



# MODULE 4

## Overview of PalayCheck

TRAINING OF  
TRAINERS

Manual for Better Rice Production and Marketing



DEPARTMENT OF AGRICULTURE  
**PHILRICE**  
PHILIPPINE RICE RESEARCH INSTITUTE



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# Training of Trainers

## Manual for Better Rice Production and Marketing

### *Module 4: Principles of PalayCheck System*

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## *Manual for Better Rice Production and Marketing*

### MODULE 4

## *Principles of PalayCheck System*



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# Module 4

## PRINCIPLES OF PALAYCHECK SYSTEM

### Course Brief

#### *Intended participants*

The PalayCheck System Training course is designed for trainers of rice farmers/farmer group.

#### *Context of the module*

The design of this course is based on the following assumptions about participants' knowledge and skills:

- All farmers attending the trainings can read and write.
- All of the farmers are planting rice with previous knowledge.
- Most have attended lectures from government/private companies in the past.

#### *Learning outcomes*

After attending this module, farmers should be able to:

1. Narrate the history and definition of the PalayCheck System.
2. List and explain the principles of the PalayCheck System.
3. Illustrate and describe the PalayCheck Cycle.
4. Recite the KeyCheck slogan, importance, recommendation and assessment of the eight KeyChecks
5. Compare their farm practices to the KeyChecks; and
6. Raise the interest of other farmers or groups in the PalayCheck System.

#### *Course duration*

This is a two-hours and 50-minutes course.

### Content and time allocation

The following divisions of time are only suggestions. Trainers may modify the program to suit their and the participants’ needs.

LESSON	TOPICS	TIME (min)	CONTENTS/ SOURCES
Introduction		10	
Lesson 1	Background and Definition of the PalayCheck System	30	PalayCheck System Overview Presentation by Anita Antonio (SrSRS)
Lesson 2	The Four PalayCheck Principles	30	
Lesson 3	The PalayCheck Cycle	40	
Lesson 4	The KeyChecks	60	
<b>Total</b>		<b>2 hrs. 50 mins.</b>	

### Learning methods

The following methods will be used during the course:

- Open discussion
- Activities
- Mini-lecture

### Note to trainers on delivery methods

Many of the participants may not have completed formal schooling up to secondary level, but they do have a wealth of actual farm experience. Do not discount that experience. As adult learners and practitioners, expect them to be analytical and critical of your presentation. Also, they could become impatient with sitting in long hours of lecture. Please take note of the following suggestions:

- Keep lectures brief and focused on essential and practical knowledge.
- Focus on activities and the process so participants can learn from experience.
- Use the presentation slides simply as a guide and not as the entire basis of your presentation
- Make all the lessons interactive. Ask questions to participants so they will be involved in the learning.
- Present the module objectives clearly at the start of each session.
- Keep the messages concise. Short and simple is better. Three to four key messages per session are more than enough. Do not overload the participants with too many ideas and concepts in one session.
- Keep the sessions short and adapt the timetable and the location of the training to the needs of the audience and the circumstances.
- Make the session fun. People remember more when they are entertained.
- Make sure to find out at the outset (better if prior to the session) how familiar the participants are with the PalayCheck system or the extent by which they are applying it.

## Evaluation methods

Participants' learning outcomes can be assessed as follows:

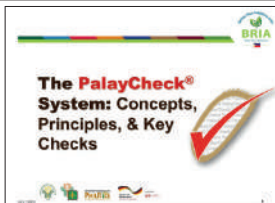
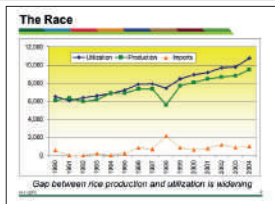
VENUE	CONTENT	METHOD
In class	Knowledge	Observation/Interaction/Exercise/Action Plan
	Skills	Demonstration
At Work	Skills	Application of aspects of PalayCheck System

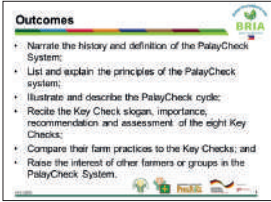
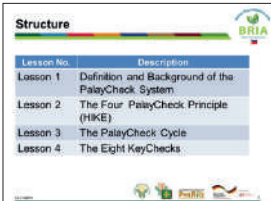
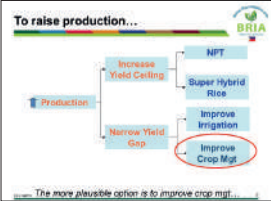
## Resource checklist

- Power point presentation
- LCD Projector
- Materials for activities (metacards and pentel pens)
- White board and whiteboard marker (or chart paper and pentel pen)

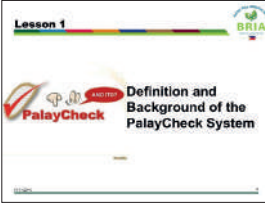
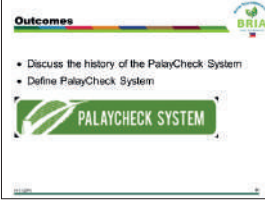
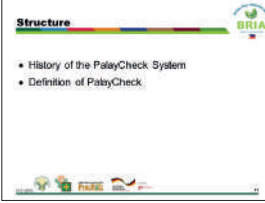
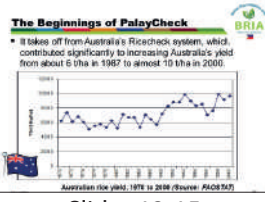
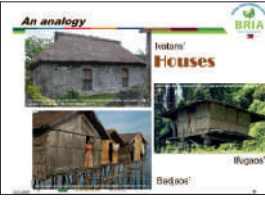
## Session Plan

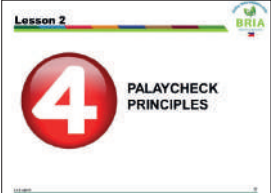
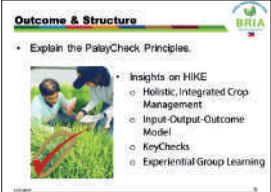
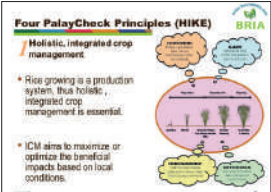
You may modify the program to suit your and your participants' needs.


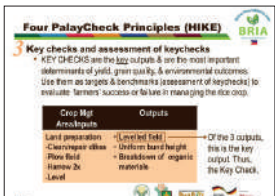
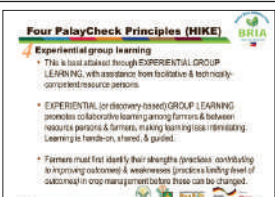
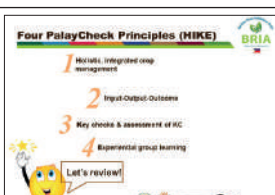
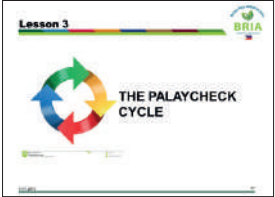
LESSONS/ TIME	ACTIVITIES	RESOURCES
<b>Welcome and Overview</b>		
<b>10 minutes</b>	Introduce yourself (or team), greet the participants and welcome them to Module 4.	 <p>Slide 1</p>
	GET ATTENTION by showing the graph on domestic production, utilization, importation of rice; show the graph of increasing population; and explain them the need to raise production to meet local demand and reduce the need to import rice.	 <p>Slides 2-3</p>
	<p>LINK by saying that the previous topic focused on managing agricultural risks especially as it pertains to climate change. Now our discussions will focus on a system where our previous topic is only a part.</p> <p>Explain that the PalayCheck System has been proven to help increase rice yields.</p>	

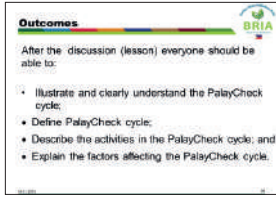
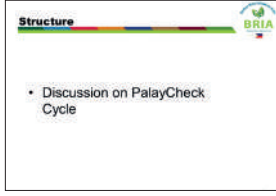
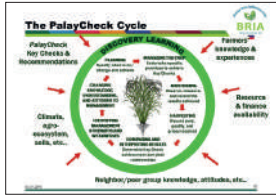

LESSONS/ TIME	ACTIVITIES	RESOURCES
	<p>OUTCOMES: At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Narrate the history and definition of the PalayCheck System;</li> <li>• List and explain the principles of the PalayCheck system;</li> <li>• Illustrate and describe the PalayCheck cycle;</li> <li>• Recite the Key Check slogan, importance, recommendation and assessment of the eight Key Checks;</li> <li>• Compare their farm practices to the Key Checks; and</li> <li>• Raise the interest of other farmers or groups in the PalayCheck System.</li> </ul>	 <p>Slide 4</p>
	<p>STRUCTURE:</p> <p>Lesson 1. Definition and Background of the PalayCheck System</p> <p>Lesson 2. The Four PalayCheck Principle (HIKE)</p> <p>Lesson 3. The PalayCheck Cycle</p> <p>Lesson 4. The Eight Key Checks</p>	 <p>Slide 5</p>
	<p>STIMULATE INTEREST by asking participants who have cellphones to raise their hands (Note: Expect most of them to raise their hands).</p> <p>Use the analogy of enjoying the benefits of using a cellphone to the PalayCheck System. <i>Noong mga bandang 2000, kakaunti lamang ang may cell phone. Ngayon, halos lahat ay mayroon at marunong nang gumamit nito, kahit nga sa mga liblib na lugar ay mayroon ng mga cellphone." Mas napadali ang komunikasyon dahil sa cellphone. Gayon din sa PalayCheck System, gusto nating maraming magsasaka ang matutong gumamit at makinabang rito"</i> (When mobile phones became available in the market, only few were using this. But nowadays, almost everyone has a mobile phone, including those staying in remote places. Communication is easier because of mobile phones. This is the same with the PalayCheck System. We want everyone else to benefit from it with increase yields.)</p> <p>Present data which shows that farmers who used the PalayCheck System have increased their yield and income. You may add, <i>"Masuwerte tayo na ngayon ay may pagkakataong ito ay matutuhan."</i> (We are fortunate that today, we have the opportunity to learn this system.)</p> <p>Ask for everyone's attention and participation until the discussion is finished.</p>	 <p>Slides 6-8</p>

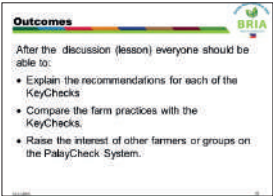

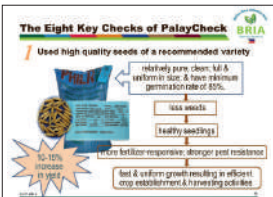

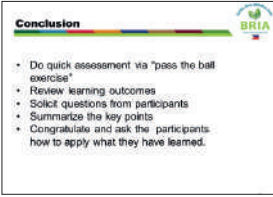


LESSONS/ TIME	ACTIVITIES	RESOURCES
<b>Lesson 1: Background and Definition of the PalayCheck System</b>		
<p><b>30 minutes</b></p>	<p>GET ATTENTION by asking if any of the participants have attended a farmer field school (FFS) about Integrated Pest Management (IPM) or Integrated Nutrient Management (INM).</p> <p><i>Note: If some participants have attended relevant IPM or INM training, the facilitator should first ask inputs from them (re: PalayCheck history, definition, etc.) before giving (or supplementing information from the participants with) his/her own explanation.</i></p> <p>LINK by mentioning that PalayCheck System differs from those single component-based training they already attended (if any of them indicates having attended such) because IPM or INM is only one of the components of the PalayCheck System (PC).</p>	 <p>Slides 9</p>
	<p>EXPLAIN OUTCOMES: After the lesson, the participants are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the history of the PalayCheck System</li> <li>• Define PalayCheck System</li> </ul> <p>STRUCTURE :</p> <ul style="list-style-type: none"> <li>• History of PalayCheck System</li> <li>• Definition of PalayCheck</li> </ul>	 <p>Slides 10</p>
	<p>STIMULATE INTEREST by showing the data of how the KeyChecks work.</p>	 <p>Slide 11</p>
	<p>EXPLAIN the PalayCheck System, its history and definition</p>	 <p>Slides 12-15</p>
	<p>Show analogy about the different pictures of houses in different environments.</p>	 <p>Slide 16</p>

LESSONS/ TIME	ACTIVITIES	RESOURCES
	<p>SUMMARIZE by repeating the keywords in the definition of the PalayCheck.</p> <p>OUTCOMES: Summarize and confirm the outcomes (attainment of objectives) of this lesson with participants.</p> <p>FEEDBACK: Solicit feedback and observations from participants regarding the content and process so far.</p> <p>FUTURE: Introduce the next lesson, which will be the four PalayCheck Principles</p>	
<b>Lesson 2: The Four PalayCheck Principles</b>		
<p><b>30 minutes</b></p>	<p>GET ATTENTION: By explaining a simple game named PALAY-CHECK. If you say "PALAY," their hands should remain in their side and when you say "CHECK," they should raise their hands.</p> <p>ASK everyone to stand up and proceed with the game. You should say the words "PALAY!" and "CHECK!" quickly and at random (e.g., CHECK-PALAY- PALAY- CHECK-CHECK, etc.) to "confuse" the participants. Stop the game when three of them have committed a mistake.</p> <p>Participants caught making a mistake are "punished" by being assigned to prepare an ice breaker for later use, as will be needed; or by rendering a song or dance number.</p> <p>LINK by saying that after learning the history and definition, the next topic will be the PalayCheck Principles</p> <p>OUTCOMES: After the lesson, the participants should be able to explain the PalayCheck Principles.</p> <p>STRUCTURE: Discussions and activity about the Palaycheck Principles (HIKE)</p> <ul style="list-style-type: none"> <li>• Holistic, Integrated Crop Management</li> <li>• Input-Output-Outcome Model</li> <li>• KeyChecks</li> <li>• Experiential Group Learning</li> </ul> <p>STIMULATE by telling them that a thorough understanding of each principle is key to understanding the PalayCheck System.</p>	 <p>Slide 17</p>  <p>Slide 18</p>
	<p>EXPLAIN principle number 1: Holistic, Integrated Crop Management</p> <p>ACTIVITY: Show the seven management areas and ask the participants how each area or component is related to another.</p>	 <p>Slides 19-20</p>

LESSONS/ TIME	ACTIVITIES	RESOURCES
	<p>EXPLAIN principle number 2: Input-Output-Outcome</p> <p>ACTIVITY: Ask for three volunteers or select three participants. Ask each to give an example for KeyCheck 2 input-output-outcome</p>	 <p>Slide 21</p>
	<p>EXPLAIN principle number 3: KeyChecks</p>	 <p>Slides 22-23</p>
	<p>EXPLAIN principle number 4: Experiential Group Learning</p>	 <p>Slides 24-25</p>
	<p>SUMMARY: Review the 4 PalayCheck Principles by asking what the acronym HIKE stands for.</p>	 <p>Slide 26</p>
<p><b>Lesson 3: The PalayCheck Cycle</b></p>		
<p><b>40 minutes</b></p>	<p>GET ATTENTION by asking each participant about his/her average production/ha/cropping (write figures on the board).</p>	 <p>Slide 27</p>
	<p>LINK : Relate the topic by asking what are they doing in their own farms from the start of varietal selection to harvest that contributed to their higher yield. After getting their answer ask them if they will do the same for the next cropping season. Then, ask the high/higher producers to what practices/technologies they attribute to such results- which can range from beginning to the end (seed selection to harvest/post-harvest) of the rice production cycle.</p>	

LESSONS/ TIME	ACTIVITIES	RESOURCES
	<p>OUTCOME : After the discussion (lesson), the participants are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Illustrate and clearly understand the PalayCheck cycle;</li> <li>• Define PlayCheck cycle;</li> <li>• Describe the activities in the PalayCheck cycle; and</li> <li>• Explain the factors affecting the PalayCheck cycle.</li> </ul> <p>STRUCTURE: Tell the participants: We will have a participative discussion about the PalayCheck Cycle.</p> <p>Outline the topics to be discussed.</p> <p>STIMULATE INTEREST: By telling them that they can apply or use this cycle as a tool in examining their strong and weak points, and how to improve on their weaknesses to increase their yield.</p>	 <p>Slide 28</p>  <p>Slide 29</p>
	<p>EXPLAIN the activities in the PC Cycle and the factors affecting the PC Cycle.</p>	 <p>Slide 30</p>
	<p>ACTIVITY and EXAMPLES: Ask the participants to give examples on how each factor influences the PC Cycle.</p>	
	<p>OUTCOMES: Review the Activities in the PC Cycle and the Factors Influencing it by participants' recitation</p> <p>FEEDBACK: Solicit feedback and observations from participants regarding the content and process so far.</p> <p>FUTURE: Preview the next topic.</p>	
<p><b>Lesson 4: The KeyChecks</b></p>		
<p><b>60 minutes</b></p>	<p>GET ATTENTION by providing a simple exercise.</p> <p>Ask the participants to group themselves into 8. The participants will be provided with metacards where the 8 keychecks are written. They will draw the particular Keycheck assigned to them. The group with the most related drawing wins.</p>	 <p>Slide 31</p>
	<p>LINK by checking the drawings of each group and stating that after their discussion on the PalayCheck principles the next discussion is about the KeyChecks</p>	

LESSONS/ TIME	ACTIVITIES	RESOURCES
	<p>OUTCOME : After the discussion (lesson) everyone should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the recommendations for each of the KeyChecks</li> <li>• Compare the farm practices with the KeyChecks.</li> <li>• Raise the interest of other farmers or groups on the PalayCheck System.</li> </ul> <p>STRUCTURE: The 8 KeyChecks</p> <p>STIMULATE INTEREST by telling the participants that they are encouraged to share their experiences in every topics of the KeyChecks.</p>	 <p>Slide 32</p>  <p>Slide 33</p>
	<p>EXPLAIN KeyChecks 1-8</p> <ul style="list-style-type: none"> <li>• Seed quality</li> <li>• Land preparation</li> <li>• Synchronous planting</li> <li>• Crop establishment</li> <li>• Nutrient management</li> <li>• Water management</li> <li>• Pest management</li> <li>• Harvest and post-harvest management</li> </ul>	 <p>Slides 34-41</p>
	<p>Review of the Management Area and KeyChecks</p>	 <p>Slide 42</p>
	<p>OUTOME: Go through the key points of Lesson 4 and check if the learning objectives were met.</p> <p>FEEDBACK: Solicit feedback and observations from participants regarding the content and process so far.</p> <p>FUTURE: Preview the next topic</p>	
<p><b>Conclusion</b></p>		 <p>Slide 43</p>



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