



United Nations
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Japan
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Facilitators' Handbook

for Parenting Education



Facilitators' Handbook

for Parenting Education

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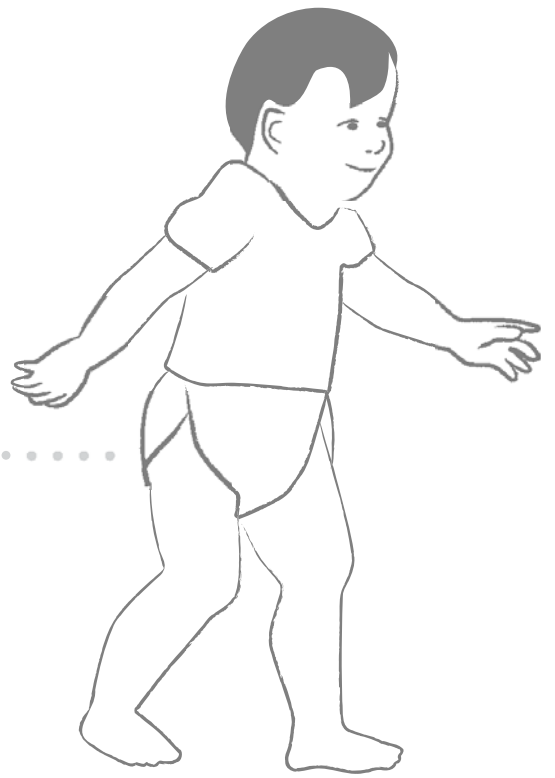
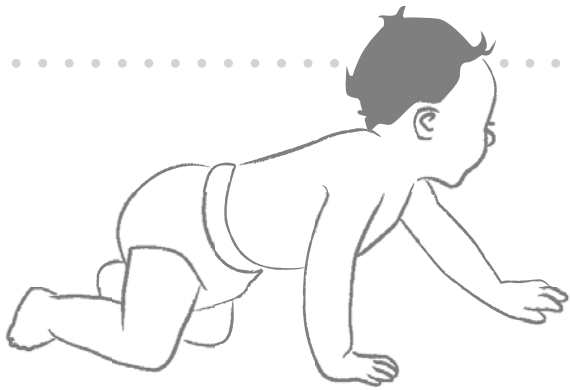
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CONTENTS

Facilitators' Handbook for Parenting Education

Introduction Booklet Facilitator's Handbook for Parenting Education

PART 1 Being a Facilitator and Interactive Strategies for Teaching and Learning

PART 2 Guidelines for Conducting Parenting Education Programme

WORKSHOP 1 Caring for Children

WORKSHOP 2 A Child is Born

WORKSHOP 3 The Developing Child

WORKSHOP 4 Health and Nutrition

WORKSHOP 5 Play in the Lives of Children

WORKSHOP 6 The Many Languages of Children

WORKSHOP 7 Young Children's Behaviour

WORKSHOP 8 Children with Disabilities

WORKSHOP 9 Going to School



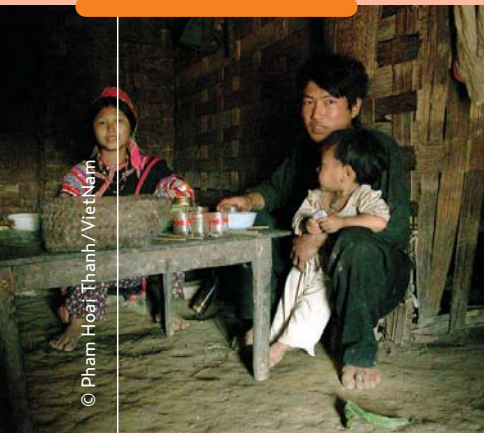
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Introduction Booklet

Facilitators' Handbook for Parenting Education



Introduction Booklet

Facilitators' Handbook for Parenting Education

CONTENTS

Foreword	2
Introductory workshop	4
• Preparation for the workshop	5
• Guidelines for the workshop	6
• Conclusion.....	7
• Introductions for Activity 1.....	8
Workshop evaluation form	9
Glossary	10
References.....	19

FOREWORD

Early childhood is a critical stage of human development. During the first years of life significant changes occur in the brain, and a child's interactions with his or her family and the wider environment literally shape the child's development.

Expanding and improving early childhood care and education (ECCE) is the first of the six Education for All (EFA) goals. It is one of the most neglected goals, however, with very low public funding allocated to this critical foundation of lifelong learning.

Advocating for the expansion of quality ECCE programmes for all children, UNESCO promotes parenting education to support parents and families to be effective caregivers and educators. As part of the "Community Learning Centre Equivalency Programme and Lifelong Learning to Reach the Unreached" project, the UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) established the Parenting Education Programme, which aims to help improve the quality of non-formal ECCE by supporting parenting education offered at Community Learning Centres (CLCs).

The Facilitators' Handbook for Parenting Education is for the facilitators who will guide the Parenting Education Programme. It is divided into an introduction booklet and parts 1 and 2. Part 1 consists of skills required for being a facilitator and interactive strategies for teaching and learning. Part 2 consists of the guidelines for conducting parenting education programme and consists of nine workshops, each of which includes concrete actions and activities that facilitators can practice for conveying the information about the themes covered in the *Parenting Education Guidebook* using interactive strategies.

The accompanying *Parenting Education Guidebook* aims to raise awareness of the importance of ECCE and the crucial roles that caregivers play in a child's health, development, learning and happiness. It is designed to provide essential, practical information about ECCE for all caregivers, including parents, grandparents, siblings and community members.

The Guidebook and Handbook are based on the findings of scientific research as well as on current practices and needs of parenting education, as identified through a survey conducted in five countries in the Asia-Pacific region: Bangladesh, Myanmar, Pakistan, Samoa and Viet Nam.

The Guidebook and Handbook will be adapted to local contexts and translated into local languages in the five countries listed above, and we welcome other countries to do likewise, in consultation with our office.

It was a big challenge to produce a guidebook and handbook about parenting education that are informative yet simple and adaptable to the diverse social and cultural contexts of the Asia-Pacific countries. In achieving this, particular thanks go to Glen Palmer, an independent consultant, who prepared the text, and to Mami Umayahara, UNESCO Bangkok, who coordinated the overall project and supervised the publication of the Guidebook and Handbook, with the invaluable assistance of Ashima Kapur. In addition, thanks go to Lois Harvey, who prepared the survey report that informed these publications.

Thanks are also due to the representatives of Bangladesh, Myanmar, Pakistan, Samoa and Viet Nam who participated in the survey and provided critical inputs and practical advice during a workshop organized by UNESCO Bangkok. Both publications were also immensely improved by comments and suggestions from the UNESCO Bangkok ECCE Advisory Committee members: Hameed A. Hakeem (UNESCO Bangkok), Laura Peterson (Hands to Hearts International), Maki Hayashikawa (UNICEF-EAPRO) and Yoshie Kaga (UNESCO Paris) and the inputs of David Feingold and Justine Sass (UNESCO Bangkok).

Last but not least, special thanks are due to the Government and People of Japan, whose generous financial contribution made these publications possible.

I trust that you will enjoy reading these publications and urge you to become advocates of ECCE and effective educators of young children in your families and communities.



Gwang-Jo Kim
Director
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Asia-Pacific Regional Bureau for Education

INTRODUCTORY WORKSHOP

PURPOSE OF THE WORKSHOP

- For the Facilitator to introduce the Parenting Education Programme and explain why it is being introduced into the community.
- To make decisions with participants about the scheduling of workshops, supervision of children and other practical matters.
- For participants to have an opportunity to meet each other, to ask questions and discuss the programme before the series of workshops begins.

SUGGESTED ACTIVITIES

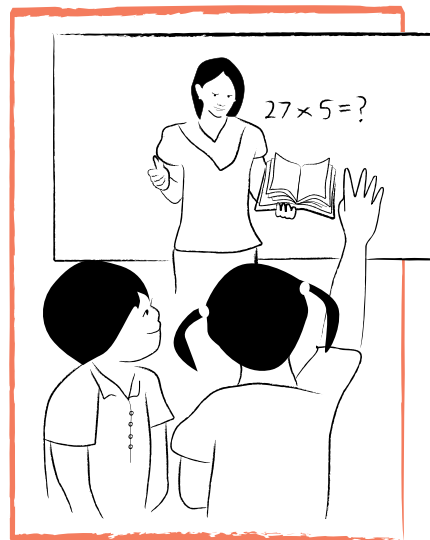
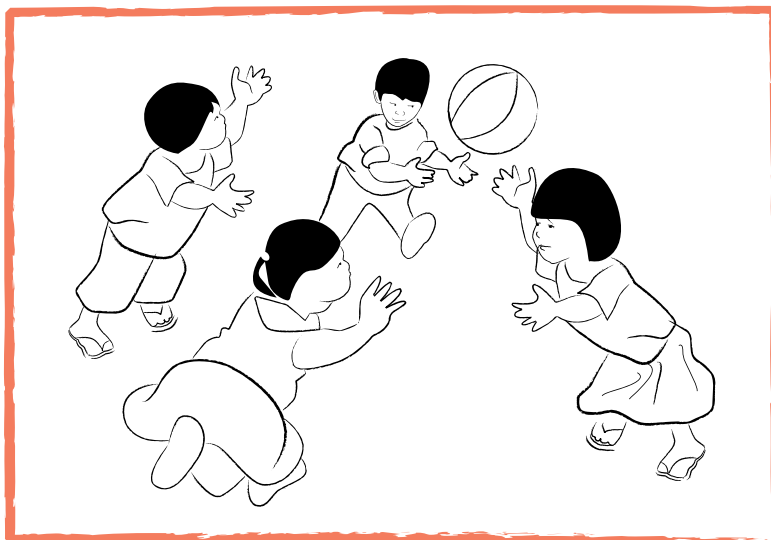
- 'Introductions' activity (15 minutes).
- Small group discussion on the Parenting Education Programme (20-30 minutes).

MATERIALS REQUIRED

- Copies of the 'Introductions' activity sheet.
- Drinking water, morning or afternoon tea (if possible).
- The Parenting Education Guidebook (including the Introduction Booklet) if it is to be handed out at this session.
- Flipchart, newsprint, pens, blackboard and chalk.

PREPARATION FOR THE WORKSHOP

- Promote the programme and the workshop by word of mouth, posters and in other ways that are effective in your community; for example, through local leaders, the radio or local cable TV channels, health centres and schools.
- Read through the '*Guidelines for the workshop*' (in subsequent paragraphs) and make changes that will help the workshop to be more interesting and suitable for people in your community.
- Become familiar with interactive strategies, such as brainstorming, that might be used in the workshop (see Part 1 of this Handbook for more details).
- Display some posters of children in the workshop room, especially posters depicting young children and their rights. These can be ones you make yourself, using photos from old newspapers or magazines, or commercial posters. Pictures will make the rights of the child easier to understand by the community.
- Prepare the materials needed for the workshop, for example a flipchart, newsprint, pens, blackboard and chalk.
- Think about any matters that need to be raised and discussed at this first gathering, for example the presence of children at workshops.
- Become familiar with how to play the 'Introductions' game. Prepare a four-by-two matrix as given in this booklet. Write your own items in each box – ones that are meaningful to people in your community. Make enough copies so that everyone who attends the session will have one.
- Organise for drinking water and/or morning or afternoon tea if possible.
- If you have arranged for someone to launch the programme, confirm his/her attendance, and the length of time he/she has to speak at the workshop.



GUIDELINES FOR THE WORKSHOP

Welcome

- Welcome everyone. Introduce yourself if you are not known to all the participants.
- Mention necessary housekeeping matters such as where the toilets and drinking water are.
- If you have invited someone to launch the programme, introduce that person and invite him/her to say a few words.
- Talk briefly about the programme yourself. Give an overview of the programme – its purpose, the frequency and length of workshops (as determined appropriate for your community) and any other information you think participants need. You could also show them the attractive booklets in the *Parenting Education Guidebook* and tell them how these will be distributed.

Activity 1

Introductions (we have called it 'Bingo', but you can call it by whatever name you like)

This may get a bit noisy and chaotic, but it usually achieves the purpose of getting people to talk to each other, have fun and relax. A good way to start the workshop!

Approximate time: 15 minutes

Steps:

- Tell participants that you want them all to join in this activity. They will need to get up and walk around to do this.
- Distribute the 'Introductions' activity sheet.
- Explain the game: Participants walk around the room, asking each other questions so that they can complete the activity sheet. For example, they have to find someone who 'has 4 children' or who 'can ride a horse.' When they get a positive answer, they write the person's name in the box. When their card is complete they call out 'Bingo!' or 'Finished!' and the game is over. If you have participants who cannot read or write, pair them with other participants who can read and write.
- When participants are again seated, inform them that when they come to workshops there will be many activities and opportunities to talk in small groups and ask questions.

Activity 2

Discussion groups about the Parenting Education Programme

Approximate time: 20 minutes (or as long as needed to answer the questions)

Steps:

- Ask participants to get into groups of 5–6 people.
- When they are in their groups, ask participants to talk amongst themselves and note any questions they want to ask about the Parenting Education Programme. Ask each group to appoint a spokesperson (5 minutes).
- Whole group discussion. Invite each group in turn to ask one of their questions. Answer the question, then move to the next group, and continue going around the room for as long as possible. Sometimes the question may be one which requires discussion; for example, 'can children come to the workshops?' You need to inform everyone that children can accompany parents but need to be supervised away from the parents. You would then need to discuss who would supervise them. Come to some firm agreement about this and other important matters. If questions such as this are not raised, you can raise them and invite discussion.
- Thank participants for their questions and provide any further information that you think is important for them to know or discuss.

Conclusion

Approximate time: 10 minutes

Steps:

- Thank participants for coming to the workshop.
- End each session with an applaud to the group members for their active participation in the activity.
- If you have not already done so, explain the arrangement for distributing the booklets from the *Parenting Education Guidebook*. For example, all participants might receive a folder and the *Introduction booklet* now. They will receive another booklet at each workshop.
- Invite everyone to stay for morning or afternoon tea (if it is being provided).
- Announce the topic, date, time and venue for the next workshop.



INTRODUCTIONS FOR ACTIVITY 1

<p>SOMEONE WHO HAS 4 CHILDREN</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>SOMEONE WHO IS WEARING RED</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>SOMEONE WHO IS NOT MARRIED</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>SOMEONE WHO WENT FISHING THIS WEEK</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>SOMEONE WHO HAS GRANDCHILDREN</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>SOMEONE WITH LONG HAIR</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>SOMEONE WHO CAN RIDE A HORSE</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>SOMEONE WHO HAS A NEW BABY AT HOME</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

NOTE: Facilitators should change the items in the boxes so that they are more suitable for people in their communities. The number of items could be increased by adding another row to the above matrix.

WORKSHOP EVALUATION FORM

Name of Community:.....

Name of Facilitator:

Topic:

Date:

Attendance: Men: Women:.....

1. How do you think the workshop went?

.....
.....
.....

2. What was the best thing about the workshop?

.....
.....
.....

3. How did the participants respond?

.....
.....
.....

4. Write down some of the questions or comments made by participants.

.....
.....
.....

5. What will you change next time?

.....
.....
.....

6. Any other comments.

.....
.....
.....

GLOSSARY**Abuse**

Abuse is improper usage or treatment of a person, often to unfairly or improperly gain benefit. Abuse can come in many forms; it can be physical, emotional or sexual. Examples of abuse include hitting, kicking, sexual assault, rape, unjust practices and verbal aggression.

Addiction

Addiction has been defined as physical and psychological dependence on addictive substances. Addiction can also be viewed as a continued involvement with a substance or activity despite the negative consequences associated with it. Pleasure and enjoyment would have originally been sought but over a period of time the substance or activity is needed in order for the user to feel normal.

Addictive substances

Addictive substances are the substances such as alcohol, tobacco, heroin, other drugs, etc. that temporarily alter the chemical state of the brain.

Alternative care for children

Care for orphans and other vulnerable children who are not under the custody of their biological parents.

Antiretroviral therapy

Antiretroviral therapy (ART) is treatment of people infected with human immunodeficiency virus (HIV) using anti-HIV drugs. The standard treatment consists of a combination of at least three drugs (often called "Highly Active Antiretroviral Therapy" or HAART) that suppress HIV replication. Three drugs are used to reduce the likelihood of the virus developing resistance.

Attention deficit hyperactivity disorder

Attention deficit hyperactivity disorder (ADHD) is a neurological condition related in part to the brain's chemistry and anatomy. This condition becomes apparent in some children in preschool and early school years. The principal characteristics of ADHD are inattention, hyperactivity and impulsivity.

Autism spectrum disorder

The term autism spectrum disorder (ASD) is an umbrella term that encompasses the terms autism, Asperger's syndrome (also known as high functioning autism), autistic disorder and classic autism (also known as Kanner's autism). People who have an ASD have difficulties in three main areas: social understanding and behaviour, social communication (verbal and non-verbal) and rigidity of thinking. The ways these three impairments are manifested vary enormously from one person to another.

Awareness raising

Awareness raising refers to providing information to people about a particular subject. Often, this information is provided in order to help people meet their needs and achieve the goals they have identified for themselves.

Birth registration

Birth registration is the official recording of a child's birth by the government, which establishes the existence of the child under law and provides the foundation for safeguarding the child's civil, political, economic, social and cultural rights.

Bonding

Bonding typically refers to the process of attachment that develops between partners, close friends, or parents and children. This bond is characterized by emotions such as affection and trust.

Brainstorming

Brainstorming is a creativity technique through which a group tries to find a solution for a specific problem by gathering a list of ideas spontaneously contributed by its members.

Caregiver

A caregiver is someone who is responsible for the care of someone who cannot care for themselves, such as a child or someone who is mentally ill, mentally handicapped, physically disabled or whose health is impaired by sickness or old age.

Child

A child is a human being who is not yet fully physically developed or is below the legal age of majority (18 years of age or the applicable age according to a country's law).

Childcare

Childcare (or "baby care" or "day care") means caring for and supervising a child or children and historically the term has been associated with a social service for working mothers with young children or institutionalised social services for disadvantaged children. Childcare also refers to the set of behaviour and actions that support a child's development. Early childhood care is associated with attention to a young child's health, nutrition and hygiene.

Child-centred approach

A child-centred approach recognizes that children's rights and needs are the primary focus for development. A child-centred approach promotes the right of a child to choose, make connections and communicate. It allows freedom for children to think, experience, explore, question and search for answers.

Child development

Child development refers to the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy.

Child protection

Child protection refers to preventing and responding to violence, exploitation and abuse against children, including physical abuse, sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation and child marriage.

Child rearing

Child rearing refers to raising children or bringing up children.

Children's rights

Children's rights are the human rights of children, with particular attention to the rights of special protection and care afforded to the young, including their right to association with both biological parents, human identity as well as the basic needs for food, universal state-paid education, health care and criminal laws appropriate for the age and development of the child.

Child survival

Child survival is a field of public health concerned with reducing child mortality. Child survival interventions are designed to address the most common causes of child deaths that occur, which include diarrhoea, pneumonia, malaria, and neonatal conditions.

Community

A community is a body of people living in the same locality.

Community health worker

A community health worker (CHW) is a member of a community chosen by community members or organizations to provide basic health and medical care to their community. Other names for this type of health care provider include village health worker, community health aide, community health promoter and lay health advisor.

Community learning centre

A community learning centre (CLC) is a local place of learning outside the formal education system. A CLC is usually set up and managed by local people to provide various learning opportunities in order to bring about improvements in the quality of life and local development.

Conception

Conception is the formation of a viable zygote by the union of the male sperm and female ovum.

Contraceptives

Contraceptives are substances and devices designed to prevent conception. Examples include physical barriers and devices (such as condoms), hormonal methods (such as "the pill"), sterilization, and "natural methods."

The Convention on the rights of the child

The Convention on the rights of the child is the first legally binding international instrument to incorporate the full range of human rights for children (civil, cultural, economic, political and social rights). In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old (children) often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too. The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children

everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. It has been signed by every country in the world, except Somalia and the United States.

Counselling

Counselling is the provision of assistance and guidance in resolving personal, social or psychological problems and difficulties.

Developmental milestones

Developmental milestones are a set of age-specific tasks that most children can do within a certain age range.

Disability

A disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. A disability may be physical, cognitive, mental, sensory, emotional, developmental or some combination of these. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; and a participation restriction is a problem experienced by an individual in involvement in life situations. Thus, the term disability refers to a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

Disaster

A disaster is a serious disruption of the functioning of a community involving widespread human, material, economic or environmental losses and impacts, which often exceeds the ability of the affected community to cope using its own resources.

Discipline

To discipline a person is to instruct that person to follow a particular code of conduct. In the field of child development, discipline refers to methods of teaching children self-control, acceptable behaviour and good habits, for example, teaching a child to wash her/his hands before meals. Here, washing hands before meals is a particular pattern of behaviour, and the child is being disciplined to adopt that pattern. Disciplining a child should not involve any violence or unkind words.

Discrimination

Discrimination is to make a distinction in the treatment of people on the grounds of race, colour, sex, social status, age, etc.

Disease

A disease is an abnormal condition affecting the body of an organism. It is often construed to be a medical condition associated with specific symptoms and signs. It may be caused by external factors, such as infectious diseases, or it may be caused by internal dysfunctions, such as autoimmune diseases.

Domestic violence

Domestic violence can be defined as a pattern of abusive behaviour by one or both partners in an intimate relationship such as marriage, family, friends or cohabitation.

Down's syndrome

Down's syndrome is a chromosomal condition caused by the presence of all or part of an extra 21st chromosome. It results in a child having developmental and physical abnormalities.

Early childhood

Early childhood is the period of life between 0 to 8 years of age. This is the period of greatest growth and development, when the brain develops most rapidly.

Early childhood care and education

Early childhood care and education (ECCE) refers to the care and education that young children require to thrive, including nutrition, health care, learning and stimulation, interaction, affection, protection and security. Examples of ECCE programmes include: childcare centres, family day care, preschools, kindergartens, parenting education, community-based child development and home visits for families with young children.

Early stimulation

Early stimulation are techniques that help to promote intellectual development and physical and mental skills in preschool children.

Embryo

Embryo is the term to describe the early stages of foetal growth, between conception and the eighth week of pregnancy.

Emotional abuse

Emotional abuse is a form of abuse characterized by a person subjecting another to behaviour that is psychologically harmful and can result in trauma, including anxiety, chronic depression or post-traumatic stress.

Extended family

An extended family is a family group consisting of grandparents, parents, children and other relatives, often (but not always) living in the same household or close to each other.

Facilitator

A facilitator is a person who helps others to learn. A facilitator assists learners in training sessions, but is not necessarily a subject expert. A facilitator draws on the existing knowledge of the participants and facilitates access to new information.

Family education

Family education is training that targets family members to improve their skills and competence with regard to topics such as child rearing.

Foetus

Foetus is the term to describe the unborn young child between the ninth week of pregnancy and the moment of birth.

Gender

Gender is a social and cultural construct. The concept of gender includes the expectations held about the roles and behaviours of women and men (femininity and masculinity). These expectations are learned. Gender-based roles may change over time and vary with different cultural contexts. "Gender" does not mean the same thing as "sex", which refers to the biological differences between men and women. These differences are universal and do not change between cultures.

Gender Discrimination

Gender discrimination refers to preferential treatment of one gender over another. For example, a girl might not receive equally nutritious food as the boys in her family simply because she is a girl. This may occur consciously or unconsciously.

Gender Equality

When gender equality exists, women and men have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity. Gender equality means that the similarities and differences of men and women are equally valued. It does not mean that women and men are the same but that their rights, responsibilities and opportunities do not depend on whether they are born male or female.

Health

Health is a state of physical, mental and social well-being. While health can refer to the absence of disease or infirmity, it is not limited to this.

HIV and AIDS

The human immunodeficiency virus (HIV) is a retrovirus that infects cells of the immune system, destroying or impairing their function. As the infection progresses, the immune system becomes weaker, and the person becomes more susceptible to infections. The most advanced stage of HIV infection is acquired immunodeficiency syndrome (AIDS). It can take 10 to 15 years for an HIV-infected person to develop AIDS; antiretroviral drugs can slow down the process.

Hygiene

Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases.

Immunization and vaccination

Immunization is the process whereby a person is made immune or resistant to an infectious disease, typically by the administration of a vaccine. Vaccines stimulate the body's own immune system to protect the person against subsequent infection or disease.

Implantation

Implantation is the beginning of pregnancy, in which the embryo adheres to the wall of the uterus.

Independence

The condition or quality of being independent i.e., not subject to the authority or control of any person, country, etc. In the context of early childhood care and education, the term

refers to a child's ability to do things by himself or herself, including eating, dressing and playing.

Learning

Learning is the acquisition of new or modified knowledge, behaviour, skills, values or preferences and may involve synthesizing different types of information.

Literate

The term literate refers to a person who can read and write with understanding of a simple statement related to his/her everyday life.

Low birth weight

Low birth weight (LBW) is defined as the weight of live born infants less than 2,500 grams, for a given time period.

Mother tongue

Mother tongue is the language that a person learns first, or identifies with.

Parent

For the purposes of this publication, a "parent" is defined as any person who provides ongoing care for a child or children, including a birth parent, grandparent, sibling and any other member of the family and community.

Parenting

Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship.

Physical abuse

Physical abuse includes hitting, shaking, kicking, pushing, burning and anything that causes pain or injury. Punishment that involves hurting a child (such as spanking) is a form of physical abuse. Violent punishment not only harms children's bodies, but can also damage them emotionally for the rest of their lives.

Physical growth

Physical growth is the increase in size of a person. The speed of physical growth is rapid in the first months after birth, and then slows. Birth weight is doubled in the first four months and tripled by 12 months of age, but is not quadrupled until 24 months. Growth then proceeds at a slow rate until shortly before puberty (between about 9 and 15 years of age), when a period of rapid growth occurs. Growth is not uniform in rate and timing across all body parts. At birth, head size is already relatively near to that of an adult, but the lower parts of the body are much smaller than adult size. In the course of a child's physical development, the head grows relatively little, while the torso and limbs undergo a great deal of growth.

Play

Play is engaging in an activity for enjoyment and recreation rather than a serious or practical purpose. Play supports all areas of child development: social, emotional, mental, language and physical development.

Postnatal care

Postnatal care is the attention given to the general mental and physical welfare of the mother and infant, from the delivery and extending through the next six weeks. Care should be directed toward prevention, and early detection and treatment, of complications and diseases. In addition, postnatal care should include counselling, advice, and services relating to breastfeeding, family planning, immunization and maternal nutrition.

Pregnancy

Pregnancy is the carrying of one or more offspring inside the womb of a female. The World Health Organization (WHO) defines the normal term of pregnancy as between 37 and 42 weeks.

Premature birth

Premature birth refers to the birth of a baby before reaching 37 weeks of pregnancy. A premature baby's developing organs are often not mature enough to function without assistance. Premature infants are at greater risk for short and long term complications, including disabilities and impediments in growth and mental development.

Primary health centre

The primary health centre (PHC) is the basic structural and functional unit of public health services in some countries.

Recreation

Recreation is an activity of leisure. Recreational activities are often done for enjoyment, amusement, or pleasure and are considered to be "fun."

Sexual abuse

Sexual abuse is all forms of improper touching and sexual acts. Child sexual abuse is the use of a child (by an adult or adolescent) for sexual stimulation. It is a criminal and immoral act.

Sexually transmitted disease

A sexually transmitted disease (STD), also known as a sexually transmitted infection (STI) or venereal disease (VD), is an illness that is usually transmitted by means of human sexual behaviour.

Socialization and gender socialization

Socialization is the process by which a child learns about the values, norms, customs and beliefs of his or her society, and through which his or her thinking and behaviour patterns are shaped. Through gender socialization, the child acquires gender identity, is taught what it means to be male or female, and becomes socialised into a gender role. Among so-called socializing agents (or "forces" that influence the process of socialization) are family members such as parents, major caretakers and siblings, peers and community members, schools, religious institutions, workplaces and media.

Social security

Social security is primarily a public social insurance programme providing protection against conditions such as poverty, old age, disability and unemployment.

Storytelling

Storytelling is the conveying of events in words, images and sounds. Generally, storytelling involves one person telling others about something, whether a real event or something made up.

Vaccine

A vaccine is any preparation intended to produce immunity to a disease by stimulating the production of antibodies. The most common method of administering vaccines is by injection, but some are given by mouth or by nasal spray.

Violence

Violence is the use of physical force. Violence can cause injury, damage or death.

Well-being

Well-being is the state of feeling healthy and happy.

Word of mouth

Word of mouth refers to oral communication and the passing of information from person to person. Storytelling is the oldest form of word of mouth communication.

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Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



United Nations
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PART 1

Being a Facilitator

Interactive Strategies for Teaching and Learning



PART 1

Facilitators' Handbook for Parenting Education

Being a Facilitator and Interactive Strategies for Teaching and Learning

CONTENTS

1. Being a facilitator	2
Working with adult learners.....	3
Changing behaviour	4
Planning and organizing workshops	5
Conducting workshops.....	6
Other ways of communicating information	9
Activities for children	9
2. Interactive strategies for teaching and learning	10
Brainstorming.....	10
Breaks and energizers	11
Pass the ball.....	12
Think-Pair-Share	13
Place mat	14
Plus-Minus-Interesting.....	15
What do you know? What do you want to know?	
What have you learned? (KWL)	16
Strengths, Weaknesses, Opportunities and Threats (SWOT)	17
Four corners discussion.....	18
Photos, pictures and drawings.....	19
Role play and drama.....	20
Storytelling	21
Scavenger hunt.....	22
Board and card games.....	23
Snakes and Ladders game	24
References	25

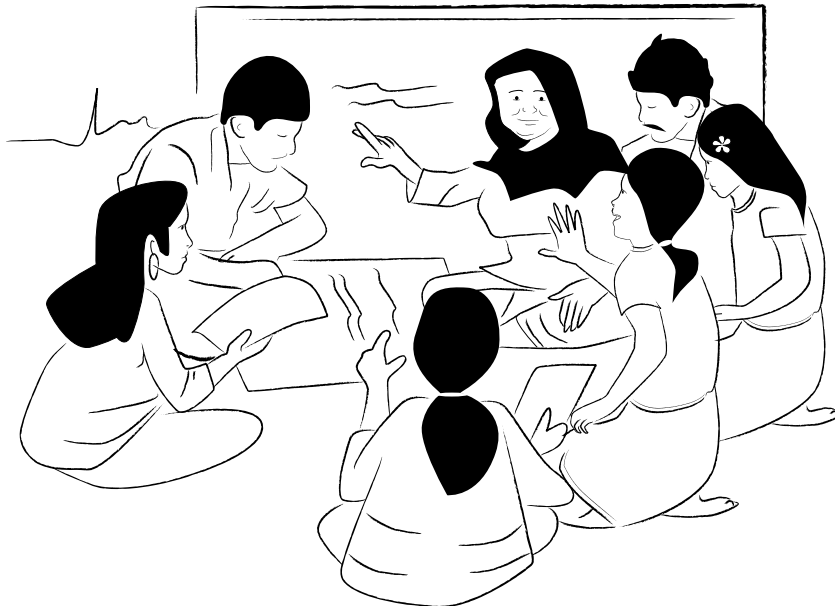
1. BEING A FACILITATOR

As a facilitator, your role is to plan and organize workshops and to guide the learning during the workshops. You do not have to know everything about the topics, although you do have to be well prepared. You can invite experts from the community or from outside to help you with certain topics. In fact, it is recommended to always have another person to help you with each workshop.

If the Parenting Education Programme is to have an impact on the community as a whole, it is very important to reach the marginalized groups. Therefore, particular attention should be given to families who have children with disabilities, to those living in remote areas and to vulnerable families who may be struggling to bring up their children because of their financial or health situation.

Parent-to-parent and child-to-child approaches can be initiated through workshops. These are processes where children become involved in helping other children, and parents in helping other parents.

As you become familiar with the processes, needs and interests of your particular communities, it is hoped that you will go beyond the nine topics in the booklets to cover topics that are important in your communities. In this way you can adapt the programme to suit your particular communities and thereby promote positive change for babies and young children across the Asia-Pacific region.



WORKING WITH ADULT LEARNERS

Adults come to a learning situation with a lifetime of experience and adult learners will learn more effectively if you can build on that experience. Providing opportunities for adult learners to share information about their experiences and exchange ideas shows them that you value their knowledge, and makes the new information more meaningful for them.

At the same time, their experience of teaching and learning has often been one in which a teacher instructs and the learner is passive – listening, watching and perhaps taking notes. Therefore, adult learners may expect that you are there to instruct them and tell them how they should bring up their children. This is not the approach recommended in the Parenting Education Programme.

It is believed today that a good teacher is someone who helps students to learn – someone who facilitates the learning process rather than simply providing information. He or she does this by encouraging learners to be actively involved in the learning process and by using an interactive approach. This means using strategies that help participants interact with each other and requires ensuring that participants in the workshops have opportunities to ask questions, discuss issues of concern, find solutions and try new practices. In particular, this means that facilitators need to:

- Listen to the Learners
- give them time to talk about their experiences
- show respect for everyone and their opinions
- speak clearly, using simple words
- use local examples that people understand
- encourage discussion
- guide the discussions so that important questions are answered
- support people in taking action

Facilitators are encouraged to use various interactive strategies and activities in the workshops. These encourage participants to focus on an issue, share their ideas and identify related issues. Facilitators should change the activities as required and use the strategies that work with their participants. Several interactive strategies are explained in this part of the Handbook.

CHANGING BEHAVIOUR

The challenge in Parenting Education Workshops is to reinforce positive beliefs and practices while attempting to change those that are harmful to children's health and well-being, and that are not consistent with the *Convention on the Rights of the Child* (see workshop 1 titled "Caring for Children" in this Handbook).

Giving people information is not enough to bring about change. The facilitator's role in encouraging discussion and listening to people is what will make the difference. Facilitators also encourage effective learning when they motivate learners and show enthusiasm for a topic. Learners must want to learn and must see purpose in the learning.

It is also critical to give participants opportunities to apply what they have learned. As much as possible, participants should be encouraged to apply information during the training. For example, through role plays.

Facilitators should also ensure that all participants prepare a follow-up action plan in which they list action(s) they will take after the workshop to apply what they have learned. If participants can write, it is a good idea if they write down their plans before they leave the workshop. They can write these plans on the notes pages in the booklets in the *Parenting Education Guidebook*. At the beginning of each workshop facilitators should encourage participants to share the results of the action plans they prepared at the previous workshop.

Facilitators will need to draw out local practices from participants before they can introduce new information. During discussions of traditional child rearing practices, facilitators will almost certainly encounter both positive and negative practices. Many of these practices are embedded in the traditions, myths and belief systems of a culture and community. They sometimes represent attempts to deal with the unknown and are viewed as supporting the development and well-being of children. Some practices, however, such as corporal punishment, are today recognized as being harmful to children. Harmful traditional beliefs and practices should not be ignored, but instead should be acknowledged. At the same time, it is necessary to also explain why such practices are considered to be harmful. Patience and understanding will be required if people are defensive about their traditional beliefs.

People go through different stages in changing their practices or behaviour.¹

These stages include:

- 1. Not being aware.**
- 2. Becoming aware.**
- 3. Seeing a purpose in changing behaviour, or trying something new.**
- 4. Adopting a new behaviour.**
- 5. Making the new behaviour part of everyday practice.**

The facilitator should ensure that the participants reach the third stage (seeing a purpose in changing behaviour, or trying something new) during the workshop and that the participants make an action plan to help them reach the fourth and fifth stages.

¹ UNICEF et al. 2010. Facts for Life.

PLANNING AND ORGANIZING WORKSHOPS

When planning and organizing the workshops, keep in mind the following:

Know your community

If you are not from the community in which the workshop will be held, gather information about it before starting the workshops, including: What different groups exist within the community? How is each treated? Who are the local leaders and what are their priorities in terms of community development? What are the main problems faced by the community? What local child care and development services are available and who can access them?

Also, look at the community from a gender and children's rights perspective: How are the girls and women treated? How are children treated? What are common myths and beliefs about childcare? What kinds of health services are available? Does everyone have access to these services?

Plan the frequency and length of workshops

You should decide this based on your knowledge of the community and following discussions with the participants in the Introductory Workshop. The gap between workshops should be no more than two weeks, if possible.

The duration of each workshop is about two hours, if the guidelines in this Handbook are followed, but you can adjust the timing to suit local needs.

Choose a convenient venue and time

Choose a venue and time for the workshop that suits most people. It is important that both men and women can attend, so you may find it necessary to conduct more than one workshop on the same topic. This will probably be the case if participants live in remote areas. You may need to go to them for the workshop instead of them coming to you.

Be flexible

It is important to respond to the needs and interests of the community in which you are working. Use the workshop plans as a guide; reduce or extend the information and activities as needed. You do not have to use all of the activities. In fact, you can use different activities if you want to. Add topics of particular interest to your community or conduct additional workshops or discussion groups on new topics.

Keep participant numbers manageable

It is very difficult to conduct interactive workshops with large numbers of participants. Large numbers create a situation that turns into a lecture rather than a workshop. This is not effective. When you are planning the workshops, try to have fewer than 20 participants per workshop. Conduct additional workshops on the same topic if more than 20 people want to attend.

Work with others

It is usually more enjoyable and less stressful to conduct a workshop when you have someone to help you organize and implement it. Encourage community members (parents and other workshop participants) to help you in conducting the workshops. This will develop their interest, confidence and skills. If there are people in the community who are well informed on some topics, ask them to share their expertise by speaking at one of the workshops.

Be sensitive to those who cannot read or write

Find out before the workshop how many of the participants are literate (can read and write). If most participants cannot read and write you will need to adjust the activities (to use more diagrams and discussions), before the workshop begins. If you have just a few participants who cannot read or write, then you could select a volunteer from the group to read things to them when required and record their ideas and comments during the small group discussions.

Practise the workshop

Take time to go through the workshop and rehearse the strategies before you conduct the workshop. Do this at least a day before. This will give you time to make changes or gather any necessary materials. If you are conducting the workshop with someone else, practise the workshop together so that you know your roles and how to work together.

Advertise

Advertise the workshops well beforehand, using approaches that are likely to be effective in your community. You might advertise through local radio, street plays, short presentations at community meetings, written handouts and posters displayed at places such as health centres, community learning centres and schools. Your enthusiasm can make a difference and can make people want to come to the workshops – and keep coming.

CONDUCTING WORKSHOPS

Think of workshops you have attended. What was interesting and enjoyable? What helped you learn? What was boring? Applying this information to your own workshops will help to make them more effective. Here are a few tips:

Make people feel welcome and comfortable

Greet everyone individually as they arrive. If you do not know your participants, try to learn their names. Make participants feel comfortable and respected; make it clear at the beginning of the workshop that you are not there to criticize or dictate what has to be done, but to learn from the participants and to help them discuss issues important to them.

Be organized

In order for the workshop to run smoothly and on time, you need to be organized. Prepare your talking points well in advance of the workshop. Always have everything you need for the workshop on a table at the front of the room or in another convenient place. Rehearsing the workshop, as suggested above, helps to ensure you are organized and helps you to know what activities you need to practice more.

Take short breaks

Look at the facial expression of participants from time to time. If their energy levels are sagging, it is a good idea to stop and do a short energizing activity, such as a game. This is also a good way to involve any children present at the workshop.

Listen to everyone

The facilitator should spend most of the workshop listening to what the participants have to share and encouraging participants to speak. One way to encourage this is to ask participants if there are some basic guidelines they would like to suggest to make the training most effective. Ask the participants to come up with some ideas and write these down.

As the list develops you may want to add some too. Once the list is created, ask the group to agree to the guidelines they want. Do this during the Introductory Workshop if possible, and keep the list posted. Then, if someone is not following the guidelines you can refer to the list that the group created and ask that person, or the whole group, to decide what should be done.

Be open-minded

Let everyone express their opinions, even if you disagree with some of them.

Keep to a time schedule but be flexible and give people opportunities to discuss and absorb new information

Arrive early to check the venue and to organize the room and materials. Start the workshop on time, and keep things flowing. Each activity in the guidelines has an approximate duration. Try to stick to this to ensure the workshop is completed within the required time period. At the same time, however, there may be occasions when it is preferable to continue a discussion rather than move onto another activity. This may mean you cannot get through all the activities. That is a decision you will have to make. If interest is high, participants may like to have a follow-up workshop or discussion group. People are more likely to change their behaviour if they have opportunities to question and talk about new ideas.

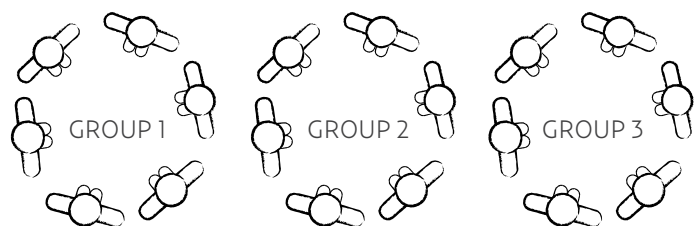
Encourage participants to take notes

Information is more likely to be remembered if a learner does something with it. If participants can write, encourage them to take some notes or write down points that are meaningful for them. The decision to take notes is entirely theirs. If they are interested, and able to write, you should also encourage them to write down their action plans in the notes pages in their booklets before they leave the workshop.

Use various strategies for dividing participants in groups

Many activities call for participants to work with partners or in small groups. Depending on the number of participants, divide them into groups of no more than six participants per group. This way everyone can participate in the discussions. Asking people to get into groups of four or six can work, but often results in the same people always being together. Using grouping strategies ensures more mixing of participants. A simple strategy is to have people count off around the room. If you want groups of six, for example, have people count themselves off: 1, 2, 3, 4, 5, 6. Following this, ask people with the same number to gather in a certain part of the room.

Another strategy is to prepare a colour card for each participant, using



Suggested seating arrangement of participants

six different colours. Hand everyone a colour card when they arrive. When you are ready for group work, ask all those with a red card to form a group, and so on for the other colours. You could do the same with shapes or objects. No doubt you can think of many other interesting ways to group people. When sensitive issues are being discussed, you may choose to group men and women in separate groups.

Present with confidence

As the facilitator, you are in charge of the workshop and participants are looking to you to manage, guide and encourage their learning. How you present yourself and speak are important and may affect whether or not participants come back for other workshops. Here are some tips:

- Position yourself so that you can be seen by everyone. Changing positions while you talk can also be effective.
- Stand tall and look confident (take some deep breaths if you feel nervous).
- Use your voice effectively. Make it expressive.
- Use body language that is appropriate in the community or culture.
- If culturally appropriate, make eye contact with participants.
- Do not read from notes. If necessary, prepare cards with main points written on them. Make these clear enough so that you can glance at them while you are talking.

Use visual aids carefully

Visual aids include blackboards, whiteboards, flip charts, posters, overhead transparencies, DVDs, puppets and any other items that support learning during the workshop. Most workshops require at least something on which the facilitator can write in large enough print for participants to read, but excellent workshops can be conducted without even these basics. They are just aids and should never take over a workshop. This is particularly true of more technical equipment such as Power Point presentations, videos or DVDs. If you have access to videos or DVDs it may be better to show them as a follow-up to the workshop, or only screen short segments during the workshop. Always have the equipment set up and ready to go before the workshop or session starts.

Evaluate workshops

Was the workshop successful? What needs to be changed for next time? Are the workshops of value to the parents, their families and the community? Such questions need to be answered if the workshops are to be effective.

An evaluation form is provided in the *Introduction Booklet* in this Handbook but we suggest that you also keep a journal. This can be an exercise book or notebook in which you keep notes about the workshops and other matters relating to the Parenting Education Programme. Make a habit to write in it after each workshop. Note how you felt the workshop went and what you would change for next time. Also include some comments from the participants and some key questions which were asked during the discussions.

Conducting a short survey after a few workshops will give you important information on what is working and not working, and what additional topics people might want to be included.

You will notice that each workshop begins with a review of the previous workshop and a follow-up of the action plans participants made at that workshop. This reinforces important messages and their application, and provides continuity for the overall programme.

OTHER WAYS OF COMMUNICATING INFORMATION

While workshops are an effective way to get messages across, workshops alone are unlikely to change behaviour and other approaches should also be used. Facilitators are encouraged to use a mixture of communication channels and approaches, including talking on the local radio and home visits. However, such approaches must be adapted to suit the local context and available resources (both human and material) in the community.

Follow-up workshops and workshops with children and special groups are also recommended. While children, their rights and well-being are the focus of the workshops, children and youth can also be powerful change agents and their involvement in the programme wherever possible is recommended.

ACTIVITIES FOR CHILDREN

It can be assumed that some parents will bring their young children to the workshops. Given that the workshops are about children this provides an excellent opportunity for applying learning and modelling good practice. However, having children with parents during the workshops can be very distracting for everyone. We recommend that children have a separate play area during the workshops and have someone to supervise them.

Each workshop includes ideas for children's activities; some include practices that facilitators can model, such as reading a story book. Facilitators are asked to set up play activities for children before each workshop and to encourage interested parents to stay after the workshop to play with their children. If there are no early childhood services in the community, encouraging parents to set up a regular playgroup would be a wonderful outcome of the Parenting Education Programme.



2. INTERACTIVE STRATEGIES FOR TEACHING AND LEARNING

BRAINSTORMING

This is a popular strategy to encourage participants to think quickly and share ideas. It is important to acknowledge all ideas even if they sound silly or incorrect. It can be used effectively at the beginning of a workshop session to tune participants into the topic. This strategy also helps the facilitator to get an idea of what the participants already know about the topic.

The process

- Announce that you are going to have a brainstorming session and, if necessary, explain what a brainstorming session is.
- Make it clear that all ideas will be accepted without criticism.
- Provide a time limit for the brainstorm (keep it short – a few minutes).
- Announce the question, word, phrase, topic or problem.
- Work the room! Get responses from people in all areas of the room.
- Ideas can be written on the board or on paper, although this is not essential. If possible, ask someone else to write so that you can keep the activity moving.
- At the end, sum up briefly, acknowledging the many different ideas expressed by the participants.

Examples



Materials required

Something to write on, such as paper, a flip chart or a blackboard.

BREAKS AND ENERGIZERS

These are short activities to do at any time during a workshop when you think participants are losing interest or getting tired. They should be active and fun-filled. Many children's games and action songs can be used or adapted for this purpose. This is also another way to emphasize the value of play – for everyone.

The process

- Explain that everyone needs to have a break and you are going to play a game that will re-energize everyone.
- Describe the game to the participants.
- Play the game.

Examples

Here is just one idea for a game. You can probably think of others. Ask the participants to come up with ideas too.

Name of the game: **Catch a finger**

What to do:

- Ask everyone to stand up, with someone next to them on both sides. Doing this in a circle is the best.
- Each person should put their index finger on the palm of the hand of the person on their left.
- Tell everyone that you are going to say the following verse: "Catch a finger, catch a finger, catch a finger, catch!" (i.e. saying "catch a finger" three times, then the word "catch").
- When you say "catch", everyone has to try and catch the finger of the person on the right (by closing their hand). But while they are trying to catch the finger of the person on the right, they have to also quickly remove their finger from the person on their left, so that they do not get caught.
- Have a trial to make sure everyone understands the game.
- The facilitator tries to trick everyone by changing the pattern of the verse; e.g. "Catch a finger, catch a finger, catch a finger, catch a finger, catch!" (i.e. saying "catch a finger" four times instead of three times, or two times instead of three times, etc).

PASS THE BALL

Throwing and catching a ball helps stimulate participants' thinking. It is also fun and relaxing. This strategy is a good way to get participants to introduce themselves at the beginning of a workshop. It is also useful at the end of a session where it can be used to encourage participants to reflect and comment on something they have learned in the workshop. All participants should be encouraged to participate. It should be a fast-paced, short activity.

The process for introductions at the beginning of a workshop

- Have participants stand in a circle.
- Explain the activity, and provide the focus question or task.

Example

When the ball is passed to them they should say their name and something about themselves. This is a good way to start a workshop. They should then throw the ball to anyone else standing in the circle. The facilitator takes the first turn to model the process.

The process at the end of a workshop

- Have participants stand in a circle. This can be played in small groups or in one large group.
- Explain the activity, and provide the focus question or task.

Example

When the ball is passed to them they should tell the others something they learned at the workshop or make a comment about the workshop. They should then throw the ball to anyone else standing in the circle. This can be a way of getting feedback about a workshop where participants prefer to talk rather than write their comments down. The facilitator takes the first turn to model the process.

Materials required

A small ball. A piece of paper scrunched up can also be used as a ball.

THINK-PAIR-SHARE

The Think-Pair-Share strategy encourages individuals to think about an issue or topic and then share their ideas. It encourages everyone to participate. Like brainstorming, it can be used as a quick and informal way to begin a topic or workshop session. If Think-Pair-Share is used more than once during a workshop, participants should be encouraged to change partners each time.

The process

- Announce the topic or question to the participants.
- Ask the participants to think quietly about this for a minute, noting down their ideas **(THINK)**.
- Ask participants to pair with the person sitting next to them and take about two minutes to share their ideas on the topic. They might be asked to agree on something they will share with the whole group **(PAIR)**.
- Invite some or all pairs to share with the whole group **(SHARE)**.
- Bring the activity to a conclusion by summing up the main ideas presented.

Materials required

Paper and pens. However, this activity can also be done without any writing.

PLACE MAT

This is an easy strategy to use with small groups. It stimulates individual thinking on a topic, and encourages sharing of ideas.

The process

- Organise the participants into groups of four and give each group a placemat.
- Explain the activity and announce the topic or question.
- Tell the participants that each person in the group should write his or her ideas about the topic on the placemat, in one of the four spaces provided.
- After three to five minutes, tell the groups to shares their ideas within their group (each member of the group explains what they have written), and ask the groups to discuss the ideas and write points they want to share with everyone in the central box.
- Conclude by asking each groups to report back briefly on their shared ideas and/or display their placemats for others to read.

Preparation

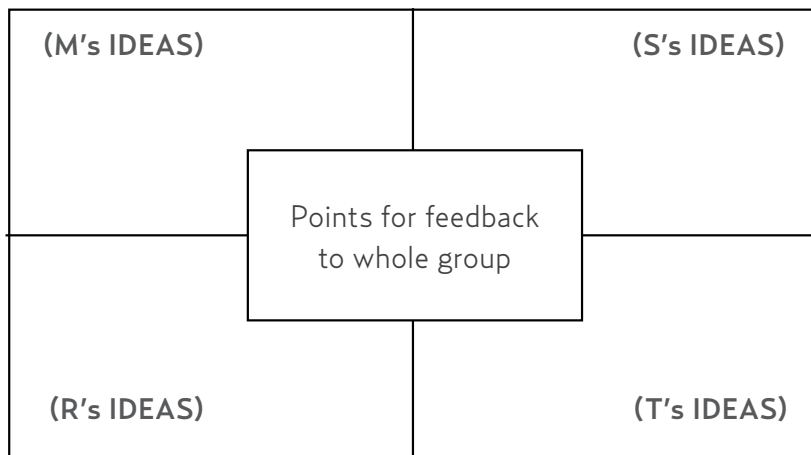
Prepare enough placemats so that each group of four participants has one. Each placemat should be large enough for four people to sit around it and all write at the same time.

Example of a placemat

Draw lines on a page so that it is divided into four equal sections (below), leaving a space in the middle, as shown in the diagram. If you do not have any large sheets of paper, tape four sheets of A4 paper together.

Materials required

Paper and pens, and enough placemats for the expected number of participants (the number of participants divided by four).



PLUS-MINUS-INTERESTING

This strategy challenges participants to look beyond their usual beliefs and practices and think about other points of view or practices.

The process

- Select a "What if" question that is related to the workshop topic and write it on the board. For example: "What if we asked children to be involved in community decision-making?"
- Prepare a table with three columns and the headings: Plus, Minus and Interesting at the top of the columns. See example below:

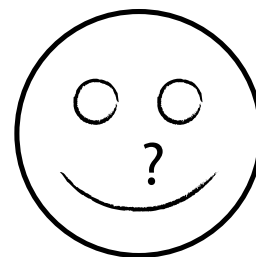
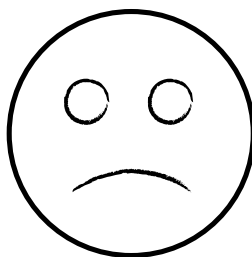
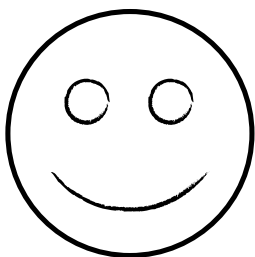
PLUS	MINUS	INTERESTING

- Give paper and pens to each group. Ask them to draw the same table on a piece of paper.
- Ask each group to consider first all the "plus" or positive points of an idea and list these in the Plus column. Then consider all the "minus" or negative points and list these in the minus column. Finally, consider and write down those points which are neither positive nor negative but which are simply "interesting" in the interesting column, or which may lead to other ideas or possibilities.
- If the process is new to participants, model it on the board, using a topic different from the one you want them to explore.
- Call for feedback on each heading, allowing for as many participants as possible to share their ideas as this can broaden the thinking of all participants. (Encourage them to pass if they have no new ideas to contribute).

Note: You may prefer to use faces (smiley face, sad face and question mark face) instead of the words Plus, Minus and Interesting.

Materials required

Paper and pens.



WHAT DO YOU KNOW? WHAT DO YOU WANT TO KNOW? WHAT HAVE YOU LEARNED? (KWL)

This is known as Know-Want-Learned (KWL) and is an excellent strategy as it identifies and builds on what participants already know about a topic. It encourages reflection, questioning and action.

The process

- Decide on a topic and write it on the board or piece of paper, e.g. development of the brain.
- Below the topic draw a table with three columns and the headings: What I Know, What I Want to Know and What I Have Learned (see the example table below).
- Explain the activity.
- Ask the participants to get into groups and give out paper and pens.
- Ask each group to draw a table and then to:
 - discuss and write what they already know about the topic in the first column.
 - discuss what they want to learn about the topic, and write down questions in the second column.
- At a later time, possibly at the end of the workshop, ask the participants to write what they have learned about the topic in the third column.

Example

Topic: *Development of the brain*

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I HAVE LEARNED (This should include answers to the items listed in column 2)

Note: You can also add a fourth column: "What More do I want to know?"

Materials required

Paper and pens. If doing this in groups, provide each group with a large sheet of paper.

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT)

This is a good strategy for examining how an organization or community needs to change, or to analyse a proposal or a decision. Depending on the topic, participants work alone or in small groups.

The process

- Announce the topic to the participants.
- Draw a table on the board or a flip chart like the one in the example below as a model.
- Depending on the topic, participants could work alone or in small groups to complete the table. If the participants number is quite small then they all could work as one group only.
- Ask the participants to first think of all the strengths or positive things related to the topic and to note these under **Strengths**, then to do likewise for **Weaknesses**. Ask the participants to then consider and note the **Opportunities** that exist (often the help or solution is to be found within or outside the community), and to then consider any threats that might get in the way of implementing these changes and note these under **Threats**.
- If the participants have done this activity alone, they can now pair and share with each other. If it has been a small group activity, the groups should each share what they have written.
- Participants should then be asked to consider: What are you going to do about it? This can lead to the preparation of action plans and to individual or community action.

Example

Topic: Building a community playground

<p>Strengths</p> <ul style="list-style-type: none"> • Many people are enthusiastic about it • Good space available • Lots of skills in the community • People have worked together on other projects 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Will cost money • Older children might play in it after school hours and break the equipment • Not many tools available in the village
<p>Opportunities</p> <ul style="list-style-type: none"> • There may be a funding grant available • School staff are likely to help • Older children can help • There are natural materials available in the local area 	<p>Threats</p> <ul style="list-style-type: none"> • The playground must be safe • Meeting the deadline for a submission

Materials required

Markers and flip chart or paper, or blackboard and chalk.

FOUR CORNERS DISCUSSION

The Four Corners Discussion strategy offers an alternative to traditional debates. Instead of staking out and defending a position, a Four Corners Discussion encourages participants to support a point of view, to listen attentively to others and to remain open-minded as they reflect on the evidences and arguments presented and reconsider their position.

The process

- Label each corner of the room with one of the following labels: **STRONGLY AGREE, AGREE, DISAGREE** and **STRONGLY DISAGREE**.
- Provide the group with a statement on an issue that will provoke discussion; for example, "Fathers should spend as much time with their young children as mothers."
- Invite the group to consider the statement and then move to the corner of the room that best represents their position on the issue.
- Ask people to turn to one other person in the corner and ask each partner to take 30 seconds to provide an explanation for his or her choice.
- If anyone finds that his or her views are inconsistent with the group, he or she may want to consider moving to another corner.
- Participants stay in their corners for the discussion. To facilitate the discussion:
 - Invite a participant from the *STRONGLY AGREE* corner to explain why he or she chose that corner.
 - Next, invite a participant from the *STRONGLY DISAGREE* corner to defend his or her position.
 - Continue this pattern until participants from all four corners have made statements.
 - Continue the discussion by inviting participants from all the corners to join in the discussion.
- Tell participants that they are permitted to change corners if they hear new evidence or convincing arguments that cause them to alter their point of view. They do not have to completely change their viewpoint; they may, for example, choose to move from the *STRONGLY AGREE* to the *AGREE* corner. At the end, ask the participants to explain why they stayed in their corners or changed corners and identify what they would need to hear (if anything) to prompt a change in corners.

PHOTOS, PICTURES AND DRAWINGS

Visual images are an effective way to focus attention and initiate discussion on a topic or issue. Photos or drawings of local situations are particularly meaningful and local people can be involved in making drawings. These can be used in numerous ways. For example, participants might be asked to look at pictures of children playing, as a way of exploring what children learn through play. Attention can also be drawn to health and safety problems in the community through using pictures of such issues.

The process

- Write the focus question on the board. For example, if the topic is Play, the focus question could be: What might children learn from this activity?
- Divide the participants into small groups and give each group some photos or pictures that depict the topic.
- Ask the participants to examine the photos, discuss them in relation to the focus question, and note their responses. Allow plenty of time for participants to examine the pictures closely and complete the task. Encourage feedback and discussion. For this to be successful, all participants will need to be able to see the photo, picture or drawing being discussed.
- Conclude the activity by asking each group to share with everyone what they discussed when they looked at the pictures. Encourage people to ask other groups questions and enter into discussions.

Materials required

Photos, drawings, pictures from magazines, calendars, etc. Photos projected on OHP (Overhead Projector) transparencies or PowerPoint can also be used, if you have the equipment.

ROLE PLAY AND DRAMA

Role play is a powerful way for participants to reflect on the various beliefs, values and attitudes that are held about a topic. As they take on different roles they have to think of different points of view. This strategy is suitable for a wide range of topics. It can also be used as a way of enabling people to experience situations they may not be familiar with, such as how to talk to children about their drawings. It is a good concluding activity as participants pull together the many ideas and positions presented in a workshop.

The process

- Organize participants into small groups. Provide them with a scenario relevant to the workshop topic. The groups could all have the same scenario or each group could have a different scenario.
- Give the groups time to discuss their role plays and the issues within them. Then ask them to appoint roles and practise the role play. Everyone in the group should be involved in some way.
- Ask the groups to each present their role play, using clothes and props to help convey the message.
- Follow with discussion about what they learned from this activity. Participants might be asked to talk about the issues they saw in this scenario, and what was needed to resolve these.

Examples of scenarios could include

- *An adolescent girl visiting the health centre because she thinks she might be pregnant.*
- *A mother, after she has given birth, talking to her family about the help she needs.*
- *A woman talking to her husband about family planning.*

Materials required

Assorted clothes, accessories and props.

STORYTELLING

Storytelling in workshops is very effective. It provides an interesting, informal way to focus attention on a topic. The process described here is an effective format that facilitators can use to improve their own storytelling skills. And while all adult learners have numerous stories to share, not all are good storytellers, so facilitators can also use the format to help workshop participants talk about experiences related to a particular topic. This strategy also helps children to think carefully about an experience and explain it. Even a young child, with help, can do this. Children can be encouraged to draw a picture about the whole story. Older children can also write the story.

The process

- Draw a table on the board, with When, Who, What, Where and Why headings (see below):

WHEN DID IT HAPPEN?	WHO WAS INVOLVED?	WHAT HAPPENED?	WHERE DID IT HAPPEN?	WHY DID IT HAPPEN?

- Tell a story using the above format. Keep the story very simple the first time.
- Retell the story using the same format, but adding more detail.
- Ask the participants to find a partner and take turns telling a story to each other using the above strategy.
- Invite some participants to share their stories with the whole group.
- Encourage participants to use this strategy with their children.

Case studies

Case studies are stories which focus on a particular topic or problem. Case studies should draw on real-life situations that are meaningful to participants; for example, a story about a 3 year old child who is hitting other children. They should raise as many questions as possible. Participants can discuss these and make suggestions for solutions. Facilitators can use the story-telling format mentioned above for this activity.

Materials required

Paper and pens.

SCAVENGER HUNT

A scavenger hunt provides an opportunity for participants to think about materials in their surroundings that they can use to support children's play and development. These can be everyday or re-used objects, as well as items from the natural environment. The idea is for the participants to see that they do not need to buy commercial toys and learning materials but can use things that are free and readily available.

The process

- Explain to the participants what the focus of the scavenger hunt will be. It helps to give participants a focus for the scavenger hunt; for example, asking them to search for materials for sorting, matching and counting; or for materials that can be used for games and activities to support physical development or another area of development.
- Ask them to look around and think about possible items they might collect. Give suggestions if necessary. Mention safety and hygiene issues (i.e. the items must be safe for children and clean).
- Talk to the participants about the purpose of the materials they are going to collect; for example, they will use them in activities for sorting, matching and counting, or to make listening games for babies. Explain what they have to do: collect the objects, come up with ideas for using the objects, and then share their ideas (and anything they make) with the whole group.
- If the activity is to be done in groups, divide the participants into small groups. It can also be done individually. If you put participants in groups, you could give each group a different focus, such as a different domain of development or a different age group.
- Give participants a set time to collect the objects. They should bring these back to the workshop venue and prepare to share what they have found with the group, and explain what activities could be done with the objects and how the activities will support children's development.
- If it is impossible for participants to collect items, they could just talk about materials that are available and what parents could do with these.
- Sharing and discussion. Invite each person or group to share their ideas. Encourage questions and discussion.

Materials required

In this activity participants find their own materials. But if the intention is for them to make something with the materials immediately following the scavenger hunt, the facilitator will probably need some basic tools such as scissors, and maybe tape or glue, pens, and any other items he or she thinks will make the activity more successful.

BOARD AND CARD GAMES

Board and card games are a fun way to initiate discussion on a particular topic. Many children's board games can be adapted for this purpose. You can use an existing board or make up your own board. If using an existing board, write your words on small pieces of paper and tape these over the words already on the board. Have a look at some games and see what ideas you can come up with. Your new games can be used in workshops or put in the Community Learning Centre's parent library. Children's card games can also be adapted into parenting education games – or use blank cards to make up your own games. There may also be traditional games that you can adapt to suit the focus of a topic. Many people will be familiar with board games such as snakes and ladders. Even if they are not, you can easily teach them how to play.

The process

- Explain the game and the topic it will focus on. In general, board games require each player to throw the dice and move his or her token ahead the number of spaces indicated on the dice. The player then reads what is written in the space they land on and follows a message, or answers a question. Then the next player has a turn. Most games are suitable for about four players.
- Divide the participants into groups of four persons per group.
- Ask the teams to start playing and give them time to complete the game (between 10 and 30 minutes).
- Conclude by asking the groups to report back on what they learned or discussed during the game.

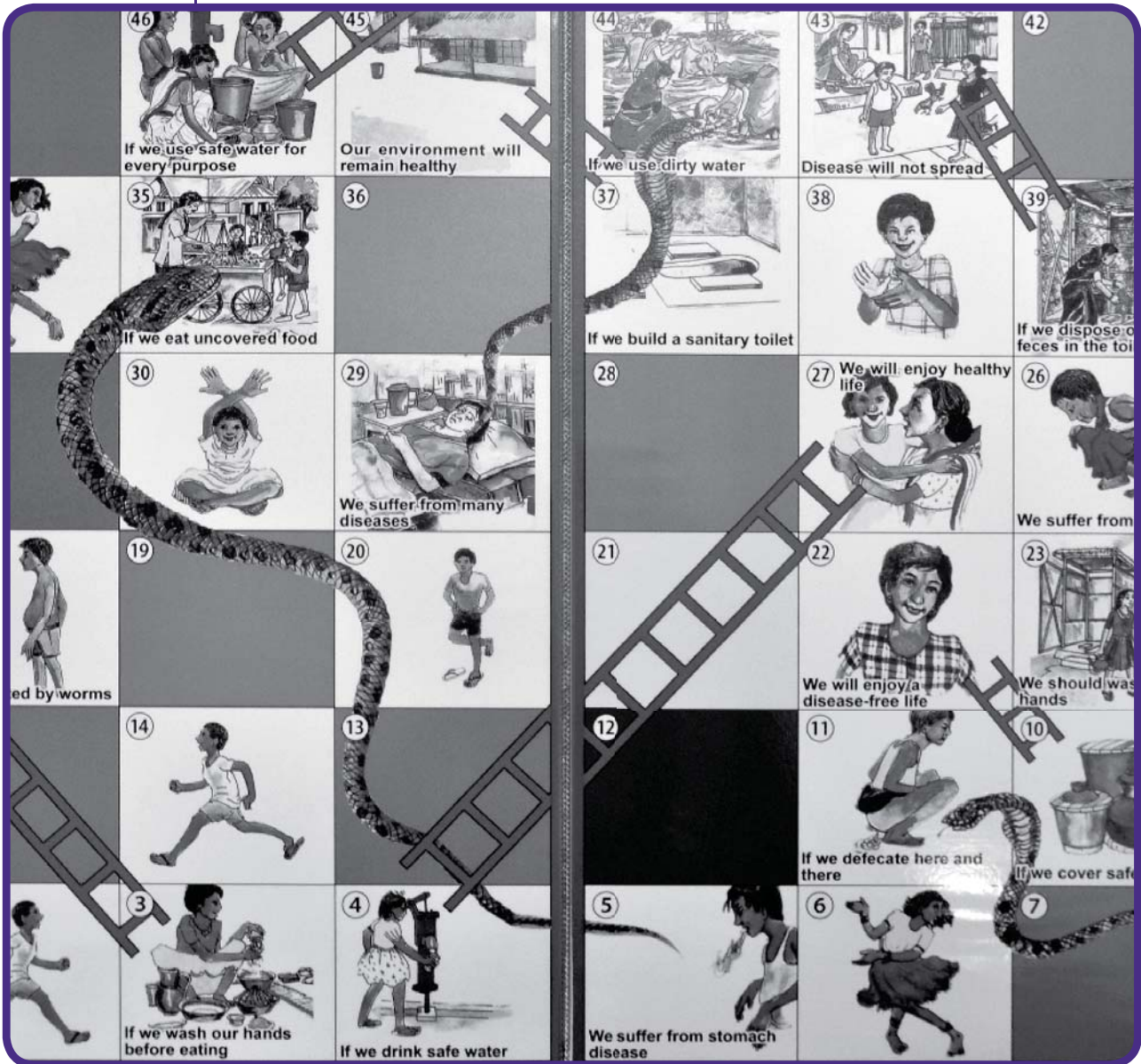
Example: Snakes and ladders

Snakes and ladders is an example of a board game that can be used to initiate discussion or facilitate learning on many topics. In this game, ladders are about positive things and snakes are about negative things. If the player's token lands in a box at the bottom of a ladder, the player immediately goes up to the top of the ladder. If he or she lands on the head of a snake, he or she immediately goes down to the end of the snake. For example, if the topic was child development, you could put positive behaviour such as "exclusive breastfeeding" at the bottom of a ladder and negative behaviour such as "not teaching children to wash their hands" on the head of a snake. You could also write questions in some of the spaces. If the questions are answered correctly, the player can throw the dice again and move ahead. An example of a snakes and ladders game is provided in this booklet. It can be adapted for any topic.

Materials required

- If you are making your own board game, use heavy cardboard. You are likely to put a lot of time and effort into making the game so, if possible, laminate it or cover it with plastic when it is finished.
- Coloured pens or pencils.
- Dice (usually).
- Tokens or a small items such as multicoloured buttons for each player to move on the board.

SNAKES AND LADDERS GAME



Source: Best Practice Series: Asia-Pacific Joint Programme for Promotion of NFE Materials (AJP). Asia-Pacific Cultural Centre for UNESCO (ACCU) 2006.

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Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



United Nations
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PART 2

Guidelines for Conducting Parenting Education Programme





United Nations
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Caring for Children

Workshop 1



Caring for Children

PURPOSE OF THE WORKSHOP

- To raise and discuss issues related to young children's care and safety.
- To explore with participants their beliefs about the rights of children, and to create awareness of the rights identified in the *Convention on the Rights of the Child*.
- To encourage a community-based approach to caring for children.

SUGGESTED ACTIVITIES

Activity 1: Brainstorming on who is responsible for caring for children

Activity 2: Discussion groups on children's rights

Activity 3: Storytelling and discussion about safety

Activity 4: SWOT: Community support for the development of young children

MATERIALS REQUIRED

- Flip chart and markers or board and chalk.
- Several large sheets of newsprint or chart paper, if possible.

KEY POINTS

- All children need to feel loved and safe.
- The term 'parent' refers to all primary caregivers, not only to birth parents.
- Fathers are equally responsible for the care of their children.
- Young children do not see the risk of accidents; adults must protect them from danger and injury.
- Children must be protected from all forms of abuse. Abuse can be physical, emotional or sexual. It can affect children for the rest of their lives.
- All children have rights, including a right to good health care, to be treated without discrimination, to play and to have an education. Parents, communities and governments all have responsibilities for ensuring these are met.
- Special attention should be paid to ensuring that these rights are met for girl children, children with disabilities and other children who are disadvantaged or likely to be discriminated against.
- Early childhood is everyone's responsibility. People can work together to make their community child-friendly.



PREPARATION FOR THE WORKSHOP

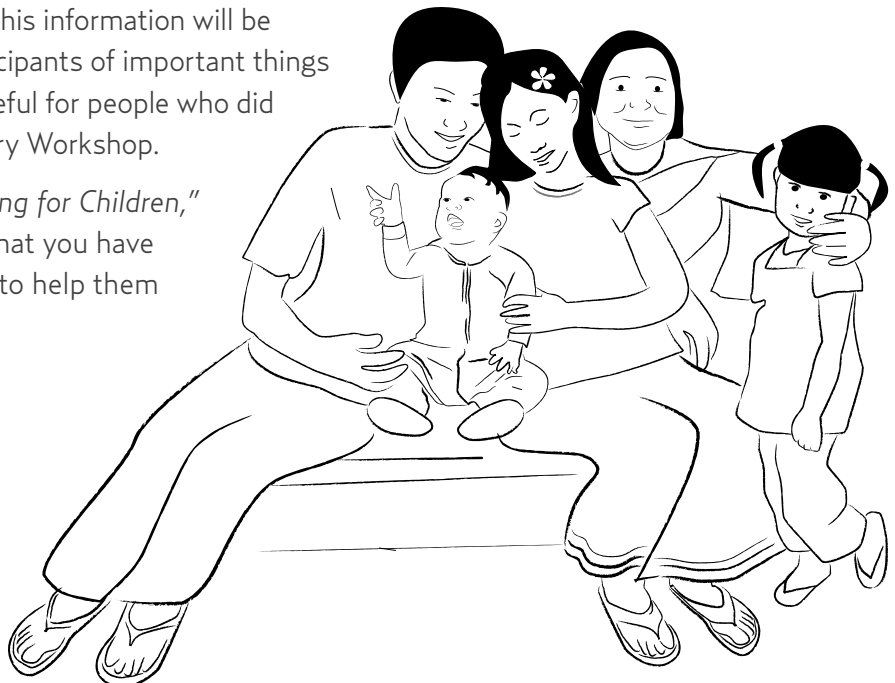
- Read the information on this topic in the booklet titled "A Child is Born" in the *Parenting Education Guidebook*, including the information on the *Convention on the Rights of the Child*, and any additional reading that is available.
- Become familiar with interactive strategies, such as brainstorming, that might be used in the workshop.
- Promote the programme and workshop by word of mouth, posters and other means appropriate for your community. You might want to ask some parents or other members of the community to assist you in this and in organizing the workshop.
- Display some posters of children in the workshop room, especially posters depicting young children and their rights. These can be ones you make yourself, using photos from old newspapers or magazines, or commercial posters. Pictures will make the rights of the child easier to understand.
- Prepare the materials needed for the workshop. If you are using Activity 3 and Activity 4, you need to draw the Tables for those activities on the board or flip chart before the workshop.

GUIDELINES FOR THE WORKSHOP

Welcome

In this session, the facilitator does the following:

- Welcome everyone and introduce any guests.
- Briefly repeat information what was said at the Introductory Workshop about the purpose of the Parenting Education Programme. If so, take a few minutes to talk about the programme and to repeat any "housekeeping" matters.
- Also, explain the decisions made by participants at the Introductory Workshop (for example, about supervision of children). This information will be useful to remind the participants of important things and will be particularly useful for people who did not attend the Introductory Workshop.
- Introduce the topic, "Caring for Children," and inform participants that you have prepared some activities to help them learn about the topic.



Activity 1

Brainstorming the question, "Who should care for babies and young children?"

Purpose of the activity: To emphasize that both parents are equally responsible for the care of their children; also, that early childhood is everyone's responsibility.

Approximate time: 10 minutes

Steps:

- Explain that the activity will involve sharing ideas and opinions in relation to a particular question. Explain that the participants are requested to offer their ideas spontaneously and should feel free to disagree and contradict each other.
- Announce the question: *Who should care for babies and young children?* You can also write the question on the board before the workshop and show it to the participants as you read it.
- Get responses from all parts of the room, from men and women, and other people of different ages.
- Ideas can be written on the board or sheets of paper, if you like. Ask someone else to do this so that you can keep the activity moving.
- Sum up briefly, highlighting the main ideas that the participants have expressed. Emphasize the point about fathers being equally responsible for their children if this has not been raised.
- Refer participants to the booklet titled "Caring for Children" in the *Parenting Education Guidebook*.

Activity 2

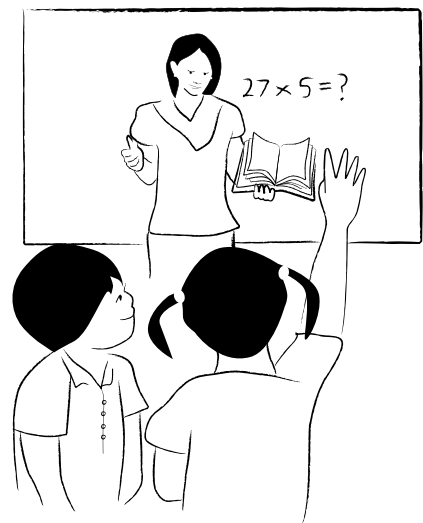
Discussion groups on children's rights

Purpose of the activity: To find out what participants see as the rights of children, and to introduce them to rights that have been identified in the *Convention on the Rights of the Child*.

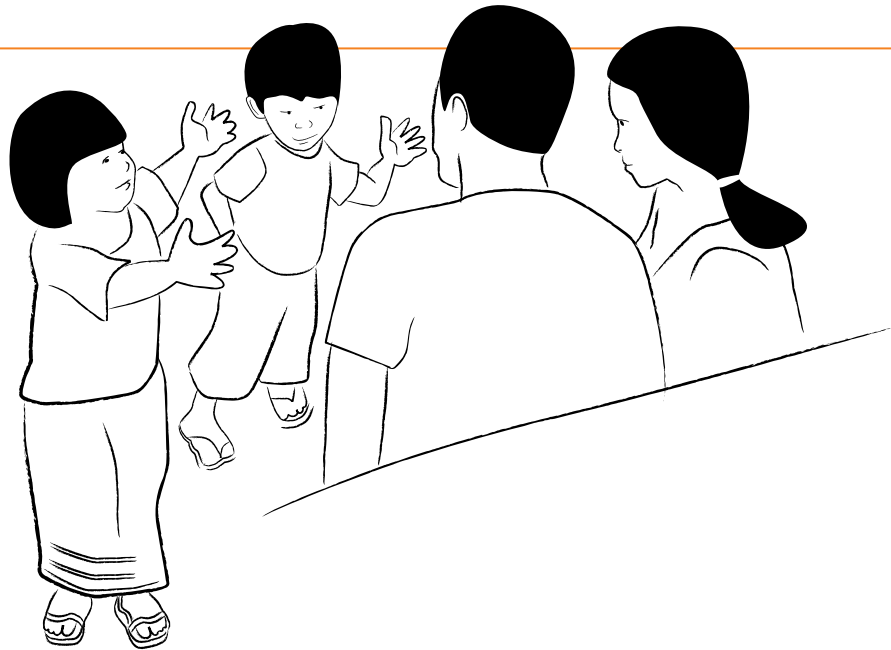
Approximate time: 40 minutes

Steps:

- Divide participants into groups of no more than 6 persons per group. In the Part 1 of this handbook there are some suggested strategies for creating groups.
- Explain the process of working in small groups, then reporting back to the whole group. Ask each group to appoint a spokesperson and someone to take notes (if the group is not literate, take notes for them when they make their presentation).
- Ask participants what they think children have a right to. If the concept of rights is not easily understood, talk in terms of what children need for their overall development and well-being (physical, mental, social and emotional).
- Allow about 10 minutes for small group discussions on this question.



- Invite each group, in turn, to share one idea with the whole group. Keep going around the groups until all ideas have been presented (avoid repetition). Record the ideas on the flip chart or board as they are given.
- Summarize the ideas and ask if anyone wants to add anything.
- Depending on what rights have been mentioned by participants, comment on the rights that are outlined in the "Caring for Children" booklet in the *Parenting Education Guidebook*. If any of these have been overlooked, mention them and call for discussion.
- End the activity by applauding all the group members for their active participation in the discussion.



Activity 3

Storytelling and discussion about the safety of babies and young children

Purpose of the activity: To raise awareness on issues related to the safety of babies and young children.

Approximate time: 30 minutes

Steps:

- Invite someone to tell about an accident that happened to a child in their family or community. Tell a story yourself if no one volunteers. But please avoid pressuring anyone to speak about a tragedy (e.g. death of a child).
- Using the three lists drawn up on the board or flipchart (see example on the next page), ask the participants to give other examples of accidents that have happened or can happen to babies and young children either at home, on the road or anywhere else. Record the accident in a few words, such as "Fall from a tree or fall down the stairs." Keep it moving, so that people are telling of incidents, not long stories. You can do this verbally if participants cannot read and write.

Accidents which have happened or can happen to babies and young children in this community

AT HOME	ON THE ROAD	AT OTHER PLACES

- Look at the list together and comment on what accidents seem to happen most. Ask why these accidents happen and what can be done to prevent them.
- Encourage everyone to look out for places in and around their homes and their communities where accidents could happen, and to take some action to fix the problem.
- Refer participants to the section titled, "Keeping children safe" in the booklet "Caring for Children" in the *Parenting Education Guidebook*.
- Ask the participants questions that encourage discussion about the various forms of abuse and its effect on children. Questions could include, "What is child abuse?", "Is hitting a child considered to be physical abuse?" and "Are children hurt by unkind words?" Draw attention to the sections titled "Protecting children from abuse" and the "Preventing violence in the home" in the booklet "Caring for Children" in the *Parenting Education Guidebook*.
- Ask the participants to offer ideas on how to discipline a child without using violence or harsh words. Encourage the participants to discuss this and come up with three or four alternatives to using violence and harsh words with children. Write down their suggestions on the board or flip-chart. If teasing or other violent or harmful disciplinary methods are suggested, point out to the participants that while these methods may seem harmless and "normal" to them, they are today perceived as being abusive, and therefore harmful, to children. If the participants cannot come up with any non-violent or non-abusive methods of disciplining children, show them the relevant section titled "Positive strategies for guiding and managing children's behaviour" in the booklet 7 titled "Young Children's Behaviour" in the *Parenting Education Guidebook*.



Activity 4

SWOT (Strengths, Weaknesses, Opportunities and Threats): Community support for the development of young children

NOTE: Facilitators can substitute this activity for one of the previous activities, if there is not enough time to do all of the four activities. It is important to do Activity 4 as the next workshop builds on this activity.

Purpose of the activity: To identify the strengths, weaknesses, opportunities and threats of the community in responding to the needs and rights of young children, and to encourage community action where it is needed.

Approximate time: 20–30 minutes (the activity can be started in this workshop and continued in the next).

Steps:

- Refer to the table you have drawn up before the workshop. It should look something like the box below:

Topic: Caring for young children in (... name of community ...)

<p style="text-align: center;">Strengths</p> <p>List all the good things that are happening in your community in relation to child rights.</p>	<p style="text-align: center;">Weaknesses</p> <p>List all the bad things that are happening in your community (or problems) in relation to child rights.</p>
<p style="text-align: center;">Opportunities</p> <p>List some possible support and resources that the community could obtain to continue the good things or overcome the bad things/weaknesses.</p>	<p style="text-align: center;">Threats</p> <p>List some possible challenges for the community in maintaining the good things or overcoming the bad things/weaknesses.</p>

- Explain the activity to the whole group. The activity requires the participants to look at what is happening in their community in relation to supporting the development of young children.
- Ask participants to think of some of the good things that are happening and the services that are available. For example, there is clean drinking water, there is a local primary school, a playground for children. As participants identify things they should call them out and you write them down in the top-left corner ("Strengths") of the box above. Do not write down wrong information. If incorrect information is given, stop and talk about it. (3 minutes)
- Ask about bad things in relation to children's rights. For example, there is no public play area for children to run around or play football. Write down the answers in the top right corner ("Weaknesses") of the box. (3 minutes)
- What support and resources could the community obtain? Write down suggestions under "Opportunities." For example, get funding to build a playground and play area. (3 minutes)

- Then list what might be some of the challenges in trying to do something. For example, the landowners might not give the land to the community to build the playground on. Write down the answers in the bottom right corner (“Threats”) of the box. (3 minutes)
- Tell participants that you will leave the SWOT box up until the next workshop. Ask them to look around the community and think about these questions. They can add more ideas at the next workshop. In particular, ask them to think about any action they can take to make the community more child-friendly. The Facilitator should join in these observations as this information will provide rich material for future discussions and activities.

NOTE: Below is a way to approach Activity 4 if the participants are not literate:

- Divide the participants into two or more groups; give each group a large sheet of paper and ask them to sit on the ground/floor or at a table.
- Ask for a volunteer from each group who can draw reasonably well.
- Explain the activity: The group should discuss what services and facilities are available in the community for young children. The volunteers draw these as they are mentioned.
- You may need to prompt participants to think about various facilities such as a playground, park, day care centre, healthcare centre, school or children’s library.
- Each group should present and talk about their drawing to the whole group.
- Lead a discussion on what facilities and services were missing, and consider how these could be developed. What opportunities are there for doing something about this? If any threats were mentioned these also should be discussed.
- Ask participants if you can display their drawings in the Community Learning Centre or workshop venue.

Conclusion

Approximate time: 10 minutes

Steps:

- Ask everyone to take a few minutes to think about something they will do after the workshop to improve child care in their community. That is, they should prepare an action plan. Ask them to share their plans with the person sitting next to them.
- Ask if there are any questions or comments about today’s workshop or about future workshops.
- Thank everyone for their participation in the workshop.
- Announce the topic, date, time and venue for the next workshop.

OTHER WAYS OF SHARING INFORMATION ON THIS TOPIC

- Involve some of the workshop participants in making posters about young children and their rights, either before or after the workshop. This will enhance their learning on the topic, will give them some ownership of the programme, and will provide additional resources to display in shared community areas.
- If there is a school in the community, ask if you can talk to the students of senior classes about the topic. Adapt the workshop to suit them and the time available.
- Request to talk on the local radio about the Parenting Education Programme. During this programme, raise some of the key points about this first topic.
- If attendance was not particularly good at the workshop, consider doing a repeat workshop or some home visits. You know best what works in your community.
- Organize a men-only meeting if some interest in this emerged from the workshop. This could be conducted by a man who attended the workshop and who seems committed to doing something about the role of men in caring for children.
- Home visits, individual and family counselling could also be used. It may become obvious through the workshop that certain individuals need support (e.g. domestic violence, girls being kept from school, cases of sexual abuse). Offer counselling yourself or try to find someone else who can.
- Organize a puppet show or a street play (if available in the community) to deliver messages on children's rights.
- Contact a local cable TV operator to screen important messages on children's rights.
- If you have a video or DVD on children's rights, organize a time and place to screen it.
- A community fun fair could also be organized to deliver messages on children's rights and raise awareness.

BACKGROUND INFORMATION

THE CONVENTION ON THE RIGHTS OF THE CHILD

Over 20 years ago, the United Nations introduced the *Convention on the Rights of the Child*. This has since been signed by almost every country in the world.

The Convention is a set of rules or regulations about how we should all care for and protect children. It relates to all children up to 18 years of age, although in this programme we are mainly concerned with how it applies to children aged up to 8 years of age.

The fact that children have rights is quite a new idea to many parents. But the *Convention on the Rights of the Child* does not remove the rights of parents.

Because babies and young children are totally dependent on their parents, parents are expected to make decisions and take action on their behalf. These decisions and actions must always be in the best interests of the child. When local customs and practices are not in the best interests of the child they need to be changed.

Below are some examples of children's rights from the *Convention on the Rights of the Child*:

- **The right to life, survival and development**

This means that children have a right to proper care. They and their mothers should have health care, adequate nutrition and protection from diseases. Children have a right to grow up in a healthy and safe environment where their development is supported as much as possible.



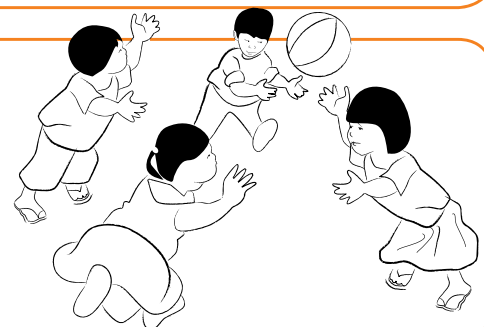
- **The right to non-discrimination**

This means that all children should be treated equally. This right is particularly important in relation to girls, children with disabilities, those affected by HIV and AIDS or other diseases or disadvantaged groups who are discriminated against because of their ethnic origin, caste or other factors. Children must all be given the same level of good food, care and opportunity for development.



- **The right to play and recreation**

Play supports healthy development and learning. All children have a right to play and be with friends. Play helps children in developing physical, emotional, social and mental skills.



• The right to attend education institutions

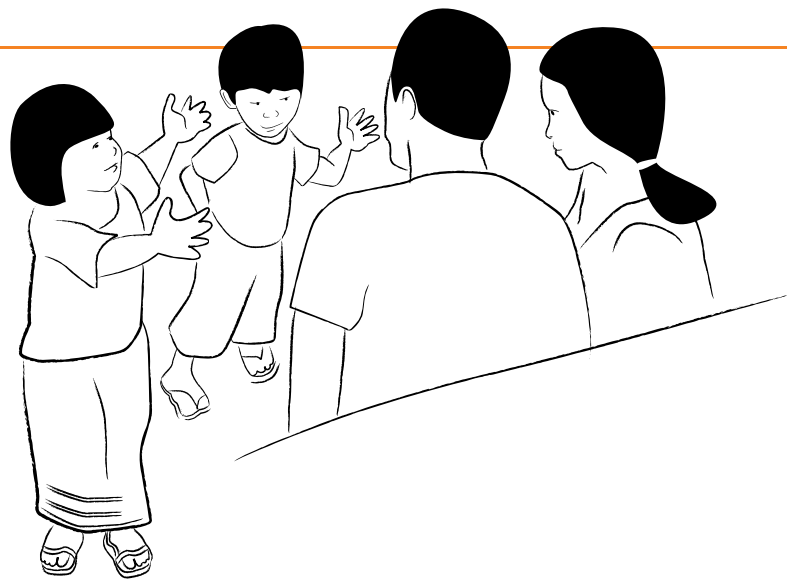
Children have a right to free primary schooling and to services that encourage them to enrol and stay in school. This includes good early childhood services, such as preschool, since children who attend a good early childhood programme are more ready for school and are more likely to stay at school.



• The right to express their views and opinions

This may be particularly difficult for adults in many cultures to accept. They may perceive that the adult's role is to guide children, and may believe that young children are too immature to make decisions or express opinions. But even very young children have a right to express opinions and make some decisions in their daily lives.

The Parenting Education Programme aims to help parents and others in the community to identify and understand children's rights, and to encourage them to change practices that are not in the best interests of children. Child rearing practices that respect children will help them grow up knowing they are safe, loved and can trust their parents, the most important people in their lives.



SIMPLIFIED VERSION OF THE 54 ARTICLES (OR REGULATIONS) IN THE CONVENTION ON THE RIGHTS OF THE CHILD¹

The aim of the Convention is to set standards for the defence of children against the neglect and abuse they face to varying degrees in all countries every day. It is careful to allow for the different cultural, political and material realities among states. The most important consideration is the best interest of the child. The rights set out in the Convention can be broadly grouped in three sections:

PROVISION

The right to possess, receive or have access to certain things or services (e.g. a name and a nationality, health care, education, rest and play and care for persons with disabilities and orphans).

PROTECTION

The right to be shielded from harmful acts and practices (e.g. separation from parents, engagement in warfare, commercial or sexual exploitation and physical and mental abuse).

PARTICIPATION

The child's right to be heard on decisions affecting his or her life. As abilities progress, the child should have increasing opportunities to take part in the activities of society, as a preparation for adult life (e.g. freedom of speech and opinion, culture, religion and language).

Article 1: Definition of the child

Every human being below 18 years unless majority is attained earlier according to the law applicable to the child.

Article 2: Non-discrimination

All rights must be granted to each child without exception. The State must protect the child without exception. The State must protect the child against all forms of discriminations.

Article 3: Best interests of the child

In all actions concerning children, the best interest of the child shall be the major consideration.

Article 4: Implementation of rights

The obligation on the State to ensure that the rights in the Convention are implemented.

Article 5: Parents, family, community rights and responsibilities

States are to respect the parents and family in their child rearing function.

Article 6: Life, survival and development

The right of the child to life and the state's obligation to ensure the child's survival and development.

Article 7: Name and nationality

The right from birth to a name, to acquire a nationality and to know and be cared for by her or his parents.

¹ Source: Amnesty International. 1997. First Steps: A manual for starting human rights education. London, Amnesty International – International Secretariat. Published on the Human Rights Education Association website: http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=511&category_id=6&category_type=3&group= (Accessed 21 February 2011) and <http://www2.ohchr.org/english/law/crc.htm#art36> (Accessed 18 Oct 2011).

Article 8: Preservation of identity

The obligation of the State to assist the child in re-establishing identity if this has been illegally withdrawn.

Article 9: Non-separation from parents

The right of the child to retain contact with his parents in cases of separation. If separation is the result of detention, imprisonment or death the State shall provide the information to the child or parents about the whereabouts of the missing family member.

Article 10: Family reunification

Requests to leave or enter country for family reunification shall be dealt with in a human manner. A child has the right to maintain regular contacts with both parents when these live in different States.

Article 11: Illicit transfer and non-return of children

The State shall combat child kidnapping by a partner or third party.

Article 12: Expression of opinion

The right of the child to express his or her opinion and to have this taken into consideration.

Article 13: Freedom of expression and information

The right to seek, receive and impart information in various forms, including art, print, writing.

Article 14: Freedom of thought, conscience and religion

States shall respect the rights and duties of parents to provide direction to the child in the exercise of this right in accordance with the child's evolving capacities.

Article 15: Freedom of association

The child's right to freedom of association and peaceful assembly.

Article 16: Privacy, honour, reputation

No child shall be subjected to interference with privacy, family, home or correspondence.

Article 17: Access to information and media

The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.

Article 18: Parental responsibility

Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.

Article 19: Abuse and neglect (while in family or care)

States have the obligation to protect children from all forms of abuse. Social programmes and support services shall be made available.

Article 20: Alternative care for children in the absence of parents

The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child's religious, cultural, linguistic or ethnic background in the provision of alternative care.

Article 21: Adoption

States are to ensure that only authorised bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

Article 22: Refugee children

Special protection is to be given to refugee children. States shall cooperate with international agencies to this end and also to reunite children separated from the families.

Article 23: Children with Disabilities

The right to benefit from special care and education for a fuller life in society.

Article 24: Health care

Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.

Article 25: Periodic review

The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

Article 26: Social security

The child's right to social security.

Article 27: Standard of living

Parental responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.

Article 28: Education

The right to free primary education, the availability of vocational education, and the need for measures to reduce the drop-out rates.

Article 29: Aims of education

Education should foster the development of the child's personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of the child's country and that of others.

Article 30: Children of minorities and indigenous children

The right of the child belonging to a minority or indigenous group to enjoy her or his culture, and to practise his or her own language.

Article 31: Play and recreation

The right of the child to play, recreational activities and to participate in cultural and artistic life.

Article 32: Economic exploitation

The right of the child to protection against harmful forms of work and against exploitation.

Article 33: Narcotic and psychotic substances

Protection of the child from their illicit use, and the utilisation of the child in their production and distribution.

Article 34: Sexual exploitation

Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

Article 35: Abduction, sale and traffic

State obligation to prevent the abduction, sale of or traffic in children.

Article 36: Other forms of exploitation

State shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37: Torture, capital punishment, deprivation of liberty

Obligation of the State vis-a-vis children in detention.

Article 38: Armed conflicts

Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.

Article 39: Recovery and reintegration

State obligations for the re-education and social reintegration of child victims of exploitation, torture or armed conflicts.

Article 40: Juvenile justice

Treatment of child accused of infringing the penal law shall promote the child's sense of dignity.

Article 41: Rights of the child in other instruments

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child contained in the law of a State party or International Law in force for that State.

Article 42: Dissemination of the Convention

The State's duty to make the convention known to adults and children.

Article 43-54: Implementation

These articles provide for a Committee on the Rights of the Child to oversee implementation of the Convention.

Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



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A Child is Born

Workshop 2



A Child is Born

PURPOSE OF THE WORKSHOP

- For participants to share experiences related to pregnancy, birth and newborn babies.
- To provide participants with information that they want about this topic.
- To provide an environment in which participants feel comfortable asking questions and discussing issues related to the topic.

SUGGESTED ACTIVITIES

Activity 1: Sharing stories

Activity 2: What do you know, what do you want to know and what have you learnt?

Activity 3: Stimulus picture

MATERIALS REQUIRED

- Flip chart and markers or board and chalk.
- An empty box for participants to put questions in (for Activity 2).
- Diagram of an embryo development from Booklet 2 in the *Parenting Education Guidebook* (for Activity 3).

KEY POINTS

The following are important messages for all women and their families:

- Pregnancy before the age of 18 and after the age of 35 increases the risks of complications for both the mother and the baby.
- Both men and women are responsible for family planning.
- Smoking, alcohol, drugs, caffeine, and other addictive and poisonous substances are harmful to both mother and baby.
- In order to ensure the best health of the mother and her children, a woman should wait until her child is two years old before becoming pregnant again.
- Pregnant women should visit a trained health worker as often as possible before the birth; the birth should be assisted by a skilled and trained attendant such as a midwife or nurse.



- Breastmilk is the best food and drink for the baby in the first six months of life.
- Almost every mother can learn to breastfeed successfully. If a woman cannot breastfeed her infant, the baby can be fed expressed breast milk or, if necessary, a breast milk substitute (i.e. formula) from a clean bottle.
- From six months of age, children require additional nutritious food at least five times a day.
- Babies require affection, attention, physical contact and mental stimulation. Babies learn from the moment they are born.
- Developing a bond, a loving and trusting relationship between the baby and parents, is critical and is the foundation for all later relationships.

Note: Facilitators should identify issues that are important in their communities and prioritize these in discussions.

PREPARATION FOR THE WORKSHOP

- Read and become familiar with the booklet, "A Child is Born," in the *Parenting Education Guidebook*, and think about how the information can be shared in your community.
- If you do not have a health background, invite a community nurse or trained midwife to share the workshop with you. Prepare the workshop together.
- Find out what affordable, nutritious food, suitable for babies and their mothers, is available locally. This will be useful information to share with participants.
- Think about a personal story you could share in Activity 1.
- Read about the KWL strategy in the "*Interactive Strategies for Teaching and Learning*" section in Part 1 of this Handbook. This is a very useful strategy for finding out what people already know and what they want to learn from the workshop.
- Organize all the materials you need for the workshop, including materials for the children's activities. Although children will probably be supervised by someone not involved in the workshop, you will need to organize the activities with that person.
- Spread the word about the workshop in a way that is effective in your community; for example, through local leaders, health centres and schools.
- Make posters or flash cards highlighting the essential messages. Emphasize those that are most important in your community. Add some pictures. For example, pictures of the stages of prenatal development.

GUIDELINES FOR THE WORKSHOP

Welcome

In this session, the facilitator does the following:

- Welcome everyone.
- Introduce any guests.

Review of the previous workshop

Approximate time: 20 minutes

Steps:

- Draw attention to the chart that was prepared under Activity 4 in the previous workshop, "Caring for Young Children." If you did not start this activity in the previous workshop, draw up the chart before the workshop and use it to explain community support for the development of young children.
- Ask if anyone wants to add anything to it now they have had time to look around the community and to think about supporting the development of young children.
- Go through each box, adding any new ideas from participants.
- If interest emerges in taking some action, such as building a children's playground, set a time and place for further discussion on the matter. Try to get someone from the community to lead this initiative and encourage all interested persons to attend. Suggest that older children in the community could also be involved.

Introduction of the new topic: A child is born

Approximate time: 10 minutes

Steps:

- Explain the topic. It's about having babies, giving birth and caring for newborns and their mothers.
- Comment that this is an important topic in most communities as many women and babies face health risks if adequate care is not taken of them.
- This is an opportunity to ask questions and discuss issues that are important in the community.
- Remind participants that the topic is important for everyone, including men and adolescents.
- Although some issues may be sensitive in some cultures, impress on participants that the health and well-being of the mother and baby are of utmost importance.

Activity 1

Sharing stories

Approximate time: 20 minutes

- Tell a story from your personal experience related to pregnancy, birth or newborn babies. (2 to 3 minutes)
- Refer participants to the "a father's story" in the booklet 2 titled "A Child is Born" in the *Parenting Education Guidebook*. Read this aloud (or have someone in the audience read it). Ask for any comments on the story.
- Invite some participants to share their experiences (give each participant a few minutes to speak). The participants might be mothers, fathers, adolescents, grandparents or anyone else. They don't have to have given birth to share an experience. Encourage questions and discussion.
- Tell participants there's a space for them in the booklet 2 in the *Parenting Education Guidebook* to write and/or draw their own story when they go home. Show them the 'My story' page at the back of booklet 2 in the Guidebook. They can bring this to the next workshop to share (Later on, you may be able to make these stories into a book for the Community Learning Centre).

Activity 2

What do you know, what do you want to know and what have you learned? (KWL)

Approximate time: 20 minutes

Steps:

- Announce the topic of the activity: Having babies, giving birth and caring for newborns and their mothers.
- Divide participants into groups of six to eight persons. Suggest men-only and women-only groups for this activity.
- Ask each group to select a representative to write and speak on behalf of the group.
- Show the participants an example of a KWL table (see below).

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I HAVE LEARNED

- Explain the KWL process to the participants. Ask them to first discuss and write down (in the first column of the table) what they know about the topic. They should then discuss and write down what they want to find out. The writing can be very brief. If people cannot write then it can be just a discussion and the facilitator could write on the flip chart. They should leave the third column free until later in the workshop. Give them about 10 minutes for this task.
- Ask the group representatives to share what their groups have written. Encourage questions and discussion. (10 minutes)
- Refer participants to Booklet 2 in the *Parenting Education Guidebook*.
- Tell participants that you will return to this activity at the end of the workshop.

Activity 3

Stimulus picture. Use the diagram on embryo development as a stimulus for small group discussion and questions.

Approximate time: 25 minutes

Steps:

- Refer participants to the diagram on embryo development in booklet 2 titled "A Child is Born," in the *Parenting Education Guidebook*.
- Explain briefly how to "read" the diagram.
- Ask participants to discuss the diagram with their partners or in a small group. (10 minutes)
- Ask participants or groups to report back on their discussions. Encourage questions and further discussion. If necessary, ask questions yourself to focus discussion on key points, such as sensitive periods of foetal development and the negative influence of addictive substances.
- You need to make sure that the important messages are covered during the workshop.



Conclusion

Approximate time: 10 minutes

Steps:

- Ask participants to take a few minutes to think about what they have learned from the workshop. Ask them to write these things in the third column of the table ("What I have learned") in booklet 2 in the *Parenting Education Guidebook*.
- Ask each participant to tell the other participants one thing they have learned. Keep this moving quickly. You could use the "pass the ball" strategy for this (for more details see the 'Interactive Strategies for Teaching and Learning' section in Part 1 of this handbook).
- Announce the topic, date, time and venue for the next workshop.

CHILDREN'S ACTIVITIES

If children are present at the workshop, here are some activities you can do with them following the workshop:

PICTURE TALK

- Young children enjoy looking at pictures of babies. Preschoolers will relate these to themselves and talk about themselves and their families. Make sure the pictures are big enough for all the children to see. Ask open-ended questions and questions that encourage children to think.
- Use pictures of baby animals and their mothers and/or fathers.
- Demonstrate sitting close to a child and reading or looking at a picture book together.
- If there is a baby present, you could gather other children around the mother and baby. Using the KWL approach, ask them what they know about babies and what they would like to know. This can lead to a lively discussion.
- Matching mother and father with baby animals.

Cut out pictures of adult (male and female) and baby animals and paste each picture on a piece of cardboard. Children have to match the parents with the baby. If this is too easy, make it into a memory game by turning the cards face down and asking children to take turns to look at a card and then to find the matching card. For example, a child turns over a card of a female horse and then has to find the card with the baby horse. If successful, the child removes the cards; if not, the child turns the cards face down again.



OTHER WAYS OF SHARING INFORMATION ON THIS TOPIC

- Encourage everyone at the workshop to share what they have learned with their families and others in the community.
- Make and put up posters in the community where they are likely to be seen and read. Involve workshop participants in making these posters, if possible.
- Arrange to talk on the local radio or other available mass media.
- Conduct further workshops with special groups; e.g. adolescents at the local school, youth or religious groups and organizations. Involve key people such as teachers in conducting the workshops so that they can continue to reinforce the messages.
- Offer participants support in applying what they have learned through making home visits, and assisting them to get individual and family counselling.
- As a follow-up to the workshop, show a video or DVD on the topic. This offers a good opportunity for further informal discussion and may attract people who missed the workshop.
- You (or someone else) could conduct a cooking class using locally available food to prepare nutritious food for mothers and babies (aged over 6 months).
- Arrange for the community nurse to give a talk to community members about sexually transmitted infections, and HIV and AIDS.



Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



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The Developing Child

Workshop 3



The Developing Child

PURPOSE OF THE WORKSHOP

- For parents to share information and knowledge about the development of young children in their community.
- For participants to learn more about child development and what they can do to support the development of children at different ages.

SUGGESTED ACTIVITIES

Activity 1: Milestones for walking

Activity 2: Baby/Child break

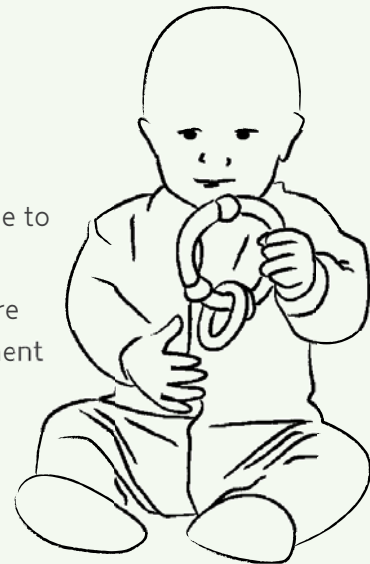
Activity 3: Placemat

MATERIALS REQUIRED

Paper and pens

KEY POINTS

- All babies come into the world ready to learn.
- From birth, babies have thoughts, emotions and are able to communicate.
- The early years of life, especially the first three years, are the most important for building the brain. All development and learning depends on the brain – moving, speaking, feeling, behaving and thinking.
- Babies and young children learn about the world by exploring and using their senses. Everything they see, hear, touch, taste and smell helps to build and strengthen the brain.
- Babies and young children grow and learn best when parents and other caregivers give them love and attention, interact with them, and provide good nutrition, health care and protection from harm.
- Learning to love and being loved in the early years provides the basis for all future relationships.
- All children grow and develop in similar patterns, but each child develops at his or her own pace. Parents should seek help if they are worried about their child's development. The earlier a child gets help the better it is.



- Negative and stressful experiences in the early years of life affect children's brains and their lifelong health and development.
- Entering primary school on time and attending regularly are critical for a child's continued development and learning.

PREPARATION FOR THE WORKSHOP

- Read and become familiar with booklet 3 titled "*The Developing Child*," in the *Parenting Education Guidebook*.
- Read the 'Overview of child development' notes written as part of background information in this booklet. These notes provide a useful summary, but you will need to refer to other readings on child development if you want more complete information.
- Make some copies of the 'Overview of child development' notes for any participants whom you think might find them useful. They are not intended for general distribution.
- Read about the Placemat strategy in the "*Interactive Strategies for Teaching and Learning*" section of Part 1 of this handbook. Prepare the "placemats" for the Placemat activity. To do this, think about the number of people you expect to attend the workshop and have one placemat for each group of 4 people, i.e. divide the number of participants by 4 in order to calculate the number of placemats needed.

For example, if you have 24 participants, you will need six placemats. In the middle of each 'placemat' write an age: 1 month old, 6 months old, 12 months old, 2 years old, 3 years old and 5 years old. You may need more than one "placemat" with the same age if you have more than 24 participants in the workshop.

- Organize all the materials you need for the workshop, including materials for the children's activities. Always have some toys set up, as well as crayons, paper and clay for the children to play with. Even though someone else might be supervising the children, that person is likely to need help and ideas from you. Also have some mats or blankets to put on the floor for babies.
- Spread the word about the workshop in ways that are effective in your community; for example through the health centre or in other places visited by people in the community.
- Encourage a few parents to bring their babies and young children to this workshop.
- Put up some posters about babies and young children of different ages. You could make your own posters using some of the information and illustrations from the booklet titled "*The Developing Child*" in the *Parenting Education Guidebook*.

GUIDELINES FOR THE WORKSHOP

Welcome

- Welcome everyone.
- Introduce any guests.

Review and feedback from last workshop

Approximate time: 15 minutes

Steps:

- Encourage sharing of stories that any participants have written or drawn about having babies, giving birth or caring for newborns (limit each person's presentation to a few minutes). Encourage questions and discussion following each story.
- Find out if there is interest in doing something with these stories (e.g. making a book from them, using them in a display). Talk about follow-up action in which participants are involved. Invite other people to add their stories to this.
- Ask participants if there is anything else they want to find out about this topic. If possible, deal with questions immediately. However, topics may emerge that require a whole workshop or meeting. Note these, and inform participants what you will do.

Introduction of the new topic

Approximate time: 10 minutes

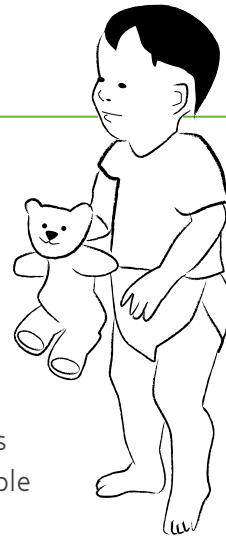
Steps:

- Introduce the topic, "*The Developing Child*," and explain that the workshop focuses on the development of children from the time of birth to when they go to school.
- Explain child development as the changes that occur as a child grows and develops. Changes occur in several areas: physical, mental, language, emotional and social.
- If you have a picture of the brain, show it to the group. Explain in simple terms the role of the brain in a child's development, and why the early years of life, especially the first three years, are so important.
- Emphasize the fact that good nutrition, love, care and stimulation play equally important roles in brain development.
- Emphasize that each child reaches the developmental milestones at different times.



Activity 1**Milestones for walking****Approximate time:** 35 minutes**Steps:**

- Start an informal discussion by asking, "At what age do you expect a baby to begin walking alone?"
- Refer to the Milestones table and drawings in "The Developing Child" booklet in the *Parenting Education Guidebook*. Explain that milestones are steps that children go through. If any step is unclear, then if possible ask a parent to demonstrate it with his/her baby.
- Look at each milestone and the range of ages given. Discuss these and draw in any parents who have had babies within the past year and ask them if this is true for their babies.
- Ask everyone to complete the Milestones table in relation to a particular baby (theirs or one that they are involved in caring for). They can do this alone or by talking together in small groups.
- Questions and discussion: During this time, take whatever opportunities arise to emphasize the key points for this topic. This could be a good time to talk about what parents should do if they are concerned about their child's development.

**Activity 2****Baby/child break****Approximate time:** 15 minutes**Steps:**

- Share a finger play, rhyme or song suitable for babies and young children. Have everyone join in – especially parents who have their babies and young children with them. For example, the popular finger play (in English), "Eensy weensy spider." The words of this finger play are provided above. If you do not know the tune and finger actions, you can learn these from videos on YouTube showing children singing the song and doing the actions.¹
- Invite participants to share other rhymes and songs, especially songs in their own language.
- Explain the value of these rhymes and activities. They support cognitive development by capturing a baby/child's attention and having him or her try to make sense of it; they support physical development as the baby/child moves his or her fingers or other body parts; they support social and emotional development as the baby/child interacts with the parent and enjoys the experience; and they support language development as the baby/child listens to the words and the rhythm of the song. Simple activities like this support the child's development in so many ways.

Eensy weensy spider

*Eensy weensy spider went up the water spout,
Down came the rain and washed the spider out,
Out came the sunshine and dried up all the rain,
And eensy weensy spider crawled up the spout again.*

¹ Example of a video of the eensy weensy spider finger play: <http://www.youtube.com/watch?v=aI9OiWfTHYQ>

Activity 3

Placemat: What can babies and young children do?

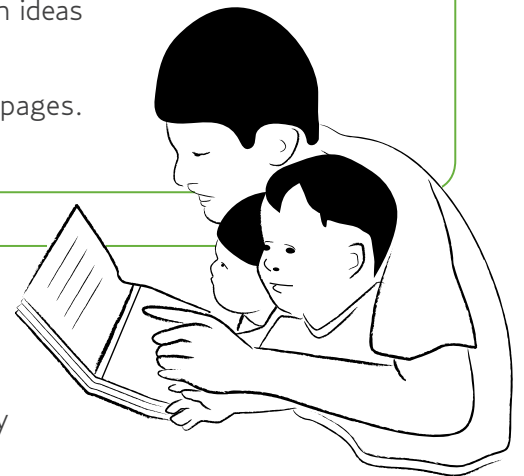
Approximate time: 30 to 40 minutes

Steps:

- Announce the focus question: What can babies and young children do?
- Explain the activity (see the "Interactive Strategies for Teaching and Learning" section in Part 1 of this handbook for an explanation of the "Placemat" strategy).

Demonstrate it if necessary.

- Participants get into groups of four.
- Each group is given a piece of paper (placemat) that is divided into four squares and has an age written on it (e.g. 6 months).
- Each person in the group has a space on the paper where he or she writes or draws all the things he or she thinks a 6 month old baby can do.
- After five minutes the group discusses what they have written or drawn and chooses a person to give feedback to the whole group.
- After the groups have reported back to the whole group, encourage comments and questions.
- Refer to booklet 3 titled "*The Developing Child*" in the *Parenting Education Guidebook* and the suggestions given for how parents and caregivers can support development of a child at each age. Tell participants you would like them to add their own ideas to these pages, either now or at home.
- If there is time, participants can look at some of these pages. This would be followed by questions and discussion.



Conclusion

Approximate time: 10 minutes

Steps:

- Ask the participants what they think are some of the most important things they can do to support the healthy development of their babies and young children.
- While this discussion is ongoing, make sure the key points are raised. Point out that expensive toys or visiting far off places are not necessary for a child to develop normally. Ordinary experiences such as talking, singing, reading and telling stories, playing games and exploring are better for a child and are things that all parents can provide. Remind them about the scavenger hunt activity in the previous workshop (if this activity was conducted) in which the participants collected everyday items from their surroundings to use as toys (e.g. a plastic water bottle with some soapy, bubbly water inside it can be an attractive toy for a baby) and locally available materials to make toys with.
- If you have not done so already, talk about what parents should do and where they can go if they are concerned about a child's development.
- Announce the topic, date, time and venue for the next workshop.

ACTIVITIES WITH CHILDREN: SHARING RHYMES AND SONGS

Steps:

- Encourage everyone to stay and join in.
- Gather adults and children in a circle and start a simple action song, rhyme or finger play that you think many will know.
- Call on other people to share songs and rhymes for young children. Observe and comment on how the children of different ages respond to these activities.
- Encourage participants to practice these songs and games at home with their children.
- Ask the participants to come to the next workshop with a game, song or rhyme to share. Later on, you could make a book of these for parents to take home.

OTHER WAYS OF SHARING INFORMATION ON THIS TOPIC

- Encourage everyone at the workshop to share the information with their families and others in the community.
- Use the illustrations and information in booklet 3 titled "*The Developing Child*" in the *Parenting Education Guidebook* to make posters on how parents and caregivers can support the development of babies and young children. Display these at the Community Learning Centre.
- Organize to talk on this topic on the local radio or television.
- If possible, show community members some videos or DVDs on child development.
- Do some home visits to mothers or pregnant women who did not attend the workshop. Give them copies of booklet 3 titled "*The Developing Child*," answer their questions and talk about ways to support and stimulate their children's development.
- Talk to older primary school children and adolescents. Show them ways they can support the development of the babies and young children in their families. Emphasize the importance of talking, reading and singing to babies and young children.
- Begin a collection of children's finger plays, rhymes and songs in the local language/s. These can be compiled into a book and distributed to parents in the future.

BACKGROUND INFORMATION

OVERVIEW OF CHILD DEVELOPMENT

• The first twelve months

			
	BY 1 MONTH	BY 6 MONTHS	BY 12 MONTHS
What babies should be able to do	<ul style="list-style-type: none"> • Turn head towards a hand that is stroking the baby's cheek. • Bring both hands towards her or his mouth. • Turn towards familiar sounds or voices. • Follow a close and slowly moving object with her or his eyes. • Suckle the breast and touch it with her or his hands. • Communicate by crying. 	<ul style="list-style-type: none"> • Raise the head and upper body on arms when lying on stomach. • Uses eyes to explore the surroundings and track people and objects. • Reach for dangling objects. • Grasp and shake objects. • Roll both ways. • Sit with support. • Explore objects with hands and mouth. • Begin to imitate sounds and more facial expressions. • Make various sounds: coo, gurgle, squeal, laugh. • Respond to own name and to familiar faces. • Smile at self in a mirror. 	<ul style="list-style-type: none"> • Sit without support. • Crawl on hands and knees and pull self to a standing position. • Take a few steps while holding on for support. • Try to imitate words and sounds. • Enjoy playing and clapping. • Follow simple requests. • Repeat sounds and gestures for attention, and enjoy attention. • Pick up things with the thumb and one finger; pick up and drop things. • Start holding objects such as a spoon and cup and attempt self-feeding. • May be afraid of strangers.



			
	BY 1 MONTH	BY 6 MONTHS	BY 12 MONTHS
<p>How parents and other caregivers can help</p>	<ul style="list-style-type: none"> • Make skin-to-skin contact and breastfeed within an hour of birth. • Breastfeed often and on demand. • Massage and cuddle the baby often. • Give the baby lots of love and attention, and handle him or her gently. • Make eye contact with the baby; make faces and stick out your tongue. • Talk, read or sing to the baby often. • Hang toys or mobiles near the baby; move a toy about 30 cm from the baby's face to encourage tracking. • Keep everything clean; dispose of faeces safely and wash hands with soap and water after changing the baby. 	<ul style="list-style-type: none"> • Continue to breastfeed on demand day and night; add other foods in two or three meals (from 6 months old). • Continue to hold and cuddle the baby frequently. • Give the baby clean, safe toys to explore with her or his hands and mouth. • Lay the baby on a clean mat on the floor so she or he can move freely; put some toys close by to encourage reaching and grasping. • Prop the baby up so that she or he can look around. • Talk, read or sing to the baby as often as possible. • Have a 'conversation' by copying the baby's sounds and taking turns. • Play games such as peek-a-boo. 	<ul style="list-style-type: none"> • Continue to breastfeed but also provide three to four meals a day (from 9 months old). • Always be affectionate and respond to the baby in a caring way. • Point to objects and pictures and name them. • Play simple games, talk, sing and read to the baby frequently; follow the baby's lead if she or he starts a game. • Give the baby toys or objects to push and pull or roll. • Provide containers that the baby can fill and empty with small objects. • Encourage interactions with other family members. • Keep sharp items, plastic bags and

			
	BY 1 MONTH	BY 6 MONTHS	BY 12 MONTHS
	<ul style="list-style-type: none"> • Take the baby to a trained health worker during the first week and again six weeks after birth. 	<ul style="list-style-type: none"> • Encourage the baby look at herself or himself in a mirror. 	<p>small objects that baby could choke on, out of reach</p> <ul style="list-style-type: none"> • Keep the child's hands clean and begin teaching the child how to wash them with soap. • Help the child experiment with spoon and cup feeding. • Keep immunisations up to date.
Warning signs of developmental problems	<ul style="list-style-type: none"> • Difficulty suckling or refusing to suckle. • No eye contact when held. • Little movement of arms or legs. • Little reaction to loud sounds or bright lights. • Consistently continuing to cry after being picked up. 	<ul style="list-style-type: none"> • Stiffness or difficulty moving limbs. • Little or no response to sounds or familiar faces. • Refusing breast milk or food. • Constant moving of the head (which might indicate an ear infection). 	<ul style="list-style-type: none"> • Lack of response to others. • Difficulty keeping balance while walking. • Lack of appetite. • Unexplained changes in behaviour.


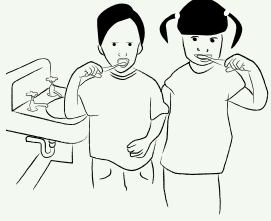
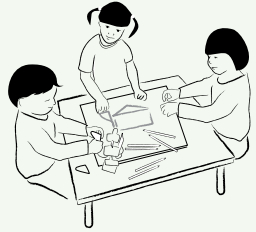
• Between 2 and 5 years of age

Being able to walk and talk gives young children enormous opportunities for learning. They are always busy, and full of energy and curiosity. Although they still depend a great deal on adults, they want to do things for themselves, and may get very frustrated when they cannot. This can cause outbursts of anger (tantrums). In many cultures, "no" becomes a popular word among toddlers as they challenge adults and try to assert themselves. Being able to do things for themselves is important for all young children although the extent to which it is allowed in a culture may vary. Nevertheless, it is important that children learn to take care of their personal needs (dressing themselves, feeding themselves, etc.) before going to school, or even kindergarten. By encouraging independence, parents and caregivers are helping children get ready for school.

Three, four and five-year-olds build on the many skills they have been developing since birth. If they have had the necessary care, support and stimulation in the beginning years, they now display increasing creativity, language and thinking skills that will extend their learning in all areas of development.

In these early years, children are also developing more control over their emotions. They have more social skills and enjoy playing with other children. Encouraging play in these years is the best way to support the child's development as play supports learning.

The table below shows some of the skills we can expect to see in children aged between 2 and 5 years of age:

			
	BY 2 YEARS OF AGE	BY 3 YEARS OF AGE	BY 5 YEARS OF AGE
What children should be able to do	<ul style="list-style-type: none"> • Walk alone, climb and run. • Point to familiar objects or pictures when these are named. • Say two or more words together to express a complete thought (e.g. mummy bye bye). • Follow simple instructions. 	<ul style="list-style-type: none"> • Walk, run, climb, kick and jump easily. • Say her or his name and age. • Match and name some colours. • Use number words. • Ask and answer questions. • Recite rhymes, sing simple songs. 	<ul style="list-style-type: none"> • Move in a coordinated way. • Speak in sentences and use many words. • Speak clearly. • Understand opposites (e.g. fat/thin, tall/short). • Hold a crayon or pencil between the thumb and first two fingers.

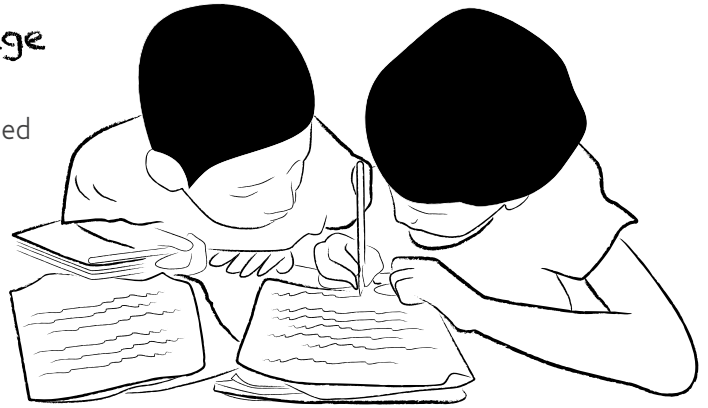
	BY 2 YEARS OF AGE	BY 3 YEARS OF AGE	BY 5 YEARS OF AGE
	<ul style="list-style-type: none"> • Scribble if given a pencil or crayon (whole arm movement). • Enjoy simple stories and songs. • Imitate the behaviour of others. • Begin to feed themselves and try to dress themselves. 	<ul style="list-style-type: none"> • Use make-believe objects in play. • Feed herself or himself. • Express affection. • Wash and dry hands; brush teeth with some help. • Gain bladder control (be "toilet-trained"). • Listen attentively to stories and make comments. 	<ul style="list-style-type: none"> • Use either the right or left hand most of the time. • Play with other children and make friends. • Complete a simple task and not give up. • Dress without help. • Ask many questions. • Count five to ten objects. • Use the toilet without help. • Wash hands without help.
How parents and other caregivers can help	<ul style="list-style-type: none"> • Continue to breastfeed until at least 1 year old; ensure all children (girls and boys) get enough food and a variety of nutritious food. • Make sure children are fully immunized. • Teach children to avoid dangerous objects and places. • Talk to the child normally; do not use baby talk. • Provide simple rules and reasonable expectations. 	<ul style="list-style-type: none"> • Read and look at books with the children and talk about the pictures. • Tell children stories; teach rhymes and songs. • Listen to children and answer their questions. • Provide children with materials for pretend and creative play, building and drawing. • Acknowledge and encourage positive behaviour and set clear limits. 	<ul style="list-style-type: none"> • Listen to children and answer their questions; have conversations with both boys and girls. • Play games, talk and interact with children as often as possible. • Read to them and tell them stories. • Encourage both boys and girls to explore. • Provide space, time and materials for creative play, building and drawing.



	BY 2 YEARS OF AGE	BY 3 YEARS OF AGE	BY 5 YEARS OF AGE
How parents and other caregivers can help	<ul style="list-style-type: none"> • Provide consistent daily attention and affection and praise children’s achievements. • Share rhymes, action songs, finger plays and chants. • Read to your children every day or have someone else in the family do this. • Provide children with objects that encourage sorting, matching, pretending, and toys for pushing and pulling. • Provide thick crayons, pencils, chalk or brushes for drawing and painting. 	<ul style="list-style-type: none"> • Give children simple tasks such as putting toys back in their place after playing. • Provide consistent affection every day. • Provide children with opportunities for playing with other children. • Limit television watching and ensure violent shows are not viewed by children. • Encourage but don’t force children to eat; give as much time as she or he needs to eat. • Help children learn to dress, use the toilet, wash and dry hands, brush teeth, comb hair. 	<ul style="list-style-type: none"> • Acknowledge and encourage positive behaviour and set clear limits. • Provide consistent affection every day. • Limit television watching and ensure violent shows are not viewed by children. • Enrol the child (both boys and girls) in a playgroup or other early learning programme.
Warning signs of developmental problems	<ul style="list-style-type: none"> • Does not respond to other people or children. • Difficulty keeping balance when walking. • Lack of appetite. • Unexplained changes in behaviour. 	<ul style="list-style-type: none"> • Little interest in playing or food. • Frequent falls. • Difficulty manipulating small objects. • Unable to understand simple statements. • Unable to speak using several words. 	<ul style="list-style-type: none"> • Unable to make friends. • Being left out of other children’s play. • Fear, anger or violence when playing with others. • Difficulty using crayons and pencils. • Speech that cannot be understood.

• **Between 6 and 8 years of age**

For most children, this period is marked by beginning school. All children should be enrolled in school at the age recommended in their country and should attend regularly. This is a critical step that should not be delayed. Children who have been given affection, attention, stimulation and proper care in the first five years will be ready for school. They will continue to grow and develop if teachers provide them with learning opportunities that are child-centred, that build on their strengths and on all the developments that have already taken place.



BY 8 YEARS OF AGE	
What children should be able to do	<ul style="list-style-type: none"> • Enjoy school and learning. • Enjoy and participate in physical activities both individually (e.g. swimming) and as a member of a team. • Have good eye-hand coordination. • Begin to understand abstract ideas and use more complex thinking to solve problems. • Be aware that other people have different opinions, beliefs and ways of doing things. • Pay attention in class. • Speak fluently in their mother tongue. • Read and write simple sentences in their mother tongue. • Have some "best friends" and enjoy being with them. • Have reasonable self-control and greater understanding of emotions.
How parents and other caregivers can help	<ul style="list-style-type: none"> • Be a good role model. • Encourage your child to express feelings, opinions and beliefs. • Spend time with your child; talk and listen to him or her. • Play games and do activities together. • Encourage creativity. • Encourage playing with friends and getting involved in activities outside school and home chores. • Set clear limits for behaviour and praise positive behaviour. • Show interest in your child's school and get involved.



	BY 8 YEARS OF AGE
Warning signs of developmental problems	<ul style="list-style-type: none">• Difficulty making and keeping friends.• Avoidance of challenges and tasks without trying; giving up.• Being unable to communicate needs, thoughts and emotions.• Having trouble focusing and paying attention.• Not completing schoolwork.• Being very aggressive or very shy.

Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



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Health and Nutrition

Workshop 4



Health and Nutrition

PURPOSE OF THE WORKSHOP

- For participants to reflect on the health of babies and young children in their community, and to discuss ways of addressing any major concerns.
- To provide participants with information on the most common diseases and conditions that threaten babies and children's health, including causes and prevention.

SUGGESTED ACTIVITIES

Activity 1: Think-Pair-Share

Activity 2: Problem-solving

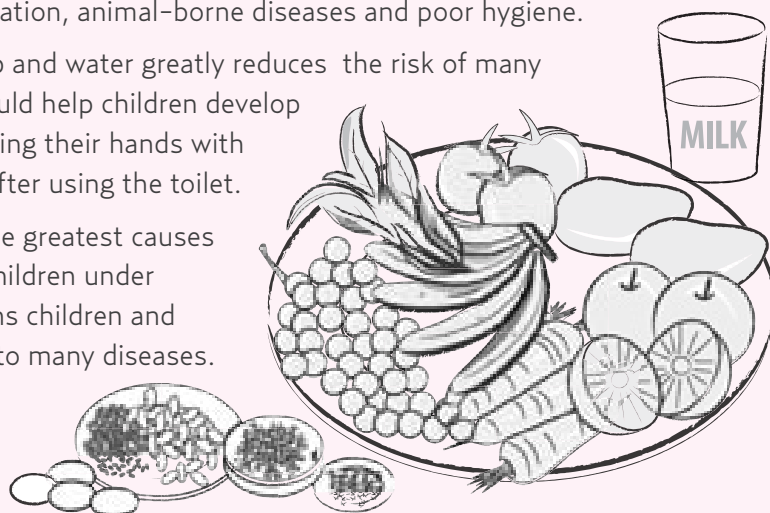
Activity 3: Demonstration

MATERIALS REQUIRED

Items for demonstrating hand washing and tooth brushing (water, wash basin, soap, clean towel, toothbrush, toothpaste or salt or baking soda).

KEY POINTS

- The health of a child begins with quality care for the mother during pregnancy, and continues with having a skilled birth attendant during labour, delivery and immediately following the birth.
- Many common diseases facing children are preventable with low-cost actions; some also respond very well to the treatment.
- Young children are more vulnerable than any other age group to the harmful effects of unsafe water, poor sanitation, animal-borne diseases and poor hygiene.
- Hand washing with soap and water greatly reduces the risk of many diseases. Caregivers should help children develop the habit of always washing their hands with soap before eating and after using the toilet.
- Malnutrition is one of the greatest causes of death and illness in children under 5 years of age. It weakens children and makes them vulnerable to many diseases.



- Babies should be breastfed exclusively in the first six months.
- HIV-infected mothers can also breastfeed because antiretroviral drugs reduce the possibility of HIV transmission from mother to child.
- From 6 months of age, children require additional nutritious food at least five times a day.
- All children should be fully immunized according to the schedule recommended in their country.
- All girls and boys, including those with disabilities, should receive the same amount of good food.
- Parents should begin dental care even before their child develops teeth.

PREPARATION FOR THE WORKSHOP

- Read and become familiar with booklet 4 titled "*Health and Nutrition,*" in the *Parenting Education Guidebook*.
- Have a good look around the community and identify health and safety issues before the workshop so that you are better prepared to answer questions. If possible, talk to a nurse, doctor or community health worker about these issues.
- Find out what local immunizations are needed, when they are given and where.
- Invite a community health worker and anyone else with expertise in health and nutrition to attend the workshop as resource persons.
- If children are not normally present at the workshop, ask a few parents to bring their young (preschool age) children to the workshop. Explain to the parents that you would like the children to be involved in one or two activities.
- Organize all the materials you need for the workshop, including the materials needed for the demonstrations.
- Display any posters you have about health and nutrition at the venue of the workshop. You could also make some yourself.
- It would be worthwhile to have a display of nutritious local food items.
- Spread the word about the workshop in ways that are effective in your community.

GUIDELINES FOR THE WORKSHOP

Welcome

- Welcome everyone.
- Introduce any guests.

Review and feedback from last workshop

Approximate time: 15 minutes

Steps:

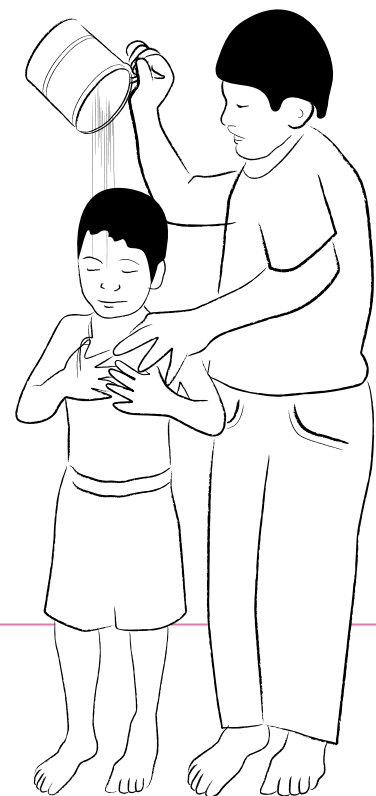
- Ask participants what has happened since the previous workshop. Have they tried any of the activities mentioned in the previous booklet, "*The Developing Child*"? If so, what happened? Allow time for sharing.
- Ask who has a song, game or rhyme to share. Allow time for sharing. If participants are interested, discuss how you could record these.

Introduction of the new topic

Approximate time: 10 minutes

Steps:

- Explain that today's topic is about health and nutrition for babies and young children.
- Based on the text of the "*Health and Nutrition*" booklet in the *Parenting Education Guidebook*, make a few general comments about how to ensure the health of young children. Highlight the main health risks for babies and young children and emphasize that many diseases are preventable.
- Announce that in this workshop you will focus on the health and nutrition of babies and young children in this community. This should lead you smoothly into Activity 1.



Activity 1**Think-Pair-Share on the health of babies and young children in the community****Approximate time:** 20 minutes**Steps:**

- Ask the participants to think for a few minutes about the health of babies and young children in their family and the community. What diseases are common? What are some of their concerns about their children's health?
- Refer them to the page in their "Health and Nutrition" booklet in the *Parenting Education Guidebook*, on which they are asked to think about some questions. Invite them to make some brief notes in their booklets, if they want to.
- Ask participants to talk to the person next to them about the concerns they thought about or noted (3 to 5 minutes).
- Invite comments from as many people as possible. Even though you may know the community well, you want to find out from the people present what their concerns are. Note these concerns on the board or flipchart.
- Summarize the concerns that have emerged. Try to prioritize these. Together with the participants, select one major concern to examine further. You will discuss this concern in the next activity.

Activity 2**Problem solving: What can we do about this?**

The purpose of this activity is for participants to work together to find a solution to one of the main concerns identified in Activity 1.

Approximate time: 20 to 30 minutes**Steps:**

- Explain to the participants that you want everyone to focus on this particular problem and see if you can come up with a solution together.
- Lead a discussion on the issue or problem.
 - Identify current practices (and any myths) that may put babies and young children's health and safety in danger – and reasons for these.
 - Ask what information and support is needed to change this behaviour. What barriers must be overcome?
 - Identify possible actions that will reduce or solve the problem. These must be realistic for the community and its resources. Involve any resource people in this discussion.
 - Discuss how everyone can support this change.
- Sum up any decisions made and make a plan for implementing actions that have been agreed on. Agree on when and how to follow up on this plan.

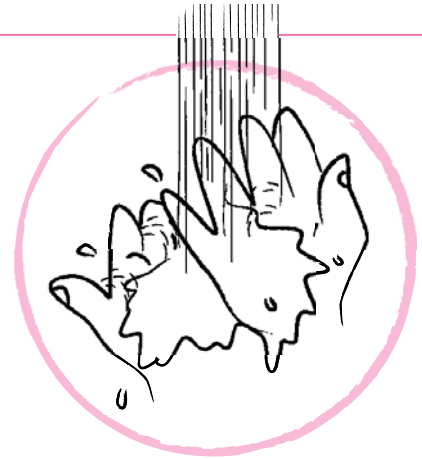
Note: *You may prefer to do this activity in small groups and then come together for sharing with the bigger group.*

Activity 3**Demonstration: Hand washing**

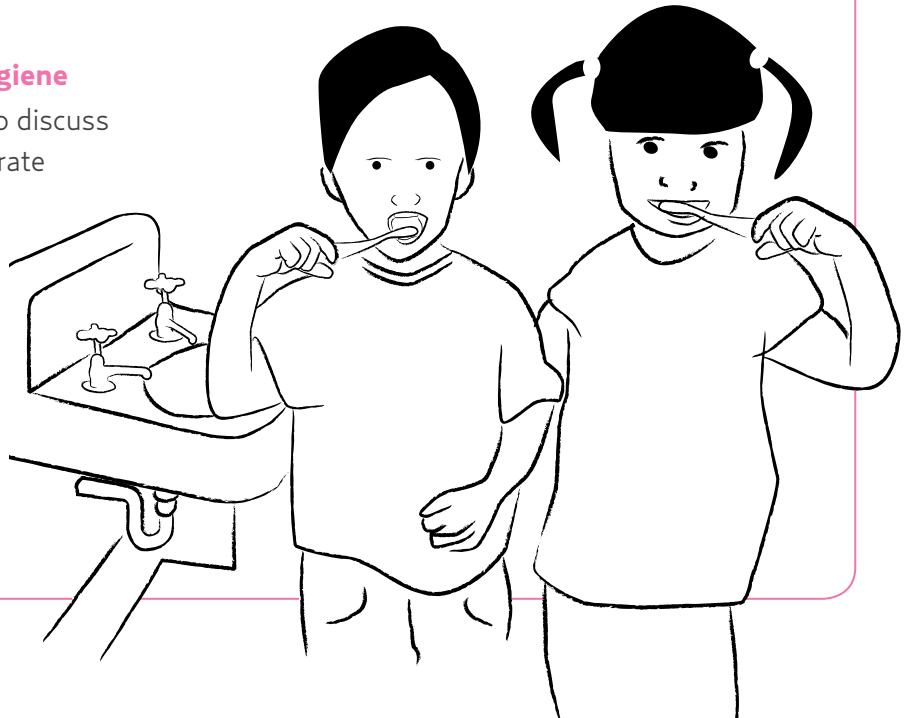
Approximate time: 15 minutes

Steps:

- Explain that hand washing with soap is one of the best ways to prevent diseases and that you are going to demonstrate how to wash hands properly.
- Demonstrate, using the materials you have set up before the workshop. See the description of the correct procedure of hand washing in the "Health and Nutrition" booklet in the *Parenting Education Guidebook*.
- If there are children at the workshop, ask for a child to volunteer to demonstrate how to wash hands properly. Comment that (child's name) is now going to show us how to wash our hands properly. When a child volunteers, invite the child (and parent if necessary) to come forward. (If a child does not volunteer, choose a child and ask them if they could help demonstrate hand washing). Talk through the activity with the child. Praise and thank him or her when finished. You may want to give the child a small "thank you" gift, such as a cake of soap.
- Ask participants when we should wash our hands. Check for correct responses. Refer people to the correct place in the "Health and Nutrition" booklet in the Guidebook for this information.

**Demonstration: Dental hygiene**

If there is time you could also discuss dental hygiene and demonstrate the techniques for brushing gums and teeth of babies and children. Refer the participants to the booklet titled "Health and Nutrition" in the *Parenting Education Guidebook* for more information about this.



Conclusion

Approximate time: 10 minutes

Steps:

- Remind participants about the health issues that emerged during the workshop. Ask, "What will you do about this?" Allow a few minutes for responses.
- Refer participants to booklet 4 titled "*Health and Nutrition*" in the *Parenting Education Guidebook* and skim through the pages, highlighting the key points.
- Encourage participants to take these messages to others in the community.
- Thank everyone for their participation.
- Announce the topic, date, time and venue for the next workshop.

OTHER WAYS OF SHARING INFORMATION ON THIS TOPIC

- Encourage everyone to share the information from the workshop with their families and others in the community.
- Arrange to talk on the local radio or television.
- Do some home visits to families who did not attend the workshop. Talk to them about health, nutrition and any concerns they have for their babies and young children. Help them identify ways they can improve hygiene and sanitation in and around their homes.
- Talk to older primary school children and adolescents about health and nutrition of young children. Encourage them to take responsibility for helping younger children in their families.
- Begin a collection of children's games, rhymes and songs about health, food and safety.
- Make and display posters or flyers on health and nutrition.
- Organize cooking classes using locally produced food items. Each class could have a different focus; for example, cooking for baby, cooking with children. Involve parents in conducting these.
- If you have children attending the centre regularly, begin a children's garden or do some simple cooking of nutritious food with children. This is good modelling for parents and the whole community.

Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



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Play in the Lives of Children

Workshop 5



Play in the Lives of Children

PURPOSE OF THE WORKSHOP

To emphasize the value of play for young children, and to give participants practical ideas for play materials and activities they can use with their babies and young children.

SUGGESTED ACTIVITIES

Activity 1: Stimulus pictures: The importance of play

Activity 2: Observing children at play

Activity 3: Sharing and discussion on ways to support play

MATERIALS REQUIRED

Play materials for babies and young children, as outlined in the preparation section.

KEY POINTS

- All children have a right to play.
- Girls should be given as much play time as boys.
- Play is the way children learn; it supports all areas of development.
- Young children should not be involved in work that is excessive or harmful; but involving them in daily routines alongside parents can allow them to play while helping the family with chores.
- Children think of play as having fun. They should always be in control of the play.
- Adults support play when they give children time and space to play and a variety of safe learning materials suitable for their stage of development.
- Many play materials can be made from local and natural materials.
- Where possible, parents should encourage traditional play and games, and offer children traditional toys.
- Children's use of television and computer games should be carefully supervised; the programmes they watch and games they play should be carefully controlled so that children are not exposed to violence or explicit sex.
- Preschool-aged children benefit from playing with other children; parents are advised to access whatever local early childhood services and facilities are available.



PREPARATION FOR THE WORKSHOP

- Read and become familiar with the booklet, "Play in the Lives of Children", in the *Parenting Education Guidebook*.
- If possible, take some photos in which babies and young children from your community are playing and print them. Make a poster using the photos and simple captions.
- Make a poster from the illustrations in booklet 5 titled "Play in the Lives of Children," in the *Guidebook* if you cannot take your own photos.
- Advertise the workshop in ways that are effective in your community.
- Encourage some parents and caregivers to bring their babies and preschool-aged children to the workshop (decide what number is manageable in your situation). Have someone available to supervise the children when parents are not with them.
- Organize all the materials you need for the workshop.
- To support the messages in this booklet, you need to set up particular activities for babies and young children. Select ones for which you have the resources, but do make an effort to have a variety of activities including painting, drawing and building. This may require gathering or borrowing materials from around the community. For example, try to set up cardboard boxes, sand, water, blocks, local objects for sorting and art materials. Set these up in ways that babies and young children can play easily with them; i.e. enough space for the children to play.
- Invite some parents or community members, especially youth, to help you prepare for the workshop. There may also be parents who are ready to make presentations during the workshop.



GUIDELINES FOR THE WORKSHOP

Welcome

- Welcome everyone.
- Introduce any guests.

Review and feedback from last workshop

Approximate time: 15 minutes

Steps:

- Ask participants if they have followed up any of the health ideas discussed in the last workshop. What happened? Ask if they have taught their children how to wash their hands properly. Allow time for questions and discussion.
- If interest in community action emerges, help organize a time and place for further discussion. It could be immediately after this workshop.

Introduction of the new topic

Approximate time: 15 minutes

Steps:

- Explain that today's workshop is about play.
- Read the "Remembering play" stories aloud from the first page of the booklet 5 titled "Play in the Lives of Children" in the *Parenting Education Guidebook*.
- Invite participants to share memories of play from their childhood (limit this to two minutes each).
- Ask the group as a whole if play was important to them as children and give a few minutes for comments. Ask how their parents viewed play when they (the participants) were children.
- Comment that all children have a right to play: babies, young children, adolescents, girls, boys and children with disabilities. Ask the participants how much time they give their children to play. In the discussion that follows, bring in the points made in booklet 5 in the *Parenting Education Guidebook* about work and play. In this way they can share opinions about how much and what kind of work should be expected from their children of various ages.



Activity 1

Stimulus pictures: The importance of play

Approximate time: 20 minutes

Steps:

- Draw attention to the illustrations of children playing in booklet 5 titled "Play in the Lives of Children" in the *Parenting Education Guidebook*. Explain that each illustration shows a baby or young child playing. If you have photos of children from the community playing, you can use those instead of the illustrations in the Guidebook.
- Divide the participants into groups of three or four persons per group. You might like to organize the groups using one of the strategies suggested in "Interactive Strategies for Teaching and Learning" section in Part 1 of this Handbook. Ask each group to select a person to speak on behalf of the group. (10 minutes)
- Ask the groups to talk about how each play activity might be helping the children to learn or develop.
- With all the participants, look at each photo/illustration and ask for comments from each group. Follow with discussion. Expand the comments as required to ensure that all the key points about the value of play are covered. Emphasize points that are particularly relevant to your community; for example, the value of play for building positive emotions or for helping children express emotions such as anger.

Activity 2

Observing children at play

Approximate time: 30 to 40 minutes

Steps:

- Show the participants the activities you have set up for children (see the preparation section at the beginning of this workshop for information on how to set them up). Many activities are mentioned in the booklet 5 of the *Parenting Education Guidebook*.
- If children do not immediately play where you have set up the activities, involve parents in playing with the children either inside the workshop venue or in an open space outside.
- Ask the participants to observe and interact with children in the activities. The facilitator should move around during this time drawing attention to what the children are learning or skills they are developing.
- Ask participants to go back to their seats or into the workshop room, and leaving the children with a supervisor.
- Lead a discussion on the value of each play activity.

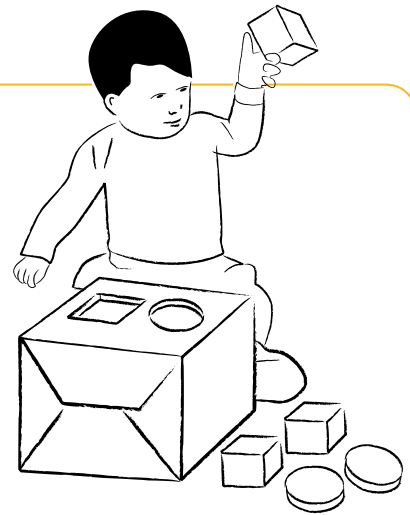
Activity 3

Sharing and discussion: Ways to support play

Approximate time: 20 to 30 minutes

Steps:

- Explain that parents do not need expensive toys to support children's play. Refer to the basic materials being used in Activity 2 – sand, water, cartons and empty tins and plastic containers.
- Ask participants what they do to encourage play.
- Allow time for sharing and discussion.
- Comment that if parents are very busy, they can include children's play activities in their own daily routines. Look through the suggestions in booklet 5 in the *Parenting Education Guidebook* for including play activities in daily routines. Parents can add their own ideas to those in the booklet.
- Ask participants to think and talk about local materials they could use to make play activities and games for their children.
- If there is time, you could continue with toy making at this point, using the Scavenger Hunt strategy (see the "*Interactive Strategies for Teaching and Learning*" section in Part 1 of this Handbook). Otherwise, make this a follow-up workshop, as suggested below.
- Ask participants to select one or more of the play activities to try after the workshop.



Conclusion

Approximate time: 5 to 10 minutes

Steps:

- Summarize the main points from the workshop.
- Find out if participants are interested in coming together to make some toys and games for their children. If so, organize a time for this extra workshop. Encourage participants to bring useful items (plastic bottles, pieces of fabric, wood, etc.) to the workshop.
- Encourage participants to involve the children at the area with the activities you have set up.
- Urge participants to try some of these activities at home with their children. They can share their experiences at the next workshop.
- Announce the topic, date, time and venue for the next workshop.

OTHER WAYS OF SHARING INFORMATION ON THIS TOPIC

- Encourage everyone at the workshop to share the information with their families and others in the community.
- Use the illustrations and information from booklet 5 in the *Parenting Education Guidebook*, to make posters about the importance of play. Display these at the Community Learning Centre.
- Arrange to talk on the local radio or television. Since play is so important for children of all ages, you might include the topic of play and work in your presentation.
- If there is no play group in the community, organize a meeting with parents to talk about setting up a weekly playgroup at the Community Learning Centre or another venue. A general condition of playgroups is that a parent or other caregiver attends with their child. Suggest that parents organize a playgroup committee and establish basic rules.
- Organize a sports day in the community for all age groups. The local youth could be involved in organizing it.
- Conduct a separate workshop for making toys and games from local materials. Encourage everyone to bring useful (plastic bottles, pieces of fabric, wood, etc.) to the workshop. You could use the Scavenger Hunt strategy (see the "*Interactive Strategies for Teaching and Learning*" section in Part 1 of this Handbook) as a way of conducting the workshop.

Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



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The Many Languages of Children

Workshop 6



The Many Languages of Children

PURPOSE OF THE WORKSHOP

- To encourage appreciation for the many ways that babies and young children express themselves.
- To emphasize the value of children learning and using their mother tongue.
- For participants to gather and share ideas on activities and resources that support children's language development.

SUGGESTED ACTIVITIES

Activity 1: Brainstorming

Activity 2: Making and demonstrating a resource

Activity 3: Plus-Minus-Interesting about using the mother tongue

MATERIALS REQUIRED

- Flip chart or board, chalk or pens
- Assorted materials for making puppets, books or other resources

KEY POINTS

- Children are born ready to communicate. Language learning begins at birth.
- Language is an important part of children's overall development; it affects all other areas of development.
- Drawing is an important way that young children communicate. They use drawing to explore and think about their world, and to express their ideas and feelings. They also use other 'languages' such as music, dance, body and sign language.
- Storytelling helps children build many language skills, such as listening, speaking, reading, imagining, remembering and writing.
- It is important for children to hear and use their mother tongue.
- Children learn best in their mother tongue.
- All children should learn to read and write.



- There are many ways parents can help young children develop their language. They do not have to be able to read and write themselves. Everyone in the family can be involved.
- Many interesting reading materials can be made by using local or traditional stories, children's personal experiences and local events.
- There are two important tasks children must be able to perform before they can read:
 - Be able to hear the sounds of their language.
 - Be able to match each sound in their language to its written form.

PREPARATION FOR THE WORKSHOP

- Read and become familiar with booklet 6 titled "*The Many Languages of Children*" in the *Parenting Education Guidebook*.
- Read the background information in this workshop, which expands on some of the points in the *Parenting Education Guidebook*.
- Organize all the materials you need for the workshop. This includes materials for making a language resource for a baby or a young child. You could ask others in the community to help you collect useful items such as thick cardboard and pieces of fabric. You will also need glue, scissors, staples, string, coloured pens, etc.
- Make labels with names of objects in the room and tape these to the relevant objects; for example, write the word for "window" in the local language and tape it to the window.
- If there are children's books available in the local language, gather a selection of these and display them. The school may be able to lend you some books. If there are no such books, try making one to show to the participants. You could also take a simple children's book in another language, translate it, then write the translation in the local language on each page.
- Have a variety of puppets on display if possible, or at least some pictures of puppets.
- Have some re-usable paper (such as used office paper that is blank on one side) that you can give participants to take home for their children's use. Provide crayons too, if possible, for those who cannot afford them.
- If you are doing Activity 3, become familiar with the Plus-Minus-Interesting strategy mentioned in the "*Interactive Strategies for Teaching and Learning*" section in Part 1 of this Handbook. Draw the diagram mentioned for this strategy on the board or flip chart before the workshop.
- Spread the word about the workshop in ways that are effective in your community; for example, through local media or the community health centre or in other places reached by people in the community.

GUIDELINES FOR THE WORKSHOP

Welcome

- Welcome everyone.
- Introduce any guests.

Review of the previous workshop

Approximate time: 15 minutes

Steps:

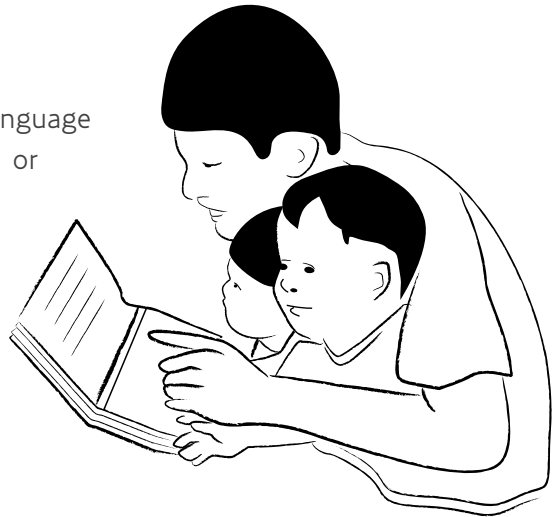
- Ask participants if they tried any of the play activities that were set up for children at the previous workshop.
- How did the children respond?
- Did they notice any differences in responses from children of different ages?
- Do the participants have any advice about play activities for other parents and caregivers?
- Allow time for questions and discussion.

Introduction of the new topic

Approximate time: 10 minutes

Steps:

- Inform participants that today's topic is about language and about how young children communicate or express their needs and feelings.
- Ask participants when they think children start learning language. Allow time for comments.
- Emphasize the main points that:
 - Children learn language from birth.
 - Language is an important part of children's overall development; it affects all other areas of development. Explain using examples such as: children who cannot speak clearly often have trouble making friends.
 - The whole family can do things to support children's language development.



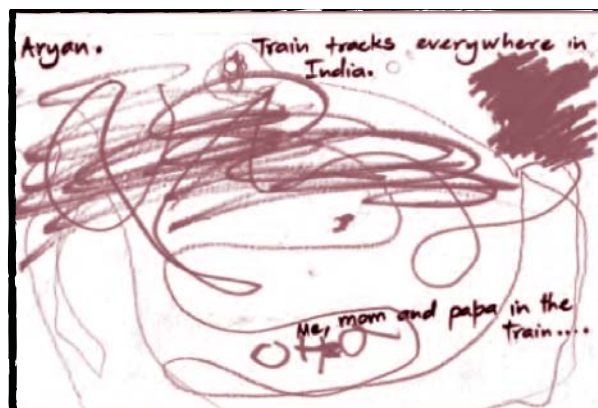
Activity 1

Brainstorming the question: How do babies and young children communicate or express themselves?

Approximate time: 20 minutes

Steps:

- Ask the question: How do you think babies and young children communicate or express themselves?
- Get responses from all parts of the room.
- If participants are literate, have someone write these responses on the board. Use two headings: "Babies" and "Young children."
- Summarize the responses.
- Comment on the importance of drawing for young children. Often they cannot tell us in words what they are thinking or feeling, but this can come through in their drawings. Emphasize the importance of children having basic drawing materials – crayons (preferably thick ones) and paper. This can be any re-usable paper.
- Invite participants to look at the child's drawing in booklet 6 titled "*The Many Languages of Children*," in the *Parenting Education Guidebook*. Ask what they think of this drawing and wait for comments.
- Emphasize the points:
 - This may look like a scribble but the child is telling a story through his drawing.
 - We know the story because a parent talked to the child and wrote his story down.
- Ask participants if they do this with their children. Encourage them to try it (or have someone else in the family do it, if they themselves do not write). When the child finishes a drawing ask him or her to tell you about it. Write the child's story down using their words, and then read the story back to the child. Hang the drawing up in the house or collect several drawings and make them into a book. If no one in the family can read or write, encourage parents just to talk to the child about their drawings, and to display or make "books" from them (by stapling the pages of drawings together). Children will get many hours of pleasure and learning from "reading" their books.
- Invite participants to take some paper (and crayons) home with them.



(Source: Ministry of Education. 2009. Na Noda Mataniciva: Kindergarten curriculum guidelines for the Fiji Islands, Suva, Ministry of Education)

Activity 2**Making and demonstrating a resource**

Approximate time: at least 40 minutes, but longer if possible

Steps:

- Comment that there are many ways families can support their children's language development.
- Draw attention to the activities and resources you have arranged in the room: books, puppets, the labels around the room and any other activities or resources you may have set up.
- Refer to the activities in the booklet 6 titled "*The Many Languages of Children*," in the *Parenting Education Guidebook*, and talk about some of the activities and resources outlined for parents to use with their babies and young children.
- Invite participants to use the materials that you have gathered to make a resource for a baby or a young child. If they do not finish this at the workshop, they can finish it at home.
- Move around the room and help as needed.
- Ask participants to show the person next to them how they will use their resource with a baby or child. They should tell each other the age of the child the resource is for and how they think it will help the child's language development. Assure participants that it doesn't matter if the resource is not yet finished.
- Draw the participants back together and conclude the activity by commenting on the many interesting ideas participants have come up with. You may want some participants to show their resource to the whole group.
- Assure everyone that they can stay and finish their resource after the workshop or take the materials home and finish it there.
- Encourage everyone to try out their resource during the week with a baby or a young child.

Activity 3

Plus-Minus-Interesting: What if children were to learn in the mother tongue at preschool and when they first go to school?

Note: This is an activity that can be added if you have time.

The purpose of the activity is to have participants think about issues around using and maintaining their local language so, if you change the question, keep this focus.

Approximate time: 30 minutes

Steps:

- Before the workshop begins, draw a Plus-Minus-Interesting diagram (as mentioned in Part 1 of this handbook) on the board or flipchart.
- Explain the activity and demonstrate it using another question. This can be serious or silly, such as "What if horses could fly?" (3 minutes).
- Divide the participants into groups of no more than five persons per group.
- Ask each group to draw up a Plus-Minus-Interesting diagram (You can use the face symbols rather than words if you prefer).
- Make a few comments about the importance of the mother tongue and the fact that children learn best when taught in their mother tongue (first language).
- Explain that you want the participants to discuss the question, What if children were to learn in the mother tongue at preschool or when they first go to school? (or an alternative question on the same topic, if you have chosen another question).
- The groups should consider all the Plus or positive points and note these in the Plus column, then consider all the Minus or negative points and note these in the Minus column, then write down any ideas that are neither positive nor negative, but which are simply interesting or which raise questions in the Interesting Column. Allow about 10 minutes for the group activity.
- Call for feedback from each group, allowing as many participants as possible to share their ideas as this will extend the thinking of all participants. Weave in essential points as opportunities arise.
- Summarize main points from the discussion. If suggestions for actions have been made, encourage participants to make the necessary follow-up plans.

Conclusion

Approximate time: 10 minutes

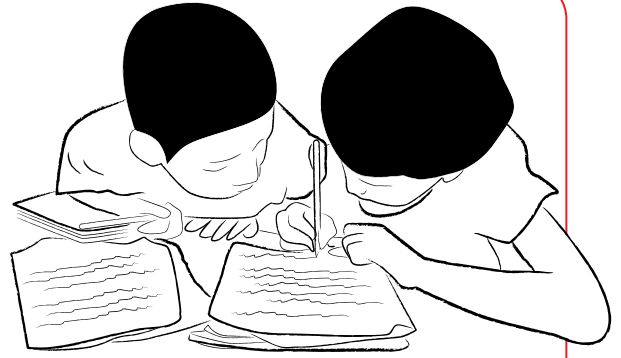
Steps:

- Thank everyone for their attendance and participation.
- Finish with a rhyming game or song in the local language. Encourage everyone to join in and share other games or songs. Include any children who are present in these and observe their response.
- Announce the topic, date, time and venue for the next workshop.

BACKGROUND INFORMATION

Early steps towards reading and writing

Reading and writing have not always been important in some communities. However, cultures and communities around the world are changing. Many children now leave their communities for work outside. To be successful in this changing world, children must be able to read and write.



It is **not** recommended that preschool children learn to read and write. But children can be helped to take initial steps along this interesting journey.

In families and communities in which reading and writing are common, children may become aware very early that written shapes and marks on paper have meaning. This might happen around two years of age. It is likely to be later in communities where people depend on the spoken word and where there is less use of reading and writing. In any case, all parents and family members can play a role in giving young children the urge to read and write.

Reading to children every day is one sure way to help. If parents are not readers, other family members could do this. They can also point out meaningful signs and writing in the home (e.g. on food packages) and community (e.g. road signs) and tell children what they say. Children will quickly catch on and will start pointing to writing and asking, "What does that say?"

Once children realize that writing has meaning, they want to try it themselves. They draw and scribble in what we might call "play writing." They might tell you this is their name or a shopping list or a letter to mummy. This shows that they really do understand that they can communicate by making squiggles or marks on paper. As time goes by these marks or shapes become more and more like the print used for writing their language. For example, if Chinese characters are the way people around them write, their "play writing" will start to look like Chinese characters.

A critical step in understanding the printed word is for children to see that their words (the words they speak) can be written down. It is very confusing for a child if he or she is speaking one language and learning to read and write in another. Children will be better at reading and writing if they learn in their mother tongue. Once they have learned to read and write in their mother tongue they will be able to use these same skills later on for learning to read and write in other languages.

Languages have various sounds and different ways of writing each sound. Regardless of the language spoken by the child, an important task is for him or her to learn the relationship between each sound and its written form. This learning usually takes place in the first year of school. However, for children in an oral or non-print culture this may be later. Before

they are ready for this step, children must be able to hear the sounds in their language and they must have begun to show awareness that print has meaning. Teachers and parents should focus on developing these skills before children begin learning to read.

Reading is made easier if children have texts that are meaningful to them. The stories and pictures in their early books should be based on familiar experiences and places, and use language patterns similar to those used in the community. Teachers and parents in oral cultures can make up many interesting reading materials using local stories and children's personal experiences. In this way, adults are preserving the local culture as well as teaching children to read.

OTHER WAYS OF SHARING INFORMATION ON THIS TOPIC

- Encourage everyone at the workshop to share the information with their families and others in the community.
- Encourage parent-to-parent home visits.
- Organize a book-making workshop as a follow-up.
- Work with the local school to encourage older children to make books and read to younger children.
- If there is a library in the community, encourage parents to take their children there and borrow books to take home, if this is possible.
- Set up an area at the Community Learning Centre where young children always have books, children's comics, puppets, play materials and drawing and writing materials.
- Organize to talk on the local radio or television.
- If there is a local preschool or playgroup, do what you can to encourage the use of the children's mother tongue rather than another language.

Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



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Young Children's Behaviour

Workshop 7



Young Children's Behaviour

PURPOSE OF THE WORKSHOP

- To find out some of the practices currently used by participants in response to their young children's behaviour.
- To provide participants with practical advice and positive strategies in relation to guiding young children's behaviour.

SUGGESTED ACTIVITIES

Activity 1: Brainstorming

Activity 2: Think-Pair-Share

Activity 3: Role play

MATERIALS REQUIRED

- Flip chart and pens or board and chalk.
- Strategy cards: Small cards or pieces of paper on which you have written one positive strategy for guiding children's behaviour.
- A small ball.

KEY POINTS

- Children are not born knowing how to behave. They learn by watching and imitating parents and others close to them.
- Before the age of two, children do not have the skills or maturity to understand adult rules and expectations.
- Many mental and emotional problems in adults can be traced to stress or harsh treatment received during their early childhood from parents and caregivers.
- Adults should have realistic expectations for children's behaviour, based on a child's age or stage of development.
- There are many positive ways to guide and manage children's behaviour.
- Having a good relationship with a child helps adults guide that child's behaviour.
- If parents and caregivers feel overwhelmed by a child's behaviour (e.g. if a child is having a tantrum), they should try to withdraw and calm down before responding.



PREPARATION FOR THE WORKSHOP

- Read and become familiar with the booklet 7 titled "Young Children's Behaviour" in the *Parenting Education Guidebook*.
- Think about your own attitudes to behaviour management and strategies you have used. Are these appropriate in relation to the *Convention on the Rights of the Child* (CRC) and the goal to abolish all forms of corporal punishment? What changes, if any, you might have to make? Sharing a story about yourself could be a good way to begin the workshop and let people know that you are not there to criticize them.
- Sensitive issues are likely to emerge during this workshop. If you are not aware of local attitudes and practices with regard to children's behaviour, try to find out. Knowing ahead of time about unacceptable practices will give you time to think about how to respond to these issues in the workshop.
- If there is someone in the community with expertise on this topic, invite them to participate in the workshop. Go through the workshop plan together and discuss where you will each have input.
- Several interactive strategies are used in this workshop: Brainstorming, Think-Pair-Share and Role play. Read about these in the "*Interactive Strategies for Teaching and Learning*" section in Part 1 of this Handbook. It is always a good idea to practice a new strategy before the workshop, if you can.
- Organize all the materials you need for the workshop, including cards for Activity 3. Depending on what resources you have available, set up some of the activities for children (e.g. crayons for drawing and clay for playing with) as suggested in booklet 7 in the *Parenting Education Guidebook*.
- Spread the word about the workshop in ways that are effective in your community; for example, through the community health centre, school or local media.



GUIDELINES FOR THE WORKSHOP

Welcome

- Welcome everyone.
- Introduce any guests.

Review of the previous workshop

Approximate time: 15 minutes

Steps:

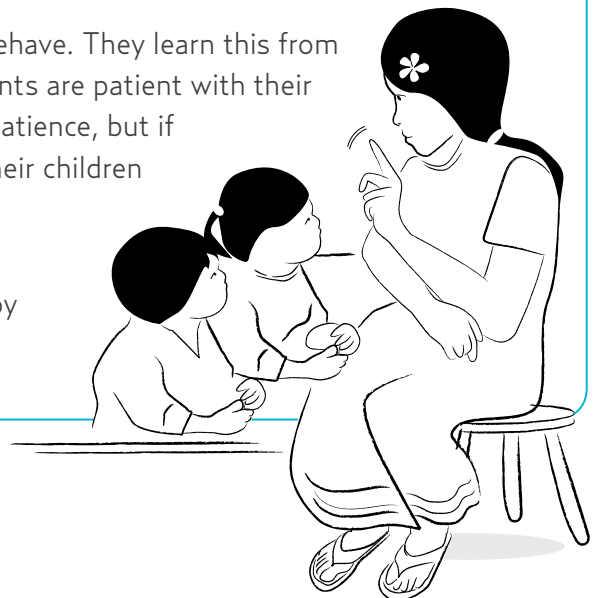
- Ask participants if they tried any of the activities suggested in the previous workshop or in the booklet, "*The Many Languages of Children.*" Did they try the resource that they made in the workshop?
- Encourage comments about how the children responded and what they seemed to learn from the activities.
- Ask if and how others in the family become involved.
- Allow some time for general questions and discussion.

Introduction of the new topic

Approximate time: 10 minutes

Steps:

- Tell participants that the topic for today is "Young Children's Behaviour."
- Give an example of an experience you've had with managing young children's behaviour, preferably about yourself as a child or as a parent. For example, "I remember when I was a child, I ... and my parents responded by ... but when my child did a similar thing I responded by ..."
- Make a few brief comments about the topic, emphasizing some of the main points. For example:
 - Children are not born knowing how to behave. They learn this from parents and others around them. If parents are patient with their children, then the children will develop patience, but if parents are aggressive or violent then their children will also be aggressive or violent.
 - Children can suffer both physically and emotionally from harsh discipline used by their parents.



Activity 1

Brainstorm the question, "What are some ways to teach young children how to behave?"

Approximate time: 15 minutes

Steps:

- Explain what the brainstorming activity involves (refer to the "Interactive Strategies for Teaching and Learning," section in Part 1 of this Handbook before the workshop) and make it clear to the participants that all answers will be accepted without criticism.
- Ask the question: "What are some ways to teach young children how to behave?"
- Try to get responses from as many people as possible. Keep it moving. Limit the time for responses to about five minutes.
- Record the answers on the board or on paper, or have someone else do this (not essential, but a good idea if participants are literate).
- Summarize the responses, acknowledging the various ideas expressed by the participants.

Activity 2

Think-Pair-Share: Identify behaviour that concerns or annoys you.

Approximate time: 30 to 40 minutes

Steps:

- Prior to the start of the workshop, draw the table (refer to the activity sheet in booklet 7 in the *Parenting Education Guidebook*) below on the board or on a page of the flip chart.

Activity Sheet: Behaviour that concerns me

WHAT THE CHILD DOES	AGE OF THE CHILD	HOW I RESPOND	ANOTHER STRATEGY I CAN TRY	WHAT HAPPENED

Activity 2

- Tell participants you now want them to think about their own babies and young children, and ask them "What is some of the behaviour of your child or children that concerns or annoys you?"
- Ask participants to think for a few minutes about this question.
- Then ask them to talk to the person next to them about this behaviour for a few minutes.
- Show the participants the activity sheet in the booklet 7 in the *Parenting Education Guidebook* (and the example you have prepared on the board) and explain how to fill it in:
 - **Column 1:** Write down one or more types of behaviour of your child or children that concerns you. For example, hitting their little sister/brother.
 - **Column 2:** Write down the age of your child.
 - **Column 3:** Write down what you now do about the behaviour.
 - **Columns 4 and 5:** Fill these in at home after you have tried new strategies.

Allow about 10 minutes for participants to fill in the table. If participants are not literate, they can go straight into discussion groups.

- Divide the participants into groups with five or six persons in each group.
- Explain to the groups they should share and discuss the behaviour they have identified, and what they do about them. You should move around and make sure that everyone in the group understands the task and gets a chance to talk. The most important outcome is for participants to find better ways of guiding or managing their children's behaviour. If they would like to seek solutions from the wider group, they should identify questions for feedback time.
- Feedback: Ask for questions and call on the whole group to suggest solutions to these problems. Your input will be important here. You need to ensure the strategies suggested are consistent with the guidelines provided in booklet 7 on "Young Children's Behaviour" in the *Parenting Education Guidebook* and with the *Convention on the Rights of the Child*. Try to weave some of the key points into the discussion.

Activity 3

Role play

Approximate time: 30 minutes

Steps:

- Draw participants' attention to the section titled "*Positive strategies for guiding and managing children's behaviour*" in the booklet 7 in the *Parenting Education Guidebook*. Note that some of these strategies have already been suggested by participants. Draw attention to any strategy that was not raised in the previous discussion and explain it.
- Invite participants to do some role plays using these strategies. Assure them that this will be fun-filled and not threatening.

- Explain that each group will be given a card with a strategy written on it. For example, "Ignore inappropriate behaviour" and "Time out for parents." (Please prepare these cards before the workshop). Each group will have a few minutes to prepare a role play about the strategy that is written on their card.
- While the groups are doing this, walk from group to group to make sure that the strategies are clear to the groups.
- It depends on the number of participants how you handle presentations. If you have only a few participants, then each small group can present to the whole group. If you have a large number of participants (say over 24) and many small groups, ask the groups to present to each other at the same time (i.e. group 1 presents to group 2 and vice versa, at the same time that group 3 presents to group 4, etc.). After each group presents its role play, those watching it must guess the strategy shown in it.
- At the end of all the role plays, encourage everyone to discuss all the strategies mentioned in booklet 7 in the *Parenting Education Guidebook*.

Conclusion

Approximate time: 10 minutes

Steps:

- Thank everyone for sharing and helping each other during the workshop.
- Play "Pass the ball" with the whole group. When someone catches the ball, they must state one new strategy they will try for managing their child's behaviour when they return home. If the group is large, have two balls moving. This may get a bit chaotic, but will create a good atmosphere for finishing the workshop.
- Remind participants about the remaining two columns (columns 4 and 5) of the activity sheet and encourage them to complete these as they try new strategies. They can share these at the next workshop.
- Draw attention to some of the activities you have set up for children (and which are outlined in the "Young children and feelings" section in booklet 7 in the *Parenting Education Guidebook*). Comment that these are good activities for helping children express their feelings and emotions. These are all simple activities that parents can use at home with their children.
- Announce the topic, date, time and venue for the next workshop.



OTHER WAYS OF SHARING INFORMATION ON THIS TOPIC

- Encourage everyone at the workshop to share the strategies discussed with their families and others in the community who could not come to the workshop.
- Home visits to parents who did not attend the workshop and to parents needing additional support to deal with a child's behaviour.
- If a play group has been set up in the community, encourage these parents to attend with their children. Encourage them to use whatever other early childhood services are available.
- Local radio or other available mass media could also be involved in delivering messages about positive ways to manage children's behaviour.
- Make a poster for the Community Learning Centre showing both positive and harmful ways of responding to children's behaviour. Mark an "X" for a harmful response and a "✓" for positive response.
- If possible, have drawing materials and other activities, that help children express their feelings, set up at the Community Learning Centre every day.



Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



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Children with Disabilities

Workshop 8



Children with Disabilities

PURPOSE OF THE WORKSHOP

- To raise awareness about the rights and needs of children with disabilities.
- To find out the attitudes of participants towards people with disabilities.
- To find out what knowledge and interest they have in the topic, and about any myths or taboos that exist within the community towards people with disabilities.

All this is important if families and the community are to move forward in responding to the rights and needs of children with disabilities.

SUGGESTED ACTIVITIES

Activity 1: What do you know, what do you want to find out and what did you learn? (KWL)

Activity 2: Presentation

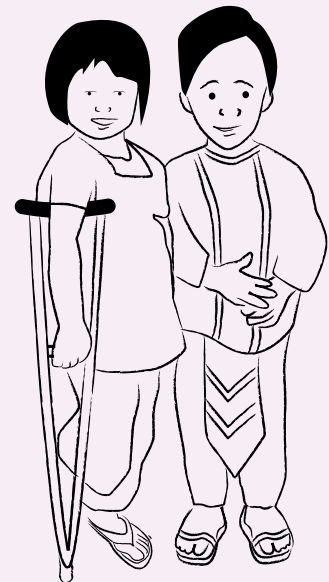
Activity 3: Role play

MATERIALS REQUIRED

Flip chart or board, pens or chalk

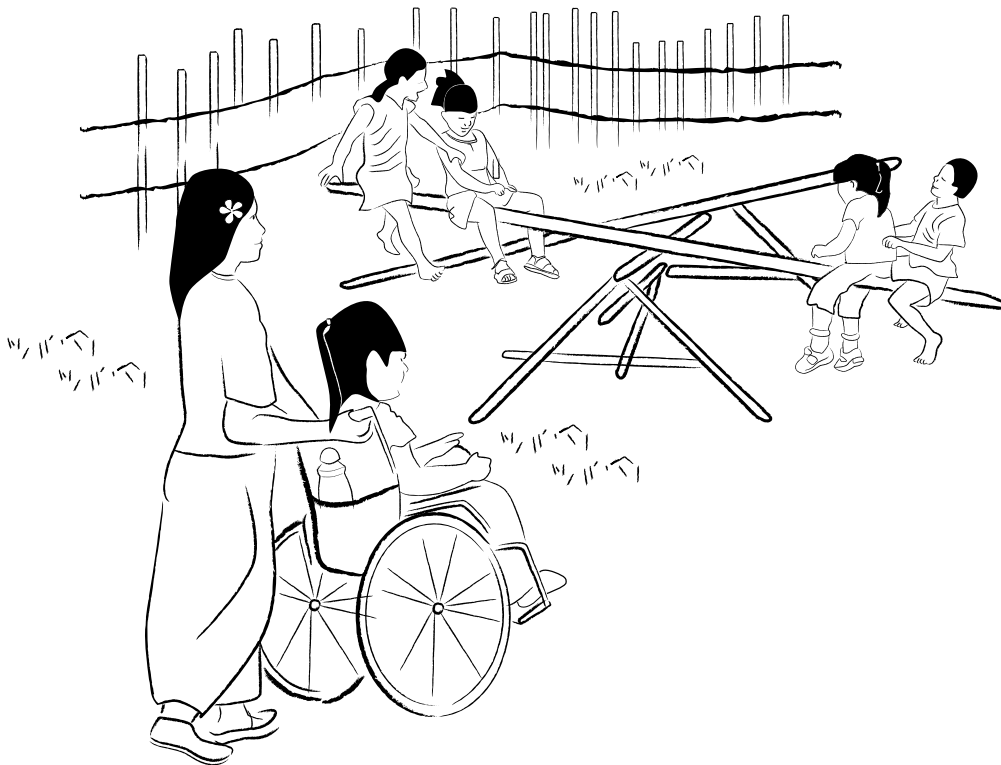
KEY POINTS

- Girls and boys with disabilities have the same needs and rights as every other child; they should be treated with respect and included in community life.
- There are many causes of disabilities. Having a child with a disability is something that can happen to any family and is not something to be ashamed of.
- If parents suspect something is wrong with their child's development, they should seek advice from a medical person as early as possible.
- It is important to focus on what children can do, rather than on their weaknesses.
- With love and care, the condition of all babies and young children with disabilities can be improved.
- All children need to play and to have a variety of toys and activities that match their level of development. Children with disabilities benefit from playing with "able-bodied" children who are at the same developmental level as they are.
- Parents and older children can make many toys from simple household items.
- Community support and action can help children with disabilities enjoy and participate in community life.



PREPARATION FOR THE WORKSHOP

- Involving people with disabilities in the workshop is the most powerful way of raising awareness of issues around disability. If this is possible, identify and approach one or more people with a disability who might be able to talk to participants and answer their questions. Encourage people with disabilities from all age groups to attend the workshop.
- Invite a trained health worker and anyone else with expertise in this area to share the workshop with you. They should be able to answer many of the questions that arise.
- Read and become familiar with booklet 8 titled "*Children with Disabilities*" in the *Parenting Education Guidebook*, and any other available information.
- Think about your own attitude towards people with disabilities. Do you have any stories you can share with participants?
- Organize all the materials you need for the workshop. If you have examples of toys that parents can make for their babies and young children, set up a display of these.
- Spread the word about the workshop in ways that are effective in your community; for example, through the community health centre, school, local media, and in other places that might be reached by the people in the community, particularly by people with disabilities.



GUIDELINES FOR THE WORKSHOP

Welcome

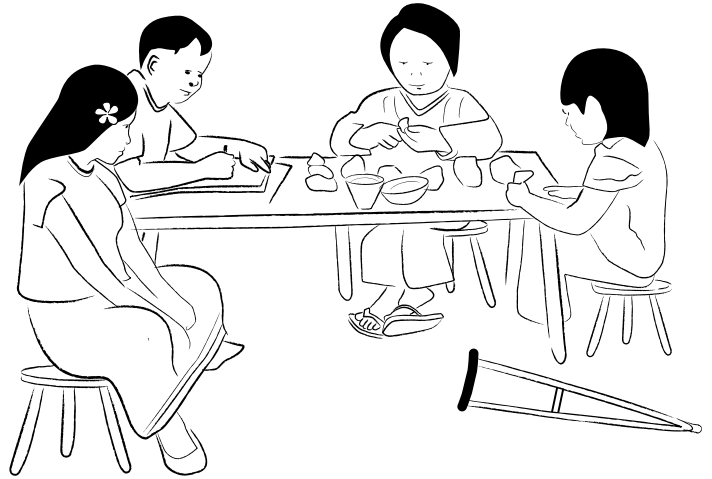
- Welcome everyone.
- Introduce any guests.

Review of the previous workshop

Approximate time: 15 minutes

Steps:

- Refer to the activity sheet at the back of the "Young Children's Behaviour" booklet in the *Parenting Education Guidebook*. Ask if anyone filled in the columns.
- Ask participants if they tried any new strategies for managing their children's behaviour and what happened.
- Encourage sharing of ideas and discussion.



Introduction of the new topic

Approximate time: 10 minutes

Steps:

- Ask, "What do you think it means to have a disability?" Treat this like a short brainstorming activity. No need to write anything down; just encourage participants to call out their ideas.
- Allow a few minutes for this.
- Thank everyone for their ideas. Tell them that today's workshop is about how we can support babies and young children with disabilities.

Activity 1

What do you believe? Use the KWL strategy "What do you know, what do you want to find out and what did you learn?" to identify local myths and beliefs, and to find out what information people want.

Approximate time: 30 to 40 minutes

Steps:

- Write the questions on the board and read them aloud: What do you know about young children with disabilities in this community? What would you like to find out about children with disabilities?
- Divide participants into groups of about six persons per group.
- Refer participants to the activity sheet in the "Children with Disabilities" booklet in the *Parenting Education Guidebook*.
- The groups should talk first about what they know or believe and fill in the first column of their activity sheets. They should then do the same for the second column, talking about and writing down what they want to find out. Leave the third column until later in the workshop. (Allow about 10 minutes for this section).

- Sharing and discussion: For each question, ask each group to share one comment with the whole group. Take time to discuss the responses. You want to find out local beliefs and what people know about particular disabilities so that you (or the resource people) can correct any misinformation that emerges. You also want to hear participants' questions. Write their questions on the board or large piece of paper as they are asked. You can respond to them in the next activity.
- Summarize the discussion so far. If the issue has not been raised, ask how people in the community behave towards boys and girls with disabilities.

Note: If participants are not literate this activity can be done orally.

Activity 2

Presentation

Approximate time: 30 to 40 minutes

Steps:

- If one or more people with a disability have agreed to talk at the workshop, ask them to do this now. They should tell their story, how they have been treated and their ideas on how to support children with disabilities. Allow time for questions and discussion.
- Refer to the "Supporting children with disabilities" section in booklet 8 titled "*Children With Disabilities*" and the "Making Toys" section in booklet 5 titled "*Play in the Lives of Children*," both in the *Parenting Education Guidebook*. Talk about these points. Show participants any toys you have on display.
- Talk about how some communities are supporting children with disabilities.
- Share information about resources that are available within and outside the community. Discuss additional resources that are needed to support children and others in the community with disabilities.
- Ask your resource people to answer any questions that were raised in Activity 1 and that have not yet been answered.
- Thank your guests and resource people for their participation in the session.

Activity 3

Role play

This activity can be done if there is sufficient time, or be substituted for one of the other activities.

Approximate time: 30 to 40 minutes

Steps:

- Explain the activity to the participants and provide them with various scenarios. These should include both positive and negative behaviour towards a person with a disability.
- Divide participants into groups and invite each group to choose a scenario and prepare a role play about children and/or adults with disabilities. Each role play should be around five minutes long.

- Each group should present their role play to all the other groups. If there are too many groups, then groups can present to each other instead.
- After each role play, discuss the messages that were given through it.
- At the end, ask "What have we learnt from today's discussion?" and allow time for comments.

Conclusion

Approximate time: 15 minutes

Steps:

- Ask participants to take a few minutes to complete the third column of the activity sheet.
- Ask them to think about one thing they can do after the workshop to help a young child with a disability or their family.
- Play "Pass the ball." Explain the game: Everyone forms a circle (if there is space). Pass a ball (or any object) around the circle (in any order). When each person gets the ball they say what they intend to do after the workshop. If there is no space for this game, ask participants to share with the person next to them.
- Thank everyone for their attendance and participation.
- Announce the topic, date, time and venue for the next workshop.

OTHER WAYS OF SHARING INFORMATION ON THIS TOPIC

- Encourage everyone at the workshop to share the information with their families and others in the community.
- If interest is expressed at the workshop in beginning a community support programme for children with disabilities, follow this up. Gather information on similar programmes if possible, approach people who might be involved on a committee and talk to adults with disabilities to get their ideas.
- Organize to talk on the local radio or television.
- Conduct a workshop on children with disabilities with other interest groups in the community, including primary school children and youth groups.
- Conduct follow-up workshops for making toys for babies and young children with disabilities. You could involve children in these.
- Offer support through home visits and individual and family counselling.
- Organize a visiting programme in which adults visit and provide support to children with disabilities and their families.
- If you have the resources, organize a parent library with brochures, books, DVDs and other useful information about the topic.
- Make posters emphasizing the rights of children with disabilities. Display these posters at prominent places in the community.



BACKGROUND INFORMATION

Conditions and possible causes

There are many reasons a child may be born with or develop a disability. Below is a list of common conditions and possible causes. You may want to add information on conditions that are common in your community. This information may be useful in your workshop, especially if you cannot have a health person present as a resource.

CONDITION	POSSIBLE CAUSES
<p>Attention Deficit Hyperactivity Disorder (ADHD)</p>	<ul style="list-style-type: none"> • ADHD is a neurological condition related in part to the brain’s chemistry and anatomy. • Becomes apparent in some children in preschool and early school years. • Principal characteristics of ADHD are inattention, hyperactivity and impulsivity. • Exact cause is not known but mother’s use of cigarettes, alcohol, or other drugs during pregnancy may increase the risk for ADHD.
<p>Autism Spectrum Disorder (ASD)</p>	<ul style="list-style-type: none"> • ASD is an umbrella term that encompasses the terms autism, Asperger’s syndrome (also known as high functioning autism), autistic disorder and classic autism (also known as Kanner’s autism). • People who have an ASD have difficulties in three main areas: social understanding and behaviour, social communication (verbal and non-verbal) and rigidity of thinking. • The ways these three impairments are manifested vary enormously from one person to another. • Studies point to a combination of genetic and environmental factors as possible causes of ASD. • Low birth weight and preterm birth (earlier than 33 weeks pregnancy) were linked to a doubled risk for autism.
<p>Deafness</p>	<ul style="list-style-type: none"> • Passed down from parents • The child’s mother had German measles during pregnancy. • Lack of iodine in the mother’s diet during pregnancy.

CONDITION	POSSIBLE CAUSES
	<ul style="list-style-type: none"> • The child had cerebral malaria. • The child had meningitis (an infection in the brain and spinal cord). • The child was born prematurely. • The child had a severe ear infection.
<p>Blindness or vision problems</p>	<ul style="list-style-type: none"> • The mother had German measles or another infectious disease during pregnancy (this is particularly dangerous in the first 12 to 14 weeks). • Malnutrition of mother or child. • Lack of vitamin A. • Diseases caught by child. • Injuries during and after delivery. • Eye infections. • Incorrect practices due to myths and misconceptions.
<p>Brain damage (including cerebral palsy and other conditions)</p>	<ul style="list-style-type: none"> • The mother caught a disease such as German measles, chicken pox, genital herpes during pregnancy. • Parasites. • Harmful substances such as alcohol, tobacco, nicotine (through cigarettes), caffeine and drugs during the pregnancy. • Damage caused during delivery (e.g. lack of oxygen to the baby). • The child was born prematurely or with low birth weight. • Accidents, infections or malnutrition after birth.
<p>Cleft lip and palate This condition develops early in pregnancy, usually between 6 and 9 weeks when the two sides of the mouth are joining.</p>	<ul style="list-style-type: none"> • Severe emotional stress of the mother during pregnancy. • Harmful substances taken by the mother early in the pregnancy such as alcohol, smoking, etc.



CONDITION	POSSIBLE CAUSES
Epilepsy (seizures or fits)	<ul style="list-style-type: none">• Passed down from parents.• Lack of oxygen during birth.• Infections of the brain.• Fevers.• Head injury.
Polio (Damage to legs and other limbs)	<ul style="list-style-type: none">• Polio is a very contagious, though increasingly rare viral disease. It is usually caught from contact with faeces of a person infected with polio and due to lack of access to polio vaccination.
Down's syndrome	<ul style="list-style-type: none">• Passed down from parents• It results in a child having developmental and physical abnormalities.• The incidence of Down's syndrome rises with increasing maternal age, specially if mother's age is 35 years or older.

Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.



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Going to School

Workshop 9



Going to School

PURPOSE OF THE WORKSHOP

- To emphasize the important role parents play in their child's learning and development, including when the child goes to school.
- To provide parents with ideas for helping their children prepare for school.
- For all participants to consider action they might take in their community to ensure all children begin school at the right age, attend regularly, enjoy school and stay at school until they have received a good education.

SUGGESTED ACTIVITIES

Activity 1: Role play

Activity 2: Panel discussion

Activity 3: Think-Pair-Share

MATERIALS REQUIRED

Props for the role play.

KEY POINTS

- Parents are a child's first teachers and are involved in their child's learning from birth.
- All boys and girls should start school at the age approved in their country.
- Starting school can be stressful for children; they need support from parents, schools and the community.
- Parents can do many things to help their children prepare for school and become successful learners.
- Children who attend a good early childhood programme for a year before school entry do better at school.
- When families, schools and the community work together they can do much to support children's learning.



PREPARATION FOR THE WORKSHOP

- Read and become familiar with booklet 9 titled "Going to School" in the *Parenting Education Guidebook*.
- Try to gather information about when children in the community start school, admission requirements, the attendance patterns, completion rates for primary school, and any related issues of particular concern that might be useful to know before the workshop. The principal of the primary school will have this information, so talk to him or her if you can, but also talk to some parents and community members.
- Invite the principal, a parent representative and a kindergarten teacher, if there is one, to take part in a panel discussion at the workshop. Each person should talk for about five minutes on issues children face when they start school, and children's attendance and learning in Grade 1. This would be followed by questions from participants at the workshop. For cultural or other reasons, you might want to include other speakers too, but aim for no more than four speakers and a maximum of five minutes each.
- Prepare a role play about a child going to school for the first time. Choose a parent or two to be in this with you. It should be short and show the emotions children and parents can go through on this first day.
- Encourage people from all sectors of the community to attend the workshop. These are issues that affect the whole community, so you want to gather wide support.
- Spread the word about the workshop in ways that are effective in your community, such as the community health centre, local media and especially the school.
- Organize all the materials you need for the workshop.
- Prepare the room so that there is seating at the front for the panel.
- Put up some posters about young children playing and learning at school. You could make your own using some of the information and illustrations in booklet 9 titled "Going to School" in the *Parenting Education Guidebook*.



GUIDELINES FOR THE WORKSHOP

Welcome

- Welcome everyone.
- Introduce any guests.

Review and feedback from the previous workshop

Approximate time: 15 minutes

Steps:

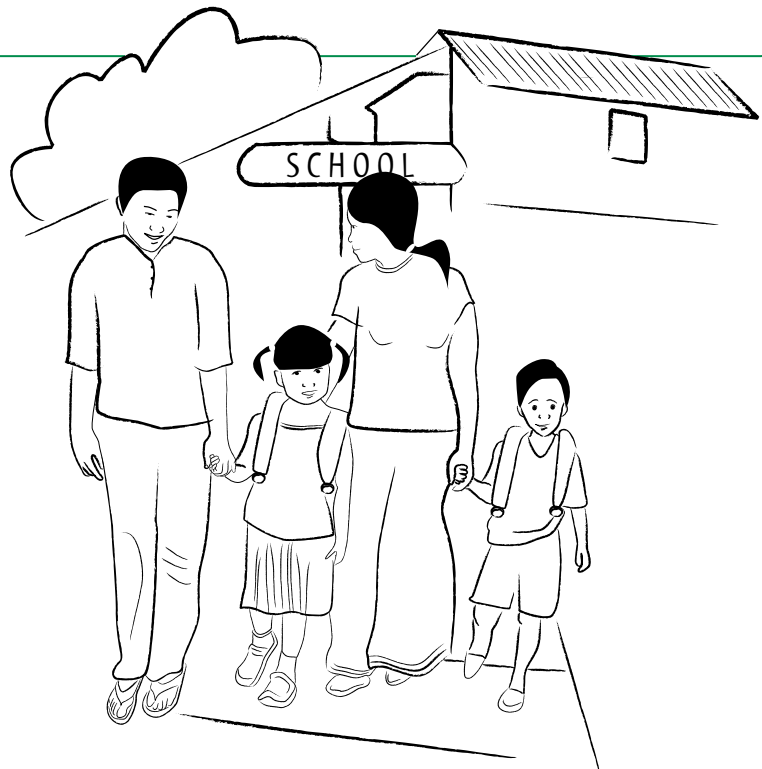
- Remind participants that at the previous workshop everyone decided on at least one thing they would do for a child with a disability or for the child's family.
- Ask participants to share what they did.
- Ask for ideas for other actions they or the community could take for children with disabilities.
- Encourage questions and discussion.

Introduction of the new topic

Approximate time: 10 minutes

Steps:

- Make a few introductory comments about the age at which children can enrol in school in the country. Add information about enrolment practices in this community. Refer to enrolment of boys and girls. If dropping out is an issue, make a comment about this without being critical.
- Comment that you are here today to talk about children starting and attending school, and about learning in the early years of school. Parents will have an opportunity to raise any concerns they have. Parents and teachers will also have an opportunity to hear from each other.



Activity 1

Role play and discussion

Approximate time: 15 minutes

Steps:

- Present a role play about a child going to school for the first time. (Prepare this in advance). Make sure all the participants can see the role play.
- Ask the participants: "How do you think children feel when they start school?"
- Allow time for comments and discussion.

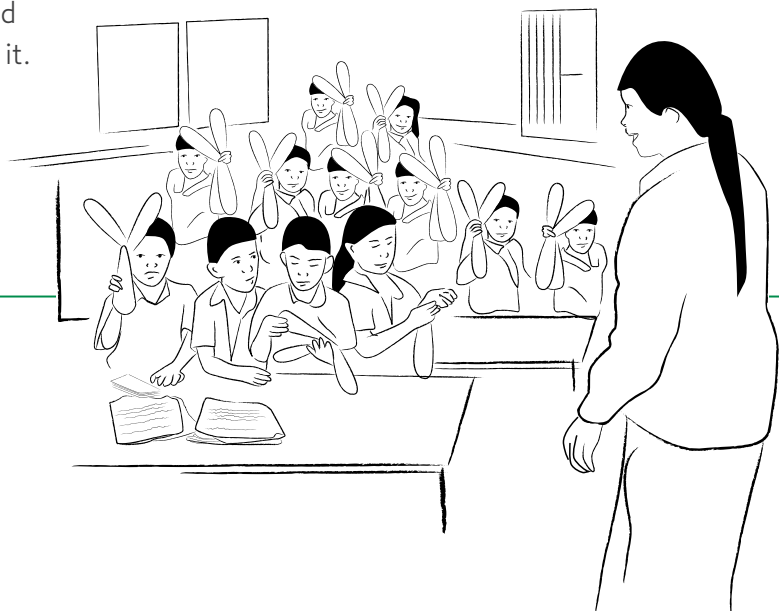
Activity 2

Panel discussion

Approximate time: 40 minutes or longer

Steps:

- Explain the activity: Several people will speak (for no more than five minutes each) on some of the issues young children face starting school, and issues relating to children's attendance and learning at school. Explain that after the guest speakers have all spoken, the participants will have time to ask questions and raise other issues.
- Invite the speakers to sit at the front of the room and introduce them.
- Invite each speaker to talk. Time them and give a signal (e.g. ring a bell or tap the table) when they have one minute left.
- Call for questions and comments from participants. If this is slow to get started, ask a question yourself. You want people to raise issues that are of concern to them and to help them find solutions. If you know some of the issues, steer the discussion in this direction.
- Reassure parents that there are many things they can do to help their children prepare for school. Refer participants to booklet 9 titled "Going to School" in the *Parenting Education Guidebook*. Look at the section outlining "what do children need to know and be able to do when they start school, and how parents can help." Discuss this information either in the whole group or in small groups.
- Summarize the discussion and the main points coming from it.
- Ask everyone to show their thanks to the panel by applauding.



Activity 3

Think-Pair-Share using stimulus pictures

This activity should be done if there is sufficient time, or substituted for one of the other activities.

Approximate time: 30 minutes

Steps:

- Refer participants to booklet 9 titled "Going to School" in the *Parenting Education Guidebook* and the illustrations of children playing and learning at school. Or use other photos you have collected.
- Ask them to look at each illustration and think about what children are learning and how they are learning. (3 minutes)
- Ask them to share their thoughts with the person next to them. (3 minutes)
- Draw attention to each illustration and call for comments about it.
- Summarize by emphasizing that children are active learners. They learn best when they can work together on interesting and meaningful tasks.

Conclusion

Approximate time: 10 minutes

Steps:

- Thank everyone for sharing and discussing these important issues during the workshop.
- Comment on the importance of working together to help young children settle into school and be successful at school. Ask for suggestions for how they might all do this better in the future.
- This may lead to a decision that involves future meetings and action. If so, help participants organize a date, time and venue before the workshop finishes.

OTHER WAYS OF SHARING INFORMATION ON THIS TOPIC

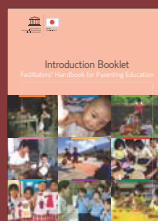
- Encourage everyone at the workshop to share the information with their families and others in the community.
- Home visits to parents who do not send their children to school or whose children seem to be having problems with school attendance. Encourage parent-to-parent support.
- Organize to talk on the local radio or television.
- Encourage child-to-child support whereby older children take care of young children when they start school.
- Talk about the importance of children attending kindergarten or preschool. Encourage community support for any existing kindergarten or preschool and their teachers. Encourage the community to set up a kindergarten or preschool, if there is none.
- If possible, continue to set up play activities at the Community Learning Centre so that parents can see how children learn and can learn more about activities to do with their children at home.



Other resources and ideas

Facilitators are encouraged to add their own ideas and notes here.

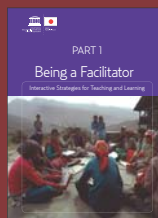
Contents of *Facilitators' Handbook for Parenting Education*



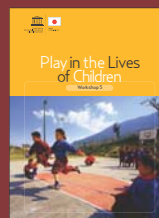
Introduction Booklet



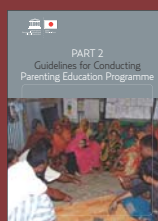
WORKSHOP 4
Health and Nutrition



PART 1
Being a Facilitator and
Interactive Strategies for
Teaching and Learning



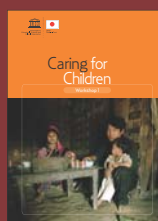
WORKSHOP 5
Play in the Lives of Children



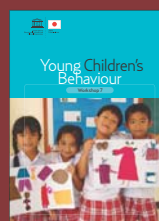
PART 2
Guidelines for Conducting
Parenting Education
Programme



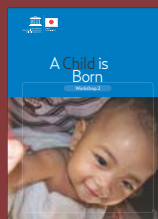
WORKSHOP 6
The Many Languages
of Children



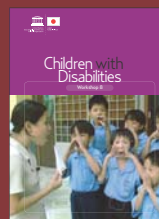
WORKSHOP 1
Caring for Children



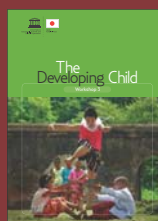
WORKSHOP 7
Young Children's Behaviour



WORKSHOP 2
A Child is Born



WORKSHOP 8
Children with Disabilities



WORKSHOP 3
The Developing Child



WORKSHOP 9
Going to School



United Nations
Educational, Scientific and
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Asia and Pacific Regional Bureau for Education

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