👤 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 NKText content and participate in the WhatsApp support groups. • Parents/caregivers learn skills on how to engage with their children during One-on-One Time to develop strong attachment/relationships between them and their children
Materials	• Temporary adhesive, pens, paper, flipchart, refreshments for the break (if relevant) • Phones • Wi-Fi router/connection • Screen and Projector
Preparation	• Set up the room with chairs in a circle. • Prepare materials and refreshments for break (if relevant) • Save WhatsApp numbers to your phone and create WhatsApp Support Group for selected participants

Session Agenda		
Pre-Session Registration	• Collection of name and phone numbers • Refreshments	**30 min**
Welcome	• Welcome • Name Game • Overview of Naungan Kasih programme (incl. NKText and WhatsApp groups) • Ground Rules	**20 min**
Getting Started with NKText	• Exploration of basic phone functions to interact with NKText chatbot • Joint completion of Onboarding, Welcome Flow and Spend 1-on-1 time with Your Child on NKText • Resolving challenges with NKText	**40 min**
Spending 1-on-1 Time with Your Children	• NKText Goal & Quiz • NKText 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	**50 min**
Closing	• Reflection • Identifying Next Goal in NKText • Goodbye Activity	**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 NKText 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 NKText 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 the Welcome Flow on NKText
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 NKText chatbot, it is important that they know how to use their phone to do the following:

1. Access all relevant NKText 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!

🌱 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. 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".

What is One-on-One Time?

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

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

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

Why is One-on-One Time Important?

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

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

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

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

Important points During One-on-One Time

A. Listen to Your Child

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

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

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

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

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

B. Letting Your Child Lead

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

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

Letting Your Child Lead:

- Builds confidence and self-esteem for children. It also shows children that their suggestions are important to their parents.

- Helps them develop autonomy and gives them a chance to make their own choices. Many children spend most of their lives being told what to do or what not to do.

- Can also allow parents to let go of having to be in charge and think of activities to do with their children. Some parents and caregivers may struggle with knowing how to play or spend time with their children.

- Gives them the opportunity to see what their children like to do and to follow their activity by simply saying, "Yes, let's do that!" – within limits of course!

- It is important to remind parents that they are still in control of when One-on-One Time begins and ends. They can also set limits on the types of activities that children are allowed to choose during One-on-One Time.

- This is particularly important to emphasise in cultures where the authority of a parent must be respected by their children.

- If parents feel uncomfortable about Letting Your Child Lead, you can reassure them that they still have the authority to allow their child to take the lead.

- Many children have never been given a chance to decide on an activity or to take the lead. It might feel strange for them at first!

- Parents/caregivers can help their children by suggesting a number of safe and developmentally appropriate activities that children can choose.

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

🔍 Spotlighting Ability

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

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

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

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

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

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

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

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

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

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

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

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

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

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

💡 **Note**

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

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

Energisers

If the energy levels of the group get low, you can lead a brief energising activity with the parents. This keeps participants alert and active for the next part of the programme.

You can use any of the suggested energisers in the FaciNK App or ask the group for suggestions.

3.3. Delivering the Session

Session Agenda		
Pre-Session Registration	• Collection of name and phone numbers • Refreshments	**30 min**
Welcome	• Welcome & Name Game • Overview of Naungan Kasih programme (incl. NKText and WhatsApp groups) • Ground Rules	**20 min**
Getting Started with NKText	• Exploration of basic phone functions to interact with NKText chatbot • Joint completion of Onboarding, Welcome Flow and Spend 1-on-1 time with Your Child on NKText • Resolving challenges with NKText	**40 min**
Spending 1-on-1 Time with Your Children	• NKText Goal & Quiz • NKText 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	**50 min**
Closing	• Reflection • Identifying Next Goal in NKText • Goodbye Activity	**10 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 NKText. **(Slide 2)**

Name Game (5 min)

📑 Overview

This game helps the participants get to know each other.

✏️ Instructions **(Slide 3)**

- 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 NKText. It is like giving a map of the journey that the families travel on together over the next few weeks.

✏️ **Instructions**

Aims and Benefits of Naungan Kasih Programme

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

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

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

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

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

Main components of the Naungan Kasih Programme

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

📱 **1. NKText chatbot**

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

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

- Have a Healthy Relationship with My Spouse
- Build a Family Budget and Save Money

2. WhatsApp Support Group

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

3. In-Person Session

Parents will participate in one in-person sessions, one which they are currently attending. These sessions serve to welcome parents into the Naungan Kasih programme, provide support for their onboarding process.

Participants will experience how the NKText chatbot works later in this onboarding session when you will complete the first NKText 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 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 NKText 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 NKText chatbot:

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

⏱ 30min 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 chatbot 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 (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 NKText content.

✏ Instructions [(Slide 8)](#)

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 NKText content via WhatsApp.

Show participants:

- How to find and open WhatsApp.
- How to respond to messages/prompts from NKText (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.

🕐 20min Getting into NKText

📖 Overview

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

✏️ Instructions (Slide 9-10)

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 NKText

Give participants the following instructions:

- Open your phone.
- Save the NKText phone number (+6-012-292-7434) as a contact.
- Open WhatsApp, search for 'NKText' and start a chat by typing KEMASRCT.

2. Settings

Tell participants to follow the NKText prompts. NKText 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 NKText works.

Ask participants if they have any questions.

4. User information

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

- Answer short questions about yourself and your family so NKText 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 NKText prompts. NKText will ask them to:

- Do the Take a Pause exercise.

6. Stop

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

7. Discussion about first experience with NKText

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 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 activities!

Resolving Challenges with NKText (5 min)

📖 **Overview**

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

✏️ **Instructions**

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

- I am stuck in NKText 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:

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

- I have an emergency and need immediate help.

  → Type HELP at any time to access resources and contact details in your

  community if you need assistance around family violence, sexual violence,

  mental health, or other emergencies.

- Ask the parents if they have any questions around using NKText Chatbot

Additional ground rules for NKText

📖 **Overview**

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

✏️ **Instructions**

Ask participants:

- Should any ground rules be added to our list of NKText ground rules?
  Additional rules can include:

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

NKText Goal and Questions (10 min)

📑 Overview

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

"Today's main goal in NKText was to learn how we can build positive relationships with our children through One-on-One Time."

✏️ Instructions

Start Goal (5 min)

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

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

- Start Goal 1 ("Improve My Relationship with My Child").

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

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

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

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

NKText Questions (5 min)

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

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

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

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

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

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

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

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

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

NKText Comic (10 min)

📖 Overview

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

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

Farah: I have 5 minutes of one-on-one time to spend with you, Mira. What would you like to do?
Mira: I want to play dress up!

Farah: Wonderful idea, Mira! I see you are taking out the yellow scarf with blue stripes on it.

Mira: Ibu, it's for you.
Farah: Thank you, I love it!
Mira: Wear it Ibu!

Farah: What a big girl you are, Mira to get dressed by yourself!

Guided discussion for One-on-One Time comic:

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

- Get down to your child's level.

- Look at your child and notice what s/he is doing.

- Use your child's name when you speak to him or her.

- Accept what your child wants to do as long as it is a safe activity.

- Follow your child's lead during One-on-One Time

- Use words to describe what your child is doing.

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

Ask the parents:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

✏️ **Instructions (Slide 12)**

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

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

Write down parents' ideas and praise them for sharing.

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

- Children feel that they are valuable and loved.

- Shows your child that you think that what they are doing is important.

- Helps children feel safe and secure.

- Builds language and observation skills.

- Builds learning skills and problem-solving.

- Increases trust and improves communication with you and your child.

- Helps children develop and explore the world.

- Shows your child that you are present and focused on what the child is doing.

- Children become more willing to help around the house.

- Parents/caregivers feel like their hard work in the house is more valued.

- Listening carefully to children and valuing their ideas encourages them to think for themselves and take the lead.

- Gives you a chance to learn a lot about your child's interests and abilities.

💡 **Note**

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

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

📖 **Overview**

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

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

✏️ **Instructions [(Slide 13)](Slide 13)**

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

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

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

Write the suggestions on the flipchart!

Possible activities may include:

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

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

Practising Skills (15 min)

📑 **Overview**

DAY, PLAY, and STAY

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

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

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

🔍 **Spotlighting Ability**

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

✏️ **Instructions (Slide 14)**

Format for leading the group practice:

1. Introduction

- Introduce that parents are now going to practise allowing their children to take the lead and saying what they see during One-on- One Time.

- Explain that practising now will make it easier to do the activities at home, especially since Letting Your Child Lead and Say What You See are new skills.

- Explain that everyone will get a chance to practise new skills before using them at home.

2. Group Practice

- Choose a participant to be the "Parent" and another to be the "Child".

- Be specific about the age of the Child. Ask the Child to be well behaved during the role-play.

- The Parent should introduce One-on-One Time to his/her child by saying the following words:

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

- Child gives a simple suggestion: "Let's play with my toy."

- Parent practices using words to describe what the Child is doing while following the Child's lead.

- Stay physically close to the Parent to give support if necessary. You may need to whisper words that the Parent can use to describe what the child is doing.

- The Parent may need extra support in allowing the Child to be the leader in the activity. Be like a guardian angel!

- Allow the practice to happen for about 1 minute.

- Ask the parents who practised about what the experience felt like both as a Child and as a Parent.

- Praise the Parent/Child enthusiastically for being the first to do a Practice!

3. Practice in Pairs

- Divide parents into pairs and ask them to practise letting the child take the lead during One-on-One Time.

- Each person should practise both the role of the parent and of the child. Remind the children to behave well!

- Both facilitators should move around the room helping parents out.

- Tell parents to switch roles after about one minute each. Bring the group back together for a discussion.

- Ask for feedback from each pair in a group discussion on how the practice went.

Tips & Home Activity (5 min)

✏️ Instructions [(Slide 15)](Slide 15)

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

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

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

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

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

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

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

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

   Give as few instructions or directions as possible.

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

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

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

Reflect what your child says to you.

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

Make only positive comments and avoid critical comments.

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

Home Activity [(Slide 16)](#)

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

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

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

Closing
10min

Reflection

📑 Overview

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

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

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

✏️ Instructions (Slide 17)

Ask the parents if they have any questions about:

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

Identifying Next Goal in NKText

✏️ Instructions (Slide 18)

- Explain to the parents that they selected their first goal, Improve My Relationship with My Child, and completed the first skill, Spending One-on-One Time with My Child.
- In the upcoming days, NKText will guide them through the remaining skills within this goal. Once all 5 skills are accomplished, NKText will then prompt them to choose their next parenting goal.

- Ask the parents to think about which goal would they like to practice next in the Naungan Kasih

- Reassure participants that it may take some time for them to realise their goals. Encourage them to continue to interact with the NKText chatbot, participate in WhatsApp Support Group, and do home activities!

Goodbye Activity

📑 Overview

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

✏️ Instructions

Remind the participants to:

- Complete their home activities.

- Lookout for the next NKText 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!

Appendix

Energizers

Give me a …

Note: Number = a clap

Give me a 1 = Clap

Give me a 2 = Clap Clap

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

Do the wiggly (dance)

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

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

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

(Continue with any other body parts of choice.)

The Shake It Off Groove:

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

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

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

Continue with any other body parts you like.

Numbered Dance Moves:

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

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