

Session 3: Attachment and Bonding - Child Development (Ages 0 – 17)



3.0: Introduction

Participants	Women and Men separately
Objectives	<ol style="list-style-type: none">1. To explore the basic developmental needs and behaviours of children 0 – 17 years.2. To understand and support children's play.
Duration	2 hours
Preparation	Review in advance, information about participants and write out the questions on a flipchart.

Activity 3.1: Review of home practice

Time | 20 minutes

Materials | Flipchart, markers and masking tape.

S T E P S

- 1 | Welcome everyone for session three
- 2 | Review home practice by asking individuals to share their experiences. *(Encourage them to discuss benefits and challenges to both parents and children when they practiced the parenting measures).*
- 3 | If participants had problems, ask others to suggest ways that these might be overcome.
- 4 | Encourage all parents to continue doing the home practice.

Activity 3.2: Needs of children in different developmental stages

Time | 1 hour

What the facilitator needs to know!

- a) Children between 0 - 7 years are in a regulation stage. These children learn more through consistent regulation of their behaviour. In this stage, it is important to lay down clear rules and limits.
- b) Rules can help you keep your child safe, but as they get older you will need to negotiate and let them take more responsibility for their own safety.
- c) For children between 7 – 12 years, parents need to continue building a good relationship with them by expressing love, in addition to consistent regulation. At the same time, parents need to properly explain the rules and limits to them.
- d) For the period between 12 – 17 years, children's self-esteem is fragile, and parents should offer support to allow them make their own decisions and learn from their mistakes. However, parents should maintain clear rules and limits.
- e) For all children, there is need to consistently teach and enforce what is expected of them.
- f) Parents need to establish a routine that will leave them with a close relationship with the children.
- g) It is important for older children to be able to work out what being a young adult means so that parents and children can discuss how to support each other. This will enable them to manage their relationship as they move towards independence.
- h) Give a suitable example relevant to your community focusing on how parents in rural areas may pay attention to particular areas of child development (emotional and social), while parents in urban areas may pay attention to the cognitive and physical areas. In both cases, ignoring any area undermines children's wellbeing and growth.

Objective | To explore the basic developmental needs and behaviours of children 0 – 17 years.

Materials | Flipchart, markers, masking tape and prepared drawing of the main areas of development.

STEPS

1

Provide an overview of the objective of the activity.

2

Inform participants that there are four main developmental stages which include;

- ⊙ 0 – 5 years (pre-school),
- ⊙ 6 – 9 years (lower primary),
- ⊙ 10 – 12 years (upper primary)
- ⊙ 13 – 17 (teenagers)

3

Ask participants to make **4 groups (only possible if all 20 members attend)** and assign each group an age group. Let them discuss the question below:

- a) What are parents required to do to ensure that children grow well physically (growth), emotionally (feelings), cognitively (thinking) and socially (social awareness)? *(Draw on a flipchart, the table below, for participants to fill in their responses for each age group - **provide 20 minutes**)*

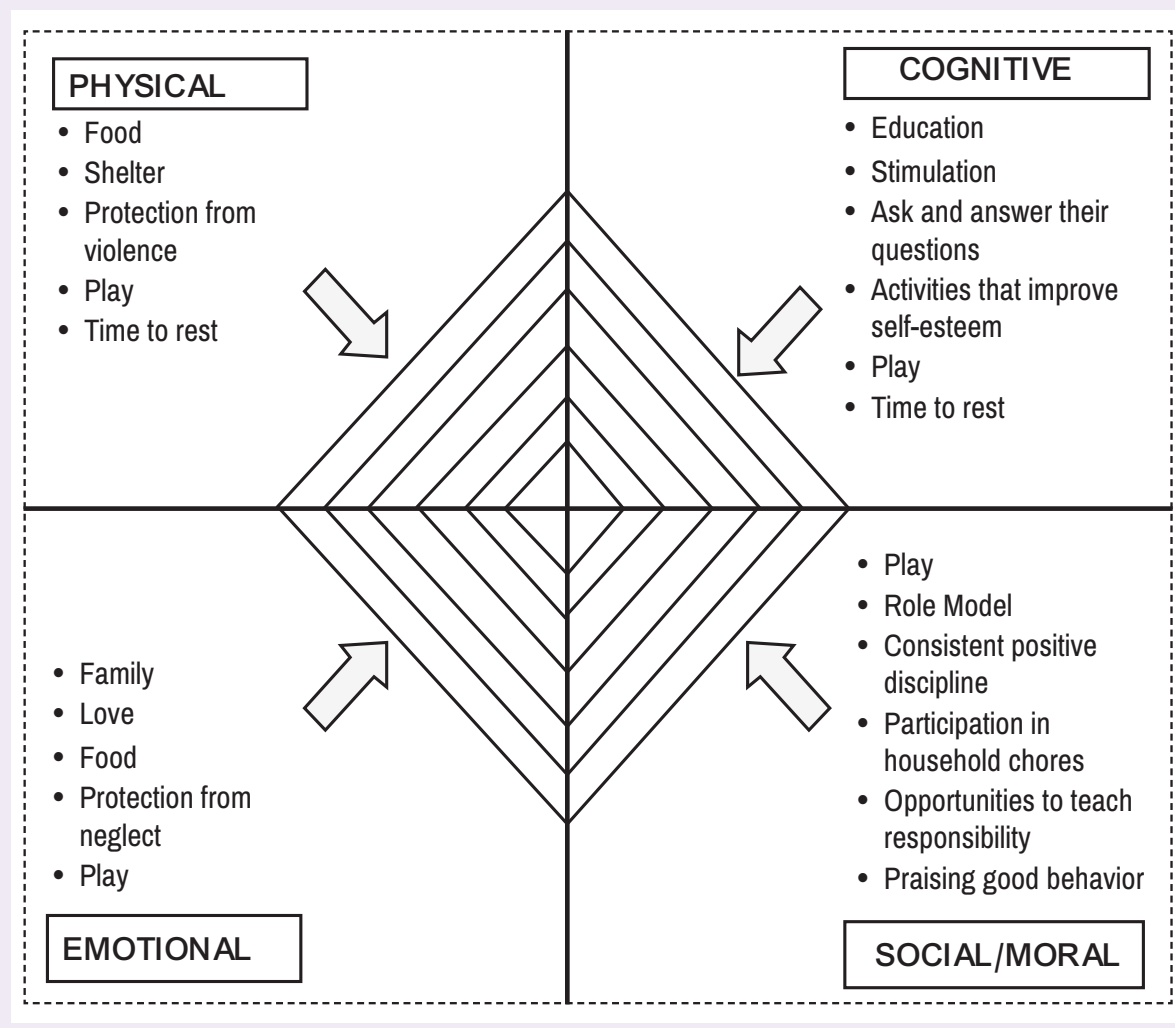
PHYSICAL	COGNITIVE
EMOTIONAL	SOCIAL/ MORAL

4

Let participants join the plenary and let each group present what was discussed in the smaller groups.

6

During the presentation, use some of the responses from the participants to fill in the respective areas of the diagram you have drawn as per the diagram below:



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Hang the diagram on the wall and use it to explain:

- i) **Physical development** – proper nutrition, shelter, play protection from violence, etc,
- ii) **Cognitive development/thinking** – stimulation, colourful pictures, education, interactive play, good nutrition, time for rest etc,
- iii) **Emotional development** – supportive family, love, feeling secure, protection from neglect and emotional abuse, etc,
- iv) **Moral/ social (religion & culture) development** – positive role models, positive and consistent discipline in a loving context (praising good behaviour, explaining why bad behaviour is wrong, giving positive remarks by name).

8

Inform participants that focusing on growing one or two areas of child development ultimately affects the wellbeing of the child.

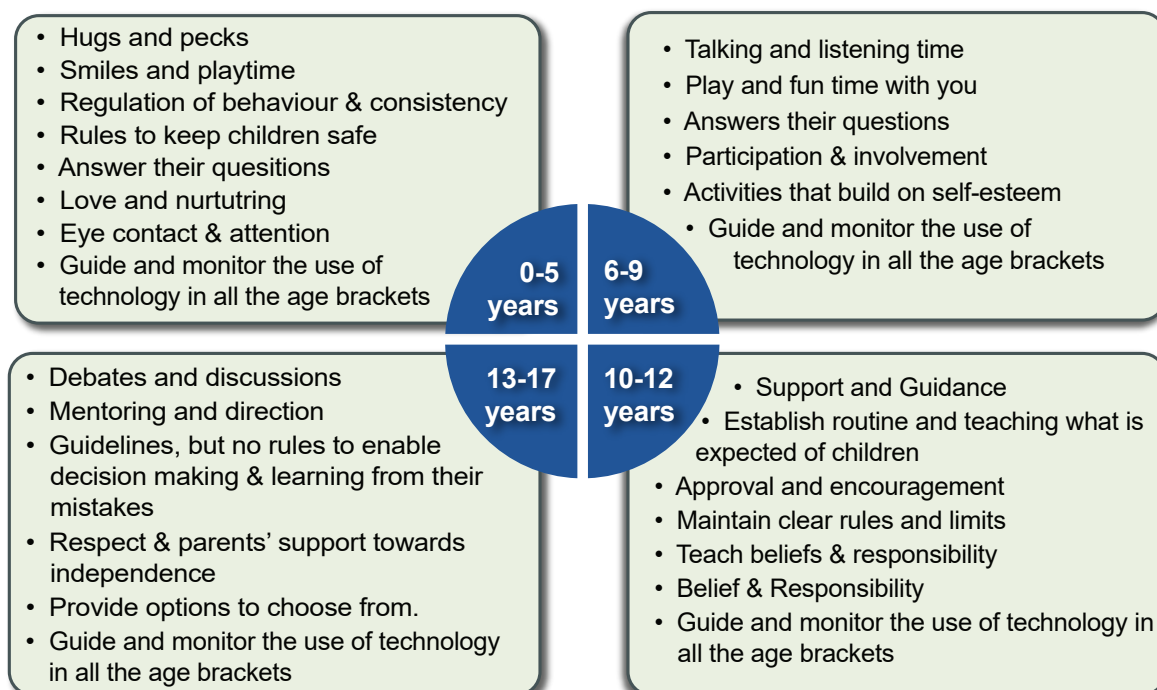
Inform participants that parents should ensure that they focus on all the four main areas equally in order to have a well-developed child (**Ask participants to reflect on the effects of neglecting some aspects of development areas**).

- ⦿ For example, some families in town raise brilliant children because they take them to good schools, ensure good feeding, avail time for school work and play, but may ignore the social/ moral domain thus children fail to relate well with other members of the family and community.
- ⦿ On the other hand, some families in rural settings may bring up children who are socially/ morally competent, but can hardly express themselves.

Close the activity by highlighting the points below;

This diagram should be hanged and discussed in detail with parents; these are the important skills/ knowledge that parents lack.

What does your child want from you?



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Children do not develop in isolation but need an environment where their rights are respected.

Activity 3.3: Interactive play with the children

Time | 35 minutes

What the facilitator needs to know!

Attitudes and behaviours of parents / caregivers that help children feel safe

- a) Children learn more from making mistakes if adults take the time to guide them through the journey.
- b) Provide space for dialogue which involves active listening and open feedback
- c) Be understanding during discussions in the family.
- d) Be consistent in setting rules, and fair in responding to all situations

Feel loved

- a) Create space within the family to enable children express themselves and feel a sense of self-worth.
- b) Allow children to develop their independence.
- c) Show gentleness in a considerate manner.
- d) Use a firm and friendly tone.

Feel respected and valued

- a) Understand children's needs and feelings for all the different ages brackets
- b) Actively listen to children and respect their opinions.
- c) Involve children in the family activities.
- d) Clearly define limits for the child.

About the role plays

- a) Just like adults, children like attention. When David feels that the mother is not attending to him, like most children, he tries to behave and act in a way that draws the mother's attention. Even when busy, parents must try to pay attention to their children and be interested in their initiatives.
- b) It is good practice for parents to be involved in their children's play but this should be done respectfully with the full consent of the child. Play should meet the needs of the child and not the parents; thus play the child's way and not the parent's way. Praise the child for their initiatives and follow their lead. The mother shows attention to the child, praises him and in the process leads him into doing what the mother wants without controlling the child. This leaves both the child and the mother happy with a proper relationship.
- c) Provide an example where parents can actually use little space and few minutes to have fun with their children and enjoy play together.

Objective | Understand and support children's play.

Materials | Flipchart, masking tape and markers and volunteers to role play

STEPS

- 1 | **Provide** an overview of the objective of the activity.
- 2 | **Explain** to the participants that ***‘Children must have time to play in order to learn through play’***. For children to become skilled at play, they need uninterrupted play time.
- 3 | Ask 6 volunteers to move forward ***and pair up for the role plays. In their pairs away from the group***, tell them about the three different role plays below so that they can prepare a 2-minute demonstration before the larger group;
 - ⊙ When we do not pay attention
 - ⊙ Too much control during play
 - ⊙ Following your child’s lead
- 4 | Let each pair come up with a role play depicting one heading above.
- 5 | The facilitator can guide the volunteers using the following examples for each role play;
 - ⊙ ***‘When we do not pay attention’***; The mother is busy on phone and David keeps talking to her trying to get the mother’s attention to join and enjoy play. The child gets disappointed and gets annoyed.
 - ⊙ ***‘Too much control’***; The father finds his daughter Birungi playing and asks to join. In the process, the father insists that the child should play his way since he knows the game better. The child gets frustrated and moves away.
 - ⊙ ***‘Following the child’s lead’***; Doreen is interested in doing something that the mother knows is not right for her. She insists and the mother understands the perspective of the child and together they attend to it. After a while, the mother proposes something else which the child accepts and both are happy.
- 6 | At the end of each role play, let participants discuss the following questions;

Question for ‘When we do not pay attention’

 - a) How does David feel when his mother ignores him?
 - b) What does David do to get attention from his mother?
 - c) What could the mother do to give David attention?

Question for ‘Too much control’

 - a) What do you think is wrong with the way Birungi’s father acted during the play?
 - b) How does it make her feel?
 - c) What could the father have done differently?
 - d) How does too much control of the child affect parent-child relationship?

Question for 'Following the child's lead'

- a) How does the mother show attention to Doreen?
- b) How does the mother help Doreen to do what she wants without controlling her?
- c) How does this make Doreen feel?

Close the activity by highlighting some of the following:

1. *Play promotes every aspect of children's development – physical, social, emotional, and cognitive.*
2. *In play, there are games that focus on the child's interests, those that require cooperation and those between two or more children i.e. games that focus attention on the child. Parents need to provide an environment that is supportive.*
3. *When children play, learning occurs that we do not realize. Learning in play is integrated, powerful and largely invisible to the untrained eye. Much of this learning happens without direct teaching; it is learning that is important to the child.*
4. *This learning has a central value in childhood and long-term development benefits.*
5. *Games like block building, sand, water play and similar ones lay the foundation for mathematical thinking, scientific reasoning and using the brain to solve problems.*
6. *Rough and fall over play develops social and self-regulation of feelings as well as social competence.*
7. *Pretend play improves communication, develops conversational skills, encourages turn-taking and fosters creativity and flexibility in thinking*

Activity 3.4: Home practice

Time | 5 minutes

Materials | Flipchart, masking tape and markers

STEPS

- 1 | Take 5 minutes each day and practice interactive play with one of your children while following their lead. Ask the child to choose the game.
- 2 | Bid participants farewell.