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# Part One: Overview of Naungan Kasih Hybrid Parenting Programme

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## 

## 1 | Introduction

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### 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 main objective of Naungan Kasih is to help sustain nurturing, happy, healthy and supportive families.

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 Malaysian Association of Social Workers (MASW), the Universiti Putra Malaysia (UPM), University of Oxford, IDEMS International, and [Parenting for Lifelong Health](http://www.parentingforlifelonghealth.org/).

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 eight 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

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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 eight 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 * Bersikap Baik terhadap Diri Sendiri * Memberi Pujian * Berbincang tentang Perasaan * 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 Play * Learning from Experience * How Your Toddler/Young Child/Child is Changing |
| Give My Child Structure | * Manage My Stress * Mengekalkan sifat Positif * Create Routines with My Child * Creating Family Rules * Ketahui Peranan Semua Orang |
| Menyokong Tingkah Laku Anak yang Positif | * Redirect Misbehaviour * Abaikan Tingkah Laku yang Mendesak * Menguruskan Kemarahan * Teach My Child Consequences * Solve Problems with My child |
| Keep My Child Safe & Healthy | * Mengajar Sentuhan Selamat * Community Safety * Respond to Crises * Kukuhkan Pemakanan dan Kesihatan My Child * Know Online Safety Basics * Build Habits and Trust Online |
| Have a Healthy Relationship with My Spouse  Only for participants who indicated they are in a relationship | * Creating Respect at Home * Being a Supportive Spouse and Parent * Share Family Responsibilities * Resolving Conflicts Peacefully * Listen and Talk with Each Other |
| Build a Family Budget | * Understand Needs and Wants * Talk about Monthly Expenses * Make a Monthly Budget * Make a Saving Plan |

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

|  | **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. |
| --- | --- |
|  | **Goal Selection:** The programme contains 8 learning goals, such as “Keep my Child Safe and Healthy”. Parents select the first goal they want to complete. |
|  | **Pre-Goal Check-in:** Before starting the goal, parents answer a single question related to the goal outcome. |
|  | **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. |
| **Each Skill is presented using a similar set of 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. | |
|  | **Home Activity Check-In:** Each day, parents are asked whether they were able to complete their last home activity. |
|  | **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. |
|  | **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. |
|  | **Trophy Earned!:** Once all badges are earned, the course is complete and parents earn an animated trophy. |

#### 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 an 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 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 C

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

* **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 Facilitator App, 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

| ⭐Note  In this manual, the following icons highlight specific guidance and tips for: | |
| --- | --- |
| 👥The in-person session with parents | 📱The Online support via Facilitator App |

You will deliver **Group C 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 | WhatsApp group formation | ✅ |
| Week 1 |  | Facilitator App: Week 1 | ✅ |
| Week 2 |  | Facilitator App: Week 2 | ✅ |
| Week 3 |  | Facilitator App: Week 3 | ✅ |
| Week 4 |  | Facilitator App: Week 4 | ✅ |
| Week 5 |  | Facilitator App: Week 5 | ✅ |
| Week 6 |  | Facilitator App: Week 6 | ✅ |
| Week 7 | 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. here 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. |
| --- |

#### 📱How to provide online support with the Facilitator App

We have created a Facilitator 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.

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

The Facilitator App 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.

The Facilitator App’s structured layout and intuitive design ensure that all essential functions are easily accessible. We have created an online guide embedded in the Facilitator App to help you learn more about the Facilitator 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 visit XXX to access to the web version Facilitator App and online guide.

Please visit XXX to acess the Facilitator App and online guide from the Google Playstore.

# Part Two: Delivering In-Person Sessions

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## 👥3| Onboarding Session

### 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 in order 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 | | | | |
| 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 * Refreshments | | ⏱️30 min | |
| Welcome | | * Welcome * Name Game * Overview of Naungan Kasih programme  (incl. ParentText and WhatsApp groups) * Ground Rules | | ⏱️5 min  ⏱️5 min  ⏱️10 min | |
| ⏱️**20 min** | |
| Getting Started with ParentText | | * Exploration of basic phone functions to interact with ParentText chatbot * Joint completion of Onboarding, Welcome Flow and Spend 1-on-1 time with Your Child on ParentText * Resolving challenges with ParentText | | ⏱️5 min  ⏱️20 min  ⏱️5 min | |
| ⏱️40 min | |
| Break | | | | ⏱️5 min | |
| Spending 1-on-1 Time with Your Children | | * 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 | | ⏱️10 min  ⏱️5 min  ⏱️10 min  ⏱️15 min  ⏱️5 min | |
| ⏱️45 min | |
| Closing | | * Reflection * Identifying Next Goal in ParentText * Goodbye Activity | | ⏱️5 min  ⏱️5 min | |
| ⏱️10 min | |

### 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!

#### 📱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”.

* Set up your profile on Facilitator App and select your x, y, and z

#### 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 gets 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 [Facilitator App](#_8hhfeod3kmp) or ask the group for suggestions.

### 3.3. Delivering the Session

| Session Agenda | | | | | |
| --- | --- | --- | --- | --- | --- |
| Pre-Session Registration | | * Collection of name and phone numbers * Refreshments | | ⏱️30 min | |
| Welcome | | * Welcome * Name Game * Overview of Naungan Kasih programme  (incl. ParentText and WhatsApp groups) * Ground Rules | | ⏱️5 min  ⏱️5 min  ⏱️10 min | |
| ⏱️**20 min** | |
| Getting Started with ParentText | | * Exploration of basic phone functions to interact with ParentText chatbot * Joint completion of Onboarding, Welcome Flow and Spend 1-on-1 time with Your Child on ParentText * Resolving challenges with ParentText | | ⏱️5 min  ⏱️20 min  ⏱️5 min | |
| ⏱️40 min | |
| Break | | | | ⏱️5 min | |
| Spending 1-on-1 Time with Your Children | | * 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 | | ⏱️10 min  ⏱️5 min  ⏱️10 min  ⏱️15 min  ⏱️5 min | |
| ⏱️45 min | |
| Closing | | * Reflection * Identifying Next Goal in ParentText * Goodbye Activity | | ⏱️5 min  ⏱️5 min | |
| ⏱️10 min | |

#### 

Welcome (⏱️20 min)

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 6 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
* Memahami Perkembangan Anak
* Give My Child Structure
* Manage My Child’s Behaviour
* Keep My Child Safe and Healthy
* Have a Healthy Relationship with My Spouse
* Build a Family Budget

1. 📱**WhatsApp Support Group**

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.

📱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. |
| --- |

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#### 📱Getting Started with ParentText (⏱️30 min)

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.

2) 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).

3) 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.

4) 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.

5) 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.

6) 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

7) 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

8) 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 (⏱️20 min)

💡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

2. Tetapan

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

3. Introduction video

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

Ask participants if they have any questions.

4. 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)

5. 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.

6. Select first goal and go through first skill

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 ParentText will remind them to do their next Skill tomorrow (and daily afterwards until they have completed the programme).

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!

| ⭐Note  If parents have questions about One-on-One Time, tell them that the next activity will explore this in more detail. |
| --- |

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)
  + Share ParentText with a friend
  + Change settings (how/when you receive messages, update your details for tailored content)
  + Untuk membina perhubungan erat dengan anak anda, cari aktiviti baharu yang boleh dilakukan oleh anak anda bersama ibu bapa
  + Tonton semula video pengenalan dan dapatkan petua untuk menavigasi ParentText
  + Dapatkan bantuan untuk menavigasi cabaran tertentu semasa menggunakan kemahiran baharu
* Terdapat kecemasan dan saya memerlukan bantuan segera.

→ Taip HELP pada bila-bila masa untuk mengakses sumber dan maklumat hubungan komuniti anda jika anda memerlukan bantuan berkenaan keganasan rumah tangga, gangguan seksual, kesihatan mental atau kecemasan lain.

* Tanya ibu bapa sekiranya mereka ada apa-apa soalan tentang cara menggunakan Bot Sembang ParentText

##### Peraturan asas tambahan ParentText

💡**Gambaran Keseluruhan**

Anda boleh membantu ibu bapa untuk merenung peraturan asas tambahan yang anda boleh tambah ke senarai yang telah anda cipta pada awal sesi ini apabila ibu bapa sudah memahami fungsi ParentText.

✏️**Arahan**

Tanya peserta:

* Perlukah apa-apa peraturan asas ditambah ke senarai peraturan asas ParentText?

Peraturan tambahan mungkin termasuk:

* + Komitmen untuk melakukan aktiviti harian yang dicadangkan oleh ParentText.
  + Komitmen untuk menyelesaikan keseluruhan Kemahiran 5-minit pada satu-satu masa, bagi mengelakkan pemasaan ParentText tamat.
  + Komitmen untuk menyelesaikan kesemua 3-5 Kemahiran dalam suatu Matlamat sebelum memilih Matlamat yang seterusnya.
  + Melakukan cadangan aktiviti di rumah bersama dengan anak anda

Meluangkan Masa Bersama Seorang Dengan Seorang bersama Anak Saya (⏱️50 min)

##### 💡Gambaran Keseluruhan

Memperkenalkan kepada ibu bapa matlamat utama pembelajaran teras secara ringkas. Anda boleh berkata sesuatu seperti:

“Matlamat utama ParentText hari ini adalah untuk kita mempelajari cara kita boleh membina hubungan positif dengan anak kita melalui Masa Bersama Seorang Dengan Seorang. Mari kita lihat kisah ini..."

Kemudian teruskan ke komik.

Komik ParentText (⏱️10 min)

💡Gambaran Keseluruhan

Ini adalah komik yang sama yang diterima oleh ibu bapa semasa aktiviti ParentText. Ia memperkenalkan prinsip asas dan cara ibu bapa sepatutnya meluangkan Masa Bersama Seorang Dengan Seorang bersama anak mereka. Ia tentang Farah, seorang ibu, sedang meluangkan Masa Seorang Dengan Seorang bersama anak perempuannya, Mira.

kisah ini menunjukkan prinsip teras Membiarkan Kanak-Kanak Memimpin, atau Permainan Dipimpin Kanak-kanak, yang penting kepada Satu-satu-Satu Masa.

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

| **Farah**: Ibu ada 5 minit untuk meluangkan masa bersama seorang dengan seorang bersama kamu, Mira. Apakah yang anda mahu lakukan?  **Mira**: Saya nak main menggayakan pakaian! | **Mira**: Ibu, ini untuk ibu.  **Farah**: Terima kasih, saya sukakannya!  **Mira**: Pakailah Ibu! |
| --- | --- |
| **Farah**: Itu idea yang bagus, Mira! Ibu tengok kamu keluarkan skaf kuning berbelang biru itu. | **Farah**: Kamu sudah besar, Mira dah pandai pakai baju sendiri! |

Perbualan Berpandu untuk komik Masa Bersama Seorang Dengan Seorang:

Bantu ibu bapa mengenal pasti kemahiran berikut daripada komik yang harus mereka gunakan semasa Masa Bersama Seorang Dengan Seorang:

* Melutut separas dengan anak anda
* Lihat anak anda dan perhatikan apa yang dia sedang lakukan
* Gunakan nama anak anda semasa anda bercakap dengan mereka
* Terima apa yang ingin dilakukan oleh anak anda selagi aktiviti itu selamat
* Ikut semasa anak anda memimpin ketika Masa Bersama Seorang Dengan Seorang
* Gunakan kata-kata untuk menerangkan apa yang sedang dilakukan oleh anak anda

Blok 1 memperkenalkan ibu bapa kepada cara memperkenalkan One-on-One Time kepada anak-anak. Gunakan soalan untuk membimbing ibu bapa melihat bagaimana ibu memperkenalkan Satu-satu-Satu Masa kepada Mira dengan berkata kepadanya, "Saya mempunyai 5 minit untuk meluangkan Masa Satu-satu-Satu dengan anda, apakah yang anda mahu lakukan?"

Tanya kepada ibu bapa:

* Bagaimanakah cara ibu memperkenalkan Masa Bersama Seorang Dengan Seorang kepada Mira? Apakah yang dikatakan oleh Ibu kepada Mira? Berapa lamakah masa untuk sesi Masa Seorang Dengan Seorang?

(Jawapan yang mungkin diberikan oleh ibu bapa: Dia menyebut nama Mira. Dia duduk sama paras dengan Mira. Dia memandang Mira. Dia bertanya apa yang Mira mahu lakukan. Dia benarkan Mira untuk memilih aktiviti.)

* Bagaimanakah Mira tahu tempoh untuk Masa Bersama Seorang Dengan Seorang? Mengapakah ibunya perlu beritahu Mira tempoh untuk Masa Bersama Seorang Dengan Seorang?

(Jawapan yang mungkin diberikan oleh ibu bapa: Ibu memberitahu dia mempunyai masa selama 5 minit untuk diluangkan bersama Mira. Ibunya mungkin ada perkara lain untuk diuruskan).

Blok 2 hingga Blok 3 juga menunjukkan bagaimana ibu membenarkan Mira memimpin. Tanya kepada ibu bapa:

* Apakah yang ibu lakukan secara fizikal untuk menunjukkan bahawa dia memberi perhatian kepada Mira?

(Jawapan yang mungkin diberikan oleh ibu bapa: Dia memandang Mira. Dia menyebut namanya).

* Bagaimanakah ibu membenarkan Mira menjadi ketua dalam aktiviti tersebut?

(Jawapan yang mungkin diberikan oleh ibu bapa: Dia membenarkan Mira untuk memilih aktiviti. Dia menerima cadangan Mira. Dia memerhatikan perbuatan Mira. Dia duduk bersandar dan membenarkan Mira mengarahkan perkara yang berlaku dalam One-on-One Time).

Blok 3 juga menunjukkan cara ibu bapa boleh menggunakan perkataan untuk menerangkan perkara yang dilakukan oleh anak-anak mereka. Tanya kepada ibu bapa:

* Apa kata ibu apabila Mira memakai pakaiannya sendiri?

(Jawapan yang mungkin daripada ibu bapa: Dia menggunakan perkataan untuk menerangkan apa yang dia lihat Mira lakukan.)

Blok 4 (dan semua blok lain) menunjukkan cara kanak-kanak mungkin bertindak balas untuk menghabiskan Satu-satu-Masa dengan ibu bapa mereka. Tanya kepada ibu bapa:

* Apakah perasaan Mira apabila meluangkan masa One-on-One bersama ibunya?

(Jawapan yang mungkin diberikan oleh ibu bapa: Mira gembira. Dia rasa disayangi. Dia rasa dirinya penting. Dia rasa dihargai. Dia rasa yakin. Mira rasa dirinya rapat dengan ibunya).

| ⭐Catatan  Pastikan anda gunakan soalan terbuka bagi membantu ibu bapa untuk menjawab soalan ini sendiri. Tugas anda adalah untuk bertanya soalan. Ibu bapa perlu memikirkan jawapannya sendiri! |
| --- |

##### 

Perbincangan: Masa Seorang Dengan Seorang bersama Anak Anda (⏱️5 min)

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

Pimpin peserta dalam perbincangan kumpulan tentang manfaat meluangkan Masa Bersama Seorang Dengan Seorang bersama anak mereka. Soalan yang berguna termasuk:

* Mengapa anda inginkan hubungan positif dengan anak anda?
* Bagaimana meluangkan Masa Bersama Seorang Dengan Seorang dapat membantu anda untuk menjalin hubungan positif dengan anak anda?
* Apakah manfaat untuk anak anda apabila mereka meluangkan Masa Bersama Seorang Dengan Seorang dengan anda? Apakah yang akan dipelajari oleh mereka?

Tuliskan idea ibu bapa, dan puji mereka kerana berkongsi.

Berikut adalah manfaat meluangkan Masa Bersama Seorang Dengan Seorang bersama anak anda:

* Anak-anak akan rasa diri mereka dihargai dan disayangi.
* Anda menunjukkan kepada anak anda bahawa apa yang mereka lakukan adalah penting.
* Membantu anak-anak rasa selamat dan terjamin.
* Membina kemahiran berbahasa dan pemerhatian.
* Membina kemahiran belajar dan menyelesaikan masalah.
* Meningkatkan kepercayaan dan menambah baik komunikasi anda dengan anak anda.
* Membantu anak-anak berkembang dan meneroka dunia.
* Menunjukkan kepada anak anda bahawa anda sentiasa ada bersama dan fokus tentang perihal mereka.
* Anak-anak berasa lebih ikhlas untuk membantu membuat kerja rumah bersama-sama.
* Ibu bapa/penjaga rasa bahawa susah payah mereka di rumah lebih berbaloi.
* Anak anda cenderung untuk memimpin apabila anda mendengar dan menghargai idea-idea anak anda seterusnya menggalakkan mereka untuk berfikir sendiri.
* Memberikan anda peluang untuk mengetahui minat dan kebolehan anak anda.

| ⭐Catatan  Senarai di bawah hanyalah cadangan. Tidak mengapa jika anda tidak dapat mengenal pasti kesemuanya. Mereka juga mungkin memberikan sebab lain tentang betapa pentingnya meluangkan Masa Bersama Seorang Dengan Seorang bersama anak-anak dapat membantu memperbaiki tingkah laku dan perkembangan anak-anak ini. Bagus!! |
| --- |

##### 

Perbincangan Berpasangan: Aktiviti untuk Dilakukan Bersama Your Child (⏱️10 min)

**💡Gambaran Keseluruhan**

Perbincangan kumpulan ini akan membantu ibu bapa mengenal pasti kemungkinan aktiviti yang boleh mereka lakukan bersama anak-anak mereka semasa Satu-satu-Satu.

Ia boleh menjadi mencabar bagi ibu bapa untuk mengetahui perkara yang perlu dilakukan dengan anak-anak mereka – terutamanya jika hanya ada sedikit masa untuk diluangkan bersama anak-anak mereka atau mereka tidak mempunyai hubungan yang baik dengan anak-anak mereka.

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

Minta ibu bapa memikirkan aktiviti yang boleh mereka lakukan bersama anak mereka. Ini mungkin perkara yang mereka tahu anak mereka suka lakukan.

Benarkan ibu bapa berkongsi secara berpasangan terlebih dahulu. Setiap pasangan harus membuat sekurang-kurangnya 3 aktiviti berbeza yang boleh mereka lakukan bersama anak-anak mereka.

Benarkan ibu bapa bercakap secara berpasangan selama kira-kira satu atau dua minit. Kemudian kongsi dalam kumpulan besar.

Tulis cadangan pada flipchart!

Aktiviti yang boleh dilakukan termasuk:

* Bermain dengan bola atau anak patung jika ada
* Menggayakan pakaian yang menyeronokkan atau pakaian dewasa
* Bermain sorok-sorok – di luar
* Main membeli-belah di dalam rumah
* Teka-teki jigsaw
* Menyanyi bersama-sama
* Bercerita
* Menggalakkan anak untuk bercerita
* Menguruskan kain baju bersama-sama

| ⭐Catatan  Aktiviti adalah berbeza mengikut umur anak dan juga mengikut kumpulan etnik dan agama yang berlainan. Pastikan cadangan anda relevan untuk ibu bapa anda! |
| --- |

Berlatih Kemahiran (⏱️15 min)

💡**Gambaran Keseluruhan**

HARI, BERMAIN dan MENGINAP

Berikut adalah latihan kumpulan pertama di mana ibu bapa diminta untuk berlatih melakukan Aktiviti Di Rumah.

Latihan Kumpulan membolehkan ibu bapa untuk mencuba Aktiviti di Rumah dalan persekitaran kumpulan yang selamat. Ibu bapa/penjaga juga mempunyai peluang untuk mengambil peranan sebagai "ibu bapa" dan "anak-anak."

Menjadi anak dalam amalan membantu ibu bapa melihat dunia melalui mata anak mereka.

| 🔍Keupayaan Sorotan  Jika mana-mana ibu bapa mempunyai anak kurang upaya, pastikan amalan kumpulan termasuk kanak-kanak kurang upaya. |
| --- |

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

Format untuk mengetuai latihan kumpulan:

1. pengenalan
   * Perkenalkan bahawa ibu bapa kini akan berlatih membenarkan anak-anak mereka memimpin dan mengatakan perkara yang mereka lihat semasa Satu-satu-Satu Masa.
   * Jelaskan bahawa berlatih sekarang akan memudahkan untuk melakukan aktiviti di rumah, terutamanya kerana Membiarkan Anak Anda Memimpin dan Berkata Apa yang Anda Lihat adalah kemahiran baharu.
   * Jelaskan bahawa setiap orang akan mendapat peluang untuk mempraktikkan kemahiran baharu sebelum menggunakannya di rumah.
2. Latihan Kumpulan
   * Pilih seorang peserta untuk menjadi "Ibu bapa" dan seorang lagi untuk menjadi "Anak".
   * Jelaskan tentang umur Kanak-kanak. Minta Kanak-kanak berkelakuan baik semasa lakonan.
   * Ibu bapa hendaklah memperkenalkan Satu-satu-Satu Masa kepada anaknya dengan menyebut perkataan berikut:

“Saya mempunyai 5 minit untuk meluangkan Masa Satu-satu-Satu dengan anda, apakah yang anda mahu lakukan?”

* + Kanak-kanak memberikan cadangan mudah: "Mari kita bermain dengan mainan saya."
  + Ibu bapa berlatih menggunakan perkataan untuk menerangkan perkara yang dilakukan oleh Kanak-kanak semasa mengikut arahan Kanak-kanak.
  + Kekal rapat secara fizikal dengan Ibu Bapa untuk memberi sokongan jika perlu. Anda mungkin perlu membisikkan perkataan yang boleh digunakan oleh Ibu Bapa untuk menerangkan apa yang dilakukan oleh anak itu.
  + Ibu Bapa mungkin memerlukan sokongan tambahan dalam membenarkan Kanak-kanak menjadi ketua dalam aktiviti tersebut. Jadilah seperti malaikat penjaga!
  + Benarkan latihan berlaku selama kira-kira 1 minit.
  + Tanya ibu bapa yang berlatih tentang perasaan pengalaman itu sebagai seorang Anak dan sebagai Ibu Bapa.
  + Tanya ibu bapa yang berlatih tentang perasaan pengalaman itu sebagai seorang Anak dan sebagai Ibu Bapa.

1. Berlatih Berpasangan
   * Bahagikan ibu bapa kepada pasangan dan minta mereka berlatih membiarkan anak memimpin semasa One-on-One Time.
   * Setiap orang harus mengamalkan kedua-dua peranan ibu bapa dan anak. Ingatkan anak-anak untuk berkelakuan baik!
   * Kedua-dua fasilitator harus bergerak di sekeliling bilik membantu ibu bapa keluar.
   * Beritahu ibu bapa untuk bertukar peranan selepas satu minit bagi setiap seorang. Panggil kumpulan berkumpul semula untuk sesi perbincangan.
   * Tanya maklum balas daripada setiap pasangan tentang hasil latihan tadi dalam perbincangan kumpulan.

Petua & Aktiviti Di Rumah (⏱️5 min)

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

Semak semula petua berikut untuk Masa Bersama Seorang Dengan Seorang anak anda bersama ibu bapa:

1. **HARI:** Sediakan masa tertentu untuk meluangkan Masa Satu dengan Satu dengan anak anda setiap hari.

Masa yang dipilih haruslah masa yang anda tidak akan diganggu dan apabila anak anda tidak ada perkara lain untuk dilakukan, seperti menonton TV atau bermain gajet. ***Matikan televisyen dan ketepikan gajet.***

Beritahu anak anda yang anda ingin melihat mereka bermain dan mereka boleh pilih apa yang mereka ingin lakukan. Mungkin anak anda akan berasa pelik pada awalnya, tetapi lama-kelamaan dia akan menikmati masa yang diluangkan secara eksklusif bersama dengan anda!

1. **MAIN:** Cuba lakukan sesuatu yang berbeza daripada menonton TV atau bermain dengan tablet/telefon.

Ini adalah lebih berguna dan menyeronokkan untuk anak anda daripada hanya duduk bersama di hadapan televisyen atau bermain dengan telefon pintar. Kadangkala, ia mungkin cukup untuk menonton program TV kegemaran anak anda bersamanya. S/dia mungkin berasa selesa melakukan aktiviti lain mengikut masa.

1. TINGGAL:

Berikan semua perhatian anda terhadap anak anda.

Pastikan anda tidak akan diganggu oleh anak-anak atau tanggungjawab lain jadi anda boleh menumpukan sepenuh perhatian anda kepada anak anda.

Beri arahan atau petunjuk seminimum mungkin.

Semasa anda meluangkan Masa Bersama Seorang Dengan Seorang bersama anak anda, aktiviti harus dipimpin oleh anak anda.

**Dengar** apa yang dikatakan oleh anak anda dan **perhatikan** mereka.

Mendengar anak anda adalah lebih penting berbanding bercakap dengan mereka ketika ini. Jika anak anda bertanya soalan, anda boleh jawab, tetapi jangan pula anda memberitahu mereka apa yang perlu dilakukan. Berikan pilihan itu kepada anak anda: "Itu soalan yang menarik, apa pendapat kamu?"

Renung semula apa yang dikatakan oleh anak anda kepada anda.

Ulang semula apa yang dikatakan oleh anak anda semasa mereka bercakap dengan anda. Anda boleh gunakan perkataan berbeza bagi menunjukkan yang anda betul-betul mendengar apa yang dikatakan oleh anak anda. Contohnya, Anak, "Soalan matematik ini sangat susah." Ibu bapa, " Ya, saya tahu kamu rasa soalan ini susah."

Hanya berikan komen positif dan bukannya komen mengkritik.

Ingat, ini adalah aktiviti anak anda. Bolehkah anda imbas kembali bagaimana perasaan anda apabila seseorang mengkritik anda baru-baru ini? Tiada betul atau salah semasa Masa Bersama Seorang Dengan Seorang. Tugas anda adalah untuk mempamerkan minat anda dan berkata sesuatu yang baik.

Aktiviti di Rumah [(Slaid 16)](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g2742f19afeb_0_358)

Aktiviti di Rumah untuk modul ini ialah untuk meluangkan masa selama kira-kira 5 hingga 15 minit Masa Bersama Seorang Dengan Seorang

Masa bersama dengan anak anda setiap hari. Pastikan setiap ibu bapa mengenal pasti matlamat khusus

untuk diri mereka sendiri untuk Masa Bersama Seorang Dengan Seorang. Pastikan mereka pulang ke rumah dengan mengetahui

perkara yang berikut:

* Di mana mereka akan meluangkan Masa Bersama Seorang Dengan Seorang bersama anak mereka?
* Bila mereka akan meluangkan Masa Bersama Seorang Dengan Seorang bersama anak mereka?
* Apakah jenis aktiviti yang mereka boleh lakukan ketika Masa Bersama Seorang Dengan Seorang bersama anak mereka?

Tuliskan setiap satu Aktiviti di Rumah ibu bapa di atas sekeping kertas.

Penutup (⏱️10 min)

##### Renungan

💡**Gambaran Keseluruhan**

Renungkan bersama ibu bapa untuk mana-mana bahagian khusus Program Naungan Kasih yang memerlukan sokongan.

Galakan ibu bapa untuk bertanyakan soalan terbuka seperti, "Adakah anda ingin mengetahui apa-apa perkara khusus tentang bot sembang ParentText dengan lebih lanjut?" atau "Pada awalnya, apakah pendapat anda semasa anda menyertai Kumpulan Sokongan WhatsApp?"

Untuk menjawab soalan ibu bapa, berikan maklumat yang jelas dan tepat. Berikan panduan langkah demi langkah jika perlu.

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

Tanya ibu bapa jika mereka ada soalan tentang:

* Menggunakan ParentText Chatbot
* Menyertai Kumpulan Sokongan WhatsApp. Ingatkan peserta bahawa anda akan berkongsi gesaan untuk perbincangan kemudian dalam minggu ini.
* Menghabiskan Masa Satu-satu dengan anak mereka
* Aktiviti Rumah

##### Mengenal pasti Matlamat Seterusnya dalam ParentText

✏️**Arahan** [**(Slaid 8)**](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g28d8ad90870_1_19)

* Terangkan kepada ibu bapa bahawa mereka memilih matlamat pertama mereka, Perbaiki Hubungan Saya dengan Anak Saya, dan menyelesaikan kemahiran pertama, Menghabiskan Masa Satu-satu dengan Anak Saya.
* Pada hari-hari yang akan datang, ParentText akan membimbing mereka melalui baki kemahiran dalam matlamat ini. Setelah semua 5 kemahiran dicapai, ParentText kemudiannya akan menggesa mereka untuk memilih matlamat keibubapaan mereka yang seterusnya.
* Minta ibu bapa berfikir tentang matlamat mana yang mereka ingin amalkan seterusnya dalam Naungan Kasih
* Yakinkan peserta bahawa mungkin mengambil sedikit masa untuk mereka merealisasikan matlamat mereka. Galakkan mereka untuk terus berinteraksi dengan chatbot ParentText, menyertai Kumpulan Sokongan WhatsApp, dan melakukan aktiviti di rumah!

##### Aktiviti Selamat Tinggal

💡**Gambaran Keseluruhan**

Tutup dengan aktiviti selamat tinggal. Benarkan peserta memutuskan cara mereka ingin menamatkan sesi. Ini mungkin doa atau tepukan kumpulan.

✏️Arahan

Ingatkan peserta untuk:

* Selesaikan aktiviti rumah mereka.
* Cari modul ParentText seterusnya.
* Berkongsi pengalaman dan cabaran mereka di Kumpulan Sokongan WhatsApp.

Terima kasih kepada peserta atas komitmen yang telah mereka buat antara satu sama lain dengan datang ke kumpulan!

## 

## 

## 👥 4 | Refleksi dan Sambutan Ibu Bapa

### 4.1. Gambaran Keseluruhan Sesi Ini

| Sesi Pengenalan – Gambaran Keseluruhan | | | | | |
| --- | --- | --- | --- | --- | --- |
| Matlamat | * Bagi meraikan ibu bapa menamatkan Naungan Kasih * Untuk memberi peluang kepada ibu bapa berkongsi pengalaman mereka | | | | |
| Bahan | * Daftar kehadiran, tanda nama, sijil, hadiah untuk kehadiran, sijil * Hidangan ringan dan/atau makan tengah hari (jika berkaitan) | | | | |
| Persediaan | * Sediakan bilik dengan kerusi dalam bulatan. * Sediakan bahan untuk tanda nama. * Sediakan bahan dan minuman untuk berbuka (jika berkaitan) | | | | |
| Agenda Sesi | | | | | |
| Selamat datang | | * Selamat datang * Berhenti Seketika | | ⏱️5 min  ⏱️5 min | |
| ⏱️10 min | |
| Aktiviti Seni Kolaboratif | | * Renungan Senyap * Aktiviti Seni * Persembahan | | ⏱️5 min  ⏱️15 min  ⏱️30 min | |
| ⏱️50 min | |
| Rehat | | | | ⏱️5 min | |
| Teruskan Momentum | | * Cerita - Sup Batu * Perbincangan untuk sokongan berterusan | | ⏱️15 min  ⏱️20 min | |
| ⏱️**35 min** | |
| Aktiviti Kesedaran | | * Meditasi Cintakan Kebaikan | | ⏱️10 min | |
| Penutup | | * Ibu bapa menerima sijil * Jumpa lagi | | ⏱️10 min | |

### 

### 4.2. Sebelum anda Mulakan

#### Merenung Pengalaman

Ibu bapa mempunyai peluang untuk merenung perubahan yang dialami oleh ibu bapa dan anak-anak semasa menyertai kursus program ini.

Perbincangan juga akan dijalankan bersama ibu bapa tentang bagaimana mereka boleh terus berlatih amalan Keibubapaan Positif dengan gigih dan stabil supaya anak mereka membesar dengan sihat, bahagia dan disayangi.

Ibu bapa mempunyai peluang untuk merenung pengalaman mereka semasa menyertai program. Mereka akan berkongsi bagaimana mereka berubah dan apakah perubahan yang mereka lihat pada tingkah laku anak-anak mereka serta kehidupan mereka di rumah.

#### Memastikan Kumpulan Sokongan Kuat

Sesi program yang terakhir kadang-kadang sangat mencabar emosi kebanyakan ibu bapa (dan juga pada anda). Mereka mungkin telah menjalin hubungan yang erat antara satu sama lain dan juga banyak berubah di sepanjang program.

Program ini juga telah memberikan mereka sumber sokongan dan semangat berkomuniti yang ibu bapa rasa sangat membantu dan baik.

Sokongan ini mungkin diteruskan selepas program Naungan Kasih tamat.

“Stone Soup” adalah kisah yang membantu menunjukkan bagaimana kemahiran dan pengetahuan telah wujud dalam komuniti sejak sekian lama. Walau pun program ini membantu untuk menonjolkan kemahiran ini, semua prinsip, blok binaan dan penyelesaian kepada masalah datang daripada keluarga.

Ibu bapa adalah pakar yang sebenar-benarnya! Tugas anda adalah untuk menggalakkan mereka supaya berbincang tentang cara yang mereka rasa boleh diteruskan bagi mengintegrasikan amalan dan blok binaan dalam hidup mereka sehari-hari.

Dalam minggu terakhir Naungan Kasih, anda sepatutnya telah menggalakkan ibu bapa untuk memilih dua moderator kumpulan yang akan memainkan peranan penting dalam memastikan Kumpulan Sokongan WhatsApp aktif dan diteruskan. Pada masa ini, ibu bapa mungkin sudah mengenal pasti moderator pilihan. Semasa sesi penutup, ia adalah peluang yang baik untuk anda mengingatkan dan memotivasikan ibu bapa supaya memilih moderator kumpulan jika mereka belum lakukan langkah penting ini.

Ibu bapa juga mempunyai pilihan untuk meneroka cara alternatif bagi mengekalkan kumpulan sokongan. Penting untuk anda supaya menyokong apa saja yang diputuskan oleh ibu bapa. Mereka juga boleh menyemak sumber-sumber yang ada termasuk berjumpa sekali-sekala dengan kumpulan, menyediakan bilik untuk perjumpan akan datang, dsb.

#### Berhenti Seketika

Berhenti Jeda ialah aktiviti yang pertama kali dialami oleh ibu bapa semasa Aliran Alu-aluan di Sesi Penyertaan. Mereka mungkin juga melakukannya pada masa yang berbeza sepanjang program ParentText.

* Berhenti Jeda ialah aktiviti mudah yang membolehkan ibu bapa berhenti dan berhubung semula dengan masa kini melalui pernafasan mereka. Ia memberi mereka kestabilan dalam kehidupan sibuk mereka dan memusatkan kita apabila keadaan menjadi sukar.
* Boleh digunakan pada bila-bila masa sepanjang hari. Ia juga boleh menjadi aktiviti singkat (30 saat) atau selama 3 minit.
* Juga boleh membantu apabila ibu bapa mendapati anak mereka menjengkelkan mereka atau telah melakukan sesuatu yang salah. Ia memberi mereka peluang untuk bertindak balas dengan cara yang lebih memupuk dan bukannya bertindak balas secara negatif.
* Boleh berguna untuk anda sebagai fasilitator!

#### Aktiviti Kesedaran - Menghantar Kasih Sayang

Ibu bapa mempelajari satu lagi aktiviti relaksasi yang dipanggil "Mengirim Kebaikan Kasih Sayang." Aktiviti ini boleh membantu terutamanya apabila ibu bapa berasa keseorangan dan memerlukan sokongan.

Ia adalah latihan kesedaran yang mudah di mana ibu bapa menghantar pemikiran "Kebaikan Kasih Sayang" kepada diri mereka sendiri, berharap mereka bahagia, selamat, sihat dan disayangi.

Mereka juga belajar bahawa mereka boleh menghantar fikiran ini kepada orang yang mereka sayangi, terutamanya anak-anak mereka. Anda juga harus mempraktikkan aktiviti ini untuk diri sendiri kerana anda juga berhak menerima banyak Kebaikan Kasih Sayang!

### 

### 4.3. Menyampaikan Sesi

### 

| Agenda Sesi | | | | | |
| --- | --- | --- | --- | --- | --- |
| Selamat datang | | * Welcome * Berhenti seketika | | ⏱️5 min  ⏱️5 min | |
| ⏱️10 min | |
| Aktiviti Seni Kolaboratif | | * Renungan Senyap * Aktiviti Seni * Persembahan | | ⏱️5 min  ⏱️15 min  ⏱️30 min | |
| ⏱️50 min | |
| Rehat | | | | ⏱️5 min | |
| Teruskan Momentum | | * Cerita - Sup Batu * Perbincangan mengenai suppot berterusan | | ⏱️15 min  ⏱️20 min | |
| ⏱️**35 min** | |
| Aktiviti Kesedaran | | * Meditasi Kasih Sayang | | ⏱️10 min | |
| Penutup | | * Ibu bapa menerima sijil * selamat tinggal | | ⏱️10 min | |

### 

Selamat datang (⏱️10 min)

Mengalu-alukan setiap ibu bapa dengan mesra dan bersemangat apabila mereka tiba di sesi itu.

Semasa anda mulakan sesi tersebut, berikan pujian kepada kumpulan yang hadir ke sesi itu dan ucapkan tahniah kerana mereka berjaya menyertai sesi kumpulan Naungan Kasih yang terakhir! [(Slaid 21)](https://docs.google.com/presentation/d/1FEn8TPaaIEZBc6d-DnCeNATEtKGemVVa/edit#slide=id.g28d831eca76_0_13)

Berhenti Seketika (⏱️5 min)

💡**Gambaran keseluruhan**

Ambil Jeda bersama peserta. Anda juga boleh meringkaskannya (lebih kurang seminit).

Gunakan teks di bawah sebagai panduan untuk memimpin ibu bapa dalam Mengambil Jeda.

Anda harus berhenti seketika selama kira-kira 5 saat pada setiap [Jeda] dalam teks. Ia akan menjadi lebih bermakna jika anda Ambil Jeda pada masa yang sama.

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

Langkah 1: Persediaan

1. Cari posisi duduk yang selesa, kaki anda rata di atas lantai, tangan anda berehat di pangkuan anda. [Pause]
2. Tutup mata anda jika anda berasa selesa. [Pause]

Langkah 2: Menjadi Sedar

1. Tutup mata anda jika anda berasa selesa [Pause]
2. Perhatikan apa pemikiran yang anda alami. Perhatikan jika mereka negatif atau positif. [Pause]
3. Perhatikan bagaimana perasaan anda secara emosi. Perhatikan sama ada perasaan anda menyenangkan atau tidak menyenangkan. [Pause]
4. Perhatikan bagaimana perasaan badan anda. Perhatikan sebarang ketidakselesaan atau ketegangan. [Pause]

Langkah 3: Mengumpul Perhatian

1. Bawa tumpuan anda kepada nafas anda. [Pause]
2. Anda mungkin mahu meletakkan satu tangan di atas perut anda dan merasakan ia naik dan turun setiap kali bernafas. [Pause]
3. Ikuti nafas anda sepanjang jalan masuk, bagaimana ia berhenti, dan bagaimana ia menghembus keluar. [Pause]
4. Jika anda perasan bahawa anda telah mula memikirkan sesuatu, ini adalah semula jadi. [Pause]
5. Jika anda perasan bahawa anda berasa sangat tertekan, anda mungkin ingin meyakinkan diri anda dengan berkata "Tidak mengapa. Apa-apa pun, saya okay.” [Pause]
6. Kemudian kembalikan kesedaran anda kepada rasa nafas anda. [Pause]
7. Keep your focus on your breath for a few moments. [Pause]

Step 4: Expanding Awareness

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

Step 5: Reflecting

1. Taking a moment to reflect whether you feel any different from before Taking a Pause.
2. Apabila anda sudah bersedia buka mata anda semula. [Pause]

##### 

#### Aktiviti Kolaborasi Seni (⏱️50 min)

💡**Overview**

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.

Renungan (⏱️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.
  + Have a Healthy Relationship with My Child: We built healthy relationships with our spouses by focusing on respect, responsibilities and conflict resolution.
  + Build a Family Budget: Lastly, we built a family budget by understanding our needs and wants, and making a monthly saving plan.
* 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.

Aktiviti Seni (⏱️15 min)

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

* Selepas refleksi, edarkan kertas dan krayon untuk Aktiviti Seni.
* Minta peserta melukis gambar yang berkaitan dengan beberapa soalan berikut:
  + Bagaimanakah hubungan mereka dengan anak mereka sebelum program ini?
  + Bagaimanakah hubungan itu berubah? Bagaimana anda berubah? Anak anda? Keluarga anda?
  + Apakah perkara paling penting/penting yang anda pelajari? Mengapa ini penting?

Berkongsi (⏱️30 min)

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

* Minta peserta berkongsi lukisan mereka dalam kumpulan yang lebih besar.
* Selepas setiap peserta berkongsi, dia meletakkan gambarnya di tengah-tengah bulatan untuk menunjukkan visi komunal keibubapaan positif.

| ⭐Nota  Benarkan setiap peserta berkongsi tetapi cuba pastikan perkongsian ringkas (1-2 minit setiap satu).  Anda boleh melukis gambar dan berkongsi juga! |
| --- |

Kekalkan Momentum (⏱️35 min)

Cerita – Sup Batu ( ⏱️15 min)

💡**Ikhtisar**

Pada ketika ini dalam sesi, tumpuan beralih ke masa hadapan. Pengakhiran program boleh menjadi masa yang sangat emosional untuk ibu bapa.

Ramai yang mungkin berasa bimbang tentang bab seterusnya dalam hidup mereka. Adalah penting untuk menyediakan ibu bapa dengan sedikit sokongan dan galakan.

Aktiviti seterusnya membantu ibu bapa mengenal pasti cara untuk terus menyokong antara satu sama lain.

"Stone Soup" ialah cerita tentang pembinaan komuniti yang dikongsi dengan ibu bapa untuk membantu mereka menguasai kemahiran, pengetahuan dan kebijaksanaan mereka sendiri.

✏️**Arahan**

Bacalah kisah berikut:

**Sup Batu -** (kisah tradisional seperti yang dikisahkan oleh Jamie McLaren Lachman)

Pernah ada sebuah kampung yang indah. Penduduk kampung ini sentiasa gembira kerana tidak memerlukan apa-apa. Mereka mempunyai ternakan, buah-buahan, dan sayur-sayuran, kerana mereka adalah sebuah kampung yang sangat subur. Mereka tidak pernah tahu penderitaan.

Walau bagaimanapun, selepas beberapa lama berlaku kemarau. Tiada lagi hujan dan ternakan mereka mati. Zaman menjadi sukar kerana sekarang ada kelaparan di kampung. Orang ramai berhenti bercakap antara satu sama lain kerana masing-masing menumpukan perhatian kepada masalah mereka sendiri.

Pada suatu hari seorang wanita tua datang ke kampung ini dengan membawa periuk hitam besar di atas kepalanya dan beg kecil berwarna coklat. Apabila dia tiba di tengah-tengah kampung, dia meletakkan periuk hitam besar itu di atas tanah dan duduk di sebelahnya untuk berehat. Tiada siapa yang melihat wanita ini, kecuali seorang budak kecil yang keluar bermain pada hari itu.

Apabila budak lelaki itu melihat wanita tua ini, dia bertanya kepadanya "Nenek, apa yang kamu lakukan dengan periuk hitam besar itu?"

"Saya akan membuat Sup Batu!" jawab perempuan tua itu. Ini membuatkan budak itu keliru. Siapa pernah dengar tentang sup Batu?

Kerana dia seorang budak yang ingin tahu dan sentiasa penuh dengan soalan, dia bertanya, "Boleh saya tolong nenek?"

Wanita tua itu sangat gembira apabila dia meminta pertolongan. "Sudah tentu boleh! Pergi ambil air dan kutip kayu, anakku," katanya.

Jadi budak itu memungut kayu di hutan berhampiran. Berhenti seketika ialah aktiviti yang pertama kali dialami oleh ibu bapa semasa Aliran Alu-aluan di Sesi Penyertaan.

Pada masa budak lelaki itu kembali dengan air, wanita tua itu mempunyai api yang besar dan hangat. Dia meletakkan periuk hitam besar di atas api dan menuang air. Dia kemudian membuka beg coklat kecilnya dan mengeluarkan batu putih bulat berkilat. Dia meletakkannya di dalam periuk hitam besar dan mula mengacau, mendendangkan lagu masakan lama.

Tidak lama kemudian, air mula mendidih. Wanita tua itu menjilat bibirnya dan berkata kepada budak itu, "Mmmmm...ini akan menjadi periuk Sup Batu yang lazat."

Tidak lama kemudian mereka yang lain mula menyedari api sedang marak di tengah-tengah kampung. Seorang demi seorang meninggalkan rumah mereka untuk melihat apa yang berlaku.

"Apa yang terjadi di sini?" tanya seorang lelaki. Budak itu menjawab, "Dia sedang memasak Sup Batu!"

Mereka yang berada di situ bertukar pandangan seolah-olah mereka tidak pernah mendengar perkara sebegitu. Sup Batu?

Berita itu tersebar dengan pantas dan ke seluruh kampung. Semua penduduk kampung meninggalkan rumah mereka untuk melihat wanita tua gila ini dan Sup Batunya dengan mata kepala mereka sendiri. Semasa orang ramai tiba, wanita tua itu terus mengacau periuk sambil bersenandung.

Apabila dia perasan bahawa terdapat ramai orang berkumpul, dia berhenti mengacau dan menjamah sup berair itu. "Mmmmmmm... Ini akan menjadi sup yang paling lazat. Ia hanya kehilangan sesuatu. Kalaulah ada bawang...”

Seorang wanita mempunyai beberapa bawang tua yang dia simpan. Mereka kecil dan berkedut tetapi masih sedap dimakan. "Saya mempunyai beberapa bawang," dia menawarkan. Dia mengambilnya dari rumahnya, memotongnya, dan menambahkannya ke dalam periuk menggelegak hitam yang besar.

Selepas beberapa lama, wanita tua itu menjamah sup itu semula. "Ya, sup ini akan menjadi sangat baik. Tapi ada yang hilang.... Kalaulah ada lagi....”

“Sayur-sayuran!” kata suara dari orang ramai, “Ia memerlukan lebih banyak sayur-sayuran. Saya ada bayam. Ia tidak banyak tetapi anda boleh menggunakannya.” Seorang lagi membawa sepasang kentang lama. Orang lain mempunyai kubis. Bawang putih lagi. lobak merah. Seekor labu. garam. Ayam kurus tua. sedikit cili. rempah ratus.

[Pada ketika ini, pencerita boleh meminta orang ramai untuk cadangan tentang apa yang perlu dimasukkan ke dalam sup]

Bau sup memenuhi kampung. Ia mengingatkan orang pada zaman dahulu. Mereka mula bercakap antara satu sama lain, bertukar cerita dan berita, malah bergurau. Ketawa kedengaran lagi buat pertama kali dalam beberapa tahun.

Akhirnya, wanita tua itu berhenti kacau. Dia menjamah sup dan mengisytiharkan dengan sekelip mata, “Sup Batu ini hampir siap. Dan begitu banyak untuk dimakan. Saya tertanya-tanya jika anda akan membantu saya menyelesaikannya.

Semua orang pulang ke rumah masing-masing dan membawa mangkuk dan sudu. Walaupun terdapat begitu ramai orang, hanya cukup untuk setiap orang. Mereka makan sup sehingga mereka semua kenyang. Dan ia adalah Sup Batu paling lazat yang pernah mereka rasa.

Setelah selesai, penduduk kampung membawa keluar gendang dan alat muzik lain dan mula menyanyikan lagu dan menari. Mereka menyanyi dan menari sehingga senja. Kemudian, penduduk kampung mengucapkan terima kasih kepada wanita itu dan pulang ke rumah masing-masing sambil berbual sesama sendiri. Sekali lagi kedengaran bunyi tawa dan nyanyian di udara petang itu.

Ketika bintang petang mula bersinar, wanita tua itu ditinggalkan sendirian di tengah kampung. Dia mengumpulkan batu putih di dalam beg coklat kecilnya dan meletakkan periuk hitam besarnya di atas kepalanya. Tanpa kata-kata perpisahan, dia perlahan-lahan mula menyusuri jalan berangin yang menghala ke luar kampung.

Sebelum dia boleh pergi, budak lelaki itu melihatnya dan berlari ke arahnya. "Kenapa awak pergi, nenek?" dia tanya. "Kerja saya di sini sudah selesai," jawab wanita tua itu. "Tetapi kami memerlukan seseorang seperti kamu untuk membantu kami," kata budak itu.

Dia mencapai beg coklat kecilnya dan menghulurkan batu putih kepada budak lelaki itu. "Anda mempunyai semua bahan yang anda perlukan untuk membuat Sup Batu." Kemudian dia perlahan-lahan menyusuri jalan. Budak lelaki itu memerhati dan melambai sehingga dia tidak dapat melihatnya lagi.

Orang kampung tidak pernah melihat wanita itu lagi. Tetapi kehidupan di kampung terus berkembang maju - dalam masa yang terbaik dan masa yang paling teruk mereka tidak pernah kehilangan hubungan antara satu sama lain lagi kerana mereka terus membuat Sup Batu yang paling lazat.

Tamat.

Perbincangan tentang sokongan berterusan ( ⏱️20 min)

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

Pimpin perbincangan untuk membantu ibu bapa mengenal pasti cara tertentu yang boleh mereka terus menyokong perkembangan anak-anak mereka.

Soalan berguna untuk membantu perbincangan segera mungkin termasuk:

* Apakah beberapa bahan yang kita ada dalam komuniti kita untuk terus menyokong kita sebagai ibu bapa?
* Dalam cara apakah kita boleh terus menyokong perkembangan anak-anak kita dan kehidupan kita selepas program ini?

📱Untuk kumpulan Sokongan WhatsApp yang diterajui ibu bapa, adalah penting untuk mengenal pasti perkara berikut:

* Dua moderator kumpulan rakan sebaya untuk mengetuai Kumpulan Sokongan WhatsApp
* Moderator menerima garis panduan untuk memimpin kumpulan.
* Anda telah membuat panggilan bimbingan dengan kedua-dua moderator untuk menjawab sebarang soalan.
* Masa dan hari yang paling sesuai untuk semua orang untuk melakukan sembang mingguan.
* Memperkukuh peraturan asas untuk Kumpulan Sokongan WhatsApp.

👥Untuk kumpulan sokongan rakan sebaya yang diketuai oleh ibu bapa, adalah penting untuk mengenal pasti perkara berikut:

* Orang (atau orang) yang bertanggungjawab untuk mengatur kumpulan sokongan
* Tempat di mana ibu bapa boleh bertemu dan jika bantuan boleh diberikan daripada organisasi
* Masa dan hari yang paling sesuai untuk semua orang
* Adakah fasilitator boleh berjumpa mereka dari semasa ke semasa

Petua untuk Meneruskan Sokongan untuk Kumpulan Sokongan Secara Sendiri atau Rakan Sebaya Dalam Talian:

1. Teruskan berlatih semua kemahiran yang anda pelajari dalam ParentText.
2. Mungkin ada ibu bapa lain yang pernah membuat program Naungan Kasih di kawasan kejiranan anda. Mulakan Kumpulan Sokongan Naungan Kasih anda sendiri!
3. Ketahui perkhidmatan dan sokongan yang boleh anda perolehi dalam komuniti anda.
4. Mengulangi peraturan asas untuk memastikan persekitaran yang positif untuk semua ibu bapa.
5. Tegaskan sekali lagi, dalam situasi yang melibatkan kebimbangan penting mengenai perlindungan atau kerahsiaan, ibu bapa akan mengeluarkan ahli kumpulan itu daripada kumpulan serta-merta.
6. Tentukan topik, kawasan atau isu yang anda ingin terokai dan tangani semasa sesi kami yang akan datang.

Aktiviti Kesedaran (⏱️10 min)

💡**Ikhtisar**

Pada penghujung sesi, ibu bapa mempelajari satu aktiviti pengurangan tekanan yang terakhir - senaman Loving Kindness.

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 leading 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. Semasa berhenti, ia mungkin membantu jika anda mengikut arahan anda sendiri.

Step 1: Preparation

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

Langkah 2: Menjadi Sedar

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

Step 3: Opening to Loving Kindness

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

Semoga saya tenteram. [Pause]

Semoga saya selamat. [Pause]

Semoga saya sihat. [Pause]

Semoga saya gembira. [Pause]

Semoga saya rasa disayangi. [Pause]

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

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

May you be peaceful. [Pause]

May you be safe. [Pause]

May you be healthy. [Pause]

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

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

Step 4: Expanding Awareness

* Allow your focus to expand to the whole body. [Pause]
* Benarkan fokus anda berkembang kepada bunyi di dalam bilik. [Pause]
* Apabila anda sudah bersedia buka mata anda semula. [Pause]

Langkah 5: Refleksi

* Ambil masa sebentar untuk refleksi pengalaman anda.
* Apabila anda sudah bersedia buka mata anda semula. [Pause]

Ingat bahawa anda boleh melakukan aktiviti ini pada bila-bila masa apabila anda rasa anda memerlukan sokongan tambahan.

#### Penutup (⏱️10 min)

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

##### Sijil

Mengedarkan sijil tamat kepada ibu bapa pada akhir sesi. Ini adalah satu pengiktirafan mudah atas pencapaian mereka dalam menamatkan program.

##### selamat tinggal

Terima kasih dan puji ibu bapa atas komitmen mereka untuk menyayangi dan mengasuh anak-anak mereka!

# 

## Lampiran

### Pemberi tenaga

#### Beri saya…

Nota: Nombor = tepuk tangan

Beri saya 1 = Tepuk

Beri saya 2 = Clap Clap

Beri saya 4 = Clap, clap clap, clap (mulakan semula pada 1)

#### 

#### Lakukan goyang-goyang (menari)

Keluarkan tangan anda, letakkan tangan anda ke dalam, keluar, ke dalam dan lakukan goyang-goyang

Letakkan kaki kanan anda keluar, masukkan kaki kanan anda ke dalam, masuk, keluar dan lakukan goyang-goyang

Letakkan kaki kiri anda keluar, masukkan kaki kiri anda ke dalam, masuk, keluar dan lakukan goyang-goyang

(Teruskan dengan mana-mana bahagian badan pilihan lain.)

#### The Shake It Off Groove:

Goncang tangan kanan, goncang tangan kiri, kanan, kiri dan goncang

Goncang kaki kanan, goyang kaki kiri, kanan, kiri dan goyangkannya

Goyang kepala, goyang pinggul, kepala, pinggul dan goncangkannya

Teruskan dengan mana-mana bahagian badan lain yang anda suka.

#### Pergerakan Tarian Bernombor:

Tetapkan gerakan tarian yang berbeza kepada nombor (cth., 1 = berputar, 2 = lompat, 3 = berputar).

Panggil nombor, dan peserta melakukan gerakan tarian yang sepadan.

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