

## PART FOUR:

# Programme Delivery Guide

## 4.1 Onboarding Session Delivery

The Onboarding Session sets the tone for the entire Naungan Kasih programme. It is important to create a warm, welcoming, and safe environment where participants feel comfortable and supported.

This session also helps families become familiar with using the NKText chatbot and joining the Online Support Group via WhatsApp.

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

1. **Introduce NKText** to participants.
2. **Establish ground** rules for the interaction with NKText and on WhatsApp.
3. **Guide participants** through the NKText Welcome Flow to ensure they understand how to use their phones for programme activities.
4. **Practise One-on-One time** with participants through role-play.
5. **Assign home activities** for parents to complete after the session.

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

### Before the Session

#### Be Well Prepared

It is important to **be well prepared**. Good preparation shows respect for parents and helps you give them the best support. Ensure that you:

- **Read this manual.** It has everything you need to deliver the programme.
- **Familiarise yourself with the NKText Goals and Skills.**
- **Practise the onboarding session and key parts of the programme**, ideally with a partner.
- **Check your technology:** have your phone charged, internet secure, and a back-up plan in case of any technical issues.

- **Prepare materials and venues in advance.**

## Create Your Online Support Group

Please create a WhatsApp group **before** the onboarding session. You can follow these instructions:

1. **Save parents' names and WhatsApp numbers** (if available) on your phone, so you can confirm details during the in-person session.
2. **Create your WhatsApp group** with a temporary name, icon, and description. You can keep the temporary name or update it once the group agrees on a name.

The group name should be in this format:

**“Naungan Kasih\_[GROUP NAME]”.**

For example, “Naungan Kasih\_HappyFamilies”

## Understand One-on-One Time

One of the key skills that parents are introduced to during the in-person session is “One-on-One Time”. Before the session, please refer to **One-on-One Time** in the [Companion Guide](#) and learn about what it is, why it is important and tips you can share with parents.

For guidance for parents on communicating with children with disabilities, please refer to **How to Support Parents who have Children with Disabilities** in the [Companion Guide](#). This resource may be shared with parents who have children with disabilities to support their parenting journey.

## Preparation of Materials for the Onboarding Session

- Adhesive tape, pens, paper, flipchart, light refreshments (if applicable)
- Mobile phone
- Wi-Fi connection
- Screen and projector

## Other Preparations for the Onboarding Session

- Arrange the room with chairs in a circle.
- Prepare materials and light refreshments for the break (if applicable).
- Prepare name tags for parents (you can use masking tape as name tags).
- Save the WhatsApp numbers on your phone and create a WhatsApp support group for the selected participants.

## During the Session

### Session Agenda

Activity	Sub-Activities	Duration
1. Pre-Session Registration	<ul style="list-style-type: none"> <li>Collection of name and phone numbers</li> <li>Refreshments</li> </ul>	30 min
2. Welcome	<ul style="list-style-type: none"> <li>Name Game</li> <li>Introducing to Naungan Kasih programme (incl. NKText and WhatsApp groups)</li> <li>Setting Up Group Rules</li> </ul>	20 min
3. Getting Started with NKText	<ul style="list-style-type: none"> <li>Introduction to Phone Use</li> <li>Getting into NKText</li> <li>Resolving challenges with NKText</li> <li>Additional Ground Rules for NKText</li> </ul>	30 min
4. Spending 1-on-1 Time with Your Children	<ul style="list-style-type: none"> <li>NKText Goal &amp; Questions</li> <li>NKText Comic</li> <li>Discussion: One-on-One Time with Your Child</li> <li>Group Discussion: Activities to do with your Child</li> <li>Practising skills</li> </ul>	50 min
5. Closing	<ul style="list-style-type: none"> <li>Reflection</li> <li>Identifying the Next Goal in NKText</li> <li>Goodbye Activity</li> </ul>	10 min

## Activity 1. Pre-Session Registration (30 min)

1. Prepare a registration form (paper or digital) with the following fields:
  - a. Full name of the parent or caregiver.
  - b. Phone number (ensure the number is linked to WhatsApp).
  - c. Any additional relevant information, if needed.
2. Explain to parents that this information will be used solely for programme-related communication and support.
3. Participants should be instructed to write their names on their name tags.
4. Ensure the information collected is accurate.

## Activity 2. Welcome (20 min)

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

Once all the participants have arrived, you can formally welcome the group to the onboarding session of NKText. [\(Slide 2\)](#)

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## Name Game (5 min)



### Overview

This game helps the participants get to know each other.



### Instructions [\(Slide 3\)](#)

1. Group stands in a circle.
  2. One person says his/her name and makes a shape.
  3. The entire circle then repeats that person's name and makes the same shape.
  4. The person sitting next to them says their name and makes a shape.
  5. Repeat for everyone in the circle!
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## Introduction to 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 ([Slide 4-6](#))

#### 1. 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 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 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.

#### 2. Main components of the Naungan Kasih Programme

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

1. **NKText:** For more information, please refer to **2.1 NKText**.
  2. **In-Person Session:** For more information, please refer to **4.1 In-Person Session Delivery**.
  3. **Online Support Group:** For more information, please refer to **4.2 Online Support Group**.
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## 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 in the programme 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.

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

- Put up one flipchart paper and write at the top:
  - Ground rules for Naungan Kasih Hybrid Parenting Programme
- Ask participants to share their suggestions.
- Write rules and comments on the flip chart to keep for later reference. Here are some tips:
  - **Make sure Ground Rules describe a positive behaviour.**
    - For example, use “Speak kindly and respectfully to others”, instead of “Don’t make fun of others”.
  - Prompt for rules on specific issues like cell phone use, respect, etc.
  - 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.
- When the group is done creating all ground rules, ask if everyone agrees to them before proceeding. If not, discuss and ensure that everyone agrees to all rules.

### 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).*

- Commit to participating in the activities and discussions of the programme.
- Reach out and ask for help if you have any challenges, or need support or guidance.
- Ensure you have the necessary resources or data to do the daily NKText activities and participate in the chat group.
- Respect the privacy of personal information, pictures and videos shared in the group.
- Respect each other by listening, paying attention, and taking turns when sharing your thoughts or experiences.
- Everyone is different and will have different experiences to share.
- 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!

### Activity 3. Getting Started with NKText (30 min)

This activity will help participants understand the basics of how to operate a mobile phone (if they cannot do that already). They will also start their interaction with the 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.

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#### 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 and Telegram settings**

Remind participants that they will receive their NKText content via WhatsApp or Telegram. Show participants:

- How to find and open WhatsApp and/or Telegram.
- 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/5G 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 full.

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

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

## **7. Digital awareness: Internet safety**

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

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

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

## **8. How to prevent damaging your phone**

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

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

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

## Getting into NKText (20 min)



### Overview

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



### Instructions [\(Slide 9-12\)](#)

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.

Before you begin:

- Ensure that you have created a WhatsApp group with all your participants.
- Share your Group ID in the WhatsApp group by following these instructions:
  - Open FaciNK.
  - Go to ‘Your Parents Groups’ page.
  - Create your parent group with the name of your parent group. If you have already created your parent group, click on the pencil icon next to your parent group.
  - Click “Share” to share the Group ID and send it to your group in WhatsApp. You can do this by clicking either of the following share buttons:

< Edit Parent Group

Group Name

Group A

Group ID

XXXX

Add Parent to Group

- Inform all your participants that they will need this during the onboarding in NKText.

**Tip:**

When parents join NKText, they are prompted to enter the 4-character group ID that you share with them.

When this is done, a list of all your parents will be automatically added to your parent group on FaciNK—just like this:

< Edit Parent Group

Group Name

Group A

Group ID

XXXX

Add Parent to Group

Parent A

Parent B

**What to do next?**

- For each parent:
  - Click on the pencil icon to access the parent profile.
  - Add the First Name and Last Name.

*Note: the “NKText ID” is the name that parents entered onto NKText during their onboarding.*

- Click “Save”.

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Parent's First Name\*

First Name

Parent's Last Name\*

Last Name

NKText Name

XXXXXX

NKText ID

XXXXXX

Gender

XXXXXX

Common challenges when parents join your group using your Group ID include:

- **If parents accidentally enter an incorrect group ID or skip the question on NKText, parents need to re-enter the group ID.** If this happens, ask parents to type “GROUP” on NKText to re-enter the group ID.
- **If parents enter the correct group ID on NKText but do not appear in your group on FaciNK, ensure that both your device and the parent’s device are connected to the Internet and try again.** If needed, ask parents to type “GROUP” on NKText to re-enter the group ID.

## 1. Start a chat with NKText

Before you begin,

- Ask if all participants are using their **own personal device**.
  - Remind participants that for this programme, it is ideal to have their **own personal smartphone**, rather than a shared device. This is to protect their privacy and ensure that their messages remain confidential.
  - If they do not have their own personal device, remind them that anyone with access to their unlocked phone can view their messages. If there is concern on sensitive information or privacy, remember to delete those messages from their device.

Give participants the following instructions:

- Open your phone.
- If you are joining on WhatsApp:
  - Save the NKText phone number (+6-012-292-7434) as a contact.
  - Open WhatsApp, search for 'NKText' and start a chat by typing the trigger word shared with you.
- If you are joining on Telegram,
  - Open telegram, search for '**NKText\_bot**' and start a chat by typing the trigger word shared with you.
  - Note:
    - For KEMAS teachers, type **KEMAS** to start the programme.
    - For others, type **MASW** to start the programme.



**Note:**

The steps to start NKText above are for participants only. Facilitators have a different set of steps to begin using NKText..

## 2. Settings and User Information

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

- Choose a language.
- Choose their guide.

- Inform participants that their guide will provide daily tips through videos and are AI-generated.
- Answer short demographic questions about themselves so NKText can send tailored content.
- Enter their 4-character group ID that you have shared with parents
- Answer short demographic questions about their child so NKText can send tailored content.
- Choose how they would like to receive messages:
  - Options include:
    - Text, images, and video
    - Text, images, and audio
    - Text and images only
  - You can advise them with:
    - If they regularly watch videos on apps like TikTok, Instagram or YouTube, they can handle and select **Text, images, and video**.
    - If they do not regularly watch videos but listen to voice messages on apps like WhatsApp or Telegram, they can handle audio and select Text, images, and audio.
    - For all other participants, they can select Text and images only.

### 3. 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. First, tell participants to:

- Follow the NKText prompts.
- Do the **Take a Pause** exercise.

Stop when they finish the exercise and receive their first badge.

When all participants are done with the **Take a Pause** exercise, take a pause together.

- Guide parents through this exercise as a group the first time. This helps them feel more comfortable and increases the likelihood they will continue practising it on their own. Refer to the Taking a Pause section in your [Companion Guide](#) for more information and instructions.

## Resolving Challenges with NKText (4 min)

### Overview

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

### Instructions [\(Slide 13\)](#)

Go through each of the following common challenges and their solutions. Ask participants to take note of this (e.g., take a picture).

Challenge	Solution
I am stuck in NKText or the 'Next' button does not appear.	Type <b>NEXT</b> to navigate to your next activity.
I don't know how to access the main Menu or what the Menu does.	Type <b>MENU</b> to: <ul style="list-style-type: none"><li>• Track your progress (and change the Goal you are working on)</li><li>• Change settings (e.g., how you receive messages, your guide, and details for tailored content)</li><li>• Get support on:<ul style="list-style-type: none"><li>○ NKText (e.g., watch the onboarding video again and get tips to navigate NKText.)</li><li>○ Activities (e.g., find new activities parents can do with their child to build their relationship.)</li><li>○ Navigating specific challenges in applying new skills.</li></ul></li></ul>
I have an emergency and need immediate help.	Type <b>HELP</b> 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

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## Additional Ground Rules for NKText (1 min)



### 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 [\(Slide 14\)](#)

Come back to the flipchart with the initial list of ground rules created at the start of this session. 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.*

## Activity 4. Spending One-on-One Time with Your Child (50 min)

### 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 [\(Slide 15\)](#)

#### 1. 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 NKText will remind them to do their next skill tomorrow (and daily afterwards until they have completed the programme).

## 2. NKText Questions (5 min)

The first part of each goal 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.
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## NKText Comic (10 min)



### Overview

Ask parents to go through the comic and stop when they have seen all 4 images. This comic introduces the main principles and how parents should One-on-One Time with their children. It shows a mother, Farah, with her daughter, Mira.

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



### Instructions [\(Slide 16\)](#)



**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!

## 1. 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:

Question	Possible Responses
How does the mother introduce One-on-One Time to Mira? What does she say to Mira? How long is One-on-One Time?	<ul style="list-style-type: none"><li>• She says Mira's name.</li><li>• She is at the same level as Mira.</li><li>• She is looking at Mira.</li><li>• She asks her what she wants to do.</li><li>• She allows Mira to choose the activity.</li></ul>
How does Mira know how long is One-on-One Time? Why should the mother tell her how long One-on-One Time is?	<ul style="list-style-type: none"><li>• The mother tells her she has 5 minutes to spend with her.</li><li>• The mother might have other things to do.</li></ul>

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

Question	Possible Responses
What does the mother do physically to show that she is paying attention to Mira?	<ul style="list-style-type: none"> <li>• She is looking at Mira.</li> <li>• She says her name</li> </ul>
How does the mother allow Mira to be the leader in the activity?	<ul style="list-style-type: none"> <li>• She allows Mira to choose the activity.</li> <li>• She accepts Mira's proposals.</li> <li>• She observes what Mira is doing.</li> <li>• She sits back and lets Mira direct what happens in One-on-One Time)</li> </ul>

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

Question	Possible Responses
Why do you think Mira gives her mother the scarf?	<ul style="list-style-type: none"> <li>• She wants her mother to join in the activity.</li> </ul>

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

Question	Possible Responses
What does the mother say when Mira puts on her dress by herself?	<ul style="list-style-type: none"> <li>• She uses words to describe what she sees Mira doing.</li> </ul>
How does Mira feel when spending One-on-One Time with her mother?	<ul style="list-style-type: none"> <li>• Mira is happy.</li> <li>• She feels loved.</li> <li>• She feels important.</li> <li>• She feels appreciated.</li> <li>• She feels confident.</li> <li>• Mira feels close to her mother.</li> </ul>

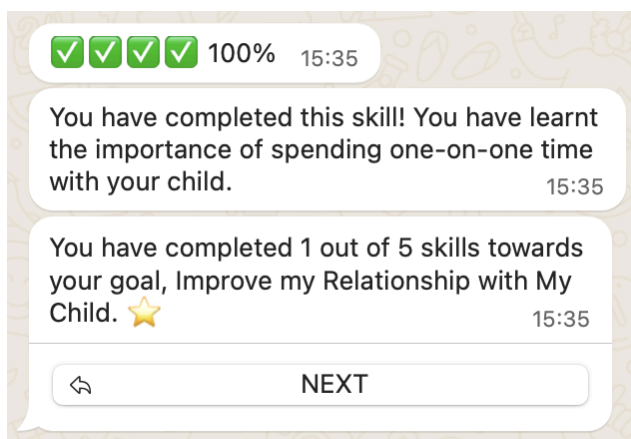
**Tip:**

Ask open-ended questions to help parents answer these questions themselves. Your job is to ask questions. Parents need to come up with answers themselves!

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

**Instructions [\(Slide 17\)](#)**

Ask participants to finish the skill on spending one-on-one time with their child, and stop when they are done. They should receive the following messages when done.



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 to guide the discussion:

- 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.



**Tip:**

The list above is just a suggestion. It is okay if they do not identify all of them. They may also provide other reasons to why One-on-One Time would improve their behaviour and development. That's great!

## 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 [\(Slide 18\)](#)

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

**Tip:**

Activities will be different for different age groups 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.

**Tip:**

If any of your parents have a child with disabilities, make sure the group practices include a child with disabilities.



## **Instructions (Slide 19)**

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”. Tell the parent who is pretending to be the “Child” that they should 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?”
- The Child should give a simple suggestion: “Let’s play with my toy”.
- The 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 no more than 1 minute (even 30 seconds is enough time).
- The important thing is to give the Parent the opportunity to follow the Child’s actions and to use some of the skills they have learned.
- Ask the parents who practised about what their experience felt like both as a Child and as a Parent.
- Praise both parents 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.

**Tip:**

Five Common Mistakes Parents Make During One-on-One Time and how to support parents:

**1. Parents ask questions instead of describing**

- What's happening:

Parents often ask questions like "What are you doing?" instead of using descriptive language.

- What to encourage:

Gently remind parents to use simple words to describe what their child is doing, e.g., "You're building a tall tower!" This builds connection and supports language development.

Tip: Use modelling during group discussion. Say: "Let's try describing instead of asking—how would that sound?"

**2. Parents forget to go down to their child's level**

- What's happening:

Parents may talk or play from above rather than getting physically close to their child.

- What to encourage:

Help parents feel comfortable kneeling, sitting, or lying down to match their child's height. This creates warmth and shows the child they are seen and valued.

Tip: During role play, demonstrate the difference and how it feels for the child.

**3. Parents forget to tell their child they are having 5 minutes of One-on-One time**

- What's happening:

Parents may engage in play but don't make it clear that this is their special One-on-One time.

- What to encourage:

Remind parents to say it clearly: "This is our 5 minutes of One-on-One time." It helps the child feel special and builds routine.

Tip: Suggest using the phrase as a simple routine to begin One-on-One time.

#### 4. Parents forget to give a transition warning before One-on-One time ends

- What's happening:

Children may feel upset when play ends suddenly.

- What to encourage:

Coach parents to give a gentle warning, like "We have one more minute, then One-on-One time is over." This helps children learn to manage endings better.

Tip: Emphasize that this small habit prevents meltdowns and helps build emotional resilience.

#### 5. Parents forget to thank or praise their child after One-on-One time

- What's happening:

Parents end playtime without any positive closure.

- What to encourage:

Invite parents to end One-on-One time by thanking or praising their child, e.g., "I really enjoyed playing with you," or "You shared your toys so nicely today."

Tip: Remind parents that these words reinforce positive behaviour and strengthen bonds.

## Tips and Home Activity (5 min)

### Instructions ([Slides 20-21](#))

## Tips for Spending One-on-One Time

Review the following tips for One-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. They 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

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.*

## Activity 5. Closing (10 min)

### 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 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 [\(Slide 22-23\)](#)

Ask the parents to watch the introduction video.

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 the Next Goal in NKText (3 min)

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

- 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 (2 min)

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

Remind the participants to:

- Complete their home activities.
- Lookout for the next NKText goal.
- 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!

## After the Session

For more information, please refer to **4.2 Online Support Group Management**.

## 4.2 Online Support Group Management

After the Onboarding Session, you will provide support to parents through Online Support Group sessions via WhatsApp.

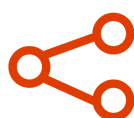
This is done with the help of FaciNK—your digital companion!

### Mark Your Dates and Time

1. Decide the dates and times you will send your messages for **all remaining sessions** in the following weeks of the programme.
2. Mark these dates on your calendar and set reminders, so you remember to deliver them!

### Share Weekly Chat Sessions

1. Download the App to learn how to conduct these sessions.
2. Look for the “Chat Sessions” section on FaciNK homepage.
3. You will see the 5 weekly chat sessions:
  - After Onboarding Session
  - Week 2: Check-in
  - Week 4: Check-in
  - Week 6: Check in
  - Week 8: Final Chat Session
4. Share messages “After Onboarding Session” on the same day or day after the in-person onboarding session.
5. Share the messages for Week 2, Week 4, Week 6, and Week 8 during the respective week.
6. Here is how to share the messages:
  - Locate the “Share” icon. It has three connected dots forming a sideways “V” shape.



- Click on the “Share” icon.



- In the menu that appears, select “WhatsApp” as your sharing option. Choose your Naungan Kasih Support Group from the list.
- Before you hit the “Send” button, make sure to add any necessary information.
- Finally, click the “Send” button to share the content with your Naungan Kasih Support Group.

## **Reporting Attendance**

As a facilitator, you need to report attendance of your parents after in-person session and WhatsApp sessions.

Here is how you do it:

- Select the pencil icon from the bottom navigation bar.
- Select whether you are reporting on an in-person or WhatsApp session with your parents.
- Complete the report.
- In case you want to edit the report:
  - Select the pencil icon from the bottom of the navigation bar.
  - Select whether the session you want to edit was an in-person or WhatsApp session.
  - Select the session that you want to edit.
  - Your previous selections will appear. You can now edit your selections and select “Save”