



## 4 | Parent Reflection and Celebration

### 4.1. Overview of the Session

Parent Reflection and Celebration – Overview	
Goals	<ul style="list-style-type: none"><li>• To celebrate the parents' completion of Naungan Kasih</li><li>• To give parents an opportunity to share their experiences</li></ul>
Materials	<ul style="list-style-type: none"><li>• Attendance register, name tags, certificates, prizes for attendance, certificates</li><li>• Refreshments and/or lunch (if relevant)</li></ul>
Preparation	<ul style="list-style-type: none"><li>• Set up the room with chairs in a circle.</li><li>• Prepare materials for name tags.</li><li>• Prepare materials and refreshments for break (if relevant)</li></ul>

Session Agenda		
Welcome	<ul style="list-style-type: none"><li>• Welcome</li><li>• Take a Pause</li></ul>	<b>10 min</b>
Collaborative Art Activity	<ul style="list-style-type: none"><li>• Silent Reflection</li><li>• Art Activity</li><li>• Presentation</li></ul>	<b>50 min</b>
Break		<b>5 min</b>
Keep the Momentum Going	<ul style="list-style-type: none"><li>• Story - Stone Soup</li><li>• Discussion on continuing support</li></ul>	<b>35 min</b>
Awareness Activity	<ul style="list-style-type: none"><li>• Loving Kindness meditation</li></ul>	<b>10 min</b>
Closing	<ul style="list-style-type: none"><li>• Goodbye</li></ul>	<b>10 min</b>

## 4.2. Before you Begin

### Reflecting on Experiences

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

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

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

### Keeping the Support Group Strong

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

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

This support can continue after Naungan Kasih ends.

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

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

In the final week of the Naungan Kasih, you would have previously encouraged parents to select two group moderators who will play a vital role in keeping the

WhatsApp Support Group active and ongoing. At this point, parents may have already identified these moderators. During the closing session, it is an excellent opportunity to gently remind and motivate parents if they have not yet designated group moderators to take this important step.

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

## **Taking a Pause**

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

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

## Awareness Activity - Sending Loving Kindness

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

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

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

### 4.3. Delivering the Session

Session Agenda		
Welcome	<ul style="list-style-type: none"><li>• Welcome</li><li>• Take a Pause</li></ul>	<b>10 min</b>
Collaborative Art Activity	<ul style="list-style-type: none"><li>• Silent Reflection</li><li>• Art Activity</li><li>• Presentation</li></ul>	<b>50 min</b>
Break		<b>5 min</b>
Keep the Momentum Going	<ul style="list-style-type: none"><li>• Story - Stone Soup</li><li>• Discussion on continuing support</li></ul>	<b>35 min</b>
Awareness Activity	<ul style="list-style-type: none"><li>• Loving Kindness meditation</li></ul>	<b>10 min</b>
Closing	<ul style="list-style-type: none"><li>• Goodbye</li></ul>	<b>10 min</b>



## 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! [\(Slide 21\)](#)

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### Take a Pause (5 min)



#### Overview

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

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

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



#### Instructions [\(Slide 22\)](#)

##### 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]

##### 2. Becoming Aware

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

##### 3. 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]

#### **4. Expanding Awareness**

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

#### **5. Reflecting**

- Taking a moment to reflect whether you feel any different from before Taking a Pause.
  - When you are ready, open your eyes. [Pause]
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## Collaborative Art Activity



### 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.

### Reflection (5 min)



### Instruction ([Slide 23](#))

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

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

- Ask them to think about how they have changed, how their children and their children's behaviours have changed, and how their families have changed.
- Participants should also be invited to think about what they thought worked well during the programme, and how the programme has impacted their lives and homes.

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## Art Activity (15 min)

### Instruction [\(Slide 24\)](#)

- 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?

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## Sharing (30 min)

### Instruction [\(Slide 25\)](#)

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



### Note

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





## Keep the Momentum Going

### Story – Stone Soup (15 min)

#### Overview

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

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

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

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

#### Instruction

Recite the following story:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*As the evening stars began to shine, the old woman was left alone in the middle of the village. She gathered the white stone in her small brown bag and placed her*

*big black pot on her head. Without a word of farewell, she slowly began to walk down the windy road that led out of the village.*

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

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

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

*The end.*

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## Discussion on continuing support (20 min)



### Instruction ([Slide 27](#))

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?



**For parent-led WhatsApp Support groups, it is important to identify the following:**

- Two peer-group moderators to lead the WhatsApp Support Group

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

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

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

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

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

## Awareness Activity (10 min)

### Overview

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

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

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

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

### Instruction [\(Slide 28\)](#)

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]

#### 2. Becoming Aware

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

### 3. Opening to Loving Kindness

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

May I be peaceful. [Pause]

May I be safe. [Pause]

May I be healthy. [Pause]

May I be happy. [Pause]

May I feel loved. [Pause]

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

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

May you be peaceful. [Pause]

May you be safe. [Pause]

May you be healthy. [Pause]

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

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

### 4. Expanding Awareness

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

### 5. Reflecting

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

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

## Closing (10 min)

### [See Slide 29](#)

Close out the session with an activity or prayer.

### **Goodbye**

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



# Appendix

## Energizers

### Give me a ...

Note: Number = a clap

Give me a 1 = Clap

Give me a 2 = Clap Clap

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

### Do the wiggly (dance)

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

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

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

(Continue with any other body parts of choice.)

### The Shake It Off Groove:

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

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

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

Continue with any other body parts you like.

### Numbered Dance Moves:

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

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