



ALW TRAINING FACILITATOR GUIDE





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ABOUT SERITI

Seriti is a non-profit organisation established in 2009. We collaborate with communities and social partners to help them achieve their goals. We focus on delivering innovative and sustainable solutions with a positive socioeconomic impact. We provide technical support, programme/project management, and implementation services, facilitate learning, and promote civic-driven change.

At Seriti, we believe in people and their ability to drive change and progress. We strive to create a society with more opportunities and work towards a better future. Our community work involves building capabilities alongside our social partners and community champions. We aim to create job opportunities, reduce poverty and inequality, strengthen caregivers, and foster resilient, food-secure communities.



FEEDBACK

Do you have any useful feedback for us to learn how to better improve this guide? Please email us at info@seriti.org.za

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WHAT IS A FACILITATOR GUIDE FOR?

The Facilitator Guide provides a comprehensive set of guidelines to support you, as the Active Learning Workshop (ALW) Training Facilitator i.e., Caregiver Network-ER, to plan, prepare and deliver the aRe Bapaleng ALW training series.

SECTION 1: ABOUT THE SERITI ARE BAPALENG PROGRAMME

The early years of a child's life, from ages zero to eight, are when the brain grows fastest and their experiences in this time determine their future success.

Many young children in South Africa do not have the required levels of Early Childhood Development (ECD) support to give them the best chance in life.

To develop best, children need a few key things: good nutrition; a warm, loving, safe and nurturing environment; and stimulation e.g., caregivers interacting with children through singing, talking, and playing, as well as children exploring and playing on their own.

PARENTS AND CAREGIVERS ARE KEY TO MAKING THIS ALL HAPPEN.

WHAT DOES A CHILD NEED TO GROW BEST?



LEAD A HEALTHY LIFESTYLE

- **GOOD NUTRITION**
- **BEING ACTIVE**

FEELING SAFE AND LOVED

BEING STIMULATED AND ENGAGED

- **QUALITY FACETIME WITH PARENTS AND CAREGIVERS**
- **LEARNING THROUGH PLAY**

The Seriti aRe Bapaleng Programme seeks to address this enormous gap particularly through the parents and caregivers who play such a vital role in this regard.

Working with communities throughout South Africa, the focus is on providing parents and caregivers in underserved communities with the content, skills, tools and resources that will ensure their understanding of the critical role they play in supporting their child's development. Parents and caregivers become more confident and able to play this role as a result of their participation in the Programme.



OVERALL GOAL OF ARE BAPALENG:

To support parents and caregivers of young children (aged 0-8) to expand their knowledge of ECD basics so they may play a positive role in delivering high-quality development support to their children and others in their community.

WHAT WE DO

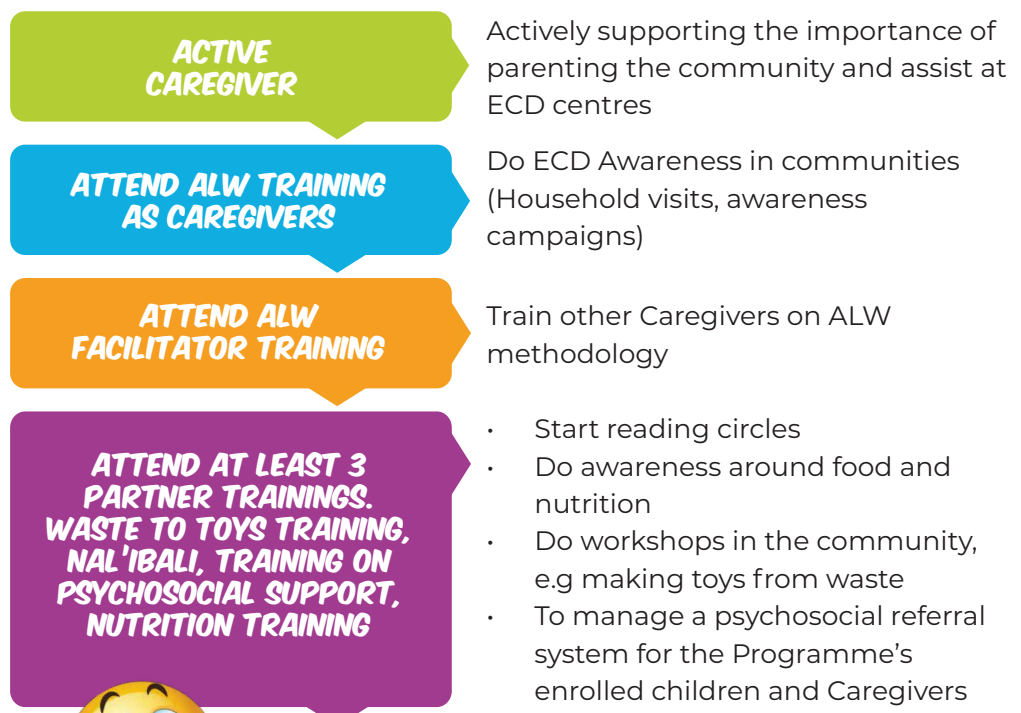


Key to the aRe Bapaleng training approach of Active Learning Workshops (ALWs) is the concept of Learning through Play i.e. we learn best when we are having fun! As such training is interactive and sparks active discussions. The aRe Bapaleng Training Facilitator team form part of the Caregiver Network and play a critical role in ensuring there is a strong in-community source of ECD capacity. You as an aRe Bapaleng Training Facilitator are an active agent of change in helping parents and caregivers positively shape their children’s lives.

- 1** Improved **knowledge** and **understanding** on Early Childhood Development for primary caregivers in marginalised communities.
- 2** Greater **sustainability** of the program by developing a core of local ECD capacity among caregivers that can continue to build ECD capacity within the community.
- 3** Increased **awareness** and wider sharing of knowledge amongst caregivers and experts on ECD.
- 4** Create **awareness** on Early Childhood Development in marginalised communities.

CAREGIVER NETWORKER PROGRESSION MODEL

With the objective of ensuring greater sustainability, reach and impact over time we have designed an additional facet to the existing aRe Bapaleng programme – the Caregiver Network. This network of capacitated caregivers who have been trained through Active Learning Workshops, are moving towards training other caregivers in their communities.



UPON COMPLETION OF THE ABOVE, THE INDIVIDUAL HAS NOW PROGRESSED TO BECOME A CAREGIVER NETWORKER

SECTION 2: WHAT ARE ACTIVE LEARNING WORKSHOPS (ALWS)?

Through aRe Bapaleng parents and caregivers are equipped with the knowledge, tools, skills and confidence to make a difference in the lives of the children in their care.

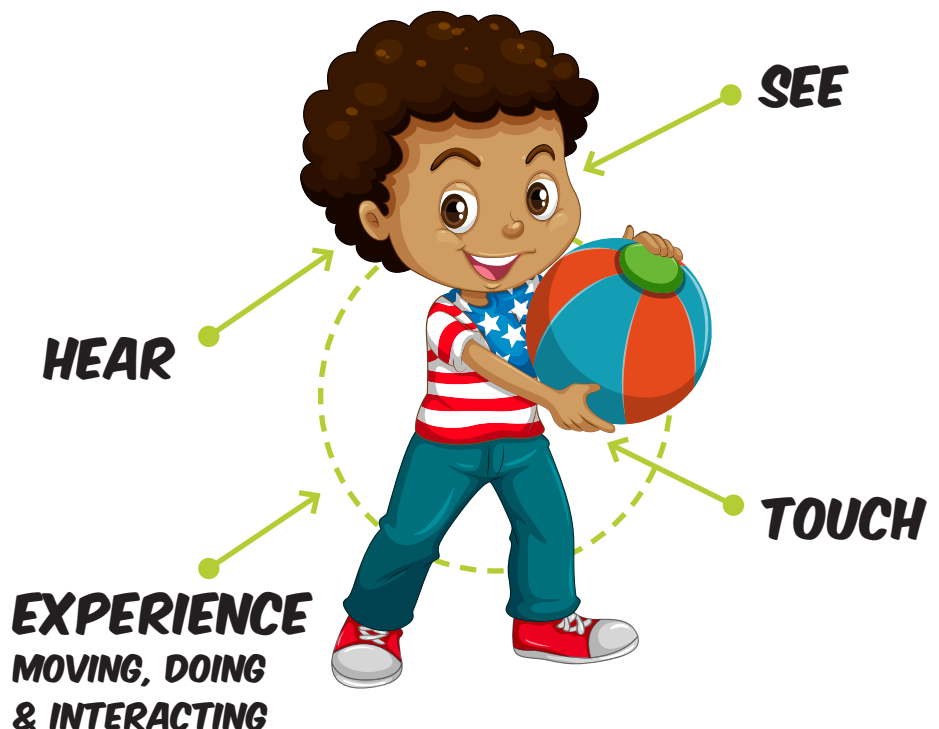
The aim is to capacitate parents and caregivers about the importance of early learning for a child to improve parent-child relationships and to enable parents/caregivers to positively support the development of the children in their care. We use a hands-on, interactive and fun approach to doing this through our Active Learning Workshops (ALWs).

ARE BAPALENG ACTIVE LEARNING WORKSHOPS ARE BASED ON PLAY AND LEARNING

According to research by Laura E. Levine, and Joyce Munsch, in their book ***Child Development: 'An Active Learning Approach'***, active learning is an educational methodology wherein kids effectively partake in the learning process, rather than as opposed to sitting quietly and listening.

Active learning builds on constructivist learning theory, which posits that people learn by connecting new ideas and experiences to what they already know to make sense of the world.

People learn in different ways: through what they **see**, what they **hear**, what they **touch** and what they **experience** through **moving, doing and interacting**. Often learning happens through a combination of these different ways.



ALWs are fun, meaningful and helpful both to young caregivers and old. Parents and caregivers get to learn about the importance of ECD and how they can actively participate in the development of their child. ALWs allow for the sharing of knowledge and experiences on child development and early learning. They are a learning exchange space between the facilitator and the participants (parents and caregivers of young children) – both parties have something to learn from each other.



A person learns better when they are having fun. This is because it **increases motivation, activates** these different **senses, and encourages curiosity**. If they are having fun while learning, then they are more likely to learn even better.

BEST APPROACHES TO LEARNING INCLUDE:

- **FUN**
- **INFORMATION**
- **ACTIVE ENGAGEMENT**



The Active Learning Workshops (ALWs) are carried out in different communities and cover a range of relevant ECD material ranging from developing literacy and numeracy to motor skills and cognitive development. Parents and caregivers are provided with a series of info sheets, tools, and materials that they can practically use to implement what they have learned in their homes or other learning environments. The focus is on ensuring parents and caregivers understand the important role they play in supporting the positive development of their children and can play this role.

At the ALWs, the concept of “Learning Through Play” is explained and experienced through various activities that parents and caregivers participate in. It is about experiential learning. Through these activities parents and caregivers learn how they can positively support the many different areas of a child’s development e.g., problem-solving, and spatial awareness skills, their perseverance and ability to manage frustration, lower their anxiety and stress, contribute to physical development as well as their communication and social skills.

ALWs are also important for expanding the aRe Bapaleng Caregiver Network. The sessions provide a safe space for fellow parents and caregivers to come together to share and learn from each other. They help people to connect and support each other through their parenting/caregiving journey.

There are a total of seven (7) ALW sessions that make up the ALW training series.

SECTION 3: YOUR ROLE AS AN ALW FACILITATOR

WHY ARE YOU AS AN ALW FACILITATOR (CAREGIVER NETWORK-ER) IMPORTANT?

As an ALW Facilitator, you play a critical role in guiding the learning that takes place in the sessions. You support learning among the parents and caregivers by raising awareness, as well as encouraging active participation and discussion. Facilitators are first fellow-learners, observers, listeners, negotiators, support, and coaches. We might think of facilitators as people who can help participants by asking more detailed questions about their ideas. Facilitators might assist parents and caregivers in understanding different perspectives and ways of thinking about a challenge or a goal. Facilitators are not experts or teachers; instead, their key role is to draw out the expertise that exists among participants by encouraging participation and bringing the conversation to life.

WHAT DIFFERENT ROLES DO YOU PLAY AS AN ARE BAPALENG ALW FACILITATOR?

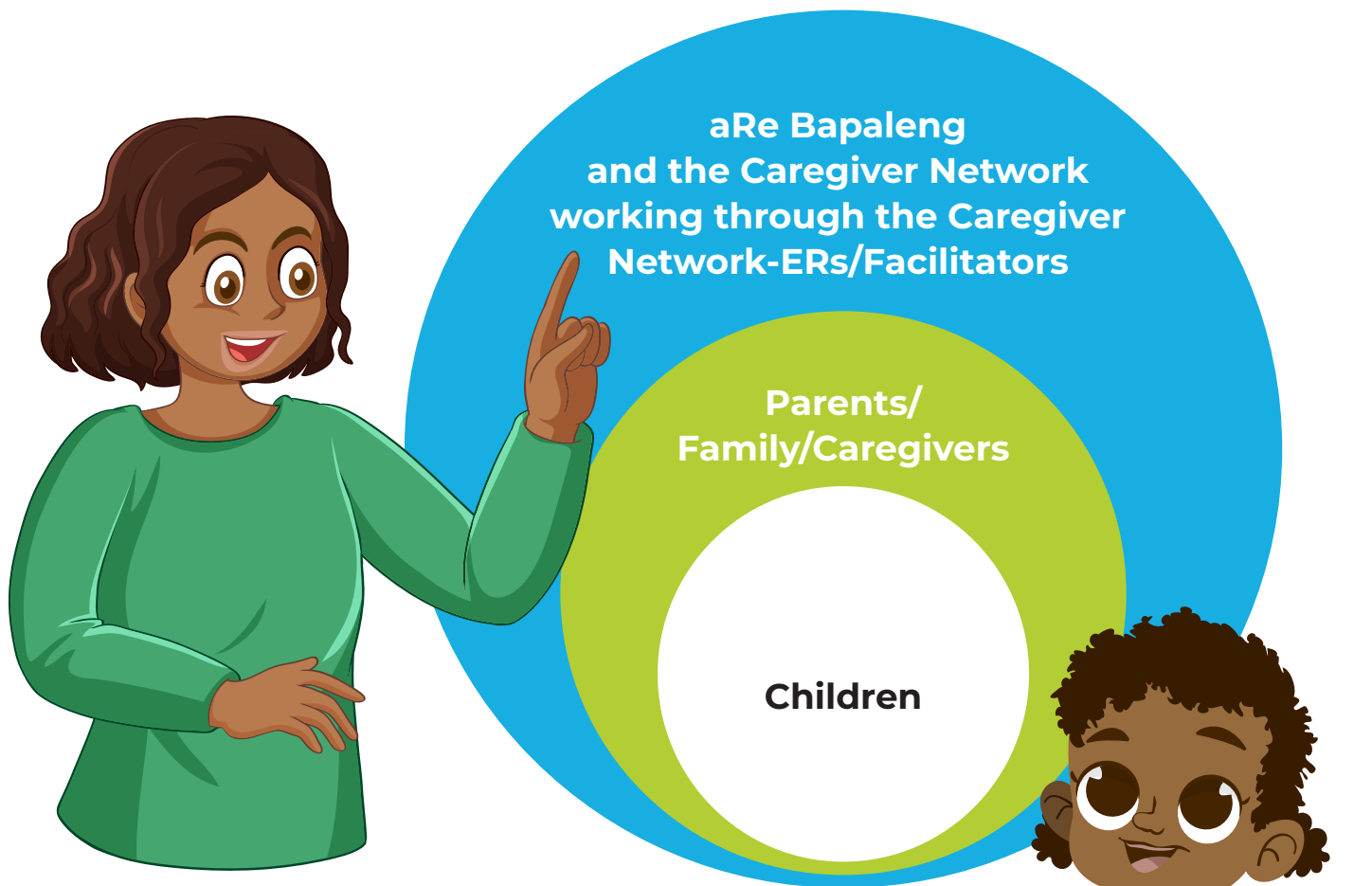


Your role as an ALW facilitator is to help parents and caregivers better understand the critical role they play in supporting their child's development.

This you do through helping them reflect on their role as a parent or caregiver, encouraging discussion and self-reflection to help them see where they are doing well and where they could be doing better. You support them by facilitating engagement among themselves and with new information.

You help ensure that ALWs create a safe space for sharing where parents and caregivers feel valued and supported. You need to establish a comfortable atmosphere and put people at ease.

GUIDE	Guides group through learning material towards reaching the desired learning outcomes
TASKMASTER	Manages time; keeps the group focused and on task; manages conflict and disruptive behaviour
ENABLER	Provides and maintains best conditions for learning, including access to materials and also structuring the learning process and environment
MOTIVATOR	Enhances or stimulates the learning process e.g. by asking open-ended questions, encouraging participation, providing constructive feedback, and challenging assumptions. Challenges participants to think and reflect, as well as fosters curiosity and interest in ECD and ALW material, as well as enjoyment in the learning process
PLANNER	Prepares and plans for ALW sessions



Within aRe Bapaleng, you as the Training Facilitator i.e. Caregiver Network-ER play a key role in delivering these important goals of the Programme:

- Increasing parenting knowledge and skills.
- Improving positive caregiver and parenting behaviour.
- Improving parent-child relationships.
- Improving mental health and social support related to caregiver/parent.
- Improving engagement in school and early childhood learning.

A Caregiver Network-ER (Facilitator) when working with parents and caregivers is like they are sailing a ship that aims to guide the parents and caregivers to things they need to be aware of and understand as parents with regards to raising a well-developed champion child. The Caregiver Network-ER does this with no objective other than to lead the parents to their destination.

WHAT MAKES A GOOD ALW FACILITATOR (CAREGIVER NETWORK-ER)?



- **Adaptable and flexible**
- able to adjust the plan where needed e.g. shift activities to re-energise the group if energy levels are dropping or takes into account unforeseen changes
- **A good communicator**, which includes being an active listener and creating a safe space to encourage learning and participation
- **Passionate, patient, positive and authentic**
- **Able to observe and provide feedback** in a way that positively highlights where parents and caregivers are doing well and where they can improve
- **Well prepared** – understands the material and the aimed for outcomes of the training
- **Objective, open-minded and non- judgemental** i.e. listens to different perspectives and is not stuck on a particular idea or limited by personal feelings and opinions
- **Empathetic and able to manage the emotional culture of the group** e.g. prompts participation by quieter members of the group; deals with conflict and disruptive behaviour to maintain a positive learning environment
- **Able to create and sustain a positive, participatory learning experience**

A FACILITATOR IS NOT A TEACHER, AN EXPERT OR TALKING ALL THE TIME.

TEACHING

- Guided by instructions
- Seen as an expert (i.e. the only one who knows about the subject/topic) and others are there to learn from them
- Teacher delivers content to an audience i.e. does most of the talking
- Learning tends to be one-way
- Tends to be more for hard skills/technical learning e.g. maths

PASSIVE

SIT AND LISTEN

TEACHER CENTERED

LEARN ALONE

FACILITATION

- Everyone is learning from each other
- More of a discussion than a lecture or lesson
- Encourages questions and active engagement e.g. through activities and inputs
- Helps to connect new knowledge with experiences
- Students are expected to do a lot of the talking and facilitator listens
- Better for soft skills/non-technical learning

ACTIVE

LEARNING BY DOING

STUDENT CENTERED

LEARN TOGETHER

WHAT DO I NEED TO DO TO BE A SUCCESSFUL ARE BAPALENG ALW FACILITATOR?



- ✓ Be passionate, energetic and fun!
- ✓ Be a change agent in your community - get involved!
- ✓ Be deeply patient in supporting parents and caregivers on their ECD learning journey.
- ✓ Provide a safe, welcoming space for parents/caregivers that encourages participation and learning for all members of the group.
- ✓ Know your content well so when you present it you can do so with confidence.
- ✓ Keep learning – be proactive in adding more to your knowledge by seeking out new information and learning from others (including other parents/caregivers). Also reflect on and review what you are doing well and where you could improve as a facilitator.
- ✓ Keep practicing your facilitation skills e.g. pretend in front of the mirror or with family/friends.
- ✓ Ask for help or guidance where you need it e.g. speak to your fellow facilitators or others from the aRe Bapaleng team.
- ✓ Be authentic!
- ✓ Find your own style of facilitating that works for you!

THE IMPORTANCE OF FEEDBACK, REFLECTION AND CONTINUOUS LEARNING

As an ALW Facilitator, it is also important for you to make time for your own learning.

A key part of this relates to gathering feedback from participants and others you engage with when running your ALW.

This will help you better understand areas where you are doing well and areas where you could and should improve. In this regard, Peer Learning (i.e., learning from your fellow facilitators) is another key tool. It is useful to have another facilitator sometimes observe your sessions so they can

provide you with honest, useful feedback that you can use to better your facilitation approach. Similarly, you can also learn by observing other facilitators and providing them with feedback.

As a Caregiver Network-ER one needs to identify an area that one needs to develop and then seek coaching and mentoring from someone who you think thrives in the area you need capacity building in. It is a great way to develop your capacity-building skills and this process can introduce you to another area of development where you are able to receive feedback,

guidance, and support to improve performance and overcome obstacles.

An important part of dealing with feedback is also to reflect and make sense of it so that you can see how to use it to improve how you facilitate. This can also help guide you to see where you need to focus your attention on your own self-improvement and learning. Part of this reflection process should also include your own honest view of what you think has worked and what can be improved upon.

WHAT DOES IT MEAN "TO REFLECT"?

Reflection is the act or process of thinking carefully about something. Self-reflection is a specific type of reflection that focuses on thinking about your own feelings and actions, and the reasons behind them. Self-reflection is a form of self-evaluation that can help you to understand yourself better and improve your personal and professional skills. Reflection can be done on any topic or subject, while self-reflection is always done on yourself.

Source: Conversation with Bing, 25/05/2023 – see for more

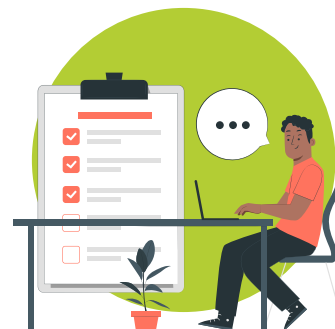
- Reflexive and Reflective Thinking Practices: What's the Difference: <https://edte.ch/blog/2021/10/23/reflexive-and-reflective-thinking-practices-whats-the-difference/>.
- Don't Underestimate the Power of Self-Reflection. <https://hbr.org/2022/03/dont-underestimate-the-power-of-self-reflection>.
- Difference Between Reflection and Introspection. <http://www.differencebetween.net/miscellaneous/difference-between-reflection-and-introspection/>.
- Difference Between Reflection and Introspection. <https://askanydifference.com/difference-between-reflection-and-introspection/>.



WHEN REFLECTING ON HOW YOUR ALW SESSION WENT, YOU CAN ASK YOURSELF SOME OF THE FOLLOWING QUESTIONS:



What are your strengths as a facilitator when leading a group?



What are some things that you would like to be better at as a facilitator?



What could you do to improve in these areas?



How can you honour your strengths and build on these e.g. help peers for whom these may be a weakness and they can learn from you how to improve?

Your own learning journey is continuous (i.e., you are always learning in different ways) and you are in charge of your own learning. In today's world, there are many resources out there (websites, webinars, free online courses, podcasts, articles, books and many others) and it is up to you to seek out new information and tools that you can include in your facilitation approach. Do not be scared to try new things, but make sure you get feedback and then use it (i.e., reflect, review, think) to see what works best and what needs to change.



As part of your continuous learning journey, there are many skills you can focus on improving. Many of these are critical not only for being a good facilitator but also to enable you to stand out in today's world of work. These are called soft skills. Some of the most important soft skills include the following: critical thinking, communication, collaboration, and creativity. For more information and resources on these please refer to Section 6.

**BUILD YOUR SOFT SKILLS E.G.
COMMUNICATION**

SECTION 4: PREPARING FOR YOUR ALWS

Planning is a key process in preparing for running the ALW sessions. Before each ALW session make sure you are fully familiar with the material you will be presenting during the session and practice facilitating the session e.g., in front of the mirror or with family and friends. Make sure that you have properly planned for the sessions regarding all logistics and practical arrangements e.g., securing a place to hold the session and getting all the material you need for handing out to the parents and caregivers who will be attending.



Identify and recruit participants

Decide on a few places that would be best for this e.g. through the local creche or Church



Identify and confirm a venue

Decide on a few places that would be best for this e.g. speak to the local ward councillor or Church



What arrangements will you make to take care of the children?



How will you plan for your session to make sure you understand all the material and feel comfortable taking participants through all the activities?

Read through everything thoroughly and if you can find new information. Practice with your fellow facilitator or with family/friends or even in front of the mirror



What challenges do you expect to face and how do you plan to overcome/plan for these?



How will you write up the feedback on the session and reflect on what went well and what could be improved on next time?

The following is the checklist to be used by the facilitator in the week before the ALW to make sure everything is in place:

ITEM REQUIRED	DETAILS	TICK OFF
Date	There must be dates confirmed for the ALW sessions	✓
Participant details	Full name, surname and contact details of participants	✓
Venue	Where it is/Directions/GPS/Address Availability of Chairs Availability of electricity Booking of the venue (for larger groups) Confirm toilets and running water are available on-site (Wherever possible facilitators need to be efficient with resources e.g. for small groups free venues should be sought and any costs sponsored e.g. electricity etc.) Arrange with the office/Seriti in time if venue booked will be needing to be paid.	✓
Stationery/ Equipment/ Documents	Make sure you have all the materials you need to run the ALWs e.g. Guide for Parents and Caregivers, Activity Booklets, Attendance Registers; flip chart, markers, pens	✓

ALW ROLLOUT	
Day 1	Baseline assessment Introduction to Seriti Introduction to Early Childhood Development (ECD)
Day 2	Areas of Development Learning through Play
Day 3	Nutrition and Child Health
Day 4	Psychosocial support Book sharing Post Assessment Certificates

Workbooks for facilitating ALW Workshops

Here are the key documents that you will be using to help you facilitate activities and delivery of content throughout your ALWs.



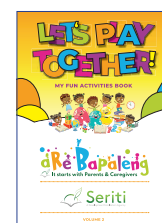
aRe Bapaleng – A Guide for Parents and Caregivers (this is made up of info sheets covering the different key topics that you cover in your ALWs).



Certificate of attendance



Fun Activity Playbook Vol 1



Fun Activity Playbook Vol 2

SECTION 5: GUIDES FOR FACILITATING EACH ALW SESSION

SESSION 1: INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT (ECD)



2 hrs. &
40 min.

OVERVIEW:

On the first day with a group, as the aRe Bapaleng facilitator (Caregiver Network-ER) you introduce Seriti and the aRe Bapaleng Programme, including the Active Learning Workshops (ALWs), to the participants. The participants also introduce themselves and share the challenges they experience in their community with raising children.

Data collection takes place in the process, where you gather each person's personal information and find out if participants are engaging and getting involved in their child's development. During the day, you cover the first three topics in the aRe Bapaleng Guide for Parents and Caregivers, namely (1) Introduction to Early Childhood Development (ECD); (2) The four elements of ECD; and (3) the First One Thousand Days.

Specifically in the session, the following are covered:

Topic 1: Introduction to ECD

- What is ECD?
- Why is it important?
- Role of a Caregiver



Topic 2 covers the following four elements of ECD:

- Building stable and responsive relationships with children
- Creating a safe and nurturing environment for them
- Providing good nutrition for children
- Activities that stimulate curiosity and learning in children

Topic 3: First 1000 days

MATERIAL & RESOURCES:

1. Guide for Parents and Caregivers Booklet
2. Flip charts
3. Materials for an activity table to be used under Topic 2
 - Lego
 - Books
 - Macaroni
 - Balls
 - Pegs
 - Flipcharts
 - Markers

How do I facilitate Session 1?

The session will use a mixed approach group discussion and roleplay (refer to Section 6 for more details on the generics of the roleplay and group discussion facilitation approaches).

AGENDA FOR SESSION 1:

1. **Registration and completion of baseline (20 mins)**
2. **Welcome and introduction (20 mins)**
3. **Create a safe space/rules of engagement/group agreement (10 mins)**
4. **Training expectations (10 mins)**
5. **Ice breaker (5 mins)**
6. **Topic 1 – Introduction to ECD (45 mins)**
7. **Topic 2 – Role of parent/caregiver – key elements for positive ECD (20 mins)**
8. **Topic 3 - First 1000 days (20 min)**
9. **Feedback, wrap up and closure (10 mins)**



REGISTRATION AND COMPLETION OF BASELINE (20MIN)

Being the first session of the Active Learning Workshops (ALWs), this will be the first time you meet your parents and caregivers who will be participating. As such there will be time spent on completing documentation and explaining aRe Bapaleng, as well as what you are going to be doing during the ALW sessions. As parents and caregivers arrive, they need to complete the details required at registration and sign the attendance register. In addition, you need to ensure that each parent or caregiver completes their baseline information survey. Please refer to Section 7 for more details on the data collection process and to the box below to understand what data collection is and why it is important).

NOTE:



When you have reached 80 % of the attendance of caregivers /parents you can now start by explaining what POPIA (Protection of Personal Information Act) is, and they are asked to sign the POPIA form. You need to explain why we need their personal information and what it will be used for. It is also important to point out that this does not apply to Seriti only but also anywhere where they need to give out their personal information. Again, before any caregivers /parents fill out the baseline, do explain why we conduct the baseline and its importance. Also, let the participants know that on the last day of the workshop, you will be conducting an evaluation. Explain what this is and why it needs to be done.

Why do we conduct data collection as Seriti?

Collecting various project data enables us to better understand how well the project is working and identify where there are challenges or problems that need to be addressed. It also provides a platform for project beneficiaries to voice their own views and provide valuable first-hand information regarding why and how the project is making a difference in the communities it is working in.

This information gets analysed and translated into reports that enable Seriti to show to funders and others why it is important to continue to support such projects.

What is data collection?

Data collecting is a systematic procedure that makes use of instruments to, for example, learn about participants' perspectives on a certain subject.

We collect people's prior knowledge about a topic at the outset e.g. at the start of the ALWs, and we collect their newfound knowledge about it at the conclusion e.g. at the time of evaluation at the end of the ALW.

A critical part of the data collection process relates to ensuring that participants provide their consent for this information to be collected and used.

As such, additionally, we request that parents and other caregivers sign a permission form to confirm that they consented to participate in the program or research willingly and that the organization would respect their privacy and keep and treat all information confidential (i.e. the POPIA compliance aspect).

Standard Data Collection Tools and Reporting Formats

TOOLS	DESCRIPTION	COMPLETION FREQUENCY
Consent form	To give consent for participation in the program to complete	At intake phase / day 1
Enrollment and Baseline Form	To enrol participant in the program	At intake phase / day 1
Pre-evaluation Survey	To measure the existing knowledge one has on the topic	At intake phase / day 1
Training Register	To indicate attendance of training	Each day
Post-evaluation Survey	To measure impact	Last day



TIP FOR FACILITATOR:



Talk about the importance of adhering to any relevant safety guidelines e.g., Covid 19 if there are any that are relevant at that time.

2

WELCOME AND INTRODUCTION/GETTING TO KNOW YOUR PARENTS (20 MINS)

Once most of your participants have arrived and completed the registration and baseline process you can proceed to formally welcome parents/caregivers and introduce Seriti and aRe Bapaleng.

You may wish to open with a prayer, which could be led by one of the participants. Note that as a facilitator you need to be sensitive to the cultural context and group make-up and can adapt the welcome accordingly. For example, research has shown that when working with male participants they do not feel comfortable with singing and praying and so it is better with such a group to focus on building a rapport/relationship with them i.e. establishing a connection (please see the Helpful Tip for Day 1 at the end of this Session Guide for more).

Welcoming and introduction also covers background on Seriti, aRe Bapaleng and the role of parents/caregivers. Provide some background about Seriti, aRe Bapaleng and how the programme works, including ALWs and the concept of learning through play. Here are some simple ways you can introduce Seriti, aRe Bapaleng and explain the caregiver/parent role in the program.



What is Seriti?

Seriti is an NGO that focuses on community development. It has various programmes covering different activities from starting and running food gardens, to working with parents and caregivers to support the development of their young children.

What is the aRe Bapaleng Programme?

Through aRe Bapaleng parents and caregivers are equipped with the knowledge, tools, and skills to make a difference in the lives of the children in their care.

We use a hands-on, interactive, and fun approach to doing this through our Active Learning Workshops (ALWs). This is because a key part of the aRe Bapaleng Programme is that of "Learning through Play".

Basically, you learn best when you are having fun (see follow-up box for more information).

What is the caregiver and parent's role?

Helping children to develop well is most important between the ages of 0 and 8.

This is when the brain grows fastest and the foundation for future success is laid down.

Parents and caregivers are the most present in children's lives at this stage and so have a critical role to play in supporting their development.

Learning through play

Learning through play is a method in which children are given the opportunity to explore, experiment, discover, and solve problems in a playful and imaginative way while playing. In this way children acquire skills e.g. they learn how to share, negotiate, and resolve conflicts, and develop connections with other children. Children learn leadership and group skills through play. They learn and comprehend ideas and feelings better through play. They learn through play, which comes naturally to them.. Parents/ caregivers support free play at home by allowing time for this and ensuring young children have a safe place to play freely and explore. Parents/caregivers can engage their young children by asking questions such as, “What is it that you want to do today?”. They should encourage and praise children, but also allow them to explore on their own while keeping an eye on them to make sure they stay safe. They can provide some suggestions or guidance around games or toys to use and take the opportunity to bond with their child.

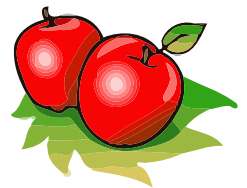


NOTE:

Do emphasise the following point: as a facilitator, I am not here to teach parents/ caregivers how to raise their children, I am here to share updated knowledge and skills they may need to enhance their parenting knowledge. This is a platform where we exchange some knowledge and experiences, we may have about raising our children. This is a two-way approach because I will be learning from the caregivers/parents, and they will also be learning from me.

As part of this session you then go on to do the following:

- Explain what your role is as a facilitator
- Explain that they will receive certificates of attendance at the end i.e., once they have completed all the ALWs. See the picture of the certificate on the material guide table. In addition, please explain that the certificate is not accredited and so it does not qualify one to open an ECD.
- Take the parents/caregivers through the document “A Guide for Parents and Caregivers”. Please note that sometimes the information on specific topics is referred to as an ‘info sheet’.
- Ask participants to introduce themselves using the activity below.



INTRODUCTORY ACTIVITY (20 mins.)

Get each participant to introduce themselves as follows:

- Name & Surname
- Where they come from
- Age of children in their care and what they like the most about them
- Lastly, they tell us which fruit they associate themselves with/ that best describes them and why. E.g.: one would say they are pineapple because it’s rough on the outside and sweet on the inside, the person would further elaborate and say that their appearance looks nothing like what you would find when they open up to someone. They are actually friendly and sweet.

3 CREATE A SAFE SPACE (RULES OF ENGAGEMENT/GROUP AGREEMENT) (10 MIN)

As a facilitator part of your role is to ensure that you create a safe space for engagement for your participants. This is important as it helps to create an environment among participants where there is trust and respect, which supports their ability to learn, including from each other. A key part of this process is to agree with the group of participants on some ground rules that will be respected over the course of the ALWs.

CREATING A GROUP AGREEMENT (10mins.)

To create a group agreement, you as the facilitator ask the participants to divide themselves into two groups. Provide each group with a flip-chart and a marker and ask them to write rules that will govern the workshop to ensure it is a safe space (see below and Section 6 for examples of a group agreement). You will give parents/caregivers 5 mins to discuss the rules and write them on the flipchart.

They must choose one person to present these. In the remaining 5 minutes each group presents their rules, and everyone agrees on one set of rules that will be adopted by all. You as the facilitator write these up on a flip chart paper that is then stuck on the wall for the remaining ALWs. You as the facilitator need to guide the session by helping to pick out similarities and differences between what the two groups present and suggest if there is anything that may be missing.

EXAMPLE OF A GROUP AGREEMENT



Arrive on time

Remember that other people's time is as important as your own



Share the space

Practice sharing and listening



Be open to learning from others

Other points of view are valuable as you learn



Be here and be present

Show up ready to listen and share



One person talks at a time—

Give the person speaking their chance to share freely



Asking questions is good and there is no such thing as a silly question



No judgement

Remember that we all have unique experiences



Respect confidentiality

Leave with lessons not stories



Phones on silent

If you need to take an urgent call leave the room for a moment

4

TRAINING EXPECTATIONS (10MIN)

For the section, you as the facilitator will lead this part of the session by asking that each participant shares what their expectations are from the ALW sessions they will be attending over the next few days. As each participant shares their expectations, you as the facilitator must summarise and write these up on the flipchart. Ideally, if you have a co-facilitator, you as the facilitator can lead the session interacting with the participants and your co-facilitator can write these up.

5

ICEBREAKER (5MIN)

The Wheels on the Bus

Invite participants to stand.

Ask them to sing along and do the actions.

*The wheels on the bus go round and round.
Round and round.
Round and round.
The wheels on the bus go round and round,
All through the town!*

*The people on the bus go up and down.
Up and down.
Up and down.
The people on the bus go up and down,
All through the town!*

*The horn on the bus goes beep, beep, beep.
Beep, beep beep.
Beep, beep, beep.
The horn on the bus goes beep, beep, beep.
All through the town!*

*The wipers on the bus go swish, swish, swish.
Swish, swish, swish.
Swish, swish, swish.
The wipers on the bus go swish, swish, swish,
All through the town!*

*The signals on the bus go blink, blink, blink.
Blink, blink, blink.
Blink, blink, blink.
The signals on the bus go blink, blink, blink,
All through the town!*



*The motor on the bus goes zoom, zoom, zoom.
Zoom, zoom, zoom.
Zoom, zoom, zoom.
The motor on the bus goes zoom, zoom, zoom,
All through the town!*

*The babies on the bus go waa, waa, waa.
Waa, waa, waa.
Waa, waa, waa.
The babies on the bus go waa, waa, waa,
All through the town!*

*The parents on the bus go shh, shh, shh.
Shh, shh, shh.
Shh, shh, shh.
The parents on the bus go shh, shh, shh,
All through the town!*

*The mummy on the bus says, I love you.
I love you, I love you
The daddy on the
bus says, I love you,
too.
All through the town*



6

TOPIC 1: INTRODUCTION TO ECD: (45MIN)

Topic 1 covers the following three areas:

1. What is ECD?
2. Why is it important?
3. Role of the caregiver.

(Please refer to pages 4 to 9 of the Guide for Parents and Caregivers document for information on this topic)

To facilitate understanding on this topic you will be using the approach of a group discussion (see box below for guidance on how to undertake the activity and refer to Section 6 for more details on the generics of the group discussion facilitation approach)



TIP FOR FACILITATOR:

If there are enough assistant facilitators, pair each group with a caregiver networker who can help parents and caregivers come up with ideas for the given topics and provide clarity.

This can be helpful because some of the people in the group may have parents who are unable to read or write.

GROUP DISCUSSION (10 mins.)

- Introduce what ECD is.
- Ask parents to sit in 3 equal groups.
- Give each group a flip chart page with a topic of discussion.
 - Group 1: Write up what they understand ECD to be?
 - Group 2: Why is ECD important?
 - Group 3: What is the role -of the caregiver in their child's early development stage?

For this, you want to find out what the parents/caregivers' understanding is of ECD, its importance and their role before capacitating them. In many cases, the parents seem to understand ECD as being a physical building i.e., an ECD centre or creche, rather than that this is referring to the stage of development of the child.

- Allow parents to choose a speaker in the group to provide feedback and you then hear their responses and add on to points that need clarity or more explanation.
- Closing the group discussion is a sum up of the most important messages a caregiver should learn from the session.

7

TOPIC 2: ROLE OF THE PARENT/CAREGIVER – KEY ELEMENTS FOR POSITIVE ECD (20 MINS)

During this part of the session, the focus is on having parents and caregivers explore their role in positively supporting the development of their children. Caregivers play a critical role in helping a child grow by providing the right environment and activities, as well as observing the development and helping where needed.

In this regard, there are four key elements needed for supporting ECD and these will be the focus of this session:

- Building stable and responsive relationships with children.
- Creating a safe and nurturing environment for children.
- Provide good nutrition for children.
- Do activities with them that stimulate curiosity and learning.

(Please refer to page 4 of the Guide for Parents and Caregivers document for information on this topic)

To facilitate understanding of this topic you will be using a Roleplay approach. (See the box below for guidance on how to undertake this activity and refer to Section 6 of the Guide for more details on the generics of the role play facilitation approach)

ROLEPLAY ACTIVITY (20 mins.)

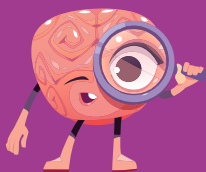
The Role play being done aims to cover the four (4) key elements of ECD.

Divide your participants into 4 smaller groups. Provide each group with a different element from one of the 4 key elements needed for supporting positive ECD (refer to page 4 of the **Guide for Parents and Caregivers** document).

Each team must discuss the key element of ECD they have selected and present to the whole group a summary of what they discussed.

After the presentation, each group conducts a role-play using their chosen key element. Each group must portray what their element means and what they understand about it, using material available from the activity table.

The facilitator must give the groups an opportunity to select some tools from the activity table that they will use for their role-play. *(The activity table should have all the materials we normally use for the activities: LEGOS, books, macaroni, balls, pegs, etc).*



GROUP 1:

Do activities that stimulate curiosity & learning.



GROUP 2:

Creating a safe and nurturing environment.

GROUP 3:

Building stable and responsive relationships.



GROUP 4:

Providing good nutrition.

8

TOPIC 3: FIRST 1000 DAYS (15 MINS)

The first few years of a child's life (particularly the first 1000 days) is the most important time for development as this is when their brain grows fastest and sets the foundation for future success. This starts already in the womb, and once born a baby thrives through the care and support provided by parents and caregivers. At each age, particularly during the first 6 years, children develop different abilities like speaking, standing, or walking. These are known as developmental milestones.



TIP FOR FACILITATOR:



As a Facilitator, you need to talk through the information on the first 1000 days and do this as an interactive session with them whereby, they can contribute to the topic and ask questions. Ask parents/caregivers to refer to pages 6 to 9 in the "Guide for Parents and Caregivers" for more information on the first-1000 days. For you as the Facilitator refer to appendix (1) for reminding yourself about the most important points you need to discuss in this section and information that can help you answer any questions during the session.

9

FEEDBACK, WRAP-UP, AND CLOSURE (10 MINS)

In closing the day, you as the facilitator should thank the group for making the time to attend the session and compliment them on the vast knowledge they have of the content. Emphasise that your role as facilitator is not to teach the participants how to raise their children, but rather to share updated knowledge and skills they may need to enhance their knowledge. Explain that the ALWs are a platform where we have exchanged some knowledge and experiences. It is a two-way process because you as a facilitator also have a lot to learn from the participants as parents and caregivers themselves.

Provide the group with an outline of what will be covered the next day. Please do also remember to negotiate the start time of the session with the parent/caregivers – this will help the parent/caregiver to feel empowered and have some sense of ownership of the workshop and they will commit to the time.

ACTIVITY FOR REFLECTION (5 mins.)

Ask each parent to write or say one thing that they are willing to change or start doing differently and ask them each to share.





TIP FOR FACILITATOR:

In the first part of this session you can introduce yourself to the group and ask what they would like to do to get to know each other. Some groups sing, pray or conduct an introduction activity. It is important to have an activity plan as sometimes it is not easy for parents to take the lead on the first session.

Note that if you have males in your group, it will be helpful to also make sure that the activities and topics you come up with in building a rapport with your parents are also interesting to males like sometimes you can talk about soccer with the group for them to feel more included.

Inform parents that you will need the assistant facilitator to take the children to the playroom or space, so they can be more engaged in the training. Please do note that some parents or children may be more comfortable if they are next to each other.

It is important to note that the first session may take longer than the other sessions as you are trying to get to know your parents.



REMINDER:

At the end of the session, you as the Facilitator create a WhatsApp group with all the participants so that you can communicate and engage with them e.g., to send reminders or additional information. This can also be a way to encourage parents and caregivers to share their learnings and experiences.

SUMMARY OF SESSION 1: INTRODUCTION TO ECD

GOALS FOR THE SESSION

By the end of Session 1 a parent or caregiver should:

- ✓ Understand what ECD is and the importance of the early years, especially the first 1000 days.
- ✓ Have shared their current reality (successes and challenges as a parent or caregiver).
- ✓ Understand the importance of the role of a parent or caregiver.
- ✓ Have completed the baseline forms and session 1 administration.

1. INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT

1.1 ECD



WHAT IS ECD?

EDC or Early Child Development refers to the way a child grows and learns from birth to age eight. It includes many different areas such as learning to walk and talk.

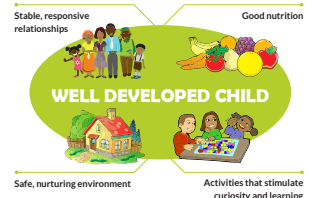
WHAT CAN I DO?

Caregivers play a critical role in helping a child grow by providing the right environment and activities, as well as observing development & helping where needed.

WHY IS IT IMPORTANT?

How a child develops in the early years affects their ability to succeed throughout their life. A strong foundation will allow them to reach their full potential.

WELL DEVELOPED CHILD



What you do for your child before they turn six could be the difference between them making it in life or not!



KEY MESSAGES:

What is ECD?

Early Childhood Development, or ECD, refers to a child's growth, the changes in them and how and what they learn as they grow.

ECD is not a physical building i.e. it's not a creche, but relates to child and how they develop. Learning and development starts very early, from the womb i.e. pregnancy/birth.

This critical window for growth is up to when the child is 8 years of age and the most important is during the first 1000 days of a child's life.

Why is it important?

It is important because if we do not build a good foundation for children in their early years, we will miss the necessary steps of growth that they need to succeed in life. It starts in the womb.



What can caregivers do?

Parents and caregivers are the most essential people that a child learns from. Parents and caregivers play a critical role in helping a child grow by providing the right environment and activities, as well as observing development and helping where needed.

They can ensure that the following four key elements are present to help a young child grow well:

1. Stable, responsive relationships
2. Good nutrition
3. A safe, nurturing environment
4. Activities that stimulate curiosity and learning.



**WELL DONE FOR
COMPLETING SESSION 1.**

SESSION 2: CHILD DEVELOPMENTAL MILESTONES & THE FIVE AREAS OF DEVELOPMENT

OVERVIEW:

During this session, you as the Facilitator will cover a child's developmental milestones and the five areas of development. Each stage and area that will be discussed should give sufficient insight on that topic and parent/caregivers will use it to grow a well-developed child in all those areas and to know how to step in when they observe their child lacks or needs to improve in any of the areas covered in the session. This session will consist of group discussions, questions and activities that relate to the topics discussed.

Specifically in the session, the following are covered:

- Topic 1:** Child developmental milestones
- Topic 2:** Sensory skills development
- Topic 3:** Social-emotional development
- Topic 4:** Intellectual/cognitive development
- Topic 5:** Language/communication development
- Topic 6:** Physical development

How do I facilitate Session 2?

The session will use a mixed methods facilitation approach, including group discussion and role plays (refer to Section 6 for more details on the generics of the group discussion and role-play facilitation approaches).

AGENDA FOR SESSION 2:

1. Welcome and intro (5 mins)
2. Recap (10 mins)
3. Topic 1: Child developmental milestones (20 mins)
4. Topic 2: Sensory skills development (20 mins)
5. Topic 3: Social-emotional development (20 mins)
6. Topic 4: Intellectual/cognitive development (20 mins)
7. Topic 5: Language/communication development (20 mins)
8. Topic 6: Physical development (20 mins)
9. Feedback, wrap up and closure (10 mins)



2 hrs. &
25 min.

MATERIAL & RESOURCES:

- Guide for Parents and Caregivers Booklet etc.
- Legos
- Plastic cups or Brown toilet paper rolls (10)
- Markers
- Box
- Cotton balls
- Tennis ball/Ball made with plastic.
- Sticky notes
- Skipping rope
- Notepad to make a schedule that caregivers can take home.
- Cut papers of descriptions of developmental milestones



To introduce each topic related to the different areas of development you will use the group discussion facilitation method.

Take the participants through the content for the topic:

- The group will be divided into 5 (If we have 25 caregivers).
- Explain each topic to the group first e.g., we start with sensory skills development. Refer to the relevant areas in the “Guide to Parents and Caregivers” document.
- Then do the activity per group that goes with the relevant area of development being discussed, e.g., developing sensory skills, so the participants can easily understand what it is and the importance of it.
- Then with the same topic you as the facilitator give out a paper to each group to do the following: mention how this activity would have helped your child and brainstorm with your group on which other activities like this would stimulate senses. After doing this invite participants to share as a group what they came up with. This approach is important because practical examples are better to understand and execute.
- You will use the same approach to cover the content related to the other topics i.e., development areas.

Provide some probing questions that can be used by the facilitator to encourage/guide the discussion.

- As adults we appreciate that we were raised well but do you see anything from the topics discussed that you needed or lacked as a child or what would you have wanted your caregivers to improve on?
- What would happen when you grew up in a room with no color, 1 door, 1 window and no going outside? You would become clueless on the world and not really tap into all areas of development that are needed. This question should support that we must let our children explore, ask questions, and have that at home to stimulate their curiosity by having color in the house, allow them to socialize with others, play and make their own decisions.
- What do you think will happen when you only speak what they call baby language with your child throughout? Will they be able to learn how to speak properly?



WELCOME AND INTRO (5 MIN)

Welcome the caregivers back to the second session and give thanks for committing themselves to join this workshop. Let them know we will be covering child developmental milestones, sensory skills and five areas of development in today's session.

Under areas of development, we have:

- Sensory skills development
- Social-emotional development
- Intellectual/cognitive development
- Language/communication
- Physical development



2

RECAP (10 MIN)

Before you start with Session 2 you as the facilitator must do a recap on the previous session. It will be a short recap just to see if participants are on track or understand the pointers that were covered in the previous session.

RECAP ACTIVITY (10 mins)

To do a recap you as the facilitator must ask at least 5 volunteers from the caregivers/parents to do a reflection on the previous session. To make them feel at ease you can support the request for the volunteers by asking them "how did the previous session help you?". They may need encouragement as some may be scared to be put on the spot.

The instruction for this is the facilitator must hand a piece of paper and pen to the caregivers that volunteered. They must then note down what they have applied at home from what they learnt from the previous session and what they saw that they need to work on using what they learnt. You can either read them out anonymously or ask them to each share what they have written. As they mention what they applied or observed at home, touch on that topic. For example, the caregiver notes that their child gets irritable when they visit certain members/friends but when they get home, he/she is fine, they have learnt to build stable and responsive relationships for their children.



3

TOPIC 1: CHILD DEVELOPMENTAL MILESTONES (20 MINS)

Instruction:

The facilitator must take the parents/ caregivers through all the stages of development from Newborn to school-going age and make sure they understand each developmental stage and milestone. Pages to refer to are 7-9 on the Guide for Parents and Caregivers.



Time allocation: 20 Mins

Facilitator to divide the parents/caregivers into 7 groups. The facilitator is to have sections of age development milestone descriptions cut according to the ages from 0-3 months until 4-5 years. The facilitator must remove the ages and place the cut papers on a table and mix these up. Then write the ages of each milestone on the flip chart and paste the flip chart on the wall/ on the stand where everyone can see the ages. The facilitator will then ask 2 people from each group to select a 7 developmental milestone description that matches the age of the child, and they go back to the group and the group will have to align each description to the correct age. And then 1 person can present. Once they finish presenting the parents/ caregivers from other groups can provide inputs or corrections.

4

TOPIC 2: SENSORY SKILLS DEVELOPMENT (20 MINS)



In Session 2 you will be taking parents/caregivers through the Areas or Domains of Development. (Please refer to pages 12 to 32 – of the Guide for Parents and Caregivers document for information on this topic). This is about the different ways a child develops – see the box below for more details and refer to page 12 of the Guide for Parents and Caregivers document.

WHAT IS CHILD DEVELOPMENT?

As a child grows, they develop in different ways which covers physical, social, emotional, and intellectual changes. How your child moves, thinks, speaks, and behaves give clues about their development. Every child develops and grows differently and at their own pace but there are certain skills they should acquire at a certain age that being the developmental milestones.

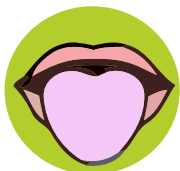
The first area of development that you will be going through is sensory skills development (please refer to pages 14 and 16 of the Guide for Parents and Caregivers document for more information)



SIGHT



SMELL



TASTE



TOUCH



HEARING/

WHAT IS SENSORY DEVELOPMENT AND WHY IS IT IMPORTANT?

Sensory development helps children better understand and adjust to the world around them. During the early stages of a child, they are mostly interested in activities that engage their senses because this is where they make sense of everything around them. Sensory development starts from when a child is born but differs at every stage of early childhood development. For example, a newborn or infant would touch their head and feel that there is hair and gets the urge to pull it, they cry because it's painful as they pull because they do not yet know that once you feel pain you let go. However, a toddler is now at a different stage and understands it will be painful and can see what they are pulling.

Besides the 5 senses we all know there are two others that are crucial for a child's development: Balance and Body Awareness. These two are important as they relate to how children interpret how to use their body parts.

In this topic you as the facilitator will start by asking the parents/caregivers which senses they know. Once they have responded, thoroughly explain each of the five (5) senses (sight, smell, taste, touch, and hearing) whilst also referring to pages 14 and 16 of the Guide to Parents and Caregivers booklet (i.e., the relevant info sheets). In addition, introduce the two (2) senses that participants are unlikely to be familiar with, namely balance and body awareness.

Following this take the parents and caregivers through the activity as outlined in the box below:

SENSORY DEVELOPMENT ACTIVITY (10 mins)

Pick 5 volunteers to do this activity. You will need a box and any objects of different shapes, texture, and colors that you can put in the box. Cover the box with a flip chart or ask them to stand back so they do not see what's inside. With closed eyes you must pick an object in the box then describe the shape and texture of it. Then open your eyes and identify its color and then lastly squeeze it to hear if it makes a noise.



5

TOPIC 3: SOCIAL-EMOTIONAL DEVELOPMENT (20 MINS)

The second area of development that you will be going through is social-emotional development (please refer to pages 18 and 20 of the Guide for Parents and Caregivers document for more information). You will take participants through the content using a facilitated group discussion as outlined earlier.



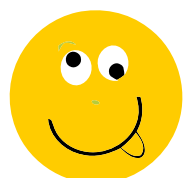
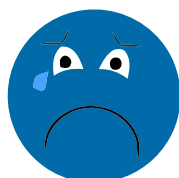
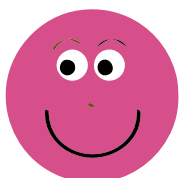
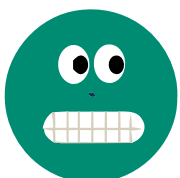
WHAT IS SOCIAL-EMOTIONAL DEVELOPMENT AND WHY IS IT IMPORTANT?

This refers to your child's ability to interact with others and manage their feelings. This includes how they show empathy, sympathy and expressing their feelings. Social-emotional development helps children boost their confidence, maintain positive relationships, and develop self-awareness and the awareness of others and consider their feelings.

The tone of voice and way we interact with our children also has an impact in their social-emotional development.

Children show signs of social-emotional development by smiling when they see you or something they like, waving goodbye when you leave, how they behave around stranger or change in behavior and sharing items with others.

Parents/caregivers can promote positive social-emotional development by making time with their children to do things together, whether it's playing or doing chores that can be enjoyable for them. They should show interest in their child and encourage them to interact with their peers, as well as schedule time for such activities as part of a routine to be consistent.





To help parents/caregivers experience what social-emotional development is all about guide them in undertaking the activity in the box below:

SOCIAL-EMOTIONAL DEVELOPMENT ACTIVITY (5-10 mins)

Fantasy play is, for example, where your child pretends to be what they want to be when they grow up. As a parent or caregiver it is important to play along with the child's script as they play this out as this helps to boost their confidence. To help parents and caregivers understand and experience this, pair caregivers into two and ask them to do the roleplay of what they wanted to be when they grow up. Those who volunteer to do the activity get to choose if they want to be the parent or the child. Each pair of participants gets 5 minutes to do the activity. This is an exercise to demonstrate to the other caregivers how to do fantasy play.

6

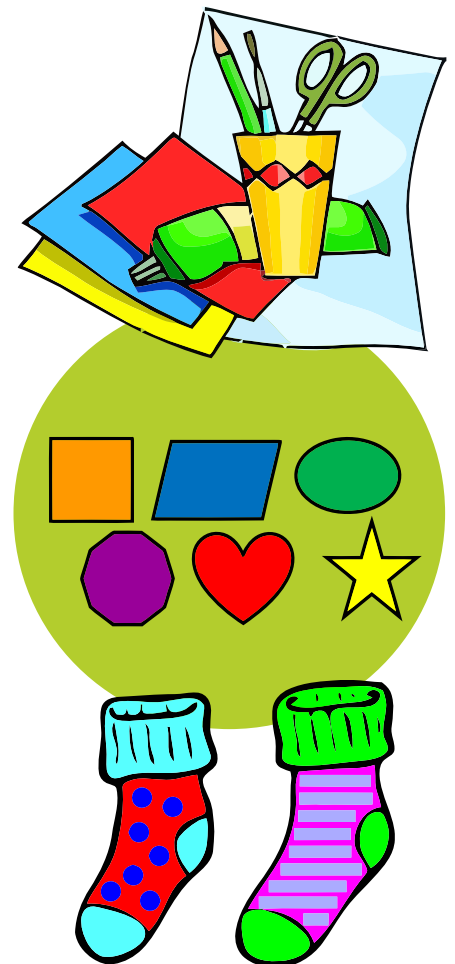
TOPIC 4: INTELLECTUAL/COGNITIVE DEVELOPMENT (20 MINS)

The third area of development that you will be going through relates to intellectual/cognitive development (please refer to page 22 of the Guide for Parents and Caregivers document for more information). You will take participants through the content using a facilitated group discussion as outlined earlier.

WHAT IS INTELLECTUAL/COGNITIVE DEVELOPMENT AND WHY IS IT IMPORTANT?

Children love asking. They learn by asking who, what, when, where, why and how. Here they build their thought processing on how they feel, problem solve, remember, make decisions and learn new things, which all help throughout childhood to adulthood.

To help parents/caregivers see how they can actively promote positive intellectual/cognitive development in their child, guide them in undertaking the activity in the box below:



INTELLECTUAL/COGNITIVE DEVELOPMENT ACTIVITY (5-10 mins)

Matching games are great for promoting intellectual/cognitive development in children. Since we do not all have puzzles, we will need to use sticky notes. Separate the sticky notes and draw the same pictures or shapes on them. Rearrange the sticky notes then match to its pair. You will be given time to match all the pairs. Ask the participants to do this activity in pairs. Give them 30 seconds each.

7

TOPIC 5: LANGUAGE/ COMMUNICATION DEVELOPMENT (20 MINS)

The fourth area of development that you will be going through relates to language/communication development (please refer to page 24 of the Guide for Parents and Caregivers document for more information).



You will take participants through the content using a facilitated group discussion as outlined earlier.

WHAT IS LANGUAGE /COMMUNICATION DEVELOPMENT AND WHY IS IT IMPORTANT?

This refers to the skills children use to understand and communicate with others. Language helps children express how they feel and what they want.

It is important for them as they use it to form relationships with others.

The way we speak with children is the way they will receive as correct and do the same. Language develops at an early stage where they repeat what you say and copy you.

To help parents/caregivers see how they can actively promote positive language/communication development in their child guide them in undertaking the following activities in the box below:

LANGUAGE/COMMUNICATION DEVELOPMENT ACTIVITY (5-10 mins)

- Read together to build vocabulary – this would be a short activity to practice how to do this at home with your child. You do not need to spend too much time on this as in a later ALW session on book-sharing this will be covered.
- Have normal conversations as would happen between a child and an adult e.g., fully answering questions that a child or adult would ask as part of the conversation such as “how was your day?” or “what were you doing at work?”. This is to practice having full conversations with children i.e., not just giving short, general answers, but helping them to follow their natural way of wanting to know more. Normally caregivers would just say “mommy or daddy was working” instead you can stretch it out and say I was filing, and their curiosity will push them to ask what that is. Here you could also role play by using handmade puppets or sing songs.



8

TOPIC 6: PHYSICAL DEVELOPMENT (20 MINS)



The fifth area of development that you will be going through relates to physical development (please refer to page 26 to 32 of the Guide for Parents and Caregivers document for more information). You will take participants through the content using a facilitated group discussion as outlined earlier.

WHAT IS PHYSICAL DEVELOPMENT AND WHY IS IT IMPORTANT?

This refers to a child's physical growth and is divide into:

- Fine motor skills- small movements
- Gross motor skills- big movements.

We then have what we call Crossing the Midline where your child moves or reaches across the imaginary middle line to the opposite side of their body. It is important that a child can do this so that they exercise using both sides of the brain. If a child lacks the ability to cross the midline it means that the two sides of a child's brain are not communicating with each other. This means the child will have poor body and spatial awareness. An example that can indicate a child cannot cross the midline is constantly switching hands to complete a task.

To help parents/caregivers see how they can actively promote positive physical development in their child guide them in undertaking the following activities in the box below:

PHYSICAL DEVELOPMENT ACTIVITY (5-10 mins)

Activity to demonstrate midline (choose one of the two activities below, depending on whether you want the whole group to participate or just one and then the rest observe):

- Ask for a volunteer from the group of participants. Do an activity with 1 caregiver to test if they have crossed the midline. Take two chairs and place them next to each other with at least 30cm apart or a foot apart. Place an object on one chair then ask the caregiver to move it to the other chair. If they used both hands, they have not crossed the midline. They were supposed to use one hand to reach to the opposite side. In order to include everyone, you could provide each participant with a cup and they have to move it from one side to the other. The point here is to use one hand to cross over to the opposite side and bring the cup back to the other since it's only a short space apart.
- The second activity involves posing some discussion/probing questions to your parents/caregivers. Ask caregivers what happens when you make a child inactive and let them do nothing every day. They will not fully be able to do other things and remain healthy as they grow, and this means they will not have a strengthened core. Here you as the facilitator would want to receive questions such as "how do we introduce less TV/phone and more activities?". This is where you mention how important being part of doing these activities with your child is other than just telling them "You need to play or exercise" i.e. you are their example and role model.

9

FEEDBACK, WRAP-UP, AND CLOSURE (10 MINS)

In closing the session, thank the caregivers for being patient and attending until the end of the session. Let them know that being an active and observant parent will help grow future fit children.

The purpose of these sessions is to help add to what they as a caregiver know and strengthen areas mentioned as their children grow.

SUMMARY OF SESSION 2: AREAS OF DEVELOPMENT

GOALS FOR THE SESSION

By the end of Session 2 a parent or caregiver should:

- ✓ Understand development milestones for a child from being a newborn to when they're at school going age.
- ✓ Understand that they need to assist their children in exploring and using all their senses.
- ✓ Know how to engage with their children.
- ✓ Observe the areas of development necessary for the growth of their children.
- ✓ Know how to assist their children in fully developing.
- ✓ Be able to know which activities to do to stimulate development in a certain area.



REMINDER:

Remind the caregivers that a delay in a child's development can reduce a child's ability to communicate, be active, be independent and make decisions for themselves. Intervention when you see a delay can help your child be able to control their behavior (at times), control their emotions, can learn, and remember, be able to use their senses and have good spatial awareness.

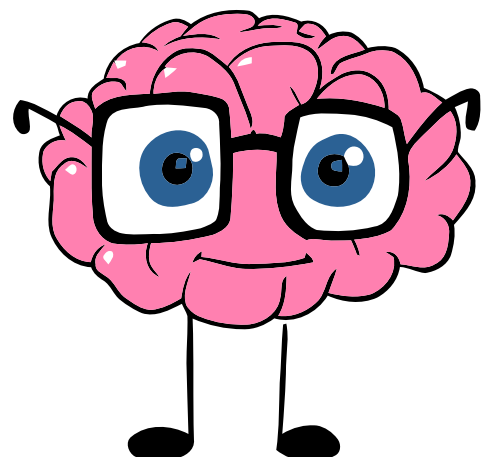
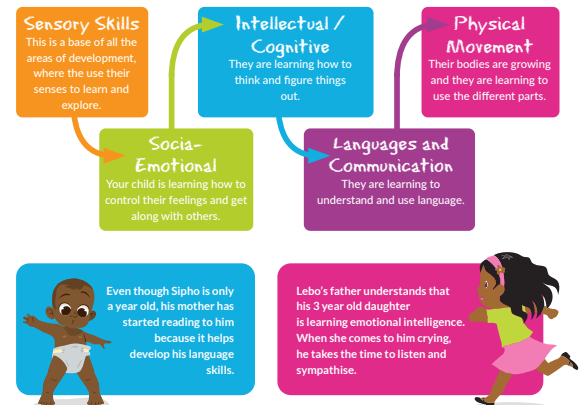
3. AREAS OF DEVELOPMENT

3.1 SENSORY SKILLS DEVELOPMENT

WHAT YOUR CHILD IS LEARNING IN THEIR EARLY DEVELOPMENT STAGES



In the first few years a child's brain is growing super fast. They are developing skills in many areas. Brain development during this time can impact higher level skills like motivation, problem-solving and getting along with others later on in life.





KEY MESSAGES:

Stages of development/ milestones – why are these important?

Determining whether a child's growth is on track is the main goal of monitoring each child's progress. To understand each child's growth and behaviour it is important to look out for developmental milestones that give an indication of a child's progress. Additionally, a child's conduct may be explained by milestones.

How do children develop?

As a child grows, they develop in different ways which covers physical, social, emotional and intellectual changes. How your child moves, thinks, speaks and behaves give clues about their development. Every child develops and grows differently and at their own pace but there are certain skills they should acquire at a certain age, that being the developmental milestones.

Role of the parent/caregiver

Keep an eye on your child's development. A delay in a child's development can reduce a child's ability to communicate, be active, be independent and make decisions for themselves. Intervention when you see a delay can help your child be able to: control their behaviour (at times); control their emotions; be able to learn and remember; to use their senses; and recognise physical and spatial awareness. This will also give your child an opportunity to develop new skills.

Different areas (domains) of development

- Sensory skills development - this is the base of all the areas of development where children use their senses to learn and explore.
- Social-emotional development – your child is learning how to control their feelings and get along with others.
- Intellectual/cognitive development – your child is learning how to think and figure things out.
- Language/communication development – your child is learning to understand and use language.
- Physical development – your child's body is growing, and they are learning to use the different parts.



NOTES TO FACILITATOR:

This session is longer due to the contents, so activities are important to keep participants active and engaged. Make sure you create a space where they are comfortable with you and each other so it becomes easy for them to engage. You can do this by ensuring you do introductions, fun activities, and provide opportunities for them to ask questions. Keep it fun and interactive!



**WELL DONE
FOR COMPLETING
SESSION 2.**

SESSION 3:

LEARNING THROUGH PLAY

OVERVIEW:

During this session, as the aRe Bapaleng Facilitator (Caregiver Network-ER) you will cover different aspects of Learning through Play. Learning through Play is a method in which children are given the opportunity to explore, experiment, discover and solve problems in a playful and imaginative way. Play is important for a child to develop fully. They develop many key abilities and skills in this way, for example, socializing, communicating, learning to share and how to negotiate, and many others. There are different types of play: physical, social, manipulative, fantasy, and competitive play. Children learn this way as it is fun, and this also ensures their overall well-being.

The following topics are covered during this session:

- Topic 1:** What is Learning through Play?
- Topic 2:** Benefits of play
- Topic 3:** Play is fun and can be happy every day.
- Topic 4:** Different types of play



2 hrs. &
10 min.

MATERIAL & RESOURCES:

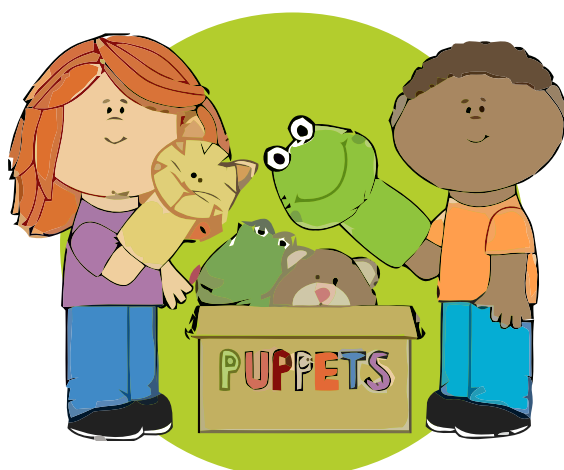
- Guide for Parents and Caregivers Booklet.
- “Let’s Play Together” Activity booklets.
- Legos
- Plastic cups
- Tennis ball.
- Something as a catcher (e.g., open 2l Coke bottles)
- Crayons
- Hat or empty bowl

How do I facilitate Session 3?

The session will use a mixed methods facilitation approach, including group discussion and role plays (refer to Section 6 of this Facilitation Guide for more details on the generics of the group discussion and role-play facilitation approaches).

AGENDA FOR SESSION 3:

1. Welcome (5 mins)
2. Recap (10 mins)
3. Ice breaker (15 mins)
4. Topic 1 – What is Learning through Play (20 mins)
5. Topic 2: Benefits of play (20 mins)
6. Topic 3: Play is fun and can happen every day (20 mins)
7. Topic 4: Different types of play (30 mins)
8. Feedback, wrap up and closure (10 mins)



1 WELCOME (5 MIN)

Welcome the parents and caregivers back and thank them for their commitment to attending the ALWs. Ensure that all participants have signed the attendance register.

2 RECAP (10 MIN)

You will do a short recap activity to ensure participants are reminded of what they have learned so far.

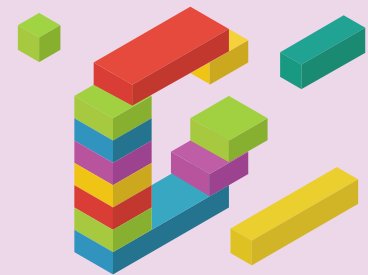
3 ICE-BREAKER (10-15 MIN)

Before introducing the topic, do a short icebreaker activity with the participants related to the Learning through Play topic covered in this session. Use the following icebreaker for the session.

First introduce the “build the strongest, beautiful and tallest tower” activity using Legos.

Instructions:

Group people into 2/3 groups, depending on the size of your group. Pour out all the lego from the box and place them in the centre of the room, then ask the team to select one from each team to try and get as many Legos as they can for their team. They have 5 mins for this. The teams then try and build the highest Lego tower they can. They get another 5 minutes to complete this part of the activity. These are then judged by you as the Facilitator to determine which team was able to build the highest tower. The team then needs to lift and move their towers to the center of the room. For those that are still standing once they are moved attempts are made to see how strong these towers are e.g., they are pushed slightly to see how much pressure they can take. The team with the strongest tower wins.



As a facilitator talk through with the parents about what they have learned about taking part in the activity and point out some of the lessons that can be learned from the activity like i.e., learning to work in a team.

4 TOPIC 1: WHAT IS LEARNING THROUGH PLAY (20MINS)

In Session 3 you will be helping parents/caregivers understand what “Learning through Play” is, why it is important and how they encourage their children to learn while having fun. (Please refer to pages 36 to 42 of the Guide for Parents and Caregivers document for information on this topic)



WHAT IS LEARNING THROUGH PLAY?

Playing is a fun activity that encourages learning in children. It is a natural way in which children explore the world and people around them and about themselves. Children learn by discovery, by trying different things. They are driven and curious to explore. They learn best through play.

You will start by introducing the idea of “Learning through Play” first using a facilitated group discussion approach. (See the box below for guidance on how to undertake the activity and refer to Section 6 for more details on the generics of the group discussion facilitation approach).



GROUP DISCUSSION ON LEARNING THROUGH PLAY (20 mins)

Instruction:

Ask parents/caregivers to tell you what they think Learning through Play means. Note you need to allow parents/ caregiver to share their ideas within the group. Facilitate the discussion with follow-up questions and draw from content in the Guide for Parents and Caregivers document.

For starting off the conversation about learning through play you can begin by asking caregivers the following probing questions:

1. Are they aware that children learn best when they play? They need to learn in a fun environment and also an environment that is supportive i.e. that you are physically and emotionally there and responsive i.e. you are responding to their questions and encouraging their curiosity”.
2. Do caregivers make time to play with their children? Or are they always busy? During this part of the session, you should also emphasize the importance of parents making time to play with their children. Put forward examples, such as the following, to make parents and caregivers really consider their own situations and what needs to change: “Parents and caregivers may come back from work, and say they are tired, but they still go and watch TV from 6 o'clock till 10. This means the parent/caregiver did not want to play with their children, because if you are really tired you would turn on the TV for 2 minutes and you then fall asleep right there but if you are still able to change channels then you were never tired”.

5

TOPIC 2: BENEFITS OF PLAY (20 MINS)

In this part of the session, you aim to have parents/caregivers know about and understand the benefits of play, as well as how they can include learning through play in their everyday lives. (Please refer to pages 34 to 40 of the Guide for Parents and Caregivers document for information on this topic)

To ensure the understanding of parents/caregivers related to the benefits of play facilitate a group discussion on this. (See the box below for guidance on how to undertake the activity).

WHY IS LEARNING THROUGH PLAY IMPORTANT?

Play is important for a child to develop fully. It has many benefits as it helps a child develop many key abilities and skills, including independence, creativity, social interaction, and communication. Learning through play is also important because it makes learning fun and engaging for children. It can increase their interest and motivation to learn. Learning through play can also reduce stress and enhance the well-being of children i.e., make them happier and healthier!



GROUP DISCUSSION ON BENEFITS OF PLAY (20 mins)

Encourage for parents

For this section when we get to the benefits of play, you as the facilitator can encourage caregivers to make sure when they play with their children, they need to select activities that will focus on at least one benefit of play. Provide some examples such as, if you want to develop your child's language skills you can engage in activities such as reading books together or playing word games. You can encourage physical development by doing activities such as skipping rope. After this introduction invite caregivers/ parent to share their own activities that show one benefit of play. Probe if they do implement these activities at home and if not is it something they are willing to start doing?



REMINDER:

In the end, remind caregivers of the importance of their guiding child's play, including with peers, and how there are benefits of play in every play activity they do with their children. Continue with the session discussing the importance of play. Explain to caregivers that it is important they understand that when their child plays they learn different skills: they learn to communicate; to be independent and they become physically fit. They are also getting social skills because if a child cannot socialize it becomes even harder for them to share e.g. their toy, yoghurts or anything they love with other children.

6

TOPIC 3:

PLAY IS FUN AND CAN HAPPEN EVERY DAY (20MINS)

Learning happens through play because it is fun and keeps children engaged. In this part of the session the aim is to help parents/caregivers experience having fun while learning and encouraging them to help their children include play in their day.

Ask parents the following probing questions.

1. At home which activities do you do with your child? (People will share different activities).
2. Parents/ caregivers do you think those activities deliver the benefit of play to the child and if yes which one is it? They will share their ideas and allow them to do so for 5 minutes.

When closing the session, you can say the following:

“We know that children can play naturally without being told but it’s important for caregivers to have structured play as it gives children the opportunity for more targeted learning and development.”

Help parents/caregivers experience the idea of learning while having fun through play by getting them to do a fun activity such as one of those suggested below.

‘PLAY IS FUN’ ACTIVITY (5-10 mins)

For this activity we use the cups and tennis balls. Divide the caregivers into 2 groups and the facilitator places the cups into 3 rows on top of each other and all of them in the group get a chance to hit the cups. The group that hits the most cups wins. For the next activity the group will choose 2 people. These 2 people will have a catcher and tennis ball, and they will use the catcher to catch the tennis ball using both right and left hands.



Another game is when the facilitator places the empty box in the middle and 2 people from each group come close to the box. They will have 1 tennis each and will need to bounce it into the box at the same time. They will also use the activity booklet to crayon any drawing they want and use the relevant colors.



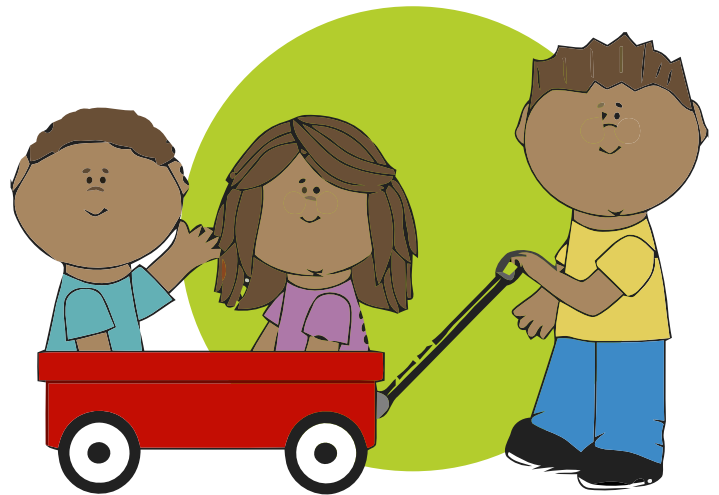
TIP FOR FACILITATOR:

Introduce the activity booklets and encourage parents/caregivers to try these at home.



7 TOPIC 4: DIFFERENT TYPES OF PLAY (30 MINS)

There are different types of play and in this part of the session, you will provide participants with a brief overview of these that helps participants be aware of them. You will also undertake an activity so they can experience some of these different types of play.



THERE ARE 5 DIFFERENT TYPES OF PLAY

1. Social play

They learn to engage with others, they can share and learn new words.

2. Physical play

Children can develop their bodies by dancing, jumping, or playing ball games.

3. Fantasy play (or role play)

This play is usually done at the ECD centers where children are asked to dress up e.g., wear clothes to make them look like elderly people or dress up and act out anything they want. Here you would find that they would act out how their parents are behaving at home, if there is an abuse at home, they will act it out as they imagine everything that happens at home.

4. Competitive play

This play is important because it teaches children the importance of learning about rules and that they need to implement those rules.

5. Manipulative (or constructive) play

is playing with things that children can move, twist, put together, order, or make patterns with. It is also about movement (e.g., moving over or around things) and helps children understand distance and size. For example, let's say there is an object they want and before they can get to the object, they need to pass underneath chairs the caregiver is running to the same object, and the child would then start calculating how they will get to the object first so would just crawl underneath the table while the caregiver to must go around the table.



It is important for a child to participate in all these different kinds of play to help them develop different skills and abilities.

Drawing from page 42 of the Guide to Parents and Caregivers (as well as the box above) explain the different types of play and provide examples. Ensure parents/caregivers are encouraged to ask questions.

SOCIAL PLAY

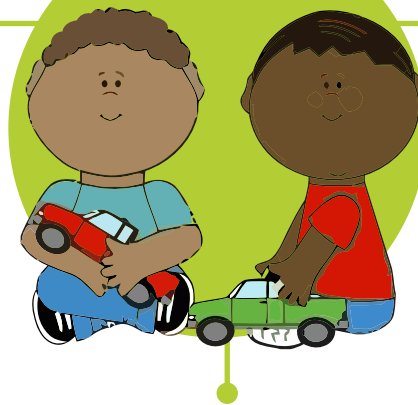
By playing with others, children learn how to take turns, they cooperate and share. This also helps them to develop their language skills.

PHYSICAL PLAY

Physical play can include dancing or ball games. This will help your child build their gross and fine motor skills

FANTASY PLAY

It involves children using their imagination, and that allows them to create their own games and develop their communication as they interact with each other. It improves their creativity as well.



COMPETITIVE PLAY

This involves children playing games with rules. This is where they learn about rules, fairness, making turns and teamwork.

MANIPULATIVE PLAY

Constructive play allows children to experiment with drawing, music and building things. This helps them to develop their movement skills and become less clumsy. Constructive play also helps children to understand distance and size. An example of this could be if objects are small or far away.

After going through some of the content related to the different types of play ask participants to do an activity where they can experience some of these themselves. In this way, they are better able to encourage different kinds of play at home with their own children. See the box below for an example of what you can do as an activity.

DIFFERENT TYPES OF PLAY ACTIVITY (30 mins)

Please take an empty hat or a bowl and put inside four (4) pieces of paper, on each of which is written a different type of play.

Group caregivers/ parents in 4 groups and ask each group to choose a parent/caregiver

to come and pick one paper out of the hat or bowl

and they must role-play the chosen play type. While the parents /caregivers are role-playing the others watch and afterwards ask parents/ caregivers who were watching to comment on what each child learns from each type of play presented.

Allow parents to be creative.



8

FEEDBACK, WRAP-UP, AND CLOSURE (10 MINS)

In closing the session, thank the caregivers for their participation and enthusiasm during the session. Emphasise the importance of practicing at home what they have learned through the session.

CLOSING ACTIVITY

As the facilitator, you could also include a “throw a word” activity here. You ask caregivers to share their thoughts in one word e.g., to fill in the gap in this sentence “play makes me feel.... energized...., or fun ormeaningful”.



NOTES TO FACILITATOR:

The session can take a long time when people start playing as they get excited about playing, and they do not want to stop. This is something that you as the facilitator need to observe and be patient with, but still manage your time well. Caregivers should also be allowed to show the group any activities that they play at home with their children.

SUMMARY OF SESSION 3: LEARNING THROUGH PLAY

GOALS FOR THE SESSION

By the end of Session 3 a parent or caregiver should:

- ✓ Understand the importance of learning through play as the methodology.
- ✓ Know and understand the benefits of play.
- ✓ Experience fun while learning.
- ✓ Be able to identify the different types of play.
- ✓ Be familiar with the activity booklets and aim to use them.
- ✓ Aim to include learning through play as part of their daily activities.

4. LEARNING THROUGH PLAY

4.1 PLAYING



WHAT CAN PARENTS AND CAREGIVERS DO TO ENCOURAGE PLAY?

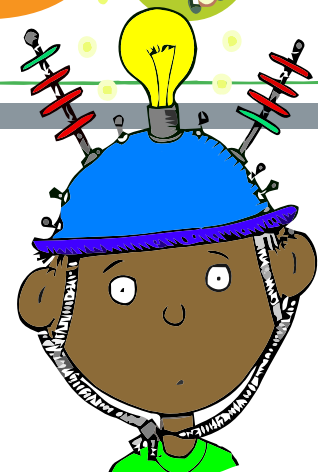
- Observe and jump in if they need help
- Be creative and try different things
- Join in sometimes but do not take over
- Make time for freetime i.e. on their own
- Encourage a praise effort

BENEFITS OF PLAY

- Negotiation
- Cooperation
- Resilience
- Empathy
- Curiosity
- Communication
- Independence
- Creativity
- Social Interaction
- Physical strength
- Confidence
- Physical Coordination



34





KEY MESSAGES:

What is “Learning through Play”?

Learning through play is the child’s natural way of exploring the world and people around them and about themselves.

Benefits of play:

Play support the development of many areas in a child, including, for example:

CREATIVITY +
SOCIO-EMOTIONAL
INTERACTION +
COMMUNICATION +
INDEPENDENCE +
PHYSICAL FITNESS

Different types of play

- **Social play** - they learn to engage with others, and they can share and learn new words.
- **Physical play** - children can develop their bodies by dancing, jumping, or playing ball games.
- **Fantasy play (or role-play)** - this play is usually done at the ECD centres where children are asked to dress up e.g., wear clothes to make them look like elderly people or dress up and act out anything they want. Here you would find that they would act out how their parents are behaving at home, if there is an abuse at home, they will act it out as they imagine everything that happens at home.
- **Competitive play** - this play is important because it teaches children the importance of learning about rules and that they need to implement those rules.
- **Manipulative (or constructive) play** is playing with things that children can move, twist, put together, order, or make patterns with.



**WELL DONE
 FOR COMPLETING
 SESSION 3.**

SESSION 4:

CHILD HEALTH & NUTRITION

OVERVIEW:

During the Nutrition Session, you as the aRe Bapaleng Facilitator (Caregiver Network-ER) do not have to prescribe meal plans but provide guidance and some structure around meals. In this session on Nutrition, you cover the following topics and related information (as per the *aRe Bapaleng Guide for Parents and Caregivers*):

The following topics are covered during this session:

Topic 1: Child Nutrition.

- What is Nutrition?
- Importance of good nutrition.
- Types of nutrients.
- Food portions according to age.
- Food preparation to retain nutrients.
- Benefits of good nutrition.
- Effects of poor nutrition.

Topic 2: Growing your own food.

- Steps to starting your own food garden.
- Which seasons are best for planting certain types of crops.
- Vegetable planting chart.
- Which soil type is appropriate for specific type of crops.

Topic 3: Child health.

- Breast feeding.
- Child Immunization.

AGENDA FOR SESSION 4:

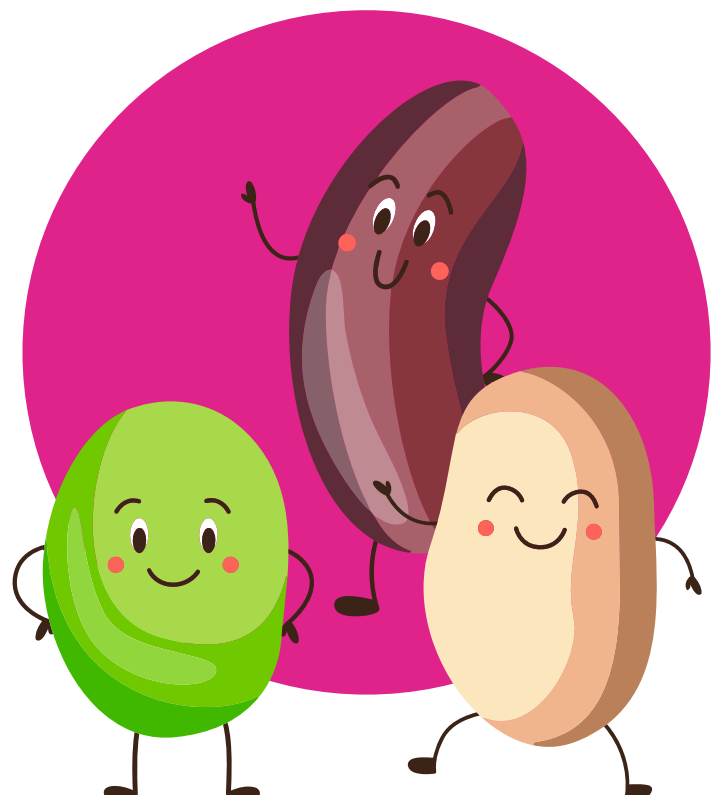
1. Welcome and intro (15 mins)
2. Ice breaker (15 mins)
3. Topic 1 – Child Nutrition (35 mins)
4. Topic 2 – Growing your own food (10 mins)
5. Topic 3 – Child Health (15 mins)
6. Feedback, wrap up and closure (5 mins)



1 hrs. &
35 min.

MATERIAL & RESOURCES:

- Guide for Parents and Caregivers Booklet etc.
- Paper cutouts of food or food models in a basket.
- Markers.
- Flip charts.



1

WELCOME AND INTRODUCTION (15 MIN)

- Welcome the participants back.
- Ask them to reflect on what they have learned and how they have applied this in their homes. Ask them to provide some examples of how they have been applying what they have learned.
- Introduce the theme for the day.

2

ICE-BREAKER (15 MIN)

Before introducing the topic, do a short icebreaker activity with the participants related to Nutrition, which is what the session is about. An example of such an activity is included in the box below:

Ask participants to answer the following question:

What's the best piece of advice you've ever been given about nutrition?

3

TOPIC 1: CHILD NUTRITION (35 MINS)

Topic 1 covers the following areas:

- What is Nutrition?
- Importance of good nutrition.
- Types of nutrients.
- Food portions according to age.
- Food preparation to retain nutrients.
- Benefits of good nutrition.
- Effects of poor nutrition.

(Please refer to pages 44 to 64 of the Guide for Parents and Caregivers document for information on this topic)



To facilitate understanding on this topic you can use either (or both) of the following facilitation approaches detailed in the box below (refer to Section 6 for more details on the generics of the different facilitation approaches):

GROUP DISCUSSION

Divide your participants into 4 groups. Ask them to name their groups after a fruit or vegetable. Give them flip chart papers and markers. Give each team a different area from Topic 1: Nutrition – What is Nutrition, Importance of good nutrition, Benefits of good nutrition and Effects of poor nutrition. Get the groups to discuss their topic for 5 minutes and then have a speaker from the group come and present for 2 minutes and allow other people to ask questions and add more inputs. You as the facilitator will then wrap this session up by summarizing the four topics.





TIP FOR FACILITATOR:

As part of facilitating the discussion help bring in additional information that is in the Guide to Parents and Caregivers that the participants have not brought into the discussion or add more information on points raised.

Matching Activity

Have either paper cut-outs of food or food models in a basket and have people match them to the food groups. You can make it a competition and have two sets with people competing to see who gets the most matches correct.

Take the matching to the next level by focusing on the nutrients commonly found in each food group. People often hear they need to eat more of certain nutrients but are confused when it comes to applying that to actual foods. Matching the nutrients will help them learn which foods contain those nutrients but also recognize that a balanced diet provides all the nutrients needed. Because there is some overlap with some nutrients you can have multiples of some like protein, potassium, and vitamin A, allowing people to match them into two groups.



TIP FOR FACILITATOR:

As you guide your group of participants through one or both above activities remember to refer them to the relevant information in the Guide to Parents and Caregivers document for more information.

To end off this part of the session briefly touch on the content related to “Food portions according to age” (see page 50 of the Guide for Parents and Caregivers document) and content related to “food preparation to retain nutrients” (see page 52 of the Guide for Parents and Caregivers document). Provide opportunities for participants to ask questions. Please refer to the section on the next page for examples of some Frequently Asked Questions (FAQs) and possible responses to these.





What is a “healthy diet”?

A healthy eating pattern is one that provides enough of each essential nutrient from nutrient-dense foods, contains a variety of foods from all of the basic food groups, and focuses on balancing calories consumed with calories expended to help you achieve and sustain a healthy weight.



How can I get nutrition advice about a medical condition?

Talk with a health professional about referring you to a registered dietitian nutritionist (RDN). An RDN can provide personalized dietary advice taking into consideration your health status (such as other medical conditions), lifestyle, and food likes and dislikes.

How can I eat healthy on a



budget?

Choosing budget-friendly foods, shopping sales, using what you already have, and buying a combination of fresh, frozen, and non-perishable items are all ways to spend less at the store.

4

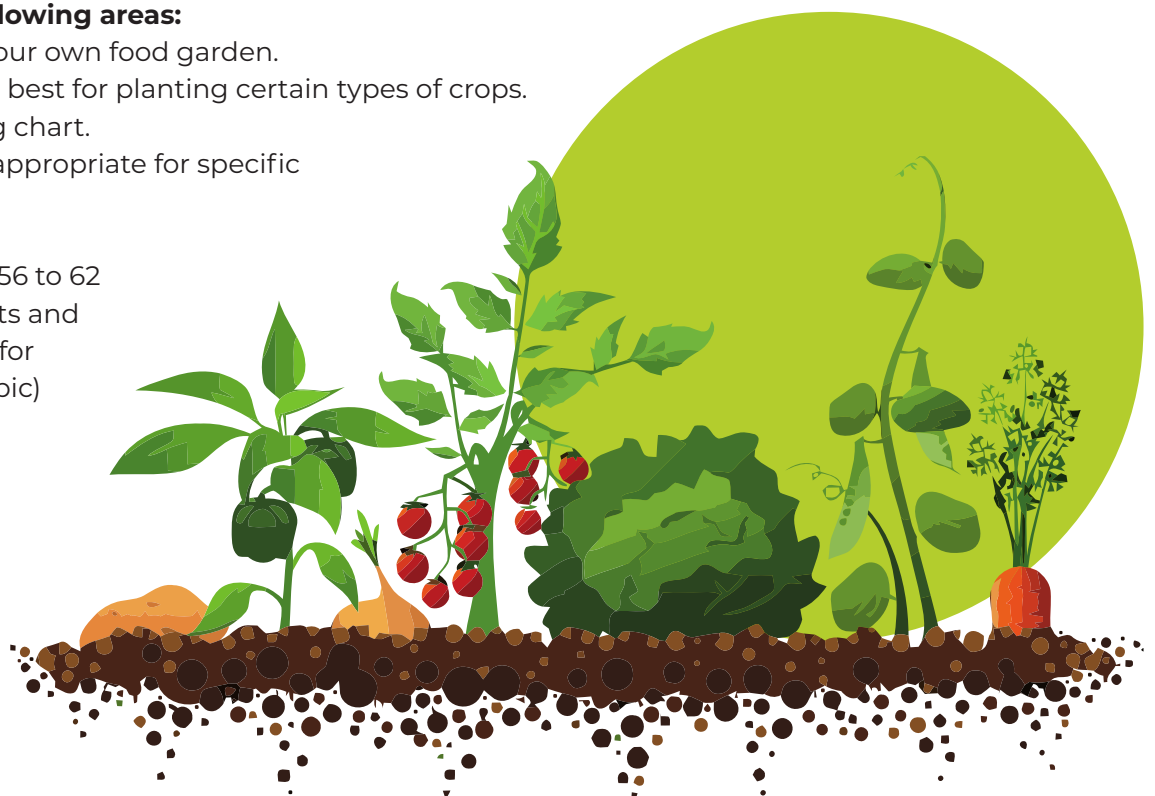
TOPIC 2:

GROWING YOUR OWN FOOD (10 MINS)

Topic 2 covers the following areas:

- Steps to starting your own food garden.
- Which seasons are best for planting certain types of crops.
- Vegetable planting chart.
- Which soil type is appropriate for specific types of crops.

(Please refer to pages 56 to 62 of the Guide for Parents and Caregivers document for information on this topic)



To facilitate understanding of this topic you will be using a storytelling facilitation approach (refer to Section 6 for more details on the generics of the different facilitation approaches). You as the facilitator can make up your own story, which helps participants learn about the different steps to starting their food garden. An example is provided in the box below:

Storytelling - starting your own food garden

Zama has been wanting to start her own food garden for a long time. She keeps seeing that the local ECD has space that no one is using. She can imagine all the beautiful, delicious butternuts that she could grow there for her family and those from the ECD. She decides to go and talk to the principal at the creche. Mrs Dlamini is very happy with Zama's idea and says the children should help her as they also learn. Zama is ready to start the garden because she learnt during the aRe Bapaleng ALW session on nutrition and what she needs to do. She organizes with Mrs Dlamini to come to the creche and together with the kids they prepare the soil for planting. The kids are very excited! And have lots of fun. Zama contacted the aRe Bapaleng team as now she needs some seeds. The Seriti Work.Learn.Grow team make sure that Zama gets her seeds. She is ready to plant her butternuts! A few days later Zama is at the school again with the kids and they are now planting the seeds. After the planting of the seeds Zama and the children from the creche water them. They continue to look after the little plants as they grow and after some weeks the plants start to flower. Zama and the children are very excited and cannot wait to see the butternuts arrive.



Work.Learn.Grow
Enabling Sustainable Farming



To end off this part of the session talk on the remaining topics by showing the participants the diagrams in the Guide to Parents and Caregivers document that cover the seasons for planting certain plants (page 58), Vegetable planting chart (page 60) and soil types for specific types of crops (page 62). Provide opportunities for participants to ask questions.

5 **TOPIC 3:** **CHILD HEALTH (15 MINS)**

(Please refer to pages 64 to 68 of the Guide for Parents and Caregivers document for information on this topic)

For this part of the session, covering Child Health, you will be providing participants with some relevant information and showing participants where there is more information available in the Guide for Parents and Caregivers. Provide opportunities for participants to engage and ask questions.

You will cover two areas: breastfeeding and child immunization.

To cover aspects related to breastfeeding and child health you will run a facilitated group discussion. See box below for some guidelines on how to do this.

FACILITATED GROUP DISCUSSION

Ask the group the following questions – remember to first allow parents/caregivers to provide some possible answers before you add the information available below:

- Why is breastfeeding breastmilk the ideal food for infants? It is safe, clean and contains antibodies which help protect against many common childhood illnesses. Breastmilk provides all the energy and nutrients that the infant needs for the first months of life, and it continues to provide up to half or more of a child's nutritional needs during the second half of the first year, and up to one-third during the second year of life. Breastfed children perform better on intelligence tests, are less likely to be overweight or obese and less prone to diabetes later in life. Women who breastfeed also have a reduced risk of breast and ovarian cancers.
- How long do I have to breastfeed? - Breastfeeding is recommended for at least six months, and up to two years or more, depending on the mother and baby's preferences.
- How can a mother continue to provide breast milk to her infant after returning to work or school? - When a mother is away from her infant, she can pump or hand express her breast milk so that her infant can drink breast milk from a bottle.

As part of the discussion, you will refer to page 64 of the Guide to Parents and Caregivers (also called the info sheets) and add information where needed.

To cover aspects related to child immunisation explain the importance of child Immunisation and refer them to the card they use at the clinic. Invite them to have a look at the relevant information in the Guide to Parents and Caregivers (pages 66 and 68). Ensure you allow time for questions.

6

FEEDBACK, WRAP-UP, AND CLOSURE (5 MINS)

- In closing the day, you as the facilitator should thank the group for making time to attend the session and compliment them on their participation.
- Get them to provide some feedback e.g., what were the highlights of the day for them. Write these up as bullet points on a flip chart.
- Provide the group with an outline of what is going to be covered the following day.
- Close the session.



SUMMARY OF SESSION 4: CHILD HEALTH AND NUTRITION

GOALS FOR THE SESSION

By the end of Session 4 a parent or caregiver should:

- ✓ Understand what child nutrition is and why it is important.
- ✓ Know about the different kinds of nutrients and vitamins that are important to include a child's diet, and how to do so.
- ✓ Know how to grow their own food.
- ✓ Understand important aspects related to child health such as breast feeding and immunisation.

5. CHILD HEALTH & NUTRITION

5.1 CHILD NUTRITION



WHAT IS NUTRITION?

Miriam-Webster defines nutrition as the process of providing or obtaining the food necessary for health and growth, it plays an important role in child's development. Children need the right foods at the right time to grow and develop to their full potential. The most critical time for good nutrition is during the 1,000-day period from pregnancy until a child's second birthday. Often, care givers battle to know the perfect food to give to their children which contain all the necessary nutrients. Some kid's give their care givers hard time in eating healthy food, all they ever want is junk, and it is very common with children.

IMPORTANCE OF GOOD NUTRITION

Healthy food choices have a strong impact on a child's growth. Healthy eating in a child's early years can increase their physical development, cognitive development, and ability to learn for years to come. It is important for parents to teach the importance of healthy eating to their children and help them establish healthy eating habits. The more your child understands about nutrition, the more excited he will be about eating healthy. It also helps to involve them when preparing food, they get excited and want to take pride in their involvement in the preparing and makes it easy for them to eat. Half of your child's plate should be fruits and vegetables. Choose fresh foods over highly processed foods.



KEY MESSAGES:

What is child nutrition and why is it important?

Children need to eat the right foods to grow healthy and strong. As caregivers, it can be hard to get children to eat healthy food which is high in the right nutrients and vitamins that they need. It is important for parents and caregivers to teach their children about nutrition and what is good or not for them to eat. Healthy eating in a child's early years can increase their physical and cognitive development, as well as their ability to learn for years to come. Not eating right (i.e. the right foods in the right proportions) can lead to many health problems such as obesity, malnutrition and stunting.

Child Health

Never compromise on the health of your child. Even the smallest effort counts for your child's health. Give it all for the health of your child. Children look best when they are healthy. The health of a child is very important to a parent. You lose your wealth when you lose your child's health.



**WELL DONE FOR
COMPLETING SESSION 4.**

SESSION 5: PSYCHOSOCIAL SUPPORT

OVERVIEW:

During the session we will cover all aspects of Psychosocial support and explain how the daily demands of life leads caregivers and their children to need this kind of support even if they are unaware of this. There are several ways a parent or caregiver can try to ensure they have positive mental health. It is also important they watch out for signs of stress in their young children and support them towards having better mental health. In cases where serious mental health issues (i.e., mental illness) are observed it is important to seek professional help.

The following topics are covered during this session:

Topic 1: Mental health.

- What is mental health?
- Why is it important?
- Tips for good mental health.

Topic 2: Stress

- What is stress?
- Types of stress.
- Signs to watch out for.
- Top tips for positive mental health.
- Identifying and supporting toddlers with stress.

AGENDA FOR SESSION 5:

1. Welcome (5 mins)
2. Recap (10 mins)
3. Ice breaker (5 mins)
4. Topic 1 – Mental health (20 mins)
5. Topic 2 – Stress (70 mins)



1 hrs. &
50 min.

MATERIAL & RESOURCES:

- Guide for Parents and Caregivers Booklet
- Flip charts
- Sticky notes
- Prestik
- Marker

How do I facilitate Session 5?

The session will use a mixed approaches group session and roleplay (refer to Section 6 for more details on the generics of the roleplay and group discussion facilitation approaches). Note that facilitated group discussions are key here as the topics are sensitive and personal in nature.



1

WELCOME (5 MIN)

You, the Caregiver Network-ER, as the Facilitator start by welcoming the parents and caregivers again and thanking them for their commitment in attending the session. Ensure that all participants have signed the attendance register.

2

RECAP (10 MIN)

You will do a short recap activity to ensure participants are reminded of what they have learned so far. Please refer to the box below.

As a recap activity: You as the facilitator will use a marker as a pointer. You ask the group a question based on what they learnt in the previous session pointing at a random person in the group who will give an answer. They then take the marker and point to someone else to answer. This can be done for around 10 mins. Nutrition based questions would include: What is nutrition and why is it important to have good nutrition?

3

ICE-BREAKER (5 MIN)

You as the facilitator will introduce the concept of mental health saying that to be healthy we need to make sure all of our parts are healthy. Facilitator will introduce the icebreaker showing the different parts of the body: *Hloho, maetla, Nko lemolomo sefuba letheka mangwele lemonwanwa.*

4

TOPIC 1: MENTAL HEALTH (20 MINS)

This topic covers the following areas:

- What is mental health?
- Why is it important?
- Tips for good mental health

What is mental health?

Psychosocial support refers to the support given to help meet one's mental, emotional, social and spiritual needs. A key part of this is what is referred to as "Mental health". Mental health is all about how people think, feel, and behave. It affects how we cope with stress, relate to others, and make choices.

(Please refer to Section 6 – pages 70 and 72 – of the Guide for Parents and Caregivers document for information on this topic)

To facilitate understanding on this topic you will be using the approach of a group discussion (see box below for guidance on how to undertake the activity and refer to Section 6 for more details on the generics of the group discussion facilitation approach)



GROUP DISCUSSION ON MENTAL HEALTH (15 mins)

As the Facilitator you divide parents/caregivers into 3 groups.

Introduce the topic of discussion within the groups. Explain what psychosocial support is, as well as what mental health is (refer to pages 70 and 72 of Guide for Parents and Caregivers for more information). Provide each group with a question to discuss - Group 1: To discuss "What is Mental Health?", Group 2: To discuss "Why is our Mental health important?"; and Group 3: To discuss "Good tips for mental health".

You will give them 5 minutes for each group to discuss the topic. Each group must select 1 person within their group who will summarise the main points of the discussion and present them to the rest of the participants afterwards.

After they have each discussed in their groups the representative of each group presents a summary of what their group discussed. After each person has presented the team is allowed to ask questions and make additions if needed.



TIP FOR FACILITATOR:

As a facilitator at the beginning of the discussion you should not add nor say "That's not true" but observe how much they know about the topic and take note of what more you need to focus on later once the participants themselves have had a chance to provide inputs i.e., if there are additional points that were not covered by all the discussions.

After the group discussion activity then you take them through the content drawing on the material available in the Guide for Parents and Caregivers document. This should take about 10 minutes.

What is mental illness?

Mental illness, also called mental disorder refers to a wide range of mental health conditions that affect your mood, thinking and behavior. Examples of mental illness include depression, anxiety disorder, schizophrenia, eating disorder and addictive behavior.



TIP FOR FACILITATOR:

Relate some of the content with what they also shared. (This is for them to feel their contributions are welcomed)



Tips towards better mental health

Taking care of your mental health can impact your wellbeing, relationships, resilience, and other factors of life. Mental health is important because it helps you to cope with the stress of life. Good mental health leads to having good relationships, work productivity, better physical well being and being able to make a meaningful contribution to society.

Mention the 8 tips of mental health:

1. Get Plenty of sleep, sleep is very important for our mental and physical health.
2. Eat well, add more fruit, and veg to your family meal.
3. Avoid alcohol, drugs, and smoking
4. Get plenty of sunlight.
5. Manage stress
6. Be active
7. Do something both you and your child can enjoy
8. Connect with others.



PLEASE TAKE NOTE:

These topics sometimes can turn out to be a long discussion so to avoid that do not ask for personal reflection on the topics covered just to emphasise the general points related to the topic.

5

TOPIC 2: STRESS (70 MINS)

This topic covers the following areas:

- What is stress?
- Types of stress.
- Signs to watch out for.
- Top tips for positive mental health.
- Identifying and supporting toddlers with stress.

(Please refer to pages 74 and 75 of the Guide for Parents and Caregivers document for information on this topic)

To facilitate understanding on this topic you will be using the approach of a group discussion (see box below for guidance on how to undertake the activity and refer to Section 6 for more details on the generics of the group discussion facilitation approach)



GROUP DISCUSSION STRESS (20 mins)**Introduce the topic:**

The next topic is on stress; we will talk more on it and how it has affected your wellbeing.

Facilitate an open discussion with participants, by first asking them to share their own experience based on the following probing questions:

1. What do you think about stress?

What could be the cause of stress and how is it avoidable?

(This should take 15 mins)

Then go on to define what stress is and explain the two different types of stress:

acute stress and chronic stress – see relevant boxes that follow. Then talk about the two types of stress and how they are different.

Continue the open discussion by asking parents/caregivers the following questions:

“Now that you have learned about the different types of stress is there anyone who has gone through these kinds of stress before or is identifying with what is being learned?”.

Then ask them to list signs that show that they think they have stress.

(This should take 5 mins)

After the discussion, thank every parent and caregiver that took part in the discussion and especially those that will suddenly share their own experiences during the discussion. Do remind the parents / care givers that we are continuing to learn about stress together and that stress is not good, but it can be managed.

**TIP FOR FACILITATOR:**

It can be difficult to keep to the time allocation as these discussions can go on for a long time. It is important for you as the facilitator to manage this tightly and gently cut the discussion, so you do not go over time. If you expect that the discussion will become difficult to cut off, then try asking only 3 to 4 people to answer the question.

**REMINDER:**

Please do remind the parents/ caregivers about upholding confidentiality in this session as parents and caregivers take turns to share some personal experiences.

TYPES OF STRESS:

What is stress?

Stress is a feeling of emotional and physical tension. It can come on one event of thought that could make you feel angry, frustrated, and nervous.

ACUTE STRESS

It's short-term stress that goes away quickly. This type of stress is common to everyone, it occurs when you do something new or exciting. One experiences this type of stress because of reaction to a situation that is taking place now, like misplacing a phone or getting into an argument.

CHRONIC STRESS

This is stress that lasts for a long period of time. You may have chronic stress if you have money problems, are unhappily married or have trouble at work. Any type of stress that goes on for weeks or months is chronic stress.

Well-being: signs to watch out for

As caregivers you may be so focused on your loved ones that you do not take care of your own health and your wellbeing therefore suffers.

Watch out for these signs for caregivers that show negative effects on well-being:

- Feeling overwhelmed or constantly worried
- Feeling tired often
- Getting too much sleep or not enough sleep
- Gaining or losing weight
- Becoming easily irritated or angry
- Losing interest in activities that you used to enjoy
- Feeling sad
- Having body pain, headache, and physical problems.
- Abusing alcohol or drugs even prescription medication.

Following the group discussion, guide the participants to do a role play activity around the signs of stress.

ROLE PLAY ON STRESS (20 mins)

Go through some of the signs to watch out for in terms of stress (see box above).

Then divide the participants into 2 groups with the objective being that they put their understanding into practice.

Group 1 will role play a scenario where caregivers experience most of the signs while the other group will give support on how to overcome/handle these kinds of signs. They must ask questions, basically they are seeking help.

To wrap up this role play, invite participants to suggest positive strategies they propose on what can be done to manage stress.

Emphasise that in cases where a person is suffering from chronic stress, they should seek professional help. Highlight the list of resources available for this in the Guide for Parents and Caregivers – pages 76 to 79.

Go through the 8 top tips for good mental health (refer to page 72 of the Guide for Parents and Caregivers).

8 TOP TIPS FOR GOOD MENTAL HEALTH

- 1 Get plenty of sleep. Sleep is important for our physical and mental health.
- 2 Eat well, and add more fruits and vegetables to your family's diet.
- 3 Avoid alcohol, smoking, and drugs
- 4 Get plenty of sunlight.
- 5 Manage stress.
- 6 Activity and exercise i.e., taking a walk with your family, dancing around the house, or playing football.
- 7 Do something you enjoy as a parent as well as something your child/ren enjoy.
- 8 Connect with others and be sociable.

Following this, raise awareness of participants related to toddler stress through a facilitated group discussion – see box below.

FACILITATED GROUP DISCUSSION ON TODDLER STRESS (20 mins)

Ask participants if they are aware that toddlers have stress and whether they know what the signs of these are. Usually, most parents are not aware that their toddler is experiencing stress and that means they might not know the signs that are showing there is stress. If there are any parents or caregivers who say they have seen these signs invite them to share with the rest of the group and describe what they have seen. (This part of the discussion should take 10 mins)

Go through some of the signs of toddler stress – see box further down and invite participants to read up more on page 75 of the Guide to Parents and Caregivers). This should take about 5 minutes.

Now that you have outlined toddlers stress, ask them again whether they have not seen this in their toddlers or any child they care for. This could be a good start to start a conversation. Remember that most parents and caregivers probably did not know that toddlers have stress but hearing about the signs might show them what these are and remind if they have come across stressed children.

To facilitate the discussion, ask probing questions like:

1. How did you overcome it?
2. Are you able to do better now that you know?

Signs of toddler stress

Each child is unique and will display their own individual signs of stress. Therefore, parents need to be on a lookout for unusual or suspect behaviors and actions.

The following actions may suggest that your toddler is feeling stressed:

- Change in regular sleep and eating habits
- Change in emotions (showing signs of sadness, clingy, withdrawn, and angry)
- Increase in crying
- Nightmares and fears at bedtime
- Change in bowel movements
- Coughs and body movements
- Thumb sucking

Although these symptoms do not always indicate stress, they could be related to misbehavior, habits, or growth. If the child behavior become worse it could be a sign of something more, and if the behavior persists it could be important to seek psychosocial support.



In closing session 5 we want caregivers to come away with a sense of how important their mental health is and to know that they are not alone knowing that they should seek help when they need it. For this use the activity in the box below:



SESSION CLOSING ACTIVITY (10 mins)

Ask the parents to split into pairs asking each pair to discuss what mental health advice they have received in the past and listened to. Then go around and ask each pair to share.

SUMMARY OF SESSION 5: PSYCHOSOCIAL SUPPORT

GOALS FOR THE SESSION

By the end of Session 5 a parent or caregiver should:

- ✓ Understand what mental health is and why it is important.
- ✓ Be familiar with some ways of how to ensure good mental health.
- ✓ Understand the different kinds of stress and how to see whether they or their child are stressed.
- ✓ Know that there are places they or others can turn to if they need professional help to overcome serious mental health issues.

6. PSYCHOSOCIAL SUPPORT

6.1 PSYCHOSOCIAL SUPPORT



Psychosocial Support refers to the support given to help meet one's mental, emotional, social and spiritual needs. It mostly involves an important factor best known as "Mental Health" which plays a crucial role in Child Caregiving. For one to raise healthy, well-developed, and "future fit" children, they need to be healthy in all aspects of their lives. Hence the focus of the mental health of both the Caregiver and the children.

WHAT IS MENTAL ILLNESS?

Mental illness, also called mental health disorders, refers to a wide range of mental health conditions that affect your mood, thinking, and behavior. Examples of mental illness include depression, anxiety disorders, schizophrenia, eating disorders, and addictive behaviors.

70



KEY MESSAGES:

What is mental health?

Psychosocial support refers to the support given to help meet one's mental, emotional, social and spiritual needs. A key part of this is what is referred to as "Mental health". Mental health is all about how people think, feel, and behave. It affects how we cope with stress, relate to others and make choices.

Why is it good mental health important?

Good mental health is important for your overall wellbeing. It enables us to cope with the daily stress we face and also ensures we can be our best selves. Good mental health can also help us to not get ill and stay healthy i.e. strengthens our immune system.

Managing stress

Stress is a feeling of emotional and physical tension. It can come on one event or thought that could make you feel angry, frustrated, and nervous. It has a very negative effect on mental health, especially if it is chronic stress i.e. stress that is there for a long time. It is important to watch out for signs of stress e.g. feeling tired often; getting angry or irritated quickly and manage these. There are a number of things that you can do to help you to have good mental health, such as getting enough sleep and eating healthily.

Remember that you must seek professional help if you need it.

Toddler stress

Toddlers can also be stressed. Signs include e.g. nightmares and thumbsucking. As a parent/caregiver it is important to watch out for these signs and support your child.



**WELL DONE
FOR COMPLETING
SESSION 5.**

SESSION 6: BOOK SHARING FOR FAMILIES

OVERVIEW:

During the session, the parent /caregiver will be trained on how to conduct “Book-sharing for families” with their child aged 0- 5 years. In addition, they will also do a practice session on how to implement book sharing. This session tends to follow Session 5: Psychosocial support, and as such no introduction or recap is needed. Should the session be a stand-alone session, for some reason, please include a welcome and recap as the initial part of the session’s agenda. Much of the material covered in this session is drawn from that of Mikhulu Trust. We thank Mikhulu Trust for allowing us to use their material. Please see their website for more information and resources: www.mikhulutrust.org.

The following topics are covered during this session:

- **What is book-sharing?**
- **Demonstration of how to conduct book-sharing.**
- **Program structure**
- **Session’s techniques**
- **Practice session**



1 hrs. &
45 min.

MATERIAL & RESOURCES:

- Introduction slides
- Wordless books
- Take home card
- Possibly some flip charts and sticky notes for some of the facilitated discussions

How do I facilitate Session 6?

You as the Facilitator will use a mixed methods facilitation approach for this session, using both group discussion and role play facilitation techniques (refer to Section 6 for more details on these approaches). Remember that you as the Facilitator need to allow parents to ask questions during the session.

An important part of the facilitation approach of this session is to use demonstration i.e. showing parents/caregivers how to use the different book sharing techniques as this helps them learn about these.



AGENDA FOR SESSION 6:

1. Icebreaker (15 mins)
2. Topic 1: Let's talk about literacy (5 mins)
3. Topic 2: What will we learn today? (5 mins)
4. Topic 3: Introduction to book-sharing (10 mins)
5. Topic 4: How does book-sharing benefit your child? (5 mins)
6. Topic 5: The Do's and Don'ts of book-sharing (5 mins)
7. Topic 6: Book-sharing Technique/Skill 1 – Enjoy the book (5 mins)
8. Topic 7: Book-sharing Technique/Skill 2 – Follow your child's interest (5 mins)
9. Topic 8: Book-sharing Technique/Skill 3 – Always be positive (5 mins)
10. Topic 9: Book-sharing Technique/Skill 4 – How a person should ask questions during book sharing (5 mins)
11. Topic 10: Book-sharing Technique/Skill 5 – Praise and repeat (5 mins)
12. Topic 11: Book-sharing Technique/Skill 6 – Making links (5 mins)
13. Let's Practice our Skills! (20 mins)
14. Feedback, wrap up and closure (10 mins)

ICE-BREAKER (15 MIN)

Given that Session 6 tends to follow Session 5 there is no need for a welcome and a recap unless Session 6 is presented as a stand-alone session for some reason. As such you as the Facilitator should begin Session 6 with a short exerciser to ensure your group of participants is ready to start learning on a new topic. An example of a suitable icebreaker is provided in the box below, but remember you can also choose one that you like or that you have found elsewhere.



A facilitator to sit parents in a circle and ask the following two questions to all parents and each parent must take a turn to respond. The first question (1) *What's your child's favourite toy?* and second (2) *What's your favourite thing to do at home?* Facilitators to be mindful of making sure they create a warm and safe space for the parents to respond freely. It is advised that the facilitator can at least start responding to the question first to provide a way in which the icebreaker has to occur.



NOTE TO FACILITATOR:

As you build a rapport with the parents, please remember to be responsive by praising and acknowledging what each parent has shared.

2

TOPIC 1: LET'S TALK ABOUT LITERACY (5 MINS)

Book sharing is a key part of literacy development. To begin the session it is useful to begin by exploring what participants understand about this area, focusing particularly on books and reading.

For this you as the Facilitator will lead a facilitated discussion using the following questions:

- At what age should you be introducing children to books?
- What do books have to do with your relationship with your child and their development?
- It may be difficult for you to find books in your own language or you may feel like you are not able to read to your child. If so, how can you help your child to read?



TIPS FOR THE FACILITATOR:

During this discussion you as the Facilitator will likely hear things like “Books are expensive and children don’t need these until they go to school”. If parents/caregivers are struggling to contribute to the discussion try some of the following prompts e.g. ask parents/caregivers to raise their hands to show how many of their children have their own books and then ask some of them to share a bit about the books, including how they use them. You as the facilitator can also use some sticky notes to write up a few of the key words that are coming out of the discussion and you can then revisit this at the end of the session. Remember to take pictures of these and include in your report.

3

TOPIC 2: WHAT WILL WE LEARN TODAY? (5 MINS)

Explain to the participants that the topic of the session is “Book-sharing” and that you as the Facilitator will be covering the following:

- Learn about how to do book-sharing with young children under 5 years of age
- Learn about the different book-sharing techniques/skills
- Practice how to do book-sharing



4

TOPIC 3: INTRODUCTION TO BOOK SHARING (10 MINS)

It is likely that many of the parents/caregivers in your group are not familiar with terms such as “book-sharing” nor the idea of a “wordless book”. Using the material in the boxes below introduce these to the group.

WHAT IS BOOK-SHARING?

Mikhulu Trust explains that “Dialogic book-sharing” is a stimulating interaction between a caregiver and a young child using a wordless picture book. Book-sharing is a special interaction between a caregiver and a young child, where the caregiver stimulates the child’s thinking by asking questions about the pictures in a wordless picture book. Book-sharing can be done in any language as there are no words in the books. Book-sharing uses a number of different techniques such as making books fun, as well as including many questions and providing praise when engaging with the child.

WHAT ARE WORDLESS PICTURE BOOKS?

Wordless picture books are special because they don’t use any words!

They allow the child to explore the story, enabling them to learn about all the different things that catches their attention. In this way, the child isn’t restricted to the specific story written in words.

It also helps parents who cannot read to build their children’s future-reading skills.

BOOK-SHARING IS A TWO-WAY INTERACTION THAT CAREGIVERS CAN USE TO HELP THEM GROW CLOSER TO THEIR CHILD, WHILE ALSO DEVELOPING THEIR BRAINS.

THE EXPERIENCE OF BOOK SHARING

(BETWEEN CAREGIVER AND CHILD)

- Builds closeness, trust and respect
- Is engaging, lively, interactive and fun
- Promotes curiosity, excitement and enjoyment



You as the Facilitator will then go on to demonstrate what book-sharing is. If you are conducting the training on-line, you can use a video such as that of Mikhulu Trust available in their training presentation pack. If you are conducting the training in-person, you would role play either with an Assistant Facilitator or use a prop e.g. a teddy bear.

Here the aim is for one person to pretend to be the parent/caregiver who is interacting with the child (represented by the Assistant Facilitator or teddy bear).

During this exercise it is important for you as the Facilitator to use the role play to show the skills necessary for doing book-sharing e.g. the sitting position, voice projection, pointing and naming i.e. the techniques/skills used.

The objective here is to demonstrate the difference between book sharing and reading. In the case of book-sharing both the parent and the child actively participate i.e. there is a conversation. In reading the child is passive as they are listening.

Following the demonstration invite the group to provide feedback through a facilitated discussion. Invite participants to respond to the following questions:

- What did you observe the parent/caregiver and child experiencing?
- What do you think the parent/caregiver and child took away from the book-sharing experience?



TIPS FOR THE FACILITATOR:

Ideally book-sharing is delivered to groups of 8-10 parents/caregivers over 4 weeks through 4 sessions that each last 2 hours. Parents/caregivers are supported to practice the book-sharing techniques and they get books and cards so they can practice in their own homes.

5

TOPIC 4: HOW DOES BOOK-SHARING BENEFIT YOUR CHILD? (5 MINS)

Provide a brief explanation of what the benefits of book sharing are, drawing, for example, from the material below:

THROUGH BOOK-SHARING, CHILDREN...

- Learn new words and understand the meaning of words better
- Contribute to the discussion and are highly engaged and interested
- Are asked challenging and thought-provoking questions
- Are asked questions about feelings, intentions and perspectives
- Make links between the pictures in the book and their everyday lives
- Are learning in a group and listening to each other



THIS HELPS CHILDREN...

- Build relationships with adults
- Learn to understand people
- Learn to identify and understand emotions
- Develop language skills
- Learn about the world around them
- Build thinking skills and concentration



6

TOPIC 5: THE DO'S AND DON'TS OF BOOK-SHARING (5 MINS)

Introduce the group to some of the key elements of book-sharing and things they need to do to ensure they and their child get the most benefit from book-sharing. This includes, for example, ensuring that book-sharing becomes part of the daily routine of the parents/caregivers and their children.

“BOOK-SHARING” IS DIFFERENT FROM READING**IT IS ABOUT**

- Engaging children actively with the book
- Following the children's interest
- Supporting children's curiosity and thinking
- Having fun together

IT IS NOT ABOUT

- Reading the words
- “Pushing” children to succeed
- Correcting children's mistakes

THERE ARE THREE CORE PRINCIPLES FOR PARENTS/CAREGIVERS TO FOLLOW DOING BOOK-SHARING

1

Ask questions

2

Follow the child's interests responsively

3

Always be positive



ROUTINE IS KEY

Do book-sharing every day at the same time for at least 10 minutes



7 **TOPIC 6: BOOK-SHARING TECHNIQUE: SKILL 1 – ENJOY THE BOOK (5 MINS)**

As the Facilitator a key part of the session is to introduce the group to the different techniques or skills that are applied during book-sharing. By successfully applying these, parents and caregivers will be able to ensure that they and their children get the most out of book-sharing. The first technique or skill that you as the Facilitator will introduce is that of ensuring that book-sharing is fun for the child. Children learn best through play and having fun. By ensuring that they enjoy the book-sharing activity there is a greater chance that they will benefit from it. Highlight ways that parents/caregivers can help practice this skill at home when they are doing book-sharing with their child e.g. allowing the child to play freely with the book, helping them if they need it, such as to hold the book. See below for more tips to share with parents/caregivers. As the Facilitator it is important to first explain the technique or skill and then demonstrate it practically e.g. through a role play.

ENJOY THE BOOK

Sit comfortably with your child

Sit closely and comfortably so that you can see what your child is interested in

GIVE YOUR CHILD FREEDOM WITH THE BOOK

- Don't be too controlling of how your child uses the book, but support what they want to do.
- Allow your child to hold the book, go backwards and forwards as they like, turn the pages, and even bite the book.



8 **TOPIC 7: BOOK-SHARING TECHNIQUE: SKILL 2 – FOLLOW YOUR CHILD'S INTEREST (5 MINS)**

Use a similar approach to introducing Book-sharing Technique/Skill 2, namely the importance of following your child's interest. As part of book-sharing parents/caregivers should engage with the child by observing what they show an interest in and responding to this e.g. through encouragement. Parents/caregivers should follow their child's lead and also look out for signals of when to stop the activity e.g. when the child is tired. See below for more tips to share with parents/caregivers. As the Facilitator it is important to first explain the technique or skill and then demonstrate it practically e.g. through a role play.

NOTICE WHAT YOUR CHILD IS INTERESTED IN

1. Point to, or touch, what your child is looking at
2. Follow when your child points by pointing yourself
3. As you point, talk about what has caught your child's interest
4. Encourage interaction e.g. Caregiver asks the child "show me where.... are?" (the child would respond by tapping the book). The caregiver then responds e.g. "Yes! Those are...." and taps on the book where the child tapped on the book.

9

TOPIC 8: BOOK-SHARING TECHNIQUE: SKILL 3 – ALWAYS BE POSITIVE (5 MINS)

Use a similar approach to introducing Book-sharing Technique/Skill 3, namely the importance of always being positive. As part of book-sharing parents/caregivers should respond positively to their child with encouragement and support. See below for more tips to share with parents/caregivers. As the Facilitator it is important to first explain the technique or skill and then demonstrate it practically e.g. through a role play.



**NEVER SAY "NO"
OR "YOU ARE
WRONG"**

- If you are supportive and encouraging, your baby will want to join in and learn more.
- If your baby makes the wrong sound for a word (e.g., "ooo" for "shoe"), ignore the mistake and support them ("yes! That's a shoe!")

10

TOPIC 9: BOOK-SHARING TECHNIQUE: SKILL 4 – HOW A PERSON SHOULD ASK QUESTIONS DURING BOOK SHARING (5 MINS)

Use a similar approach to introducing Book-sharing Technique/Skill 4, namely the importance of asking questions. As part of book-sharing parents/caregivers should ask their child questions to encourage them to engage. You can also point to things in the book and invite the child to name what they are seeing. If they do not know the words, help them by saying the words. This kind of conversation helps a child develop language skills, including new words, which should be highlighted when introducing this technique/skill to parents and caregivers.

See below for more tips to share with parents/caregivers. As the Facilitator it is important to first explain the technique or skill and then demonstrate it practically e.g. through a role play.

ASKING QUESTIONS, PRAISING AND ANIMATING

- Ask "what", "where" and "who" questions
- Praise and repeat what they have said



"WHERE IS THE DUCKY?"

You can help develop baby's language by asking questions like, "Where?"

If your baby knows a word, but can't yet say it, say the word yourself and ask your baby to point to it.



ASKING DIFFERENT TYPES OF QUESTIONS

Help develop baby's language by asking questions and if...

Baby doesn't know the word



Point and say the word

Baby knows, but can't say the word



Ask "Where is the....?"

Baby knows and can say the word

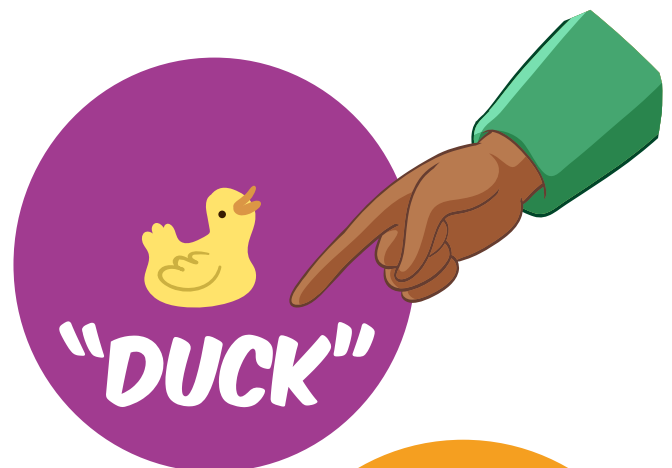


Ask "What?/Who?"

POINTING AND SAYING HELPS YOUR BABY LEARN WORDS AND UNDERSTAND

When your baby doesn't know the word, point and say the word...

- Point at what your child is pointing to, and say the word for it
- This will help your child understand what is happening on the page, and learn new words



If your baby knows a word but can't say it, say the word and ask your baby to point to it.

If your baby knows the word e.g. "socks", you can ask your baby to show them.

"WHERE ARE BABY'S SOCKS?"



If your baby knows a word and CAN say it, ask your baby "what" questions.

If your baby can say the word ask...

"WHAT IS THIS?"



11 TOPIC 10: BOOK-SHARING TECHNIQUE: SKILL 5 – PRAISE AND REPEAT (5 MINS)

Use a similar approach to introducing Book-sharing Technique/Skill 5, namely the importance of praising and repeating. As part of book-sharing parents/caregivers should praise the responses and actions of their children during the activity and repeat words so the child can practice their language skills. See below for more tips to share with parents/caregivers.

As the Facilitator it is important to first explain the technique or skill and then demonstrate it practically e.g. through a role play.



- Repeat what your baby says
- This helps your baby practise the word
- it also helps your baby remember the word



12 TOPIC 11: BOOK-SHARING TECHNIQUE: SKILL 6 – MAKING LINKS (5 MINS)

Use a similar approach to introducing Book-sharing Technique/Skill 6, namely the importance of making links. As part of book-sharing parents/caregivers should help their children understand what is in the book through linking to things they can identify with e.g. if there is a car in the book link that to a toy car a child has.

See next page for more tips to share with parents/caregivers. As the Facilitator it is important to first explain the technique or skill and then demonstrate it practically e.g. through a role play.

MAKING LINKS AND BUILDING ON

- Help your baby understand by making links to the things around them
- Make links to things that they experience in their everyday lives
- Build on to what they have said or pointed to

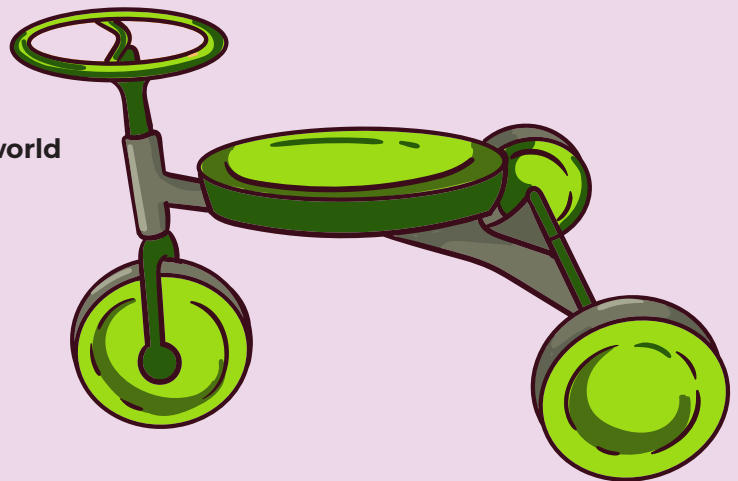


Link to the “here and now”

- Making links for your baby makes the book more meaningful and interesting
- For example, point to a mouth in the book, say “baby’s mouth”, then point at your baby’s mouth and say “your mouth”, then point at your own mouth and say “mummy’s mouth”

Connect what is in the book to your baby’s world

- For example, compare a toy in the book to a toy your baby plays with... **“look!, that bike is green like your push bike”**
- Or comment on how what is happening in the book is like something that happened to your baby



**“Look! The children are playing with dolls!
You also like to play with your doll” or
“...and those children are playing with a train.
You have a train like that at school, dont you?”**

Build and enrich

- When you name what is in the picture, and then build on it, you help your baby learn much more about it - **“Look at the little girl! She is riding her pink bike. She is having so much fun riding her bike fast!”**
- This helps develop baby’s language
- How you build, depends on what your baby knows
- For an older baby, you might say **“Look at the children playing the drums and making the loudest noise!”**



13

LET'S PRACTICE OUR SKILLS! (20 MIN)

In this part of the session the aim is for you as the Facilitator to help the group to practice the book-sharing techniques/skills that you have presented to them. This is done using pictures such as those below, where you invite parents/caregivers to look at the following pictures and think about how they could talk about this picture with their child.

How could you “point and say” using this picture with your child?



How could you “ask questions” using this picture with your child?

How could you “Link” or “Build and enrich” using this picture?



Here, you as the Facilitator would facilitate a discussion around how the group can practice their new skills at home and give practical examples. Use probing questions such as: What have we learned today? What techniques can we use. Following this, ask the group to split up into pairs and role-play i.e. pretend to be a parent/caregiver and child who are doing a book-sharing activity. Each person in the pair gets a chance to be the child and parent/caregiver. As the Facilitator provide 5 minutes for each role play. The group then comes together after the role-play and as a group you as the Facilitator guide the group to provide feedback on how they experienced the activity e.g. how it felt being the child in the role play.

14 FEEDBACK, WRAP UP AND CLOSURE (10 MINS)

In the final part of the session invite the group to reflect on the session and provide feedback. Facilitate the discussion by asking the group to revisit the questions posed at the beginning of the session and see if their responses may have changed i.e.:

- At what age should you be introducing children to books?
- What do books have to do with your relationship with your child and their development?
- It may be difficult for you to find books in your own language or you may feel like you are not able to read to your child. If so, how can you help your child to read?

You may wish to use sticky notes for the new answers to show how they have learned many new things due to their active participation in the session. You can also provide them with some testimonials to show how other parents have also benefited from learning and applying these book-sharing skills with their own children. Refer to box below, for examples of these. You can also collect your own over time.



WHAT OTHER PARENTS/CAREGIVERS HAVE TO SAY...

'Before I started with book sharing, I never knew how it is important to assist my child in learning how to understand the feelings and emotions that people go through. Now each time my child is sad I make sure I assist in knowing what feeling she is experiencing and why she feels that way. The other day I stopped her from going to play outside as it was cold and she became sad I made sure that I say "Zee I notice that you are sad. , You are feeling sad baby because you want to play outside but because it is cold Mommy cannot allow you and I am also sad that you can't play outside because of the cold.

So, every time I get an opportunity to talk about feelings I do this with my child as now she is used to it and open to talk about feelings and emotions that other children and people have in the book and in our daily experiences.'

In closing the session, thank the caregivers for being patient and attending until the end of the session. Invite them to actively include book-sharing as part of their routine at home and to share the stories of their experiences e.g. on the WhatsApp groups

SUMMARY OF SESSION 6: BOOK-SHARING

GOALS FOR THE SESSION

By the end of Session 6 a parent or caregiver should:

- ✓ Understand what book-sharing is and what benefits this has for the child.
- ✓ Be familiar with the different techniques/skills involved that can make book-sharing an activity that positively supports a child's development.
- ✓ Have practiced the different techniques and have ideas on how they plan to include book-sharing as part of their daily routine with their children at home.



KEY MESSAGES:

What is book-sharing?

“Dialogic book-sharing” is a stimulating interaction between a caregiver and a young child using a wordless picture book. Book-sharing is a two-way interaction between a caregiver and a young child, where the caregiver stimulates the child's thinking by asking questions about the pictures in a wordless picture book. Unlike reading where a child listens and does not participate, in book-sharing a child actively participates and this is more like a conversation between the parent/caregiver and the child.

What are the benefits of book-sharing for a child?

This interaction can help strengthen the bond between a parent and a child, as well as support the child's early learning and development, particularly in terms of literacy and language. Book-sharing helps children better understand the world around them.

What are some of the techniques/skills that are key for book-sharing?

To ensure that parents/caregivers and children benefit from book-sharing there are some techniques/skills that can be adopted in doing the activity: 1) Make it fun; 2) Follow your child's interest; 3) Always be positive; 4) Ask questions; 5) Praise and repeat; and 6) Make links.

Do's and Don'ts of book-sharing

As a parent/caregiver introduce book-sharing as part of your daily routine. Encourage their participation and do not correct their mistakes. Encourage their participation and praise their engagement.

SESSION 7: ALW EVALUATION AND CLOSING

EVALUATION AND HANDING OUT OF CERTIFICATES (15 mins)

- 1 Close up the ALW series with a session that include a great energizer (i.e. a short activity that helps the group move into another part of the session). You as the facilitator must select an energizer and can draw from some of the examples provided in Appendix 3. Invite parents and caregivers to provide a short sentence on how they will take forward what they have learned.
- 2 Following this, introduce the ALW evaluation part of the session. You as the facilitator then need to explain why the participants need to complete the evaluation form. You will need to go through the form and assist where there are questions or a need for help.
- 3 Close the day with the handing out of the certificates. You as the Facilitator start off by explaining why the participants need to complete the evaluation form. It is an attendance certificate they are awarded as a token of appreciation. The facilitator will then hand over the certificate to them with pictures being taken, particularly of the whole group picture. The facilitator will emphasise the importance of keeping the WhatsApp group active for communication and putting into practice what they have learnt.



TIP & NOTE FOR THE FACILITATOR:

As a facilitator always remember that you must control the discussions, so they do not drag out. It is important to always stick to the time allocation although this might be difficult.

The facilitator could ask caregivers to point out what stood out for them from the session in simply 3 words to keep things short and on point.

SECTION 6:

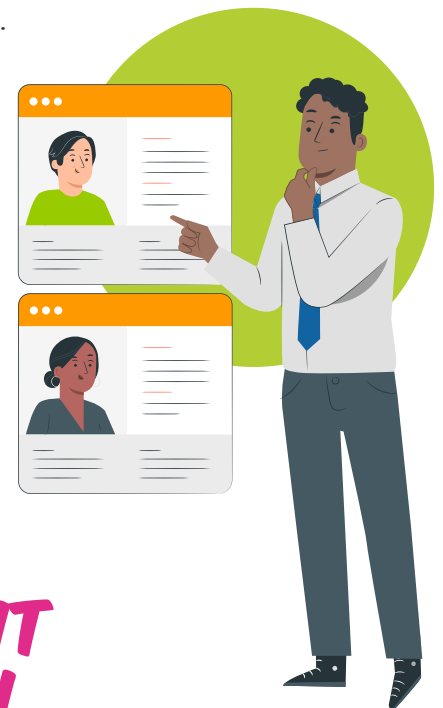
TIPS, TOOLS AND ADDITIONAL RESOURCES FOR FACILITATING ALWS

HOW TO RECRUIT PARENTS & CAREGIVERS TO PARTICIPATE IN THE PROGRAM

One of the important steps in planning for your ALWs is to make sure you have enough participants.

Recruiting parents and caregivers to participate in your ALWs can sometimes be difficult for the following reasons:

- Parents may feel that they know how to raise their children based on maybe their experiences of raising their older children.
- Parents may have grown up with insecurity such as not being able to read or write so they may not want to be confident to be amongst other parents and participating in group activities.



5 BEST PRACTICES FOR PARENT RECRUITMENT AND RETENTION

- 1. Understand** - your context and your participant's criteria
- 2. Planning phase** – concentrate on establishing systems that will streamline your efforts in the future. To keep track of interested parents, for instance, you might want to make spreadsheets, establish routines for communicating with your team and partners, and make sure you know who oversees what tasks.
- 3. Recruiting phase** - this is when you'll perfect your messaging, elevator pitch, and marketing materials, then use these in active outreach to parents through one-on-one conversations
- 4. Retaining** - retaining, when you convert interested families into program participants. Offering incentives and creating strong relationships are the keys to successfully retaining interested parents throughout the duration of the program.
- 5. Collaborating with partners** -strategically partnering with other local organizations — such as school districts, non-profits, and community foundations – is vital for identifying and reaching the families who would benefit from your program the most. Often, these organizations already have relationships with the families you'd like to invite to your program, and they can offer a warm introduction or exchange contact information

FACILITATION APPROACHES & TOOLS

Here are some of the approaches of facilitation that are found to be helpful when you are implementing Active Learning Workshops (ALWs).

FACILITATED GROUP DISCUSSION

- Provide the participants with the topic of discussion and introduce some questions related to the topic.
- Invite the group to offer any ideas or existing knowledge they have on the topic. In this way, they build knowledge and understanding together.
- Where you see the need to add some information, e.g. from the Guide to Parents and Caregivers document, do so.
- Everyone gets to share their thoughts and there are no wrong answers.

Ideas for tools to use to facilitate:

You can use a flip chart for the discussion.

How do you wrap up the activity:

Conclude the session by summarising the key points that have come out of the discussion.

ROLEPLAY

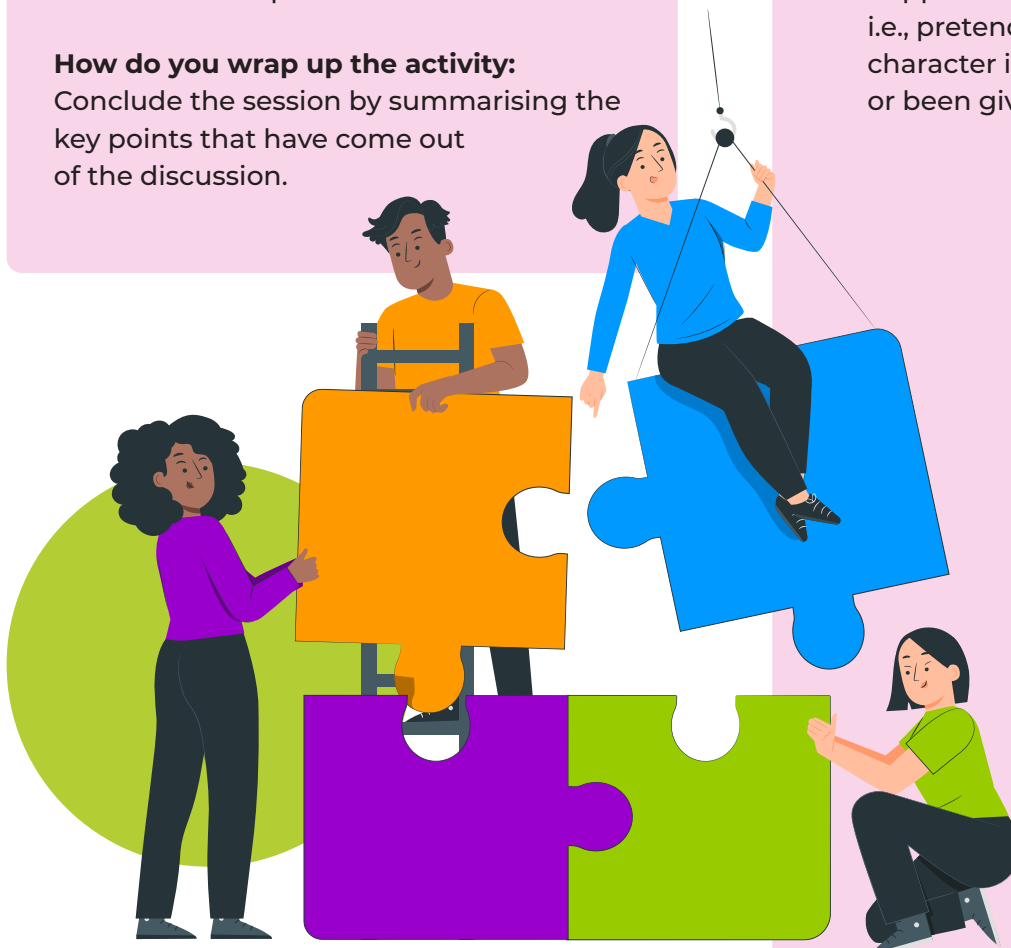
- Introduce the topic for the role play and explain that this kind of exercise requires participants to take on different roles (i.e., pretend to be someone) and act out a scenario or situation. This helps them understand what it would be like to be in that situation.
- As the facilitator, you need to explain the situation and add some useful details that will help participants play it all out.
- Divide participants into smaller groups and either assign the different roles or get participants to volunteer for which roles they will play.
- Support them to act out the scenario i.e., pretend to be the person or character in the role they have chosen or been given.

Ideas for tools to use to facilitate:

Participants may want to use things that get them into character e.g., a hat or an object.

How do you wrap up the activity:

Conclude the session by asking some participants to provide some feedback on how they found the session. Then you as the facilitator summarise a few of the key points that have come out of the session.





WORKING IN PAIRS OR SMALL GROUPS

- Provide the participants with the topic of discussion and divide the group into pairs or small groups.
- Invite the participants to discuss the topic or do the activity in pairs or small groups. Provide clear time limits and any other additional instructions or guidance.
- Move around the room observing and supporting where needed.
- Once the allocated time is finished ask participants to come together as a group and facilitate them providing some feedback on how they found the activity or what were some of the key points coming out of their discussion. Where you see the need to add some information, e.g. from the Guide to Parents and Caregivers document, do so.
- Everyone gets to share their thoughts and there are no wrong answers.

Ideas for tools to use to facilitate:

You can use a flip chart for writing up the feedback.

How do you wrap up the activity:

Conclude the session by summarising the key points that have come out of the discussion.

STORYTELLING

- Introduce the story that tells the message related to the topic.
- Make sure that you tell the story in a way that makes it fun and interesting for the group. Use pictures and any other props that can help.
- Invite the participants to do some post-story activity e.g., retell the story in their own words or draw a picture of something that stood out for them in the story or create an alternative ending for the story. You can also ask participants to tell you what they have learned from the story.

Ideas for tools to use to facilitate:

You as the facilitator may want to have some flashcards, pictures or objects that help you to tell the story and make it come alive.

How do you wrap up the activity:

Conclude the session by asking some participants to provide some feedback on how they found the session. Then you as the facilitate summarise a few of the key points that have come out of the session

IMPORTANT SKILLS FOR A FACILITATOR

To be a great facilitator there are some key skills that a person needs to have and continue to develop:



TIME MANAGEMENT

A facilitator makes sure that the team has enough time to complete their goals. To keep the momentum going and keep the conversation focused on the most important things, it's helpful to divide activities into time blocks.

ACTIVE LISTENING

Active listening is key to understanding both what someone is saying and why they are offering the information. It begins with eye contact and receptive body language to demonstrate an interest in the contribution. While absorbing the message, a skilled facilitator will take in both what is said as well as nonverbal cues like body language and tone. A lack of judgment or evaluation of the contribution is critical to active listening.

Once the message has been shared, the facilitator reflects back to the speaker what has been heard to receive confirmation that the message was accurately understood..

COMMUNICATION

Communication is everything. People learn effectively when there is clear communication and understanding. As a result, a facilitator's ability to ensure that everyone is on the same page during group discussions is another important job for the aRe Bapaleng Caregiver Network-ER. This includes making sure that the activities' instructions are clear and that everyone in the group knows what the end goal is.

Effective communication can often be more difficult than many people realise due to the nature of language. Imagine a situation you have been in where you and the other person agreed on something, only to find out later that you misunderstood each other and that there were key issues that you had not talked through. A facilitator lays out a common perspective by highlighting common thoughts or inputs from the group and explaining subtleties during discussions. One must be sensitive to context by making sure you get permission from your group on what language of understanding you can use for them to be comfortable and understand.

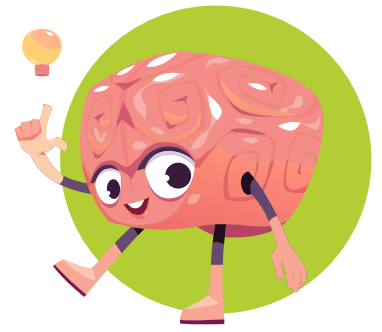


TIP FOR THE FACILITATOR:

'When you speak to a man in his native language, you speak to their heart, whereas when you speak in a language they do not comprehend, you reach their minds'.

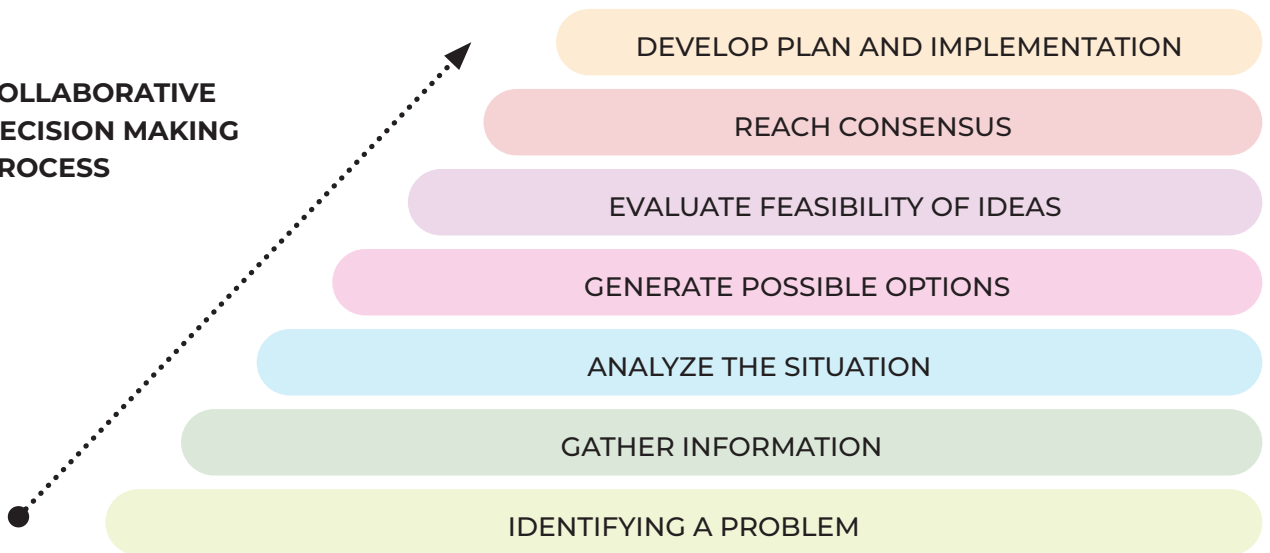
PROVIDE POSITIVE FEEDBACK

- Soothe and praise what they did well.
- Ask them how they think the child responded positively.
- Ask them about the outcomes that were challenging for them.
- Ask what their plan is for next time.



COLLABORATIVE PROBLEM SOLVING

COLLABORATIVE
DECISION MAKING
PROCESS



TIPS FOR BUILDING TRUST AND MANAGING CONFLICT WITHIN YOUR GROUP OF PARTICIPANTS

Some ways that you as the facilitator can build trust and connection with parents and caregivers who are shy to speak amongst the group

- Smile when you see parents (create a warm space for them).
- Listen to parents.
- Learn their names.
- Declare your intention e.g., Tell them that you want to partner with them, that you appreciate their support, and look forward to working together e.g. to learn about book-sharing.
- Communicate often and in various forms e.g., suggest questions that they might ask their child at home –practice and ask them, how their experience was in the next session.
- Send a positive text.
- Lead with the good news e.g., give positive praise first when calling parents.
- Ask questions about the child e.g. “What kinds of things does he enjoy doing outside of school?”
- Thank and appreciate parents (both individually and publicly for their support).



TIPS ON DEALING WITH CONFLICT AND DISRUPTIVE BEHAVIOUR

Conflict and disruptive behaviour can be challenging for any training facilitator, but there are some strategies that can help you deal with them effectively and maintain a positive learning environment.

Based on the search results, here are some tips that you might find useful¹²³:

- Establish clear rules and expectations for the training session, and involve the learners in creating them. Make sure the rules are positive, respectful and relevant, and explain the reasons behind them. For example, you could ask the participants to make posters of the rules and display them in the room.
- Acknowledge and praise the participants for their effort, progress and achievements. Provide constructive feedback and encouragement, and recognise their contributions. This can help motivate the learners and reduce boredom, frustration or resentment.
- Use different learning techniques and activities that suit the participants' needs, preferences and styles. Create opportunities for interaction, participation and collaboration among the group and with you. Foster self-discovery and critical thinking by asking open-ended questions and challenging assumptions. This can help engage the participants and prevent distractions or disruptions.
- Monitor the learners' behavior and emotions throughout the session. Watch for signs of potential strain, weariness, aggravation or disempowerment, and respond in advance to avoid dysfunctional behavior. For example, you could change the pace or format of the session, take a break, or use humor or icebreakers to lighten the mood.
- Address any conflict or disruptive behavior as soon as possible, before it escalates or affects the rest of the group. Try to understand the root cause of the problem and empathize with the learner's perspective. Use active listening and assertive communication skills to resolve the issue in a respectful and constructive way. For example, you could talk to the learner privately during a break, ask them how they are feeling and what they need, and offer your support or assistance.
- If the conflict or disruptive behavior is severe or persistent, you may need to take more firm or formal actions to restore order and safety.
- For example, you could remind the learner of the rules and expectations, warn them of the consequences of their actions, or report them to their manager or supervisor. You may also need to revisit the norms and ground rules with the whole group and reinforce their importance.



Source: Conversation with Bing, 26/04/2023

1. 11 Roles of a Facilitator and Skills You Need to Be One - Acorn LMS. <https://acornlms.com/resources/facilitator-roles-and-skills>.
2. LEARNER'S DISRUPTIVE BEHAVIOR FACILITATOR STRATEGIES OR ACTIONS THAT <http://cedma-europe.org/other%20docs/Facilitation/Recommended%20Strategies%20to%20Deal%20with%20Disruptive%20Behaviour.pdf>.
3. Managing disruptive behaviour in the classroom - Cambridge. <https://www.cambridge.org/elt/blog/2017/12/11/managing-disruptive-behaviour-in-the-classroom/>.

EXAMPLE OF A GROUP AGREEMENT

Help the group establish ground rules

The ground rules of a group discussion are the guidelines that help to keep the discussion on track, and prevent it from deteriorating into namecalling or simply argument. Some you might suggest, if the group has trouble coming up with the first one or two:

- **Everyone should treat everyone else with respect:**
no name-calling, no emotional outbursts, no accusations.
- **No arguments directed at people – only at ideas and opinions.**
Disagreement should be respectful – no ridicule.
- **Don't interrupt.**
Listen to the whole of others' thoughts – actually listen, rather than just running over your own response in your head.
- **Respect the group's time.**
Try to keep your comments reasonably short and to the point, so that others have a chance to respond.
- **Consider all comments seriously, and try to evaluate them fairly.**
Others' ideas and comments may change your mind, or vice versa: it's important to be open to that.
- **Don't be defensive if someone disagrees with you.**
Evaluate both positions, and only continue to argue for yours if you continue to believe it's right.
- **Everyone is responsible for following and upholding the ground rules.**

Source: <https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/group-discussions/main>



SECTION 7: INTERNAL DATA MANAGEMENT AND REPORTING

Key to ensuring successful ALWs is also collecting data - please ensure that you engage with Seriti to understand which device and platform you should be using for capturing the data that is needed at different points in the data collection process.

This process includes ensuring participants sign the attendance registers, as well as that the baseline questionnaires and ALW evaluation forms are completed. Facilitators are also responsible for putting together a workshop summary report.



		BASELINE AND POPIA	ALW PRE-QUESTIONNAIRE	ATTENDANCE REGISTER	POST-EVALUATION FORM	REPORT
1	Session 1	✓	✓	✓		
2	Session 2			✓		
3	Session 3			✓		
4	Session 4			✓		
5	Session 5			✓		
6	Session 6			✓		
7	Session 7				✓	✓

INTERNAL DATA MANAGEMENT PROCESS

KEY STEPS

- At each ALW session the Facilitator needs to ensure collection of all signed attendance registers for the day. These then need to be submitted to Seriti (via the coordinator or supervisor), for filing and record keeping purposes.
- The Facilitator helps participants to fill out the baseline questionnaire.
- The Facilitator liaises with the Seriti team (via coordinator or supervisor) to ensure all participants have completed a baseline survey. Where anyone is still outstanding ensure this is completed at one of the subsequent ALWs.
- The Facilitator ensures that the personal details of participants are captured correctly on the attendance registers to ensure that when certificates are printed all the personal details of the participant are correct.
- At the final ALW session the Facilitator must ensure that each participant completes the evaluation survey. Process to be followed is as per baseline questionnaire.
- Following completion of the ALWs, the Facilitator must draft a summary ALW Report covering the following, as per the ALW report template:
 - Who attended the event?
 - The facilitator and co-facilitator
 - Program for the day
 - What went well and why?
 - What did not go well and why?
 - What can we do differently?
 - Stories and testimonials from the participants
 - Pictures of the event (4 maximum)
 - Number of participants

The Facilitator sends the ALW report to the coordinator for review. Once the draft is complete, it should be submitted to the Programme Manager for review before being forwarded to the MELI (Monitoring, Evaluation, Learning and Innovation) officer.



SECTION 8: APPENDICES

APPENDIX 1

Points to consider when conducting the first 1000 days section in Session 1. As a facilitator do consider conducting this using an open discussion.

Refer to Page 6 of the aRe Bapaleng Guide for Parents and Caregivers.

The facilitator speaks and explains the 5 points and asks the parents questions. Facilitator can use the following questions as probing questions:

1. Does anyone know what 1000 days is?
2. Who can tell me about the 1000 days.

Allow anyone to respond and mostly take up to 3 different answers. From there Facilitator then explains or add to what people said by pointing at the Guide and showing people which days make up the 1000 days.



REMINDER:

We must remember that breastmilk is important for the child as they are getting nutrients that help children's development.

AS A FACILITATOR TALK ABOUT THE FOLLOWING 5 POINTS UNDER THE FIRST 1000 DAYS

The first few years of a child's life are important in ensuring that they have the best chance in life.

Points to emphasise:

1

We need to know that when the child is born, their brains are like a bucket that needs to be filled with important information, and experiences.

If we as parents like swearing in front of children this means the child is receiving and storing that information. Also, it's important to know that children learn from home, community, and school. This means the child can get different experiences and it's up to the parent that they make sure whatever a child has learned in the community and is bad, parents must take it out of the child's brain but without beating up the child.

2

By the time a child turns 6 their brain is almost fully developed.

Here it's important that parents understand that when a child is 6 years old, their brains are almost fully developed and which means the information they received while they were still younger will even contribute to how they think, and some become bullies because that was the only thing put into that bucket.

3

Brains are built through senses.

It's important to use all senses with the child as they also learn, for example we are advised to read a book to the child while they are still in their mother's womb, which creates a bond and the child will know their mother's voice. You can also check on a child's progress. For example, by moving your finger from left to right and seeing whether your child follows this movement with their eyes you can see if their sight is doing okay.

4

As caregivers you can help your child explore the world and make sense of it.

By taking your child to the park as they will see different people, trees, animals, cars, houses and so on, and they get to understand how the world is. Take them to the zoo and understand different types of animals, so that your child when they see a lion, they do not say it's a goat only because they can only see goats around their communities.

5

Breastfeed if you can and give your child healthy food.

It is important that we understand that good nutrition helps a child build a healthy body and brain. Feeding them a good breakfast ensures they will not be sleepy at school and perform well.

APPENDIX 2

LEGO GAMES AND STIMULATION GAMES (REFER TO THE ARE BAPALENG STIMULATION BOOKLET FOR MORE ACTIVITIES) – THESE CAN ALSO BE USED BY YOU AS THE FACILITATOR AS ACTIVITIES DURING THE ALW SESSIONS TO DEMONSTRATE SPECIFIC AREAS E.G., PHYSICAL DEVELOPMENT:

Specify that this is for caregivers to do with their child.

LEGO GAMES

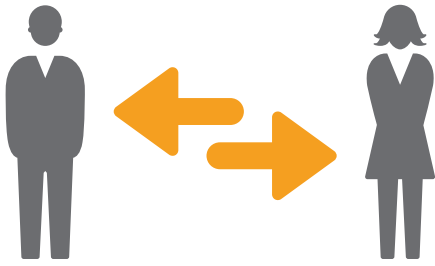
INSTRUCTIONS

GAME OUTPUTS

1. Left and Right

Participants lined up in a straight line facing one direction, then the lead will hold the lego set tight and give it to the person using the left and right method. When they pass the lego, they must pass it

- Strengthening physical wellbeing (gross motor skills)
- Crossing the mid-line
- And they are learning the importance of moving in 2 directions (left and right).



to the right side.
The person receiving from the right must pass to the next person on the left., meaning the person from behind must receive it on the left and then give it to the person right until the end then they all turn around facing one direction for turn around. If the lego break in between or a receiver got it wrong the game must restart from the beginning.

2. Up and Down



Participants lined up in a straight line facing one direction, then the lead will hold the lego tight and give it to the person using the up and down method. When you pass the lego up the person from behind must receive it from down then give it to the person up until the end then they all turn around facing one direction for turn around. If the lego break in between or a receiver got it wrong the game must restart from the beginning.

- Strengthening physical wellbeing (gross motor skills)
- Crossing the mid-line
- And they are learning the importance of moving in 2 directions (left and right).

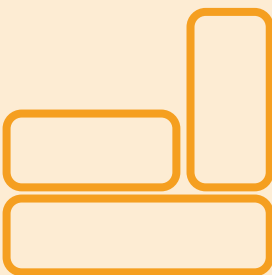
3. Color Rhyme



Ask them to pick up their color individually so, then group them according to colors of their choice and ask them to come up with a rhyme using that color.

- Creativity and Communication

4. Build, look and say



One of the facilitators will build a structure in secret and ask teams to nominate someone who will represent the team to go look at the structure then after looking at a structure by a nominator, he/she will explain the structure to the team then the team will build it.

- Memory skill
- Concentration
- Identifying colors
- Good explanation

5. Build the tallest tower

Two teams are expected to build up the tallest tower using different legos, the team that builds the tallest tower it's the winning team.

- Teamwork and Physical strength

6. Throw and count

Throw up a lego to find out how many counts you can do

- Counting and Physically strength

7. Story structure

Build up a structure, tell the story behind the structure

- Creativity

8. Macaroni games

Each team is given a long string with macaroni, 2 members of each team are asked to put many Macaroni to the strings within a given time frame. When time is up, we then count the macaroni to see who got many of the macarons, the team who got many macaroni's wins.

- Counting and Concentration

9. Balloon and newspaper

We asked 2 teams to dedicate 2 members, then take out the newspaper both holding it straight without bending it up or down, put the balloon on top of the newspaper, and talk around the room without bending the paper or trying to touch the balloon, the team who get to the finish line first is the winning team.

- Balance

10. Pegs and cotton wool

Two teams are asked to nominate 2 of their own, toss the wool down and ask them to pick up the wool using the pegs and 1 hand the other hand must be behind the putting time frame. When time is up team must stop and count the wool to check who got the most, the team that got the most wool, wins.

- Counting and Small Muscles

APPENDIX 3

EXAMPLES OF ICE BREAKERS AND ENERGISERS FOR THE DIFFERENT ALW SESSIONS



2 TRUTHS & 1 LIE:

Participants introduce themselves to the group by saying their names and surname. They need to then tell 2 truths about themselves and 1 lie. The rest of the participants have to guess the truth around which the lie is.



BUILDING & ENRICHING:

A person in the group starts with a word and the others should add and build on the word but also add to the story, let everyone repeat it until there is a story.

MATERIAL
NEEDED:
ROPE



LINKING:

Participants stand in a circle and the first person starts with a story of something that has happened to them and then throws the rope to the next person that needs to think of something that reminds them of something similar that has happened to them or someone else. They will continue until everyone has had a turn to share

MATERIAL
NEEDED:
3 PACKS OF
SKITTLES



NUMBERS & COMPARISONS:

Participants take out as many Skittles they want and for every skittle, they must tell something about themselves and what the colour of the skittle represents.

MATERIAL
NEEDED:
EMOJI ICONS



FEELINGS:

Participants each take 2 emojis and tell participants why they chose the emoji they took. At the end of the session, check again how they feel and if they want to change their emoji.

MATERIAL
NEEDED:
MUSIC



INTENTIONS:

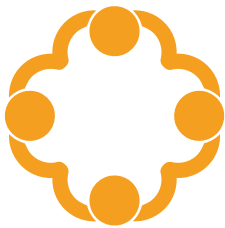
Participants dance for 5 min to the music.

Participants share on this made them feel, and what they think they
insanitation them to dance to the music.



PERSPECTIVES:

Participants look at one picture that speaks different messages. And
with this exercise, demonstrates that when you look at something
from a different perspective you will see it in a different way



RELATIONSHIPS:

Ask everyone to form a circle facing inwards and hold hands. The
group must now work out how to turn the circle inside out (so
everyone faces outwards) without letting go of each other's hands.

NOTES

A series of horizontal dotted lines for taking notes.

ALW TRAINING FACILITATOR GUIDE

The aRe Bapaleng ALW Facilitator Guide provides a comprehensive set of guidelines to support you, as the Active Learning Workshop (ALW) Training Facilitator i.e., Caregiver Network-ER, to plan, prepare and deliver the aRe Bapaleng ALW training series.



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