COVER PAGE

Naungan Kasih Hybrid Parenting Programme   
– Facilitator Manual

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

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## Acknowledgements

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

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

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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.

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!

| 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! |
| --- |

| 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. |
| --- |

### 1.2 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 6. 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.

The overall goal of Naungan Kasih is to provide parents with the skills to promote healthy child development, learning, and wellbeing. At this stage, Naungan Kasih tailored for Rohingya refugees in Malaysia is in the early phases of development and testing, with a specific focus on creating and evaluating the feasibility of a culturally and contextually adapted hybrid digital programme for Rohingya refugees in Malaysia.

### 1.3 Who developed the Programme?

#### Lots of different people!

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

In 2020, Parenting for Lifelong Health (PLH) collaborated with LPPKN, UPM, UNICEF, and IDEMS International to adapt its in-person programmes in response to restrictions placed on in-person parenting programmes during the COVID-19 pandemic and challenges reported by implementing partners in delivering programmes at scale in low-resource settings. One such PLH adaptation is ParentText, an interactive self-guided chatbot sent via instant messaging platforms like WhatsApp to parents of children aged 0-17 years, or in the case of Naungan Kasih, parents with children between 2 to 6 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 developed to support mental health, educational, gender-based violence, and gender transformative outcomes.

Naungan Kasih for parents for Rohingya refugees was further adapted in collaboration with UNHCR Malaysia, HOST International Malaysia, and Rohingya community focal points.

ParentText in Naungan Kasih for parents for Rohingya refugees is called **NKText**. NKText includes five lessons delivered through a series of audio messages sent over ten days, focussing on building a positive parent-child relationship.

Given the low engagement of users in digital-only parenting interventions, we have developed a hybrid delivery package for Naungan Kasih that includes NKText, check-in by facilitators in WhatsApp support groups, and in-person 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 NKText.

### 2.1 NKText

The main component of the programme is the online NKText chatbot. This chatbot sends participants parenting content via WhatsApp over a period of 10 days.

Parents begin NKText by answering a series of question about themselves:

* Is the adult a parent of a child between 2-6 years old?
* Is the parent a male or female?
* How many days in the last week (0-7) did you spend at least 5 minutes of one-on-one time with your child?

After this initial setup, they are introduced to the first positive parenting skill called “Take a Pause”. Take a Pause teaches parents to take care of themselves before focussing on supporting their children.

Once the parents are onboarded successfully onto NKText, parents go through 5 lessons, spread over 10 days, delivered through a series of audio messages. Each lesson’s audio messages contain 3-6 tips for different positive parenting skills. Parents receive a new lesson every 2 days (every 48 hours).

The 5 lessons are:

1. Spend one-on-one time with my child.
2. Give praise.
3. Create a routine for one-on-one time.
4. Noticing feelings during one-on-one time.
5. Keeping calm when we are stressed.

Once the parents complete all 5 lessons, they receive a completion badge as a recognition of their efforts!

### 2.2 In-person Session and WhatsApp Check-ins

In addition to the content that is offered directly through the NKText every 2 days, participants receive the following additional support:

* **In-person onboarding session:** This session introduces the Naungan Kasih programme to all parents and helps them get started with the NKText on WhatsApp.
* **WhatsApp check-ins:** You will check-in on the parents’ progress in a dedicated WhatsApp support group every 2 days. This group also serves as a space for parents to support each other throughout the programme.
* **Parent celebration and reflection:** This session allows for reflection on the programme and certificate distribution.

Here is a daily schedule for the programme:

|  | In-person Session | WhatsApp Check-in | NKText |
| --- | --- | --- | --- |
| Day 1 | In-person Session 1 (onboarding) Getting started with ParentText | Check-in 1 | Take a Pause  Spend one-on-one time with my child |
| Day 2 |  |  |  |
| Day 3 |  | Check-in 2 | Ukuncoma |
| Day 4 |  |  |  |
| Day 5 |  | Check-in 3 | Create a routine around one-on-one time |
| Day 6 |  |  |  |
| Day 7 |  | Check-in 4 | Noticing feelings during one-on-one time |
| Day 8 |  |  |  |
| Day 9 |  | Check-in 5 | Keeping calm when we are stressed |
| Closing Day | 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 positive parenting skills in NKText.
* 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 provides 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 practising 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, practise 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.

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

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

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

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

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

##### Make Naungan Kasih a happy place to learn

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

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

# PART TWO: Facilitator Guide for In-person Sessions

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[3.2. Before you Begin](#_1664s55)

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[4 | Parent Reflection and Celebration](#_haapch)

[4.1. Overview of the Session](#_tu6wyfszww2y)

[4.2. Before you Begin](#_3ep43zb)

[4.3. Delivering the Session](#_279ka65)

## 3 | In-person Onboarding Session

### 3.1. Overview of the Session

| Onboarding Session – Overview | |
| --- | --- |
| Goals | * Participants learn about Naungan Kasih, its objectives, and its structure. * Participants have basic phone use skills to access all relevant NKText content and participate in the WhatsApp support group. * Participants lay the foundation for working together well during WhatsApp support groups. * Participants are onboarded onto NKText and complete the onboarding, Take a Pause skill, and the first lesson. * Parents/caregivers learn skills on how to engage with their children during one-on-one time to develop strong attachment/relationships between them and their children. |
| Materials | * Phones * Wi-Fi router/connection * Screen and Projector * Laptop |
| 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 a WhatsApp group for selected participants. |

### 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 NKText and joining the WhatsApp support group.

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 4 things:

1. Introduce Naungan Kasih to the families.
2. Establish ground rules for the interaction with NKText and on WhatsApp.
3. Ensure participants understand how to use their phone to do NKText-related activities by guiding them through onboarding questions, Take a Pause skill, and the first lesson of NKText.
4. Participants discuss the benefits of one-on-one time and brainstorm activities for one-on-one time.

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 NKText activities to ensure everyone is able to follow along. If parents struggle with phone use, their peers can help them!

#### Preparation Checklist

##### Preparing your WhatsApp Support Group

Before you begin the onboarding session, 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. A name selected by the group.

When you create your temporary group name, you will use "Naungan Kasih”

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

##### 1 week before the onboarding session

* Read the facilitator manual.
* Practise the onboarding session with a peer.

##### 1 hour before the onboarding session

* Set up the room.
* Test-run the technology - slides, videos, and audios.

#### 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 to Remember while Spending 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. |
| --- |

### 3.3. Delivering the Session

| Session Agenda | | |
| --- | --- | --- |
| Pre-Session Registration | * Collection of name and phone numbers * Pre-test survey * Signing of consent forms * Refreshments | 30 Min |
| [Siyakwamukela](#_4h042r0) | * Welcome * Name Game * Introducing The Naungan Kasih Programme * Setting Up Ground Rules | 30 Min |
| [Getting Started With Parenttext](#_2afmg28) | * Introduction To Phone Use * Onboarding Nktext * First Skill - Take A Pause * First Parenting Skill: Take A Pause | 40 Min |
| Nktext’s First Lesson: Spend One-On-One Time With My Child | * Walkthrough The First Lesson * Discussion On The First Lesson * Discussion: One-On-One Time With Your Child * Group Discussion: Activities To Do With Your Child | 35 Min |
| [Closing](#_1302m92) | * Getting Support Via Nktext * Reflection * Next Steps In Nktext * Goodbye Activity | 15 Min |

Total Time = 2 hours 30 min

Welcome

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

Once all the participants have arrived, you can formally welcome the group to the onboarding session of Naungan Kasih.

##### Name Game (5 min)

**Overview** 

This game helps the participants get to know each other. 

Instructions

* 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 (10 min)

**Overview** 

This activity provides an overall picture of the Naungan Kasih programme with NKText. It is like giving a map of the journey that the families travel on together over the next 10 days.

**Instructions** 

**What is Naungan Kasih Hybrid Positive Parenting Programme?**

Naungan Kasih Hybrid Positive Parenting Programme, or ‘Naungan Kasih’ is for parents, like you, who have children between 2 to 6 years old.

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 caregivers have healthy and positive relations with their children, they can:

* better support their child’s growth and development.
* help their child behave responsibly and respectfully.
* instil their values in their children.

While you can use what you learn in Naungan Kasih for all your children, it’s recommended to focus on one child during the programme to better understand the parenting skills. After finishing the programme, you can practise what you’ve learned with your other children as well.

#### Testimonials

Play the video in the [slide](https://docs.google.com/presentation/d/155kHdFf0jbxv7ZrHRRHMbiuZefdDB5LolIjDzbJxXzY/edit#slide=id.g2c8b43ae7bc_0_0) to hear the testimonials of the participants who participated in Naungan Kasih in early 2019, organised by UNICEF and LPPKN.

#### Who are we?

You and your co-facilitator will introduce yourselves. Share the details about the organisation you represent. Additionally, explain how your organisation is involved with Naungan Kasih and supported by UNHCR.

Share that you, along with everyone involved in Naungan Kasih, is committed to supporting parents to build strong and positive relationships with their children.

#### Why are we gathered here?

Naungan Kasih is currently developing a version of the programme that is specifically tailored for YOU, the Rohingya refugee community in Malaysia. Today, we’re here to welcome you to Naungan Kasih. At the end of the programme, we would like to learn from you how your experience was with the programme. By sharing what you liked and didn’t like, you will help us improve the programme and make it better suited to your needs.

What to expect from the programme?

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

**Main components of the Naungan Kasih Programme**

1. NKText

Parents receive parenting tips every two days (every 48 hours) via WhatsApp to help them with their relationship with their child and families (requiring only 5 minutes per day). Parents will receive 5 lessons on building a healthy and positive relationship with their child:

* Spend one-on-one time with my child
* Give praise
* Create a routine for one-on-one time
* Noticing feelings during one-on-one time
* Keeping calm when we are stressed

After completing all the lessons, parents will receive a positive parenting badge in NKText.

1. WhatsApp Support Group

Parents will be a part of a WhatsApp group with other parents participating in Naungan Kasih. Facilitators will check-in with the parent every two days reminding them to do their lesson on NKText.

The Facilitator will only check-in 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 NKText chatbot works later in this onboarding session when you will complete the first NKText activities together.

Here is a daily schedule for the programme:

|  | **In-person Session** | WhatsApp  Check-in | **NKText** |
| --- | --- | --- | --- |
| Day 1 | In-person Session 1 (onboarding) Getting started with ParentText | Check-in 1 | Take a Pause   Spend one-on-one time with my child |
| Day 2 |  |  |  |
| Day 3 |  | Check-in 2 | Ukuncoma |
| Day 4 |  |  |  |
| Day 5 |  | Check-in 3 | Create a routine around one-on-one time |
| Day 6 |  |  |  |
| Day 7 |  | Check-in 4 | Noticing feelings during one-on-one time |
| Day 8 |  |  |  |
| Day 9 |  | Check-in 5 | Keeping calm when we are stressed |
| Closing Day | In-person Session 2 (Parent Celebration and Reflection) |  |  |

##### Setting up 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** 

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:

* Ask participants to share their suggestions.
* **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.
* This program is for the benefit of their children and not about UNHCR registration or financial support. You can suggest this as one ground rule.

**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 doing lessons on NKText:

* Commit to doing the suggested daily activities.
* Ask for help if you struggle to access activities.
* Ensure you have data to do the NKText lessons.

Ground rules for WhatsApp support group:

* Prioritise your safety and refrain from discussing sensitive or personal matters that are not related to positive parenting.
* Focus on positive parenting, and don’t ask questions about the UNHCR registration process.
* 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!

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#### Getting Started with NKText

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 NKText completing the first NKText 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 (10 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** 

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

1. Switching the phone on and off

Show participants:

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

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

1. Navigating through the phone settings

Show participants:

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

1. Navigating through WhatsApp settings

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

Show participants:

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

1. Charging the phone

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

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

Use the original phone charger to charge the phone.

1. Switching data bundle on and off

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

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

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

1. Managing internal phone storage

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

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

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

1. Digital awareness: Internet safety

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

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

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

1. How to prevent damaging your phone

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

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

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

##### Onboarding NKText (20 min)

**Overview**

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

**Instructions** 

Divide the parents into smaller groups, in such a way that those who may need additional assistance are paired with parents who can offer technical and literacy-based guidance and support as required.

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.

Show the visuals on the slide on a projector, or print them out beforehand to guide the parents through the onboarding process.

1. Start a WhatsApp chat with NKText [(Slide)](https://docs.google.com/presentation/d/155kHdFf0jbxv7ZrHRRHMbiuZefdDB5LolIjDzbJxXzY/edit#slide=id.p)

Give participants the following instructions:

* Open your phone.
* Save the ParentText phone number (TBD) as a contact.
* Open WhatsApp, search for ‘NKText’ and start a chat by typing START.

1. Answer the questions asked [(Slide)](https://docs.google.com/presentation/d/155kHdFf0jbxv7ZrHRRHMbiuZefdDB5LolIjDzbJxXzY/edit#slide=id.g2c6c37ebad8_0_0)

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

* Is the adult a parent of a child between 2-6 years old?
  + If the parent answers incorrectly, they can type START to start over.
* Is the parent a male or female?
  + Parents choose either male or female
* How many days in the last week (0-7) did you spend at least 5 minutes of one-on-one time with your child?
  + This helps parents reflect about if they spent dedicated quality time with their children.
  + 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.
  + Remind parents that there are no right or wrong answers to this question. They should answer it as truthfully as possible.

Pause here, and ask the parents:

* How was their experience onboarding NKText?
* Do they have any questions?

##### First Skill – Take a Pause (10 min) Postit Notes with solid fill

Overview

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. 

Instructions [(Slide)](https://docs.google.com/presentation/d/155kHdFf0jbxv7ZrHRRHMbiuZefdDB5LolIjDzbJxXzY/edit#slide=id.g2c6c37ebad8_0_5)

Play the audio to take a pause, or ask the participants to play the audio, and do the exercise.

Pause here, and **a**sk participants if they have any questions before moving to the first lesson. You can prompt them by asking the following:

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

Praise participants for completing their first NKText activity!

#### NKText’s First Lesson: Spend One-on-one Time with My Child

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##### Walkthrough the First Lesson (5 min)

**Overview**

Parents will explore the first lesson together.

Instructions [(Slide)](https://docs.google.com/presentation/d/155kHdFf0jbxv7ZrHRRHMbiuZefdDB5LolIjDzbJxXzY/edit#slide=id.g2c6c37ebad8_0_10)

Ask the parents to take a moment and complete the first lesson ‘Spend one-on-one time with my child’ on their phones. They can either listen to the audio on their phone, or you could play audio for the whole group.

##### Discussion on the First Lesson (10 min)

Lead participants in a group discussion about the audio lesson they heard. Ask the parents:

* How was your experience listening to the first lesson of NKText?
* Do you have any questions about how to navigate the lesson?
* What was the lesson about? What were the three tips mentioned in the lesson?

##### 

##### Discussion: One-on-one Time with Your Child (10 min)

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

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

Repeat back the parents’ ideas and praise them for sharing.

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

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

##### Group Discussion: Activities To Do With Your Child (10 Min)

**Overview**

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

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

**Instructions** 

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

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

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

Possible activities may include:

* Playing with a ball or doll if the child has one.
* Dressing up in fun clothes or in adult clothes
* Cooking together
* Singing a song together
* Telling a story
* Encouraging the child to tell a story.
* Doing the laundry together

#### 

#### Closing

##### Getting Support via NKText (5 min) Postit Notes with solid fill

Overview

In case of emergency, parents can get support by typing 111 to NKText. Upon doing so, they will receive an audio message containing information about resources available to assist them during their situation. 

**Instructions (**[**Slide**](https://docs.google.com/presentation/d/155kHdFf0jbxv7ZrHRRHMbiuZefdDB5LolIjDzbJxXzY/edit#slide=id.g2c6c37ebad8_0_15)**)**

Ask the parents to open NKText and type 111. Either play the audio for the whole group, or ask the parents to listen to the audio in their small groups.

##### Reflection (5 min)

**Overview** 

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

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

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

**Instructions**

Ask the parents if they have any questions about:

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

##### Next Steps in NKText (5 min)

**Instructions (Slide)**

Next lesson:

* In 2 days, parents will get a notification when their next lesson is ready on NKText.
* To go through the lesson, they should follow the same steps as before.
* If they don't get the notification, they can open NKText and type 1.
* If they want the new lesson, they can choose 👍. If they're not ready, they can choose 👎, and NKText will check in again after 2 days.
* When they finish all 5 lessons, they'll get a positive parenting badge in NKText.

Remember to complete the current lesson:

* Parents must finish listening to all the audio recordings for their current lesson before getting the next one.
* If they haven't finished, they'll be asked if they want to restart their lesson after 2 days.
* If they choose 👍, they'll get the current lesson. If they choose 👎, NKText will check in again after 2 days.

Encourage the parents to practise what they learn with their children. Change may not happen immediately, but if they keep spending one-on-one time, they’ll see progress.

Tell the parents that you will check in with them every 2 days until the end of the program on your WhatsApp Support Group, reminding them to complete the lesson. If they have any questions about using NKText, they can send voice messages in the group.

Remind the parents that you will meet again for the closing session to discuss your experience and end this phase of the programme.

##### Goodbye Activity

**Overview** 

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

**Instructions**

Remind the participants to:

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

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

## 4 | Parent Reflection and Celebration

Quick Links

[4 | Parent Reflection and Celebration](#_haapch)

[4.1. Overview of the Session](#_tu6wyfszww2y)

[4.2. Before you Begin](#_3ep43zb)

[4.3. Delivering the Session](#_279ka65)

### 4.1. Overview of the Session

| Parent Reflection and Celebration – Overview | |
| --- | --- |
| Goals | * To celebrate the parents’ completion of Naungan Kasih * To give parents an opportunity to share their experiences. |
| Materials | * Attendance register, name tags, certificates, prizes for attendance, certificates * Refreshments and/or lunch (if relevant) |
| Preparation | * Set up the room with chairs in a circle. * Prepare materials and refreshments for break  (if relevant) |

### 4.2. Before you Begin

#### Reflecting on Experiences

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

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

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

#### Keeping the Support Group Strong

The last session of the programme is sometimes emotionally challenging to many parents (and also for you). It has provided them with a source of support and sense of community that many parents will have found helpful and nourishing. This support can continue after Naungan Kasih ends.

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

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

#### 

#### Taking a Pause

Taking a pause is an activity parents first experienced in the first in-person onboarding session. They may have also done it a different time throughout the programme.

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

#### 

#### Awareness Activity - Sending Loving Kindness

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

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

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

### 4.3. Delivering the Session

| Session Agenda | | |
| --- | --- | --- |
| [Siyakwamukela](#_4h042r0) | * Welcome * Ukuthatha ikhefu | 10 min |
| [Collaborative Art Activity](#_2koq656) | * Silent Reflection * Art Activity * Sharing | 50 min |
| Moving Forward | * Discussion on continuing support * Awareness Activity * Closing   Note: Parents will participate in post-test and focus group discussions after the closing session with the research team. | 30 min |

Total Time = 1 hour 30 min

#### 

#### Welcome

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

When you start the session, praise the group for coming to the session and congratulate them for making it to the final group session for Naungan Kasih!

##### Take a Pause (5 min)

**Overview** 

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

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

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

**Instructions** 

1. Preparation

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

1. Becoming Aware

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

1. Gathering Attention

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

1. Expanding Awareness

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

1. Reflecting

* Taking a moment to reflect whether you feel any different from before Taking a Pause.
* Lapho usukulungele, vula amehlo akho. [Pause]

##### 

##### 

##### End of course check-in (5 min)

**Overview** 

Parents are asked the same question at the end of the course, that they are asked at the beginning of the course, “How many days in the last week (0-7) did you spend at least 5 minutes of one-on-one time with your child?”

**Instructions** [**(Slide)**](https://docs.google.com/presentation/d/155kHdFf0jbxv7ZrHRRHMbiuZefdDB5LolIjDzbJxXzY/edit#slide=id.g2c6c37ebad8_0_20)

* Ask the parents to type “CLOSE” in their NKText
* Ask the parents to reflect on the question “How many days in the last week (0-7) did you spend at least 5 minutes of one-on-one time with your child?
  + Parents should type the number of days (0=did not spend one-on-one time on any day, and 7=everyday). There is no right or wrong answer, ask the parents to answer truthfully.
  + If the parent has not completed the course, this question will not appear. Ask the parents to complete the course, and then type CLOSE to answer the question.
  + If the parent has already answered the question before coming to the session, they will be asked if they would like to change their answer. They can choose “Yes” and respond to the question, or choose “No” to keep their old response.

#### Collaborative Art Activity

Postit Notes with solid fill

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.

##### Silent Reflection (5 min)

**Instruction** 

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 lesson of NKText:
  + Spend one-on-one time: We started with learning about one-on-one time to make our children feel valued and loved.
  + Give praise: In this lesson, we learnt to praise our child during one-on-one time. Praising our children creates a positive and loving relationship between you and your child.
  + Create a routine for one-on-one time: Next, we heard how to make one-on-one time part of our daily routines. We learnt it is important to be a team and involve our children in making routines, being consistent in following routines, and praising our children when they follow a routine.
  + Noticing feelings during one-on-one time: We also learnt how to notice and talk about our feelings and emotions during one-on-one time with our children. Noticing and talking about feelings allows our children to share their feelings with us. We learnt the six basic emotions, how to notice them, and talk about them.
  + Keeping calm when we are stressed: Finally, we all know parenting can be stressful. In our last lesson, we heard how we can stay calm and manage our anger when dealing with stressful moments with our children by being quick, clear and positive in telling our children what we want them to do, instead of what we don’t want them to do.
* 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 lessons yet.
* Ask them to think about how they have changed, how their children and their children’s behaviours have changed, and how their families have changed.
* Participants should also be invited to think about what they thought worked well during the programme, and how the programme has impacted their lives and homes.

##### Art Activity (15 min)

**Instruction** 

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

##### Sharing (30 min)

**Instruction** 

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

#### 

#### Moving Forward

##### Discussion on continuing support (10 min)Pencil with solid fill

Instruction

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

Useful questions to help prompt discussion may include:

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

Some ideas:

* You, as a facilitator, can continue to participate in the WhatsApp Support group, if you would like. You are welcome to leave the group at the end of the programme.
* Once you leave, parents can continue using the WhatsApp Support group to continue supporting each other. Remind the parents of the ground rules they agreed to during the onboarding session.
* Parents can also continue supporting each other through parent-led in-person peer support groups. For these groups, it is important to identify the following:
  + Person (or people) responsible for organising the support groups.
  + Place where the parents can meet and if help can be provided from an organisation.
  + Time and day that will best suit everyone
  + Whether facilitators can meet them from time to time

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

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

#### 

##### Awareness Activity (10 min)Postit Notes with solid fill

Overview

At the end of the session, parents learn one last stress reduction activity – a Loving Kindness exercise.

This activity helps participants connect with a sense of loving-kindness towards themselves and their families.

It brings closure to the culminating activity while reconnecting participants to a sense of wellbeing and calmness after all the excitement and anticipation for the closing.

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

**Instruction** 

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

1. Preparation

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

1. Becoming Aware

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

1. Opening to Loving Kindness

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

Kwangathi ngingaba nokuthula. [Pause]

Kwangathi ngingaphepha. [Pause]

Kwangathi ngingaba nempilo enhle. [Pause]

Kwangathi ngingajabula. [Pause]

Kwangathi ngingazizwa ngithandwa. [Pause]

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

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

May you be peaceful. [Pause]

May you be safe. [Pause]

May you be healthy. [Pause]

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

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

1. Expanding Awareness

* Allow your focus to expand to the whole body. [Pause]
* Allow your focus to expand to the sounds in the room. [Pause]
* Lapho usukulungele, vula amehlo akho. [Pause]

1. Reflecting

* Zinike isikhathi sokucabanga ngokwenzeke kuwe.
* Lapho usukulungele, vula amehlo akho. [Pause]

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

##### Closing (10 min)

Close out the session with an activity or prayer. Hand out the certificates, token money, and food.

Goodbye

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

# PART THREE: Facilitator Check-in Messages

# 

Quick Links

#### [5 | Sample Check-in Messages](#_ty3o9b4lnpkx)

[Day 1: After the Onboarding Session](#_aw6a3wd7jjnb)

[Day 3: Check-in](#_1yzo8jobjvta) [Day 5: Check-in](#_ydoy2s2u1d2s)

[Day 7: Check-in](#_vsxbgd8uv8rb)

[Day 9: Check-in](#_gec1kznwzp79)

## 5 | Sample Check-in Messages

As part of your responsibility as a facilitator, you will check-in with the parents every two days on your WhatsApp Support group. The goal is to support parents to be on track with their positive parenting journey on NKText. By doing so, you are motivating the parents, and reminding the parents to apply the positive parenting skills they are learning with their children.

These are sample check-in messages that you can record and send on your WhatsApp Support Group.

### Day 1: After the Onboarding Session

“Hello everyone! Welcome to our Naungan Kasih WhatsApp Group! Today let us introduce ourselves. I’ll begin. My name is [INSERT NAME] and it was really nice to meet you all during our onboarding session. Please share your name using voice message.”

### Day 3: Check-in

“Hello! Congratulations on making it this far into the programme! How is everybody doing? Happy? Stressed? Angry? Annoyed? Peaceful? Whatever emotion you are feeling..it’s okay! Remember to go to NKText to learn a new positive parenting skill, and don’t forget to apply what you’ve learned with your children.”

### Day 5: Check-in

“Hello! Can you believe 5 days have already passed? Time has flown so quickly! How are you doing today? Excited? Anxious about parenting? Curious? Whatever emotion you’re experiencing is okay. Don’t forget to check NKText for your new parenting lesson, and remember to apply these new skills with your children.”

### Day 7: Check-in

“Hello! You’ve come a long way in the program! Congratulate yourself for showing up for your children. Keep up the good work and remember to visit NKText for your new parenting lesson. Also, continue applying the positive parenting skills you’re learning on NKText with your children.”

### Day 9: Check-in

“Hello everyone! Just a quick reminder that this is the last message. Our closing session is on [ENTER DATE OF CLOSING SESSION]. Whether you’ve completed all the lessons or not, it’s totally okay! We'd love to see you there and hear about your experience. Looking forward to our final session together! If you have any remaining lessons, feel free to check NKText. Also, don't forget to keep practising the positive parenting skills you've learned with your children. See you on [ENTER DATE OF CLOSING SESSION]!”