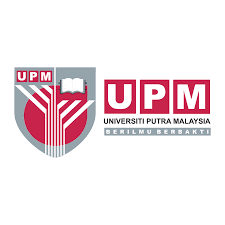


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**Illustrations by:** Orli Setton **Design by:** Leah de Jager



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

FIRST EDITION OCTOBER 2023 - *Group D Manual*



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

FIRST EDITION OCTOBER 2023

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 learning 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.

# PART ONE: Overview of Naungan Kasih Hybrid Parenting Programme

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1.1 Welcome

1.2 What is Naungan Kasih Hybrid Positive Parenting Programme?

1.3 What are the Programme goals?

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2.2 In-Person and Online Support

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government agencies

## 1 | Introduction

**Quick Links**

1.1 Welcome

[1.2 What is Naungan Kasih Hybrid Positive Parenting Programme?](#_1.2_What_is)

[1.3 What are the Programme goals?](#_1.3_What_are)

[1.4 Who developed the Programme?](#_1.4_Who_developed)

### 1.1 Welcome

#### Welcome to the Naungan Kasih Hybrid Positive Parenting Programme!

#### What’s Inside?

* This manual is for YOU!!
* A comprehensive guide to help you deliver Naungan Kasih to families around you.
* Steps on how to introduce caregivers to the programme and support them.
* Specific information on the programme’s content.

#### What to Remember?

* It is important to follow this manual as closely as possible. However, manuals are only a guide to support you after what you have learned in the training workshop.
* What you deliver – the content of the manual – is only 20% of the programme. The rest 80%? It’s all about **HOW** you facilitate the programme and behave towards the parents.

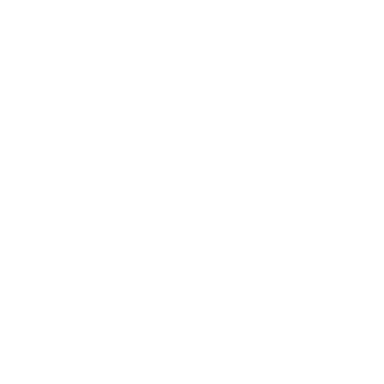
#### Skills You will Need

The core skills of a facilitator are a mirror for parents to learn how to use a collaborative approach to problem solving and bring about the change we want to see in parents and the community. These include understanding stages of child development, praising and encouraging parents, using active listening skills, being consistent and compassionate, exploring problems, and practising solutions.

**Remember**

Just as we say to the parents, “**It is what you do at home that makes the difference**,” the same thing applies to you: “**It is how you interact with the parents in your group that makes the difference.**”

When you practise facilitation skills before a session, you will be more confident and able to deliver the programme. If there is anything that you cannot remember or feel unsure of, practise it with your co-facilitator. It is also important that you practise the programme skills with your own children (if you have any). You may also find it helpful in building positive relationships with others – your colleagues, friends, and loved ones!



Thank you for your commitment and dedication to promoting child wellbeing through positive parenting and consequently reducing violence against children.

#### You are a shining star for happy families!

### 1.2 What is Naungan Kasih Hybrid Positive Parenting Programme?

The Naungan Kasih Hybrid Positive Parenting programme (Naungan Kasih) is a family strengthening programme for families with children ages 2 to 9. 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 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.

This manual is a guide for you to deliver the programme. It is expected that you will have attended a facilitator training in programme delivery prior to delivering the programme.

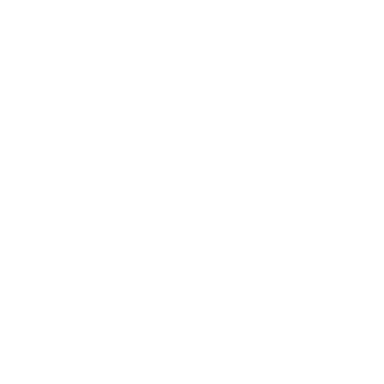
### 1.3 What are the Programme goals?

The overall goal of Naungan Kasih is to provide parents with the skills to promote healthy child development, learning, and wellbeing. We achieve this goal by improving the following:

* Parent sense of responsibility and commitment
* Parenting knowledge, skill, and sense of competence
* Parent knowledge in child development
* Parent involvement in child learning and education
* Positive parenting behaviour
* Positive, consistent discipline strategies
* Parental supervision of children
* Child behaviour and wellbeing
* Caregiver mental health and social support
* Involvement of male caregivers

**Note**

We know that lots of children are cared for by someone who is not their biological mother or father. When we talk about ‘parents and primary caregivers’ and ‘parenting’ we mean the primary caregivers or guardians of the child, whether they are biological parents or not.



### 1.4 Who developed the Programme?

#### Lots of different people!

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

In 2020, Parenting for Lifelong Health (PLH) collaborated with LPPKN, UPM, UNICEF, and IDEMS International to adapt its in-person programmes in response to restrictions placed on in-person parenting programmes during the COVID-19 pandemic and challenges reported by implementing partners in delivering programmes at scale in low-resource settings. One such PLH adaptation is ParentText, an interactive self-guided chatbot sent via instant messaging platforms like WhatsApp to parents of children aged 0-17 years, or in the case of Naungan Kasih, parents with children between 2 to 9 years old.

ParentText was developed through extensive cultural adaptation, user-testing, and piloting with parents and service providers, including in Malaysia with LPPKN, UPM, and UNICEF. Its main programme content was derived from the Naungan Kasih in-person programme as well as other PLH programmes. Additional content has been included to support mental health, educational, gender-based violence, and gender transformative outcomes.

ParentText messages are grouped into six positive parenting goals: Each goal is supported by learning modules designed to build parenting skills through comics, videos, and texts illustrating key parenting tips. ParentText also includes internal components to support user engagement, such as gamification (e.g., earning badges towards goals), personalisation (e.g., male, and female videos), and activities (e.g., quizzes). Participants can select the order of goals based on their preferences after completion of the first goal (Improve My Relationship with My Child).

Given the low engagement of users in digital-only parenting interventions, we have developed a hybrid delivery package for Naungan Kasih that includes ParentText, facilitated WhatsApp groups, and in-person group sessions.

## 2 | Programme Structure

**Quick Links**

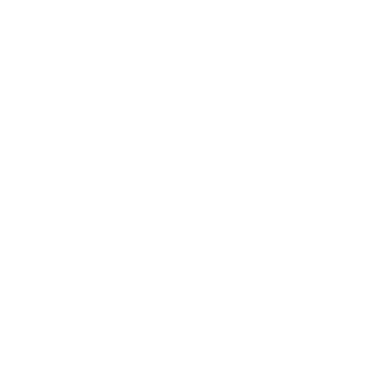
2.1 ParentText Chatbot

2.2. In-Person Session and Online Support

2.3. Overview of How to Deliver the Programme

The Naungan Kasih programme that you will deliver is a ‘hybrid’ programme. This means some content is delivered in-person, some via WhatsApp chat groups, and some content via the ParentText chatbot.

### 2.1 ParentText Chatbot



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

ParentText includes six 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 |
| 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 |
| Understand Child Development | * The Power of Learning Through Play * Learning from Experience * How Your Child is Changing |
| 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 * Ignore Demanding Behaviours * Managing Anger * Teach My Child Consequences |
| 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 |

#### Here's how parents will engage with the Goals and skills on the ParentText 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 6 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 **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 ParentText

Safeguarding Support

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

ParentText 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.

You or the parents can access the safeguarding support by typing HELP in the ParentText chatbot.

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 ParentText can access the development assessment anytime 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.

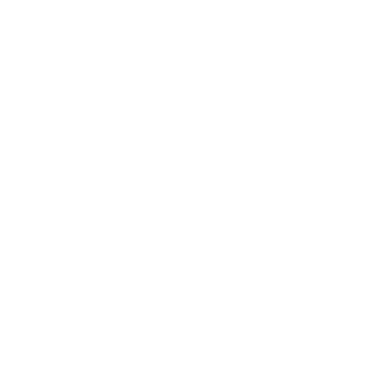
**Purpose of Developmental Assessment**

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 ParentText. The ultimate aim is to make sure that every child gets the help they need and has the opportunity to reach their full potential.

**Spotlighting Ability**

The questions in ParentText on child development and ability are not meant to serve as a clinical diagnostic tool for determining developmental delay or disability. Parents should always seek a professional assessment if they are concerned.



**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.

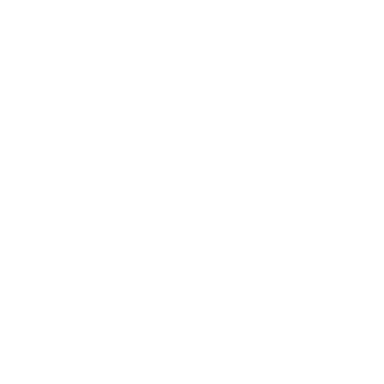
Learning Through Play Activity Generator 

Learning Through Play (LTP) Activities are playful activities that parents can complete with their children to spend one-on-one time. 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.

### 2.2 In-Person and Online Support

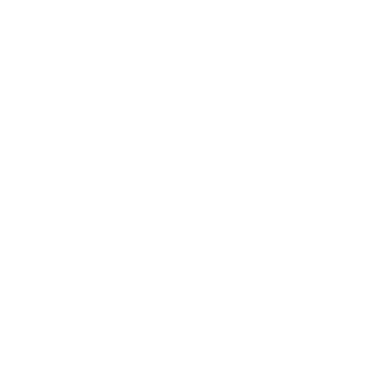
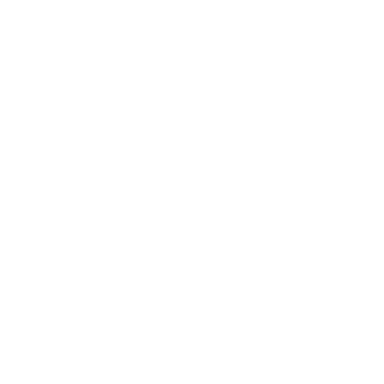
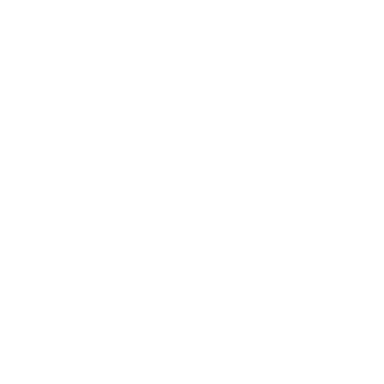
**Note**

In the Naungan Kasih KEMAS research study, you will deliver a specific combination of in-person and online support components. Which families receive which combination of support is determined by the group you are assigned to deliver.



#### You are assigned: Group D

In addition to the content that is offered directly through the ParentText chatbot on a daily basis, participants receive the following additional support:



**Note**

In this manual, the following icons highlight specific guidance and tips for:

The in-person session with parents

The Online support via FaciNK

The Online support through ParentText Chatbot

|  |
| --- |
| * **In-Person onboarding session** to introduce the Naungan Kasih programme to all parents and help them get started with the ParentText chatbot. |
| * **WhatsApp Support Group** to allow for sharing pre-scripted messages from FaciNK, ongoing group sharing, support and joint learning around the parenting content offered via the ParentText chatbot. |
| * **In-person closing session** for reflection and certificate distribution. |

You will deliver **Group D Package** as outlined above. Here is a snapshot of all groups:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Packages | ParentText | In-Person Session 1: Onboarding | WhatsApp Support Group | In-person Session 2: Closing |
| Group A | ✅ | ✅ | ❌ | ❌ |
| Group B | ✅ | ✅ | ✅ | ❌ |
| Group C | ✅ | ✅ | ❌ | ✅ |
| Group D | ✅ | ✅ | ✅ | ✅ |

Here is a weekly overview of in-person and online support for parents in your group:

|  |  |  |  |
| --- | --- | --- | --- |
|  | In-Person Session | WhatsApp Support Group | ParentText Chatbot |
| Week 0 | In-person Session 1 (onboarding) Getting started with ParentText | FaciNK: After Onboarding Session | ✅ |
| Week 1 |  | FaciNK: Week 1 | ✅ |
| Week 2 |  | FaciNK: Week 2 | ✅ |
| Week 3 |  | FaciNK: Week 3 | ✅ |
| Week 4 |  | FaciNK: Week 4 | ✅ |
| Week 5 | In-person Session 2 (Parent Celebration and Reflection) |  |  |

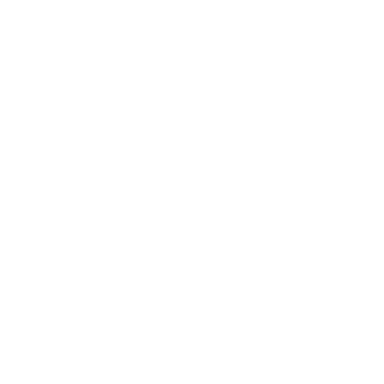
### 2.3 Overview of How to Deliver the Programme

#### Prepare for the programme

It is important to **be well prepared.** This shows respect for the parents and ensures that they get as much support as they can. Ensure you know what needs to take place.

This means:

* Read this facilitator manual! We have tried to include everything you need to know to deliver the programme.
* Make sure you are aware of relevant ParentText Goals and Skills.
* Practise delivering the onboarding session and other parts of the programme with a partner. Practice makes perfect!
* Ensure that any technology that you need is prepared: your phones charged, internet connection secure. Make a back-up plan for any technology failures – including alternative ways to communicate with parents.
* Make sure all materials and venues are prepared in advance of in-person sessions.

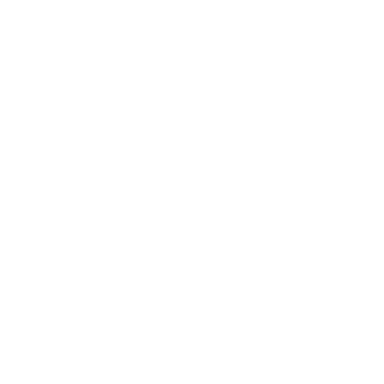


#### How to provide support during in-person sessions

* Make sure all materials and venues are prepared in advance of the session.
* Greet parents when they arrive at the session.
* Understand the relationship between parents and their child. Remember that each relationship will be different.
* Remember that every child develops at different speeds and stages.
* 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 when they do it!
* Remind parents of group rules when needed.
* Notice when a parent is quiet or struggles with something and provide support.
* Model the behaviour you want to see among the parents.
* Use energisers to keep live interactions engaging and fun.

#### 

#### Tips for effective facilitation for in-person sessions



Use participatory approach to learning

In many other programmes, facilitators tell participants what to do and why it is important.

In Naungan Kasih we do things differently. We like to think of this as a participatory approach to learning. As facilitators, you are collaborators or partners working with parents to identify plans and practice solutions that will help them to improve life at home.

It is helpful to think of the parents as the experts who know their own child and circumstances. Many parents will already be practicing lots of positive ways of parenting their children. Others will be able to identify ways of improving their parenting on their own with guidance.

Our job is to help parents learn for themselves how to achieve their goals. 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 parents teach themselves, they learn a skill that will help them for a long time after the programme ends.

Model the behaviour you want to see

The modelling principle forms the foundation of how we deliver Naungan Kasih.

If we lead sessions in a collaborative approach, praise parents often, practice active listening, and use positive instructions, parents will do the same with their children.

Likewise, if we tell parents what to do, criticise or laugh at them, ignore their needs or concerns, or only say what we do not want them to do, they will do the same.

Practice the relaxation activities to help reduce your own stress. It can even just be taking a deep breath. Parents will learn from your example and begin to mirror your behaviour.

In many ways you are parenting the parents in the way that you would like them to parent their children. **It really works!**

Go at the pace of the parents and involve everyone in the group

You should always go at your parents’ pace when delivering the programme. Make sure that the parents in your group have understood the current content before moving on to new content.

This may mean that you take extra time problem-solving issues that come up during the sessions.

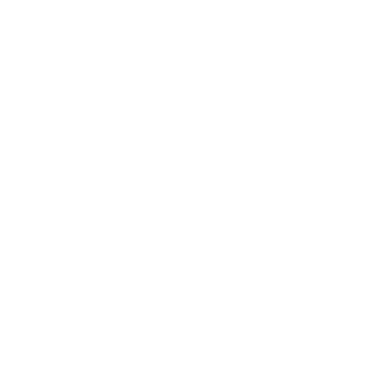
Make Naungan Kasih a happy place to learn

Everyone likes a place that is warm and inviting. Tips for facilitators to make Naungan Kasih a happy place to learn:

1. Invite parents to participate: Notice when someone is holding back and ask if he or she wishes to share an opinion or experience.
2. Make sure that everyone in the room can hear you (and each other).
3. Sit when you are talking. Be on the same level as the parents and sit among them. If it is possible, try to sit among the parents instead of at the front of the group.
4. Create a comfortable and welcoming place to meet.
5. Make sure there are enough chairs and that the room is clean, use a fan or an air conditioner (if it is available) in the summer. Even decorate the room if you want!
6. Establish the language needs of the participants.
7. Respect whatever a parent shares with the group.
8. There will be lots of laughter in the group but try to laugh with not at a parent even if what they say sounds ridiculous.
9. Praise parents for their effort and dedication.
10. Model the behaviour you want from the parents in the way that you treat them.
11. Praise, respect, and reflect on parents’ contributions.

**Spotlighting Ability**

Notice whether participants have physical challenges or disabilities that may require adjusting the way they participate in activities.



A heart with a leaf in it

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#### How to provide online support with FaciNK

We have created the FaciNK App to help you share pre-scripted messages to your WhatsApp groups.

These WhatsApp groups are designed to support parent engagement in the ParentText chatbot. As a facilitator, your role is to encourage parents to use ParentText and create a safe space that supports meaningful sharing among them.

FaciNK is your digital companion in guiding parents towards positive parenting practices. A key feature of FaciNK is the scripted messages that provide the structure for weekly WhatsApp group chats.

FaciNK is designed especially for you to deliver the programme and simplify your efforts in providing online support to the parents. With this app, you can efficiently deliver weekly content and gather the necessary data with minimal hassle.

FaciNK’s structured layout and intuitive design ensure that all essential functions are easily accessible. We have created an online guide embedded in FaciNK to help you learn more about the FaciNK App. Each section will introduce you to the different features of the App. By the time you reach the end, you will find yourself well-prepared.

Please [click here](https://play.google.com/store/apps/details?id=international.idems.plh_facilitator_my) 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/)

**Quick Links**

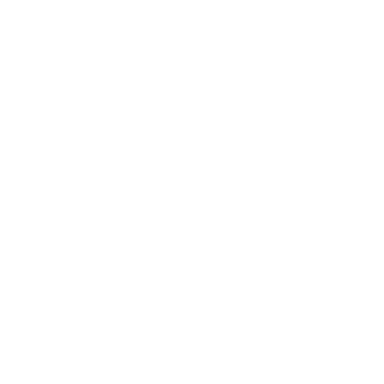
**4. Parent Reflection and Celebration**

4.1. Overview of the Session

4.2. Before you begin

4.3. Delivering the Session

## 3 | Onboarding Session



**Quick Links**

**3. Onboarding Session**

3.1. Overview of the Session

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### 3.1. Overview of the Session

|  |  |
| --- | --- |
| Onboarding Session – Overview | |
| Goals | * Participants lay the foundation for working together well during WhatsApp support groups. * Participants have basic phone use skills to access all relevant ParentText 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 develop strong attachment/relationships between them and their children |
| Materials | * Temporary adhesive, pens, paper, flipchart, refreshments for the break (if relevant) * Phones * Wi-Fi router/connection * Screen and Projector |
| Preparation | * Set up the room with chairs in a circle. * Prepare materials and refreshments for break (if relevant) * Save WhatsApp numbers to your phone and create WhatsApp Support Group for selected participants |

|  |  |  |
| --- | --- | --- |
| Session Agenda | | |
| Pre-Session Registration | * Collection of name and phone numbers | **30 min** |
| * Refreshments |
| [Welcome](#_heading=h.4h042r0) | * Welcome | **20 min** |
| * Name Game |
| * Overview of Naungan Kasih programme  (incl. ParentText and WhatsApp groups) |
| * Ground Rules |
| [Getting Started with ParentText](#_heading=h.2afmg28) | * Exploration of basic phone functions to interact with ParentText chatbot | **40 min** |
| * Joint completion of Onboarding and Welcome Flow on ParentText |
| * Resolving challenges with ParentText |
| [Spending 1-on-1 Time with Your Children](#_heading=h.1opuj5n) | * ParentText Goal and Quiz | **45 min** |
| * ParentText Comic |
| * Discussion: One-on-One Time with Your Child |
| * Pair Discussion: Activities to do with your Child |
| * Practising skills |
| * Tips for spending One-on-One Time with your child |
| [Closing](#_heading=h.1302m92) | * Reflection | **10 min** |
| * Identifying Next Goal in ParentText |
| * Goodbye Activity |

### 3.2. Before you begin

#### Goals of the Onboarding Session

The Onboarding Session sets the tone for the entire Naungan Kasih programme. It is important to create a space that is welcoming and safe for the participants to feel at ease and familiarise themselves with using the ParentText chatbot and joining the WhatsApp Support Groups.

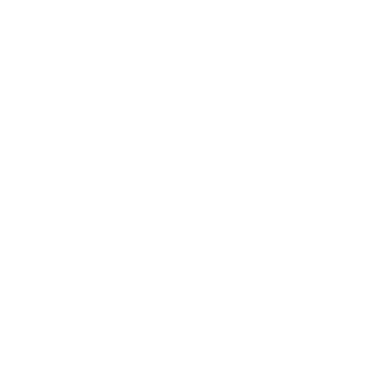
Begin by welcoming and thanking the families for their participation and commitment to improving their relationships and supporting each other. Then introduce the Naungan Kasih programme so that the families know what they can expect.

Allow participants to express their own reasons and goals for participating in the programme. This gives participants a sense of ownership in the process and helps us know more about each parent.

During the onboarding session, you want to accomplish 5 things:

1. Introduce ParentText to the families.
2. Establish ground rules for the interaction with ParentText and on WhatsApp
3. Ensure participants understand how to use their phone to do ParentText-related activities by guiding them through the Welcome Flow on ParentText
4. Participants practise how to spend One-on-One time with their children in role-plays.
5. Assign home activities for parents to do after the session.

Remember that the parents are the experts, and you are the guide!



#### How to use phones in Naungan Kasih

In order for participants and their families to benefit from the content delivered by the ParentText chatbot, it is important that they know how to use their phone to do the following:

1. Access all relevant ParentText content and
2. Interact in the WhatsApp chat sessions with other participants.

During the onboarding session, you will explore several basic phone functions and do some first ParentText activities to ensure everyone is able to follow along. If parents struggle with phone use, their peers can help them! A heart with a leaf in it

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#### Preparing your WhatsApp Support Group

If your group will receive facilitated WhatsApp support, please make sure you have done the following before the onboarding session starts:

* Save the names and WhatsApp numbers of the parents assigned to you on your phone (if available), so you can easily confirm details during the onboarding session.
* Create your WhatsApp group (with temporary group name, icon, description). The name of each WhatsApp group has the same structure:
  1. “Naungan Kasih”
  2. Your group (A, B, C or D)
  3. A name selected by the group.

When you create your temporary group name, you will use the first 2 parts: "Naungan Kasih” + your group.

For example, if you have a WhatsApp group for group A, your temporary group name will be “Naungan Kasih\_GroupA”.

You can keep your temporary group name, or you can add a name to the temporary group name.   
For example, “Naungan Kasih\_GroupA\_HappyFamilies”.

#### What is One-on-One Time?

During the onboarding session, parents are introduced to the parenting skill called “One-on-One Time.” One-on-One Time means parents spending quality time with their children to develop a strong sense of security and attachment that will lead to positive parent-child relationships. One-on-One Time between parents and children is very important for children, especially when parents allow children to explore the world through play during this time.

One-on-One Time lets children know that parents are giving them attention and are interested in what they are doing.

One-on-One Time is **NOT** about keeping track of a child's behaviour to make sure that they are behaving properly, which is another important skill that parents will learn later in the programme.

#### Why is One-on-One Time Important?

One-on-One Time builds positive relationships between parents and their children. Many parents with children with difficult behaviour do not get much pleasure from their relationships with their children. Parents of difficult children spend a lot of time trying to stop them from misbehaving.

When children are playing or occupying themselves quietly, parents often heave a sigh of relief and leave them alone. But this is just when it helps to “attend” to the child and to notice what they are doing. Spending quality time with the child gives parents a chance to learn about their child’s interests and abilities.

One-on-One Time helps children feel that their parents value them as individuals, appreciate the things that they do, and are not only concerned with getting them to do as they are told. As a result, One-on-One Time also builds self-esteem of children and makes them feel important.

When children are engaged in play, it helps develop their creativity and their understanding of the world. When parents use words to describe what your children are doing helps to build their language and observation skills.

#### Important points During One-on-One Time

A. Listen to Your Child

When someone really listens to you and notices what you are doing it makes you feel good because you feel valued.

Think of the people who seem to care about you. You know it because they show an interest in you and let you know that your views matter to them.

When parents listen and talk to their children, they should make sure they are at the same eye-level as them.

This is important with all children and especially important with children using a wheelchair to show they care and that they want to hear their child.

When a relationship between a parent and child is going well, this happens naturally. Children notice their parents' attention and, in return, respond more positively.

B. Letting Your Child Lead

Letting Your Child Lead means that parents should allow their children to take the lead in the activity during One-on-One Time.

Parents can introduce this to children by simply saying, “I have 5 to 15 minutes to spend One-on-One Time with you, what would you like to do?”

**Letting Your Child Lead:**

* Builds confidence and self-esteem for children. It also shows children that their suggestions are important to their parents.
* Helps them develop autonomy and gives them a chance to make their own choices. Many children spend most of their lives being told what to do or what not to do.
* Can also allow parents to let go of having to be in charge and think of activities to do with their children. Some parents and caregivers may struggle with knowing how to play or spend time with their children.
* Gives them the opportunity to see what their children like to do and to follow their activity by simply saying, “Yes, let’s do that!” – within limits of course!
* It is important to remind parents that they are still in control of when One-on-One Time begins and ends. They can also set limits on the types of activities that children are allowed to choose during One-on-One Time.
* This is particularly important to emphasise in cultures where the authority of a parent must be respected by their children.
* If parents feel uncomfortable about Letting Your Child Lead, you can reassure them that they still have the authority to allow their child to take the lead.
* Many children have never been given a chance to decide on an activity or to take the lead. It might feel strange for them at first!
* Parents/caregivers can help their children by suggesting a number of safe and developmentally appropriate activities that children can choose.

It is important that the activities are those that the child likes to do. During this session, you will help parents think of possible activities that might be appropriate for their children.

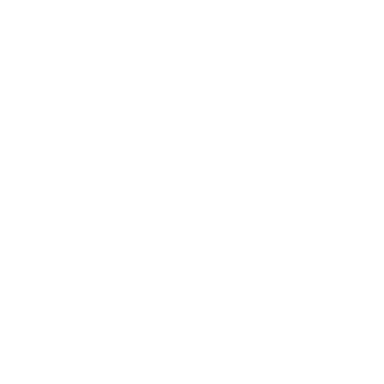
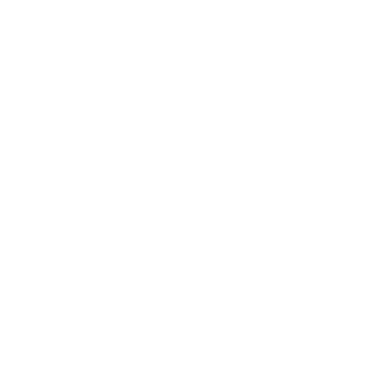
**Spotlighting Ability**

When talking to a child with disabilities, remember that you are interacting with a child, and keep the same tone and language as you would with any child of a similar age. If the child cannot hear, it is important that you stay still, including your head, while talking with the child. Make sure you are looking at them when you speak, and make sure they are looking at you and can see your face and mouth. With a child with intellectual disabilities, always speak clearly, using short sentences. Use the child’s name so they know you are talking to them.

It is very important to respond to the child’s attempts to communicate, so they understand the effectiveness and importance of communication. If a child points to an object of interest, you can point to it and clearly name it to indicate that you have understood and are listening.

Children with disabilities who are not used to being asked their opinions or being listened to will need more time to build up confidence and trust.

It may take time to explore the best ways of communicating with a particular child. Parents may need to be more patient with themselves and their children when spending One-on-One Time with their children.



**The following practices can help parents make children with disabilities feel more accepted, included, and confident during One-on-One Time as well as other times:**

Always ask children with disabilities how best to meet their needs: consider the child as the best expert about their disabilities.

Always ask if and how a child wants or needs to be assisted. Respect the child’s wishes if your offer is not accepted.

Allow children with disabilities to take the same risks as other children in order to help them to gain confidence. Over-protection denies them the chance to explore, discover what is possible and learn how to keep themselves safe.

Only help children with disabilities when they need it. Too much support denies them the chance to become independent and can feel patronising.

Be open and flexible to change to accommodate the children involved.

Focus on reinforcing each child’s strengths and abilities rather than those things they cannot do, for example, a wheelchair user might have strong arms and hands, a deaf child might be great at drawing.

Build on children’s strengths by praising children who say, “I don’t understand” or ask for help or thank them for asking and then offer help or an explanation.

Give children plenty of time to both understand what is being talked about and to formulate their responses.

Model good communication so that children learn from what they see and hear.

**Note**

Letting your child lead does not mean children can do whatever they want!

For more guidance on One-on-One Time, please review the Tips that are later in the manual.

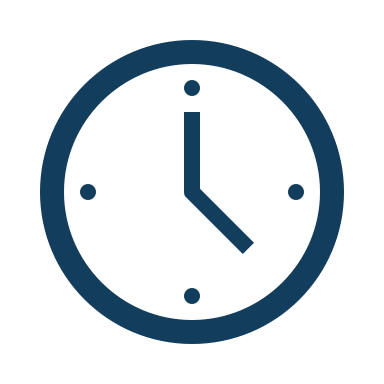
#### Energisers

If the energy levels of the group get low, you can lead a brief energising activity with the parents. 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 or ask the group for suggestions.

### 3.3. Delivering the Session

|  |  |  |
| --- | --- | --- |
| Session Agenda | | |
| Pre-Session Registration | * Collection of name and phone numbers | **30 min** |
| * Refreshments |
| [Welcome](#_heading=h.4h042r0) | * Welcome & Name Game | **20 min** |
| * Overview of Naungan Kasih programme  (incl. ParentText and WhatsApp groups) |
| * Ground Rules |
| [Getting Started with ParentText](#_heading=h.2afmg28) | * Exploration of basic phone functions to interact with ParentText chatbot | **40 min** |
| * Joint completion of Onboarding and Welcome Flow on ParentText |
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| [Spending 1-on-1 Time with Your Children](#_heading=h.1opuj5n) | * ParentText Goal and Quiz | **45 min** |
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| [Closing](#_heading=h.1302m92) | * Reflection | **10 min** |
| * Identifying Next Goal in ParentText |
| * Goodbye Activity |



**20 min**

#### Welcome

Welcome parents warmly and enthusiastically when they arrive at the session. Praise them for coming to the programme!

Once all the participants have arrived, you can formally welcome the group to the onboarding session of ParentText. [**(Slide 2)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_26)

**Name Game (5 min)**

**Overview** 

This game helps the participants get to know each other. 

**Instructions** [**(Slide 3)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.p32)

* Group stands in a circle.
* One person says his/her name and makes a shape.
* The entire circle then repeats that person’s name and makes the same shape.
* The person sitting next to them says their name and makes a shape.
* Repeat for everyone in the circle!

**Introducing the Naungan Kasih Programme (5 min)**

**Overview** 

This activity provides an overall picture of the Naungan Kasih programme with ParentText. It is like giving a map of the journey that the families travel on together over the next few weeks.

**Instructions** [**(Slide 4-6)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_0)

**Aims and Benefits of Naungan Kasih Programme**

Share the aims and benefits of being part of the Naungan Kasih Programme with the parents.

The Naungan Kasih programme is for parents who have children between 4 to 5 years old attending KEMAS pre-school.

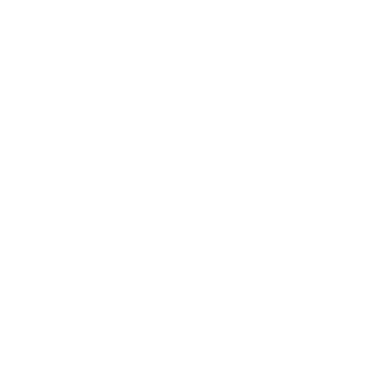
Now, when we say, ‘parents’ and ‘parenting’, we mean someone who is caring for the children, whether that person is their biological parent or not. This includes any person who is a primary caregiver, responsible for the wellbeing of the child.

The goal of Naungan Kasih is to help build open, caring and trusting relationships between caregivers and their children. When we have healthy and positive relations, they help parents to keep their children safe and support their growth and development.

Positive parenting also helps parents teach their children responsible behaviour, respectful behaviour and instil parenting values.

**Main components of the Naungan Kasih Programme**

Explain that participants will receive Naungan Kasih Hybrid content and support in three main ways:



1. **ParentText chatbot**

Parents receive daily parenting tips via WhatsApp to help them with their relationship with their child and families (requiring only 5 minutes per day). Parents can achieve the goals of Naungan Kasih in in any preferred order:

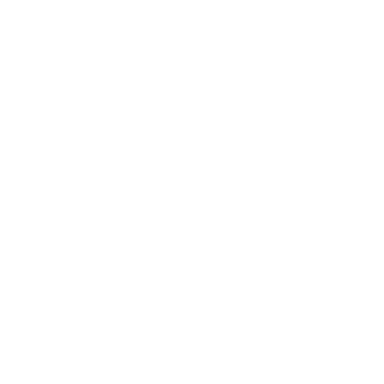
* Improve My Relationship with My Child
* Prepare My Child for Success in School
* Understand Child Development
* Give My Child Structure
* Manage My Child’s Behaviour
* Keep My Child Safe and Healthy

1. **WhatsApp Support Group**A heart with a leaf in it

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Parents participate in WhatsApp chat sessions to share their experiences and solve challenges around the skills offered via the ParentText chatbot.

The Facilitator will only share weekly discussion prompts in the WhatsApp Support group. Facilitators are **not moderators**; they will only interfere if the content discussed goes against positive parenting practices.



1. **In-Person Session**

Parents will participate in two in-person sessions: one which they are currently attending and one at the end of the programme. These sessions serve to welcome parents into the Naungan Kasih programme, provide support for their onboarding process, and provide an opportunity for reflection and celebration upon completing the programme.

Participants will experience how the ParentText chatbot works later in this onboarding session when you will complete the first ParentText activities together.

**Setting Up Some Ground Rules (10 min)**

**Overview**

Establish Ground Rules to help make the programme a safe place to learn together. It is important that the group sets ground rules on how they will ensure that their time and experiences together are fruitful. These rules should be developed as a group and owned by the group.

Ground rules are also useful for helping you to run these sessions as a facilitator. They can be helpful when reminding participants that **they** created the rules for how the sessions should be run.

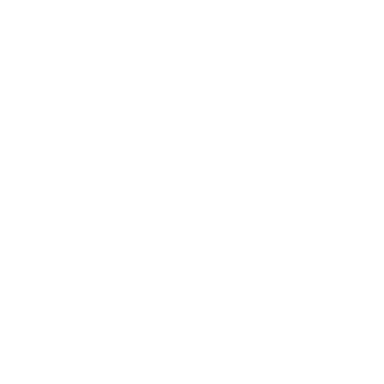
**Instructions (**[**Slide**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_45) **7)**

Ask the participants to think what is important to them to feel comfortable, respected, feel safe and supported in the group.

Naungan Kasih is a special programme! It brings families together to learn and share common experiences with each other.

**When discussing Ground Rules, you can use the following format:**

* Put up two flipchart papers and write at the top:
  + Ground rules for ParentText chatbot
  + Ground rules for WhatsApp support group
* Ask participants to share their suggestions.
* Writes rules and comments on the flip chart to keep for later reference.
* **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.

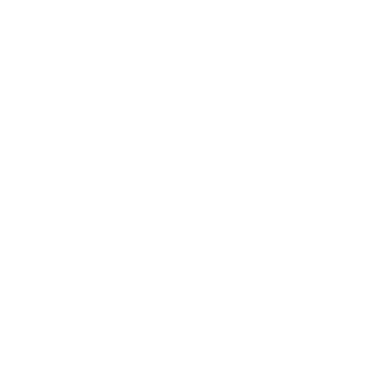


**Note**

You can add more ground rules to the lists later in the session when participants have a better understanding of the programme components.

**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).*



**Ground rules for ParentText chatbot:**

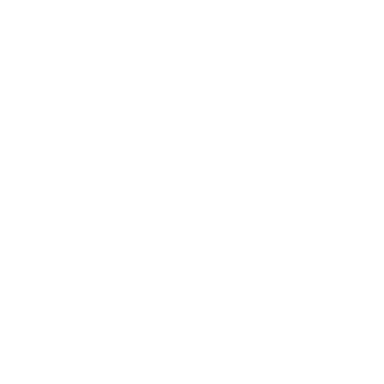
* Commit to doing the suggested daily activities (try to complete one entire 5-minute Skill at a time, to keep ParentText from timing out).
* Ask for help if you struggle to access activities.
* Ensure you have data to do the daily ParentText activities.

A heart with a leaf in it

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**Ground rules for WhatsApp support group:**

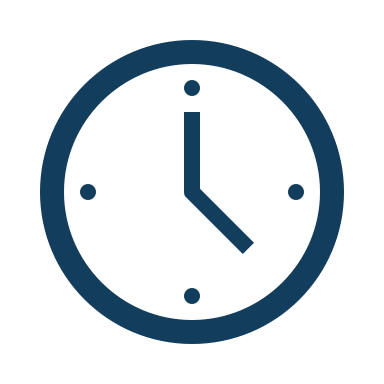
* Respect the privacy of personal pictures and videos that are sent to the chat group.
* Everyone is different and will have different experiences to share.
* Respect each other by paying attention and taking turns to share and listen.
* What we say in the group, stays in the group – both in-person and online.
* Share only what you feel comfortable to share.
* Feel free to ask any questions!



**Note**

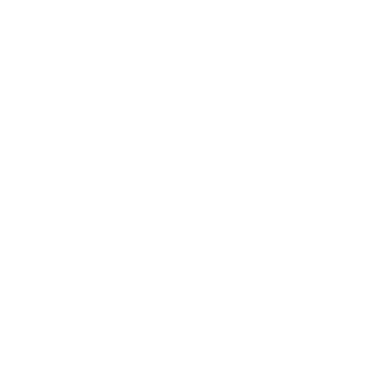
Take a picture of the Ground Rules on the flipchart so you can share with the WhatsApp group.

#### Getting Started with ParentText



30min

This activity will help participants understand the basics of how to operate a mobile phone (if they cannot do that already). They will also start their interaction with the ParentText chatbot completing the first ParentText activities on their individual phones during the session. This will give them the opportunity to share their first experiences and resolve any challenges.



**Introduction to Phone Use (5 min)**

**Overview**

Some participants may know more about how to use their phone than others. Try to identify the gaps and provide specific support as needed. This will enable more parents to access the ParentText content.

**Instructions** [**(Slide 8)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_63)

To make this activity interactive, ask participants to demonstrate the following to the group (and correct/guide as needed):

1. **Switching the phone on and off**

Show participants:

* How to turn the phone on and off. Clearly point out the three buttons on the side (on/off, volume up/down).
* Where and how to insert a sim card and ensure that it is properly working once the phone is switched on.

Talk about sim card PIN and how your sim card can get blocked if the PIN is not entered correctly.

1. **Navigating through the phone settings**

Show participants:

* How to increase and reduce phone brightness.
* How to install and uninstall apps.
* How to take and share screenshots (this is key when they experience technical issues).

1. **Navigating through WhatsApp settings**

Remind participants that they will receive their ParentText content via WhatsApp.

Show participants:

* How to find and open WhatsApp.
* How to respond to messages/prompts from ParentText (in order to receive the next content).
* How to open images.
* How to open audio/video files.

1. **Charging the phone**

Show how to properly insert the phone charger to avoid breaking the charging system.

Emphasise the importance of disconnecting the phone from the charger once it is fully charged to avoid overcharging.

Use the original phone charger to charge the phone.

1. **Switching data bundle on and off**

Show participants how to turn data on and off. Point out the change in the status bar when the data is on or off (the H+/3G/4G on the network bar).

Emphasise that data should not be left on non-stop, to minimise data bundle use and optimise battery use.

Show participants how to check data bundle balance and/or data bundle usage.

1. **Managing internal phone storage**

Ensure participants understand that apps, videos, music, and images all take up space on a phone, and that their phone will not function properly when it is too full.

Show participants how to free up storage space if needed by:

* Deleting files such as videos, audios, images, etc.
* Uninstalling apps

1. **Digital awareness: Internet safety**

Discuss the risks of clicking on phishing and suspicious internet links.

Ensure that participants understand that specific personal information should not be shared with unknown people or sources, for instance:

* Passwords
* Bank account information
* Locations
* Personal or sensitive images/videos

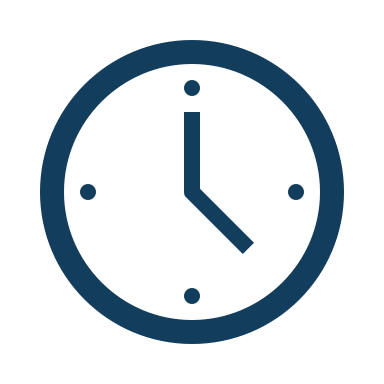
1. **How to prevent damaging your phone**

Show participants how to access the password/pattern lock to secure their phone from other unauthorised users.

Discuss how phones should be handled with care, for example:

* Keeping phones out of reach from their children
* Keeping phones away from direct sunlight
* Keeping phones away from working stations that can cause damage to the phone for instance, water, fire etc.

##### **Getting into ParentText**



20min

**Overview**

Participants will now have their first interaction with the ParentText chatbot on their phones.

**Instructions** [**(Slide 9-10)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_81)

Take them through the following steps and respond to any questions or challenges that come up. Ensure that everyone has completed the previous step before moving onto the next one.

1. **Start a WhatsApp chat with ParentText**

Give participants the following instructions:

* Open your phone.
* Save the ParentText phone number (+6-012-292-7434) as a contact.
* Open WhatsApp, search for ‘ParentText’ and start a chat by typing START.

1. **Settings**

Tell participants to follow the ParentText prompts. ParentText will ask them to:

* Choose a language.
* Choose how they would like to receive messages:
  + Text, images, and video
  + Text, images, and audio
  + Text and images only

1. **Introduction video**

Ask participants to watch the 5-minute introduction video explaining how ParentText works.

Ask participants if they have any questions.

1. **User information**

Tell participants to follow the ParentText prompts. ParentText will ask them to:

* Answer short questions about yourself and your family so ParentText can send tailored content (child name, age, gender, and caregiver relationship status)

1. **Taking a pause**

Taking a pause is a short relaxation exercise that participants can use whenever they feel stressed or angry. This is a great parenting tool and life skill.

Tell participants to follow the ParentText prompts. ParentText will ask them to:

* Do the Take a Pause exercise.

1. **Stop**

Make sure that parents stop using ParentText before going on to the first goal.

1. **Discussion about first experience with ParentText**

Ask participants if they have any questions after completing Goal 1. You can prompt them by asking the following:

* How was your experience interacting with ParentText?
* Do you have any questions about how to interact with ParentText?
* Do you have any concerns with how you will interact with ParentText when you are at home?

Praise participants for completing their first ParentText activities!

**Resolving Challenges with ParentText (5 min)**

**Overview** 

Participants may encounter some challenges while interacting with the ParentText chatbot.

**Instructions**

Ask participants to show each other how to solve the following challenges:

* I am stuck in ParentText or the ‘Next’ button does not appear.

→ Type NEXT or MENU to navigate to your next activity.

* I don’t know how to access the main Menu or what the Menu does.

→ Type MENU at any time to:

* + Track your progress (and change the Goal you are working on)
  + Change settings (how/when you receive messages, update your details for tailored content)
  + Find new activities parents can do with their child to build their relationship.
  + Watch the onboarding video again and get tips to navigate ParentText.
  + Get help with navigating specific challenges in applying new skills.
* I have an emergency and need immediate help.

→ Type HELP at any time to access resources and contact details in your community if you need assistance around family violence, sexual violence, mental health, or other emergencies.

* Ask the parents if they have any questions around using ParentText Chatbot

**Additional ground rules for ParentText**

**Overview**

Now that participants understand how ParentText works, you can help them reflect on additional ground rules you can add to the list you created at the start of this session.

**Instructions**

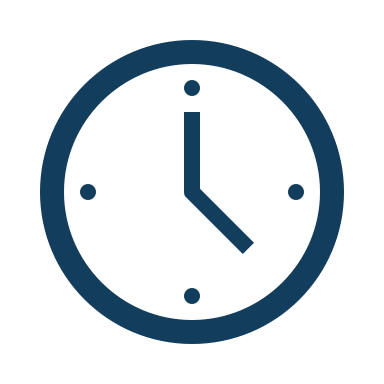
Ask participants:

* Should any ground rules be added to our list of ParentText ground rules?

*Additional rules can include:*

* + *Commit to doing the suggested daily ParentText activities.*
  + *Commit to completing one entire 5-minute Skill at a time, to keep ParentText from timing out.*
  + *Commit to completing all 3-5 Skills within a Goal before choosing the next Goal.*
  + *Do the suggested home activities together with your child.*

#### Spending One-on-One Time with My Child



50min

**ParentText Goal and Questions (10 min)**

**Overview**

Briefly introduce the main goal of the core lesson to the parents. You can say something like:

“Today’s main goal in ParentText was to learn how we can build positive relationships with our children through One-on-One Time.”

**Instructions**

##### Start Goal (5 min)

Ask parents to select the first goal in ParentText: Improve My Relationship with My Child.

Participants are now ready to start their first Goal in ParentText. Tell participants to follow the ParentText prompts. ParentText will ask them to:

* Start Goal 1 (“Improve My Relationship with My Child”).

For the onboarding session all participants will work on Goal 1 so they can share their experiences and questions. After having completed this first goal, parents can complete any goal they like.

If a participant has selected a different Goal, tell them to type MENU and guide them on how they can change their goal: MENU > Track my progress > View Goals to Start > Start a new goal and leave my current goal incomplete.

* Complete the first 5-minute Skill (“Spending One-on-One Time with My Child”) within this Goal.

Tell participants that Parent Text will remind them to do their next skill tomorrow (and daily afterwards until they have completed the programme).

##### ParentText Questions (5 min)

The first part of each skill includes a couple short questions:

Question 1: “How many days in the last week did you spend at least 5 minutes of one-on-one time with your child? Please type the number of days.”

This helps parents reflect about how often they spend dedicated quality time with their children.

Parents should indicate how many days in the past week they have spent doing One-on-One Time with their children.

Remind parents that there are no right or wrong answers to this question. They should answer it as truthfully as possible.

Tell them that they will be asked the same question when they complete their goal as a way of seeing whether they have improved during the Naungan Kasih programme.

Question 2: “True or False: When I spend special time with my child, I need to have a plan. I need to know what we will do together.”

This true/false question focuses on the main principle for One-on-One Time: Allowing children to take the lead during One-on-One Time.

Parents may disagree with the answer. You may want to ask them how their child might benefit from being able to take the lead and choose the activity during One-on-One Time.

**ParentText Comic (10 min)**

**Overview**

This comic introduces the main principles and how parents should One-on-One Time with their children. It shows a mother, Farah, with her daughter, Mira.

The story demonstrates the core principle of Letting the Child Take the Lead, or Child-Led Play, that is central to One-on-One Time.

**Instructions** [**(Slide 11)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_226)

|  |  |
| --- | --- |
| **Farah**: I have 5 minutes of one-on-one time to spend with you, Mira. What would you like to do?  **Mira**: I want to play dress up! | **Farah**: Wonderful idea, Mira! I see you are taking out the yellow scarf with blue stripes on it. |
| **Mira**: Ibu, it’s for you.  **Farah**: Thank you, I love it!  **Mira**: Wear it Ibu! | **Farah**: What a big girl you are, Mira to get dressed by yourself! |

**Guided discussion for One-on-One Time comic:**

Help the parents identify the following skills from the comic that they should use during One-on-One Time:

* Get down to your child’s level.
* Look at your child and notice what s/he is doing.
* Use your child’s name when you speak to him or her.
* Accept what your child wants to do as long as it is a safe activity.
* Follow your child’s lead during One-on-One Time
* Use words to describe what your child is doing.

**Block 1** introduces the parents to how to introduce One-on-One Time to children. Use questions to guide parents to notice how the mother introduces One-on-One Time to Mira by saying to her, “I have 5 minutes to spend One-on-One Time with you, what would you like to do?”

Ask the parents:

* How does the mother introduce One-on-One Time to Mira? What does she say to Mira? How long is One-on-One Time?

(Possible answers from the parents: She says Mira’s name. She is at the same level as Mira. She is looking at Mira. She asks her what she wants to do. She allows Mira to choose the activity.)

* How does Mira know how long is One-on-One Time? Why should the mother tell her how long One-on-One Time is?

*(Possible answers from the parents: The mother tells her she has 5 minutes to spend with her. The mother might have other things to do).*

**Blocks 2 to Block 3** also show how mother allows Mira to take the lead. Ask the parents:

* What does the mother do physically to show that she is paying attention to Mira?

*(Possible answers from the parents: She is looking at Mira. She says her name).*

* How does the mother allow Mira to be the leader in the activity?

*(Possible answers from the parents: She allows Mira to choose the activity. She accepts Mira’s proposals. She observes what Mira is doing. She sits back and lets Mira direct what happens in One-on-One Time).*

**Block 3** also demonstrates how parents can use words to describe what their children are doing.

* Why do you think Mira gives her mother the scarf??

(Possible answer from the parents: She wants her mother to join in the activity.)

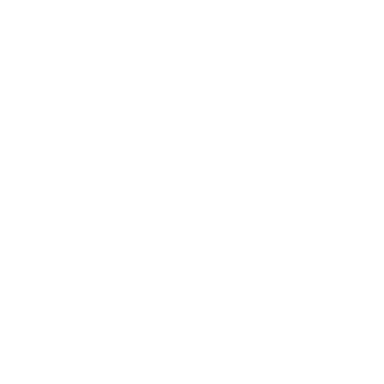
**Block 4 (and all the other blocks)** show how children might respond to spending One-on- One Time with their parents. Ask the parents:

* What does the mother say when Mira puts on her dress by herself?

(Possible answer from the parents: She uses words to describe what she sees Mira doing.)

* How does Mira feel when spending One-on-One Time with her mother?

*(Possible answers from the parents: Mira is happy. She feels loved. She feels important. She feels appreciated. She feels confident. Mira feels close to her mother).*



**Note**

Make sure that you use open-ended questions to help the parents answer these questions for themselves. Your job is to ask questions. The parents need to come up with the answers themselves!

**Discussion: One-On-One Time with Your Child (5 min)**

**Instructions** [**(Slide 12)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_242) 

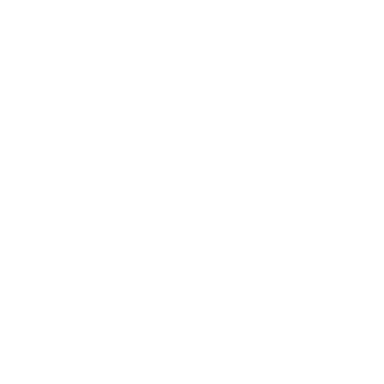
Lead participants in a group discussion about the benefits of spending One-on- One Time with their children. Useful questions include:

* Why would you want to have a positive relationship with your child?
* How would spending One-on-One Time help you develop a positive relationship with your child?
* How would your child benefit from the One-on-One Time with you? What would s/he learn?

*Write down parents’ ideas and praise them for sharing.*

**Here are some benefits of spending one-on-one time with your child:**

* Children feel that they are valuable and loved.
* Shows your child that you think that what they are doing is important.
* Helps children feel safe and secure.
* Builds language and observation skills.
* Builds learning skills and problem-solving.
* Increases trust and improves communication with you and your child.
* Helps children develop and explore the world.
* Shows your child that you are present and focused on what the child is doing.
* Children become more willing to help around the house.
* Parents/caregivers feel like their hard work in the house is more valued.
* Listening carefully to children and valuing their ideas encourages them to think for themselves and take the lead.
* Gives you a chance to learn a lot about your child's interests and abilities.



**Note**

The list above is just a suggestion. It is okay if they do not identify all of them. They may also provide other reasons about why spending One-on-One time with children would help improve their behaviour and development. This is wonderful!!

**Group Discussion: Activities to Do with Your Child (5 min)**

**Overview** 

This group discussion will help parents identify possible activities they can do with their children during One-on-One Time.

It can be challenging for parents to know what to do with their children – especially if there is only a little time to spend with their children or they do not have a good relationship with their children.

**Instructions** [**(Slide 13)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_261)

Ask parents to think of activities that they could do with their child. These could be things that they know their child likes to do.

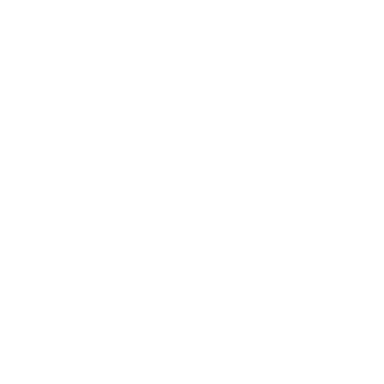
Allow parents to first share in pairs. Each pair should come up with at least 3 different activities that they can do with their children.

Allow parents to talk in pairs for about a minute or two. Then share in a big group.

Write the suggestions on the flipchart!

**Possible activities may include:**

* Playing with a ball or doll if the child has one.
* Dressing up in fun clothes or in adult clothes
* Hide and seek – outside.
* Shopping game in the house
* Jigsaw puzzles
* Singing a song together
* Telling a story
* Encouraging the child to tell a story.
* Doing the laundry together



**Note**

Activities will be different for different ages of children and in different ethnic and religious groups. Make sure that the suggestions are relevant to your parents!

**Practising Skills (15 min)**

**Overview** 

**DAY, PLAY, and STAY**

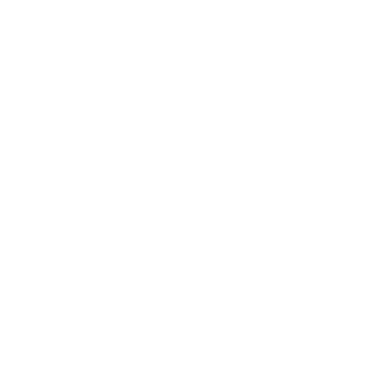
This is the first group practice when parents practise what they will be asked to do during Home Activities.

Group Practices allow parents to try out their home activities in the safe environment of the group. Parents/caregivers also have the opportunity to act in roles as “parents” and “children.”

Being the child in a practice helps parents see the world through their child’s eyes.

**Spotlighting Ability**

If any of the parents has a child with disabilities, make sure the group practice includes a child with disabilities.



**Instructions** [**(Slide 14)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_279)

Format for leading the group practice:

1. **Introduction**

* Introduce that parents are now going to practise allowing their children to take the lead and saying what they see during One-on- One Time.
* Explain that practising now will make it easier to do the activities at home, especially since Letting Your Child Lead and Say What You See are new skills.
* Explain that everyone will get a chance to practise new skills before using them at home.

1. **Group Practice**

* Choose a participant to be the “Parent” and another to be the “Child”.
* Be specific about the age of the Child. Ask the Child to be well behaved during the role-play.
* The Parent should introduce One-on-One Time to his/her child by saying the following words:

***“I have 5 minutes to spend One-on-One Time with you, what would you like to do?”***

* Child gives a simple suggestion: “Let’s play with my toy.”
* Parent practices using words to describe what the Child is doing while following the Child’s lead.
* Stay physically close to the Parent to give support if necessary. You may need to whisper words that the Parent can use to describe what the child is doing.
* The Parent may need extra support in allowing the Child to be the leader in the activity. Be like a guardian angel!
* Allow the practice to happen for about 1 minute.
* Ask the parents who practised about what the experience felt like both as a Child and as a Parent.
* Praise the Parent/Child enthusiastically for being the first to do a Practice!

1. **Practice in Pairs**

* Divide parents into pairs and ask them to practise letting the child take the lead during One-on-One Time.
* Each person should practise both the role of the parent and of the child. Remind the children to behave well!
* Both facilitators should move around the room helping parents out.
* Tell parents to switch roles after about one minute each. Bring the group back together for a discussion.
* Ask for feedback from each pair in a group discussion on how the practice went.

**Tips & Home Activity (5 min)**

**Instructions** [**(Slide 15)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_296)

Review the following tips for On-on-One Time with your child with the parents:

1. **DAY:** Set aside a specific time to spend One-on-One Time with your child each day.

Choose a time when you are unlikely to be interrupted and when your child does not have something else that they want to do, like watching TV or playing with smartphones. ***Switch off the television and put away smartphones.***

Tell your child that you would like to watch them play and that they can choose what to do. Your child might think this is weird at first but gradually will come to enjoy having this dedicated time with you!

1. **PLAY:** Try to do something different than watching TV or playing with a tablet/phone.

This is a lot more useful and enjoyable for your child than just sitting together in front of the television or playing with a smartphone. Sometimes, it may be just enough to watch your child’s favourite TV programme with him/her. S/he may feel comfortable doing other activities with time.

1. **STAY:** Give your child all your attention.

Make sure that you will not be distracted by other children or other responsibilities so that you can give all your attention to your child.

**Give as few instructions or directions as possible.**

When you are spending One-on-One Time with your child, s/he or she should lead the activity.

**Listen** to what your child is saying and **watch** them.

Listening to your child is more important than talking to them at this time. If your child asks a question, you can answer, but do not let them put you in a position of telling them what to do. Put the choice back to the child: “That is an interesting question, what do you think?”

**Reflect what your child says to you.**

Repeat back what your child says when s/he speaks to you. You can use different words to show that you are really listening to your child. E.g., Child, “This math problem is really hard.” Parent, “Yeah, I see that you are finding it difficult.”

**Make only positive comments and avoid critical comments.**

Remember this is your child's activity. Can you think how you have felt recently when someone has been critical of you? There is no right or wrong during One-on-One Time. Your job is to show an interest and say something nice.

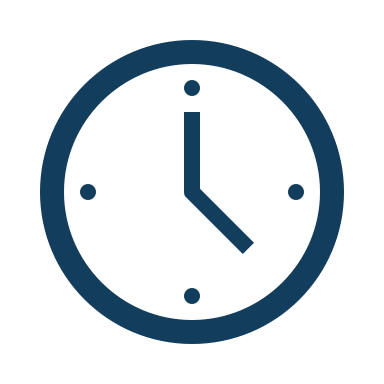
**Home Activity** [**(Slide 16)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_358)

The Home Activity for the module is to spend at least 5 to 15 minutes of One-on-One time with your child each day. Make sure that each parent has identified a specific goal for his/herself for One-on-One Time. Make sure they go home knowing the following:

* Where will they spend One-on-One Time with their child?
* When will they spend One-on-One Time with their child?
* What types of activities could they do during One-on-One Time with their child?

*Write each parent’s home activity on a large piece of paper.*

#### Closing



10min

**Reflection**

**Overview** 

Reflect with parents on any specific areas of the Naungan Kasih Program that require support.

Encourage parents by using open ended questions, like, “Is there anything specific about using the ParentText chatbot that you'd like to know more about?" or "What are your initial thoughts on participating in the WhatsApp Support Groups?"

To respond to parents' questions, offer clear and concise information. Provide step-by-step guidance if necessary.

**Instructions** [**(Slide 17)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g28d8ad90870_1_19)

Ask the parents if they have any questions about:

* Using the ParentText Chatbot
* Participating in the WhatsApp Support Groups. Remind the participants that you would be sharing prompts for discussion later in the week.
* Spending One-on-One Time with their child
* Home Activity

**Identifying Next Goal in ParentText**

**Instructions** [**(Slide 18)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g283abf8806e_0_184)

* Explain to the parents that they selected their first goal, Improve My Relationship with My Child, and completed the first skill, Spending One-on-One Time with My Child.
* In the upcoming days, ParentText will guide them through the remaining skills within this goal. Once all 5 skills are accomplished, ParentText will then prompt them to choose their next parenting goal.
* Ask the parents to think about which goal would they like to practice next in the Naungan Kasih
* Reassure participants that it may take some time for them to realise their goals. Encourage them to continue to interact with the ParentText chatbot, participate in WhatsApp Support Group, and do home activities!

**Goodbye Activity**

**Overview** 

Close 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.

**Instructions**

Remind the participants to:

* Complete their home activities.
* Lookout for the next ParentText module.
* Sharing their experiences and challenges on the WhatsApp Support Group.

Thank participants for the commitment they have made to each other by coming to the group!

## 4 | Parent Reflection and Celebration

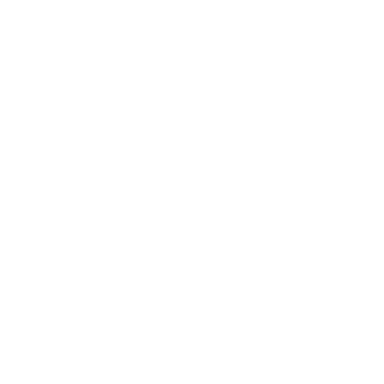
**Quick Links**

**4.** **Parent Reflection and Celebration**

4.1. Overview of the Session

4.2. Before you begin

4.3. Delivering the Session



### 

### 4.1. Overview of the Session

|  |  |
| --- | --- |
| Parent Reflection and Celebration – Overview | |
| Goals | * To celebrate the parents’ completion of Naungan Kasih * To give parents an opportunity to share their experiences |
| Materials | * Attendance register, name tags, certificates, prizes for attendance, certificates * 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** | | |
| [Welcome](#_heading=h.4h042r0) | * Welcome | **10 min** |
| * Take a Pause |
| [Collaborative Art Activity](#_heading=h.2koq656) | * Silent Reflection | **50 min** |
| * Art Activity |
| * Presentation |
| Break | | **5 min** |
| [Keep the Momentum Going](#_heading=h.zu0gcz) | * Story - Stone Soup | **35 min** |
| * Discussion on continuing support |
| [Awareness Activity](#_heading=h.3jtnz0s) | * Loving Kindness meditation | **10 min** |
| [Closing](#_heading=h.4iylrwe) |  | **10 min** |
| * Goodbye |  |

### 4.2. Before you Begin

#### Reflecting on Experiences

Parents have the opportunity to reflect on the changes experienced by the parents and their children over the course of the programme.

There is also time to discuss with the parents how they can keep practising positive parenting practices strong and stable so that their children grow up healthy, happy, and loved.

Parents have the opportunity to reflect on their experiences during the programme. They share how they have changed as well as what changes they have noticed in their children’s behaviour and their life at home.

#### Keeping the Support Group Strong

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

It has also provided them with a source of support and sense of community that many parents will have found helpful and nourishing.

This support can continue after Naungan Kasih ends.

“Stone Soup” is a helpful story that shows how the skills and knowledge have always existed in the community. Although the programme helped bring these skills to the surface, all of the principles, building blocks, and solutions to problems came from the families.

Parents have always been the experts! Your role has been to encourage them to discuss ways in which they might be able to continue integrating the practices and building blocks into their lives on an ongoing basis.

In the final week of the Naungan Kasih, you would have previously encouraged parents to select two group moderators who will play a vital role in keeping the WhatsApp Support Group active and ongoing. At this point, parents may have already identified these moderators. During the closing session, it is an excellent opportunity to gently remind and motivate parents if they have not yet designated group moderators to take this important step.

Parents also have the option to explore alternative ways for maintaining the support group. It is important that you support whatever the parents decide to do. They can also check what resources include meeting occasionally with the group, providing a room for future meetings, etc.

#### Taking a Pause

Taking a Pause is an activity parents first experienced during the Welcome Flow at the Onboarding Session. They may have also done it a different time throughout the ParentText programme.

* Taking a Pause is a simple activity that allows parents to stop and reconnect with the present moment through their breathing. It gives them stability in their busy lives and centres us when things get difficult.
* Can be used at any time during the day. It can also be a short activity (30 seconds) or as long as 3 minutes.
* Can also be helpful when parents find their child is irritating them or has done something wrong. It gives them a chance to respond in a more nurturing way instead of reacting negatively.
* Can be useful for you as a facilitator!

#### Awareness Activity - Sending Loving Kindness

Parents learn one more relaxation activity called “Sending Loving Kindness.” This activity can be especially helpful when parents are feeling alone and needing support.

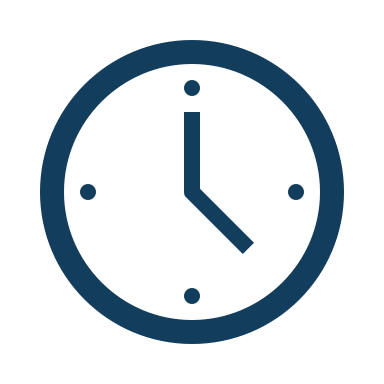
It is a simple mindfulness exercise in which parents send thoughts of “Loving Kindness” to themselves, wishing that they are happy, safe, healthy, and loved.

They also learn that they can send these thoughts to their loved ones, especially their children. You should also practise this activity for yourself since you deserve plenty of Loving Kindness too!

### 4.3. Delivering the Session

|  |  |  |
| --- | --- | --- |
| **Session Agenda** | | |
| [Welcome](#_heading=h.4h042r0) | * Welcome | **10 min** |
| * Take a Pause |
| [Collaborative Art Activity](#_heading=h.2koq656) | * Silent Reflection | **50 min** |
| * Art Activity |
| * Presentation |
| Break | | **5 min** |
| [Keep the Momentum Going](#_heading=h.zu0gcz) | * Story - Stone Soup | **35 min** |
| * Discussion on continuing support |
| [Awareness Activity](#_heading=h.3jtnz0s) | * Loving Kindness meditation | **10 min** |
| [Closing](#_heading=h.4iylrwe) |  | **10 min** |
| * Goodbye |  |

#### Welcome



10min

Welcome each parent warmly and enthusiastically when they arrive at the session.

When you start the session, praise the group for coming to the session and congratulate them for making it to the final group session for Naungan Kasih! [(Slide 21)](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g28d831eca76_0_13)

**Take a Pause (5 min)**

**Overview** 

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

Use the below text as a guide to leading parents in Taking a Pause.

You should pause for about 5 seconds at each [Pause] in the text. It will be more meaningful if you Take a Pause at the same time.

**Instructions** [**(Slide 22)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g28d831eca76_0_19)

1. **Preparation**

* 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]

1. **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]

1. **Gathering Attention**

* Bring your focus to your breath. [Pause]
* You may want to place one hand on your stomach and feel it rise and fall with each breath. [Pause]
* Follow your breath all the way in, how it pauses, and how it exhales out. [Pause]
* If you notice that you have started to think about something, this is completely natural. [Pause]
* 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]
* Then bring your awareness back to the feeling of your breath. [Pause]
* Keep your focus on your breath for a few moments. [Pause]

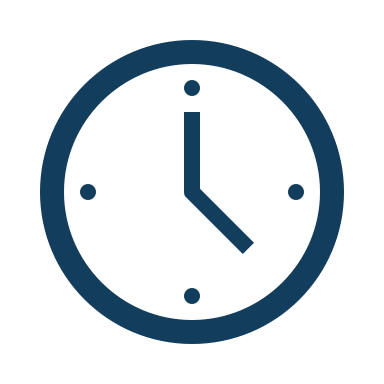
1. **Expanding Awareness**

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

1. **Reflecting**

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

#### Collaborative Art Activity



50min

**Overview** Postit Notes with solid fill

The activity gives parents an opportunity to look back on their experiences, to notice how they and their children’s lives have changed, and to hear from others.

It also helps parents identify how the skills that they have learned helped to improve the relationships between them and their children.

**Reflection (5 min)**

**Instruction** [**(Slide 23)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g27e4ace205a_0_2)

First take the participants through the entire programme as a review to help parents remember key moments and experiences that they may have had:

* Ask parents to close their eyes and sit in a comfortable position.
* Ask them to recall what their lives and children were like before the programme began.
* Guide parents through each goal of ParentText:
  + Improving My Relationship with My Child: We started with focusing on improving our relationship with our children by spending one-on-one time, giving praise, talking about our feelings and values.
  + Prepare My Child for Success in School: In this goal, we prepared our children for success in school by supporting them in reading and Math.
  + Understand Child Development: Next, we learnt how to support our children’s healthy growth and development through play and learning from experiences.
  + Give My Child Structure: We also learnt how to give our children structure by creating routines and rules.
  + Supporting Positive Child Behaviour: Now, we also have skills to manage our children’s misbehaviours by redirecting them, ignoring demanding behaviour, and managing consequences.
  + Keep My Child Safe and Healthy: We focused on safe touch, community safety, responding to risks, and being safe online.
* Ask parents to think about their experiences during the sessions and when they were practising the skills at home.
* Remind the parents that it is okay if they have not finished all the goals yet.
* Ask them to think about how they have changed, how their children and their children’s behaviours have changed, and how their families have changed.
* Participants should also be invited to think about what they thought worked well during the programme, and how the programme has impacted their lives and homes.

**Art Activity (15 min)**

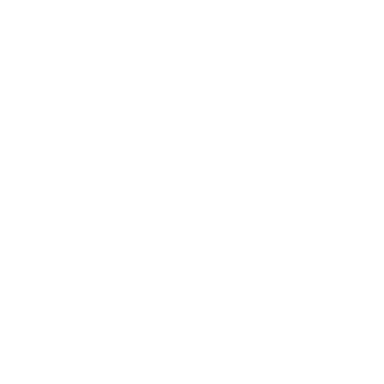
**Instruction** [**(Slide 24)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g28d831eca76_0_82)

* After the reflection, distribute paper and crayons for the Art Activity.
* Ask the participants to draw pictures that relate to some of the following questions:
  + What was their relationship with their child like before the programme?
  + How has the relationship changed? How have you changed? Your child? Your family?
  + What was the most important/significant thing that you learned? Why was this significant?

**Sharing (30 min)**

**Instruction** [**(Slide 25)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g283abf8806e_0_209)

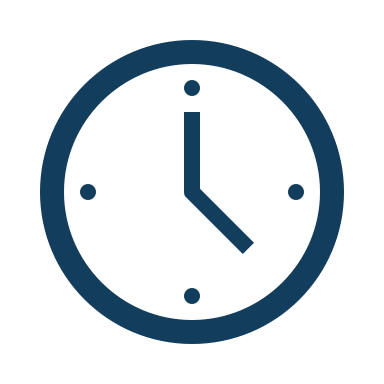
* Ask the participants to share their drawings in the larger group.
* After each participant shares, s/he places his/her picture in the middle of the circle to show the communal vision of positive parenting.



**Note**

Allow every participant to share but try to keep the sharing brief (1-2 minutes each). You can draw a picture and share too!

#### Keep the Momentum Going



35min

**Story – Stone Soup (15 min)**

**Overview** Postit Notes with solid fill

At this point in the session, the focus shifts to the future. The programme ending can be a very emotional time for parents.

Many may feel anxiety about the next chapter in their lives. It is important to provide parents with some support and encouragement.

The next activities help parents identify ways of continuing to support one another.

“Stone Soup” is a story about community building that is shared with the parents to help them take ownership of their own skills, knowledge, and wisdom.

**Instruction** Pencil with solid fill

Recite the following story:

**Stone Soup -** (traditional tale as narrated by Jamie McLaren Lachman)

*There was once a beautiful village. The people of this village were always happy because they never needed anything. They had livestock, fruits, and vegetables, as theirs was a very fertile village. They never knew suffering.*

*However, after some time there was drought. There was no more rain, and their livestock was dying. Times became difficult because now there was hunger in the village. The people stopped talking to each other because everyone was focusing on their own problems.*

*One day an old woman came to this village carrying a big black pot on her head and a small brown bag. When she arrived in the middle of the village, she placed the big black pot on the ground and sat next to it to take a rest. No one saw this woman, except a little boy who was out playing that day.*

*When the boy saw this old woman, he asked her "Granny, what are you doing with that big black pot?"*

*"I am going to make some Stone Soup!" answered the old woman. This confused the boy. Who ever heard of such a thing as Stone Soup?*

*Because he was a curious boy and always full of questions, he asked, "Can I please help you granny?"*

*The old woman was very happy when he asked to help. "Of course, you can! Go and get some water and collect some wood, my child," she said.*

*So, the boy collected some wood in the nearby forest. As the old woman was busy making the fire, he went down to the river to fetch some water.*

*By the time the boy returned with water, the old woman had a large, warm fire burning. She placed the big black pot on the fire and poured in the water. She then opened her small brown bag and took out a shiny, round white stone. She placed it in the big black pot and began to stir, humming an old cooking song.*

*Soon, the water began to boil. The old woman licked her lips and said to the boy, “Mmmmm...this is going to be a delicious pot of Stone Soup.”*

*It wasn’t long when the others began to notice the fire burning in the middle of the village. One by one, they left their homes to see what was happening.*

*"What is going on here?" asked one man. The boy answered, "She is cooking Stone Soup!"*

*Those who were there exchanged looks as if they had never heard of such a thing. Stone Soup?*

*The news spread fast and throughout the village. All the villagers left their homes to see this crazy old woman and her Stone Soup with their own eyes. As the people were arriving, the old woman continued to stir the pot while humming.*

*When she noticed that that there were many people gathered, she stopped stirring and tasted the watery soup. "Mmmmmmm... This is going to be the most delicious soup. It is just missing something. If only there were some onions...”*

*One woman had a few old onions that she had been saving. They were small and wrinkly but still good to eat. “I have some onions,” she offered. She fetched them from her home, chopped them up, and added them to the big black bubbling pot.*

*After a little while longer, the old woman tasted the soup again. “Yes, this soup is going to be so good. But it is missing something.... If only there were some more....”*

*“Vegetables!” said a voice from the crowd, “It needs more vegetables. I have some spinach. It’s not much but you can use it.” Another person brought a couple of old potatoes. Someone else had a cabbage. Another garlic. Carrots. A pumpkin. Salt. An old scrawny chicken. Some chilis. Spices.*

*[At this point, the storyteller can ask people for suggestions as to what to put in the soup]*

*The smell of the soup filled the village. It reminded people of the old days. They began to talk to each other, exchanging stories and news, even jokes. Laughter was heard again for the first time in many years.*

*At last, the old woman stopped stirring. She tasted the soup and declared with a twinkle in her eye, “This Stone Soup is nearly ready. And so much to eat. I wonder if you will help me finish it, please.”*

*Everyone went back to his or her homes and brought bowls and spoons. Even though there were so many people, there was just enough for each person. They ate the soup until they were all full. And it was the most delicious Stone Soup they had ever tasted.*

*When they were done, the villagers brought out their drums and other musical instruments and began to sing songs and dance. They sang and danced until dusk. Then, the villages thanked the woman and returned to their homes chatting with each other. Once again, there was the sound of laughter and song in the air that evening.*

*As the evening stars began to shine, the old woman was left alone in the middle of the village. She gathered the white stone in her small brown bag and placed her big black pot on her head. Without a word of farewell, she slowly began to walk down the windy road that led out of the village.*

*Before she could leave, the boy saw her and ran to her. "Why are you leaving, granny?" he asked. “My work here is done,” the old woman replied. “But we need someone like you to help us,” said the boy.*

*She reached into her small brown bag and handed the boy the white stone. “You have all the ingredients that you need to make Stone Soup.” Then she slowly walked down the road. The boy watched and waved until he couldn’t see her any longer.*

*The villagers never saw that woman again. But life in the village continued to thrive – in the best of times and the worst of times they never lost their connection to each other again as they continued to make the most delicious Stone Soup.*

*The end.*

**Discussion on continuing support (20 min)**

**Instruction** [**(Slide 27)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g28d831eca76_0_89)

Lead a discussion to help parents to identify specific ways in which they can continue to support their children’s development.

Useful questions to help prompt discussion may include:

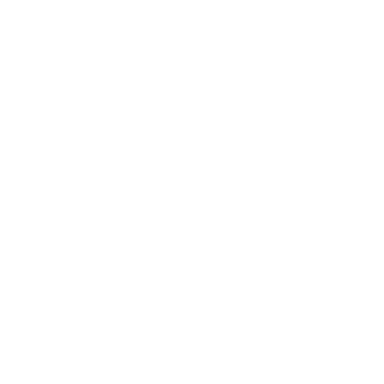
* What are some of the ingredients that we have in our community to continue supporting us as parents?
* In what ways can we continue to support our children’s development and our lives after the programme?

A heart with a leaf in it

Description automatically generated

**For parent-led WhatsApp Support groups, 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.



**For parent-led in-person peer support groups, it is important to identify the following:**

* Person (or people) responsible for organising the support groups.
* Place where the parents can meet and if help can be provided from an organisation.
* Time and day that will best suit everyone
* Whether facilitators can meet them from time to time

**Tips for Continuing Support for In-person or Online Peer Support Groups:**

1. Keep practising all the skills you learnt in ParentText.
2. There may be other parents who have done the Naungan Kasih programme in your neighbourhood. Start your own Naungan Kasih Support Group!
3. Learn what services and support you can get in your community.
4. Reiterate the ground rules to ensure a positive environment for all parents.
5. Emphasise once more, in situations involving significant concerns regarding safeguarding or confidentiality, parents will remove the group member from the group immediately.
6. Determine the topics, areas, or issues that you would like to explore and address during our upcoming session.

#### Postit Notes with solid fillAwareness Activity (10 min)

**Overview**

At the end of the session, parents 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 after all the excitement and anticipation for the closing.

Use the below text as a guide to lead the activity.

**Instruction** [**(Slide 28)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g28d831eca76_0_116)

Just like Taking a Pause, you can pause for about 5 seconds at each [Pause] in the text. It is helpful to follow your own instructions during the pause.

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]

1. **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]

1. **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.

1. **Expanding Awareness**

* Allow your focus to expand to the whole body. [Pause]
* Allow your focus to expand to the sounds in the room. [Pause]
* When you are ready, open your eyes. [Pause]

1. **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.*

#### Closing (10 min)

[**See Slide 29**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g28d831eca76_0_131)

Close out the session with an activity or prayer.

**Goodbye**

**Thank and praise the parents for their commitment to loving and nurturing their children!**

## Appendix

**Energizers**

#### Give me a …

Note: Number = a clap

Give me a 1 = Clap

Give me a 2 = Clap Clap

Give me a 4 = Clap, clap clap, clap (start back at 1)

#### 

#### Do the wiggly (dance)

Put your arms out, put your arm in, out, in and do the wiggly

Put your right foot out, put your right foot in, in, out and do the wiggly

Put your left foot out, put your left foot in, in, out and do the wiggly

(Continue with any other body parts of choice.)

#### The Shake It Off Groove:

Shake your right hand, shake your left hand, right, left and shake it off.

Shake your right foot, shake your left foot, right, left and shake it off.

Shake your head, shake your hips, head, hips and shake it off.

Continue with any other body parts you like.

#### Numbered Dance Moves:

Assign different dance moves to numbers (e.g., 1 = spin, 2 = hop, 3 = twirl).

Call out numbers, and participants perform the corresponding dance move.