunched paper/small cloth/block into the paint bowl, make a print and show it to the children.
- Now divide the children in small groups and give each group one art paper and some crunched paper/small cloth/block and liquid paint.



- Then ask the children to dip their crunched paper/small cloth/block into the paint and ask them to stamp them onto the paper.
- Once the prints have been done, let them dry and later display them in the play labs.
- If needed help the children and encourage them.



Rongjon Jhor



Material

Crayons, color pencils and papers



Skills

- Creativity skills will improve.
- Hand-eye coordination will improve.
- Imagination skill will develop.
- Fine motor skills will improve.

How to play

- Sit with the children in a U shape and tell them, "Today we will draw a picture of rain."
- Now talk with the children about rain. Like- how many of you have seen rain, how do you feel when it rains etc.



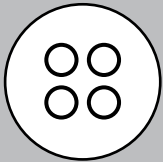
- Then, draw a picture of rain on a piece of paper and show it to the children.



- Now ask the children to sit in small groups and give crayons, color pencils and papers to each group.
- Then ask the children to draw pictures of rain as they wish and color it.
- Walk around the groups and help the children if needed.



Rongjoner Mela



Material

Various poster colors and bowls



Skills

- Will be able to recognize different colors.
- Investigative skills will improve.
- Creativity skills will improve.
- Will be able to play together with other children.

How to play

- Sit with the children in a U shape and introduce them to various colors like- red, blue, yellow etc.



- Now tell them, if any two colors are mixed together a new color will be created.
- Then dip your fingers into single colors, create a new one by mixing them in a bowl, and show it to the children.



- Now ask the children to sit in small groups and give bowls of single liquid colors to each group.
- Walk around the groups and help the children if needed.
- After the activity is finished, help the children to wash their hands.

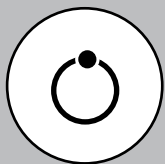




Play as You Wish

‘Play As You Wish’ is a session where children can play independently. Children have the freedom to move to any space in the center, use any toys, choose their playmates and decide what games they want to play. As a result, children develop their imagination and creative skills. This session also promotes the physical, cognitive, language and social-emotional development of children. During this session, the play leader has to encourage the children to independently choose their playmates, toys, and the place they want to play in. She is not allowed to impose her opinions on the children; rather she can guide them indirectly. But in some cases, the children may need to be assisted through clear instructions. The play leader also plays with the children and encourages them to actively participate in games. Special strategies that can be used in this session are - bring innovation and creativity into the games, create challenges for the children and encourage everyone’s active participation.

Free Play



Material

Basket of toys



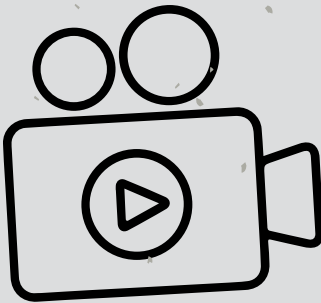
Skills

- Ability to cooperate will improve.
- Ability to express their feelings will improve
- Will be able to take decisions.
- Imagination and creativity will improve

How to play

- After the Drawing and Creating session is over, the Free Play session will start. Place four basket with toys in four corners of the play lab before starting
- Stand in a U shape with the children and before starting the activity discuss some rules with the children. You could say for example, "We will all play together as friends. If anyone starts to play with a toy we will wait for him/her to finish playing before we play with the toy ourselves. We will not push each other or fight with one another. We will tidy up the toys after we finish playing."
- Now ask the children to start playing with their friends.
- Keep an eye on the children and make sure everyone gets a chance to play. Talk with the children about what games they are playing. Make sure that each child does not play with the same toy or with the same person every day and experiences some variety in the games they are playing.
- If any child does not show interest in playing with the toys, then sit and talk with him/her. Ask where. with what toys and with whom he/she wants to play. Help the child to fulfill his/her wishes and if necessary play with the child yourself.
- When the session is over, clap your hands and count to ten in Burmese. Ask the children to finish playing and put the toys away.





Watch, Play, Learn

Watch, Play, Learn is a session where children watch educational videos from the Play to Learn program as a group. Watching the Play to Learn video package provides a fun, comforting and engaging activity for children that also introduces and models new educational concepts. The videos used during this session promote playfulness; social-emotional learning; child protection, health and safety skills; pro-social behavior; problem solving; and the learning of math and science concepts.

Video Playlist For the First Year

1st month

Theme: Friendship

Social Emotisonal Learning (SEL)

1. Anger 1
2. Anger 2
3. Anger 4
4. Determinatison 1
5. Determinatison 2
6. Determinatison 3
7. Sadness 01
8. Sadness 02
9. Sadness 03

Math:

1. Circles 01
2. Circles 02
3. Triangles 01
4. Triangles 02
5. Triangles 03
6. Squares 01
7. Squares 02
8. Big and small 01
9. Big and small 02
10. Big and small 03

2nd Month

Theme: Helpfulness

Social Emotisonal Learning (SEL)

11. Fear 01
12. Fear 02
13. Fear 03
14. Nervous 01
15. Nervous 02
16. Nervous 03
17. Nervous 04
18. Frustratison 01
19. Frustratison 02
20. Frustratison 03

Math:

1. Weight 01
2. Heavy and light 01
3. Fast and slow 01
4. Fast and slow 02
5. Width 01
6. Width 02

3rd Month

Theme: Sharing

Social Emotisonal Learning (SEL)

1. Excitement 01
2. Excitement 02
3. Excitement 03
4. Anger 03
5. Anger 01
6. Jealous 01
7. Jealous 03

Math:

1. More and less 01
2. More and less 02
3. More and less 03
4. Between 01
5. Between 02
6. Over and Under 01
7. Over and Under 02
8. Over and Under 03

4th Month

Theme: Overcoming Challenges

SCIENCE

1. BRIDGES 01
2. BRIDGES 02
3. BRIDGES 04
4. BRIDGES 05
5. PULLEYS 02
6. PULLEYS 03
7. RAMPS 02
8. RAMPS 04
9. LEVERS 02
10. LEVERS 03
11. SHADOWS 05

HEALTH & SAFETY

1. ASK A GROWN UP 01 (Water safety)
2. ASK A GROWN UP 04 (WATER SAFETY)
3. ASK A GROWN UP 09 (Water Safety)
4. ASK A GROWN UP 02 (Road/Land safety)
5. ASK A GROWN UP 05 (Road/Land Safety)
6. ASK A GROWN UP 07 (ROAD/LAND SAFETY)
7. ASK A GROWN UP 03 (Safe/Unsafe water)
8. ASK A GROWN UP 06 (Safe/Unsafe Water)
9. ASK A GROWN UP 08 (Safe/Unsafe Water)

5th month

Theme: Animals

Math:

1. FAST AND SLOW 03
2. CIRCLES 03
3. BETWEEN 03
4. BIG AND SMALL 04

6th month

Theme: Joy of Learning

SCIENCE

5. SHADOWS 01
6. SHADOWS 06
7. RAMPS 03
8. RAMPS 05
9. PULLEYS 01
10. LEVERS 01
11. BRIDGES 03

HEALTH & SAFETY

1. HEALTH & SAFETY 04 (Toilet Practices)
2. HEALTH & SAFETY 07 (Toilet Practices)
3. HEALTH & SAFETY 11 (Toilet Practices)
4. HEALTH & SAFETY 01 (Doctor Visit)
5. HEALTH & SAFETY 06 (Doctor Visit)
6. HEALTH & SAFETY 10 (Doctor Visit)

7th month

Theme: Body

Social Emotional Learning (SEL)

1. JEALOUSY 02
2. EXCITEMENT 04
3. EXCITEMENT 05
4. NERVOUSNESS 05
5. SADNESS 05
6. FRUSTRATION 04
7. FRUSTRATION 05
8. FEAR 05

HEALTH & SAFETY

1. HEALTH & SAFETY 02 (Proper handwashing)
2. HEALTH & SAFETY 05 (Proper handwashing)
3. HEALTH & SAFETY 08 (Proper handwashing)
4. HEALTH & SAFETY 03 (Body)
5. HEALTH & SAFETY 09 (Body)
6. HEALTH & SAFETY 12 (Body)
7. I AM SPECIAL 02 (Identify/Appreciate Body)
8. I AM SPECIAL 06 (Identify/Appreciate Body)
9. I AM SPECIAL 08 (Identify/Appreciate Body)

8th month

Theme: Respect for Self and Others

Social Emotisonal Learning (SEL)

1. JEALOUSY 02
2. JEALOUSY 04
3. SADNESS 04
4. FEAR 04
5. ANGER 05

HEALTH & SAFETY

1. I AM SPECIAL 01 (Identify/Appreciate Oneself)
2. I AM SPECIAL 04 (Identify/Appreciate Oneself)
3. I AM SPECIAL 05 (Identify/Appreciate Oneself)
4. I AM SPECIAL 03 (Family & Community)
5. I AM SPECIAL 07 (Family & Community)
6. I AM SPECIAL 09 (Family & Community)
7. SPEAK UP 02 (Expressing Yourself)
8. SPEAK UP 06 (Expressing Yourself)
9. SPEAK UP 03 (Informing caregivers when feeling ill)
10. SPEAK UP 07 (Informing caregivers when feeling ill)
11. SPEAK UP 08 (Informing caregivers when feeling ill)
12. SPEAK UP 01 (Good/Bad Touch)
13. SPEAK UP 04 (Good/Bad Touch)
14. SPEAK UP 05 (Good/Bad Touch)

9th month

Theme: Determination

Social Emotisonal Learning (SEL)

1. DETERMINATION 01
2. DETERMINATION 02
3. DETERMINATION 03
4. DETERMINATION 04

10th month

Theme: Trying New things

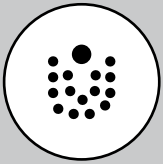
Math:

1. MEASUREMENT 02 (Height)
2. MEASUREMENT 04 (Height)
3. MEASUREMENT 06 (Height)
4. POSITIONALITY 02 (Inside/Outside)
5. POSITIONALITY 04 (Inside/Outside)
6. POSITIONALITY 14 (Inside/Outside)
7. OVER AND UNDER 03
8. SQUARES 03
9. WIDTH 03
10. WEIGHT 02

SCIENCE

1. SHADOWS 02
2. SHADOWS 03
3. SHADOWS 04
4. RAMPS 01
5. RAMPS 06
6. LEVERS 04
7. PULLEYS 04
8. BRIDGES 06

Watch, Play, Learn



Material

Pico-Projector



Skills

- Will be able to develop a positive mindset when faced with difficult situations and problem solve for solutions
- Will be able to learn how to help oneself and others to manage different emotions
- Will be able to develop pro-social behavior and essential life skills
- Will be able to experience playfulness and comfort
- Will be able to develop a positive mindset to help with difficult emotions

How to play

- At the start of the session, introduce the video to children and confirm that they can see and hear the episode.
- Allow children to dance and sing along as they watch the videos,
- To keep the session interactive and ensure children are comprehending the main educational messages, guide the children through post-viewing questions.
- Each time a child answers a question correctly, ask the group to clap for them to recognize the achievement.
- Ask the children to help if anyone is struggling
- Be sure to call on children of different ages and genders to answer the post-viewing questions.





Time to Say Goodbye



After the sessions are over, the play leader will stand in a U formation with all the children. Then the play leader will talk in a few words about how the day went and will also listen to what the children have to say in response. She has to ensure that every child gets a chance to speak. Sometimes the play leader can conduct a breathing exercise or other stress relieving exercise with the children and sometimes they can pretend to be trains, cars, birds etc to say goodbye to each other (using words such as “See you all later, take care” etc) as they leave the center.



3-5 Age Cohort Time to Say Goodbye Activities

1. Breathing exercise-1
2. Breathing exercise-2
3. Machi Tarano
4. Bok Saja

Breathing exercise-1



Material

As needed



Skills

- Will feel a sense of peace.
- Will improve their ability to reduce stress.
- Will be able to follow instructions.
- Will be able to actively participate.

How to play

- Sit with the children comfortably in a circle and ask everyone to close their eyes.
- Then tell the children “Imagine you have a balloon in your stomach. Now we will inflate the balloon.”



- Then say “Take a deep breath through your nose and notice your stomach inflating like a balloon.”
- Now say “After some time release your breath through your mouth and notice how your stomach is going in just like a balloon releasing air and then collapsing.”



- Ask the children to repeat this three times and then open their eyes.
- Alternately ask each child how they are feeling.



Breathing exercise-2



Material

None



Skills

- Will feel a sense of calm.
- Will improve their ability to reduce stress.
- Will be able to play spontaneously.
- Will be able to actively participate.

How to play

- Sit in a circle with the children.
- Now tell to, take a deep breath slowly through the nose, after a while, slowly let it out through the mouth. Do this 3 times with the children.



- Then say "Now imagine we are in a garden for a walk where there are lots of trees, flowers, fruits and birds."



- The birds are chirping in the trees. There are many ripe fruits under the tree. I took two hands full of my favorite fruits from there. I feel very happy.
- Finally, ask each child one by one how they are feeling.



Machi Tarano



Material

As needed



Skills

- Will be able to follow instructions
- Will be able to actively participate
- Will be able to maintain their sense of balance

How to play:



- Stand with all the children in a U shape with their hands on their waists and say “Let us imagine that we are standing on the grass in a garden.”
- Then say “Imagine that a fly is flying in the air behind you and you are trying to twist your head to see it.” Ask the children to act this out.
- Now say “Imagine the fly has flown into the grass under your feet and you are trying to chase it away with your feet.”
- Then say “Imagine that the fly is sitting on your forehead and without using your hands you are trying to chase it away by blowing air on it.”
- First act out the steps and then ask the children to act them out themselves.

Bok Saja



Material

As needed



Skills

- Will develop their ability to listen patiently
- Will feel joy
- Will be able to actively participate
- Will be able to maintain their sense of balance

How to play:



- Ask the children to stand in a U shape with their hands on their waists.
- Then say “Now let us all try to stand like a crane on one leg.”
- Ask the children “Have we all managed to do this? Let us all try again.”
- Ask the children to try standing on one leg with one arm extended in front of them and if they cannot do it the first time ask them to try again.
- Now ask the children to raise one arm above their head and to try standing on one leg while doing so.
- Repeat the activity with the children a few times.

Daily Routine

Option 1:

The daily schedule of the Humanitarian Play Lab model is divided into seven steps – Time to Say Hello, Kabbya and Kissa, Moving and Doing, Drawing & Creating, Play as you Wish, Watch, Play, Learn, and Good Bye Session. These activities of Play Lab are conducted for two hours.

Humanitarian Play Lab Model Daily Routine							
Time	Time to Say Hello	Rhymes & Stories	Moving & Doing	Drawing & Creating	Play as You Wish	Watch, Play, Learn	Time to Say Goodbye
2 Hours	10 minutes	20 minutes	20 minutes	20 minutes	25 minutes	15 minutes	10 minutes

Option 2

Humanitarian Play Lab Model Daily Routine							
Time	Time to Say Hello	Watch, Play, Learn	Rhymes & Stories	Moving & Doing	Drawing & Creating	Play as You Wish	Time to Say Goodbye
2 Hours	10 minutes	15 minutes	20 minutes	20 minutes	20 minutes	25 minutes	10 minutes

Option 3

Humanitarian Play Lab Model Daily Routine							
Time	Time to Say Hello	Rhymes & Stories	Moving & Doing	Watch, Play, Learn	Drawing & Creating	Play as You Wish	Time to Say Goodbye
2 Hours	10 minutes	20 minutes	20 minutes	15 minutes	20 minutes	25 minutes	10 minutes

Monthly Activity Plan For the First Year

Month	Theme	Kabbya/Kissa 20 Minutes	Moving and Doing 20 Minutes	Drawing and Creating 20 Minutes	Watch, Play, Learn 15 Minutes	Home Visit Session 30 Minutes
1 st Month	Friendship	<p>Kabbya</p> <ul style="list-style-type: none"> - Nado Kappa Nai Nai - Manglaba - Sebbe Tongku - Twinkle Twinkle Little Star - Peek-a-boo <p>Kissa</p> <ul style="list-style-type: none"> - Dui Jon Poain o Lal Paik - Tin Foaizzar Kissa <p>Co-created Story Book</p> <ul style="list-style-type: none"> - I Can Help 	<ul style="list-style-type: none"> - Ari Odde Thiai (Co-created Flash Card on Body Parts) - Lel Gari - Putila Khela - Shorot Borof 	<ul style="list-style-type: none"> - Rong Or Khela - Gol Golla Rong - Foaizzar Lai 	<p>Social emotional learning (SEL)</p> <ul style="list-style-type: none"> - Anger 1 - Anger 2 - Anger 4 - Determination 1 - Determination 2 - Determination 3 - Sadness 01 - Sadness 02 - Sadness 03 <p>Math</p> <ul style="list-style-type: none"> - Circles 01 - Circles 02 - Triangles 01 - Triangles 02 - Triangles 03 - Squares 01 - Squares 02 - Big and small 01 - Big and small 02 - Big and small 03 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Understand own mind, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Bang Khela
2 nd Month	Helpfulness	<p>Kabbya</p> <ul style="list-style-type: none"> - Ya Akka - Mu Seng Seng - Manglaba (Repeat) - Greetings - Twinkle Twinkle Little Star (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Boga ar Bagor Kissa - Tin Foaizzar Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Colorful Birds - I Can Help (Repeat) 	<ul style="list-style-type: none"> - Foaizae Hodde (Co-created Flash Card on Emotion) - Dori Faldani - Choro Bodda Gol Gori - Putila Khela (Repeat) 	<ul style="list-style-type: none"> - Milijhuli Photo Tuli - Rongjone Rongjone Miala - Foaizzar Lai (Repeat) 	<p>Social emotional learning (SEL)</p> <ul style="list-style-type: none"> - Fear 01 - Fear 02 - Fear 03 - Nervous 01 - Nervous 02 - Nervous 03 - Nervous 04 - Frustration 01 - Frustration 02 - Frustration 03 <p>Math</p> <ul style="list-style-type: none"> - Weight 01 - Heavy and light 01 - Fast and slow 01 - Fast and slow 02 - Width 01 - Width 02 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Understand own mind, Stay happy - Praise the child, stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Bang Khela - A B C D Loar Kechi

3 rd Month	Sharing	<p>Kabbya</p> <ul style="list-style-type: none"> - Rotega Reain - Summaja - Ya Akka (Repeat) - Red Apple - Greetings (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Paik Odde Hocchoper Kissa - Dui Jon Poain o Lal Paik (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Healthy Friends - Colorful Birds (Repeat) 	<ul style="list-style-type: none"> - Khushi Gori Goni - Si Si Khala - Horiya Khela (Co-created Flash Card on Body Parts) - Lel Gari (Repeat) 	<ul style="list-style-type: none"> - Chobir Hota Hoi - Rong vorai Dhali Di - Gol Golla Rong (Repeat) 	<p>Social emotional learning (SEL)</p> <ul style="list-style-type: none"> - Excitement 01 - Excitement 02 - Excitement 03 - Anger 03 - Anger 01 - Jealous 01 - Jealous 03 <p>Math</p> <ul style="list-style-type: none"> - More and less 01 - More and less 02 - More and less 03 - Between 01 - Between 02 - Over and Under 01 - Over and Under 02 - Over and Under 03 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Praise the child, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - A B C D Loar Kechi
4 th Month	Overcoming Challenges	<p>Kabbya</p> <ul style="list-style-type: none"> - Sakelle - Me Ma Pre - Nado kappa nai nai (Repeat) - Jump Jump - Peek-a-boo (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Pira Gacher Kissa - Boga ar Bagor Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Fun with Friends - Healthy Friends (Repeat) 	<ul style="list-style-type: none"> - Khelnar Lukaluki - Jor Thenge Falmari - Andha Machi - Si Si Khela (Repeat) 	<ul style="list-style-type: none"> - Doilla Boddolla Haboj Banai - Asmanor Gol Goilla Chan - Milijhuli Photo Tuli (Repeat) 	<p>Science</p> <ul style="list-style-type: none"> - BRIDGES 01 - BRIDGES 02 - BRIDGES 04 - BRIDGES 05 - PULLEYS 02 - PULLEYS 03 - RAMPS 02 - RAMPS 04 - LEVERS 02 - LEVERS 03 - SHADOWS 05 <p>Health & Safety</p> <ul style="list-style-type: none"> - ASK A GROWN UP 01 (Water safety) - ASK A GROWN UP 04 (WATER SAFETY) - ASK A GROWN UP 09 (Water Safety) - ASK A GROWN UP 02 (Road/Land safety) - ASK A GROWN UP 05 (Road/Land Safety) - ASK A GROWN UP 07 (ROAD/LAND SAFETY) - ASK A GROWN UP 03 (Safe/Unsafe water) - ASK A GROWN UP 06 (Safe/Unsafe Water) - ASK A GROWN UP 08 (Safe/Unsafe Water) 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Understand own feelings, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Khushi Gori Goni

5 th Month	Animals	<p>Kabbya</p> <ul style="list-style-type: none"> - Pa Long Kelle - Ma Nin Do Ing - Sakelle (Repeat) - One, Two, Three - Red Apple (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Goru Odde - Badshaheer Kissa - Paik Odde - Hocchoper Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Rain on the Green Grass - Fun with Friends (Repeat) 	<ul style="list-style-type: none"> - Bang Khela - Abazor Khela - Tulki Khela - Khelnar Lukaluki (Repeat) 	<ul style="list-style-type: none"> - Rongjon Gori - Chobir Hota Hoi (Repeat) - Rongjone Rongjone Miala (Repeat) 	<p>Math</p> <ul style="list-style-type: none"> - FAST AND SLOW 03 - CIRCLES 03 - BETWEEN 03 - BIG AND SMALL 04 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Understand own feelings, Stay happy - Reward the child, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Khushi Gori Goni - Abajor Khela
6 th Month	Joy of Learning	<p>Kabbya</p> <ul style="list-style-type: none"> - Do song Kabbya - Lu kelle Ai Sombre - Me Ma Pre (Repeat) - Fruit Song - Jump Jump(Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Buri Odde Uenor Kissa - Pira Gacher Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Let us Smell the Flower - Rain on the Green Grass (Repeat) 	<ul style="list-style-type: none"> - A, B, C, D Loar Kechi - Jhor Odde Gach - Bakkum Bakkum - Bang Khela(Repeat) 	<ul style="list-style-type: none"> - Monsa Mojin Tulon - Beil Aki - Doilla Boddolla Haboj Banai (Repeat) 	<p>Science</p> <ul style="list-style-type: none"> - SHADOWS 01 - SHADOWS 06 - RAMPS 03 - RAMPS 05 - PULLEYS 01 - LEVERS 01 - BRIDGES 03 <p>Health & Safety</p> <ul style="list-style-type: none"> - HEALTH & SAFTEY 04 (Toilet Practices) - HEALTH & SAFTEY 07 (Toilet Practices) - HEALTH & SAFTEY 11 (Toilet Practices) - HEALTH & SAFETY 01 (Doctor Visit) - HEALTH & SAFTEY 06 (Doctor Visit) - HEALTH & SAFTEY 10 (Doctor Visit) 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Reward the child, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Abajor Khela

7 th Month	Body	<p>Kabbya</p> <ul style="list-style-type: none"> - Mamma Wa wa - Lasse Pe - Pa Long Kelle (Repeat) - Two Little Eyes To Look Around - One, Two, Three (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Boraiya Oriner Kissa - Goru Odde Badshaher Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - The Little Frog Princess - Let Us Smell the Flowers (Repeat) 	<ul style="list-style-type: none"> - Gar Hissa Chini (Co-created Flash Card on Body Parts) - Chui Diyar Khela - Faldani - A, B, C, D Loar Kechi (Repeat) 	<ul style="list-style-type: none"> - Ol Di Photo Tuli - Asmanor Gol Goilla Chan (Repeat) - Rongjon Gori (Repeat) 	<p>Social emotisnal learning (SEL)</p> <ul style="list-style-type: none"> - JEALOUSY 02 - EXCITEMENT 04 - EXCITEMENT 05 - NERVOUSNESS 05 - SADNESS 05 - FRUSTRATION 04 - FRUSTRATION 05 - FEAR 05 <p>Health & Safety</p> <ul style="list-style-type: none"> - HEALTH & SAFTEY 02 (Proper handwashing) - HEALTH & SAFTEY 05 (Proper handwashing) - HEALTH & SAFTEY 08 (Proper handwashing) - HEALTH & SAFTEY 03 (Body) - HEALTH & SAFTEY 09 (Body) - HEALTH & SAFTEY 12 (Body) - I AM SPECIAL 02 (Identify/Appreciate Body) - I AM SPECIAL 06 (Identify/Appreciate Body) - I AM SPECIAL 08 (Identify/Appreciate Body) 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Know the good sides, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Foaizzay Hodde
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8 th Month	Respect for self and others	<p>Kabbya</p> <ul style="list-style-type: none"> - Pe Pe Ma Ma - Serema Sakrami - Me Me Na Ma - Are you sleeping? - Fruit Song (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Jailla Ar Boro Machor Kissa - Buri Odde Uenor Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Rain on the Green Grass (Repeat) - The Little Frog Princess (Repeat) 	<ul style="list-style-type: none"> - Chika Khela - Ai Gorit Pari - Jhor Odde Gach (Repeat) - Gar Hissa Chini (Repeat) 	<ul style="list-style-type: none"> - Rong Jun Bol - Rongjon Fulor Photo - Monsa Mojin Tulon (Repeat) 	<p>Social emotisnal learning (SEL)</p> <ul style="list-style-type: none"> - JEALOUSY 02 - JEALOUSY 04 - SADNESS 04 - FEAR 04 - ANGER 05 <p>Health & Safety</p> <ul style="list-style-type: none"> - I AM SPECIAL 01 (Identify/Appreciate Oneself) - I AM SPECIAL 04 (Identify/Appreciate Oneself) - I AM SPECIAL 05 (Identify/Appreciate Oneself) - I AM SPECIAL 03 (Family & Community) - I AM SPECIAL 07 (Family & Community) - I AM SPECIAL 09 (Family & Community) - SPEAK UP 02 (Expressing Yourself) - SPEAK UP 06 (Expressing Yourself) - SPEAK UP 03 (Informing caregivers when feeling ill) - SPEAK UP 07 (Informing caregivers when feeling ill) - SPEAK UP 08 (Informing caregivers when feeling ill) - SPEAK UP 01 (Good/ Bad Touch) - SPEAK UP 04 (Good/ Bad Touch) - SPEAK UP 05 (Good/ Bad Touch) 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Explain to the child with affection, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Thal Majuni Khela
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9 th Month	Determination	<p>Kabbya</p> <ul style="list-style-type: none"> - Biateng Gale - Lo Kelle - Pe Pe Ma Ma(Repeat) - Hop Little Bunnies - Are you sleeping? (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Piara Odde Benbenir Kissa - Jailla Ar Boro Machor Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - I Can Help (Repeat) - Colorful Birds (Repeat) 	<ul style="list-style-type: none"> - Poror Nombor Go Ki? - Pot Khela - Khelna gan Ani (Co-created Flash Card on Emotion) - Ball Gojjai Diya 	<ul style="list-style-type: none"> - Haboj Dye Hajai - Rongjon Tin Kuinna - Shaba Hajai 	<p>Social emotisnal learning (SEL)</p> <ul style="list-style-type: none"> - DETERMINATION 01 - DETERMINATION 02 - DETERMINATION 03 - DETERMINATION 04 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Think positively, Stay well <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Poror Number Go ki?
10 th Month	Trying new things	<p>Kabbya</p> <ul style="list-style-type: none"> - Soelako Okati - Serema Sakrami (Repeat) - Biateng Gale (Repeat) - Rain Rain Go Away - Hop Little Bunnies(Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Kauar Kissa - Piara Odde Benbenir Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Healthy Friends (Repeat) - Fun with Friends (Repeat) 	<ul style="list-style-type: none"> - Gila Khela - Rong Milaire - Khelna gan Tuai - Khelna Yan Hode - Pot Khela (Repeat) 	<ul style="list-style-type: none"> - Ronge Chip Dei - Rongjon Jhor - Rongjoner Mela 	<p>Math</p> <ul style="list-style-type: none"> - MEASUREMENT 02 (Height) - MEASUREMENT 04 (Height) - MEASUREMENT 06 (Height) - POSITIONALITY 02 (Inside/Outside) - POSITIONALITY 04 (Inside/Outside) - POSITIONALITY 14 (Inside/Outside) - OVER AND UNDER 03 - SQUARES 03 - WIDTH 03 - WEIGHT 02 <p>Science</p> <ul style="list-style-type: none"> - SHADOWS 02 - SHADOWS 03 - SHADOWS 04 - RAMPS 01 - RAMPS 06 - LEVERS 04 - PULLEYS 04 - BRIDGES 06 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Encourage and support the child to do the new tasks, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Ai Gorit Pari

**Second Year Curriculum
for 3-5 Years Children**

Chapter 4

Activities of Humanitarian Play Lab

Second Year Activities

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Activities of Humanitarian Play Lab

Second Year Activities

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Time to Say Hello

When all the children arrive at the center, the play leader will stand or sit with them in a 'U' formation. She will first greet them and then ask the children to greet each other. After that she will ask the children to sing the national anthem along with her. Then she will remind the children to keep the following values in mind – “We are all brothers and sisters, we won't fight, we will work together, we won't lie, we will respect elders,” etc. After this 'Time to Say Hello' session is over the play leader will start the 'Rhymes and Stories' session. Sometimes the play leader can have a child who is eager to do so lead the 'Time to Say Hello' session.

3-5 Age Cohort Time to Say Hello Activities

1. Myanmar National Anthem
2. Social and Moral Values
3. Safety Messages
4. Basic Hygiene

National Anthem



Material

None



Skills

- Will be able to sing and perform the national anthem.

How to play

- Stand in a circle with the children
- Now tell the children, 'Now we will all sing our national anthem together.'
- Then start singing the national anthem with everyone.

Kaba Ma Keyai

Tayaah Mya Htah Lutt Latt Kyin Ne Ma Twe
Doe Phyaee Doe Mae
Myalu Ket Thein Nyein Chan Zay Poe
Kyun Tu Nyi Mya Wada Phyu Sin Deh Phyaee
Doe Phyaee Doe Mae
Phyaee Taung Su Amwe Ah Myaee Tee Htan Zay
Adih Dan Pyu Bay Htein Thein Zoe Lay
(Kaba Ma Kyei Myanmar Pyaee
Doe Bo Bwa Amwe Chit Moe Chit Myat Noe Bay)²
Phyaee Taung Su Ko Ah Htet Pay Loh Doe Ka Kwe Ma Lay
Dar Doe Phyaee, Dar Doe Mae Doe Paing Nett Mae
Doe Phyaee, Doe Mae Ah Kyo Ko Nyi Nyar Zwa Doe Da dwe
Htan Saung Ba Zoe Lay
Doe Tar Won Bay
Aphoe Tan Mae.

Social and Moral Values



Material

As Needed



Skills

- Will be able to exchange greetings.
- Will be able to follow social rules and norms.
- Will develop respect for other's feelings.
- Will improve their social skills.

How to play

- Sit in a circle with the children.
- Thank the children for coming to the play lab on time and exchange greetings with them by saying the following:
 - Tuyara beggun keno acho? Bhala/Gom acho ne?
 - Beggun bhala/ gom acho?
 - Toile aara ehon beggun boiyore kichu bhala bhala/ gomhotahoyum thik ache ne? Thik ache beggun boiyo toile –

Aara beggun bhai bon – 2 times

Aara hoijja nogoijjum – 2 times

Aara milijhuli taikkum – 2 times

Aara micha hota nohoiyyum – 2 times

Aara boro re ijot goijjum – 2 times

- Ask each child alternately child how they are and repeat this activity with the children daily.

Safety Messages



Material

None



Skills

- Will know how to stay safe.
- Will improve their ability to listen attentively.
- Will have increased self confidence.

How to play

- Sit in a circle with the children.
- Take opinions from few of them on the topic 'How children can stay safe.'
- Now explain to them how children can stay safe by using the following examples:
 - Tell the children the following messages: "We should never go out at night alone, if we do need to go out for any reason we should go out in a group or at least with one other person."
 - "At night we should avoid areas where there are few people and there is a possibility of danger."
 - "If we go out at night we should use a torch or a solar lamp."
 - "We should not go out with someone we do not know or whose behavior we do not trust, because at any moment that person may put us in danger."
 - "We should be aware of our surroundings at night and we should not talk to unknown people."
 - "We should not leave the camp under the influence of someone we do not know."
 - "If someone tries to tempt us with chocolates, money, gifts or promises of a better life we will not be influenced by them."
 - "If we face any problems we will ask for help from someone we know and trust."
 - Alternately ask each child how they are feeling and repeat this activity with the children every day.
- In this way, discuss this information with the children every day.

Basic Hygiene



Material

None

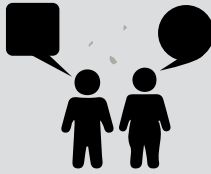


Skills

- Will know how to take care of themselves.
- Will know how to stay clean and maintain basic hygiene.

How to play:

- Sit in a circle with the children.
- Ask some of the children how they can stay healthy and listen to their answers.
- Use the following examples to show the children how they can stay healthy:
 - Tell the children the: “We will brush our teeth each morning after waking up.”
 - “We will cut our nails weekly and will keep our nails clean.”
 - “We will bathe every day.”
 - “We will wear sandals when we go to the toilet.”
 - “We will wash our hands with soap and water after using the toilet.”
 - “We will wash both hands before eating.”
 - “We will regularly oil and comb our hair.”
 - “We will use safe drinking water for all household activities.”
- Ask each child alternately how they are feeling and repeat this activity with the children daily



Rhymes and Stories

(Kabbyas and Kissas)

Kabbyas and Kissas are part of the curriculum because they help the Rohingya children's psycho-social development and language development. The chanting sounds and rhythms of Kabbyas give children a sense of comfort and joy which help them to forget the stress, sadness and anxiety caused by their circumstances. Children also love to listen to and recite Kissas. Telling stories in a fun way helps them to develop their language skills and cognitive skills. Through Kabbyas and Kissas children get a chance to hear and use new words. They develop their language skills through answering questions about Kabbyas and Kissas and their imagination skills through being able to recite and act them out. That's why it is important to present Kabbyas and Kissas to children in a fun way. The play leader also needs to take care when she is facilitating the 'Rhymes and Stories' session. She needs to pronounce words clearly, give children time to talk, listen to them attentively, ask them questions and also give them the space to ask questions or say what they wish.

3-5 Age Cohort Rhymes and Stories Activities

- Kabbya
- Kissa

Kabbya



Material

None



Skills

- Listening skills will improve.
- Will be able to learn new words.
- Will be able to recite Kabbyas together.
- Will be able to recite Kabbyas using gestures.
- Will be able to describe their emotions verbally.

How to play

- Ask the children to stand in a U shape.
- Select one Kabbya from the list.



- Recite the Kabbya using gestures.
- Recite this kabbiya with the children a few times..



- Then ask if any of the children are interested in leading the activity, and ask that child to come forward. Ask all the other children to recite the kabbiya with the child who has come forward.



Kabbya for the Second Year

<p style="text-align: center;">Manglaba Kabbya</p> <p>Mondo mendo sonkhowang Apru pengu song Minglaba serema E ya e nusengga</p>	<p style="text-align: center;">Piya Taggalu Saggasu</p> <p>Taio sagga Taio nama Makka ra ong Taddi song ruea Mongdu sule Piya saggalu sulaje</p>	<p style="text-align: center;">Lupukelle Lupukelle</p> <p>Nane betuga-ti-na may Ti letu hay (2) May may pio bao koea (2) Dima dima tatati (2) Pio pio sota pio pio may (2) Lupu jeke lobaoke Jekelle jekelle Hay shunali tuadoakka</p>
<p style="text-align: center;">My name song</p> <p>How do you do? (2) Nice to meet you (2) What is your name? (2) My name is I like your name, wow (2) Let's play together Let's all be friend How do be friend</p>	<p style="text-align: center;">Our school</p> <p>Go, go, go to school Go to school every day Sing, sing, sing the rhymes Sing the rhymes loudly Read, read, read the books Read the books happily Write, write, write the words Write the words neatly Go, go Every day</p>	<p style="text-align: center;">Belago Se Pilai</p> <p>Belago se pilai Belago no pilai Belago se pilai No pi do may Oi di lollo Golong go pe sale Jah ha piong ja may (2) Hokke hokke (2) Jah ha piong ja may</p>
<p style="text-align: center;">So So Tai</p> <p>So so tai sowa tai Miyana sai erasi Assa assa pollo song Auwai le sontowa Sompre mibaku Kejja resu Iya ja sai Sakre sowai tai Era wa</p>	<p style="text-align: center;">Ding Dong Bell</p> <p>Ding dong bell, ding dong bell Pussy's in the well Who put him in? Little Johnny thin (2) Ding dong bell, ding dong bell Pussy in the well Who pulled him out? Little Johnny stout (2)</p>	<p style="text-align: center;">Sa Sa Sadong Kuea</p> <p>Sa Sa sadong kuea Lasse jaya may Lay go chin chin se Semarene e uiea de Tuppe sabo may may k Masse k Lasse ja jo n Hay lasse ja jo n Tuppe pio tuppe pio</p>

<p>La La Tungne Sindoi</p> <p>La la tungne sindoi Resu jo songle ma Le long toye ong Le long legula Maigo sumsomi Loija loija maigo sumsomi Ing le le (2)</p>	<p>Five little fingers</p> <p>Five little fingers (2) Open and close (2) Five little close Point your fingers up Point your fingers down Point your fingers left Point your fingers right Point your fingers right</p>	<p>Gonggo Pilo</p> <p>Gongo pilot tai may Leti libame libame Sebbing selia yalaime Assi may may reshume Do tuddoea pio miode</p>
<p>Sosoeta Puchingga</p> <p>Sosoeta puchingga Tuinpa kukengda Roggakheti songkoting Kring ring loeachenta Aosa danna poucheoa Toempa eyempo ya</p>	<p>A-B-C-D-E-F-G</p> <p>A-B-C-D-E-F-G H-I-J-K-L-M-N-O-P Q-R-S-T-U-V W-X-Y and Z Now I know my “ABCs” Next time won't you sing with me?</p>	<p>Sugelle</p> <p>Tenna guni tenna la Sugelle kuten ta Angga buddu hoo Sugelle takku ku Krasa boddi S cra Sugelle may mella Senni ma molla A Sugelle pelu soa</p>
<p>Crapatia</p> <p>Crapatia crapata tagowang Molle lai lenapai Moppoya bana more ray Crapa subame Bay paga su su Yae yea paga su su Koalai gago sumesa Wa hee hee wa</p>	<p>One two buckle my shos</p> <p>One, two Buckle my shoe Three, four Shut the door Five, six Pick up the sticks Seven, eight Lay them straight Nine, ten A big fat hen</p>	<p>Do Song</p> <p>Do song Pingle mia pongdomi Poo deng onglo si (2) Nekra mae sueari long ga do satti song do song (2)</p>

Pulaneta

Pulaneta
Suellema youella
Sempuji appu o
O keba so
Sutaji pumoti segga
Kelle anggong teong
Are aiom Friday
Pulaneta

Apple Orange Pineapple

Apple, Orange, Pineapple
Pineapple, pineapple
Guava, jackfruit and banana
Happy, happy, happy fruits!
Happy fruits! Happy fruits!
Apple, Orange, Pineapple
Pineapple, pineapple
Mango, coconut and watermelon
Happy, happy, happy fruits!
Happy fruits! Happy fruits!
Apple, Orange, Pineapple
Pineapple, pineapple
Grapes, Papaya and Lychee
Happy, happy, happy fruits!
Happy fruits! Happy fruits!

Mesi Lega Minde

Mesi lega minde
Na lega sa de
Nagega lega suiade
Uno lega toeko
Pajje lega haka
Piyo piyo swing swing
Ti sang suja jo koe
Piyo sueng de

Gong Gong

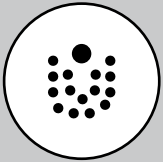
Gong gong gongle lubala
Gong gong gongle lulaiba
Banti banti pe pe sa (2)
Gong gong gongle luba kalaiba
Pokkum pokkum pokle lubaila
Pokkum pokkum pokle lulaiba
Banti banti pe pe sa (2)
Pakkum Pakkum Pukle Luba Kyallaiba
Du du dukle lubala
Du du dukle lulaiba
Banti banti pe pe sa (2)
Du du dukle luba kalaiba
Ka ka kakle lubala
Ka ka kakle lulaiba
Banti banti pe pe sa (2)
Ka ka kakle luba kalaiba
Sidong sidong sidong lubaila
Sidong sidong sidong lulaiba
Banti banti pe pe sa (2)
Sidong sidong sidong luba klaiba

Head, shoulders, knees and toes

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and, ears and, mouth and nose
Head, shoulders, knees and toes, knees and toes

<p>Tai nai sagu sai</p> <p>Tai nai sagu sai Tom le motti dame na, kru nassi pong kunai siai tabbe sa Kutasse krozame</p>	<p>Sebbe Pongle Mia</p> <p>Sebbe pongle gong putong Eda teddy de Sebbe nep poang semarong Waesanelu pong Ona siga teppoa ha Aka mingle ba Tay tay say say meluta Mo E male mia</p>	<p>Road Safety</p> <p>The road is not the place to play (3) During the night, during the day Cars and buses come and go (3) Some are fast, some are slow Right and left you must see and go (3) And cross the Zebra, crossing so Never throw litter on the road And always follow the traffic code (3)</p>
<p>Siate</p> <p>Siate doo gaiea Mokko liba koea Ogaliga dima koea Lekkon sinja may Koinga (2) Se kambu ga Misi lisai hilisa Panna dibo ka</p>	<p>Lami K K</p> <p>Lami K K mimi siko May wai ji go silong ja Lamu sugo lo piade Peshi peshi peshing tailoea (2) Sosing sosing sosing tailoea (2) Lamu sugo lo piade</p>	<p>Up and Down</p> <p>Left hand up, right hand down And walk, round and round Right hand up, left hand down And walk round and round Left leg front, right leg back And run, round and round Right leg front, left leg back And run, round and round</p>
<p>Putatu</p> <p>Putatu putau Alluoeng wade putatu Putatu oeng pu pu Poa grine to Toba takkoe maiongra Dima kabala</p>	<p>Chen che sa</p> <p>Chen che sa lakle ha Ede eseba Bomreng rega osentoo Eda toeto Reo kelle relaiing Eda lonzithing Lonzithima miasi kang Lonzithing chang kang</p>	<p>Two Little Hands</p> <p>Two little hands to clap clap, clap Two little legs to tap tap, tap Two little eyes are open wide One little head goes side to side</p>

Kissa



Material

None



Skills

- Will be able to act out Kissas using gestures and voice modulation
- Listening skills will improve.
- Conversational skills will improve.
- Will be able to describe their emotions verbally.

How to play

- Ask the children to stand in a U shape.
- Select one Kissa from the list.
- Use different gestures and tones of voice to present the kissa to the children.
- Then ask one child to come forward to be the leader and ask everyone to follow him/her.
- Give different children a chance to recite the kissa and praise them before ending the session.
- Applicable to co-creative stories:
 - Introduce the children to the specific co-creative story book by showing the picture on the top page of the book.
 - With enjoyment, show the pictures of the book by turning the pages one by one and read the whole story book to the children.
 - After reading, talk about the pictures in the book and listen to the children.



Kissa for the Second Year



Dua Koitorer Kissa

Among two pigeons, there was a male pigeon and a female pigeon. The pigeons lived on top of a tall tree. One day the male pigeon tells the female pigeon 'I am going to the city'. But the female pigeon did not agree to let the male pigeon go. 'Do you know why?' The female pigeon says there is food here, there is peace here, there is my love but in the city there is none of these. But the male pigeon did not listen to her and went to the city. On the way to the city the male pigeon sits on a tree on a mountain. He has nothing to eat. In a while the pigeon comes down from the tree. The pigeon was starving. Not having anything else to eat the pigeon starts eating leaves. The pigeon stays on the tree for two days. After two days the pigeon goes to another mountain. There wasn't a single tree there, only tall grass. The pigeon hid in the grass. Soon afterwards there is a storm. The storm blows all his feathers away and he is left with not a single feather to fly. The pigeon stays there for about ten to twelve days. The pigeon soon grows new feathers. The pigeon thinks 'I do not want to go to the city, I want to go home.' As he sets off for home, he loses his way. The pigeon keeps flying but cannot find his way home. As he flies along he sees that there is a boy below him who has trapped another pigeon in a net. Just next to the net is a lot of rice. Seeing the rice, the pigeon flew down to eat it and gets caught in the net. He requests the pigeon that was stuck in the net from before to help him raise the net. Once the net is raised the pigeon flies away when the opportunity arises. Then while is flying, he sees a hotel. There is a man there who is eating rice and there is some rice lying around. The pigeon sees this and flies down to eat it. When he reaches the rice, he sees that there are a lot of crows there. The crows don't let him eat any rice. After some time another larger pigeon arrives and it is able to eat the rice. After a while more pigeons come and he flies away with them. As he flies with them he comes close to his nest. Close to his nest there is a field of agriculture, and close by there is a well. There is a boy standing next to the well with a slingshot in his hand. The pigeon comes and sits next to the well. As the boy hits the pigeon with the slingshot, he falls into the well. The other pigeons see that he has fallen into the well and inform the female pigeon what has happened. Hearing the news the female pigeon flies there. Without even thinking she goes into the well and rescues the male pigeon from there. The female pigeon tells the male pigeon with a heavy heart 'did you enjoy yourself in the city?' The male pigeon says with sadness in his eyes, 'No I did not enjoy myself'. 'I went without your permission so I suffered a lot.' He also says that if 'I ever am to go anywhere, I will take your permission.'



Anda, Puichh Odde Kiarar Kissa

Once in a country there was an egg. One day he felt very sad and started walking aimlessly. While he was walking, he met a crab. The crab asked the egg, "Brother where are you going?" The egg replied, "I am so sad I will just go where I feel like going." Then the crab told the egg, "I will also go with you." The two started walking together. While they were walking they met a needle. The needle asked them, "Where are you going brothers?" Then the egg and crab replied together, "We are going wherever we feel like." Then the needle told them, "I will also come with you." Then all three started walking together. After walking for a long time, they saw a broken down house in front of them. All three of them entered the house and sat down to take some rest. While sitting, they started talking about where each of them wanted to go. The egg said he wanted to go in front of the stove, the needle said he wanted to go under the bed, and the crab said he wanted to go stay in water. Then they went to a different house, where an old man and an old woman lived. When the old man and woman went to sleep at night, the needle pierced the old woman's back. The old woman wanted to light a lamp and went looking for a needle by the stove. Her hand touched the egg in front of the stove which burst, killing the old woman. Trying to save her, the old man went to get some water from the pitcher. Just as he was about to get the water, the crab inside bit his hand, killing him. In this way the old man and the old woman both died.



Ugga Bura Mainsher Kissa

One day a group of locals were discussing about an old man whose house was broken and how it could be fixed. People from the neighborhood brought some bamboo and some wood. They started to cut the bamboo and wood with a saw and an axe. That old man was eighty years old. His name was Fhule Toea Ghabang. He brought some cane to make the foundation of the house. The small children were also helping to repair the house. The old man called his wife and asked her to cook some sticky rice for everyone. This made everyone very happy.



Shem Folor Kissa

Once an old woman lived in a village. She had a tree that bore shyam fruits. Suddenly one day a bird came to the old woman and asked to eat a shyam fruit. Then the old lady said, "Fine, I will give you one, but before this you have to do something." The bird asked, "What do I have to do?" The old woman replied, "First go wash your beak." Then the bird went to a stream to wash his beak. He told the stream, "O stream, stream, give me some water so I can wash my beak and eat a shyam fruit." The stream replied, "Fine, I will give you water but first go bring a pitcher." Then the bird went to the pitcher. The pitcher said, "If you want to take me you need some earth." The bird then went to get some earth and the earth said, "If you want to dig me up you need the horn of a buffalo." Then the bird went to a buffalo and the buffalo said, "Fine, I will give you my horn but bring a tiger to kill me first. After you kill me you can take my horn." Then the bird went to a tiger. The tiger said, "Fine, but first bring me some cow's milk so I can find peace." Then the bird went to a cow and the cow said, "First bring some hay for me." Then the bird went to gather some hay and the hay said, "Bring some scissors to cut me." Then the bird went to a pair of scissors and the scissors said, "If you want to make me you need some fire." Then the bird flew to get some fire. The fire agreed to let the bird take him. Without waiting a moment longer, the bird went to pick up the fire. When he put his beak to the fire, it burned to ashes, and then when he tried to pick up the fire with his wings, they also burned. Then he tried to gather the fire with his feet, which also burned and finally when he tried to pick up the fire with his back, his whole body



Chatur Raja Odde Rakkhosir Kissa

A long ago, there was a king and queen. Suddenly, after losing everything they became poor. One day the queen wished to eat some pitha (rice cake) but there were no ingredients to prepare pitha. Seeing this, the king went to some other houses to manage some rice. However, to eat pitha you have to process the rice, for that rice huller is needed. So, the king went out to search for a rice huller and found a house where he processed the rice with a rice huller. Everything was prepared after that except there was no woods to make fire for the stove to work. Then the king went to the jungle to get the woods. While on his way back to home with woods he met a monster. The monster asked him, "Where are you going? I will eat you by breaking your shoulder. Hearing this the king turned still getting scared, but with his clever wits he told, do not kill me. The woods you are seeing will be used by my wife to make fire in the stove and to make pitha. I will let you eat that pitha. The monster got lured and released the king. The king got back home and after making pitha, both king and queen finished eating all the pitha and totally forgot about the monster. To eat pitha the monster came to king's home while dancing in happiness. King's mouth dried up when the monster called him. He then told the monster, pitha is not prepared yet and you do not have to take the burden of coming to my home, I will reach to you. The monster left with a clear mind. Afternoon turned into evening, night and morning but the king did not come to the monster with pitha. The monster turned fire with anger. She went to king's home and started calling him. The king went near to the monster with slow steps, monster asked him, where is my pitha? The king told her that while taking the pitha to her, first time it dropped on the earth, next time it fell into water, like this he kept on giving excuses to the monster. The monster noticed his excuses. This made the monster to put the king inside a sack and walked on his way to home. The king thought to himself that there is no escape from this situation. While walking, the monster stopped near a river and kept the sack on the field to drink some water. Using this opportunity the king got him out of the sack; put some needles, clay rolls and muds inside the sack and ran back to his home. And the monster went back to her home with grief.



Baduror Kissa

Once in a kingdom there was a king with seven wives. The people in the kingdom lived in peace and harmony. But the king felt no peace because he had no children. One day a fortuneteller gave the king a fruit and told him to give it to his wives to eat. After eating the fruit, the queens would have children. The king followed the fortuneteller's instructions. A few months later, the seven queens had seven children. Six queens had daughters and the first queen had a monkey. The king became so angry he threw the first queen out of the palace. The first queen spent days and days crying. The six princesses didn't like their monkey brother, they didn't mix with him, and they would always say harsh words to him. A few years later, the princesses grew up. The king started thinking about marrying them off. Then the first queen also started thinking about getting her son married off. But she thought, who is going to marry my monkey son? The king married off his six daughters, and after he felt very sad. One day the kingdom was attacked. The king started worrying about who would defend the kingdom. Then the monkey prince gave his father courage and started fighting to defend the kingdom. Finally, the monkey prince won the war and was able to save the kingdom. The king accepted the monkey as his own son and confessed his mistake.



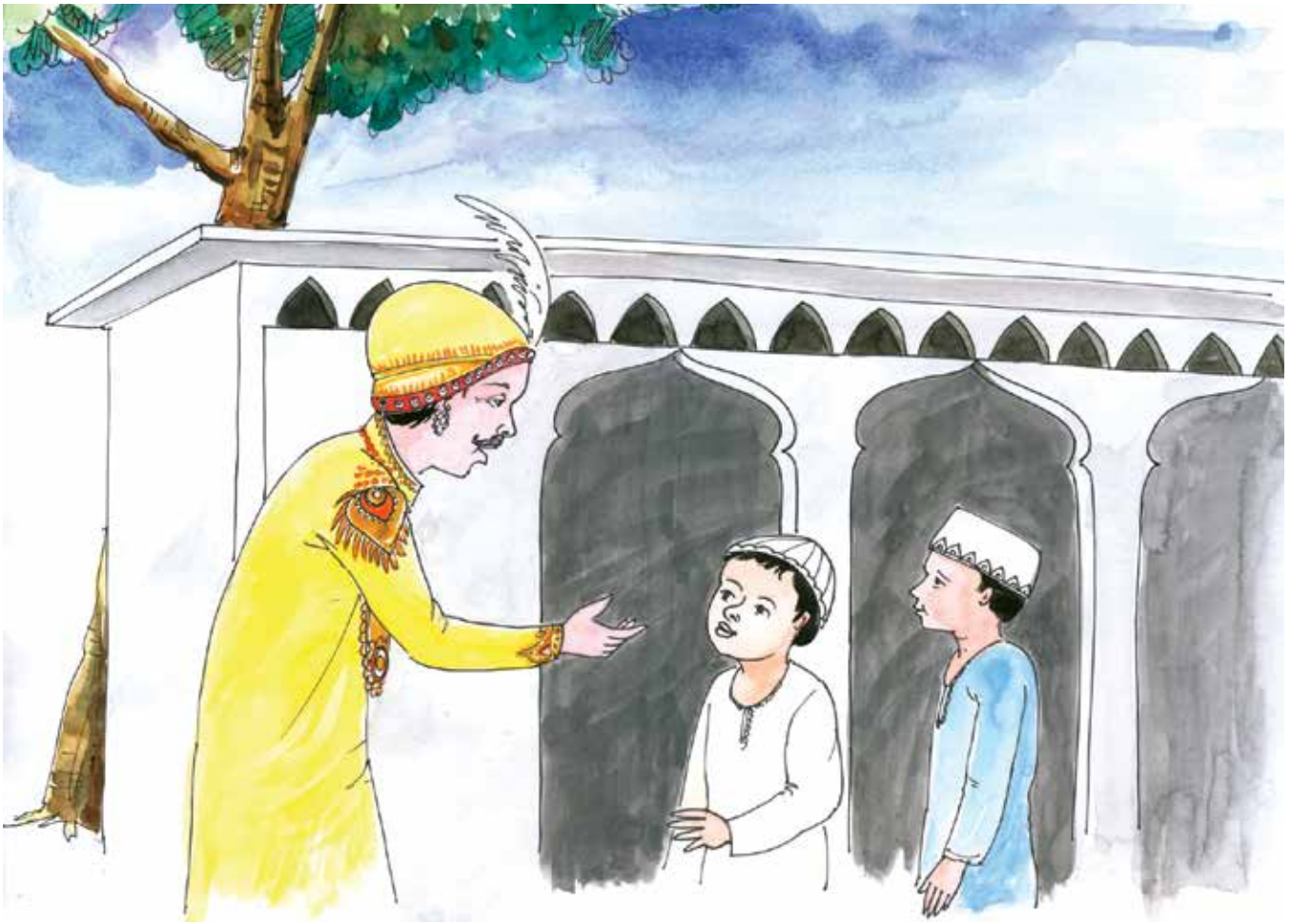
Rajar Kissa

There was once a king. This king had bought a country. He had one son. His name was Moerang. The king used to love his son a lot. He loved his son so much that he would never let his son go anywhere far away. He always used to keep his son close by. He did not enroll his son into a school. This is because it would mean keeping his son away from him. And so, the king's son was not able to study. He did not even know north, south, east or west. When Moerang was 10 years old his father passed away. This made the boy helpless. The king's subjects and military commanders took all his wealth and ran away. The king's son had nothing left but the house that was built by his father. Left with no other choice, Moerang sold the house built by his father. With this money he was able to survive for some time. After a while this money ran out. He became very anxious. All he had left was a steel pot. Left with no choice the king's son took this steel pot and set off to the village to start begging. The villagers told him 'you are very bad and because of you that our village may be destroyed'. Saying this, the villagers beat him up and sent him off to the jungle. Some days were spent eating leaves and climbers. After spending some time there Moerang started to lose his humanity like the animals in the jungle. If Moerang had studied, he wouldn't have to leave the village and lose his humanity.



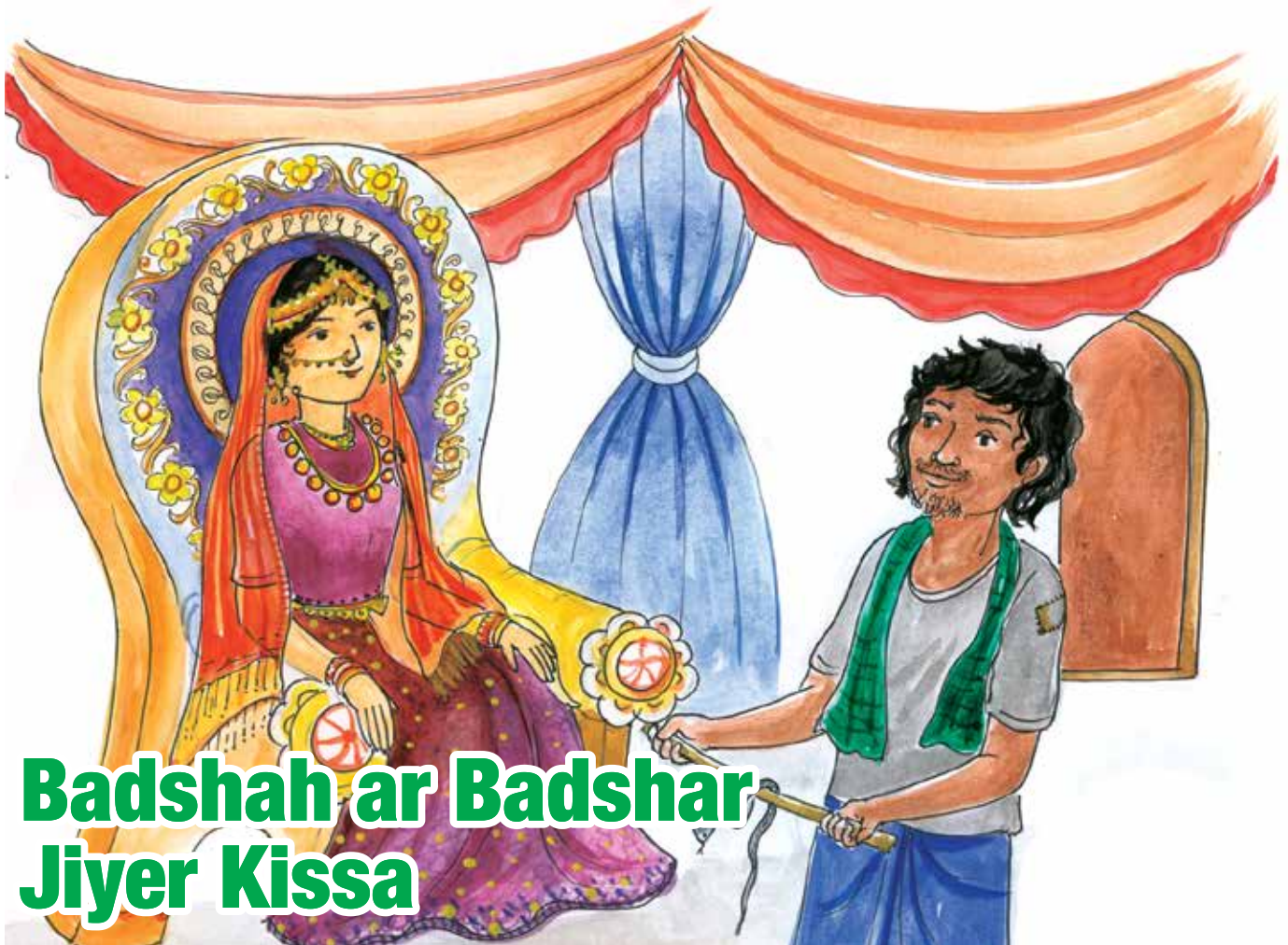
Chatur Seyalor Kissa

A few buffaloes used to live in a forest along with a fox. The fox did not get any food for many days and became very weak due to hunger. He started to think about how he could get some food, as he knew he had no strength to hunt. While thinking, an idea came into his mind. He decided that he would eat some buffalo meat at any cost. One day he went to a buffalo and asked him, "Brother Buffalo, aren't you afraid of living in this forest? A lot of big tigers are here who if they catch you will eat you." The buffalo replied, "We are not scared of tigers." Then the fox went to a weak tiger and told him, "Uncle, apparently the buffaloes are not scared of you. They think they are the kings of this forest." Hearing this, the tiger became so angry he saw red. Without consulting anyone he went to the buffaloes and started fighting with them. In that fight, he was killed by a buffalo. Afterwards the fox went to the buffalo and told him, "Brother Buffalo, you are so strong you are fit to be the king of this forest." Then the fox went to another tiger that was strong and told him, "Uncle, one of your companions has been killed by one of the buffaloes that live in this forest. You should demand justice." Then the tigers went and saw the dead tiger, and seeing this they attacked the buffaloes, killing the buffalo that had killed their companion. The tigers told the fox, "Thank you for informing us, you should eat the buffalo as a reward. We are going to leave." Then the fox ate the buffalo meat to his heart's content.



Badshah Sulemanor Kissa

King Suleman opened a madrasah (religious school providing Islamic education). He used to look after his own madrasah himself. One day his wife requested to him, "I want to go see your madrasah for myself." Then King Suleman told his wife, "Fine, I will take you the next time it is very dark at night and you can see the fireflies." So one night when the fireflies could be seen, King Suleman took his wife to see the madrasah. While he was entering the madrasah, the king saw a boy in front of the toilet. He asked the boy, "Why are you studying here?" The boy replied, "I am studying here so that I can grow up to be a king." The king said nothing when he heard this and entered the madrasah. Upon entering, he saw two more boys, and asked them the same question, "Why are you studying here?" The two boys replied, "We have heard that the king has announced that whoever does well in his studies will be judged to be a suitable groom for the king's daughter, and will be able to marry the princess." The king upon hearing this answer, said nothing and entered a different chamber. There he saw another boy, who was very ugly. The king asked the boy the same question. The boy started crying upon hearing the king speak. Then the king asked him, "Why are you crying? Please answer what I asked you." Then the boy in a broken voice replied, "The reason I am studying here is because my parents are dead. I want to be able to pray to Allah for them, and for peace to be granted to everyone who had died." Then the king thanked the boy and prayed for him to Allah. He also told his wife, "No matter how bad this madrasah is, I will continue paying for it just for the sake of that boy." Then the king returned home with his wife.



Badshah ar Badshar Jiyer Kissa

There was once a King and he had just one daughter. He did not have any sons. One day he became very sick. Soon afterwards the king died. Not having anyone to run the kingdom, the death of the king put everyone in a state of despair. To bring back life to the kingdom everyone proposed that the princess be married off and all the responsibilities of running the kingdom to be put on the shoulders of her husband. The princess said 'alright but before getting married I would like to travel'. One day the princess got into a palanquin to set off on her journey. On the way she arrived at the base of a mountain. Here the palanquin was set down so that they could rest for sometime. Shortly afterwards a snake approached the palanquin in which the princess was sitting. The snake asked the princess 'where are you going?' The princess replied 'I'm going on holiday'. The snake said 'I will also go with you'. The princess said 'how are you going to go with me, I will be staying for many days?' The snake said 'No, I will go and stay with you and stay as long as you stay'. Hearing this, the princess takes the snake with her on her journey. After the holiday the princess returns to the palace and the snake comes with her. Soon afterwards the princess gets married. On the night of the wedding the snakes bites the her husband and he dies'. One by one she gets married to three men and all of them die soon afterwards. After sometime the princess announces that she will marry whoever is able to kill the snake. One day a poor boy comes to the kingdom from another country. Hearing the announcement the boy goes to the palace. He proposes to kill the snake. Hearing this, he is given the opportunity to do this. One day he brings a bunch of bananas and put poisons it. He then dresses the bunch of bananas in clothes and places it next to the princess. The snake comes at night. Thinking it's a person, the snake bites the bunch of bananas. The snake dies. The princess is very happy with the boy. The princess then marries the poor boy. They then lived happily ever after.

Rakkhoshinir Kissa



In a village there used to live a carpenter. He had two children. The son's name was Sabat Ullah and the daughter's name was Dilkayaz. Their mother used to cook at home. The children used to go to the jungle with their father to play and pick wild flowers. They were a happy family. One day their mother got ill and died. Not being able to run the household by himself, the father married again. The step mother came to the house. The step mother could not stand the two children. She started saying different things to the carpenter about his children. She did not give them any food. She started creating trouble with the carpenter about leaving the children in the jungle. Not having any option, the carpenter agrees. In the morning the carpenter left the children in the forest and came home while wiping tears from his face. As evening fell, the children saw that their father was not coming back and they could not find their way back either. As they walked through the forest, they reached a house. The house was made of pancakes. They broke off a bit of the roof and started eating it. An old lady came out of the house. The old lady lovingly asked them 'why are you eating these?' 'Come inside, I will give you good food.' She took them inside and gave them very good food; the children ate and filled their stomachs. At night she lovingly put them to sleep. In the morning, as Dilkayaz woke up she saw that Sabat Ullah was no longer there. As she went to ask the old lady where he is, she noticed that the lady was lighting the fire under a large pan. The pan was full of oil. When Dilkayaz asked the lady about her brother, she angrily told her to go to the forest and get firewood. Not being able to understand anything, she went towards the forest to collect firewood. On the way she saw that Sabat Ullah was kept locked up in a room. Then Dilkayaz understood that the lady was a witch. Then Dilkayaz started to think about how she could free her brother and also figured out a way immediately. As she went to the old lady with the firewood, she asked Dilkayaz to check if the oil in the pan was hot. Then Dilkayaz said that it wasn't hot yet. Whenever she asks, Dilkayaz says the same thing. At one point the old lady gets frustrated and goes to check herself. As the lady stooped over to check the temperature of the oil, Dilkayaz kicked the lady from behind, ran outside and closed the door. Then she went and rescued her brother. Much of the lady's body was burnt. Then she started requesting the children and told them 'I will give you whatever you want'. She then gave them a stick and said 'you will get whatever you want from this stick'. Then they let the old lady go and told her not to do them any harm. The old lady accepted and became a good person. One day the children both asked the stick to see their father and immediately they heard their father calling out their names. The siblings ran to their father in joy.



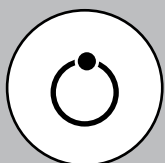
Moving and Doing

Physical play activities are among the most preferred activities of Rohingya children. In the Humanitarian Play Lab curriculum these activities are included in the session called 'Moving and Doing.' Besides promoting physical play, these activities have also been designed to promote social and emotional play. Through these activities children learn how to play with others, how to wait for their own turn, how to show respect and empathy towards others and how to keep their patience in critical situations. When children can play freely and spontaneously, they can keep their minds free from fatigue, boredom and sadness. These games also improve children's interpersonal communication skills, and their creativity and problem-solving skills. At the same time, children gain practical experience of many important concepts such as – how much space they are occupying, which spaces are safe and which are not, inside-outside, near-far, up-down etc. They also improve their self-regulation skills, their emotional expression skills and their ability to express clearly, think about and find solutions to small problems.

For the Second Year Moving and Doing Activities

1. Jap Pura Golap Phul
2. Sumaia go Sumaia
3. Thal Majuni Khela
4. Oni Bhai O Toni
5. Udur Khela
6. Si So Khela
7. Hat Phaldani
8. Gura-Bodda, Lamba-Baitta
9. Palki Loi Jae
10. Unchi Bunchi
11. Andha Khela
12. Ball Khelai Horof Chini
13. Tai Nai Khela
14. Tulki Mara
15. Haf Banger Khela
16. Hati Khela
17. Chair Kuinna Banai
18. Kukul niea Khela
19. Akashete Lokkho Tara
20. Jan Ache Jan Nai
21. Gar Hissar Khela
22. Gola Khela
23. Echi Bichi
24. Chinno Chai Ojag Oi
25. Gom Hai Gom Thaki
26. Doilla Boddoilla Hajai
27. Tuiya Khela
28. Lobjor Khela
29. Rongjon Milai Ajai
30. Jhor Tuan
31. Photor Khela
32. Arar Atarap

Jap Pura Golap Phul



Material

None



Skills

- Will be able to express their emotions like happiness using words.
- Will improve their ability to cooperate.
- Will be able to play in groups.
- Gross motor skills will improve.

How to play

- First ask everyone to stand in a circle.
- Everyone will hold hands and spin in a circle while you say the following rhyme:

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



- While saying the last line act like you are all falling to the floor and then sit down with the children.

- Now say the following rhyme while clapping your hands,

*Ring-a-ring-a-roses,
A pocket full of posies,
A-tishoo! A-tishoo!
We all stand up.*

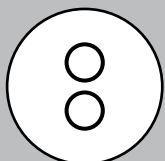


- While saying the last line everyone will jump up.

- Then divide the children into small groups and allow them to play the game on their own.



Sumaia go Sumaia



Material

Flashcards



Skills

- Will be able to play confidently.
- Will be able to maintain a sense of balance.
- Gross motor skills will improve.
- Will be able to play independently and spontaneously.

How to play



- Divide the children into two groups.

- Now ask one child from a group to sit on the floor and he/she will spread their arms like the wings of a bird.



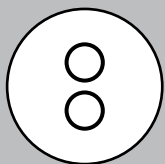
- Now ask the group to form a line behind him/her and ask them to jump over his/her arm one by one.
- While jumping ask them to recite the following Kabbya,

*Sumaiya Koot Koot Sumaiya,
Laatay kumaya dinot soya,
Rajao maya aamhali pepe,
Jaam haile gestic
Omai ansa, chora haile gamsa.*

- While jumping if someone's feet or clothes touch the outstretched arms of the child who is on the floor then he/she will leave the game and others will continue.
- Lastly, sit in a circle with the children and show the flashcards one by one. Then give the children an idea about the different parts of the body and ask them to name the parts. Help them if needed.



Thal Majuni Khela



Material

None



Skills

- Will be able to play together.
- Will be able to play actively in a group.
- Will be able to develop leadership skills.
- Will be able to show positive attitude.

How to play

- Divide the children into two groups and ask them to sit in a circle.



- Now ask the children to put their hands on the floor and you will touch everyone's hand by saying, "Sal Bodni, Sal Bodni khattara" and after saying this ask the children to turn their palms up.



- Again touch everyone's hands and say, "Sal Bodoni, Sal Bodoni Khuttara" and ask them to press all their fingertips against the floor.



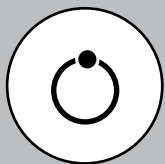
- Ask the children to put their hands on the hands of the children next to them while reciting, "Si Si Naijjeel Gacher Khuttakhuri, Ai Shiallar Konde Dhori".



- When they finish reciting, ask them to hold their ears.
- Now make small groups and continue the activity in a same way.



Oni Bhai O Toni



Material

Stick/Stone/Flower



Skills

- Will be able to improve research skills.
- Will be able to increase leadership skills.
- Will be able to play in harmony.
- Will be able to improve language skills.

How to play

- Stand in a circle with the children.



- Now walk around the circle with a small stick/stone/flower in your hand, touch the hands of every child and hide the object you are holding in one of the children's hand. Recite the following while doing so:

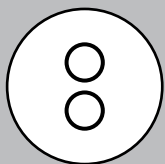
*"Oni Bhaier Toni, arga gacher borni.
Ador haoa ador ja, mar haoa dudor ja.
Ore haoa hato ache, hato nai, Koide haoar
maa.*



- Ask one child to come and stand in the middle of the circle and give him/her a stick.
- Now ask him/her to hold the stick with both hands with the top part sticking out.
- Then ask the other children to come one at a time and ask them to try to pull the stick out of his/her hand. The person who will be able to pull out the stick from his/her hand will be the team leader.
- Now ask the team leader which child has the object you hid in their hand while reciting the kabbiya. If the team leader can answer successfully, he/she will be the winner and if not, he/she will step aside.
- The child who has the stick/stone/flower will show it to everybody and in this way they will continue the activity.



Udur Khela



Material

Rope



Skills

- Will learn how to negotiate with others.
- Will be able to follow instructions.
- Will be able to play independently and spontaneously.
- Gross motor skills will improve.

How to play

- Divide the children into two groups. Choose two group leaders and give them each a name.



- Ask the leaders to make a gate by holding hands while reciting the Kabbya:

*“ Feshko peshko laldana,
peshko seltakhana jibkhana.
Abdullaji beth kett pan choari,
beth beth sultakhana jibkhana.
Paner agae morich baja,
annamoto khaleja.
Shotorot jibkhana rosuler korim.”*

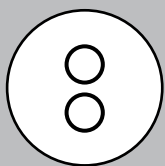


- Ask the other children to walk under the gate while putting their hands on each other's shoulders
- When the Kabbya is finished the child who is under the arms of the group leaders at that moment will say the name of a group leader.



- The group leader whose name is said by the child will join his/her team.
- Now ask the children to make two groups and give them a rope which the groups will hold on either end and then will try to pull the entire rope to their side.
- The group who will be able to pull the rope to their side will be the winner.

Si So Khela



Material

None



Skills

- Gross motor skills will improve.
- Will be able to maintain their sense of balance
- Will be able play together.
- Will be able to count in Burmese language.
- Will be able to control emotions and behavior

How to play

- Ask the children to sit in pairs.
- First show them how they can make a Si So by holding each others legs.



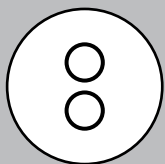
- Now ask the pairs to hold each others legs to make a Si So.



- Now ask the children to count, “Tai Nai Tom Le” and at the same time ask them to move up/down like Si So. Ask them to clap at the same time.
- While doing this activity, if any pair is unable to maintain their balance they will step aside and sit in a U shape. Ask them to encourage the others by clapping or shaking rattles.
- The last pair remaining will be the winner. Praise them by clapping.



Hath Phaldani



Material

None



Skills

- Will be able to play spontaneously.
- Will have increased self-confidence.
- Will be able to wait their turn while playing.
- Will be able to maintain their sense of balance

How to play

- Divide the children into two groups and choose two leaders from each group.
- Now ask the leaders to sit and touch their feet together while facing each other.



- First the other children will jump over the leader's legs.
- Then while still maintaining the above position, one of the leaders will put his/her arm on top of their legs. The other leader will then put his/her arm on top of the first leader's arm.
- Now the children will jump again over the leaders' arms and legs.



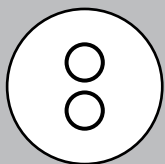
- Then the leaders will spread their legs while sitting and the children will jump over their legs back and forth in a criss cross manner while reciting the following the Kabbya,

*'Iching Biching chicing cha,
Projapoti ure ja'.*

- While jumping if any child's feet or clothes touch the leaders' body he/she will stop playing the game and others will continue.



Gura-Bodda, Lamba-Baitta



Material

None



Skills

- Will be able to learn the concept of small-big, tall-short.
- Will be able to follow instructions.
- Will be able to maintain their sense of balance.
- Gross motor skills will improve.

How to play

- Divide the children into two groups. While the first group is playing, the second group will stand in a circle.
- Now tell the children, when you will say, 'Make a circle, small small small' the children will go forward to make the circle small.



- Again when you will say, "Make a circle big big big" everybody will go back to make a big circle.



- While holding hands, recite the following rhyme two or three times:
*Make a circle, small small small
 small small small
 Make a circle big big big
 big big big.*

- Now ask the children to stop holding hands and stand in the circle and tell them when you will say 'Make a circle tall tall tall' everybody will raise their arms and will move them as they like.



- Again when you will say, "Make a circle short short short" everybody will start to crouch down and sit.

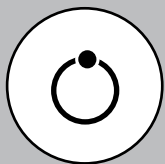
- While holding hands, recite the following rhyme two or three times:

*Make a circle tall tall tall
 tall tall tall
 Make a circle short short short
 short short short.*



- In this way continue the activity with second group.

Palki Loi Jai



Material

JhunJhuni (Shaker)



Skills

- Will be able to negotiate and play in groups.
- Will be able to patiently wait for their turn.
- Will be able to actively participate in the game.
- Will be able to maintain their sense of physical balance while playing.

How to play



- Ask the children to stand in a big circle.



- Then ask two children to come and hold each other's hands like they are forming a palki (traditional wedding transport). Help them if they need it.
- Now choose another child and ask him/her to pretend to sit in the palki.

- Then ask the children pretending to be the palki to walk around with the child who is sitting in the pretend palki.

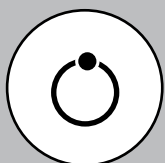
- Ask everyone to shake the shaker and recite the following Kabhya,

*"Palki chole, Palki chole,
Durer pothe tale tale."*

- Then divide the children into small groups and let them play the game on their own.



Unchi Bunchi



Material

None



Skills

- Fine motor skills will improve.
- Will be able to maintain their sense of balance.
- Will be able to play together.
- Will be able to follow instructions.

How to play

- First choose two children from a group and ask them to sit by facing each other with outstretched legs.



- Now ask the other children to form a line and jump back and forth over the legs of the sitting children. While jumping ask them to say, "Unchi Bunchi tai omchi, pesa musiboo".
- After that the children will jump back and forth with one leg and will say, "Emake Dimake o Dimbai Yake".



- Now the leaders will spread their legs and everyone will jump as before.
- If any of the children touch the legs of the sitting children while jumping, that child will sit down.
- Now divide the children into small groups and continue the activity in the same way.
- Encourage them and help them if needed.



Andha khela



Material

Flashcards



Skills

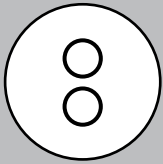
- Will improve their ability to use their senses.
- Will be able to take turns while playing.
- Gross motor skills will improve.
- Will be able to actively participate in the game.

How to play

- First asked the children to stand in a circle.
- Now choose one leader from the group and cover his/her eyes with a soft cloth.
- Now dance while walking with the other children and say the following Kabbya,
*Andha Machi, Andha Machi,
Ara Kheli Nachi Nachi.*
- The child whose eyes are covered is the 'andha machi' and has to catch one child from around him/her. If he/she can catch someone that child will be the new 'andha machi' and will continue the game in the same way.
- Afterwards divide the children into small groups and let them play the game on their own.
- Now show the flashcards one by one to give the children ideas about different feelings (laughter, crying, anger, sadness, surprise). Then ask them to name the different feelings. Help them if needed.



Ball Khelai Horof Chini



Material

2 sets of number with numbers 1-10 and a ball



Skills

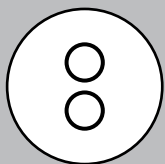
- Will be able to recognize different colours.
- Will be able to follow instructions.
- Gross motor and fine motor skills will improve.

How to play

- Divide the children into two groups and when one group will play then the other group will sit and clap for the first group.
- Before starting the activity make two sets of number cards from 1-10 in Burmese language.
- Now ask the first group to make two lines by facing each other and put one number card in front of each child.
- Give the ball to one child and tell them when you will say 3 they have to throw the ball to a child who has the number card 3 in front of them in the opposite line. Same for if you say 4 or 5.
- Now count 1-10 randomly and give chance to everyone.
- Then conduct the activity in a same way with the second group.



Tai Nai Khela



Material

Rope



Skills

- Will be able to count 1-20 in Burmese.
- Will be able to maintain their sense of balance
- Fine motor skills will improve.
- Will develop a sense of competitiveness

How to play

- Divide the children into two groups.
- Now select two children from the first group and ask them to hold the skipping rope from both sides. Ask the second group to make a line.
- Ask the selected children to hold the rope below knee level. Ask the children from the second group to jump over the rope one by one while saying, "Tai Nai Tom Le." The children from the first group will encourage them by clapping.



- Now ask the two children to hold the rope above knee level. Ask the children from the second group to jump over the rope by saying, "Na, Kro, Kunne, Seai."
- Now ask the two children to hold the rope at waist level. Ask the children from the second group to jump over the rope by saying, "Tai Nai Tom Le."

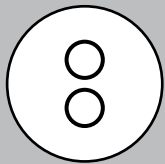


- While jumping if any of the children's body or clothes touches the rope then that group has to stop the activity.

- Continue the activity with the second group.
- Continue the activity in a similar manner with Burmese numbers 11-20



Tulki Mara



Material

Chalk/Rope



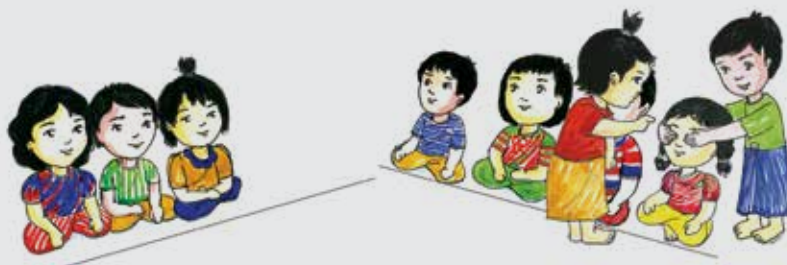
Skills

- Will be able to use all their senses while playing.
- Will improve their skills at following instructions.
- Will improve their investigative skills.
- Will be able to play in groups.

How to play



- First divide the children into two groups. Make two lines in front of the groups and ask them sit on the lines.
- Now choose one leader from each group and ask them to give a name to each group member into the child's ears.

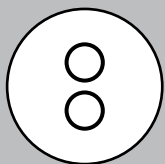


- Ask one group leader to go and cover a child's eyes from the other group and call someone by their assigned name..
- The child who is called will come and lightly touch the forehead of the child who has his/her eyes covered and return.
- Now the leader will uncover the eyes of the child and ask him/her to guess the real name of the child who touched his/her forehead.

- If the child can guess the right name he/she will jump forward. If not, the child who was called by the leader he/she will jump forward.
- The group who crosses the boundary of the other group first will be the winner.



Haf Banger Khela



Material

None



Skills

- Fine motor skills will increase.
- Will increase a sense of co-operation.
- Will be able to follow instruction.
- Will be able to know about snake and frog.

How to play

- Stand in a circle with the children and give some idea about frog and snake. Like- snake moves in a zig zag way, frogs moves by jumping, snake lives in a hole and frog lives in the water etc.



- Now ask one interested child to be a snake and one child to be a frog.



- Tell about the activity to the children. Frog will stay inside the circle and snakes will stay outside of the circle. Snakes will move in a zig zag way to catch the frog and frog will try keep him/her safe by jumping here and there. The children's who are holding hands will try to keep the frog safe from a snake by not giving chance the snake to get inside the circle.



- If the snake is able to touch the frog the activity will be over and again two children will be a snake and a frog to start the activity in a same way.

Hati Khela



Material

Rattle



Skills

- able to maintain their sense of balance.
- Will be able to wait for their turn patiently.
- Will be able to participate actively.
- Will be to play together.

How to play



- Sit in a circle with the children.
- Now choose five interested children to form an elephant and ask the other children to sit in a U shape.



- Now show the selected children how they can form an elephant by climbing on top of each other. Then ask the children to move around the play lab.
- Ask the sitting children to clap and shake rattles to encourage the moving children.
- In this way, give a chance to every child.

Chair Kuinna Banai



Material

Board & Marker

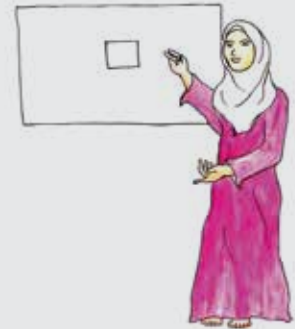


Skills

- Will be able to recognise square shaped objects.
- Will be able to play together.
- Gross motor skills will improve.

How to play

- Sit in a “U” shape with the children and tell them, “Today we will do a fun activity”.
- Now draw a square on the board and tell them about some square shaped objects. Like- books, blocks etc.



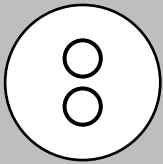
- Ask the children to find out some objects from the play lab which are square. When they do so, praise them.



- Now divide the children into small groups.
- Then tell them, “While I am clapping, you will continue to stand in a square shape with the other children by holding hands”
- Now ask the children to stand in a square shape and after they have done so, tell them, “That was a square.”
- Give support if needed.



Kukul Niea Khela



Material

Rope/Chalk



Skills

- Will be able to follow changing instructions
- Will understand the concept of circle and triangle.
- Will be able to follow instructions while playing together.
- Gross motor skills will improve.

How to play

- First divide the children into small groups.
- Draw/Make a circle and triangular in the floor with a chalk/rope.



- Now say to the children that when you say “Circle” the children have to go and stand in the circle and when you say “Triangle” the children have to go and stand in the triangle.



- Now say a few times, “Circle, triangle,” to the children and encourage them to go stand in the corresponding shapes.

- When you will start the activity call out the shapes slowly but gradually say it faster and faster to the children.



- Then change the order in which you call out the shapes, for example “Circle, circle, triangle” etc.



- In this way continue the activity.

Akashete Lokkho Tara



Material

None



Skills

- Concentration skills will improve.
- Will be able to participate actively
- Language skills will develop.
- Gross motor skill will improve.

How to play

- First choose two children and ask them to sit facing each other with legs outstretched.
- Now ask everyone to make form a line, recite the following Kabbiya and jump over the legs of the sitting children,

*“Akka Shuku Lokkho Tara,
Ar Nam Jahanara,
Ai ki jani?
Thanda lebur pani,
Gorom Gorom Chonaboot”.*



- Now ask children to recite the following Kabbya, hold their breath and then jump back to their original position.

*“Abus Sane Babus Sa,
Laingar Bhai Thainga
Gache Gache BulBuli”.*

- During this time if anyones' cloth or feet will touch or somone cannot finish the kabbiya in one breath he/she will sit down and the others will keep on going.



- Now ask two childrens who are sitting to hold their arms a certain distance apart. Other children will try to move through the gap created by moving like a snake.
- The sitting children will try to touch the children passing through their arms. If the sitting children manage to touch the moving child, then that child will step aside. In this way, the activity will continue.



Jan Ache Jan Nai



Material

Flashcards



Skills

- Will be able to follow instructions.
- Concentration skills will improve.
- Will understand the difference between living and non-living things.
- Will be able to play spontaneously..

How to play

- First stand in a U-shape and discuss with the children about Jib (living things) and joro (non-living things). Tell them living things are alive and they can move. Non-living things don't have life and they cannot move.



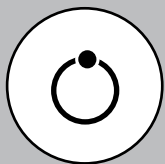
- Now tell the children that when you say the name of anything which is joro (non living) then nobody will move
- And when you say the name of anything which is jib (living) then the children will pretend to be that thing and move accordingly."



- After playing few times choose one interested child from a group and ask him/her to continue the activity in the same way.
- Now show the flashcards one by one to give the children ideas about different feelings (laughter, crying, anger, sadness, surprise). Then ask them to name the different feelings. Help them if needed.



Gar Hissar Khela



Material

Flashcards



Skills

- Will be able to tell the names of different body parts.
- Gross and fine motor skills will improve.
- Will be able to wait for their turn patiently
- Will be able to participate actively

How to play

- Ask the children to stand in a circle and tell them, “Today we will do an interesting activity on knowing different body-parts.
- Move your hands in the air and say in Burmese, “These are my hands.” Ask the children to move their hands and repeat what you have said.
- Similarly, introduce the children to the other body-parts. For example, move your head left and right, move your legs, open and close your eyes, breathe using your nose, etc.
- Now ask few of the children to come forward and show their body-parts by using different gestures. Tell the rest of the children to follow them.
- Now ask a child to come forward and recite the Kabbya “Gong Gong” showing different body-parts and ask everyone to repeat after him/her.
- Lastly, sit in a circle with the children and show the flashcards one by one. Then give the children an idea about the different parts of the body and ask them to name the parts. Help them if needed.



Gola Khela



Material

None



Skills

- Will be able to play spontaneously.
- Will be able to play in groups.
- Will be able to control their behavior according to group norms.
- Will improve their sense of balance.

How to play

- Ask the children to stand in a circle and explain how they have to play the game.



- When you will say “Sepgola (Apple)” everyone will jump forward, when you will say “Kela (Banana)” everyone will jump backwards and when you will say “HOLA (Orange)” everyone will jump and spin around.



- Now start the activity, and say “Apple, Banana, Orange” in that order. Encourage the children to participate by doing the corresponding actions.

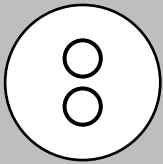
- Now say the names of the fruits in a different way like, “apple-orange,” “orange-banana,” “apple-apple” etc and ask the children to do the corresponding actions.



- Then ask a child to lead the game.

- Once the children have understood the game, divide them into small groups and allow them to play on their own.

Echi-Bichi



Material

None



Skills

- Will be able to have a positive mindset while playing.
- Fine motor skills will improve.
- Will be able to play with each other happily.
- Will be able to play actively.

How to play



- Sit in a circle with the children and ask them to put their hands in front of them.
- Now choose one leader from a group and ask the leader to recite the following Kabbya while touching everyone's hands

*'Echi Bichi loar kochi. Chedena babur chion kheti,
Adha guru badha de, Rustomore bia de.
Rustom Rustom tita aak kuttashone, jamai aile horum mach,
Elom pat delom pat, shonare rupare majhe ogga tia de.*

- The child whose hand the leader is touching the last and finishes reciting the Kabbya will be the new group leader.

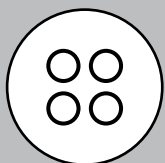
- The group leader will ask everyone to put their hands in front and close them into fists and will then ask the children what they have in their hands.
- A child might say for example binni rice, spoilt rice, or whatever they want.



- Then the group leader will pretend to eat and tell everyone "Ok, we are all going to eat binni rice."



Chinno Chai Ojag Oi



Material

Signal cards, (Zebra Crossing, Fire, Right/Left, Danger Signal)



Skills

- Will be able to know the important emergency signs.
- Will be able to talk about the rules of road safety.
- Will be able to use the emergency signs.
- Will be able to act in a fun way.

How to play

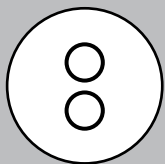


- Sit in a 'U' shape with the children. Show them and explain about some signal cards (Zebra Crossing, Fire, Right/Left, and Danger Signal). Like- for crossing the road we use Zebra crossing sign, Right/Left we use for going right or left, if there is any emergency we use the danger sign, if there is any fire we use fire sign.



- Now divide the children into small groups and give one card to each group. Ask them to act out what they have in their cards.
- First group: Zebra crossing- ask the children to make a car by putting their hands on each other's shoulders and when one child shows the zebra crossing card, the car will stop and two children from the group will cross the road.
- Second group: Fire-child will show a fire card and others will shout "Fire, Fire." At the same time they will show how they will try to give this news to the adults.
- Third group: Right side/Left side- some children will make a line and walk on the road. One child will show left side card and children's will start going in the left side.
- Fourth group, Danger signal- the children will walk in a line on the road and one child will show a danger signal card. At this time the children will start going to a different direction.
- After every group is finished with their turn, encourage them by clapping.

Gom Hai Gom Thaki



How to play



- Sit in a circle with the children and tell them, “Today we will do a fun activity with food.”
- Give some idea to the children about nutritious food. These are food items which make us strong, which make us intelligent, which make us healthy etc.



Material

Rope

- Now ask the children, what food items they consider to be nutritious and what food items they consider to be non nutritious.
- Now add some more names of nutritious foods like- milk, egg, banana, spinach, watermelon, corn etc and non-nutritious foods like chanachur (a snack item), chips, chocolates etc.



Skills

- Will be able to talk about nutritious and non-nutritious food.
- Will know the importance of nutritious food for staying healthy.
- Gross motor skills will improve.
- Will be able to wait for their turn patiently.

- Now keep some space in the middle and make two circles and two squares with a rope.
- Now divide the children into two groups and ask the first group to play in the middle of the play lab. Ask the second group to sit on the side and clap to encourage everyone.
- Ask the first group that when you say a name of a nutritious food they will go inside the circle and when you say the name of a non nutritious food they will go inside the square.
- The child who will be unable to do it will step aside and will clap along to encourage the children playing.
- The last child remaining will be the winner.
- Continue the activity with the other group.

Doilla Boddolla Hajai



Material

Paper, Color and masking tape



Skills

- Will be able to understand and describe patterns
- Will be able to play together.
- Hand-eye co-ordination will improve.
- Will be able to recognise shapes.

How to play

- Sit in a circle with the children.



- Before starting the activity cut some circles, triangles and squares from paper.



- Now in front of the children make different patterns with these shapes and while making these patterns keep one empty spot. Like- Triangle-square-circle-triangle-square-circle-triangle- circle.

- Now ask the children what will be in the missing space. If the children are able to say the right answers praise them and if they struggle help them.

- Now divide the children into small groups and ask them to create new patterns of their own.

- Continue this activity by creating new patterns.



Tuiya Khela



Material

Block



Skills

- Will be able to get idea about "ZERO"
- Will be able to follow instructions.
- Concentration skills will improve.
- Will be able to participate actively.

How to play

- Sit in a 'U' shape.
- Ask the children to close their eyes. Take two blocks in one hand and keep the other hand empty.
- Now ask the children to open their eyes and ask them to tell you how many blocks you have in your hand. If they answer correctly praise them. If not, help them.
- Now show the empty hand and ask them how many blocks you are holding. If children are able to say that your hand is empty, then praise them and explain that the concept of nothing being present is "zero."
- After explaining the concept of zero, draw a zero on a piece of paper and show it to them.
- Now stand in a circle with the children and tell them, 'Whatever number I say you have to hold up that many fingers, and if I say zero you have to hold up your fist.'
- Conduct the activity and if any child makes a mistake, he/she will step aside and clap to encourage the others.
- The person who remains in the game till the end will be the winner and if everyone says the correct answer encourage them by clapping



Lobjor Khela



Material

Alphabet Picture Cards



Skills

- Will be able to identify different alphabets.
- Will improve their language skills.
- Will improve their listening skills.
- Will be able to enjoy playing in a group.

How to play

- Ask the children to stand in a circle and tell them, "Today we will do an interesting activity on learning alphabets".
- Now show the alphabet picture cards to the children and ask them to say the name of the picture.



- Now say to the children, "This is Apple. And the first letter is A." Ask the children to repeat the alphabet after you.
- Now show the opposite side of the picture card. This side will show the alphabet you have said previously. Repeat the alphabet and ask the children to repeat with you.
- In this same way introduce the first three letters sequentially with words and pictures.
- Ask the children to sit in a circle and arrange the cards in the middle.



- Now ask a child to come forward to pick an alphabet card from the middle. Ask him/her to show the card and say the name of the alphabet to everyone.
- If the child is able to say the alphabet names then encourage him/her by clapping and help them if needed. Repeat the activity with the other children.
- Periodically, do this activity with other picture cards.



Rongjon Milai Ajai



Material

Bottle cap, bowl and block (Red, Blue, Yellow, Green colors)



Skills

- Will be able to recognize different colours.
- Will be able to follow instructions.
- Gross motor and fine motor skills will improve.

How to play

- Sit in a circle with the children and tell them, “ Today we will play a fun game”
- Now put a plastic bowl in the middle of a circle and put red, blue, yellow, green blocks and bottle caps in the bowl.

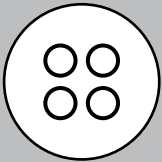


- Ask every child to pick one block or bottle cap from the bowl.
- Now ask the children to match the colors they have picked with other children, and make new small groups with everyone having objects of the same color.



- Now ask the red group to raise their arms and act like flowers. Ask the blue group to act like birds flying. Ask the yellow group to spread their arms like the rays of a sun. Ask the green group to raise their arms like the branches of a tree.
- In this way continue the activity with the children and help them if needed.

Jhor Tuan



Material

None



Skills

- Will know how to keep themselves safe in bad weather
- Will be able to indicate safe spaces.
- Will be to follow instructions.
- Will be able to play together.

How to play

- Divide the children into small groups and discuss with them about what they have to do, how they can stay safe etc when there is a storm.
- Now show the children two corners of the play lab and tell them, "These corners are their homes. The rest of the space is the yard."
- Now choose four children from the four groups. Ask them to go in pairs to the two corners and stand while raising their arms like a gate.



- When you say, "Rain has started," everyone will go and stand in the houses, and when you say, "Rain has stopped," everyone will come out to the yard.



- Say "Its raining, it's raining, it's raining" and continue the activity
- In this way, do the activity with everyone and have fun



Photor Khela



Material

Small picture cards



Skills

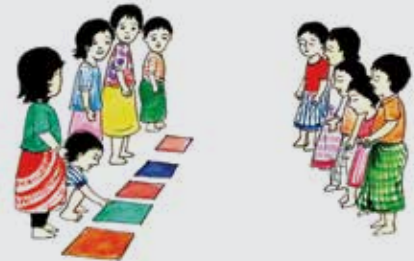
- Will be able to know about cleanliness.
- Will be able to develop their predictive skills
- Will be able to play together.
- Imagination skills will improve

How to play

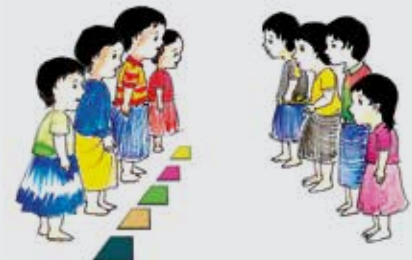
- Stand in a circle and say to the children, "Today we will play a fun game".
- Make 10 cards by drawing the following activities on them - before eating wash your hands, wash your face, comb your hair, wash your hands after using the toilet, brush your teeth, clean your nose, cut your nails, take a shower, wear your sandals, wash your feet etc. Explain to the children the cards.



- Now divide the children's into two group and ask the two groups to stand in a line by facing each other.



- Keep five cards upside down in front of the first group and ask one person to turn one card from there. At that time ask the second group to close their eyes.



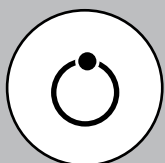
- Ask the first group to act for the second group what they are seeing in the card and ask the second group to guess what is in the card. Clap to encourage them if they are right.

- In this way ask the second person to turn another card and ask him/her to act with everyone from the group. In the same way ask the second group to guess.



- After that call the second group and conduct the activity in a similar manner with the other cards.
- Encourage the children to do this activity and help them if needed.

Arar Atarap



Material

None



Skills

- Will be able to know about different elements that make up the environment.
- Will be able to follow instructions.
- Will be able to play together.
- Observation skills will improve.

How to play

- Sit in a circle with the children.
- Now tell some things to the children about the environment. Like- trees, rivers, animals etc are part of our environment.
- Now take the children outside of your play lab and let them examine what is present around them. Help them if they don't recognize anything.
- Bring the children inside the play lab and ask them what they have seen.
- Now tell the children, "Today we will play a fun game."



- Tell them, "When I say 'tree, tree,' you will sway your arms like the branches of a tree. When I say, 'water, water,' you will undulate your arms like waves."



- When you will say, "Red flower-Red flower" ask them to put their hands up and open and close their hands like a flower.
- Continue the activity in the same way.
- Recite the following rhyme 2 or 3 times.

*Shobuj Holo Gacher Pata
Nil Holo Pani,
Lal Phul Koto Shundor
Amra ki Ta Jani?*



- After this divide the children into small groups and let them continue the activity.



Drawing and Creating

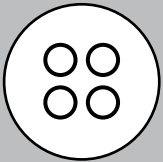
Art is a non-verbal form of communication for children. Even if children are not able to express their feelings in words, in the Humanitarian Play Lab centers they are given the opportunity to express themselves through art. Here children can express their unspoken thoughts and feelings through using paint, paper, brushes etc. Children of all ages like to draw and paint and to see pictures. In the Humanitarian Play Lab centers children aged 3-5 years are able to express themselves and improve their creativity through using paper, paint brushes, colors and pencils to create pictures and drawings.

For the Second Year

Drawing and Creating Activities

1. Foaizzar Photo Tuli
2. Rongor Aat Loi Photo Tuli
3. Kissar Photo Tuli
4. Saba Loyere Khela
5. Rongjon Gash
6. Photo Dehi Kissa Hoi
7. Mondi Majhe Photo Tuli
8. Lekha Shuru Gori
9. Doilla Boddolla si Aki
10. Mon Mojin Kissa Banai
11. Rongjon Mach
12. Monsa Mojin Tulon
13. Jhorer Photo Tola
14. Rongjon Beil
15. Are Ai Aki
16. Rongjon Hoddapoti
17. Dinnan Ken?
18. Ol Diyare Photo Tuli
19. Haboj Dye Hajai
20. Dekhi ore Aki
21. Gol Gulla Aki

Foaizzar Photo Tuli



Material

Paper, pencils, crayons



Skills

- Will be able to create a good relationship with their friends.
- Will be able to represent what they see through Art.
- Creativity will improve.
- Fine motor skill will improve.

How to play

- First divide the children into pairs.
- Now give a piece of paper and pencils and crayons to each child.



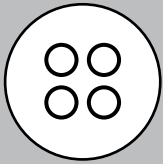
- Ask the children to draw their partner and help them if needed.



- When they are finished, ask them to explain what they have drawn to their partner.
- Ask them to write their names on their drawings and display them in the play labs.



Rongor Aat Loi Photo Tuli



Material

Paper, Pencil and Watercolor



Skills

- Creativity skill will improve.
- Fine motor skills will improve.
- Will be able to draw pictures spontaneously.

How to play

- Ask the children to sit in a small group and give each child one paper and different watercolors.



- Now ask the children to dip their hands in the paint and make handprints on the paper.
- Ask them to draw smiling faces, trees, flowers etc on their hand prints.



- After finishing their art work ask the children to describe their art work.
- After finishing the art work help the children to wash their hands.



Kissar Photo Tuli



Material

Paper and color pencils



Skills

- Will be able to express their feelings through their art work.
- Imagination will develop.
- Fine motor skills will improve.

How to play

- Ask the children to sit in a circle and give papers and color pencils to them.



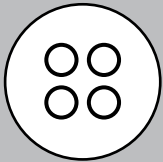
- Now tell one kissa to the children and ask them to draw any scene they like from the story.



- After they are finished with their drawing ask them to describe the picture.
- After this, divide the children into small groups and ask them to continue the activity.



Saba Loyere Khela



Material

Art paper, poster colors, color pencils, bottle caps and bowls



Skills

- Creativity skills will improve.
- Hand-eye co-ordination will improve.
- Fine motor skills will improve.

How to play

- Sit in a circle with the children and tell them, 'Today we will draw a picture with a bottle cap'.



- Now draw a circle on the paper with a colour pencil. Now put the bottle cap inside the liquid paint and make some circles beside the circle you have drawn to create a flower. Show that to the children.



- Divide the children into small groups and give them the supplies.



- Now ask the children to draw anything they like with a bottle cap.

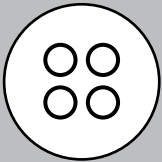
- Go around the groups to see and help them if needed.



- At the end display the art work inside the play lab.



Rongjon Gash



Material

Paper, poster color and bowl



Skills

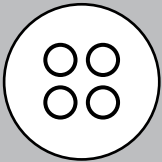
- Will be able to know the importance of trees for the environment.
- Hand-eye co-ordination will improve.
- Creativity and imagination will develop.
- Fine motor skills will improve.

How to play

- Sit in a circle with the children and discuss trees with them. For example- "Trees are our good friends. We breathe the air we get from trees. Trees give us fruits, flowers and shelter. For this reason, we will love trees and we will not cut them down."
- Now put your finger tip into the paint and draw a tree with branches and leaves. After you finish show it to the children.
- Ask the children to sit in a small group and give each group the necessary supplies.
- Now ask the children to draw a tree as they like.
- Go around the groups and help them if needed.
- At the end help the children to wash their hands and let them take the picture home.
- At the end help the children to wash their hands and let them take the picture home.



Photo Dehi Kissa Hoi



Material

Crayon of different colours/pastel colours



Skills

- Fine motor skills will improve.
- Imagination will develop.
- Will be able to express their feelings.

How to play



- Sit in a small group with the children.
- Give each child a piece of paper and crayons.
- Now ask the children to draw whatever they like.



- Once they are done drawing, ask each child to tell a story about their drawing or ask them to talk about the subject matter of their drawings.
- Encourage the children to speak and clap your hands.
- After they have finished drawing write down the names under their drawings and hang them in the play labs.

Mondi Majhe Photo Tuli



Material

Paper and crayons



Skills

- Will be able to express their emotions.
- Will be able to understand different emotions.
- Fine motor skills will improve
- Hand-eye co-ordination will improve.

How to play

- Ask the children to sit in a U shape and discuss about the meaning of feelings or emotions like- We sometimes feel happy, sometimes we feel sad and we sometimes feel angry.



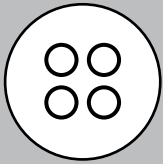
- Now act out the emotions using facial expressions.
- Now ask the children to draw the emotions they are feeling.



- After finishing their drawing ask them to describe what they have drawn.



Lekha Shuru Gori



Material

Paper, chalk and color pencils



Skills

- Will be able to tell the names of different body parts.
- Gross and fine motor skills will improve.
- Will be able to wait for their turn patiently
- Will be able to participate actively

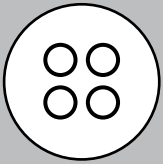
How to play

- Sit in a circle with the children and tell them, "Today we will draw something on the black board".
- Now draw a few shapes in a line and show them to the children.
- Ask a child to come forward and trace over the shapes you have drawn. Help him/her if needed and clap to encourage him/her.
- Then ask one child to come forward and draw some similar shapes below the shapes you have drawn.
- In this way draw a few different patterns (//, \, CC, OO, XX, II etc) and ask the children to come forward and trace over your patterns with chalk. Help them to draw some similar patterns.



- Now divide everyone into small groups and give them paper and color pencils.
- Ask the children to draw the patterns on the board on the pieces of paper they have been given. Go around and help them if needed.
- Conduct this activity with different pattern to practice pre-writing.

Doilla Boddolla si Aki



Material

White paper, pencils and crayons



Skills

- Will be able to know about triangles and squares.
- Fine motor skills will improve.
- Hand-eye coordination will improve.
- Will be able to play together.

How to play

- Sit in a circle with the children and tell them, "Today we will do an activity about shape in a fun ways."



- Now draw a triangle on the board and discuss its characteristics. Like triangles have three sides, three corners etc.



- Divide the children into small groups and give them the necessary supplies.
- Ask the children to draw a triangle and color it as they wish.
- In the same way draw a square with the children and tell them some characteristics of squares. For example squares have four sides, four corners etc.



Mon Mojin Kissa Banai



Material

None



Skills

- Will be able to create new stories by using their own words.
- Will be able to express their thoughts and feelings using words.
- Will be able to develop communication skills.
- Will be able to praise others.

How to play

- Sit in a circle with the children and tell them, "Today we will do an activity where we create a story".



- Now ask the children to say the name of any familiar object. This could be for example an animal, a bird, a fruit, a flower, a toy etc. Say for example's sake that a child says the name of a fish.

- Say to the children, "Today I will say a story about fishes."



- Now say a small story about a fish to everyone. For example, "Once there was a fisherman. One day he went to a river to catch fish. He threw a fishing net into the water .." etc.

- Now ask the children, "Who wants to hear a kissa about a new word?" Call an interested child to the front and ask him/her to say a kissa about a word he/she has chosen. The other children will clap along to encourage the story teller.

- In this way listen to different stories using different words from different children and clap along with everyone.

- In this way do this activity every week and gradually hear stories from all the children.



Rongjon Mach



Material

Paper & color pencils



Skills

- Observation skills will improve.
- Will be able to talk about fish.

How to play

- Sit in a circle with the children and tell them, "Today we will talk about and draw fishes."
- Now show a picture of a fish to the children and discuss some characteristics of fishes. For example, fishes come in all sizes, they live in water etc.



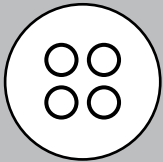
- Draw a picture of a fish and show it to the children.



- Give the children the necessary supplies and ask them to draw and color a fish as they like. Help them if needed.
- Finally ask the children to talk about their pictures and clap to encourage them.



Monsa Mojin Tulon



Material

Paper and Crayon



Skills

- Will be able to express him/herself through Art.
- Creativity will improve.
- Fine motor skill will improve.
- Will be able to draw pictures together.

How to play



- First divide the children into small groups and give one piece of paper and crayons to the children.

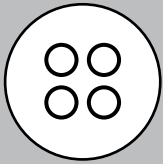


- As the children to draw and color what they want.
- Now walk around and ask questions about what they are drawing.



- Call some of the children to the front and ask them to show and talk about what they have drawn.
- Clap to encourage the children and help them if needed.

Jhorer Photo Tola



Material

Paper, pencils and crayons



Skills

- Will be able to know about clouds and rain.
- Fine motor skills will improve.
- Imagination skills will develop.

How to play

- Ask the children to sit in small groups and give paper, pencils and crayons to the children.
- Now draw a picture showing clouds, trees and rain over the roofs of houses.



- After finishing the drawing show your art work to the children and talk about the.
- Now ask the children to draw a picture of rain.



- Now recite the following rhyme with the children,
*Rain on the green grass,
 And rain on the tree,
 Rain on the housetop,
 But not to me.*



Rongjon Beil



Material

Paper & color pencils



Skills

- Fine motor skills improve.
- Will be able to know about sun.

How to play

- Sit in a 'U' shape with the children and tell them "Today we will draw a sun".
- Discuss some characteristics of the sun with the children. For example, the sun rises in the east, the sun provides light and heat, etc



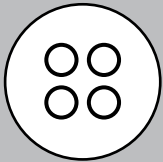
- Draw a circle on the paper and draw lines around the circle like sun rays. Then colour the sun and show it to the children.



- Now give paper and colour pencils to every child. Ask the children to draw a sun and colour the it as they wish.
- Now ask every child to show their drawing and clap to encourage them.



Are Ai Aki



Material

Different colour crayons/pastel colour, white paper



Skills

- Will be able to express themselves through drawing.
- Imagination skill will develop.
- Will be able to talk about their own drawing.
- Fine motor skill will improve.

How to play

- Sit with the children in a circle.
- Now tell them, "We will draw ourselves today! First I will draw myself."
- First, draw a plus sign on the paper and then draw a hand and a body along with it. After that, draw two legs with two lines at the bottom and draw a circle above the plus sign to make it look like a head. Draw eyes, nose, mouth inside the circle and hair outside the circle.
- Do not worry about how the drawing looks, but make sure each body part has been drawn. Show your drawing to the children and say, "See it is me!"

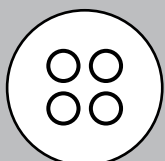


- Now ask the children to sit in small groups. Give them paper and crayons.

- Now ask the children to draw themselves.
- Go around the groups and ask them a few questions about their drawings. Help them with drawing if needed.
- Write their names under their drawings and display them in the play labs.



Rongjon Hoddapoti



Material

Poster paper, poster color, and bowl



Skills

- Creativity skills will improve.
- Hand-eye coordination will improve.
- Will be able to learn how to play together.
- Will feel the sensation of touch while creating art

How to play

- Sit in a circle with the children and tell them, “ We will draw a butterfly today”
- Now discuss about butterflies with the children. For example, how do butterflies look, what colors do they have etc.



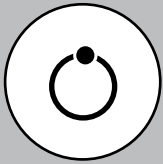
- Put your hands in the premixed paint and make two handprints side by side on a piece of paper. Then draw two eyes and two antennae in the middle. Tell the children that in this way they can draw a butterfly.



- Now divide the children into small groups and give the necessary supplies to the children. Ask them to draw butterflies as they wish and help them if needed.
- After everyone is done, ask the groups to show their artwork to each other.
- Help the children to wash their hands.
- Display the artwork inside the play lab.



Dinnan Ken?



Material

Paper and crayons



Skills

- Will be able to know about the weather.
- Investigation skills will improve.

How to play

- First ask the children to sit in a big group. Then talk to them about the daily weather - say some things about sun, clouds, storms, rain etc in easy language. You could say for example that some days are sunny, some days are cloudy, there is heavy rain on some days etc.



- Now take the children outside of the play lab and ask them to observe the weather around them.



- Then bring the children inside and ask them to describe the weather they have observed. If they cannot do so, help them. For example, if it is a sunny day you can say, "Today it is a bright sunny day. Today it is hot etc)



- Divide the children into pairs. Ask them to discuss about the weather and to draw what they have seen.

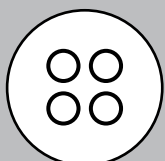
- Give paper and crayons to each pair.

- Ask them to show their pictures when they are finished.

- Clap to encourage them when they are done.



Ol Diyare Photo Tuli



Material

Poster Paper, Poster Color



Skills

- Creativity skills will improve.
- Will be able to draw pictures in a spontaneous way.
- Fine motor skills will improve.
- Hand-eye coordination will improve.

How to play

- Ask the children to sit in small groups and give each child paper and poster colors.



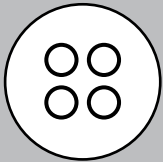
- Then ask the children to put their finger into the paint and draw pictures of- flower, leaf, butterfly, ant etc on the white paper.



- Walk around the groups and ask the children about the pictures.
- After finishing the art work help the children to wash their hands.



Haboj Dye Hajai



Material

White paper, colored poster paper, pencil and glue



Skills

- Creativity skills will improve.
- Will be able to create collage together.
- Hand-eye coordination will improve.
- Fine motor skills will improve.

How to play

- Sit in circle and say, "Today we will make a paper collage."



- Now draw a circle on a piece of paper, and after tearing small pieces of poster paper, paste them inside the circle to create a collage. Show it to the children.
- Tell the children, "This process of creating pictures with small pieces of paper is called a collage."



- Then divide the children into small groups and give them the necessary supplies and tell them to create collages as they wish.
- Display the art work inside the play labs.



Dekhi ore Aki



Material

Paper, Crayons and One Object



Skills

- Will be able to draw in an active way
- Imagination will develop
- Will be able to work together
- Observation skills will improve.

How to play

- Ask the children to sit in a circle and give papers and crayons to the children.



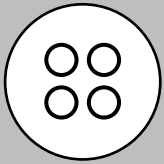
- In the middle of a group put one object like- ball, toy or block and ask the children to examine the object carefully.



- Now ask the children to draw that object and color it.
- Now divide the children into small groups and ask them to continue the activity.



Gol Gulla Aki



Material

Paper, pencils and crayons



Skills

- Will be able to know about circle.
- Hand-eye co-ordination will improve.
- Fine motor skills improve.
- Will be able to play together.

How to play

- Sit in a circle with the children and tell them, "Today we will learn how to draw a colourful circle."



- Now draw a circle on the board and give talk about circles. For example circles are round, circles don't have sides or corners.



- Divide the children into small groups and give them the necessary supplies.
- Ask the children to draw a circle and colour it.
- At the end let them take their drawing home.





Play as You Wish

‘Play As You Wish’ is a session where children can play independently. Children have the freedom to move to any space in the center, use any toys, choose their playmates and decide what games they want to play. As a result, children develop their imagination and creative skills. This session also promotes the physical, cognitive, language and social-emotional development of children. During this session, the play leader has to encourage the children to independently choose their playmates, toys, and the place they want to play in. She is not allowed to impose her opinions on the children; rather she can guide them indirectly. But in some cases, the children may need to be assisted through clear instructions. The play leader also plays with the children and encourages them to actively participate in games. Special strategies that can be used in this session are - bring innovation and creativity into the games, create challenges for the children and encourage everyone’s active participation.

Free Play



Material

Basket of toys

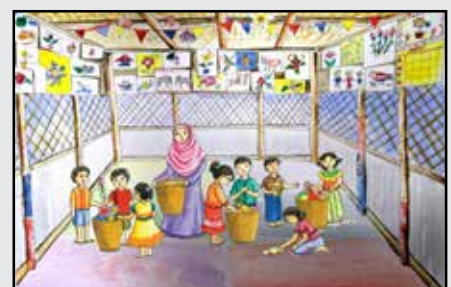


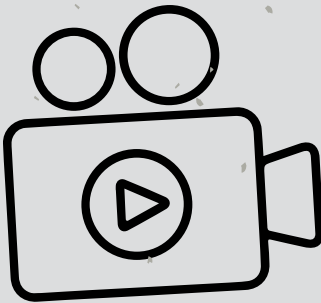
Skills

- Ability to cooperate will improve.
- Ability to express their feelings will improve
- Will be able to take decisions.
- Imagination and creativity will improve

How to play

- After the Drawing and Creating session is over, the Free Play session will start. Place four basket with toys in four corners of the play lab before starting
- Stand in a U shape with the children and before starting the activity discuss some rules with the children. You could say for example, "We will all play together as friends. If anyone starts to play with a toy we will wait for him/her to finish playing before we play with the toy ourselves. We will not push each other or fight with one another. We will tidy up the toys after we finish playing."
- Now ask the children to start playing with their friends.
- Keep an eye on the children and make sure everyone gets a chance to play. Talk with the children about what games they are playing. Make sure that each child does not play with the same toy or with the same person every day and experiences some variety in the games they are playing.
- If any child does not show interest in playing with the toys, then sit and talk with him/her. Ask where. with what toys and with whom he/she wants to play. Help the child to fulfill his/her wishes and if necessary play with the child yourself.
- When the session is over, clap your hands and count to ten in Burmese. Ask the children to finish playing and put the toys away.





Watch, Play, Learn

Watch, Play, Learn is a session where children watch educational videos from the Play to Learn program as a group. Watching the Play to Learn video package provides a fun, comforting and engaging activity for children that also introduces and models new educational concepts. The videos used during this session promote playfulness; social-emotional learning; child protection, health and safety skills; pro-social behavior; problem solving; and the learning of math and science concepts.

Video Playlist For the Second Year

1st month

Theme: Friendship

Social Emotisonal Learning (SEL)

1. Anger 1
2. Anger 2
3. Anger 4
4. Determinatison 1
5. Determinatison 2
6. Determinatison 3
7. Sadness 01
8. Sadness 02
9. Sadness 03

Math:

1. Circles 01
2. Circles 02
3. Triangles 01
4. Triangles 02
5. Triangles 03
6. Squares 01
7. Squares 02
8. Big and small 01
9. Big and small 02
10. Big and small 03

2nd Month

Theme: Helpfulness

Social Emotisonal Learning (SEL)

11. Fear 01
12. Fear 02
13. Fear 03
14. Nervous 01
15. Nervous 02
16. Nervous 03
17. Nervous 04
18. Frustratison 01
19. Frustratison 02
20. Frustratison 03

Math:

1. Weight 01
2. Heavy and light 01
3. Fast and slow 01
4. Fast and slow 02
5. Width 01
6. Width 02

3rd Month

Theme: Sharing

Social Emotisonal Learning (SEL)

1. Excitement 01
2. Excitement 02
3. Excitement 03
4. Anger 03
5. Anger 01
6. Jealous 01
7. Jealous 03

Math:

1. More and less 01
2. More and less 02
3. More and less 03
4. Between 01
5. Between 02
6. Over and Under 01
7. Over and Under 02
8. Over and Under 03

4th Month

Theme: Overcoming Challenges

SCIENCE

1. BRIDGES 01
2. BRIDGES 02
3. BRIDGES 04
4. BRIDGES 05
5. PULLEYS 02
6. PULLEYS 03
7. RAMPS 02
8. RAMPS 04
9. LEVERS 02
10. LEVERS 03
11. SHADOWS 05

HEALTH & SAFETY

1. ASK A GROWN UP 01 (Water safety)
2. ASK A GROWN UP 04 (WATER SAFETY)
3. ASK A GROWN UP 09 (Water Safety)
4. ASK A GROWN UP 02 (Road/Land safety)
5. ASK A GROWN UP 05 (Road/Land Safety)
6. ASK A GROWN UP 07 (ROAD/LAND SAFETY)
7. ASK A GROWN UP 03 (Safe/Unsafe water)
8. ASK A GROWN UP 06 (Safe/Unsafe Water)
9. ASK A GROWN UP 08 (Safe/Unsafe Water)

5th month

Theme: Animals

Math:

1. FAST AND SLOW 03
2. CIRCLES 03
3. BETWEEN 03
4. BIG AND SMALL 04

6th month

Theme: Joy of Learning

SCIENCE

5. SHADOWS 01
6. SHADOWS 06
7. RAMPS 03
8. RAMPS 05
9. PULLEYS 01
10. LEVERS 01
11. BRIDGES 03

HEALTH & SAFETY

1. HEALTH & SAFETY 04 (Toilet Practices)
2. HEALTH & SAFETY 07 (Toilet Practices)
3. HEALTH & SAFETY 11 (Toilet Practices)
4. HEALTH & SAFETY 01 (Doctor Visit)
5. HEALTH & SAFETY 06 (Doctor Visit)
6. HEALTH & SAFETY 10 (Doctor Visit)

7th month

Theme: Body

Social Emotisonal Learning (SEL)

1. JEALOUSY 02
2. EXCITEMENT 04
3. EXCITEMENT 05
4. NERVOUSNESS 05
5. SADNESS 05
6. FRUSTRATION 04
7. FRUSTRATION 05
8. FEAR 05

HEALTH & SAFETY

1. HEALTH & SAFETY 02 (Proper handwashing)
2. HEALTH & SAFETY 05 (Proper handwashing)
3. HEALTH & SAFETY 08 (Proper handwashing)
4. HEALTH & SAFETY 03 (Body)
5. HEALTH & SAFETY 09 (Body)
6. HEALTH & SAFETY 12 (Body)
7. I AM SPECIAL 02 (Identify/Appreciate Body)
8. I AM SPECIAL 06 (Identify/Appreciate Body)
9. I AM SPECIAL 08 (Identify/Appreciate Body)

8th month

Theme: Respect for Self and Others

Social Emotisonal Learning (SEL)

1. JEALOUSY 02
2. JEALOUSY 04
3. SADNESS 04
4. FEAR 04
5. ANGER 05

HEALTH & SAFETY

1. I AM SPECIAL 01 (Identify/Appreciate Oneself)
2. I AM SPECIAL 04 (Identify/Appreciate Oneself)
3. I AM SPECIAL 05 (Identify/Appreciate Oneself)
4. I AM SPECIAL 03 (Family & Community)
5. I AM SPECIAL 07 (Family & Community)
6. I AM SPECIAL 09 (Family & Community)
7. SPEAK UP 02 (Expressing Yourself)
8. SPEAK UP 06 (Expressing Yourself)
9. SPEAK UP 03 (Informing caregivers when feeling ill)
10. SPEAK UP 07 (Informing caregivers when feeling ill)
11. SPEAK UP 08 (Informing caregivers when feeling ill)
12. SPEAK UP 01 (Good/Bad Touch)
13. SPEAK UP 04 (Good/Bad Touch)
14. SPEAK UP 05 (Good/Bad Touch)

9th month

Theme: Determination

Social Emotisonal Learning (SEL)

1. DETERMINATION 01
2. DETERMINATION 02
3. DETERMINATION 03
4. DETERMINATION 04

10th month

Theme: Trying New things

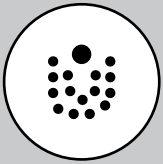
Math:

1. MEASUREMENT 02 (Height)
2. MEASUREMENT 04 (Height)
3. MEASUREMENT 06 (Height)
4. POSITIONALITY 02 (Inside/Outside)
5. POSITIONALITY 04 (Inside/Outside)
6. POSITIONALITY 14 (Inside/Outside)
7. OVER AND UNDER 03
8. SQUARES 03
9. WIDTH 03
10. WEIGHT 02

SCIENCE

1. SHADOWS 02
2. SHADOWS 03
3. SHADOWS 04
4. RAMPS 01
5. RAMPS 06
6. LEVERS 04
7. PULLEYS 04
8. BRIDGES 06

Watch, Play, Learn



Material

Pico-Projector



Skills

- Will be able to develop a positive mindset when faced with difficult situations and problem solve for solutions
- Will be able to learn how to help oneself and others to manage different emotions
- Will be able to develop pro-social behavior and essential life skills
- Will be able to experience playfulness and comfort
- Will be able to develop a positive mindset to help with difficult emotions

How to play

- At the start of the session, introduce the video to children and confirm that they can see and hear the episode.
- Allow children to dance and sing along as they watch the videos,
- To keep the session interactive and ensure children are comprehending the main educational messages, guide the children through post-viewing questions.
- Each time a child answers a question correctly, ask the group to clap for them to recognize the achievement.
- Ask the children to help if anyone is struggling
- Be sure to call on children of different ages and genders to answer the post-viewing questions.





Time to Say Goodbye



After the sessions are over, the play leader will stand in a U formation with all the children. Then the play leader will talk in a few words about how the day went and will also listen to what the children have to say in response. She has to ensure that every child gets a chance to speak. Sometimes the play leader can conduct a breathing exercise or other stress relieving exercise with the children and sometimes they can pretend to be trains, cars, birds etc to say goodbye to each other (using words such as “See you all later, take care” etc) as they leave the center.



For the Second Year Time to Say Goodbye Activities

1. Breathing exercise-1
2. Breathing exercise-2
3. Machi Tarano
4. Bok Saja

Breathing exercise-1



Material

As needed



Skills

- Will feel a sense of peace.
- Will improve their ability to reduce stress.
- Will be able to follow instructions.
- Will be able to actively participate.

How to play

- Sit with the children comfortably in a circle and ask everyone to close their eyes.
- Then tell the children “Imagine you have a balloon in your stomach. Now we will inflate the balloon.”



- Then say “Take a deep breath through your nose and notice your stomach inflating like a balloon.”
- Now say “After some time release your breath through your mouth and notice how your stomach is going in just like a balloon releasing air and then collapsing.”



- Ask the children to repeat this three times and then open their eyes.
- Alternately ask each child how they are feeling.



Breathing exercise-2



Material

None



Skills

- Will feel a sense of calm.
- Will improve their ability to reduce stress.
- Will be able to play spontaneously.
- Will be able to actively participate.

How to play

- Sit in a circle with the children.
- Now tell to, take a deep breath slowly through the nose, after a while, slowly let it out through the mouth. Do this 3 times with the children .



- Then say “Now imagine we are in a garden for a walk where there are lots of trees, flowers, fruits and birds.”



- The birds are chirping in the trees. There are many ripe fruits under the tree. I took two hands full of my favorite fruits from there. I feel very happy.
- Finally, ask each child one by one how they are feeling.



Machi Tarano

How to play:



Material

As needed



Skills

- Will be able to follow instructions
 - Will be able to actively participate
 - Will be able to maintain their sense of balance
- Stand with all the children in a U shape with their hands on their waists and say “Let us imagine that we are standing on the grass in a garden.”
 - Then say “Imagine that a fly is flying in the air behind you and you are trying to twist your head to see it.” Ask the children to act this out.
 - Now say “Imagine the fly has flown into the grass under your feet and you are trying to chase it away with your feet.”
 - Then say “Imagine that the fly is sitting on your forehead and without using your hands you are trying to chase it away by blowing air on it.”
 - First act out the steps and then ask the children to act them out themselves.

Bok Saja



Material

As needed



Skills

- Will develop their ability to listen patiently
- Will feel joy
- Will be able to actively participate
- Will be able to maintain their sense of balance

How to play:



- Ask the children to stand in a U shape with their hands on their waists.
- Then say “Now let us all try to stand like a crane on one leg.”
- Ask the children “Have we all managed to do this? Let us all try again.”
- Ask the children to try standing on one leg with one arm extended in front of them and if they cannot do it the first time ask them to try again.
- Now ask the children to raise one arm above their head and to try standing on one leg while doing so.
- Repeat the activity with the children a few times.

Daily Routine

Option 1:

The daily schedule of the Humanitarian Play Lab model is divided into seven steps – Time to Say Hello, Kabbya and Kissa, Moving and Doing, Drawing & Creating, Play as you Wish, Watch, Play, Learn, and Good Bye Session. These activities of Play Lab are conducted for two hours.

Humanitarian Play Lab Model Daily Routine							
Time	Time to Say Hello	Rhymes & Stories	Moving & Doing	Drawing & Creating	Play as You Wish	Watch, Play, Learn	Time to Say Goodbye
2 Hours	10 minutes	20 minutes	20 minutes	20 minutes	25 minutes	15 minutes	10 minutes

Option 2

Humanitarian Play Lab Model Daily Routine							
Time	Time to Say Hello	Watch, Play, Learn	Rhymes & Stories	Moving & Doing	Drawing & Creating	Play as You Wish	Time to Say Goodbye
2 Hours	10 minutes	15 minutes	20 minutes	20 minutes	20 minutes	25 minutes	10 minutes

Option 3

Humanitarian Play Lab Model Daily Routine							
Time	Time to Say Hello	Rhymes & Stories	Moving & Doing	Watch, Play, Learn	Drawing & Creating	Play as You Wish	Time to Say Goodbye
2 Hours	10 minutes	20 minutes	20 minutes	15 minutes	20 minutes	25 minutes	10 minutes

Monthly Activity Plan For the Second Year

Month	Theme	Kabbya/Kissa 20 Minutes	Moving and Doing 20 Minutes	Drawing and Creating 20 Minutes	Watch, Play, Learn 15 Minutes	Home Visit Session 30 Minutes
1 st Month	Friendship	<p>Kabbya</p> <ul style="list-style-type: none"> - Manglaba - Piya Taggalu Saggasu - Lupukelle Lupukelle - My Name Song - Our School <p>Kissa</p> <ul style="list-style-type: none"> - Dua Koitorer Kissa - Anda, Puichh Odde Kiarar Kissa <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Dalim Kumar 	<ul style="list-style-type: none"> - Jap Pura Golap Phul - Sumaia go Sumaia (Co-created Flash Card on Body Parts) - Thal Majuni Khela - Oni Bhai O Toni 	<ul style="list-style-type: none"> - Foaizzar Photo Tuli - Rongor Aat loi Photo Tuli - Kissar Photo Tuli 	<p>Social emotional learning (SEL)</p> <ul style="list-style-type: none"> - Anger 1 - Anger 2 - Anger 4 - Determination 1 - Determination 2 - Determination 3 - Sadness 01 - Sadness 02 - Sadness 03 <p>Math</p> <ul style="list-style-type: none"> - Circles 01 - Circles 02 - Triangles 01 - Triangles 02 - Triangles 03 - Squares 01 - Squares 02 - Big and small 01 - Big and small 02 - Big and small 03 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Organize own tasks, Stay well <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Bang Khela
2 nd Month	Helpfulness	<p>Kabbya</p> <ul style="list-style-type: none"> - Belago Se Pilai - So So Tai - Manglaba (Repeat) - Ding Dong Bell - My Name Song (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Ugga Bura Mainsher Kissa - Dua Koitorer Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Colors of the Sky - Dalim Kumar (Repeat) 	<ul style="list-style-type: none"> - Udur Khela - Si So Khela - Hat Phaldani - Sumaia go Sumaia (Repeat) 	<ul style="list-style-type: none"> - Saba Loyere Khela - Rongjon Gash - Foaizzar Photo Tuli (Repeat) 	<p>Social emotional learning (SEL)</p> <ul style="list-style-type: none"> - Fear 01 - Fear 02 - Fear 03 - Nervous 01 - Nervous 02 - Nervous 03 - Nervous 04 - Frustration 01 - Frustration 02 - Frustration 03 <p>Math</p> <ul style="list-style-type: none"> - Weight 01 - Heavy and light 01 - Fast and slow 01 - Fast and slow 02 - Width 01 - Width 02 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Organize own tasks, Stay well - Support the child to success in tasks, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Bang Khela - A B C D Loar Kechi

3 rd Month	Sharing	<p>Kabbya</p> <ul style="list-style-type: none"> - Sa Sa Sadong Kuea - La La Tungne Sindoi - Belago Se Pilai (Repeat) - Five Little Fingers - Our School (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Shem Folor Kissa - Anda, Puichh Odde Kiarar Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Healthy Friends - Colors of the Sky (Repeat) 	<ul style="list-style-type: none"> - Gura-Bodda, Lamba-Baitta - Palki Loi Jae - Unchi bunchi - Thal Majuni Khela (Repeat) 	<ul style="list-style-type: none"> - Photo Dehi Kissa Hoi - Mondi Majhe Photo Tuli - Rongor Aat loi Photo Tuli (Repeat) 	<p>Social emotional learning (SEL)</p> <ul style="list-style-type: none"> - Excitement 01 - Excitement 02 - Excitement 03 - Anger 03 - Anger 01 - Jealous 01 - Jealous 03 <p>Math</p> <ul style="list-style-type: none"> - More and less 01 - More and less 02 - More and less 03 - Between 01 - Between 02 - Over and Under 01 - Over and Under 02 - Over and Under 03 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Support the child to success in tasks, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - A B C D Loar Kechi
4 th Month	Overcoming Challenges	<p>Kabbya</p> <ul style="list-style-type: none"> - Gonggo Pilo - So soeta Puchingga - So So Tai (Repeat) - A-B-C-D-E-F-G - Ding Dong Bell (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Chatur Raja Odde Rakkhosir Kissa - Uggā Bura Mainsher Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Fun with Friends - Healthy Friends (Repeat) 	<ul style="list-style-type: none"> - Andha khela (Co-created Flash Card on Emotion) - Ball Khelai Horof Chini - Tai Nai Khela - Si So Khela (Repeat) 	<ul style="list-style-type: none"> - Lekha Shuru Gori - Doilla Boddolla si Aki - Saba Loyere Khela (Repeat) 	<p>Science</p> <ul style="list-style-type: none"> - BRIDGES 01 - BRIDGES 02 - BRIDGES 04 - BRIDGES 05 - PULLEYS 02 - PULLEYS 03 - RAMPS 02 - RAMPS 04 - LEVERS 02 - LEVERS 03 - SHADOWS 05 <p>Health & Safety</p> <ul style="list-style-type: none"> - ASK A GROWN UP 01 (Water safety) - ASK A GROWN UP 04 (WATER SAFETY) - ASK A GROWN UP 09 (Water Safety) - ASK A GROWN UP 02 (Road/Land safety) - ASK A GROWN UP 05 (Road/Land Safety) - ASK A GROWN UP 07 (ROAD/LAND SAFETY) - ASK A GROWN UP 03 (Safe/Unsafe water) - ASK A GROWN UP 06 (Safe/Unsafe Water) - ASK A GROWN UP 08 (Safe/Unsafe Water) 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Take care of relationships, Stay well <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Khushi Gori Goni








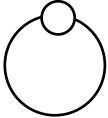



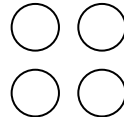











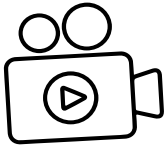


5 th Month	Animals	<p>Kabbya</p> <ul style="list-style-type: none"> - Sugelle - Crapatia - Gonggo Pilo (Repeat) - One Two Buckle My Shoe - Five Little Fingers (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Baduror Kissa - Shem Folor Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Let Us Smell the Flowers - Fun with Friends (Repeat) 	<ul style="list-style-type: none"> - Tulki Mara - Haf Banger Khela - Hati Khela - Unchi bunchi (Repeat) 	<ul style="list-style-type: none"> - Mon Mojin Kissa Banai - Rongjon Mach - Mondi Majhe Photo Tuli (Repeat) 	<p>Math</p> <ul style="list-style-type: none"> - FAST AND SLOW 03 - CIRCLES 03 - BETWEEN 03 - BIG AND SMALL 04 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Take care of relationships, Stay well - Give importance to the child's choices, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Khushi Gori Goni - Abajor Khela
6 th Month	Joy of Learning	<p>Kabbya</p> <ul style="list-style-type: none"> - Do song Kabbya - Pulaneta - So soeta Puchingga (Repeat) - Apple Orange Pineapple - A-B-C-D-E-F-G (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Rajar Kissa - Chatur Raja Odde Rakkhosir Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - The Little Frog Princess - Let Us Smell the Flowers (Repeat) 	<ul style="list-style-type: none"> - Chair Kuinna Banai - Kukul niea Khela - Akashete Lokkho Tara - Jan Ache Jan Nai (Co-created Flash Card on Emotion) 	<ul style="list-style-type: none"> - Monsa Mojin Tulon - Jhorer Photo Tola - Rongjon Beil 	<p>Science</p> <ul style="list-style-type: none"> - SHADOWS 01 - SHADOWS 06 - RAMPS 03 - RAMPS 05 - PULLEYS 01 - LEVERS 01 - BRIDGES 03 <p>Health & Safety</p> <ul style="list-style-type: none"> - HEALTH & SAFTEY 04 (Toilet Practices) - HEALTH & SAFTEY 07 (Toilet Practices) - HEALTH & SAFTEY 11 (Toilet Practices) - HEALTH & SAFETY 01 (Doctor Visit) - HEALTH & SAFTEY 06 (Doctor Visit) - HEALTH & SAFTEY 10 (Doctor Visit) 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Give importance to the child's choices, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Abajor Khela

7 th Month	Body	<p>Kabbya</p> <ul style="list-style-type: none"> - Mesi Lega Minde - Gong Gong - Sugelle (Repeat) - Head, Shoulders, Knees, and Toes - One Two Buckle My Shoe (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Chatur Seyalor Kissa - Baduror Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Going Fishing - The Little Frog Princess (Repeat) 	<ul style="list-style-type: none"> - Gar Hissar Khela (Co-created Flash Card on Body Parts) - Gola Khela - Echi Bichi - Haf Banger Khela (Repeat) 	<ul style="list-style-type: none"> - Are Ai Aki - Rongjon Hoddapoti - Mon Mojin Kissa Banai (Repeat) 	<p>Social emotisnal learning (SEL)</p> <ul style="list-style-type: none"> - JEALOUSY 02 - EXCITEMENT 04 - EXCITEMENT 05 - NERVOUSNESS 05 - SADNESS 05 - FRUSTRATION 04 - FRUSTRATION 05 - FEAR 05 <p>Health & Safety</p> <ul style="list-style-type: none"> - HEALTH & SAFTEY 02 (Proper handwashing) - HEALTH & SAFTEY 05 (Proper handwashing) - HEALTH & SAFTEY 08 (Proper handwashing) - HEALTH & SAFTEY 03 (Body) - HEALTH & SAFTEY 09 (Body) - HEALTH & SAFTEY 12 (Body) - I AM SPECIAL 02 (Identify/Appreciate Body) - I AM SPECIAL 06 (Identify/Appreciate Body) - I AM SPECIAL 08 (Identify/Appreciate Body) 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Be kind to own self, Stay well <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Foaizzay Hodde
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8 th Month	Respect for self and others	<p>Kabbya</p> <ul style="list-style-type: none"> - Tai Nai Sagu Sai - Sebbe Pongle Mia - Do song Kabbya (Repeat) - Road Safety - Apple Orange Pineapple (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Badshah Sulemanor Kissa - Rajar Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Vroom - Going Fishing (Repeat) 	<ul style="list-style-type: none"> - Chinno Chai Ojag Oi - Gom Hai Gom Thaki - Kukul niea Khela (Repeat) - Hati Khela (Repeat) 	<ul style="list-style-type: none"> - Dinnan Ken? - Ol Diyare Photo Tuli - Monsa Mojin Tulon (Repeat) 	<p>Social emotisnal learning (SEL)</p> <ul style="list-style-type: none"> - JEALOUSY 02 - JEALOUSY 04 - SADNESS 04 - FEAR 04 - ANGER 05 <p>Health & Safety</p> <ul style="list-style-type: none"> - I AM SPECIAL 01 (Identify/Appreciate Oneself) - I AM SPECIAL 04 (Identify/Appreciate Oneself) - I AM SPECIAL 05 (Identify/Appreciate Oneself) - I AM SPECIAL 03 (Family & Community) - I AM SPECIAL 07 (Family & Community) - I AM SPECIAL 09 (Family & Community) - SPEAK UP 02 (Expressing Yourself) - SPEAK UP 06 (Expressing Yourself) - SPEAK UP 03 (Informing caregivers when feeling ill) - SPEAK UP 07 (Informing caregivers when feeling ill) - SPEAK UP 08 (Informing caregivers when feeling ill) - SPEAK UP 01 (Good/ Bad Touch) - SPEAK UP 04 (Good/ Bad Touch) - SPEAK UP 05 (Good/ Bad Touch) 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Encourage the child to express, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Thal Majuni Khela
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9 th Month	Determination	<p>Kabbya</p> <ul style="list-style-type: none"> - Sitaye - Lami Ko Ko - Gong Gong (Repeat) - Up and Down - Road Safety (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Badshah ar Badshar Jiyer Kissa - Uggā Bura Mainsher Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Elmo's Hotchpotch Story - Vroom (Repeat) 	<ul style="list-style-type: none"> - Doilla Boddolla Hajai - Tuiya Khela - Lobjor Khela - Gom Hai Gom Thak (Repeat) 	<ul style="list-style-type: none"> - Haboj Dye Hajai - Oi Diyare Photo Tuli (Repeat) - Dinnan Ken? (Repeat) 	<p>Social emotisnal learning (SEL)</p> <ul style="list-style-type: none"> - DETERMINATION 01 - DETERMINATION 02 - DETERMINATION 03 - DETERMINATION 04 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Use own strengths or skills, Stay well <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Poror Number Go ki?
10 th Month	Trying new things	<p>Kabbya</p> <ul style="list-style-type: none"> - Putatu - Chen Che Sa - La La Tungne Sindoi (Repeat) - Two Little Hands - Up and Down (Repeat) <p>Kissa</p> <ul style="list-style-type: none"> - Rakkhoshinir Kissa - Badshah Sulemanor Kissa (Repeat) <p>Co-created Story Book</p> <ul style="list-style-type: none"> - Dalim Kumar (Repeat) - Elmo's Hotchpotch Story (Repeat) 	<ul style="list-style-type: none"> - Rongjon Milai Ajai - Jhor Tuan - Photor Khela - Arar Atarap 	<ul style="list-style-type: none"> - Dekhi ore Aki - Gol Gulla Aki - Kissar Photo Tuli (Repeat) 	<p>Math</p> <ul style="list-style-type: none"> - MEASUREMENT 02 (Height) - MEASUREMENT 04 (Height) - MEASUREMENT 06 (Height) - POSITIONALITY 02 (Inside/Outside) - POSITIONALITY 04 (Inside/Outside) - POSITIONALITY 14 (Inside/Outside) - OVER AND UNDER 03 - SQUARES 03 - WIDTH 03 - WEIGHT 02 <p>Science</p> <ul style="list-style-type: none"> - SHADOWS 02 - SHADOWS 03 - SHADOWS 04 - RAMPS 01 - RAMPS 06 - LEVERS 04 - PULLEYS 04 - BRIDGES 06 	<p>Psychosocial support (PSS)</p> <ul style="list-style-type: none"> - Allow the child to participate in tasks, Stay happy <p>Moving and Doing activity</p> <ul style="list-style-type: none"> - Ai Gorit Pari

Symbol Introduction

		Welcome			Sit in a U shape
		Kabbya & Kissa			Big group
		Art Activity			Small groups
		Skills			Two groups
		Physical Play			Free Play
		Goodbye			Video
		Kissa			



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