# Naungan Kasih Hybrid Parenting Programme - Facilitator Manual

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# SECOND EDITION JULY 2024

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**Naungan Kasih Hybrid Parenting Programme   
– Trainer Manual** 

SECOND EDITION JULY 2024

Naungan Kasih Hybrid Positive Parenting Programme was created in collaboration with the Malaysian National Population and Family Development Board (LPPKN) in the Ministry of Women, Family, and Community Development, the Community Development Department (KEMAS) in the Ministry of Rural and Regional Development, UNICEF Malaysia, Universiti Putra Malaysia (UPM), Malaysian Association of Social Workers (MASW), University of Oxford, IDEMS International, and Parenting for Lifelong Health (PLH).

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# Acknowledgements

Naungan Kasih Hybrid Positive Parenting Programme was informed by recommendations from the assessment of the Belaian Kasih (young children from birth to 13 years of age), Mutiara Kasih (adolescent), and Naungan Kasih (for ages 0 to 18) parenting training modules for parents and caregivers in Malaysia, as well as analysis of learning from evidence-based parenting programmes and current best practice, such as described by Frances Gardner in the WHO guidelines on parenting interventions to prevent maltreatment and enhance parent–child relationships with children aged 0–17 years, the UNICEF Innocenti Research Brief 2017-10 and UNICEF, and the WHO’s Seven Strategies to End Violence Against Children in low- and middle-income countries. We are also grateful to new contributions by LPPKN and KEMAS in selected modules of the Naungan Kasih Hybrid Positive Parenting Programme.

The structure and content of this current programme were drawn and adapted from the three parenting modules as well as the following key resource materials:

* Lachman J.M. & Hutchings J. (2018). Parenting for Lifelong Health Programme for Young Children – European Version. Facilitator Manual. Fifth Edition
* Lachman J.N. & Hutchings J. (2017). Parenting for Lifelong Health Programme for Young Children. Parent Handbook. Fourth Edition
* Doubt J., Tsoanyane S., Lachman J.M., Ward C. & Cluver L. (2015). Sinovuyo Caring Families Programme for Parents and Teens. Facilitator Manual. Parenting for Lifelong Health for Teens. Third Edition
* Doubt J., Tsoanyane S., Lachman J.M., Ward C. & Cluver L. (2016). Sinovuyo Caring Families Programme for Parents and Teens. Family Guidebook. Parenting for Lifelong Health for Teens. First Edition
* Landers C. (2005). Parenting with Confidence: Enhancing the Development of Young Children. A Guide for Parent Facilitators. International Step by Step Association
* UNICEF & WHO (2012). Care for Child Development: Improving the Care of Young Children
* Coordinating Comprehensive Care for Children (4Children) Nigeria (2018). Better Parenting Facilitator Manual
* Long S. & Stuer F. (2018). Training Course for Auxiliary Social Workers. HIV- Sensitive Child Protection
* Education Endowment Foundation. (2018). Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years, London: Education Endowment Foundation.
* Education Endowment Foundation. (2021). Working with Parents to Support Children’s Learning, London: Education Endowment Foundation.
* Save the Children's Ready to Learn programming. Evidence-driven, play-based response to the global learnreing crisis in which millions of children are not gaining the skills they need to succeed in school and life.
* Key findings of formative evaluation study conducted by Maestral International and the Universiti Putra Malaysia from March to June 2018.

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# PART ONE:

Introduction

| **Quick Links**  [What is this manual for?](#_3dy6vkm)  [The Naungan Kasih Hybrid Paenting Programme](#_4d34og8)  [Naungan Kasih Training](#_1egqt2p) |
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# 

# 1 | What is this manual for?

The Naungan Kasih Hybrid Positive Parenting Programme – Trainer Manual is a resource for trainers, like you, on how to train Naungan Kasih Facilitators and conduct a Facilitator Training Workshop.

The manual includes a detailed guide to the content, reflections, and practice activities of the programme curriculum and focal points on the key pedagogical approaches that need to be transferred to trainees.

The manual also highlights the principal approaches that you need to use in order to effectively train programme facilitators. These include the following:

* How to prepare and set up the workshop space,
* Resources required to deliver the programme in-person and online,
* Using the active and participatory learning process,
* Group work in big and small groups,
* Practising in-depth enquiry during discussions,
* Build technical capacity to effectively engage with NKText,
* Having fun!



You must have already delivered the Naungan Kasih programme and have met the professional requirements needed to be a trainer. You also need to have participated in a Naungan Kasih Training-of-Trainers Workshop prior to training programme facilitators.

This manual will serve as a reference and reminder to you and is based largely on your experience during the Training-of-Trainers Workshop and the Naungan Kasih Facilitator Manual.

# 2 | The Naungan Kasih Hybrid Positive Parenting Programme

| **Quick Links**  [Overview of the Programme](#_qsh70q)  [How Naungan Kasih Works](#_2s8eyo1)  [Hybrid Programme Structure](#_17dp8vu) |
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## 

## 2.1 Overview of the Programme

The Naungan Kasih Hybrid Positive Parenting programme (Naungan Kasih) is a hybrid family strengthening programme for families with children ages 4 to 5. It is designed to be delivered to parents through a combination of in-person sessions and chatbot parenting support.

The core theme in Naungan Kasih Hybrid is “Building a Home of Love and Support for You and Your Child”. By helping parents build a home of support for themselves and their children, we help them manage their children’s behaviour whilst promoting healthy parent-child relationships.

The overall goal of Naungan Kasih is to **provide parents with the skills to promote healthy child development, learning, and wellbeing** and help sustain **nurturing, happy, healthy and supportive families.**

## 

## 2.2. How Naungan Kasih Works

It is important to understand the underlying theories and principles of the Naungan Kasih programme in order to be able to provide facilitators with necessary knowledge and skills to effectively deliver the programme.

The programme “theory of change” describes the way a certain programme achieves its desired impact or main objective. While it is not essential that facilitators can articulate the theory of change, it is important that trainers such as yourself are familiar with the processes by which we expect the programme to work.

As stated above the main objective of Naungan Kasih is to help sustain nurturing happy, healthy and supportive families. This is achieved by developing positive relationships between parents and their children through increasing positive parenting skills. Improved positive parenting reduces the risk of violence against children both inside and outside the home and helps keep children to stay safe.

The programme achieves these proximal outcomes by increasing the following:

* Parental sense of responsibility and commitment towards parenting.
* Parenting knowledge including child development and health.
* Positive parenting skills such as parent-child communication about socio-emotional communication.
* Stress management and socio-emotional regulation for parents and children.
* Effective child behaviour management and discipline strategies.
* Parental supervision and monitoring of children, including online child protection and digital parenting.
* Ability to respond to crises and other emergency situations that might affect the wellbeing of their children.
* Ability to respond to special needs of children with disabilities.
* Social support and problem-solving skills amongst parents.



*Fig 1. Theory of Change for the Naungan Kasih Hybrid Programme*

Naungan Kasih uses culturally relevant approaches based on core principles found in evidence- based parenting programmes from around the world.

These core principles include:

* Active learning through rehearsal of parenting skills,
* Opportunities to practise new parenting skills and receive support when encountering challenges,
* Positive reinforcement through support, encouragement, and praise to develop strong and positive relationships,
* Providing a safe space to communicate about difficult topics, such as family finance, safety in the community, and conflicts at home.

## 2.3 Hybrid Programme Structure

This version of Naungan Kasih is a ‘hybrid’ programme. This means some content is delivered in three ways at the same time:

1. Interactive messages via the NKText chatbot.
2. In-person group sessions with parents
3. Facilitated WhatsApp chat groups using FaciNK

### NKText Chatbot

The main component of the programme is the online ‘NKText chatbot’. This chatbot sends participants parenting content via WhatsApp over the course of 6 weeks.

NKText includes 8 main goals. Each goal includes 3-6 parenting skills that participants can build to realise these goals (with one skill being prompted each day).

| **Goals** | **Skills** |
| --- | --- |
| Improve My Relationship with My Child | * Spend 1-on-1 Time with My Child * Be Kind to Myself * Give Praise * Talk about Feelings * Parenting Values and Spirituality |
| Understand Child Development | * The Power of Learning Through Play * Learning from Experience * How Your Child is Changing |
| Prepare My Child for Success in School | * Help Your Child’s Language Skills * Help Your Child Learn to Read * Get Your Child Ready for Maths * Engage with Your Child’s School |
| Give My Child Structure | * Manage My Stress * Keeping it Positive * Create Routines with My Child * Creating Family Rules * Know Everyone’s Role |
| Supporting Positive Child Behaviour | * Redirect Misbehaviour * Managing Demanding Behaviours * Managing Anger * Teach My Child Consequences * Solve Problems with My Child |
| Keep My Child Safe & Healthy | * Teach Safe Touch * Community Safety * Respond to Crises * Strengthen My Child’s Nutrition and Health * Know Online Safety Basics * Build Habits and Trust Online |
| Have a Healthy Relationship with My Spouse | * Creating Respect at Home * Be a Supportive Spouse and Parent * Share Family Responsibilities * Resolve Conflicts Peacefully * Listen and Talk with Each Other |
| Build a Family Budget and Save Money | * Understand Needs and Wants * Talk about Monthly Expenses * Make a Monthly Budget * Make a Saving Plan |

**Here's how parents will engage with the Goals and skills on the NKText chatbot:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Onboard:**  Parents answer questions about their child’s name, age, gender, and their relationship status to get started. Goals and content are tailored to this information. | **2. Goal Selection:**  The programme contains 8 learning goals, such as “Keep my Child Safe and Healthy”. Parents select the first goal they want to complete. | **3. Pre-Goal  Check-in:**  Before starting the goal, parents answer a single question related to the goal outcome. | **4. Skills:**  A daily notification (sent 23.5 hrs after their last interaction) shares a new skill. They typically take 5-10 minutes to complete and end with a home activity assignment. |
|  |  |  |  |
| **5. Home Activity Check-In:** Each day, parents are asked whether they were able to complete their last home activity. | **6. Badge Earned!** Once each skill within a goal is complete, parents earn an animated badge to celebrate their accomplishments. More badges are earned as users complete additional goals. | **7. Post-Goal Check-In:** One week after the goal is completed, parents receive the same check-in question. Those still struggling receive tailored troubleshooting support. | **8.Trophy Earned!** Once all badges are earned, the course is complete and parents earn an animated trophy. |

| Each Skill is presented using a similar set of activities: A screenshot of a smartphone  Description automatically generated   |  | A screenshot of a phone with a person and a child  Description automatically generated | A screenshot of a smartphone  Description automatically generated | A screenshot of a smartphone  Description automatically generated | | --- | --- | --- | --- | | A **short quiz** to spark participants’ interest (for most skills) | A **comic** to show relevant parent-child scenarios that participants can relate with. | Key **Tips** that explain how a new skill can be used. Participants can choose if they want to receive these tips as text, audio, and/or video messages, depending on their literacy level and preferred data load. | A **home activity** assignment that helps participants apply the new skill at home. | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |

#### Additional features of NKText

##### Safeguarding Support

Safeguarding means protecting the health, well-being, and human rights of people and enabling them to live free from harm, abuse and neglect. Regardless of age, gender identity, disability, sexual orientation, religious or ethnic origin, everyone we come into contact with has the right to be protected from all forms of harm, abuse, neglect and exploitation by any person associated with this programme.

**Understand abuse, neglect, and exploitation:**

* Abuse refers to a deliberate act of maltreatment that can damage a child’s security, wellbeing, dignity and development. Abuse includes all forms of physical, sexual, psychological and emotional maltreatment. (Save the Children definition)
* Violence against children is defined as forms of physical or mental violence, damage and abuse, neglect or neglectful treatment or maltreatment or exploitation, including sexual abuse. (Office of the High Commissioner for Human Rights, 1990, Article 19)
* Child exploitation refers to using the child for economical or sexual benefit, for gratification or profit, often resulting in unjust, cruel, and harmful treatment of the child. (Save the Children definition)

**Safeguarding Support in NKText:**

NKText is automated to recognise high-risk keywords and detect disclosure of dangerous and violent situations. After detection, an empathetic and empowering response is offered along with the contact details of where to access professional or urgent help (e.g., police, ambulance, hotline) also includes information on local support resources and hotlines to further support self-referral for users. Parents can also access the safeguarding support by typing HELP in the NKText chatbot.

**Safeguarding Support in in-person and online sessions:**

It is also important for you and the facilitators to know the following guidelines for handling disclosures of abuse, neglect, and violence from participants during in-person and online sessions:

Know your organisation’s child safeguarding policies and referral procedures:

* All organisations should have or develop child rights safeguarding policies and referral procedures, including details on how to respond appropriately when a parent or child discloses abuse.
* You and the facilitators should have accurate knowledge of all protocols and response plans. These will tell them what to do within your organisation if a parent or child reports abuse (e.g. who to report to, internal resources for supporting the child), as well as how to engage outside resources (e.g. local referral pathways, when to engage with authorities).
* It is the facilitators’ responsibility to act regardless of whether they are responding to disclosures of past and/or present abuse. However, they are not responsible for resolving the situation on your own. It is important that they discuss the situation with their supervisor to agree on what steps to take next.

Ensure parents know that you are someone who can help:

* Parents participating in the sessions need to know that they can come to the facilitators for help, regardless of when abuse occurred.
* Facilitators should make sure that the parents know that they can trust them and that they will listen and support the parents without judgement or any further harm.

What should the Facilitator do during the disclosure of abuse, neglect, or exploitation?

* Provide a safe environment in which the participant can share their story.
* Listen carefully to the participant and take notes: what/when/where/who.
* Determine if the participant is in immediate danger and what help is available.
* Make sure that the participant feels that the facilitator believes them.
* Let them know they have done the right thing by sharing their story with the facilitator.
* Be supportive and free of judgement in their responses – avoid blaming at all times!
* Let the participant know that the facilitator will share what he/she told them with their supervisor to find a way to support and protect him/her.
* Explain what the facilitator is going to do next.
* Notify their supervisor. 

##### Developmental Assessment

A developmental assessment is a valuable tool that helps parents understand and monitor their child's growth and development. It offers insights into how children are progressing and helps identify potential areas where extra support might be needed. By using this assessment, parents can play an active role in promoting their child's wellbeing and ensuring they have the best opportunities to thrive.

Parents in NKText can access the development assessment anytime by typing GROW. They will also be prompted to complete the development assessment as part of their home activity within the Understanding Child Development goal.

###### **Purpose of Developmental Assessment**

The purpose of the developmental assessment is to identify whether parents are worried about how their child is developing and help them detect risks of child developmental delay or disability. This supports the parents in providing timely support and resources to children with any developmental challenges. By taking actions early, parents can reduce the effects of delays or disabilities of child development, and result in improved overall growth and wellbeing of the child.

These questions will encourage parents to share their concerns about their child's growth and motivate them to seek extra help when necessary. Our goal is to also offer specific contacts and useful resources that parents can use to get more support. Parents can access these resources by typing HELP in NKText. The ultimate aim is to make sure that every child gets the help they need and has the opportunity to reach their full potential. 

###### **Background of Development Assessment**

Naungan Kasih uses development assessment tools that are easy for parents to use. This means parents can answer the questions on their own, remembering what they know about their child, without needing to test their child's skills. These tools have been thoroughly studied and have proven to be accurate and dependable in various situations. They are constantly being studied and shared worldwide. Also, they are available in many languages and can be accessed freely, making them accessible to caregivers from different backgrounds and possibly avoiding the need for translation.

The assessment for children aged under 5 years is based on the Survey of Well-Being of Young Children: Milestones. This tool is designed to assist caregivers in tracking the developmental progress of children aged 0-5½ years. It covers various skills that children typically acquire as they grow, including cognitive, language, social, and motor development. With sensitivity to age, it provides customised questions for children of different months.

###### The following are the questions in the Survey of Well-Being of Young Children: *Milestones*.

| Every child grows and learns differently. This tool can help find areas where your child might need assistance. To make it work, you need to answer all 10 questions.  How much is your child doing each of these things? | |
| --- | --- |
| **Questions** | **Options** |
| Talks so other people can understand him or her most of the time | * Not Yet * Somewhat * Very Much |
| Washes and dries hands without help (an adult can help turn on the water) | * Not Yet * Somewhat * Very Much Very Much |
| Asks questions beginning with "why" or "how" - like "Why no cookie?" | * Not Yet * Somewhat * Very Much |
| Explains the reasons for things, like needing a sweater when it's cold | * Not Yet * Somewhat * Very Much |
| Compares things - using words like "bigger" or "shorter" | * Not Yet * Somewhat * Very Much |
| Answers questions like "What do you do when you are cold?" or "…when you are sleepy?” | * Not Yet * Somewhat * Very Much |
| Tells you a story from a book or TV | * Not Yet * Somewhat * Very Much |
| Draws simple shapes - like a circle or a square | * Not Yet * Somewhat * Very Much |
| Says words like "feet" for more than one foot and "men" for more than one man | * Not Yet * Somewhat * Very Much |
| Uses words like "yesterday" and "tomorrow" correctly | * Not Yet * Somewhat * Very Much |

For children and adolescents aged 5 to 17 years, the assessment is adapted from the Washington Group/UNICEF Child Functioning Module (CFM) – Ages 5-17 years, with minimal changes. The CFM is designed to identify functional difficulties in domains such as hearing, vision, communication, learning, mobility, and emotions.

The following are the questions in the CFM developmental assessment:

| **Questions** | **Options** |
| --- | --- |
| Does your child have difficulty seeing or hearing sounds like peoples’ voices or music, even with glasses or hearing aids? | * No Difficulty * Some Difficulty * A Lot of Difficulty * He or She Cannot See and/or Hear |
| Compared with children of the same age, does your child have difficulty walking? | * No Difficulty * Some Difficulty * A Lot of Difficulty * He or She Cannot Walk |
| Does your child have difficulty with self-care such as feeding or dressing him/herself? | * No Difficulty * Some Difficulty * A Lot of Difficulty * He or She Cannot Take Care of Themselves |
| Does your child have difficulty being understood by others? | * No Difficulty * Some Difficulty * A Lot of Difficulty * He or She Cannot Be Understood by Others |
| Does your child have difficulty learning or remembering things, focusing on an activity that he or she enjoys doing, or accepting changes in his or her routine? | * No Difficulty * Some Difficulty * A Lot of Difficulty * He or She Cannot Learn, Remember, or Focus |
| Compared with children of the same age, does your child have difficulty controlling their behaviour, such as fighting, screaming, or breaking rules? | * No Difficulty * Some Difficulty * A Lot of Difficulty * He or She Cannot Control Their Behaviour |
| Does your child have difficulty making friends? | * No Difficulty * Some Difficulty * A Lot of Difficulty * He or She Cannot Make Friends |
| How often does your child seem very anxious, nervous, worried, sad, or depressed? | * Every Day * Once A Week * About Once a Month * A Few Times Each Year * Never |

##### Learning Through Play Activity Generator

Early childhood is a period of incredible growth and development for children. A significant portion of their time is spent engaging with their parents and the community. Home and community are great for parents to help their children learn through play.

Play is a fundamental approach through which young children acquire essential skills and knowledge. It is not just a pastime. It’s a powerful learning mechanism for a parent to use. Through play, children hone their physical, social, emotional, cognitive, and creative abilities. Play doesn’t just stop at playing with toys, it extends to building the foundation of their lives. Play helps build problem solving skills, strategic thinking, social interaction, and resilience.

Parents can create an environment at home where learning happens through play. In NKText, parents can find the necessary support through a resource of playful learning experiences called Learning Through Play (LTP) Activities. These activities can be done at home in their everyday lives, with everyday objects.  They are available through the main menu and offered at the end of each module to encourage playfulness. Parents can also type PLAY to generate a playful activity. Here is a screenshot to show you how the parent will see it.

A screenshot of a chat

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### In-Person and Online Support

In addition to the content that is offered directly through the NKText chatbot on a daily basis, participants receive the following additional support as part of the Naungan Kasih programme:

* **In-Person Onboarding Session** to introduce the Naungan Kasih to all parents and help them get started with the NKText chatbot.
* **WhatsApp Support Group** chat sessions led by a trained facilitator who uses the FaciNK to share pre-scripted messages, ongoing group sharing, support and joint learning around the parenting content offered via the NKText chatbot.



Below is a weekly overview of in-person and online support:

|  | **In-Person Session** | **WhatsApp Support**A heart with a leaf in it  Description automatically generated | **NKText Chatbot** |
| --- | --- | --- | --- |
| Week 0 | In-person Session 1 (Onboarding) | WhatsApp group formation | ✅ |
| Week 1 |  | FaciNK App: Week 1 | ✅ |
| Week 2 |  | FaciNK App: Week 2 | ✅ |
| Week 3 |  | FaciNK App: Week 3 | ✅ |
| Week 4 |  | FaciNK App: Week 4 | ✅ |



#### FaciNK

The WhatsApp groups led by trained facilitators are designed to support parent engagement in the NKText chatbot. The role of the facilitator is to draw parents into NKText and create a safe space that encourages meaningful sharing among them. This requires facilitators to share pre-scripted messages via the FaciNK app. 

Facilitators can share the pre-scripted message directly from the FaciNK to WhatsApp.

FaciNK is designed especially for facilitators to deliver the programme and simplify their efforts in providing online support to the parents. With FaciNK, facilitators can efficiently deliver weekly content and gather the necessary data with minimal hassle. The structured layout and intuitive design of FaciNK ensure that all essential functions are easily accessible.

Please click [here](https://play.google.com/store/apps/details?id=international.idems.plh_facilitator_my&pli=1) to access FaciNK from the Google Playstore. If you do not have access to the Google Playstore, you can access the web version of FaciNK [here](https://plh-facilitator-my.web.app/template/home_screen).

FaciNK also contains a Facilitator Guide that provides guidance to facilitators on how they should conduct the parenting sessions and support the caregivers using NKText.

The following information is provided in the Facilitator Guide

* Overview of Naungan Kasih Hybrid Parenting Programme
* Delivering the Onboarding Session
* How to use FaciNK for WhatsApp support groups, and to add parents and report attendance.

##### Overview of Naungan Kasih Hybrid Parenting Programme

The Overview introduces the participants to the Naungan Kasih Hybrid Positive Parenting Programme, offering a manual to guide facilitators in delivering the program to families. It informs participants of what is Naungan Kasih, what are the programme goals, and who developed the programme. This will provide facilitators with the  insight into the credibility and evidence-based nature of the content, as well as help them align their efforts and interactions with the intended outcomes

The Programme Structure section covers the Naungan Kasih's key components. It introduces the central element, the NKText chatbot, outlining its goals and skills delivery format. The section explains the support offered to parents including in-person sessions, WhatsApp Support groups, and closing sessions. It provides an overview of program delivery, emphasising preparedness, effective in-person session facilitation, and pre-scripted messages for online support.

##### Delivering the Onboarding Session

The Naungan Kasih Facilitator Guide provides a detailed description of the onboarding in-person session and the various activities to be facilitated during that session, the key messages to convey to parents and how to facilitate parent’s understanding and skills development in these areas through illustrated stories, role play, discussion and exercises.

The detailed session guides also address how to encourage parents to communicate about and practise the skills they learned during the session when they are at home.

While specific guidance is provided on how long each activity should take, facilitators should note that the allocated time for each activity may differ depending on the number of participants, level of knowledge, and participation as well as the variable time required to understand a concept.  Facilitators can adjust time allocated to each activity in order to meet the needs and pace of the participants, particularly if interesting discussions emerge.

For more information on the delivery of the Naungan Kasih Positive Parenting Programme, please review the Overview of the Naungan Kasih under the Facilitator Guide section of the FaciNK App. A heart with a leaf in it

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##### How to use FaciNK App

This section prepares facilitators for the efficient use of the FaciNK App throughout the Naungan Kasih Programme. It introduces the facilitators to how the FaciNK App allows for a simplified way of supporting programme delivery through efficient content delivery and data collection. It details setting up the FaciNK App through the onboarding process, including downloading, installation, profile setup, language selection, and app navigation. The process of adding parents to the app using Unique ID and seeking help through feedback and support is explained.

## 

# 3 | Naungan Kasih Training

| **Quick Links**  [Role of Naungan Kasih Trainer](#_sqyw64)  [Techniques for Naungan Kasih Training](#_2r0uhxc)  [The Facilitator Training Workshop](#_1itllftebqcb) |
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# This section covers the following topics:

* Distinction between the role of the Trainers and that of Facilitators,
* Specific responsibilities of Trainers,
* Techniques that Trainers should use to train Facilitators,
* How Trainers should prepare for facilitator training.

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## 3.1. Role of Naungan Kasih Trainer

As a trainer, you need to help Naungan Kasih facilitators to:

* Know and understand the Goals and Skills of the Naungan Kasih Programme,
* Have the competency to facilitate in-person sessions and WhatsApp Support Groups,
* Feel supported to help facilitators to build positive relationships with each other and their beneficiaries.

### Shifting from a Facilitator to a Trainer

The role of a Trainer is different to that of a Facilitator. Sometimes Naungan Kasih Trainers will have first gained experience as Naungan Kasih Facilitators where they work with parents and will build upon this experience to train and coach other facilitators. Their roles thus change:

**FROM** working directly with parents **TO** working directly with facilitators and/or supervisors.

**FROM** delivering the Naungan Kasih programme **TO** facilitating a Naungan Kasih Facilitator Training Workshop

**FROM** knowledge and skills to support Parents **TO** knowledge and skills to support facilitators and/or supervisors.

It is also possible that you have not previously delivered the Naungan Kasih programme as a Facilitator. In this case you should have at least attended a Naungan Kasih Facilitator training workshop before becoming a Trainer.

### Responsibilities of a Trainer

As a Naungan Kasih Trainer you have two main responsibilities:

#### 1. Prepare for training of facilitators:

* Research the communities where facilitators will be working,
* Gain an understanding of the partner organisations responsible for delivering the parenting modules,
* Act as a liaison between local leaders and facilitators,
* Prepare the training venue(s).

#### 2. Conduct 3-day training of facilitators

* Ensure the goal of the facilitator training is achieved: participants learn how to facilitate the Naungan Kasih programme,
* Model the collaborative active learning approach among facilitators.

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## 3.2. Techniques for Naungan Kasih Training

### Participatory Active Learning Approach

You will deliver the Naungan Kasih training using specific techniques that are based on a participatory active learning approach. As trainers, you are collaborators or partners working with facilitators to identify plans and practice solutions that will help them deliver the programme. This will help facilitators build the necessary skills and knowledge to independently deliver the programme.

**This approach mirrors how the facilitators deliver the programme to parents:** It involves participants learning together, as a team, sharing experiences and solving problems together. This approach also strengthens participants’ confidence and shows them that their opinions matter and are valuable. It also creates a sense of belonging, support, mutual understanding, and respect within the group. Participants learn that they are not alone, others have faced similar experiences and challenges, and they can learn from each other.

**Your job is to help facilitators learn for themselves:** This sometimes means we have to work harder to ask the right sort of open-ended questions that will help parents work out the benefits of positive parenting and nonviolent discipline for their children. When facilitators teach themselves, they learn a skill that will help them for a long time after the workshop ends.

**Learning by doing:** You will help facilitators learn how to encourage discussions about parenting skills and how to set up role-plays and practice activities. You will ask Facilitators to practise the same activities and sessions that they will teach to parents during the parenting sessions. Evidence on effective parenting programs strongly suggests that practising new skills is a critical element of successful parenting programmes.

**Working in pairs and small groups:** Working in pairs and small groups promotes active listening and communication skills and helps participants feel that activities are varied and engaging. During the activity or discussion, the Trainer should move around the room to assess the pairs/groups. Participants may be asked to present their ideas either in writing or out loud.

**Using a Notice Board:** It is likely that participants will ask important questions or bring up new topics that need time for discussion. If the particular exercise does not pertain to the topic raised or if there is not enough time to discuss the issue at that moment, write the question/topic on a flipchart called the “Notice Board” to save for later.

### Basic Facilitation Skills for Trainers (And Facilitators)

The following are some basic best practice skills for you as a Trainer. They are the same as those for Facilitators when delivering the programme to parents. **We call this the modelling principle!**

* Prepare the session beforehand so that you are familiar with the session content and have all necessary materials at hand,
* Always praise punctuality, participation, enthusiasm, and any behaviour you appreciate and would like to continue,
* Gently remind participants of ground rules and the agreements they have made to maintain a clear and conducive training space together when needed, during in-person and online sessions,
* Have fun with your facilitators! Engage with the material and the discussions, and show how much you value the programme and its content,
* Summarise and recap the core principles and facilitator skills to ensure that facilitators are continuously understanding each module and its relevance,
* Be flexible, adaptable, and creative to respond to facilitation or parenting issues.

The modelling principle can go one step further since these principles are equally relevant for parents interacting with their children as they are for trainers and facilitators:

* Acknowledge the other’s feelings and assist to explore solutions to problems together through reflective listening and acceptance of those feelings,
* Be positive and non-judgmental when discussing any issues or challenges,
* Maintain continuous eye contact with the person you are discussing with,
* Always encourage facilitators/ parents/ children to assist and support each other, rather than providing the solution (such as, finding others who have experienced similar challenging situations and know how to deal best),
* Communicate professionally and use language that is simple and acceptable,
* Be aware of tone of voice, age of participants and their education level,
* Be aware of the morale and mood of the group and have the ability to bring in confidence and specific support when needed,
* Be approachable and take the effort to look out for things that are not directly said (moods, conflicts, issues).

| **Note: What to do when you have a participant who talks too much?**  Sometimes we have participants who want to share their thoughts and experiences too much. While it is important to be open to everyone, facilitators must also make sure everyone has a chance to talk. Here are some tips to use if someone is taking all the time during a group discussion:   * Thank the participant for sharing, * Explain that it is important for others to have a chance, * Tell the participant that we all appreciate how much we can learn from him or her, * Offer to talk more during break time or after the session.   Refer back to what the participant said so that she or he feels heard and respected. |
| --- |

## 3.3. The Facilitator Training Workshop

### Structure of the Facilitator Training Workshop

The Naungan Kasih Facilitator Training Workshop is a 3-day intensive workshop that provides trainees with an in-depth understanding on how to deliver the Naungan Kasih Hybrid programme to parents/caregivers. It is highly participatory and focuses on core facilitation and group management skills.

The training focuses on three aspects of programme delivery:

1. Programme content,
2. Programme delivery via WhatsApp Support groups,
3. Facilitation skills for in-person sessions.

Participants are introduced to the main programme components and to the detailed session delivery guide. The training will also enable participants to learn how to onboard participants to NKText, support them via WhatsApp Support Groups, and successfully conduct parent reflection and celebration sessions.

Parenting programme delivery methods are demonstrated, discussed, and practised during the training and the participants are provided with a comprehensive Naungan Kasih Facilitator’s Manual to use in their sessions with parents.

The overall goals of the Naungan Kasih Facilitator Training Workshop are to provide facilitators with:

* An understanding of the Naungan Kasih Hybrid programme approach, content and delivery,
* Knowledge of how the Naungan Kasih Hybrid programme works to change behaviour in parents/caregivers,
* Capacity to model positive parenting skills,
* Ability to prepare for and implement the delivery of Naungan Kasih programme, including in-person sessions, and WhatsApp Group Support, and reporting requirements via FaciNK App.

### Process for Training

The process for training Naungan Kasih Hybrid Parenting Programme Facilitators involves 3 steps.

#### Step 1: Experiencing the Programme as Parents

When trainees are experiencing the programme as parents, they should pretend to be a parent of a child similar to those they will be guiding. Trainees should also observe how you are facilitating the programme when you model session delivery for them. You can ask them to think of what makes your delivery or facilitation skills particularly effective and why those skills might be important for them to use too.

#### Step 2: Practising session activities

After experiencing the programme as parents, participants practise the session activities in small groups.  During this practice phase, the trainer models how to provide support to trainees while practising. The trainer will allow trainees to practise the activity with minimal interruptions (unless things go horribly wrong!). As the trainees are practising, the trainer will stand behind the participant, whispering support, or observing and guiding role play practice by going from group to group. The trainer may also provide questions to guide participants as they practise.

#### Step 3: Reflection on session activities

After the practice session, the trainees reflect on their experience delivering the activities. Trainees are prompted to consider their feelings as parents during the activities, allowing them to empathise with the challenges a parent might face. In this reflection, trainees also identify various facilitation skills demonstrated during the delivery of these activities. By recognising these skills, they can begin to internalise and apply them in their own facilitation roles. Additionally, trainees are encouraged to raise challenges that they anticipate in their role as facilitators. Through this process, the trainer guides the trainees in identifying the key steps they need to undertake to deliver the programme effectively.

### Preparation for the Facilitator Training

The following is a guide on how your agency can prepare logistics before conducting a Naungan Kasih Facilitator Training Workshop.

#### Logistics Meeting

The implementing agency personnel should have a preparation meeting with the Naungan Kasih trainers **at least one month before the workshop** to confirm the following the logistics for the workshop:

* Confirm date for the training workshop,
* Select suitable workshop location and venues,
* Confirm number of workshop participants and finalise invitations,
* Arrange interpretation support if required - including sign language interpretation,
* Secure sufficient training resources.

#### Timing and Schedule

Training should take place **WITHIN ONE MONTH** of planned implementation of the programme. This will assure that facilitators retain what they have learned during their training and be ready to implement the programme.

The workshop is conducted over **THREE FULL DAYS.** Sessions usually start at 9:00 and end at 17:00 with two 15-minute tea breaks and one 60-minute lunch break.

#### Location and Venue

The training can either be organised in a residential workshop where participants stay at the same venue where the training is being conducted OR at a site that is easily accessible by participants and trainers. It may be more effective to hold the workshop in residence to minimise distractions and ensure achievement of required training deliverables. However, this may not be feasible based on training budgets.

The training venue room should be large enough to ensure that people are able to move around and do group activities such as breakaway into small groups and practice skills. It should also be well ventilated or with air-conditioning set at a reasonable temperature.

**No tables are required during the training**.

Chairs should be set up for people to sit in a semicircle with a flipchart at one of the ends of the chairs. The projector should be set up so that everyone can view it easily with the screen at the opening of the semicircle.

Two tables can be set aside if they are available: one for trainers to place materials that they use during training and one table to be used to place water and snacks used during the workshop.

It is also important that the venue is accessible to persons with disabilities, including sign language interpretation if necessary.

#### Workshop Size

The ideal size for a facilitator training workshop is 12 to 20 people (maximum 30 individuals).

#### Involvement of Coordination Staff

Staff responsible for managing and coordinating the programme are welcome to attend the training. At the minimum, they should plan on attending the first half of Day 1 so that they fully understand the mechanics of delivering the programme.

#### Trainee Preparation

It is important that all trainees are given the introduction chapter to the Naungan Kasih module at least a week before the workshop so that they can read it in preparation for the training.

Participants are advised to wear comfortable casual clothing appropriate within your context. Since some aspects of the workshop are movement based, we advise participants to wear comfortable shoes.

#### Acknowledgement/Certificates

Participants are required to attend the entire day of each day of the workshop. Trainees who participate in the **ENTIRE WORKSHOP (THREE DAYS)** will receive a certificate of attendance organised by the implementing agency.

#### Getting Ready for the Facilitator Workshop

Here are the things you will need to do to prepare for the Facilitator Training Workshop.

* **Get to know the trainees:**

Prior to the facilitator training, gather relevant information to understand the trainees including their background to ensure that the content is aligned with their context and culture, and sensitive to their identities, abilities, and experiences.

* **Study and contextualise the Naungan Kasih Trainer’s Manual:**

To deliver high-quality training, you should study the Trainer’s Manual thoroughly and familiarise themselves with the content of the sessions. While studying the manual, use what you learned about the trainees to contextualise the content and delivery to the profile of the trainees and the local context. Look out for specific guidance for adaptation in the training sessions.

* **Select an appropriate venue for the facilitator training:**

Select a venue where the training can take place undisturbed. It should be accessible to all the trainees and there should be sufficient space for everyone to sit and perform the activities in the whole group or in small groups comfortably.

* **Gather the materials required to provide the training:**

Gather all necessary materials for each session and each of the three days of training in advance. You may need to adapt some of the materials to the context or substitute them with local alternatives that are more readily available or more appropriate for the activity. Make copies of the handouts for all the trainees.

* **Study and adapt as needed the proposed Facilitator Training Agenda:**

Study the proposed agenda provided below and adapt the timings as needed. It is strongly recommended that Naungan Kasih Facilitators receive the complete three-day training before they begin facilitating any of the parenting programme modules.

* **Material Checklist**

The following is a checklist that you can use when preparing to deliver a Facilitator Training Workshop.

| Flipchart, Flipchart Paper, Markers |  |
| --- | --- |
| Projector and Screen for Illustrated Stories |  |
| Toys (Participants can bring one each from home) |  |
| Attendance Register |  |
| Notebook and Pen (1 Per Participant) |  |
| Name Tags |  |
| Crayons (5 Packets) And Paper |  |
| Adhesive To Stick Papers on The Wall |  |
| Certificates of Participation (1 per Participant) |  |
| Materials for Refreshments |  |

### Overview of the Facilitator Training Workshop

| Day 1 - Overview | | |
| --- | --- | --- |
| **Module 1: Introduction to the Programme** | * Welcome and Introductions * Overview of Training Workshop and Naungan Kasih Hybrid Positive Parenting Programme * Taking a Pause * Physical Exercise * Ground Rules * Facilitator Goals | **1 hour 15 minutes** |
|  | **Tea/Prayer Break** | **30 minutes** |
| **Module 2: Accept, Explore, Connect, Practice** | * Accept * Explore * Connect * Practice | **45 minutes** |
|  | **Lunch/Prayer Break** | **1 hour 15 minutes** |
| **Module 3: Onboarding Session** (Getting Started with NKText) | * Energizer * Demonstration * Practise in Pairs | **1 hour 15 minutes** |
|  | **Tea/Prayer Break** | **30 minutes** |
| **Module 4: Onboarding Session** (Spending One-on-One Time with My Child) | * Demonstration * Working with Comics * Practising Skills | **2 hours** |
| **Closing** | * Assignment of Home Activities * Share One Thing You Learned * Circle of Appreciation & Pause * Closing Prayer/Activity | **15 minutes** |

Total time = 7 hours 45 minutes

| Day 2 - Overview | | |
| --- | --- | --- |
| **Beginning of Day Activities** | * Welcome Activities * Emotional Check-in * Reflection and Discussion of Day One * Overview of Day Two | **30 minutes** |
|  |
| **Module 5: NKText: Improve My Relationship with My Child** | * Review of NKText * Exploring the skills * Group Discussion | **45 minutes** |  |
|  |
| **Tea Break** | | **15 minutes** |  |
| **Module 6: NKText: Understand Child Development** | * Child Development Art Activity * Exploring the skills * Group Discussion | **30 minutes** |  |
| **Module 7: Understanding Disability** | * Discussion: What having a disability means? * GROW Assessment * Exploring GROW Assessment * Group Discussion | **45 minutes** |  |
| **Lunch** | | **45 minutes** |  |
| **Module 8: NKText: Prepare My Child for Success in School** | * Exploring the skills * Group Discussion | **45 minutes** |  |
| **Module 9: NKText:Give My Child Structure** | * Exploring the skills * Group Discussion | **45 minutes** |  |
|  |
| **Module 10: NKText: Supporting Positive Child Behaviour** | * Exploring the skills * Group Discussion | **45 minutes** |  |
| **Tea/Prayer Break** | | **25 minutes** |  |
| **Module 11: Keep My Child Safe and Healthy** | * Discussion about Children’s Rights * Exploring the skills * Mapping Risk Areas and Safe Spaces * Group Discussion | **1 hour 30 minutes** |  |
|  |
| **Closing** | * Assignment of Home Activities * Share One Thing You Learned * Circle of Appreciation & Pause * Closing Prayer/Activity | **15 minutes** |  |
|  |
|  |

Total time = 7 hours 50 minutes

| Day 3 - Overview | | |
| --- | --- | --- |
| **Beginning of Day Activities** | * Welcome Activities * Emotional Check-in * Reflection and Discussion of Day One * Overview of Day Three | **1 hour** |
|  |
| **Module 12: NKText: Build a Family Budget and Save Money** | * Group Discussion of Home Activity * Exploring the Skills * Group Discussion | **45 minutes** |  |
| **Module 13: FaciNK - Introduction and Practising Groups** | * Introduction to FaciNK * Adding Parents to FaciNK * Accessing Facilitator Guide * Set up WhatsApp Group | **45 minutes** |  |
| **Tea Break** | | **15 minutes** |  |
| **Module 14: Continue Practising WhatsApp Groups** | * Practising Conducting Weekly WhatsApp Support Group * Reporting Attendance * Setting up Peer WhatsApp Groups | **1 hour 15 minutes** |  |
|  |
| **Lunch/Prayer Break** | | **1 hour** |  |

| **Module 14: Dealing with Potential Challenges During Programme Delivery** | * List Potential Challenges for Programme Delivery * Explore and Practising Solutions * Discussion * Referrals | **1 hour 30 minutes** |  |
| --- | --- | --- | --- |
| **Tea Break** | | **15 minutes** |  |
| **Module 15: Collaborative Art Activity** | * Reflection and Review * Art Activity * Sharing * Questions | **45 minutes** |  |
|  |
| **Module 16: Facilitator Reflection and Celebration** | * Discussion on continued support * Loving Kindness Exercise * Circle of Appreciation * Closing | **30 minutes** |  |
|  |

Total Time = 8 hours

# PART TWO

Facilitator Workshop Curriculum

| **Quick Links**  [Day One of Facilitator Training Workshop](#_319y80a)  [Day Two of Facilitator Training Workshop](#_meukdy)  [Day Three of Facilitator Training Workshop](#_4anzqyu) |
| --- |

# 1 | Day One of Facilitator Training Workshop

## Overview of the Session

| Day 1 – Overview | |
| --- | --- |
| Goals | * Articulate the purpose of Naungan Kasih * Deliver the in-person Onboarding session for Naungan Kasih Hybrid Positive Parenting Programme * Being aware of the skills in NKText Goal, Improve My Relationship with My Child |
| Materials | * Attendance register, name tags, projector and screen (if available), flipchart, flipchart paper, markers, notebook and pen (1 per participant), adhesive to stick papers on the wall * Refreshments and/or lunch (if relevant) |
| Preparation | * Set up the room with chairs in a circle. * Prepare materials for name tags. * Prepare materials and refreshments for break (if relevant) |

| Session Agenda | | |
| --- | --- | --- |
| **Module 1: Introduction to the Programme** | * Welcome and Introductions * Overview of Training Workshop and Naungan Kasih Hybrid Positive Parenting Programme * Taking a Pause * Physical Exercise * Ground Rules * Facilitator Goals | **1 hour 15 minutes** |
|  | **Tea/Prayer Break** | **30 minutes** |
| **Module 2: Accept, Explore, Connect, Practice** | * Accept * Explore * Connect * Practice | **45 minutes** |
|  | **Lunch/Prayer Break** | **1 hour 15 minutes** |
| **Module 3: Onboarding Session** (Getting Started with NKText) | * Energizer * Demonstration * Practise in Pairs | **1 hour 15 minutes** |
|  | **Tea/Prayer Break** | **30 minutes** |
| **Module 4: Onboarding Session** (Spending One-on-One Time with My Child) | * Demonstration * Working with Comics * Practising Skills | **2 hours** |
| **Closing** | * Assignment of Home Activities * Share One Thing You Learned * Circle of Appreciation & Pause * Closing Prayer/Activity | **15 minutes** |

Total time = 7 hours 45 minutes

## Before you Begin

### Goals of the Session

By the end of Day One, you should have achieved the following:

* Participants can articulate the purpose of Naungan Kasih Programme.
* Participants are familiar with the NKText chatbot technology.
* Participants are familiar with and practise working with the Accept, Explore, Connect, and Practise facilitation method.
* Participants are familiar with how lead activities with comics and practising skills.
* Participants have practised delivering the in-person Onboarding session for Naungan Kasih Hybrid Positive Parenting Programme.

### Preparation Needed

1. Read through the Naungan Kasih Facilitator Guide in the FaciNK App:
   1. Overview of the Naungan Kasih Program
   2. Guide for In-Person Onboarding
2. Prepare using PowerPoint slides with [Introduction to Naungan Kasih](https://docs.google.com/presentation/d/10DWGSYTftye7bFc_jkMsm7HNiGahTFJv/edit#slide=id.g2742f19afeb_0_160).
3. Make sure that NKText and FaciNK are loaded on your phone and/or computer.
4. Prepare and print out Attendance Register.
5. Confirm arrangements for food and refreshments for lunch and tea breaks.
6. Make sure that projector is working.
7. Arrive at least 30 minutes early to make sure the space is set up correctly and so that you can welcome the trainees modelling how they will welcome the parents to their sessions.
8. Prepare the space for the session with chairs in a semicircle with a chair for lead trainer in the centre along the edge of the semicircle and another chair for the co-leader on the end next to the flipchart.
9. Ensure that any technology that you need is prepared: your phones charged, internet connection secure. Make a back-up plan for any technology failures.

### Session Overview

During the first day of the Naungan Kasih Facilitator Training Workshop, you will introduce trainees to the in-person onboarding session of the programme. The session begins by welcoming participants to the workshop in the same way they will begin a Naungan Kasih in-person session.

These include brief introductions and a brief overview of the workshop, Taking a Pause, and a Physical Exercise. You then will establish Ground Rules for the workshop in a collaborative way just like the facilitators will do with their parents. You also model how to establish specific, positive, and realistic goals by exploring the goals of the facilitators for the training workshop.

You will then demonstrate, practice, and engage in discussions with facilitators regarding the activities within the in-person onboarding session of the program, focusing on getting started on NKText, and in-person facilitation of the skill   
“Spending One-on-One Time with My Child”.

It is critical that throughout the day you model the building blocks of effective facilitation and allow plenty of opportunities for trainees to practise delivering the programme. Remember that the way you deliver the workshop is the way that facilitators will deliver the programme to the parents. This is also the way that the parents will interact with their children.

**It is the Social Learning Principle in action!**

Important facilitator building blocks to remember to include:

1. Praising participation in a positive and enthusiastic way as often as possible,
2. Using specific, positive, and realistic instructions (i.e., Say the behaviour you want to see not the behaviour you do not want to see!),
3. Establishing ground rules in a collaborative way and being consistent with them,
4. Listening attentively and actively – paraphrase responses,
5. Having an open attitude and accepting responses and ideas of participants,
6. Being on time and well prepared for the session,
7. Managing your time effectively so that you can cover all of the activities in the manual,
8. Making Naungan Kasih a fun and engaging place to be!

### Be Aware of Child Developmental Stages and Milestones

#### Overview

It is important to be aware of different competencies and characteristics of children at different stages (2-9 years old). These characteristics of young children can shape parents’ expectations, goals, and activities with their children. It may be that the challenges and problems that parents face are rooted in expecting children to behave in ways that they are not yet developmentally ready for.

#### Stages of Child Development

##### Toddler (2-3 years old)

* Food, sleep, cleaning, comfort, and safety.
* Strong attachment (bonding) with parent/ caregiver.
* Stimulation and attention.
* Becomes more curious, wants to explore, and become more independent.
* Wants to learn how to do new things (e.g. dress and undress) and wants to make own decisions.
* Seeks praise and approval.
* Becomes more independent and continues to explore his or her surroundings.
* Starts speaking sentences and building vocabulary.
* Does not like to lose or take turns, but sharing can be taught.
* May express feelings in dramatic ways. Can begin to learn how to manage emotions.

A person and child sitting on a chair

Description automatically generated

##### Early Childhood (4-7 years old)

* Food, sleep, cleaning, comfort, and safety.
* Strong attachment (bonding) with parent/ caregiver.
* Stimulation and attention.
* Learn through actions and play.
* Develops relationships with other children. (Play is important and can teach social values.)
* Has questions, seeks answers.
* Finds it difficult to separate fantasy from reality.
* Expresses feelings in dramatic ways.
* May talk a lot and/or ask many questions. Answers can be short but should be honest. The child may ask again if it is not clear or if she or he wants more information.
* Does not like to lose, share or take turns, but losing and taking turns can be taught.

A drawing of children playing

Description automatically generated

##### Middle Childhood (8-9 years old)

*Middle Childhood includes ages 8 to 12 years old.*

* Food, sleep, cleaning, comfort, and safety.
* Strong attachment (bonding) with parent/ caregiver.
* Stimulation and attention.
* Interested in learning in school.
* Starts to want independence and trust.
* Wants to spend time with other children.
* May express interest in religious matters, spirituality.
* May answer back to adults to show that they “know”.
* Can be very self-conscious and sensitive. May be very active (the child’s unique temperament emerges clearly at this stage) but can learn to better manage anger and tolerate frustration.

## Module 1: Introduction to the Naungan Kasih Programme (1 hour 15 minutes)

### Welcome and Introductions (20 minutes)

#### Arrival of Participants (5 minutes)

##### Instructions

Welcome each participant warmly and enthusiastically when they arrive at the session. Praise them for their effort to find the time to come to the programme. Many of them will have a lot of other work and responsibilities. It is not easy to set aside a full 3 days for an intensive workshop!

Each participant should also get a name tag. Encourage them to write their name large enough so that everyone can read it.



#### Group Welcome (15 minutes)

##### Instructions

At the beginning of the session, you should allow everyone to briefly introduce themselves. Ask participants to find a partner. This should be someone that they do not already know.

In these pairs, participants should share the following:

* Their names, organisation, and position within the organization,
* Whether or not they are parents and how many children they take care of at home,
* Share one brief positive memory they have about their parents or another adult caregiver when they were a child.

After 2-3 minutes of sharing, bring the group back together and ask each person to introduce their partner.

You should keep this introduction as short as possible.

It might be helpful to explain that there will be lots of other opportunities to share. You and your co-trainer should also share a little background about yourselves!



### Overview of Facilitator Training Workshop and Naungan Kasih Hybrid Positive Parenting Programme (15 minutes)

#### Structure of Facilitator Training Workshop

##### Overview

Provide an overview of the 3-day Facilitator Training Workshop.

##### Instructions

Explain to the participants the overall goals of the workshop:

* Increased understanding of the Naungan Kasih programme approach, content, and methods
* Increased knowledge of how the Naungan Kasih programme works to change behaviour in parents.
* Proficiency in facilitation skills essential to implement the Naungan Kasih programme’s in-person sessions.
* Increased capacity to model positive parenting skills
* Learn how to prepare for and implement the delivery of Naungan Kasih programme, including in-person sessions, and WhatsApp Group Support, and reporting requirements via FaciNK App

Provide participants with an overview of the daily schedule for each session:

* Briefly explain to the participants what they will experience during the workshop and the agenda for the day.
* The training focuses on 3 key aspects: programme content, programme delivery via WhatsApp, and facilitation skills for in-person sessions.

**Facilitators will also learn on 3 levels.**

**Level 1:** Participants will have the opportunity to experience the programme as if they were parents. You should explain that they should pretend to be parents of children who are in the same age groups as the parents they will be guiding.

**Level 2:** They will get a chance to practise delivering the programme as facilitators. This will increase the likelihood that they are able to deliver the programme well when they have their own parent groups.

**Level 3:** Trainees will also have plenty of opportunities to share with each other. Many of the participants will have a lot of experience and knowledge both as professionals and as parents. It is important that you respect this experience and emphasise the strengths of the group. You can remind participants that you hope to learn as much from them as they will learn from you!

Lastly, the workshop will also involve home activity assignments, mostly readings to prepare for the following day.

##### 

#### Overview of Naungan Kasih Positive Parenting Programme ([Slides 2-16](https://docs.google.com/presentation/d/10DWGSYTftye7bFc_jkMsm7HNiGahTFJv/edit#slide=id.g2742f19afeb_0_45))

##### Instructions

Use the slides in the Facilitator Workshop PowerPoint to introduce participants to the theoretical background, structure, and content of the Naungan Kasih programme.

The PowerPoint covers the following topics:

* Objectives of the programme
* Background on child development and violence against children
* Background on evidence-based parenting programmes content and approaches
* Background and description of Naungan Kasih Hybrid Positive Parenting Programme
* Programme Structure - NKText, Participant Journey, How NKText Works, Group Packages (A, B, C, and D), and In-Person and Online Support
* 3-minute video about the programme when it was delivered during the pilot study in Selangor: [Semarak Kasih Positive Parenting Programme in Malaysia](https://www.youtube.com/watch?v=frFZRIyPGfA)



### Taking a Pause (5 minutes)

#### Overview

Taking a Pause is one of the main skills of the Naungan Kasih programme that the parents experience during the welcome flow of NKText, and during the parent reflection and celebration (if relevant to the Group). It is a simple activity that helps reduce stress by connecting participants to the present moment through their breath.

Taking a Pause can also be useful to facilitators as a way to have more balance and calm in their lives. Taking a Pause can just be one or two deep breaths while becoming aware of one’s connection to the ground. This can be helpful for facilitators if they encounter a difficult or stressful moment while delivering the programme, like when a parent asks a difficult question or shares a troubling experience.

You should model how to lead Taking a Pause by using the same instructions as the Facilitator Guide. 

#### Instructions

Step 1: Preparation

1. Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap. [Pause]
2. Close your eyes if you feel comfortable. [Pause]

Step 2: Becoming Aware

1. Ask yourself, “What is my experience at this moment?” [Pause]
2. Notice what thoughts you are experiencing. Notice if they are negative or positive. [Pause]
3. Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant. [Pause]
4. Notice how your body feels. Notice any discomfort or tension. [Pause]

Step 3: Gathering Attention

1. Bring your focus to your breath. [Pause]
2. You may want to place one hand on your stomach and feel it rise and fall with each breath. [Pause]
3. Follow your breath all the way in, how it pauses, and how it exhales out. [Pause]
4. If you notice that you have started to think about something, this is completely natural. [Pause]
5. If you notice that you are feeling very stressed, you may want to reassure yourself by saying “It’s okay. Whatever it is, I am okay.” [Pause]
6. Then bring your awareness back to the feeling of your breath. [Pause]
7. Keep your focus on your breath for a few moments. [Pause]

Step 4: Expanding Awareness

1. Allow your focus to expand to the whole body. [Pause]
2. Allow your focus to expand to the sounds in the room. [Pause]

Step 5: Reflecting

1. Taking a moment to reflect whether you feel any different from before Taking a Pause.
2. When you are ready, open your eyes. [Pause]

**After leading ‘Taking a Pause’, ask participants if they have any questions about the activity.**



### Physical Exercise (5 minutes)

#### Overview

Make sure that you take into consideration any movement limitations or disabilities that may be present in the group. It is very important to make sure the **movements are smooth,** and the **breath relaxed**. It is also important that the participants’ bodies are relaxed – especially arms, legs, neck, shoulders.

You can read out loud the following text below or use the drawing to help you lead the physical exercise.

#### Instructions

1. Stretching our bodies
   * Stretch arms straight up as if you want to touch the sky.
   * Stretch to both sides. Stretch to the front. Stretch to the back.
2. Head and Neck
   * Stretch your right arm up and put your head on your right shoulder, then put your hand on your ear. Hold for four breaths.
   * Stretch your left arm up and put your head on your left shoulder, then put your hand on your ear. Hold for four breaths.
   * Place your chin on your chest. Slowly roll your head gently up so that your right ear is near your right shoulder. Slowly roll your head back to your chin. Do the same to your left shoulder. Do this four times in each direction.
   * Slowly allow your head to roll around in a circle. Listen to the crackling sounds in your neck. Do this four times in each direction.
3. Shoulders
   * Roll your shoulders around to the front (four times). Roll your shoulders around to the back (four times).
   * Squeeze your shoulders tightly up to your ears as you breathe in, scrunch your eyes, and hold your breath. Release your shoulders as you relax your body (four times).
4. Arms
   * Relax your arms and let them swing. The arms should swing from your shoulders NOT your elbows. This is good for your lower back.
   * Relax your arms and let your arms swing sideways and turn your upper body. Your arms should gently hit your back as you twist from side to side.
5. Waist
   * Hold your waist and make small circles going in both directions (four circles each direction).
6. Knees
   * Bend your knees a little and hold them with both hands and make small circles to both sides. Make sure the circles are smooth and that you do not lock your knees (four circles each direction).
7. Feet and Ankles
   * Place one foot in front of the other and make small circles from ankles and remember to turn to both sides. Do each foot with four circles in each direction.
8. Hands and Wrists
   * Turn your wrist as if you are painting, with both sides in and out.
9. Shake the whole body: move your body high, low, centre, all around. Have fun!
10. Raise your arms above your head as you breathe in and slowly let them float back down to your sides as you breathe out. Notice how your body feels now. **Remind participants to breathe in a relaxed way!**



A diagram of different types of clothes

Description automatically generated

A diagram of a person's body

Description automatically generated

A diagram of a person's body

Description automatically generated

### Setting Ground Rules (15 minutes)

#### Overview

The activity establishing Ground Rules models the delivery of the Naungan Kasih programme to parents. Use the same format as in the programme.

During the Facilitator Workshop, you will be making ground rules for in-person sessions and WhatsApp Support Groups.

#### Instructions

* Ask the participants to think what is important to them to feel comfortable, respected, feel safe and supported in the group.
* Invite each participant to share one Ground rule.
* One of you should lead the discussion while your co-trainer writes rules on the flip chart.
* **Make sure Ground Rules describe a positive behaviour.**
* You can prompt for rules on specific issues like cell phone use, respect, etc.
* You can repeat back what you hear and explore the rules to make sure everyone in the group agrees and understands. For example, if someone mentions “Respect”, ask what that means to her or him. What sort of behaviour shows “Respect”?
* Make sure everyone agrees and has the opportunity to contribute before moving on to another suggestion.

**Some helpful ground rules may include:**

*You can add these after the participants have shared their own rules (now or later in the session when participants learn more about the programme components).*

* Please try to come on time and make the decision to try to attend every session.
* If you cannot attend, please call or text the trainers in advance.
* Cell phones are off during the session.
* Accept diversity of opinions!
* Everyone is different and will have different experiences to share from the programme.
* Everyone will have an opportunity to speak and practice.
* Respect each other by taking turns to speak, listening to and paying attention.
* What we say in the group, stays in the group.
* Share only what you feel comfortable to be shared.
* Accept and respect that people hold different rules.
* Feel free to ask the trainers any questions you might have.

**After leading Setting Ground Rules, ask participants:**

* Do you have any questions about the activity?
* How did you feel when experiencing setting the ground rules?
* What different facilitation skills did you notice while I was delivering this activity?
* What aspect of this activity are you concerned about delivering as a facilitator?





### Setting Facilitator Goals (15 minutes)

#### Overview

In this activity, you will help participants to set goals about what they would like to achieve during the 3-day Facilitator Training Workshop. Facilitators will initially give vague goals or ones that cannot be accomplished during the 3-day workshop.

Guide participants to identify a **specific, positive,** and **realistic goal**. Make sure that the focus on sharing goals is on the future and not the past. Keep the focus on the positive: what facilitators want to accomplish instead of what they want to get rid of or stop.

#### Instructions

* Ask each facilitator to think about one specific, positive, and realistic goal they aspire to achieve throughout the workshop.
* Encourage participants to think about what they want to accomplish instead of focusing on what they wish to eliminate or stop.
* You can prompt specific goals by asking the following questions:
  + What do you want to get out of the programme as a facilitator?
  + What specifically do you want to learn?
  + How would you like to be different at the end of the three days?
* Record the goals on a flip chart and then review after the group has shared. One of you should lead the activity while the other supports as a co-trainer and takes notes on the flipchart.
* Try to remember the following tips from the programme:
  + Only write down the Goal as a positive behaviour on the flip chart.
  + Manage the length of responses. It is okay to interrupt a participant to clarify what they are talking about and to guide them towards specific, positive, and realistic goals.
  + Stay focused! Keep the focus on goals instead of problems. It can be difficult for participants to identify one specific goal.

**After leading Setting Facilitator Goals, ask participants if they have any questions about the activity.**



### TEA/PRAYER BREAK              30 minutes



## Module 2: Accept, Explore, Connect, Practice (45 minutes)

The Accept, Explore, Connect, and Practice (A-E-C-P) method is the main facilitation technique used in the delivery of the Naungan Kasih programme. It involves active listening, collaborative facilitation, building self-awareness, emphasising core principles, and allowing opportunities to practise skills.

We introduce trainees to the A-E-C-P approach with an active learning exercise that also models the A-E-C-P process. It is also important that you model this approach throughout the training of facilitators!

### Preparation

Prepare the flipchart in the following way:

| **A**ccept | **E**xplore | **C**onnect | **P**ractice |
| --- | --- | --- | --- |
| How? |  |  |  |
| Why? |  |  |  |

***Example of how to set up the flipchart for facilitating Accept, Explore, Connect, and Practise.***

On the top half of the flipchart, write **HOW** the trainees can use the specific technique. These should describe specific behaviours or skills – guide the trainees to be as specific as possible. For instance, if a trainee suggests that they can **ACCEPT** a participant’s responses physically, you should ask them to describe in detail what specific physical actions would show Accept. This also models **EXPLORE** for them in an explicit way!

On the bottom half of the flipchart, write **WHY** the specific technique might be useful for the trainees in order to achieve the objectives of the programme. Encourage the trainees to be as specific as possible here, too. For example, if a trainee suggests that Explore will help them know more about a parent, ask the trainee to describe what they would like to know more about in more detail. **WHY** also is a modelling of **CONNECT**!

This structure also models how facilitators conduct group discussions on parenting skills throughout the programme. For each parenting skill, they will write the title on the top of the flipchart (e.g., “One-on-One Time with Your Child”) and then divide the flipchart into **HOW** and **WHY** in the same way that you introduce them to A-E-C-P.

### How to Deliver the A-E-C-P Training

The following is a suggestion on how to deliver the A-E-C-P training. Start the activity to trainees by telling them that they will now be introduced to the main facilitation technique used in the Naungan Kasih programme: Accept-Explore-Connect-Practice, or A-E-C-P.

#### ACCEPT

1. **HOW:** Ask the participants to describe **HOW** they can show that they **ACCEPT** the participation and contributions of the parents. You can prompt them to describe ways to show **ACCEPT** both physically and verbally.
   1. Possible questions include:
      1. How can you show that you **ACCEPT** the responses of participants?
      2. How do you show that you **ACCEPT** and appreciate or welcome their opinions, views, or thoughts?
      3. How can you do this physically? Nonverbally? Verbally?
   2. Possible suggestions from trainees can include:
      1. **Physical gestures:** Nodding, smiling, leaning forward, looking at the participant, eye contact, etc.
      2. **Nonverbal vocalisation:** Mmmm…, Uh-huh, Ah…, etc.
      3. **Verbal statements:** Using the participant’s name, thanking the participant, praising the contribution, etc.
      4. **Using reflexive statements:** Paraphrasing or repeating back what the participant has said to show that you really heard them. This is a key aspect of active listening!
   3. Write these suggestions in the section in the top half of the flipchart under **ACCEPT**
2. **WHY:** Ask the participants to describe **WHY** they should **ACCEPT** the participation and contribution of parents during the programme.
   1. Possible questions to help with the discussion include:
      1. What would this help them achieve in terms of participation and learning?
      2. Why could this be helpful to parents who are shy or hesitant of engaging in the programme?
      3. What would be the effect of praising parents’ contribution?
      4. Why is it important to use reflexive statements or paraphrasing?
   2. Possible suggestions from the trainees include:
      1. Makes parents feel welcome,
      2. Encourages people to participate more, especially those who are shy,
      3. Shows that you respect and value their responses and contributions as important,
      4. Builds trust and a positive relationship between you and the parents,
      5. Manages the responses of the participants so that they only talk for 30 seconds or less (Note: this may be difficult for the participants to identify so you really have to show them how you do it!).
3. Trainees practise **ACCEPT** using the following steps:
   1. Model the scenario first with your co-trainer before asking the trainees to practise.
   2. Ask each trainee to work with someone that they do not already know.
   3. Each trainee will take turns practising being a “facilitator” and a “participant”.
   4. The “facilitator” will ask the “participant” a simple question: “What was one interesting thing that you did over the weekend?”
   5. The “facilitator” practices showing **ACCEPT** while the participant briefly shares.
   6. Make sure that the “facilitator” remembers the following **3 main building blocks** for **ACCEPT**:
      1. Use nonverbal cues or physical gestures,
      2. Praises the contribution of the participant,
      3. Paraphrases or reflects back what they heard the participant say.
   7. **Keep the practising very short!**
   8. The “facilitator” should only allow the participant to talk for about 30 seconds before respectfully interrupting to thank and paraphrase what they heard. The sharing should also only be a few sentences. Otherwise, they will find themselves **EXPLORING** before they know it!
   9. You should listen to the conversations and be ready to give suggestions or stop the practice when the trainees have practised for about a minute each.
   10. Switch roles so each trainee can practise being a “facilitator” and a “participant”.
4. Lead a group discussion after the practice to explore the trainees’ experiences and thoughts about practising **ACCEPT:**
   1. What was it like to practise **ACCEPT** as a facilitator?
   2. What was it like to praise their contribution? What was it like to paraphrase their responses?
   3. How did it feel to be praised as a participant? How did it feel to hear your contribution paraphrased or reflected back to you?
   4. What was difficult about this activity, and why was it difficult?
5. The trainees might come up with additional ways **HOW** to use **ACCEPT** and reasons **WHY** it might be important to do. Write these down on the flipchart!

#### EXPLORE

1. **HOW:** Ask the participants to describe **HOW** they can **EXPLORE** the experiences, attitudes, feelings, and challenges shared by parents.
   1. Possible questions include:
      1. How can you **EXPLORE** the responses of participants?
      2. What kind of questions would help you **EXPLORE**?
      3. What kind of things would you want to **EXPLORE**?
      4. Whose experience should you **EXPLORE**?
   2. Possible suggestions from trainees can include:
      1. Open ended questions: Who, what, when, where, why, and how,
      2. Questions that elicit more details: “Tell me more…. Can you be more specific? What do you mean?”,
      3. Perspective of the child as well as the parent,
      4. Emotions of parents and children,
      5. Challenges that they experience at home,
      6. Write these suggestions in the section in the top half of the flipchart under **EXPLORE**.
2. **WHY:** Ask the participants to describe **WHY** would they want to **EXPLORE** in detail the responses or contribution of parents.
   1. Possible questions to help with the discussion include:
      1. Why is it important to **EXPLORE** the experiences, attitudes, and feelings of parents?
      2. Why is it important to **EXPLORE** the perspective of the child?
      3. How would **EXPLORE** help the parents? What skill does it build for them?
   2. Possible suggestions from the trainees include:
      1. Gives you a more complete picture of what exactly happened at home or what a parent is thinking.
      2. Helps parents describe their experience and see it from a different perspective.
      3. Helps parents understand why they or their children responded in a specific situation.
      4. Helps parents become more aware of the impact of their decisions and behaviours and think critically about their parenting.
      5. Helps parents share their challenges, understand why the challenge occurred, and identify possible solutions to their challenges.
3. Trainees practise **EXPLORE** using the following steps:
   1. Model the scenario with your co-trainer first before asking the trainees to practise,
   2. Trainees work with the same partner as before. Each trainee will take turns practising being a “facilitator” and a “participant”,
   3. Continue the same conversation about the previous weekend,
   4. The “facilitator” practices **EXPLORING** the experience of the “participant” during the previous weekend,
   5. Make sure that the “facilitator” uses the following 3 main building blocks for **EXPLORE**:
      1. Ask open-ended questions,
      2. Explores the emotions of the participant,
      3. Explores the perspective of others in the participant’s story.
   6. **Remember to continue to ACCEPT.**  You should remind the trainees that they should still be practising **ACCEPT** while they **EXPLORE.** The “facilitator” should only allow the participant to talk for about 30 seconds before respectfully interrupting to thank and paraphrase what they heard before asking a new question.
   7. Give trainees about 2 minutes of practice before switching roles, allowing each trainee to practise both being a “facilitator” and a “participant”.
4. Lead a group discussion after the practice to explore the trainees’ experiences and thoughts about practising **EXPLORE:**
   1. What was it like to practise **EXPLORE** as a facilitator?
   2. What was it like to have to think of questions to ask the participant?
   3. What made it easier for you to think of these questions (i.e., a sense of curiosity or attentive listening)?
   4. What was it like to still practise **ACCEPTING** the responses of the participants?
   5. How did it feel to be a participant in the activity?
   6. What was difficult about this activity, and why was it difficult?
5. The trainees might come up with additional ways **HOW** to use **EXPLORE** and reasons **WHY** it might be important to do. Write these down on the flipchart!

#### CONNECT

1. **CONNECT** is sometimes the hardest part of the **AECP** method. Its purpose is to help parents connect their experience to a principle or lesson about positive parenting or parent-child interaction.
2. **CONNECT** also helps participants identify reasons **WHY** something is important. You have already been modelling this activity during the previous discussions about **ACCEPT** and **EXPLORE.**
3. **HOW:** Ask the participants to describe **HOW** they can help parents identify reasons for why something might be helpful to them as parents by **CONNECTING** their experiences, attitudes, feelings, and challenges to the overall principles of positive parenting or improving parent-child relationships.
   1. Possible questions include:
      1. How can we help participants **CONNECT** their experiences or challenges to principles of positive parenting?
      2. How can we help them identify reasons why these principles might be important?
      3. What kind of questions would help you **CONNECT** how their experience relates to their lives?
   2. Possible suggestions from trainees can include:
      1. Explore how their experience might relate to their lives or relationship with their children,
      2. Explore how their experience might relate to some of the principles or skills that they are learning during the programme,
      3. Explore why this might be important or beneficial to them as parents,
      4. Explore why this might be important or beneficial to their children,
      5. Write these suggestions in the section in the top half of the flipchart under **EXPLORE**.
4. **WHY:** Ask the participants to describe **WHY** would they want to **CONNECT** in detail the responses or contribution of parents.
   1. Possible questions to help with the discussion include:
      1. Why is it important to **CONNECT** the experiences, attitudes, and feelings of parents to the principles of PLH-YC?
      2. Why is it important to **CONNECT** to help the parents understand why a specific principle would be beneficial to then and their children?
      3. How would **CONNECT** help the parents? What skill does it build for them?



* 1. Possible suggestions from the trainees include:
     1. Helps parents understand the reasons why they might want to try using a specific skill in their own words,
     2. Helps parents understand the benefits to themselves and their children,
     3. Strengthens buy-in or acceptance of a specific parenting skill.

1. Trainees practise **CONNECT** using the following steps:
   1. Model the scenario with your co-trainer first before asking the trainees to practise,
   2. Trainees work with the same partner as before. Each trainee will take turns practising being a “facilitator” and a “participant”,
   3. You will continue the same conversation about the previous weekend that you did with **ACCEPT** and **EXPLORE**,
   4. The “facilitator” practices **CONNECTING** the experience of the “participant” to a larger principle about WHY it is important to take time to do relaxing activities during the weekend,
   5. Make sure that the “facilitator” continues to use the main building blocks for **ACCEPT** and **EXPLORE**,
   6. Give trainees about 2 minutes of practice before switching roles, allowing each trainee to practise both being a “facilitator” and a “participant”.
2. Lead a group discussion after the practice to explore the trainees’ experiences and thoughts about practising **CONNECT:**
   1. What was it like to practise **CONNECT** as a facilitator?
   2. What made it easier to help participants **CONNECT** to reasons why they might want to do something fun or relaxing during the weekend?
   3. What was it like to still practise **ACCEPTING** and **EXPLORING**?
   4. How did it feel to be a participant in the activity?
   5. What was difficult about this activity, and why was it difficult?
3. The trainees might come up with additional ways **HOW** to use **CONNECT** and reasons **WHY** it might be important to do. Write these down on the flipchart!

#### PRACTICE

1. The last step of A-E-C-P is **PRACTICE.** The trainees have already been practising during this entire activity so they should be able to identify the **HOW** and **WHY**.
2. **PRACTICE** allows participants to experience skills directly before having to apply them either at home, in the case of parents, or during sessions, as is the case for the trainees.
3. **HOW:** You actually will skip the **HOW** part of the activity because this will be discussed during the second day of the workshop when they learn how to lead parents in role-plays to **PRACTISE** skills.
4. **WHY:** Ask the participants to describe **WHY** would they want to **PRACTISE** skills before having to apply them either at home or during a session.
   1. Possible questions to help with the discussion include:
      1. Why is it important to **PRACTICE** skills before having to apply them in the real world?
      2. How would **PRACTICING** skills help parents, or you for that matter?
   2. Possible suggestions from the trainees include:
      1. Builds confidence in applying new skills,
      2. Allows parents to rehearse new skills with the support and guidance of facilitators,
      3. Allows facilitators a chance to verify whether parents understand new skills before having to apply them at home,
      4. Strengthens buy-in or acceptance of a specific parenting skill.



### LUNCH/PRAYER BREAK         1 hr 15 minutes



## Module 3: Onboarding Session (Getting Started with NKText) (1 hour 15 minutes)

### Before you Begin

* Review Guide for In-Person Onboarding of the Facilitator Guide on the FaciNK App before delivering this part of the training.
* Start this module by explaining to the trainees that they are now moving on to the Onboarding Session of the programme.
* You will continue modelling session delivery with trainees as parents.
* You can simulate this by welcoming the trainees back from the tea break as if they are arriving to their onboarding session.
* Model praising by thanking them for making the effort to come to the session during their busy lives.
* Provide a brief overview of the core objectives of the Onboarding Session:
  + Participants lay the foundation for working together well during WhatsApp support groups.
  + Participants have basic phone use skills to access all relevant NKText content and participate in the WhatsApp support groups.
  + Parents/caregivers learn skills on how to engage with their children during One-on-One Time to start to develop strong attachment/relationships between them and their children.

### Getting Started with NKText (1 hour 15 minutes)

#### Energisers  (5 minutes)

After the break, lead a brief energising activity with the participants. This keeps participants alert and active for the next part of the programme.

You can use any of the suggested energisers in the [FaciNK App](https://docs.google.com/document/d/1Oe4ULwrjim1ACxINhWEL5vEGW6ppzBhGlPqHKYGWmCo/edit#heading=h.8hhfeod3kmp) or ask the group for suggestions.

#### Demonstration (30 minutes)

The overview and instructions for this activity can be found in Getting Started with NKText in the Guide for In-Person in your Facilitator Manual.

* Help participants access NKText via WhatsApp ([slide 17](https://docs.google.com/presentation/d/10DWGSYTftye7bFc_jkMsm7HNiGahTFJv/edit#slide=id.g1e70f730c27_0_687)). The trigger mentioned in the slide is different from the ones parents will be using. Please check the facilitator manual on FaciNK for the correct trigger word.
* You should model all the basics of how to operate a mobile phone (even if they can do it already), and how to begin their interaction with the NKText chatbot.
* This activity will help participants understand the basics of how to operate a mobile phone (if they cannot do that already) and start their interaction with the NKText chatbot.
* They will complete the first NKText activities on their individual phones in the presence of the group, so they can share their first experiences and resolve any challenges.

#### Questions to ask after demonstrating activity:

* How did you feel when experiencing the onboarding as parents?
* What different facilitation skills did you notice while I was delivering these activities?
* What aspects of these topics are you concerned about delivering as a facilitator yourself?

#### Practise in Small Groups (40 minutes)

##### Instructions

This will be the trainees’ first practice in small groups as facilitators and parents. It is important that you and your co-trainer model how to help parents practise skills using the following steps:

* Divide the group into small groups (4 to 6 participants each). Ask each group to select a facilitator to go first
* The first facilitator will lead the group in the basics on Introduction to Phone Use (this can be found in the Onboarding Session in the Facilitator Manual)
* Rotate facilitators before moving on to Getting into NKText (this can be found in the Onboarding Session in the Facilitator Manual)
* Make sure the groups **STOP** before moving on to the next activity.
* Repeat for 2 rounds of practice.

Things you should do during group practice:

* Describe exactly what “facilitator” and “parent” will be doing during the practice.
* Give support to the participants during group practice (shadow).
* Debrief with “facilitators” about experiences and feelings.
* Debrief with “parents” about their experience and feelings.
* Ask the participants what possible challenges they might experience when delivering this activity to parents.
* Thank and praise participants for completing their first practise activity.



### TEA/PRAYER BREAK         30 minutes

### 

## Module 4: Onboarding Session: Spending One-on-One Time with My Child (2 hours)

### Before you Begin

Read the following sections of the Guide for In-Person Onboarding:

* What is One-on-One Time?
* Why is One-on-One Time Important?
* Important Points to Remember during One-on-One Time

In this section, you will continue demonstrating and practising the delivery of the first in-person session.



### Demonstration (30 minutes)

#### Instructions

The instructions for discussions and activities can be found in Spending One-on-One Time with My Child in the Guide for In-Person Onboarding under the Facilitator Guide in the FaciNK App.

You should model:

* Start Goal
* NKText Quiz
* Discussion on NKText comic
* NKText Video on One-on-One Time
* Discussion: One-on-One Time with Your Child
* Discussion: Activities to Do with Children
* Practising Skills in a Big Group and in Pairs
* Discussion: Experience with NKText
* Tips and Home Activity



### Practise (1 hour 30 minutes)

Participants now have the opportunity to practise delivering the second part of the Onboarding Session. We first break down the different steps for leading these activities and then allow the participants to practise.

It is very important that you and your co-trainer move around the room listening and providing support to the facilitators while they practise these activities:

* Gently redirect facilitators to ask questions if they start lecturing participants.
* Remind facilitators to use ACCEPT-EXPLORE-CONNECT while leading discussions.
* Remind facilitators to praise participants and to actively try to involve the entire group in the discussion.

Be patient! Remember that it might be difficult for participants to lead these activities at first, but with time and repetition they will improve!

#### How to lead comics (5 minutes)

This activity will help participants become more confident guiding parents through the comic during the onboarding session.

##### Review steps for Illustrated Stories

###### **Instructions**

1. Prepare a flipchart paper with “Comics” at the top.
2. Divide the paper horizontally into 2 halves with HOW in the top half and WHY in the bottom half.
3. Ask participants to list the things that you did as a facilitator during the demonstration session:
   1. Read through comic with parents.
   2. Explore actions, behaviours, and emotions.
   3. Make sure that the questions in the manual have been covered.
   4. Identify core building blocks connected to the comic.
4. Write these steps in the HOW section on the top half of the flipchart.
5. Ask the participants WHY they think Comics are used in the Naungan Kasih programme.
6. Write these reasons in the WHY section on the bottom half of the flipchart.

#### Practise leading Comic from Onboarding Session (40 minutes)

##### Instructions

###### **Group Formation:**

1. Divide the participants into smaller groups of 6 people per group.
2. Ask participants to decide who will be the facilitator.

###### **Introduction to Activity:**

1. Allow trainees about 5 minutes to review the Comic in order to prepare for facilitating their groups:
   1. Look at the suggested Building Blocks below the comic in their manuals
   2. Review the suggested questions for discussion. Think about ways they might want to rephrase them in their own words

###### **Practise Round:**

1. Move around the room listening and providing support to the facilitators while they practise:
   1. Gently redirect facilitators to ask questions if they start lecturing participants
   2. Remind facilitators to use ACCEPT-EXPLORE-CONNECT while leading discussions
   3. Remind facilitators to praise participants and to actively try to involve the entire group in the discussion.
2. Give the facilitators about 10 minutes to work through the comic with their groups.
3. Stop the groups after each round of practising the comic.
   1. Ask the facilitator from each group to report back on the key Building Blocks that they were able to help their groups identify.
   2. You may need to help them rephrase these as techniques (e.g., “Use your child’s name” or “Accept your child’s suggestion”) instead of observations about what happened in the story (e.g., “The mother said her child’s name” or “The mother did what the child wanted”).
   3. Ask the groups if they had any challenges or have questions about the comic they were working on (Hint: Turn the question back to the group: “What do you think?”
4. Ask other participants to each name ONE thing that they liked about the way the facilitator led the group.
5. Rotate groups so at least 2 to 3 facilitators have an opportunity to practise with the illustrated stories.

###### **Discussion and Feedback:**

1. Lead a brief discussion to reflect on their experience leading the Comics.
   1. How did it feel to be a facilitator leading the activity? What worked for you? What was challenging?
   2. How did it feel to be a parent participating in the activity? What did you like about how the facilitators led the activity?
   3. What aspects of this activity are you concerned about delivering when you deliver the programme to parents?
   4. Hint: Turn any question back to the group by responding with “What do you think?” 

#### How to Practise Skills (5 minutes)

##### Instructions

Trainees get a chance to practise guiding parents in role-plays when they practise skills. Review steps for Practising Skills:

1. Revisit the flipchart paper with ACCEPT-EXPLORE-CONNECT-PRACTICE. There should be an empty space in the HOW to PRACTISE.
2. Ask participants to list the ways how you have been leading the role-plays when they practise skills. Help them identify the following steps:
   1. Establish roles for big group practice (e.g. parent and child).
   2. Set up scenario and use space appropriately.
   3. Describe exactly what “parent” and “child” will be doing during the group practice.
   4. Give support to participants during group practice (shadow).
   5. Debrief with ‘parent’ about experiences and feelings.
   6. Debrief with ‘child’ about their experience and feelings.
   7. Thank and praise participants who practised in big group.
   8. Practice in pairs while supporting around room.
   9. Debrief with participants after practising in pairs.
   10. Thank and praise participants.
3. Write these steps in the HOW section on the top half of the flipchart.
4. Note: If you need more room on the flipchart paper (which is very likely), you can also start a new paper like you have done for the Illustrated Stories with HOW and WHY.
5. Ask the participants if they want to add any other reasons WHY they think parents are asked to PRACTISE skills during the sessions.
6. Write these reasons in the WHY section on the bottom half of the flipchart.

#### Parents practise leading role-plays from Onboarding Session (40 minutes)

##### Group Formation:

1. Divide the participants into groups of **three**.
2. Ask participants to decide on who will practise being a facilitator first.
3. The other participants will pretend to be parents.

##### Practise Round:

1. Facilitators practise using the steps described above for practising One-on-One Time from the Onboarding Session.
2. Participants give positive feedback to the facilitator after they have stopped practising.
3. This should only happen AFTER the facilitator has first debriefed with the “parents” about their experience practising skills.
4. Move around the room listening and providing support to the facilitators while they practise these activities:
   1. Gently redirect facilitators to ask questions if they start lecturing participants.
   2. Remind facilitators to use ACCEPT-EXPLORE-CONNECT while leading discussions.
   3. Remind facilitators to praise participants and to actively try to involve the entire group in the discussion.
5. Switch roles so that everyone gets to practise being a facilitator at least once.



## Closing (15 minutes)

### Assignment of Home Activities (2 minutes)

#### Instructions

Assign the following home activities to the facilitators:

* Review the facilitation skills you learned today - especially the AECP method, comics, and practising skills.
* Spend 5 minutes of One-on-One Time with your child tonight – if you have a child at home! Let your child choose the activity and follow your child’s lead.
* Practice Taking a Pause
* Ask one participant to prepare to lead the Taking a Pause and another to prepare to lead the Physical Exercise at the beginning of the session.



### Share One Thing You Learned (5 minutes)

Ask each participant to share ONE thing that they learned during the session in under **one minute.**



### Circle of Appreciation (3 minutes)

#### Instructions

* Model the Circle of Appreciation for participants before they do it in pairs.
* Participants find a partner sitting next to them.
* Each person complements their partner. The compliments can be about anything as long as they are sincere.
* Each person praises themselves.
* Ask the participants to reflect on what it was like to be praised and what it was like to praise.



### Take a Pause (2 minutes)

#### Instructions

Take a Pause with the participants. You can make it brief (about a minute):

* Close eyes
* Focus on thoughts, feelings, and body sensations (15 seconds)
* Focus on breath (30 seconds)
* Expand focus to the entire body and sounds (15 seconds)
* Open eyes



### Closing Activity/Prayer (3 minutes)

We close each session with a goodbye activity. Allow participants to decide how they would like to end the session. This may be a prayer or a group clap.

Congratulate the participants for their hard work and attention during the session. They have now completed the following parts of the Naungan Kasih programme:

* Module 1: Introduction to the Programme
* Module 2: Accept, Explore, Connect, Practice
* Module 3 and 4: Onboarding Session

You should also thank them for the commitment they have made to helping parents build a House of Love and Support for their families.



## 2 | Day Two of Facilitator Training Workshop

### Overview of the Session

| Day 2 – Overview | | | | |
| --- | --- | --- | --- | --- |
| Goals | | * Being aware of the skills in NKText Goals   + Improve My Relationship with My Child   + Understand Child Development   + Prepare My Child for Success in School   + Give My Child Structure   + Support Positive Child Behaviour   + Keep My Child Safe and Healthy | | |
| Materials | | * Attendance register, name tags * Flipchart, Flipchart Paper, Markers * Notebook and Pen (1 Per Participant) * Adhesive To Stick Papers On The Wall * Refreshments and/or lunch (if relevant) | | |
| Preparation | | * Set up the room with chairs in a circle. * Prepare materials for name tags. * Prepare materials and refreshments for break (if relevant) | | |

| Session Agenda | | |
| --- | --- | --- |
| **Beginning of Day Activities** | * Welcome Activities * Emotional Check-in * Reflection and Discussion of Day One * Overview of Day Two | **30 minutes** |
|  |
| **Module 5: NKText: Improve My Relationship with My Child** | * Review of NKText * Exploring the skills * Group Discussion | **45 minutes** |  |
|  |
| **Tea Break** | | **15 minutes** |  |
| **Module 6: NKText: Understand Child Development** | * Child Development Art Activity * Exploring the skills * Group Discussion | **30 minutes** |  |
| **Module 7: Understanding Disability** | * Discussion: What having a disability means? * GROW Assessment * Exploring GROW Assessment * Group Discussion | **45 minutes** |  |
| **Lunch** | | **45 minutes** |  |
| **Module 8: NKText: Prepare My Child for Success in School** | * Exploring the skills * Group Discussion | **45 minutes** |  |
| **Module 9: NKText:Give My Child Structure** | * Exploring the skills * Group Discussion | **45 minutes** |  |
|  |
| **Module 10: NKText: Supporting Positive Child Behaviour** | * Exploring the skills * Group Discussion | **45 minutes** |  |
| **Tea/Prayer Break** | | **25 minutes** |  |
| **Module 11: Keep My Child Safe and Healthy** | * Discussion about Children’s Rights * Exploring the skills * Mapping Risk Areas and Safe Spaces * Group Discussion | **1 hour 30 minutes** |  |
|  |
| **Closing** | * Assignment of Home Activities * Share One Thing You Learned * Circle of Appreciation & Pause * Closing Prayer/Activity | **15 minutes** |  |
|  |
|  |

Total time = 7 hours 50 minutes

### Before you Begin

#### Goals of the Session

By the end of Day Two, trainees will have gone through the entire NKText programme. It will be a long day with lots of new information for them to learn. You can reassure them that they will have plenty of time to go back and review new contents. Make sure that you also allow for time for them to ask questions.

Trainees will experience the following goals:

* Improve My Relationship with My Child
* Understand Child Development
* Prepare My Child for Success in School
* Give My Child Structure
* Support Positive Child Behaviour
* Keep My Child Safe and Healthy

#### Preparation Needed

1. Confirm arrangements for food and refreshments for lunch and tea breaks.
2. Arrive at least 30 minutes early to make sure the space is set up correctly and so that you can welcome the trainees modelling how they will welcome the parents to their sessions.
3. Prepare the space for the session with chairs in a semicircle with a chair for lead trainer in the centre along the edge of the semicircle and another chair for the co-leader on the end next to the flipchart.
4. Ensure that any technology that you need is prepared: your phones charged, internet connection secure. Make a back-up plan for any technology failures.
5. ***Note: You will not need a projector for Day 2 of the workshop.***

#### Session Overview

During the second day of the Naungan Kasih Facilitator Training Workshop, you will guide trainees through the rest of the NKText chatbot content.

| Improve My Relationship with My Child | * Be Kind to Myself * Give Praise * Talk about Feelings * Parenting Values & Spirituality |
| --- | --- |
| Understand Child Development | * The Power of Play * Learning from Experience * How Your Toddler/Young Child/Child is Changing |
| Prepare My Child for Success in School | * Help Your Child’s Language Skills * Help Your Child Learn to Read * Get Your Child Ready for Maths * Engage with Your Child’s School |
| Give My Child Structure | * Manage My Stress * Keeping it Positive * Create Routines with My Child * Creating Family Rules * Know Everyone’s Role |
| Supporting Positive Child Behaviour | * Redirect Misbehaviour * Managing Demanding Behaviours * Managing Anger * Teach My Child Consequences * Solve Problems with My Child |
| Keep My Child Safe & Healthy | * Teach Safe Touch * Community Safety * Strengthen My Child’s Nutrition and Health * Know Online Safety Basics * Build Habits and Trust Online |

Participants will have the opportunity to experience these skills in the same way parents would, followed by discussion and reflection.

It is important that throughout the day you continue to model the building blocks of effective facilitation. Remember that the way you deliver the workshop is the way that facilitators will deliver the programme to the parents. This is also the way that the parents will interact with their children.

**It is the Social Learning Principle in action!**

Important facilitator building blocks to remember to include:

* Use Accept, Explore, Connect, and Practise!
* When a facilitator asks you a question, turn it back to the group instead of answering it yourself - it will build group problem-solving skills!
* Praising participation in a positive and enthusiastic way as often as possible!
* Using specific, positive, and realistic instructions (i.e., Say the behaviour you want to see not the behaviour you do not want to see!)
* Establishing ground rules in a collaborative way and being consistent with them
* Listening attentively and actively – paraphrase responses
* Having an open attitude and accepting responses and ideas of participants
* Being on time and well prepared for the session
* Managing your time effectively so that you can cover all of the activities in the manual.
* Making Naungan Kasih a fun and engaging place to be!

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#### Development Assessment in NKText

A developmental assessment is a valuable tool that helps parents understand and monitor their child's growth and development. It offers insights into how children are progressing and helps identify potential areas where extra support might be needed. By using this assessment, parents can play an active role in promoting their child's wellbeing and ensuring they have the best opportunities to thrive.

Parents can access the development assessment anytime in NKText by typing GROW. They will also be prompted to complete the development assessment as a Home Activity for the skill, How your Toddler/Young Child/Child is changing, under the goal, Understanding Child Development.

##### Purpose of Developmental Assessment

The purpose of the developmental assessment is to help find out if parents are worried about how their child is developing and help them identify early if a child has risks of developmental delay or disability. This supports the parents in providing timely support and resources to children with any developmental challenges. By taking actions early, parents can reduce the effects of delays or disabilities of child development, and result in improved overall growth and wellbeing of the child.



We expect that these questions will encourage parents to share their concerns about their child's growth and motivate them to seek extra help when necessary. Our goal is to also offer specific contacts and useful resources that parents can use to get more support. Parents can access these resources by typing HELP in NKText. The ultimate aim is to make sure that every child gets the help they need and has the opportunity to reach their full potential.

##### Background of Development Assessment

The assessment is for children aged under 5 years and is based on the Survey of Well-Being of Young Children (SWYC): Milestones. This tool is designed to assist caregivers in tracking the developmental progress of children aged 0-5½ years. It covers various skills that children typically acquire as they grow, including cognitive, language, social, and motor development. With sensitivity to age, it provides customised questions for children of different months.

For children and adolescents aged 5 to 17 years, the questions are adapted from the Washington Group/UNICEF Child Functioning Module (CFM) – Ages 5-17 years, with minimal changes. The CFM is designed to identify functional difficulties in domains such as hearing, vision, communication, learning, mobility, and emotions.

The SWYC and CFM tools are designed to be easy for parents to use. This means parents can answer the questions on their own, remembering what they know about their child, without needing to test their child's skills. These tools have been thoroughly studied and have proven to be accurate and dependable in various situations. They are constantly being studied and shared worldwide. Also, they are available in many languages and can be accessed freely, making them accessible to caregivers from different backgrounds and possibly avoiding the need for translation.

## Beginning of Day Two Activities (30 minutes)

### Welcome Activities (10 minutes)

#### Instructions

Begin Day Two of the Naungan Kasih Facilitator Training Workshop with the following activities:

* Welcome each participant as they arrive – try to learn their names!
* Welcome the entire group to begin the session:
  + Praise the participants for making the effort to come to the session amidst their busy lives.
  + Try to start on time to model this for their own groups.
* Take a Pause. Ask the trainee assigned yesterday to lead taking a pause. Ask participants if they have any questions about this activity.
* Physical Exercise. Ask the trainee assigned yesterday to lead the Physical Exercise. Make it fun!

Remember that you are modelling how to deliver the programme to parents so try to be active, engaging, and positive!

### Emotional Check-In (5 minutes)

#### Overview

An emotional check-in is a valuable way to start the session, ensuring that everyone feels acknowledged and connected.

#### Instructions

Follow these steps to conduct an effective emotional check-in at the beginning of the workshop:

* Begin by explaining the purpose of the emotional check-in. Emphasise that this is a safe space for everyone to express their feelings and that the check-in is optional, with no pressure to share more than they are comfortable with.
* Explain the format of the emotional check-in. Each participant will have the opportunity to share a brief statement about how they're feeling emotionally at that moment. Encourage them to use just a few words or a sentence to describe their emotional state.
* As the facilitator, start by sharing your own emotional state. This helps to model vulnerability and set the tone for the activity. Keep your sharing concise and authentic.
* Begin the emotional check-in by inviting the person to your left (or any systematic order) to share their emotional state. Remind participants that they can choose to "pass" if they don't want to share at this time.
* Continue around the circle until all participants who wish to share have done so. If someone passes, simply move on to the next person.
* Once everyone who wishes to share has done so, thank the participants for their openness.

### Reflection and Discussion of Day One (15 minutes)

#### Overview

At the beginning of day two of your training workshop, engaging participants with thoughtful reflection and discussion questions can help consolidate learning from Day One, encourage active participation, and resolve any concerns or questions.

#### Instructions

Begin by inviting participants to reflect on their experiences from the previous day. Ask about their key takeaways and any concepts or skills that particularly resonated with them. You can use the following questions as a guide:

* Who had the opportunity to practise taking a pause since the last session?
  + What was the situation where you applied this technique, and what impact did it have?
  + Did you face any challenges while trying to implement the pause? How did you address them?
* To those assigned to lead the Taking a Pause and Physical Exercise, how do you feel about taking on this role?
  + What strategies do you plan to use to effectively guide these activities at the beginning of the next session?
  + Are there any specific aspects you would like input or advice on regarding leading these activities?
* How do you see the skills and techniques we've covered so far fitting into your role as a facilitator or educator?
  + Are there any concerns or challenges you anticipate as you continue to integrate these strategies into your interactions with parents?
* Is there anything from yesterday’s session or the overall training that you would like to reflect on or discuss further? This is an open space for any thoughts or insights you would like to share.

**Tips to discuss concerns and issues raised during the reflection:**

* Begin by actively listening to the concerns or issues raised by participants. Give them your full attention and show empathy for their perspectives.
* Ask follow-up questions to ensure you fully understand the nature of the concern. Seek clarification on any points that are not clear.
* Engage participants in brainstorming solutions. Encourage them to share their ideas on how the concern could be addressed. E.g., what to do if a parent does not follow a ground rule?
* Go over some of the instructions from Day One if that might help clarify the concern. E.g., how to navigate the FaciNK App?

## Module 5: NKText: Improve My Relationship with My Child  (45 minutes)

### Review of NKText (10 minutes)A blue circle with a white phone on it Description automatically generated

#### Instructions

Explain to the trainees that they will be going through the entire NKText content as a group starting with the goal - Improve My Relationship with My Child.

Review the structure for each NKText goal. Each Goal has 3 to 6 Modules. Each Module has the following content:

* **Introduction** to introduce the skill highlighting its importance.
* **Short Quiz** to spark parents’ interest (for most skills)
* **Comics** to show relevant parent-child scenarios that parents can relate with
* **Tips** that explain how a new skill can be used.

Participants can choose if they want to receive these tips as text, audio, and/or video messages, depending on their literacy level and preferred data load.

* **Home activity assignment that** helps participants apply the new skill at home.

Also, review the **MENU** on NKText which can be found by typing “MENU” and contains the following:

* **Track my progress** to see how many goals and modules have been completed.
* **Share with a Friend** to share NKText with someone else - even another family member.
* **Emergencies** for referrals to important sources of support in an emergency like police, medical services, mental health support, violence prevention hotline, and natural disasters
* **Settings** to change how the parent experiences NKText and their profile (language, gender, relationship status, child info, etc.). Settings also includes a way to exit NKText.
* **Activities** for fun activities that parents can do with their children.
* **How to Use NKText** for a tutorial on how to use the chatbot.
* **Getting Help with Parent Goals** for troubleshooting challenges that parents might experience.
* **Review Completed Skills** to receive parenting tips from goals that they have already completed.

### Exploring the Skills (20 minutes)

#### **Instructions**

* Return to the goal: "Improving My Relationship with My Child" and the skills associated with this goal.
* Briefly explain that this goal is divided into 5 skills, each addressing specific aspects of improving parent-child relationships. Mention the titles of the skills within Goal 1.
  + Spend One-on-One Time with My Child (already covered during Day 1)
  + Be Kind to Myself
  + Give Praise
  + Talk about Feelings
  + Parenting Values and Spirituality
* Divide the trainees based on the smaller groups of 4-5.
* Ask the trainees to explore the skills associated with the Goal, Improve My Relationship with My Child, until they complete all the five skills. Encourage them to engage with the content as if they are parents themselves.
* If trainees experience some technological challenges when going through the chatbot in groups…
  + First, see if other facilitators are able to help them out before helping them.
  + You may need to ask the trainee to restart their chatbot using the designated key word (**NEWCONV**). This will exit the user from the program and wipe any data. This should ONLY be used for training purposes.
    - Trainers and facilitators should type TRAINING after restarting the UX (using NEWCONV). This puts the trainers and facilitators into a separate user group than parents, ensuring engagement data is not mixed up.
  + Ask the trainees to type **NEWDAY** once they are done with a skill to activate the next skill. **Stop after they complete all the five skills of the goal.**

### Group Discussion (15 minutes)

#### **Instructions**

Ask the group to pick a spokesperson to report back to the whole group. Encourage trainees who have not spoken before to be the spokesperson.

* Ask the trainees to use the questions below for a guided discussion within their assigned groups. The spokesperson should take notes during the discussion (15 minutes).
  + How did it feel to be a parent participating in the lessons?
  + What aspects of this goal are you concerned about? What did you like about the lessons and home activities of this goal?
  + What questions might parents ask in the WhatsApp Support Group about the home activities?
* Ask the spokesperson from each group to share with the larger group (5 minutes).

### TEA BREAK             15 minutes

## Module 6: NKText: Understand Child Development (30 minutes)

### Exploring the Skills (15 minutes)

#### **Instructions**

* Ask the trainees to type NEXT to receive the following message:

*“It’s time to pick a new parenting goal! You have completed 2 of 8 goals. Which goal would you like to work on next?”*

Ask the trainees to choose **Understand Child Development**

* Begin by introducing the goal: "**Understand Child Development**" and the skills associated with this goal.
* Briefly explain that this goal is divided into 3 skills, each addressing different ways of helping your child grow. Mention the titles of the skills within Goal 3.
  + The Power of Play
  + Learning from Experience
  + How Your Young Child is Changing
* Divide the trainees based on the smaller groups of 4-5.
* Ask the trainees to explore the skills associated with the Goal, Understand Child Development , until they complete all the three skills. Encourage them to engage with the content as if they are parents themselves.
* Ask the trainees to type NEXT once they are done with a skill to activate the next skill. **Stop after they complete all the three skills of the goal.**
* Share with the group that we will be learning more about GROW assessment after the tea break.

### Group Discussion (15 minutes)

#### **Instructions**

* Ask the group to pick a spokesperson to report back to the whole group. Encourage trainees who have not spoken before to be the spokesperson.
* Ask the trainees to use the questions below for a guided discussion within their assigned groups. The spokesperson should take notes during the discussion (15 minutes).
  + How did it feel to be a parent participating in the lessons?
  + What aspects of this goal are you concerned about?
  + What questions might parents ask in the WhatsApp Support Group about the home activities?
* Ask the spokesperson from each group to share with the larger group (5 minutes).

## Module 7: Understanding Disability (45 minutes)

### Before you begin

This part of the Facilitator Workshop focuses on important topics related to disability awareness, rights, developmental assessment, and fostering inclusivity in Naungan Kasih.

It is important that facilitators are able to make the Naungan Kasih programme an inclusive and accepting place for all parents and their children no matter what their capabilities are.

Remind facilitators that the parents and their children will have a wide range of challenges and come from diverse backgrounds even if they are from the same community.

Even though there are common parenting principles and practices that can be applied to many different situations, it is important to remember that every parent and child is different, as is every relationship between parents and children.

This is true even within a specific family! 

### Discussion: What Does Having Disabilities Mean? (15 minutes)

#### **Instructions**

Introduce the activity by inviting the facilitators to think about the different types of disabilities and how they may affect how a parent or child could participate in the programme:

* What are some of the different types of disabilities?
* How might these affect how a parent or child can participate in the programme?
* What can you do as a facilitator to be more inclusive to all participants?
* Write these down in 3 columns on the flipchart:

**Possible types of disabilities and how they limit a participation in Naungan Kasih:**

| **Types of Disabilities** | **Limitations of Participation** | **Ways to increase participation** | |
| --- | --- | --- | --- |
| 1. Seeing | 1. Ability to see flipchart or comics or writing on a flipchart. | 1. Read out loud everything that can be seen. Ask a partner to help. |
| 1. Hearing | 1. Ability to hear facilitator and other participants | 1. Arrange for sign-language interpretation if available. |

| 1. Speech | 1. Speak clearly and be understood. | 1. Allow participants to communicate in their own way and be patient. |
| --- | --- | --- |
| 1. Comprehension (Understanding) | 1. Understand simple directions. | 1. Make sure that everyone understands before moving on and provide extra support to those who need it. Provide audio or other resources for those with challenges with reading comprehension. |
| 1. Movement (Mobility) | 1. Access training and participate in activities. | 1. Make sure the venue is accessible and adapt activities to meet different capabilities |

### GROW Assessment (5 minutes)A blue circle with a white phone on it Description automatically generated

#### Overview

Typing GROW in NKText initiates a development assessment that parents can do.

#### Instructions

Use the slides in the Facilitator Workshop PowerPoint to introduce participants to the objectives, background and goal of the development assessment in NKText [(Slide 19-21)](https://docs.google.com/presentation/d/10DWGSYTftye7bFc_jkMsm7HNiGahTFJv/edit#slide=id.g27eae463212_0_23)

The PowerPoint covers the following topics:

* What is the developmental assessment?
* Objectives of development assessment
* Background of development assessment

### Exploring the GROW Assessment (10 minutes)A blue circle with a white phone on it Description automatically generated

#### Instructions

* Ask the trainees to type GROW to initiate the development assessment.
* Divide the trainees based on the smaller groups of 4-5.
* Ask the trainees to explore the GROW Assessment as if they were parents.

### Group Discussion (15 minutes)

#### Instructions

* Divide the trainees based on the smaller groups of 4-5.
* Ask the group to pick a spokesperson to report back to the whole group. Encourage trainees who have not spoken before to be the spokesperson.
* Ask the trainees to use the questions below for a guided discussion within their assigned groups. The spokesperson should take notes during the discussion (10 minutes).
  + Whydo you think the GROW Assessment is important?
  + What are some of the questions or challenges parents might face while going doing this activity?
  + Are there any other questions about the module that they would like to discuss with the whole group?

Ask the spokesperson from each group to share with the larger group (5 minutes).

### LUNCH BREAK                 1 hour

## Module 8: Prepare My Child for Success in School (45 minutes)

### Exploring the Skills (30 minutes)A blue circle with a white phone on it Description automatically generated

#### Instructions

* Ask the trainees to type NEXT to receive the following message:

*“It’s time to pick a new parenting goal! You have completed 2 of 8 goals. Which goal would you like to work on next?”*

Ask the trainees to choose **Prepare My Child for Success**

* Begin by introducing the goal: "Prepare My Child for Success in School" and the skills associated with this goal.
* Briefly explain that this goal is divided into 6 skills, each addressing specific aspects of supporting their children’s reading and arithmetic skills. Mention the titles of the skills within the Goal.
  + Help Your Child’s Language Skills
  + Help Your Child Learn to Read, Part 1 and 2
  + Get Your Child Ready for Maths, Part 1 and 2
  + Engage with Your Child’s School
* Divide the trainees based on the smaller groups of 4-5.
* Ask the trainees to explore the skills associated with the Goal, Prepare My Child for Success in School, until they complete all the six skills. Encourage them to engage with the content as if they are parents themselves.
* Ask the trainees to type NEXT once they are done with a skill to activate the next skill. **Stop after they complete all the six skills of the goal.**

### Group Discussion (15 minutes)

#### Instructions

* Ask the group to pick a spokesperson to report back to the whole group. Encourage trainees who have not spoken before to be the spokesperson.
* Ask the trainees to use the questions below for a guided discussion within their assigned groups. The spokesperson should take notes during the discussion (10 minutes).
  + How did it feel to be a parent participating in the lessons?
  + What aspects of this goal are you concerned about? What did you like about the modules and home activities of this goal?
  + What questions might parents ask in the WhatsApp Support Group about the home activities?
* Ask the spokesperson from each group to share with the larger group (5 minutes).

## Module 9: NKText: Give My Child Structure (45 minutes)

### Exploring the Skills (30 minutes) A blue circle with a white phone on it Description automatically generated

#### Instructions

* Ask the trainees to type NEXT to receive the following message:

*“It’s time to pick a new parenting goal! You have completed 3 of 8 goals. Which goal would you like to work on next?”*

Ask the trainees to choose **Give My Child Structure.**

* Begin by introducing the goal: "Give My Child Structure" and the skills associated with this goal.
* Briefly explain that this goal is divided into 5 skills, based on the age of the child, each focusing on different elements in a child’s environment that support in providing structure. Mention the titles of the skills within Goal 4:
  + Manage My Stress
  + Keep it Positive
  + Create Routines with My Child
  + Creating Family Rules
  + Know Everyone’s Roles
* Ask the trainees to explore the skills associated with the Goal, Give My Child Structure, until they complete all the skills. Encourage them to engage with the content as if they are parents themselves.
* Ask the trainees to type NEXT once they are done with a skill to activate the next skill. **Stop after they complete all the skills of the goal.**

### Group Discussion (15 minutes)

#### Instructions

* Ask the group to pick a spokesperson to report back to the whole group. Encourage trainees who have not spoken before to be the spokesperson.
* Ask the trainees to use the questions below for a guided discussion within their assigned groups. The spokesperson should take notes during the discussion (10 minutes).
  + How did it feel to be a parent participating in the lessons?
  + What aspects of this goal are you concerned about? What did you like about the modules and home activities of this goal?
  + What questions might parents ask in the WhatsApp Support Group about the home activities?
* Ask the spokesperson from each group to share with the larger group (5 minutes).

### TEA BREAK           25 minutes

## Module 10: NKText: Supporting Positive Child Behaviour (45 minutes)

### Exploring the Skills (30 minutes) A blue circle with a white phone on it Description automatically generated

#### Instructions

* Ask the trainees to type NEXT to receive the following message:

*“It’s time to pick a new parenting goal! You have completed 4 of 8 goals. Which goal would you like to work on next?”*

Ask the trainees to choose **Supporting Positive Child Behaviour**

* Begin by introducing the goal: "Supporting Positive Child Behaviour" and the skills associated with this goal.
* Briefly explain that this goal is divided into 4 skills, based on the age of the child, each focusing on different elements in a child’s environment that support in providing structure. Mention the titles of the skills within Goal 5.
  + Redirect Misbehaviour
  + Ignore Demanding Behaviours
  + Managing Anger
  + Teach My Child Consequences
  + Solve Problems with My Child
* Shuffle the groups from the previous activity.
* Ask the trainees to explore the skills associated with the Goal, Supporting Positive Child Behaviour, until they complete all the skills. Encourage them to engage with the content as if they are parents themselves.
* Ask the trainees to type NEXT once they are done with a skill to activate the next skill. **Stop after they complete all the skills of the goal.**

### Group Discussion (15 minutes)

#### Instructions

* Ask the group to pick a spokesperson to report back to the whole group. Encourage trainees who have not spoken before to be the spokesperson.
* Ask the trainees to use the questions below for a guided discussion within their assigned groups. The spokesperson should take notes during the discussion (10 minutes).
  + How did it feel to be a parent participating in the lessons?
  + What aspects of this goal are you concerned about? What did you like about the modules and home activities of this goal?
  + What questions might parents ask in the WhatsApp Support Group about the home activities?
* Ask the spokesperson from each group to share with the larger group (5 minutes).

### TEA/PRAYER BREAK 25 minutes

## Module 11: Keep My Child Safe and Healthy (1 hr 30 minutes)

### Before you Begin

This module focuses on children’s rights and responding to child protection issues.

Facilitators should familiarise themselves with the content of the Convention on the Rights of the Child as it is the responsibility of the State to ensure that these rights are protected and upheld – including supporting parents/caregivers.

As a trainer you should also be aware of the laws and regulations when reporting the disclosure of child abuse, neglect, and other child protection issues. Make sure you know the appropriate child protection policies and referral procedures for the area where you are training. It is also important that you are aware of the local resources that facilitators can refer parents to or use to report child protection issues.

If you do not know these local resources, make sure that there is someone available like an area manager who can provide further information about child protection issues.

You can also refer to the Safeguarding section of the FaciNK app.

#### Digital Parenting

The last two skills of the goal, Keep My Child Safe and Healthy, also helps parents learn how to establish practical internet safety precautions, in order to allow children to make the most of their online experience, with its potential for learning, exploring, being creative and connecting with others.

Using gadgets and going online has become a normal part of life for many children (and parents!). Because school-age children spend more time online unsupervised, there are more internet safety risks for them than there are for younger children, particularly when communicating with others – for example, on social media or within games.

We also help parents teach their children how to use the internet safely, manage internet safety risks and worrying experiences for themselves, and respond to any risks they encounter online. Part of this also includes modelling positive gadget use at an early age.

Many parents may also not have much exposure to digital technology, especially grandparents, while others will be very familiar with applications like TikTok. Concepts of digital parenting and online child safety may also be relatively new to facilitators who will be delivering the programme.

### Discussion about Children’s Rights (20 minutes)

#### Overview

This activity is intended to increase parents’ awareness and knowledge of Children’s Rights, vulnerabilities, and child protection. It is important that you keep the small group discussions short for each question – 2 minutes or less. This will make sure that the conversation stays on topic.

#### Instructions

Introduce the activity by explaining that today we will be exploring children’s rights and the responsibilities of parents to uphold these rights.

##### Identifying children’s rights

1. Divide participants into groups of 3 or 4 people each.
2. Ask them to discuss the following questions:
   * What are some of the things that parents need to provide to their children?
   * What physical needs do children have?
   * What emotional needs do children have?
   * What spiritual needs do children have?
   * What other rights do children have?
   * Why are these rights important for your children?
   * Are the rights of children with disabilities different from the rights of other children?
3. Allow participants to talk in small groups for about 2 minutes for each question.
4. At the end of the 2 minutes, ask participants to share their ideas in the larger group.
5. Write these ideas down on the flipchart.
6. After this discussion, explain that these child rights are enshrined in the United Nations Convention on the Rights of the Child which was ratified by Malaysia.
7. Ask participants what they can do to uphold and protect these rights for their children’s wellbeing.
8. Allow the discussion to continue for about 5 minutes. Write down their ideas on the flipchart!

##### Children’s vulnerabilities

###### **Overview**

In this activity, participants explore what it means to be vulnerable and how parents can protect children from harm and abuse.

###### **Instructions**

1. Participants should remain in the same group as before.
2. Instruct participants to choose a spokesperson for their group.
3. Ask the participants to discuss the following questions:
   1. What is a ‘vulnerable child’?
   2. What puts these children at risk of harm in their family?
   3. What puts these children at risk in their community?
4. Allow participants to discuss each question for about 3 minutes each.
5. At the end of the 3 minutes, ask parents to share their ideas in the larger group.
6. Write these ideas down on the flipchart.

##### Discussion about child abuse

###### **Instructions**

1. Participants work in their small groups.
2. Ask participants to discuss the following topics:
   1. What does “abuse” mean to you?
   2. What kind of abuses are our children vulnerable to experiencing?
   3. What does “violence against children” mean to you?
   4. What does “child exploitation” mean to you?
   5. What does “child neglect” mean to you?
   6. What does “family separation” mean to you?
3. Allow participants to discuss each question for about 2 minutes each.
4. At the end of the 2 minutes, ask participants to share their ideas in the larger group.
5. Write these ideas down on the flipchart.

**You can also provide participants with the formal definition of each topic (see below).**

**Ask the participants if they have any further questions before moving on to the next activity.**

**Definitions of Child Maltreatment:**

1. Abusing a child refers to a deliberate act of maltreatment that can damage a child’s security, wellbeing, dignity, and development. Abuse includes all forms of physical, sexual, psychological and emotional maltreatment.
2. Violence against children is defined as forms of physical or mental violence, damage and abuse, neglect or neglectful treatment or maltreatment or exploitation, including sexual abuse.
3. Child exploitation refers to using the child for economical or sexual benefit, for gratification or profit, often resulting in unjust, cruel and harmful treatment of the child.
4. Child neglect refers to, deliberately or not, failing to plan for or ensure the child’s physical security and development. Neglect can significantly disrupt the child’s health and development, weakening their ability to thrive emotionally and socially.
5. Family Separation: Any situation in which children are separated from their legal guardian. Separation can result from legal removal of a child due to allegations of abuse, disasters or conflict, trafficking, the institutionalisation of children in residential care centres or detention centres, or children living outside their families on the street or elsewhere.

### Exploring the Skills (30 minutes)A blue circle with a white phone on it Description automatically generated

##### Pencil with solid fillInstructions

* Ask the trainees to type NEXT to receive the following message:

*“It’s time to pick a new parenting goal! You have completed 5 of 8 goals. Which goal would you like to work on next?”*

Ask the trainees to choose **Keep My Child Safe and Healthy.**

* Begin by introducing the goal: "Keep My Child Safe and Healthy" and the skills associated with this goal.
* Briefly explain that this goal is divided into 5 skills, based on the age of the child, each focusing on ways to keep a child safe and healthy. Mention the titles of the skills within Goal 6.
  + Teach Safe Touch
  + Community Safety
  + Responding to Crises
  + Strengthen My Child’s Nutrition and Health
  + Know Online Safety Basics
  + Build Habits and Trust Online
* Ask the trainees to explore the skills associated with the Goal, Supporting Positive Child Behaviour, until they complete all the skills. Encourage them to engage with the content as if they are parents themselves.
* Ask the trainees to type NEXT once they are done with a skill to activate the next skill. **Stop after they complete all the skills of the goal.**

### Mapping Risk Areas and Safe Spaces (20 minutes)

#### Overview

In the module on Community Safety, parents are asked to identify places that are safe and risky in the community. Lead trainees in the same activity so that they understand what we are asking parents to do.

#### Instructions

1. Divide the group into teams of 4 or 5 participants each.
2. Distribute the needed materials: flipchart paper, markers, and tape.
3. Instruct participants to draw a map of their community. If participants are from different communities, they should choose one person who can map their community.
4. Ask participants to draw a map showing all the places the participants think are important.
5. These might include churches, markets, health services, services for children with disability (such as health, education, recreational programs, and caregiver support services), schools, taverns, homes, places where people meet, places where people socialise, roads that they have to walk on and so on.
6. Ask participants to put a circle on all the areas on their map that they think of as safe places for their children.
7. Ask participants to put an “X” on all the areas on their map that they think of as unsafe places for their children.
8. Invite participants to come to the larger group and display their maps on the wall.
9. Each team presents their map.
10. Discuss the different understandings of what “safe” and “unsafe”, or “risky” dangerous” are in the group.
11. Ask participants whether there are any specific places where children might be at risk of being:
    1. Sexually exploited/ sexually abused?
    2. Exposed to drugs or alcohol abuse?
    3. Exposed to physical violence?

### Group Discussion (20 minutes)

#### Instructions

* Ask the group to pick a spokesperson to report back to the whole group. Encourage trainees who have not spoken before to be the spokesperson.
* Ask the trainees to use the questions below for a guided discussion within their assigned groups. The spokesperson should take notes during the discussion (15 minutes).
* Possible questions include about the Mapping Activity:
  + Why do you think Naungan Kasih asks parents to do this Mapping Activity?
  + Why might parents want to involve children in a discussion about safety outside the home?
* Possible questions about other skills
  + Whydo you think these skills are important?
  + How did you feel when experiencing the skills as parents?
  + Can you identify instances where these skills align with your role as an educator?
  + What are your key takeaways from both the skill content and the discussions within their groups?
  + Are there any other questions about the module that they would like to discuss with the whole group?
* Ask the spokesperson from each group to share with the larger group (5 minutes).

## Closing (20 minutes)

### Assignment of Home Activities (5 minutes)

#### Instructions

Assign the following home activities to the facilitators:

* Complete the next goal in NKText
* Ask the trainees to type NEXT to receive the following message:

*“It’s time to pick a new parenting goal! You have completed 6 of 8 goals. Which goal would you like to work on next?”*

Ask the trainees to choose **Have a Healthy Relationship with My Spouse.**

* Introduce trainees to FaciNK:
  + Android users: Download from Google Play Store
  + Apple users: <https://plh-facilitator-my.web.app/template/home_screen>
* Tell trainees to read through the following sections of the Facilitator Guide of FaciNK:
  + How to use this App,
  + Guide for Parent Reflection & Celebration,
  + How to Add Parents and Report Attendance.
* Read through the Weekly Sessions in FaciNK.
* Take some time to independently navigate through the FaciNK App, familiarising yourself with its various functions and features.
* Think of at least one potential challenge or concern that might come up during programme delivery.
* Ask one participant to prepare to lead the Taking a Pause and another to prepare to lead the Physical Exercise at the beginning of the session.

### Share One Thing You Learned (5 minutes)

Ask each participant to share ONE thing that they learned during the session, in under **one minute.**

### Circle of Appreciation (3 minutes)

#### Instructions

* Model the Circle of Appreciation for participants before they do it in pairs.
* Participants find a partner sitting next to them.
* Each person complements their partner. The compliments can be about anything as long as they are sincere.
* Each person praises themselves.
* Ask the participants to reflect on what it was like to be praised and what it was like to praise.

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### Take a Pause (2 minutes)

#### Instructions

Take a Pause with the participants. You can make it brief (about a minute):

* Close eyes
* Focus on thoughts, feelings, and body sensations (15 seconds)
* Focus on breath (30 seconds)
* Expand focus to the entire body and sounds (15 seconds)
* Open eyes

### Closing Activity/Prayer

We close each session with a goodbye activity. Allow participants to decide how they would like to end the session. This may be a prayer or a group clap.

Congratulate the participants for their hard work and attention during the session. They have now completed the following parts of the Naungan Kasih programme:

* Improve My Relationship with My Child
* Understand Child Development
* Understanding Disability
* Prepare My Child for Success in School
* Give My Child Structure
* Support Positive Behaviour
* Keep My Child Safe and Healthy

You should also thank them for the commitment they have made to helping parents build a House of Love and Support for their families!

## 3 | Day Three of Facilitator Training Workshop

### Overview of the Session

| Day 3 – Overview | |
| --- | --- |
| Goals | * Being aware of the skills in NKText Goals   + Have a Healthy Relationship with My Spouse   + Build a Family Budget and Save Money * Setting up FaciNK App * Providing Online Support via FaciNK App * Respond to potential challenges that may arise during programme delivery. * Understand how to respond to child protection issues and other referrals. * Review of NKText Goals (during Reflection) * Reflect upon their experience as trainees and celebrate completion of the training workshop. |
| Materials | * Attendance register, name tags, projector and screen (if available), flipchart, flipchart paper, markers, notebook and pen (1 per participant), and adhesive to stick papers on the wall. * Refreshments and/or lunch (if relevant). |
| Preparation | * Set up the room with chairs in a circle. * Prepare materials for name tags. * Prepare materials and refreshments for break (if relevant). |

| Session Agenda | | |
| --- | --- | --- |
| **Beginning of Day Activities** | * Welcome Activities * Emotional Check-in * Reflection and Discussion of Day One * Overview of Day Three | **1 hour** |
|  |
| **Module 12: NKText: Build a Family Budget and Save Money** | * Group Discussion of Home Activity * Exploring the Skills * Group Discussion | **45 minutes** |  |
| **Module 13: FaciNK - Introduction and Practising Groups** | * Introduction to FaciNK * Adding Parents to FaciNK * Accessing Facilitator Guide * Set up WhatsApp Group | **45 minutes** |  |
| **Tea Break** | | **15 minutes** |  |
| **Module 14: Continue Practising WhatsApp Groups** | * Practising Conducting Weekly WhatsApp Support Group * Reporting Attendance * Setting up Peer WhatsApp Groups | **1 hour 15 minutes** |  |
|  |
| **Lunch/Prayer Break** | | **1 hour** |  |

| **Module 14: Dealing with Potential Challenges During Programme Delivery** | * List Potential Challenges for Programme Delivery * Explore and Practising Solutions * Discussion * Referrals | **1 hour 30 minutes** |  |
| --- | --- | --- | --- |
| **Tea Break** | | **15 minutes** |  |
| **Module 15: Collaborative Art Activity** | * Reflection and Review * Art Activity * Sharing * Questions | **45 minutes** |  |
|  |
| **Module 16: Facilitator Reflection and Celebration** | * Discussion on continued support * Loving Kindness Exercise * Circle of Appreciation * Closing | **30 minutes** |  |
|  |

Total Time = 8 hours

### Before you Begin

#### Goals of the Session

By the end of Day Three, trainees will be able to do the following:

* Be aware of the following NKText Goals:
  + Have a Healthy Relationship with My Spouse
  + Build a Family Budget and Save Money
* Understand how to navigate through the FaciNK app
* Delivering the WhatsApp support groups
* Using FaciNK to report on attendance and delivery
* Troubleshooting challenges that might come up during Naungan Kasih
* Know how to respond to child protection or other safety concerns
* Conducting the final in-person celebration
* Reflecting on the experience during the programme

#### Preparation Needed

1. Read through the following sections of the Facilitator Guide of FaciNK
   * How to use this App
   * Guide for Parent Reflection & Celebration
   * How to Add Parents and Report Attendance
2. Read through the Weekly Sessions in FaciNK
3. Confirm arrangements for food and refreshments for lunch and tea breaks.
4. Make sure that projector is working.
5. Arrive at least 30 minutes early to make sure the space is set up correctly and so that you can welcome the trainees modelling how they will welcome the parents to their sessions.
6. Prepare the space for the session with chairs in a semicircle with a chair for lead trainer in the centre along the edge of the semicircle and another chair for the co-leader on the end next to the flipchart.
7. Ensure that any technology that you need is prepared: your phones charged, internet connection secure. Make a back-up plan for any technology failures. Ensure everyone has access to the FaciNK App on their phone.

#### Session Overview

Congratulations for getting to the final day of the Naungan Kasih Facilitator Training Workshop!

Day 3 of the Facilitator Training Workshop will:

* Introduce facilitators to the FaciNK app
* Guide them through the onboarding process
* Equipping them with the skills to navigate the App:
  + Enter parents in their groups
  + Provide online support via the WhatsApp groups
  + Report on attendance and programme delivery

Trainees will have the opportunity to discuss potential challenges that might arise while delivering the programme with parents. It is important that you allow sufficient time to discuss these challenges in detail, identify potential solutions, and choose a solution as a group – problem solving in action!

The last day is also an opportunity for trainees to reflect on the changes experienced over the course of the Facilitator Training Workshop. Participants may share how they have changed as facilitators or as parents. They may even notice some changes in how their children behave.

This session is sometimes emotionally challenging to many facilitators (and also for you). They may have developed strong relationships with each other and changed quite a lot over the programme.

Through their own reflection activities, the session also introduces trainees to the last in-person session: Parent Reflection and Closing.

## Beginning of Day Activities (1 hour)

### Welcome Activities (10 minutes)

#### Instructions

Begin Day Three of the Naungan Kasih Facilitator Training Workshop with the following activities:

1. Welcome each participant as they arrive.
2. Welcome the entire group to begin the session:
   1. Praise the participants for making the effort to come to the session amidst their busy lives.
   2. Try to start on time to model this for their own groups.
3. Take a Pause. Ask the trainee assigned yesterday to lead taking a pause. Ask participants if they have any questions about this activity.
4. Physical Exercise. Ask the trainee assigned yesterday to lead the Physical Exercise. Make it fun!

Remember that you are modelling how to deliver the programme to parents so try to be active, engaging, and positive!

### Emotional Check-In (5 minutes)

#### Instructions

* Begin by emphasising that this is a safe space for everyone to express their feelings and that the check-in is optional, with no pressure to share more than they are comfortable with.
* Encourage each participant to share a brief statement about how they're feeling emotionally at that moment. Encourage them to use just a few words or a sentence to describe their emotional state.
* As the facilitator, start by sharing your own emotional state. Keep your sharing concise and authentic.
* Begin the emotional check-in by inviting the person to your left (or any systematic order) to share their emotional state. Remind participants that they can choose to "pass" if they don't want to share at this time.
* Continue around the circle until all participants who wish to share have done so. If someone passes, simply move on to the next person.
* Once everyone who wishes to share has done so, thank the participants for their openness.

### Reflection and Discussion of Day Two (25 minutes)

#### Instructions

Begin by inviting participants to reflect on their experiences from the previous day working through the NKText chatbot. Ask about their key takeaways and any concepts or skills that particularly resonated with them. You can use the following questions as a guide:

* How was your experience with NKText chatbot?
  + Were there any specific features or goals that you found challenging?
  + Do you have any questions or concerns about how parents will experience it?
* How do you see the skills and techniques we've covered so far fitting into your role as a facilitator or educator?
  + Are there any concerns or challenges you anticipate as you continue to integrate these strategies into your interactions with parents?
* Is there anything from yesterday’s session or the overall training that you would like to reflect on or discuss further? This is an open space for any thoughts or insights you would like to share.

**Tips to discuss concerns and issues raised during the reflection:**

* Remember to model Accept, Explore, Connect, and Practise!
* **Accept** concerns or experiences by actively listening to the concerns or issues raised by participants. Give them your full attention and show empathy for their perspectives.
* **Explore** with follow-up questions to ensure you fully understand the nature of the concern. Seek clarification on any points that are not clear.
* Help participants **connect** challenges to constructive solutions. Encourage them to share their ideas on how the concern could be addressed. E.g., what to do if a parent does not follow a ground rule?
* Encourage parents to **practise** solutions to challenges in role-plays.

### Overview of Day 3 (5 minutes)

Share the agenda for Day 3, highlighting the topics, activities, and objectives that were planned:

* Being aware of the NKText Goals
  + Have a Healthy Relationship with My Spouse
  + Build a Family Budget and Save Money
* Introduction to the FaciNK app
* Delivering the WhatsApp support groups
* Using FaciNK to report on attendance and delivery.
* Troubleshooting challenges that might come up during Naungan Kasih
* Know how to respond to child protection or other safety concerns.
* Conducting the final in-person celebration
* Reflecting on the experience during the programme

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## Module 12: NKText: Build a Family Budget and Save Money (45 minutes)

### Group Discussion on Home Activity (15 minutes)

#### Instructions

* Ask the group to pick a spokesperson to report back to the whole group. Encourage trainees who have not spoken before to be the spokesperson.
* Ask the trainees to use the questions below for a guided discussion within their assigned groups for the home activity of completing the goal, “**Have a Healthy Relationship with My Spouse”**. The spokesperson should take notes during the discussion (10 minutes).
  + Why is this goal important?
  + How did it feel to be a parent participating in the lessons?
  + What aspects of this goal are you concerned about? What did you like about the modules and home activities of this goal?
  + What questions might parents ask in the WhatsApp Support Group about the home activities?
* Ask the spokesperson from each group to share with the larger group (5 minutes).

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### Exploring the Skills (20 minutes)

#### Instructions

* Ask the trainees to type NEXT to receive the following message:

*“It’s time to pick a new parenting goal! You have completed 7 of 8 goals. Which goal would you like to work on next?”*

Ask the trainees to choose **Build a Family Budget and Save Money**

* Begin by introducing the goal: "Build a Family Budget and Save Money" and the skills associated with this goal.
* Briefly explain that this goal is divided into 4 skills, each focussing on the 4 steps to build a family budget
  + Understand Needs and Wants
  + Talk about Monthly Expenses
  + Make a Monthly Budget
  + Make a Saving Plan
* Shuffle the groups from the previous activity.
* Ask the trainees to explore the skills associated with the Goal, Build a Family Budget and Save Money, until they complete all the skills. Encourage them to engage with the content as if they are parents themselves.
* Ask the trainees to type NEXT once they are done with a skill to activate the next skill. **Stop after they complete all the skills of the goal.**

### Group Discussion (10 minutes)

#### Instructions

* Ask the group to pick a spokesperson to report back to the whole group. Encourage trainees who have not spoken before to be the spokesperson.
* Ask the trainees to use the questions below for a guided discussion within their assigned groups. The spokesperson should take notes during the discussion (10 minutes).
  + How did it feel to be a parent participating in the lessons?
  + What aspects of this goal are you concerned about? What did you like about the modules and home activities of this goal?
  + What questions might parents ask in the WhatsApp Support Group about the home activities?
* Ask the spokesperson from each group to share with the larger group (5 minutes).

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## Module 13: FaciNK App (45 minutes)

### Introduction to FaciNK App (10 minutes)

#### Instructions

* Introduce FaciNK to the facilitators:
  + FaciNK App is designed to support facilitators during the Naungan Kasih Programme Delivery.
  + Facilitators will the FaciNK App to:
    - Add parents to FaciNK
    - Access Facilitator Guide for delivering in-person sessions
    - Conduct Weekly WhatsApp Support Group Sessions (applicable for Group A and C only)
    - Report Attendance
    - Handle safeguarding issues
* Open the web-version of [FaciNK App](https://plh-facilitator-my.web.app/template/home_screen) on your computer device connected to the projector and the screen.
* Provide an overview of the FaciNK App interface, covering the following key sections
  + The three buttons at the bottom of the App for Reporting Attendance, Home, and Profile:



* The four sections of the home screen
  + Weekly Sessions
  + Facilitator Guide
  + Safeguarding
  + Frequently Asked Questions
* The Menu bar on top right
  + For Changing language
  + Giving Feedback

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### Using the Facilitator Guide (10 minutes)

* Divide the participants into groups of **FIVE**.
  + Make sure that iPhone users are in the same group.
* In the group, ask the participants to explore the following sections of the Facilitator Guide:
  + Overview of Naungan Kasih Programme
  + Guide for In-Person Onboarding
  + Guide for Parent Reflection and Celebration
* Ask the participants if they have any questions.

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### Adding Parents to FaciNK (10 minutes)

* Demonstrate the following on FaciNK App. Facilitators can find this information in FaciNK under “How to Add Parents & Report Attendance” in the Facilitator Guide section.
* Ask facilitators to add themselves as the facilitator in the FaciNK
* Ask facilitators to add each other to their FaciNK as if they were parents in their group.
* How to Add a parent:
  + Select the profile icon from the bottom navigation bar.
  + Choose “Add Parent”.
  + Enter parent details in the form. To enter the parent’s unique identifier (UID), ask them to text “ID” on NKText. Copy the 6-digit number into the parent profile.
* How to Add a Co-Parent
  + If two parents are participating in the programme, together, you must link their accounts.
  + Once you have added the first parent profile, to add a second parent, select “Add Parent”.
  + Enter parent details in the form. To enter the parent’s unique identifier (UID), ask them to text “ID” on NKText. Copy the 6-digit number into the parent profile.
  + Select “Add Co-Parent”.
  + Select the co-parent from available parent user profiles.
  + Select “Save”.
  + Both parent profiles will be updated to note the co-parent.
* Give the participants a few minutes to follow your demonstration. Participants will not have a 6-digit number to enter in the profile during the training.
* Ask the participants if they have any questions.

### How to Report Attendance (15 minutes)

* Demonstrate the following on the FaciNK App
  + Select the pencil icon from the bottom navigation bar.
  + Select whether you are reporting on an in-person or WhatsApp session with your parents.
  + Remind the participants that they need to report attendance for their parents after every in-person session and WhatsApp session.
  + Complete the report.
  + In case the facilitator wants to edit the report:
    - Select the pencil icon from the bottom of the navigation bar.
    - Select whether the session you want to edit was an in-person or WhatsApp session.
    - Select the session that you want to edit.
    - Your previous selections will appear. You can now edit your selections and select “Save”.
  + Ask the participants if they have any questions about reporting attendance.
  + Tell facilitators that there will also be a checklist where they can report whether they have done all the activities.

### TEA BREAK   15 minutes

## Module 14: Weekly WhatsApp Support Group Sessions (1 hour 15 minutes)

### Demonstration (5 minutes)

* In the groups, ask the participants to create a temporary WhatsApp group for the next section.
* If any participant feels uncomfortable sharing their phone number, they can simply choose to observe their peers.
* Explain to facilitators that the WhatsApp groups in Naungan Kasih are to provide parents with additional support on parenting skills during the programme.
* Ask the participants to look for the "Weekly Sessions" section on FaciNK homepage.
* Show participants the 5 weekly chat sessions:
  + After Onboarding Session
  + Week 1: One-on-One Time
  + Week 2: Check-in
  + Week 3: Check-in & Identifying Group Admin
  + Week 4: Final Session
* Show how facilitators share messages using FaciNK:
  + Once you're on the content for that week, locate the "Share" icon. It's typically represented as an arrow pointing upward or a box with an arrow, and it's used to share content.
  + Click on the "Share" icon.
  + In the menu that appears, select "WhatsApp" as your sharing option. Choose your Naungan Kasih Support Group from the list.
  + Before you hit the "Send" button, make sure to add any necessary information.
  + Finally, click the "Send" button to share the content with your Naungan Kasih Support Group.
* Common challenges
  + Show participants the Common Challenges section on FaciNK.
  + Explain that these are arranged according to each parenting skill in Naungan Kasih and NKText.
  + Each skill has a list of common challenges and possible solutions that parents have brought up previously during Naungan Kasih.
  + They should follow the same instructions as Sharing Weekly Messages to share the solutions to the challenges.
  + If facilitators encounter a challenge not covered in the weekly session, they should contact their supervisor for further guidance.
* Logistics
  + Explain that the WhatsApp group sessions should start as soon as possible after the Onboarding Session (1-2 days later).
  + They should establish a suitable time for the WhatsApp groups with their parents during the Onboarding Session.

### Practice (40 minutes)

* Ask participants to practise using the FaciNK to share WhatsApp messages in their groups.
* Each group should choose a facilitator to go first with the After Onboarding Session group chat.
* Other participants should pretend they are parents who are experiencing Naungan Kasih programme and the NKText chatbot.
  + “Parents” can share positive and negative experiences.
  + “Facilitators” should practise providing advice and troubleshooting challenges with “parents”.
  + “Facilitators” can use the FaciNK “Common Challenges” section to help them find appropriate solutions to challenges.
* Remind participants to use **Accept, Explore,** and **Connect**
  + **Accept** responses by…
    - Using emojis and thumbs up to acknowledge parents.
    - Paraphrase responses to double check that they understand parents correctly.
  + **Explore** challenges with simple questions to understand the situation before…
  + **Connecting** parents to possible solutions using the Common Challenges section
* Rotate through so each facilitator gets a chance to practise leading a WhatsApp group session.
* Ask the group if they have any questions.
  + How did you feel when leading as a facilitator and experiencing as a parent?
  + What aspects of these topics are you concerned about delivering as a facilitator yourself?

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### Practice: Handing over to group moderators (30 minutes)

* Share with the participants:
  + At the end of the Week 3 chat session, facilitators will ask for volunteers to take over moderating duties for the WhatsApp groups.
  + Once the volunteers are selected, facilitators will schedule a call with the parents to guide them.
* Ask the participants to read “Handing over Peer Moderators” section of FaciNK

#### Demonstrate (10 minutes)

* Demonstrate a call with the parents where they are handing over the WhatsApp Group:
  + Thank the parent for volunteering to lead the WhatsApp group.
  + While engaging with other parents in the group, keep the following in mind:
    - Greet parents when engaging with them.
    - Respect what participants share and be aware of different ages, genders, values and circumstances.
    - Encourage parents to share and respond to each other - and praise them for it.
    - Remind parents of ground rules when needed.
    - Model the behaviour you want to see among the parents.
  + If the parent needs any prompts for discussion, share the following:
    - Let us celebrate our successes! What was something positive you experienced when you tried one of the NKText skills with your child?
    - Trying out new skills can be hard at first. What was something difficult that you experienced when you tried a NKText skill with your child at home?
  + Remind the parent that they are not obligated to respond to messages all times. Participants may send messages at any time during the week. To keep your workload manageable, you can respond to messages once or twice a day, depending on your schedule.
  + Ask them if they have any questions.
  + Remind the parent that unfortunately, you will no longer be able to participate in the WhatsApp group.

#### Practice (10 minutes)

* Divide the participants in pairs.
  + Ask one person to the facilitator, and another person to be peer moderator.
  + Ask them to role play the call where the facilitator guides the parents.
  + Ask them to reverse the roles.

#### Discussion (10 minutes)

* At the end of role plays, ask the whole group:
  + How did you feel when experiencing the handover as a parent?
  + What aspects of these topics are you concerned about delivering as a facilitator yourself?

### LUNCH/PRAYER BREAK                     1 hour

## Module 14: Dealing with Potential Challenges during Programme Delivery (1 hour 30 minutes)

### Before you Begin

This module provides trainees with a detailed overview of the different aspects of delivering the Naungan Kasih programme.

It can be helpful to facilitate this activity in a collaborative way in which you are asking participants to identify the different important parts of the programme. This will give you an idea of how much they have learned about the way the programme is delivered.

It is also very helpful to have a programme coordinator or supervisor present during this part of the session for two reasons:

First, there may be specific logistical issues that you are not familiar with and require the input of a manager.

Second, it is very important that the people who are managing the facilitators are also aware of the logistical issues of delivering the programme so that they have reasonable expectations for their employees.

### 

### Listing Potential Challenges (15 minutes)

#### Instructions

* Ask the trainees to share potential concerns and challenges that might have about delivering the Naungan Kasih programme with families.
* Trainees should focus on challenges delivering both the in-person and WhatsApp parts of the programme.
* Make a list of all these challenges of flipchart.
* You can refer to the list of questions and concerns that come up during the training and were saved for later in the “Notice Board” on a piece of flipchart paper.

The following are a list of typical challenges (also mentioned in the FaciNK App’s FAQ) that often occur during programme delivery. They are real life issues that facilitators have raised during their coaching sessions:

* Technological issues:
  + A parent needs support accessing NKText and I'm not sure how to answer their question,
  + A parent struggles to participate in WhatsApp groups.
* Facilitation issues:
  + Explaining the programme to parents,
  + Maintaining and improving facilitator skills,
  + Group members are from different educational and socio-economic backgrounds,
  + When a parent triggers you emotionally,
  + When you feel anxious or nervous to deliver the programme.
* Group Management issues:
  + A parent cannot commit to the ground rules,
  + Parents who do not want to share,
  + Parents who bring children to sessions,
  + Being challenged for not being a parent,
  + Parents who talk too much, boss other parents around,
  + Parents who do not participate in activities,
  + Parent starts crying when sharing something personal,
  + When a parent comes to the session intoxicated,
  + A parent is personally messaging me or calling me with lots of questions on their parenting habits or child’s misbehaviours.
* Safety and protection issues:
  + A parent discloses issues about child safety and health,
  + A parent discloses abuse, neglect, or exploitation,
  + A parent wants to know how to report abuse, neglect, or violence,
  + A participant wants to know free and confidential services to discuss their crisis,
  + Conflict between parents during a session,
  + A parent reports that she or he is getting beaten by an intimate partner.

### Exploring and Practising Solutions (45 minutes)

#### Overview

You have about 45 minutes to discuss solutions and practise them. This usually allows for two or three rounds of challenges. The last 5 minutes are for discussion on problem solving as a group.

#### Instructions

1. Divide participants into groups of 4 to 5 people each.
2. Give each group a challenge to explore further, discuss possible solutions, and choose one solution to present to the larger group.
3. Each group shares their challenge and solution to the larger group.
4. Ask if there are any questions or concerns about the consequences of the solution. You may have to help the participants identify a more effective solution.
5. Invite at least 2 participants from the group to practise the solution.
6. Some challenges may involve more people such as when two facilitators have to work together to intervene in a conflict between two parents.
7. Debrief with participants asking ‘parents’ and ‘facilitators’ to reflect on their experience.
8. Praise participants for practising.
9. Give each group another challenge.

### Discussion On Problem Solving as a Group (15 minutes)

* How did it feel to work together as a group to solve challenges that might arise?
* What other concerns do you have at this point about delivering the in-person section of the programme?
* What do you need to help you feel confident and supported while delivering the programme?
* Reiterate with the participants that they are **not moderators** of the WhatsApp Support Groups but are there to only share weekly discussion prompts in the WhatsApp Support group. They will only interfere if the content discussed goes against positive parenting practices.

### 

### Referrals (15 minutes)

The process for referrals will vary by sector and organisation so you need to familiarise yourself with the specific processes where you are training. Remind participants that Naungan Kasih only focuses on positive parenting and parent-child relationships. It will not solve all of the parents’ problems and issues. Sometimes families need help beyond what the programme can provide.

* Write “Referrals” at the top of a flipchart and draw a line vertically down the middle.
* Discuss possible topics that might require referrals, either legally or ethically, including child protection issues. Ask participants if they can think of situations that families may require additional help or support.
* Write down these ideas on the left side of the flipchart.
* Ask participants what services they might need to refer their participants to considering the situations they have provided. **Ask the participants to refer to the Safeguarding Module of the FaciNK App.**  For example, if a caregiver discloses to the facilitator they are being beaten by their partner, what service do you think they want and where would you refer them?
* Possible services may include:
  1. Clinics
  2. Police
  3. Child protection services
  4. Sexual and gender-based violence support services
  5. Mental and physical health services
  6. Government financial support
  7. Churches or faith centres
* Remind facilitators that they should know what services are available and how to contact those services (phone number etc).
* Discuss possible situations that facilitators may legally need to report potential child protection issues. Discuss the organisational protocols for dealing with children protection issues and other emergency situations.
* Ask the participants if they have any further questions regarding how to do referrals.

### TEA BREAK             15 minutes

## Module 15: Collaborative Art Activity (45 minutes)

### Overview

Participants have the opportunity to reflect on their experience during the Facilitator Training Workshop. They share how they have changed as well as what changes they have noticed in their parenting behaviours and children at home. It can be very emotional at the end of a long and intense process. At the same time, it can be a celebration of joy and accomplishment!

### Reflection (10 minutes)

#### Instructions

Lead a reflection of the past three days during the Facilitator Training Workshop:

* Start from the night before the first day of the workshop and take the participants step by step through the entire training until they arrive in the present moment sitting in their chairs.
  + Remind participants about what it was like to practise delivering the Onboarding Session on Day One
  + Remind participants about the parenting skills covered in NKText:
    - Improve My Relationship with My Child
    - Understand Child Development
    - Prepare My Child for Success in School
    - Give My Child Structure
    - Supporting Positive Child Behaviour
    - Keep My Child Safe & Healthy
  + Remind parents about their experience today exploring FaciNK, practising leading WhatsApp groups, and troubleshooting challenges.
* Ask the participants to reflect on how they felt and what they were thinking at each stage.
* Ask participants to think about what their goal was on the first day of the workshop:
  + What was your goal? Do you remember?
  + Has your goal been achieved?
  + Has your goal changed?
* Ask participants to reflect about how they have changed as a facilitator, as a parent and as an educator.
* How have you changed? How are you different?
* What was the most important thing that you learned?
* What skills or support do you still need to deliver the programme?
* Ask participants to think of ONE aspect of the training that they would like to take with them when they leave. It can be something to remind themselves of their experience and why they decided to become a Naungan Kasih facilitator.
* Ask participants to notice their breath, the feeling of their bodies, the sounds in the room, and then, when they are ready, to open their eyes.

### Art Activity (15 minutes)

* After the reflection, distribute paper and crayons for the art activity. Ask the participants to draw pictures that relate to some of the above questions.

### Sharing (20 minutes)

* Ask the participants to share their drawings in the larger group.
* After each participant shares, s/he places his/her picture in the middle of the circle to show the communal vision of positive parenting.

## Module 16: Facilitator Celebration & Next Steps (30 minutes)

### Discussion on continuing support (10 minutes)

#### Overview

The end of the programme can be a very emotional time for parents. Many parents may feel anxious about the next stage in their lives. It is important that facilitators can provide some support and encouragement. In this activity, facilitators will brainstorm some solutions for their community, so they are prepared during the closing session.

#### Instructions

Lead a discussion to help facilitators to identify specific ways in which the parents in their community can support each other:

Useful questions to help prompt discussion may include:

* What are some of the ingredients that you have in your community to continue supporting parents?
* In what ways can the parents continue to support their children’s development and their lives after the programme?

Remind the participants that, it is important to identify the following:

* Two peer-group moderators to lead the WhatsApp Support Group
* The moderators receive the guidelines for leading the group.
* You have had a guidance call with both the moderators to answer any questions.
* Time and day that will best suit everyone to have weekly chats.
* Reinforcing the ground rules for the WhatsApp Support Group.

Remember, the facilitators know their community best, and each facilitator may have a different idea. Accept diversity in ideas and encourage facilitators to learn from each other.

### 

### Loving Kindness Exercise (5 minutes)

#### Overview

At the end of the session, participants learn one last stress reduction activity – a Loving Kindness exercise. This activity helps participants connect with a sense of loving-kindness towards themselves and their families. It brings closure to the culminating activity while reconnecting participants to a sense of wellbeing and calmness.

It is also the final relaxation activity during the Naungan Kasih Programme and can be found on Page x of the Facilitator Manual. You should also practise this activity for yourself since you deserve plenty of Loving Kindness

#### Instructions

###### Step 1: Preparation

* Sometimes when we are experiencing stress, feeling alone, or just needing support, it can be helpful to send thoughts of loving kindness to ourselves.
* This exercise helps us to become more grounded and present – which increases well-being and balance - helping us to manage stress, illness and difficulty. [Pause]
* Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap. [Pause]
* Close your eyes if you feel comfortable. [Pause]

###### Step 2: Becoming Aware

* Ask yourself, “What is my experience at this moment?” [Pause]
* Notice what thoughts you are experiencing. Notice if they are negative or positive. [Pause]
* Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant. [Pause]
* Notice how your body feels. Notice any discomfort or tension. [Pause]

###### Step 3: Opening to Loving Kindness

* Connect to your heart in a kind and gentle way. You may want to place one hand on your heart or chest. [Pause]
* You can then say the following words silently to yourself [Pause]

May I be peaceful. [Pause]

May I be safe. [Pause]

May I be healthy. [Pause]

May I be happy. [Pause]

May I feel loved. [Pause]

*Repeat slowly once or twice taking your time between each phrase.*

* If you feel comfortable, you can also send thoughts of loving-kindness to your child, your partner, your family, and anyone else who is close to you in your life. [Pause]

May you be peaceful. [Pause]

May you be safe. [Pause]

May you be healthy. [Pause]

May you be happy. [Pause] May you feel loved. [Pause]

*Repeat slowly once or twice taking your time between each phrase.*

###### Step 4: Expanding Awareness

* Allow your focus to expand to the whole body. [Pause]
* Allow your focus to expand to the sounds in the room. [Pause]

###### Step 5: Reflecting

* Take a moment to reflect on your experience.
* When you are ready, open your eyes. [Pause]

*Remember that you can do this activity at any time whenever you feel like you need extra support.*

### Circle of Appreciation (5 minutes)

#### Instructions

This is the final Circle of Appreciation. Encourage participants to make eye contact and use the name of the person they are complimenting. The compliments can be about anything as long as they are sincere.

### Celebration (15 minutes)

Close out the session with an activity or prayer and distribute the certificates.

***Thank and praise the participants for their commitment to being part of the Naungan Kasih Facilitator Training Workshop!***