

Child Action, The Opentree Foundation

October 2025 - February 2026: Progress Report FY 2025-26

About this Report:

This report provides an overview of key activities conducted between October 2025 to February 2026, shares field observations and impact stories, and reflects on how Play is transforming children's everyday learning experiences.

Key Updates from October 2025 to February 2026

1. On-ground Play sessions:

Play is the primary way in which children explore a world that is not in their control. The Opentree Foundation's (TOF) Play centres are safe spaces for children to explore and engage in developmentally-appropriate play sessions. The play sessions are typically hour-long and begin with pep-up, fun and movement-based activities and are aimed at starting the session on a joyful note. This is followed by children engaging in carefully curated and strategically chosen games and play-based materials. Our playworkers and Play Centre Facilitators (teachers) support children to understand the games, learn through them, work in groups, help them think independently and more. The session ends with another pep-up, in addition to children sharing what they liked the most about the day's play session and what they learned. These play sessions are conducted with children between 3 to 13 years at schools.

During this period, our Programme Officers and Play Centre Facilitators conducted 2616 Play Sessions



Groups of Children engage with carefully curated board games that support in building essential life skills during Play Sessions

2. Transformative 'Power of Play' Workshop

On-ground training sessions are conducted with the Play Centre Facilitators (Teachers) to make them aware and knowledgeable on play-based learning and re-orient them on TOF's play programme. These training sessions give them the ability to identify and nurture life skills in children. They are trained on new games and how to effectively use them in classrooms, as part of their daily teaching, in order to build stronger student-teacher bonds and greater confidence in integrating play into a teaching pedagogy.

Our team conducted 7 Transformative 'Power of Play' workshops, training 243 teachers about play-based learning



Teachers from different Play centres participate in the activities and play games during the training sessions

3. School-Level meetings:

Our Programme Officers (POs) conduct periodic school-level meetings to support Play Centre Facilitators (teachers). These meetings provide a platform for teachers to ask questions about play, share ideas for integrating play into classrooms, identify challenges, and resolve them collaboratively. In addition, POs regularly conduct PCF observations, where they observe play sessions facilitated by teachers and offer constructive feedback and practical strategies to strengthen their play facilitation skills. POs also use these meetings and observations to revisit key topics from previous workshops and gather feedback on the games and activities being used in schools. This ongoing feedback loop enables continuous improvement in our programmes, making them even more engaging and relevant for the children we work with.

During the reporting period, 93 school-level meetings were conducted by our programme officers



TOFs Programme Officers conducted School Level meetings & PCF observations to help teachers improve their play facilitation

Additional Activities:

1. Play Summit 2025 - Finding Play

The Opentree Foundation's [Play Summit 2025, themed "Finding Play"](#), brought together over 40 speakers, practitioners, educators, designers, and play advocates for a day of conversations, workshops, panel discussions, and hands-on play experiences. It served as a platform to explore how play shows up in children's lives, where it is restricted, and how adults and systems can better support children's right to play. Through interactive sessions, dialogues, and collaborative activities, participants reflected on the role of play in learning, well-being, and child development. The Summit strengthened the collective movement towards making the Right to Play a reality for every child by fostering collaboration, shared learning, and deeper engagement with play-based approaches across sectors. Watch the full video [here](#) to know more about the Play Summit 2025 - Finding Play.



300+ people attended TOF'S Play Summit including educators, social sector professionals, child development experts, researchers and policymakers

2. Playpedia launch:

Launched at Play Summit 2025, Playpedia is available at playpedia.in — The Opentree Foundation's open-source repository of Play ideas, designed to make playful practice accessible, adaptable, and usable across every context where children learn.

Since its launch, Playpedia has been integrated into TOF's Power of Play workshops, where teachers explore the platform as part of their training. Play Practitioners leave not just with the experience of Play, but with a resource they can return to independently, in their own classrooms, at their own pace. So far, the site has captured over 12000 visitor views.



Teachers explore Playpedia during the Power of Play workshop

3. POSH & POSCO Training for the Team:

In December 2025, our team of 55 members, including our Outreach Play Workers, completed their mandatory training on the Prevention of Sexual Harassment (PoSH) and the Protection of Children from Sexual Offences (POCSO). This expert session, facilitated by Mrs Swayamjyoti Chari, sensitised our team on respectful and safe professional conduct, at the workplace as well as in spaces where they work for children's development. It also served as a platform where our team could clarify their questions related to children's safety and the prevention of sexual harassment. This enables our team to be compliant to child protection guidelines and maintain a space of respect and safety among each other.



TOF's entire team completed their mandatory training on the Prevention of Sexual Harassment (POSH) and the Protection of Children from Sexual Offences (POCSO)

Story of Change: How Play Builds Confidence in the Classroom



Twice a week, the Grade 7 classroom at Shri Sandeshwar School in Chanai, Beed, looks a little different. Instead of notebooks and textbooks alone, students gather around board games, puzzles, and construction kits during play sessions introduced by The Opentree Foundation (TOF) and conducted by their teacher, Sonali Satpute, who has been attending TOF's Power of Play workshops for over 2 years. Over time, these sessions have become moments of close observation for her.

"Many times, with the workload we have, we never get to observe students beyond their academic performance. For me, observing my students while they were playing was an eye-opener. Students who I thought were 'mischievous' really just needed something to keep them engaged - when these students lead games, managing groups, I realised that they were

waiting for these opportunities. Every play session is an opportunity to closely observe students—their curiosity, imagination, ways of thinking, and the abilities they often do not express in formal classrooms.”

Certain games have become clear favourites among the Grade 7 students, including Business, Monopoly, Mechanix, Pictureka, Shopping Safe, memory games, and Chess. According to Sonali Ji, these activities encourage students to plan their moves, test ideas, and remain engaged for long periods. One student, in particular, stands out during the Mechanix game. He spends long stretches assembling parts, experimenting with structures, and creating different models. *“When his construction is completed, the sense of satisfaction and pride on his face is clearly visible.”*

In the classroom, this student is usually quiet and keeps to himself. Yet through play sessions, Sonali has begun noticing gradual changes. *“The belief of ‘I can do this’ has slowly taken root,”* says Sonali.

He now approaches tasks with greater confidence and attempts classroom work independently instead of withdrawing. Similar shifts have appeared among other students as well. Nitin and Shirish (*names changed*), who are generally reserved, have begun expressing themselves more through the Mechanix game, revealing abilities that were not visible earlier in regular lessons.

Reflecting on these experiences, Sonali notes that many children hesitate to participate simply because they lack confidence - *“Through play sessions, once students experience success on their own terms, their behaviour begins to change.”*

For her, these sessions have become a way to understand students more deeply and respond to their needs with greater care. As students begin to participate more confidently, teachers also reconnect with them in new ways. Through TOF’s play sessions, classrooms are becoming spaces where both students and teachers build stronger relationships rooted in trust, curiosity, and encouragement.

- ***Story shared from Shri Sandeshwar Primary & Sec School Chanai, Beed, Play Centre BI.355_7A***

Rebuilding Childhoods through Play

Investing in play is one of the most powerful ways to make mental well-being and learning truly accessible for children at-risk. With your support, over **1 million children** can continue to **learn joyfully, grow confidently, and reclaim their right to a happy childhood.**

Thank you for being a part of the Play movement!