

Mommy's Daycare

At the start of the session, the children were seated in a half circle. Some of them were unable to see the pictures of the story. Rearranging them into two rows of half circles worked well.

The children enjoyed the game but initially struggled to understand what to do. Our adaptation for the second group was that the facilitator play the first round and explain vocally where she is looking and which senses she is using to find the children.

After playing hide and seek the children drew a picture of their experience. The first group found this challenging. To support them in this, we modified the activity for the second group. We included a discussion after playing hide and seek where you briefly describe everything you witnessed, the steps you followed and the different places they hid. The children were also encouraged to share what they observed and by whom they were discovered. This helped them a lot.

The practitioner is more at ease to participate in the activity but still has to practice asking open-ended questions. We skipped the closing exercise with the first group, in which participants place their hands in the middle and recite a catchphrase related to the task. We picked up that this resulted in the children being unclear about whether the session was finished or not. With the second group, we include this, and it was much more effective.



Hoekstra

The children enjoyed the activity. There were lots of hiding places on the playground. It was encouraging to see that the practitioner was eager to participate in the game and the children thoroughly enjoyed her searching for them.

The adaptations we made to the activity based on our observations from the two groups at Mommy's Daycare, worked very well and the children were able to more intently draw their experience.

Talking and answering questions in full sentences are still a challenge for the children, but the practitioner is guiding the children well in expressing themselves better.



Tinky Winky

The children had a lot of fun. The practitioner, was very helpful with set up, setting boundaries for the game, assisting with the reflections, and managing behaviour. It was good to see that the principal also joining this session. The practitioner and principal engaged with the children, helped them to find hiding spots and motivated them to repeat phrases like “I found you”. It is good to see that the teacher and principal are buying into the PaL approach and activities. It is encouraging to learn that they are eager (and already trying) to apply this approach in their daily interactions with the children.

During the activity the children was exposed to preposition words and some of them struggled to use these word correctly. One child mentioned the girl in the story was “inside out”, instead of upside down in the tree. They struggled with describing and using the words underneath and on top of in a full sentence.

Using the blankets to create extra hiding spots worked very well. Thank you for the tip!

The children ended in a huddle, 1,2, 3..”hide and seek”. This is effective in closing the session.

