



AIMING
CHANGE FOR
TOMORROW

Pilot Rollout of LSBE National Guidelines



Parents

TRAINING MODULE

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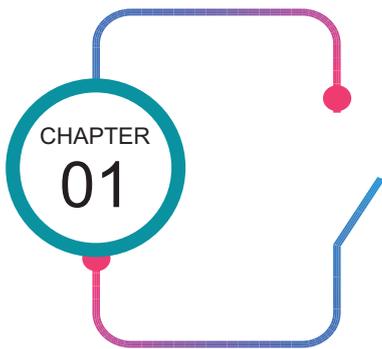
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1



INTRODUCTION TO THE PARENTS' ORIENTATION MODULE



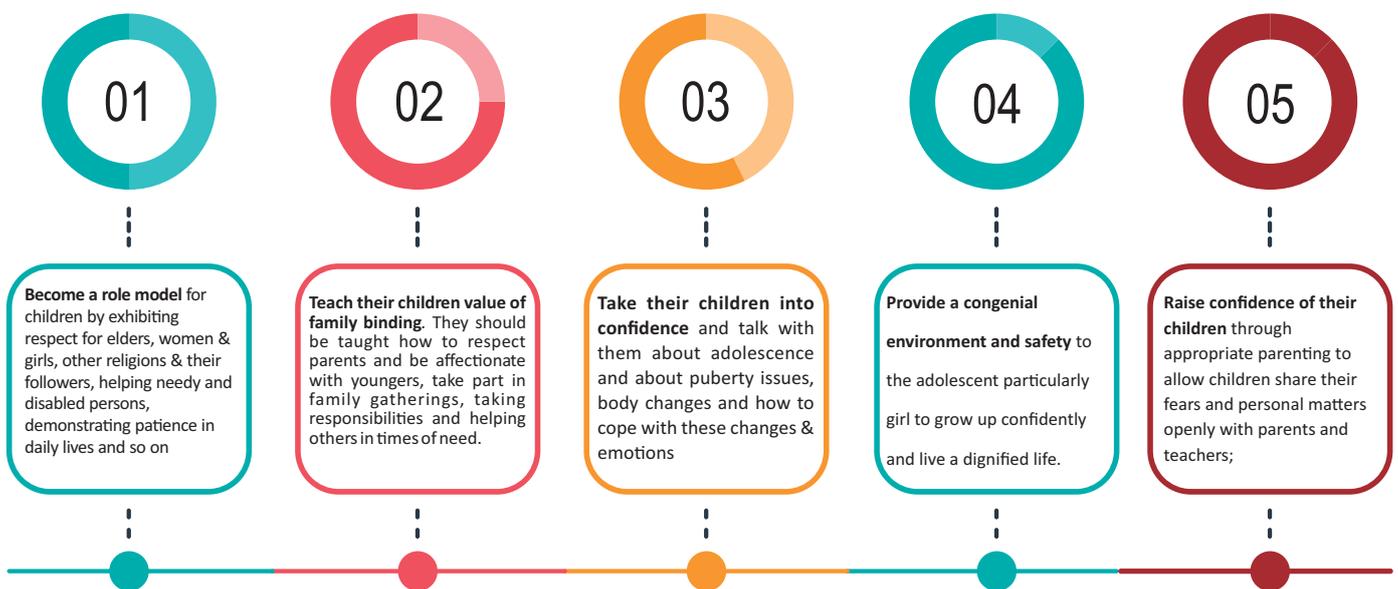
Introduction to the Parents' Orientation Module

Introduction to the Parents' Orientation Module

The parents, family, peer and community play an instrumental role in the physical and emotional development of children. The module covers the need and importance of parents role in shaping up a child's life and the part that the parents can, and must, play in providing an enabling and conducive environment to children to learn Life Skills.

A parent is their child's first teacher and should remain their best teacher throughout life. The module guides parents functioning as a coach, they expose a child to age-appropriate challenges to encourage development as well as to experiences that allow the child to explore on their own and learn from interacting with their environment.

The module discusses differences in parenting practices can have profound and lasting effects on all aspects of development – cognitive, physical, social and emotional. It would be safe to conclude that while poor parenting practices can lead to unstable adolescents who are experiencing multiple – physical, emotional, social – problems, the good parenting on the other hand can lead to well-adjusted, cultured, stable and successful adolescents. Besides parents, the entire family too has an essential role in the healthy development of a child. Thus, the module aims at building knowledge, skills and attitude of parents or guardians and other family members

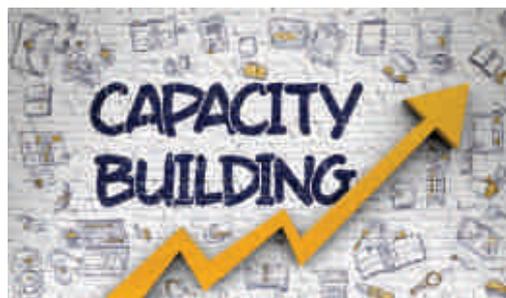


SECTION

1.1

About the Module

This module has been formulated for professionals involved in capacity building of teachers, parents and children at community level in the area of life skills based education. This guide includes a session plan which describes the detail about the sessions' objectives, instructional material for carrying out activities, time allocation for each topic, details of group activities, material required etc. Thus, it's a complete step by step process to deliver the contents to facilitate the trainers in delivering training on such type of topics. It also includes the PowerPoint Presentations be used during the sessions, as well as reading material for participants and trainer.



SECTION

1.2

Important Tips for Trainer

The trainer who will deliver the training should consider few important points for the conduct of this training; provided below:

- Make sure that the trainees are involved in the discussions. A facilitator has to make sure the ownership of the learning process and it often comes when the brainstorming happens and the participants take lead in the group discussion and share their valuable opinion and experiences.
- Don't discourage anyone even if you don't find a participant's response much worthy.
- Don't ask direct questions or point out at any individual to respond to some question. They should not feel that a trainer is testing their knowledge. Rather they should be given a feeling that whoever shares knowledge would be valued but who doesn't want be at loss. Asking for voluntary responses is always better in such case
- Don't separate yourself from the trainees during lunches or tea breaks rather use lunch and tea break as an informal forum for feedback. Many people who don't speak in a formal session often given their opinion on lunches and teas.
- Listen to participants carefully if they are sharing some personal matter. Show your interest in their reflections and encourage them to speak further.
- Always summarize one point before going to the other especially when it is about LSBE. Concluding one point refers to asking feedback of the participants and the trainers would know if

the participants learn the spirit of the subject or not.

- Try to ask for examples for each difficult topic or competency; often a simple example may help people learn effectively than sharing of long handouts.
- It is important to develop an environment of trust and mutual respect where people/ trainees share their personal experiences in a confident manner. Listen to their experiences to help them build up a new concept. Often the concept of freeze, defreeze and refreeze refers to such brainstorming opportunities where people empty the full glass of knowledge and then they give space to absorb new concepts.

SECTION

1.3

Selection Criteria for Trainer



SECTION

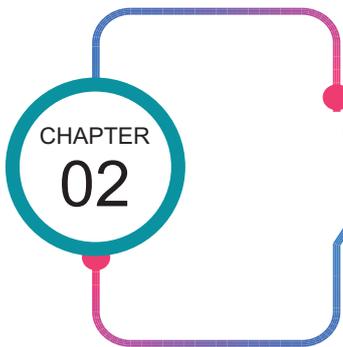
1.4

Selection Criteria for Parents/Family



Some important things to keep in mind for community engagement include:





SESSION PLAN

Life Skills for Parents

Life Skills for Parents

Key Learning Objective

By the end of this session, participants will be able to:

- Learn the importance of parents and family in child development
- Understand the concept of life skills
- Learn and Identify the Life Skills Based Education



DURATION
210 MINUTES

	Subtopic	Methodology	Material Re-quired
1.1	Importance of parents’ role in child’s development	Brain storming, group discussion, PowerPoint Presentation (PPP)	Flipcharts, markers, Power Point Presentation   
1.2	Importance of family role in child’s development	Brain storming, group discussion, PowerPoint Presentation (PPP)	
1.3	What are life skills?	Group activity: Scanning	
1.4	Life Skills Based Education	Brain storming, group discussion, PowerPoint Presentation (PPP)	

handouts, five A4 size papers

HANDOUTS

- Handout 1.1
- Handout 1.2

Guiding Tips for Facilitator



Go through the list of participants and have a quick overview of the participants' education, gender, professions and areas of their belonging. This will go you an assessment of the group dynamics and will enable you facilitate the discussion in an appropriate manner.

Don't force your ideas on trainees. Remember the principles of adult learning. Thus, it is very important that you bring the wisdom out and provide the forum to everyone learn from each other thoughts and ideas. Even negative thoughts and conservative ideas help others learn; de-freezing of concepts and learning new ideas.

Give value to the trainees' thoughts and feedback. It is important to build your session with the wisdom available in the training hall and refer to the examples and experiences shared by the trainees.

Go through the national guidelines and have good knowledge of the document. Refer to the national guideline when and if necessary.

Be prepared for conducting activity called 'scanning' so make sure that the material is there in the hall and you conduct the activity within the given time.

Manage your time for group discussion, PPP and interactive lecture. Make sure that the takeaway of the session is emphasized and participants learn the crux of the content.

The Process

1.1	Importance of Parents' Role in Child's Development	Brainstorming, Group Discussion, PPP
i	Start the session by saying that the involvement of parents in the development of a child is undeniable. Child looks at them for guidance and everything which means that parents are his/her first teacher. Apart from parents, the role of other family members such as siblings, grandparents, and any other elders in the home is also critical.	
ii	Ask for the participants opinion if they agree with your opinion. Ask them to share their experiences, both positive and negative	
iii	Explain when a child is growing up, what kind of guidance and information s/he normally requires? Write their responses on a flipchart and appreciate their responses	
iv	Explain that the most common challenges a child experiences during the growth process includes physical, mental, emotional, social, educational and intellectual.	
v	Present Slide 1.1 <input type="checkbox"/> to cite examples of such stages and challenges	
vi	Link these stages with the parents responses on type of guidance they provide to children during growth to see which guidance goes under which stage	
vii	Discuss the issues and let the participants brainstorm on the challenges and their experiences	
viii	Help them conclude it themselves and appreciate their discussion	

1.2	Importance of Family Role in Child Development	Brainstorming, Group Discussion
i	Ask them to identify the people other than parents living in a home. Write their names on a flipchart such as elder brother, elder sister, grandmother etc.	
ii	Explain that we have seen that parents are the first teacher of a child but do they believe that other family members which they have identified have an equal role to play in this regard and why?	
iii	Listen carefully to participants responses and have a discussion on why and how they are equally important	
iv	Say that family is the primary socialization agent for a child, and in many cases it remains the only one agent for the first five/six years of a his/her life. Family members support one another and this also includes the child. Explain that it is the responsibility of every family member to guide a child about how to behave	
v	Discuss that guidance can vary from culture to culture, religion, and parents' age. Ask them to identify guidance that varies from culture, religion and age of parents. Have a discussion on identified points	
vi	Conclude by explaining that failure in provision of guidance may result into depression, lack of self-esteem, aggressive behavior, poor health etc. Therefore it is extremely important that parents and family members play an important role during development stages of a child and are accessible to the child.	

1.3	What are essential life skills?	Brainstorming, PowerPoint Presentation,
i	Start the topic by narrating and explaining this quote, "current century literature indicates that our future citizens need to be multi literate, creative, and innovative (Shifting Minds, 2012:4) "	
ii	explain that young children are the most productive members of the society, due to their physical and intellectual capability but practically many of the children are not even aware of their potential, and as a result they are unable to utilize it mainly because of less or no guidance and motivation by their parents	
iii	Say that as we have seen that children pass through different development stages but for each of these stages, certain skills are needed. Ask what can be those skills?	
iv	Appreciate their opinion and explain that such skills can be termed as life skills which are the abilities for adaptive and positive behavior that enable individuals/children to deal effectively with the demands and challenges of everyday life	
v	present Slide 1.3 <input type="checkbox"/> to give an overall picture of life skills composition, and then briefly explain the ten skills provided in the slide. Tell them that each of these skills will be discussed individually in the coming topics	

1.4	Life Skills Based Education (LSBE)	Brainstorming, group discussion, PPP
i	Move to the next topic , discuss that education is very important for a child but more important is the education that guides a child for living a better life.	
ii	Explain that human beings constantly interact with others and the environment as a whole. Thus, when a child grows up into adolescence and adults, s/he requires certain knowledge, skills set and attitudes to help her/ him successfully manage him/herself and the environment	
iii	explain further that traditional methods of education assume that life skills and attitude training should continue to be provided by family and community. But that has proved wrong because children have been left vulnerable due to such traditional methods largely because of the fact that challenges and threat s faced by children and young people have increased. So it has become increasingly important to prepare the children to meet the complex nature of challenges and threats of world we are living in.	
iv	Say that it is through LSBE that education can support living a better life because these are the ingredients for children to become responsible citizens of the country who can handle and survive the challenges of present society and future	
v	Say that the next question is about LSBE? Explain it as a form of education which focuses on the development of life skills discussed earlier such as critical thinking, problem solving, etc.	
vi	Present and explain Slide 1.5 <input type="checkbox"/> to define the concept of Life Skills Based Education	
vii	Explain that LSBE has been defined differently under various contexts such as Convention on the Rights of the Child (CRC) linked it with development of a child's full potential, while later on survival skills, capacity building and quality education were added to it. In 2000 Dakar World Education Conference defined it as a system of education which includes learning to know, to do, to live together.	
viii	Introduce the next activity called <i>Gallery Walk</i> which is about life skills	
ix	Conduct the gallery walk and conclude the session	

Handout 1.1: Role of Parents and Family in a Child's Development

The pivotal role that parents and family play in a child's development is undisputed. A parent is a child's first teacher. Functioning as a mentor, the parent exposes a child to age appropriate challenges to encourage development. Such experiences allow a child to explore on his/her own and learn by interacting with the surrounding environment. Differences in parenting practices can have profound and lasting effects on all aspects of a child's cognitive, physical, social and emotional development. Differences in parenting practices can lead to differences in a myriad of outcomes such as academic achievements, self-esteem, unexpected behavior, independence, emotional stability, leadership ability etc.

Besides parents, the entire family also has an essential role to play in the healthy development of a child. Family is the most important system for a child because it is a primary socialization agent for a child, and in many cases the only one for the first five/six years of his/her life until s/he starts attending the school. Family members support one another and this also includes the child. Failure to provide support for a child could result in a number of problems, which have already been listed above. Therefore it is the responsibility of every family member to guide a child about how to behave

Handout 1.2: Importance of Life Skills

Life skills are essential for overall development of a child. Adolescence is the most difficult phase of life. It is that

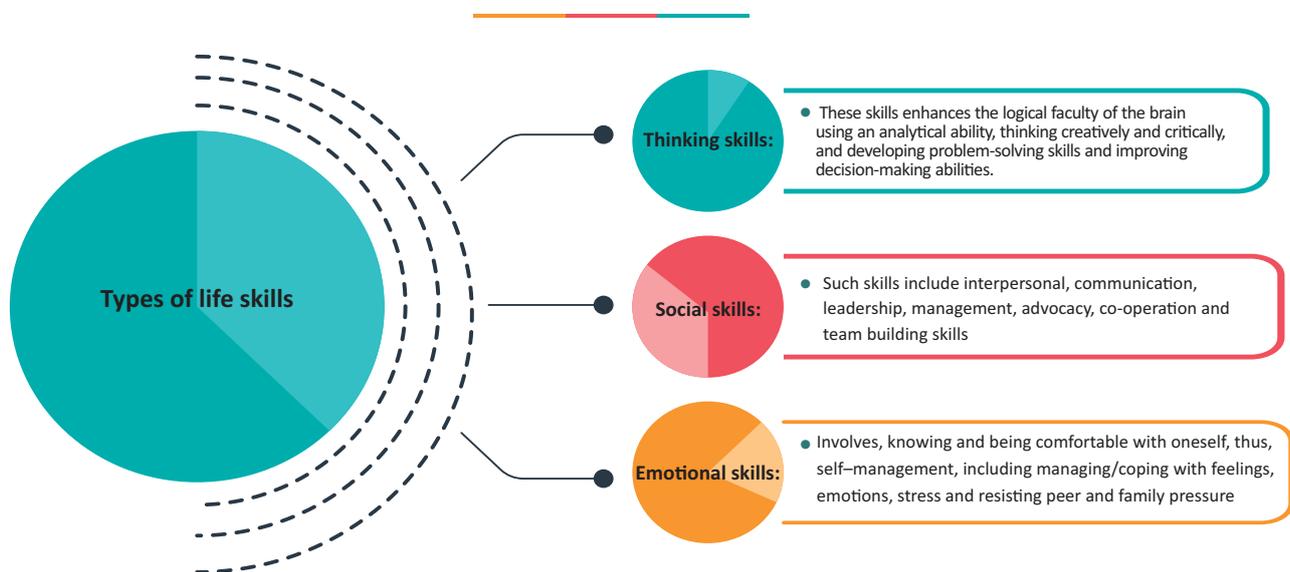
period during which most of the life skills are developed. Life skills include a broad spectrum of individual attitudes, behaviors and habits that are necessary for mental well-being and competence in young people as they face the realities of life.

The development of life skills in children with learning disability is more important compared to children with no such ailments. It saves CWDs from degenerating and to build their potential to the maximum. Hence life skills have a significant role to play in leading a successful and happy life in stressful environment

Types of life skills

Life skills are the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (WHO)

Building life skills is to help children in developing sound judgment and good habits for longer-term. These skills have been classified into three broad categories:



How to Develop/Enhance Life Skills at Home

At home, parents can teach life skills to the children by giving examples from real world situations and helping them in decision making and problem solving activities. It can be asking a child to do some household chores, making a budget for a trip, or helping the vulnerable people in the community. Educational games and fun activities with friends and family can support in building social and interpersonal skills among children.

Learning Daily Life's Survival Skills

Apart from daily life's activities such as brushing own teeth, tying shoe laces, taking a bath etc. children must know what to do in case of any untoward situation. Some of the examples from daily life and eventful situations may include

- Getting home from school and from school to home and vice versa
- Who to contact or call in case of an emergency. They should be told to memorize one or two numbers, such as emergency helpline, parents or relatives phone numbers
- Safely crossing a busy street
- What a child needs to do if s/he is bullied by other children or people, or have seen it happening to another child

How to safely use electrical appliances at home



Important Life Skills in LSBE

Key Learning Objective

By the end of this session, participants will be able to:

- Oriented about the eight important life skills from LSBE perspective
- Sensitized what life skills are important for their children



DURATION
60 MINUTES

	Subtopic	Methodology	Material Re-quired
2.1	Important life skills: Self-awareness	Brainstorming, Group Discussion, PPP	Flipcharts, markers, Power Point Presentation   
2.2	Important life skills: Creative thinking	Brainstorming, Group Discussion, PPP	
2.3	Important life skills: Interpersonal relationships	Brainstorming, Group Discussion, PPP	
2.4	Important life skills: Decision making	Brainstorming, Group Discussion, PPP	
2.5	Important life skills: Problem solving	Brainstorming, Group Discussion, PPP	
2.6	Important life skills: Empathy	Brainstorming, Group Discussion, PPP	
2.7	Important life skills: Coping with emotions	Brainstorming, Group Discussion, PPP	
2.8	Important life skills: Peer pressure	Brainstorming, Group Discussion, PPP	
2.9	Gallery walk	Group activity	

handouts, five A4 size papers

HANDOUTS

Handout 2.1

Guiding Tips for Facilitator



Guiding Tips for Facilitator

As a trainer, your skills are important to facilitate the session on LSBE. You should divide the session into activities and PPP and group discussion smartly to manage the time well ensuring the takeaway of the session.

Conduct activity on problem solving and communication skills to help the trainees understand how important the life skills are and how do we build our children without strengthening the important life skills. As a facilitator you need to facilitate the discussion in a way that encourage participants to share examples from their life and how lack of the life skills affect their life negatively or otherwise.

Ask participants if they allow their children make decisions and have an insight of their potential strengths and weaknesses. Conclude how important it is to deal with child as a complete personality enabling him/her be the bright future.

Conduct a quick exercise of coping with emotions and help parents learn how emotions of children are equally important and they should be guided well to cope up with stress situation and emotions effectively.

For the activity Gallery Walk get ten A4 size papers and on each paper write one word or skill which relates to life skills. Conduct the activity ensuring that you meet your learning objectives and participants learn well from it.

The Process

2.1	Important Life Skills for LSBE: Self-Awareness	Brainstorming, Group Discussion
i	Inform the participants that knowledge about oneself is called self-awareness which is awareness about the strengths and weaknesses of a person/child. Explain that it is very important that one should know the potential strengths and weaknesses to develop self-confidence and self-esteem and improve the personality on a regular basis.	
ii	Say that on the basis of self-confidence, adolescents will be the ability to respond to any situation with confidence. Another benefit of self-awareness is that it develops self-control in them to cope up with their emotions and stress situations	
iii	Present slide <input type="checkbox"/> 1.4 to share the information on the PPP	

2.2	Important Life Skills for LSBE : Communication	Brainstorming, group discussion, PPP
i	Say that human relationships depend upon communication that makes it a very important life skill	
ii	Present slide 2.2 <input type="checkbox"/> for describing effective communication	
iii	Ask how important is a communication for a child and what will happen if child is weak in communicating effectively	
iv	Write down the participants points on the flipchart	
v	Share few examples of communication from daily life and narrate what makes a message effective or poor and how do we offend people unintentionally	
vi	Explain how perceptions help you make or break relationship and how we can help out children develop positive perceptions and improve the relationships	
vii	Undertake few examples of perception “ I find my friend phone always busy”, My auntie gets busy in kitchen whenever we visit her house”, ‘My father often comes home very late in the evening’ and ask for perceptions	
viii	Write the perceptions on chart and then club negative and positive perceptions	
ix	Collect their opinion and narrate how negative perception builds negative relationships	
x	Explain one more example by carrying out another exercise with two chosen people A and B	
xi	Ask few questions from A and B i.e. education, schools, friends, teachers, favorite games and personalities etc.	
xii	Conclude that everything of person A and B is different and same happens if it even applies to persons living in the same house that is called different orientation of a person that causes conflicts or differences of opinion in discussion and that is not all the time	
xiii	Explain that if we think about different orientation of people we would respect the difference of opinion instead of thinking negatively for others.	

2.3	Important Life Skills for LSBE: Interpersonal relationship	Group discussion, brainstorming,
i	Say that children form deep relationships with those who they love and get committed to them. Explain that for this relationship to happen certain factors such as faithfulness, trust, willingness, and commitment to friendship are necessary	
ii	Ask with whom a child can foster this relationship. After participants have answered, a child can harness this relationship with family members, friends, peers, people in authority such as brother , teacher, and adults	
iii	Tell the participants that this can be done in two approaches. Present slide 2.3 <input type="checkbox"/> to describe the two approaches for formation of interpersonal relation. First is through friendship development and adjust according to society a child lives in. Explain that it is important that in order to understand the persons with whom a young person want to develop interpersonal relations, s/he has to put him/herself in shoes of such people such as friends/sibling/parent/relatives/elders etc. This is also called empathy. Say that we will next discuss empathy	
iv	Keep displaying slide 2.3 and read from it. The crux of second approach given on slide is that by resisting unhealthy pressures from adults or peers to negotiate one’s way through difficult situations in interpersonal relationships to advocate for change in the best possible way	

2.4	Important Life Skills for LSBE: Decision Making Skills	Brainstorming, Group Discussion
i	Say that as we grow up we are frequently confronted with making decisions. Some are small while other are big decisions to make, Everyone has to make certain simple decisions in day to day life such as what to wear, what to eat etc. However a person is frequently confronted with making serious decisions e.g. related to future, education, relationship etc.	
ii	discuss that when making a decision a person must be aware of the consequences attached to it. Weighing the pros and cons and arriving at a conclusion is decision making. Present Slide <input type="checkbox"/> 3.	
iii	explain that our own feelings have a greater role to play in making decisions.	
iv	We feel like doing something and decide to do it, sometimes it works fine but in other instances it can have serious repercussions on our life.	

2.4	Important Life Skills for LSBE: Decision Making Skills	Brainstorming, Group Discussion
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iv	We feel like doing something and decide to do it, sometimes it works fine but in other instances it can have serious repercussions on our life.	

2.6	Important Life Skills for LSBE: Creative Thinking	Group discussion, brainstorming,
i	Explain that all the life skills are interrelated and need each other in order to be successful.	
ii	Present slide 2.6 <input type="checkbox"/> for explaining creative thinking in detail	
iii	Say that creative thinking is a product of decision making, problem solving analysis and communication	
iv	Explain further and say that it helps us to think beyond our own experiences or in other words think out of the box. This will help in responding more adaptively to the situations we encounter in our daily lives	
v	Ask their opinion for making children creative	
vi	Collect few examples of creative thinking for children : Drawing, painting, games, quizzes, essay writing, role play etc.	
vii	Appreciate their feedback and conclude the session emphasizing the takeaway of the topic	

2.7	Important Life Skills for LSBE: Coping with Emotions	Group discussion, brainstorming,
i	Ask what can be included in emotions?	
ii	Collect participants' feedback, complement their responses and explain that emotions include many types of feelings, some of which are: appreciation, anger, anxiety, confusion, excitement, fear, relief and nostalgia	
iii	Discuss that as a life skill, coping with emotions is to recognize these emotions within our self and also in others. One has to be aware of how emotions will influence the behavior and what should to be the appropriate response to it.	
iv	Present slide 2□ for further describing the topic	

2.8	Important Life Skills for LSBE: Peer Pressure	Brainstorming, group discussion
i	Ask what comes to their mind when they hear the words peer resistance	
ii	Explain peer resistance as the ability to say no to the unhealthy and unsafe activities which peers or friends want a young person to do and at the same time s/he should not feel obliged to give them explanations who may threaten to expel him/her from friends group for not complying	
iii	Explain that for children and young people resisting peer pressure is very difficult because that situation may not be familiar to them and they don't have the skills to handle such circumstances.	
iv	Discuss that this situation can improve if there are positive peers in the group, then they can help in making the right decision e.g. use of drugs is almost entirely done on peer pressure. In such groups, all peers are generally drug addicts and it gets v ery difficult to move out until a third person intervenes.	
v	Conclude that it is very important to include such a topic/skill in the curriculum so that children can share their concerns as well as experiences and get educated about it	
vi	Ask the participants that based upon their experience, what were the instances in which their children/young people were caught up in peer resistance	
vii	Facilitate the discussion and appreciate their feedback	

2.9	Gallery Walk	Group Activity
i	Say that now we all have become familiar with some of life skills which are important in the context of LSBE.	
ii	Tell them that we will do a group activity related to this situation	
iii	Explain the participants that name of group activity is gallery walk	
iii	Tell them that if they look around the room they will see different pieces of paper placed on the wall	
iv	Explain that on each of the paper piece a word is written which describes the life skills that we are going to discuss	
v	Give further instructions say that when they read the words, they have to write a plus (+) sign or minus (-) or a question mark (?)	
vi	Explain that plus (+) sign indicates that this word is important to them while a minus sign (-) means that the word is not important while a question mark on those which they are not able to understand or are confused about	
vii	As a start, the facilitator should go around the room and read the words, and explain their meaning.	
viii	Tell the participants to get up and start the activity	
ix	After the activity, ask participants that were they familiar with the words and do they use these words/skills in everyday conversation/life?	
x	Ask if there any words that gave a negative feeling or caused confusion or concern? Ask them the reason for this	
xi	Say that words which they have marked as (+) are the ones which are important to them and they are most familiar with	
xii	Tell them to recall the four essential skills for child development	
xiii	Ask them to compare these four skills with the ones they have marked with a plus. Which essential skills are missing from the (+) ones?	
xiv	Have a small discussion on that	
xv	Wrap up the activity say that this activity has shown that there are skills which are important for child development but we as parents are not providing them	
xvi	Conclude by thanking the participants for their participation in the activity	

Handout 2.1: Important Life Skills for LSBE

Self-Awareness

Young people must have an understanding about themselves. This understanding should be about their:

- Potential
- Emotions and own feelings
- Position in life and society
- Strengths and weaknesses
- Clear sense of own identity (such as where they came from, which culture and society they were born and raised in)

If a child gets more aware of his/her own capabilities, s/he will become more capable of effectively practicing other life skills, and making choices regarding the opportunities which are available in their society

Effective Communication

Human relationships depend on communication. That is why communication is a very important life skill. A person is able to express his/her feelings, expressions, thoughts as well as fears and needs in verbal and non-verbal manner according to societal norms. It includes listening to others and understanding what others are saying.

If a child has poor communication skills then his/her other areas of development would get affected, such as not being able to socialize, difficulty in making and retaining friendships, confidence and self-esteem issues



Coping with Emotion

It involves recognizing emotions such as fear, love, anger, shyness, disgust, the desire to be accepted etc in ourselves and others. Response to such emotions can be impulsive and often result in illogical behavior. Intense emotions such as anger can have adverse effects on a person's life due to inappropriate behavior. On the other hand being aware of how emotions influence behavior, and being able to respond to emotions appropriately is coping with emotions...

Coping with Stress

This means to identify the causes of stress in one's life, then recognizing how this stress will impact my life, and finally to act upon ways which can control the stress level in one's self. In other words, coping with stress is to take action against the causes of stress for example, making changes in life according to community environment

Coping with stress can also be defined as a method by which a person learns to relax so that tensions caused due to stress do not impact the health of a person

Stress is an inevitable part of everyone's life including children. For a child causes of stress can be family problems, broken relationship between parents, examination pressures, the death of a friend or family member.

Interpersonal Relationships

It means connecting with people in a positive manner for making and maintaining friendly relationships that can be of great importance to our mental and social well-being. This calls for keeping good relations with family members, an important source of social support. A child develops this relationship with family members, friends, peers, teacher and adults

As a child grows up, s/he starts to develop relationships with:

- Adults such as parents, relatives, neighbors, teachers etc.
- Peers in and out of school
- People they meet in life such as parents' friends, influential community members, shopkeepers etc.

Decision Making

Everyone has to make certain simple decisions in day to day life such as what to wear, what to eat etc. However a person is frequently confronted with making serious decisions e.g. related to future, education, relationship etc. So a decision has to be made but a person must be aware of the consequences attached to this. Weighing the pros and cons and arriving at a conclusion is decision making

Problem Solving

Problem solving is a part of decision making and requires the same skills. Children and adolescents through practice in decision making and solving problems will be able to make best choices in complicated situations

Creative Thinking

There is not always one way of doing things. Neither is human life stationary because people often encounter new or unexpected situations and to make appropriate response to situation, creative thinking is required which is *Thinking of new ways for doing things, creating new things, new ideas, arrangements or organizations all come under creative thinking*

Coming up with new things, new ways of doing things, new ideas, arrangements or organizations is called creative thinking. This is important in life skills because people and children find themselves in unexpected or unfamiliar situations where creative thinking is needed for taking relevant action

Peer Resistance

Peer resistance means standing up for one's values and beliefs in the face of conflicting ideas or practices from peers. Friends, or colleagues, can come up with unacceptable or dangerous suggestions and may put pressure on one to accept. One needs to desist from doing things that one believes to be wrong and be able to defend one's decision, even if it means being threatened with ridicule or exclusion from group membership. With young people in particular, the pressure to be like other group members is great. Thus, if the group is turning to negative influences and habits, peer resistance is a very important skill.

Critical Thinking

Children growing up in today's world of are faced with multiple issues, such as parent's demands, expectations and messages of peers, teachers, society including religious leaders, media etc. All such demands and expectations interact with children's own aspirations and ambitions. They have to frequently make decisions regarding such demands, expectations, ambitions and aspirations. To make decisions, children have to critically analyze the environment in which they live and the multiple messages send from different strata of society.





DURATION
80 MINUTES

Key Learning Objective

By the end of this session, participants will be able to:

- Sensitized towards their responsibility of character building and emotional development of their children
- Aware of the good parenting practices
- Able to discuss the challenges of children development in the current scenario
- Conscious of the outcomes for engaging parents in life skills and LSBE

	Subtopic	Methodology	Material Re-quired
3.0	Guidelines for awareness raising of parents	Interactive Discussion	Flipcharts, markers, Power Point Presentation   
3.1	Be the first role model of your child	Brainstorming, Group Discussion, PPT	
3.2	Prepare children for the challenges of modern world	Group Discussion, PPT	
3.3	Need and importance of frequent interaction of parents and teachers	Group Discussion	
3.4	Providing a safe and conducive environment at home	Group Discussion	
3.5	Encouraging social interaction	Group Discussion	
3.5	Avoid giving punishments	Group Discussion	
3.6	Supervised usage of internet	Group Discussion	
3.7	No discrimination between children	Group Discussion	
3.8	Street smart children	Group Discussion, PPT	
3.9	Future planning	Group Discussion	
3.10	Outcomes of engaging parents in life skills and LSBE	Group discussion	

handouts, five A4 size papers

HANDOUTS

Handout 3.1

Guiding Tips for Facilitator



It is very important for facilitator to build an environment where everyone feels comfortable and trust each other. This enables participants share their personal experiences widely and provide an opportunity for everyone in the training hall to learn from such thoughts. Thus, a great responsibility lies with the facilitator to deal everyone with respect, give attention to everyone and manage the group discussion in a way that everyone in the training halls gets a chance to speak. Ask lead questions and relate the discussion with your power point presentations. Don't make the session content based delivery process only; you as a facilitator need to build attitude thus exhibit an attitude of tolerance, patience enriched with participation and deliberations.

Prepare a case study of parent teacher meeting with frequent interaction with an outcome of positive development of child. Ask

The Process

3.0	Guidelines for Awareness Raising of Parents	Group discussion
i	Start the session by explaining the participants that certain guidelines have been formulated by ACT in collaboration National Curriculum Committee to develop awareness of parents regarding various aspects of their children’s development	
ii	Explain that these guidelines are easy to understand and tell about the issue and offers its solution	
iii	discuss that topics such as meeting future challenges, encouraging social interaction, parent and teacher’s interaction, street smartness and some other will be discussed one by one	

3.1	Child’s First Role Model	Brainstorming, group discussion
i	Start by saying that the session will discuss certain guidelines which have been formulated in close coordination with curriculum development committee and includes information on different aspects which have an important role in child’s development.	
ii	Discuss that child’s character building and emotional development is the most important responsibility. Ask whose responsibility is it?	
iii	Thank the participants and say that it because of the fact that parents are first role models of thrit children	
iv	Discuss that parents as role model must have certain qualities.	
	Ask what could be a role model traits.	
v	Present slide 3.1 to define the traits of a parent as a role model	
	Collect feedback from the participants and appreciate their participation	

3.2	Prepare Children for the Challenges of Modern World	Group discussion, PPT
i	Tell the participants that as parents you should be aware of the fact that your children need to learn techniques and ways to cope with a world which is way more modern and complicated to that world in which you have lived in during childhood	
ii	Discuss that parents need to encourage their children to learn and experiment new things in their lives and those present in the environment around them.	
iii	Tell that in order for children to learn and experiment, parents need to provide guidance, information and tools if any.	
iv	Discuss that this will result in the development of critical thinking and curiosity in the children	
v	Explain that to become responsible citizens of the modern world, children should be told some basic etiquettes not just orally but also through demonstration.	
vi	Ask the participants to list down some of these etiquettes	
vii	Present slide 3.2 for explaining the etiquettes of modern world	
viii	Conclude the topic and summarize the takeaway of the topic	

3.3	Frequent Interaction of Parents and Teachers	Brainstorming, group discussion
i	Ask what is the outcome when parents and teachers interact frequently?	
ii	Say major outcome of this interaction is that parents become aware of their child's cognitive, intellectual, social and emotional development. This will give them the complete picture of their child's progress and weak areas or areas that need more attention.	
iii	Explain what is cognitive, intellectual, social and emotional development	
	Discuss at least one case study of frequent parent teacher meeting and the outcome of the interaction on the development of child	
	Sum up the discussion and emphasize the takeaway of the topic	

3.4	Providing a Safe and Conducive Environment at Home	Brainstorming, group discussion
i	Ask what can be a safe and conducive environment? Then add that first point for creating such an environment is children's physical safety by keeping them away from household dangers such as electrical cords, switches, gas stoves, medicines, sharp objects etc.	
ii	Explain that other components of a safe and conducive environment are keeping the home clean, tidy and orderly.	
iii	Discuss to develop an environment that allows children to openly share their feelings, fears and concerns with parents, siblings and household members who can then give advice to children.	
iv	Explain that it is equally important to encourage adolescents share their concerns regarding puberty, body changes and how to cope with such changes.	
v	Discuss that this can be done by developing young people's confidence in parents	

3.5	Encouraging Social Interaction	Brainstorming, group discussion
i	Ask what is social interaction?	
ii	Explain that it is the interaction between one individual/child and the members of society or community. In this process individual/child will develop different kinds of behaviors which are cognizant with the society s/he lives in. This shows society defines and influences a person/child's learning of the appropriate social behavior (Clausen, 1968)	
iii	Discuss that for a child to be socially active, parents need to take him/her to social gatherings and other community events.	
iv	Support the children to learn social work, speak in front of others, share their views and give suggestions on matters of communal interest	
v	Say that parents should encourage children to socialize with their peers and friends and at the same time discourage them to socialize with strangers and going away with unknown or less familiar persons	
vi	Take few examples from the participants and share the crux of the topic quoting the examples	
vii	Conclude the topic while emphasizing the takeaway of the topic	
3.6	Avoid Giving Punishments	Brainstorming, group discussion
i	Ask parents if they punish their children on receiving poor results of their children	
ii	Facilitate a small discussion on the views of parents and focus on the opinion who favor the punishment of children	
iii	explain that as parent they need to back up their children in failures and encourage them to work hard for filling the gaps left behind due to their poor performance.	
iv	Explain that when children and specially youngsters commit any mistakes, they should not be reprimanded and punished in front of others. In such a situation parents need to talk politely in private with adolescents and children and explain how these mistakes can negatively impact their life in the long run	
v	Collect responses and appreciate their opinions	
vi	Conclude the topic and summarize the takeaway of the topic	
3.7	Supervised Internet Usage	Brainstorming, group discussion
i	Ask how many of them allow their children use smart phones?	
ii	Ask do they allow children use internet?	
iii	Discuss if they are aware of what children/adolescents do or watch on internet?	
iv	Have a brief discussion on responses of participants and tell them that it is essential to know what kind of activities their children do on the internet especially when using social media applications such as face book, messenger, chatting apps, movies apps etc.	
v	Explain that there is lot of content on the internet which is not good for children as well as adolescents and can affect their mental, emotional and psychological growth	
vi	Discuss how internet could be used in a productive manner and how to monitor children while using the internet	
vii	Discuss screen sharing and web history information to help them access children internet browsing details	
viii	Conclude the discussion and ask about the takeaway of the topic	
ix	Have a quick round of day's learning and appreciate their participation	

3.8	No Discrimination Between Children	Brainstorming, discussion
i	Tell the participants that in rural as well in urban areas of Pakistan, parents don't treat their children on equality basis when it comes to the provision of education, health facilities, food and clothing, They give priority to boys over girls	
ii	Explain, it is religious responsibility of parents not to discriminate among their children on basis of gender	
iii	Coming to the next point in this context, parents should avoid making comparative analysis of their children with other children as this might force children to become pessimist and vindictive	
3.9	Street Smart Children	Brainstorming, discussion, PPT
i	Ask the participants what do they know about the term street smart?	
ii	Present slide 3.3 <input type="checkbox"/> to explain the meaning of street smart	
iii	discuss that now participants are aware of street smart terminology therefore ask them where can children act in a street smart manner?	
iv	Collect the participants' opinion and explain that there are many places where these skills can be used such as markets, hiring cabs, dealing with others in the market, restaurants & hotels, banks etc. Therefore parents need to take their children along when going to above mentioned places so that they can observe how their parents as well as other people behave with other people.	
v	Conclude the topic by saying that it is the requirement of modern world that children should be street smart to handle different situations at different places	
3.10	Future Planning	Brainstorming, discussion
i	Ask the participants that if they had ever done planning for their future?	
ii	explain that to succeed in life, planning is necessary because it gives us a path to reach our goal and future objectives.	
iii	Explain that same goes for children who have to do planning for their studies so that everything gets completed on time, and also they must have do a future planning about what they want to become in life and future	
iv	Explain that as parents, it is their responsibility to guide their young children in doing future planning and making realistic goals and objectives	
3.11	Outcomes of engaging parents in life skills and LSBE	Brainstorming, discussion
i	say connecting the last topic of the training that we had discussed in detail about how parents can develop life skills in their children. Now we will see what would be the outcomes of parents involvement	
ii	Distribute Handout 3 A	
iii	Explain the handout by saying that this handout consists of numerous expected outcomes	
iv	Say that we will go through some of these.	
	Ask someone from the participants to read first three outcomes	
v	Ask for Explanation for each of the outcome when it is read by the participant	
vi	ask participants about their understanding of the outcomes	
vii	thank them for the interest they have shown in this one day training through full participation and involvement	
viii	Appreciate their participation and close the session	

HANDOUTS

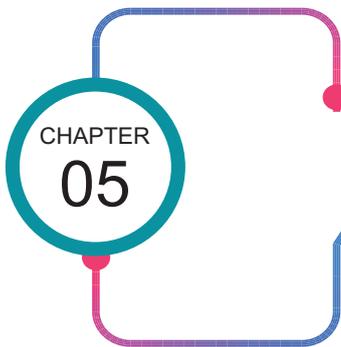
Handout 3.1

Expected Outcomes of Parents and Community's Engagement for Matters Concerning LSBE and Life Skills

Engaging parents and community on matters pertaining to the life skills and LSBE aligned curriculum will be beneficial for parents, community, teachers, as well as students. Some of the expected outcomes of this engagement are listed below:

- This will improve quality and extent of parent's home involvement with children's education
- Parents will be more mindful of children's social, psychological, emotional and character development
- Parents will be more flexible to accept the needs of adolescent children and will be sensitive to their physical, emotional and psychological needs
- A rapport will be developed between parents and general community and the schools and this will ease the learning process of children
- Parents and community will get new ideas to help children in their emotional and psychological development and to address their behavioral issues, if any
- Parents and community will become more confident about their important role in a child's development and school involvement
- Parents and community will provide a conducive environment and safety to the adolescent students, particularly girls, to live a dignified life
- It will raise confidence of the children to share their personal matters openly with parents and teachers
- It will improve cognitive and communication skills of the students
- A conducive and child friendly environment in school as well as home will result in confident and healthy children with high academic achievements
- It will result in students' increased motivational level, improved behavior, raised self-confidence to face and handle untoward situations, positive attitude toward themselves, others and society at large
- Teachers will be more focused on teaching matters instead of handling behavioral and other issues of the students
- Through frequent contact with parents, teachers will be aware and well informed about student's specific needs and home environment
- Teachers will achieve SLOs conveniently in a conducive environment with well collaborating triangulated relationship with students and their parents/community
- It will improve teachers' morale because the parents and the community will have positive views of the teachers due to frequent interaction





CHAPTER
05



Pre and Post Evaluation Test – Parents

Instruction: Tick one box (only) which you think is right

1. How much do you know about the role of parents and family in the development of a child?

Not sure	Too less	too much	no knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you know about the common challenges a child experiences during his/her growth?

Not sure	Too less	too much	no knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Are you aware about the concept of life skills?

Not sure	Too less	too much	no knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What is your knowledge about Life Skills Based Education?

Not sure	Too less	too much	no knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Are you aware of the present day challenges of modern world and future which your children can encounter?

Not sure	Too less	too much	no knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instruction: Tick Yes or No

1. Is parents and school teacher's meeting beneficial for child's educational growth?

Yes No

2. Is social interaction good for children?

Yes No s

3. Does punishment helps in learning and growth of children?

Yes No

4. Should children be given a freehand to use the internet for gaining knowledge?

Yes No

5. Should parents discriminate among their children on the basis of their gender and age?

Yes No

CHAPTER
06

SLIDES

SLIDE 1.1 ☐ : Common Challenges a child experiences when growing up

- Physical
- Mental:
- Emotional:
- Social:
- Educational:
- Intellectual:

SLIDE 1.2 ☐ : What are Life Skills?

Life Skills are a behavior change or behavior development approach to address the balance of knowledge, attitude and skills. (UNICEF)

Result of life skills is the development of adaptive and positive behavior in children which enables them to deal effectively with the challenges of everyday life as well as social, economic and political environment challenges

SLIDE 1.3 ☐ : Ten Most Important Life Skills

1	Self-awareness	6	Effective communication
2	Critical thinking	7	Interpersonal relationship
3	Creative thinking	8	Empathy
4	Decision making	9	Coping with stress
5	Problem solving	10	Coping with emotions

SLIDE 1.4 ☐ : Life Skills Based Education (LSBE)

It refers to an interactive method of teaching and learning by which learners acquire knowledge and to develop skills and attitudes which can aid in adopting healthy behaviors

SLIDE 2.1 ☐ : Self Awareness

Young people must have an understanding about themselves. This understanding should be about their:

- Potential
- Emotions and own feelings
- Position in life and society
- Strengths and weaknesses
- Clear sense of own identity (such as where they came from, which culture and society they were born and raised in)

SLIDE 2.2 □ : Effective Communication

Human relationships depend on communication. That is why communication is a very important life skill. A person is able to express his/her feelings, expressions, thoughts as well as fears and needs in verbal and non-verbal manner according to societal norms. It includes listening to others and understanding what others are saying.

SLIDE 2.3 □ : Interpersonal Relationships

It means connecting with people in a positive manner for making and maintaining friendly relationships that can be of great importance to our mental and social well-being. This calls for keeping good relations with family members, an important source of social support. A child develops this relationship with family members, friends, peers, teacher and adults

SLIDE 2.4 □ : Decision Making

Everyone has to make certain simple decisions in day to day life such as what to wear, what to eat etc. However a person is frequently confronted with making serious decisions e.g. related to future, education, relationship etc. So a decision has to be made but a person must be aware of the consequences attached to this. Weighing the pros and cons and arriving at a conclusion is decision making

SLIDE 2.5 □ : Problem Solving

Problem solving is a part of decision making and requires the same skills. Children and adolescents through practice in decision making and solving problems will be able to make best choices in complicated situations

SLIDE 2.6 □ : Creative Thinking

There is not always one way of doing things. Neither is human life stationary because people often encounter new or unexpected situations and to make appropriate response to situation, creative thinking is required which is *Thinking of new ways for doing things, creating new things, new ideas, arrangements or organizations all come under creative thinking*

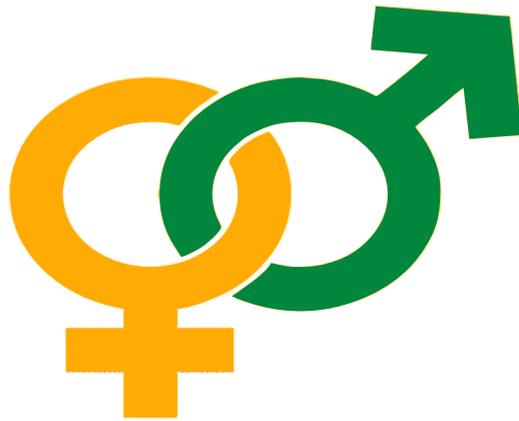
SLIDE 2.7 □ : Coping with Emotions

It involves recognizing emotions such as fear, love, anger, shyness, disgust, the desire to be accepted etc. in ourselves and others. Response to such emotions can be impulsive and often result in illogical behavior. Intense emotions such as anger can have adverse effects on a person's life due to inappropriate behavior. On the other hand being aware of how emotions influence behavior, and being able to respond to emotions appropriately is coping with emotions...

SLIDE 2.8 □ : Coping with Stress

This means to identify the causes of stress in one's life, then recognizing how this stress will impact my life, and finally to act upon ways which can control the stress level in one's self. In other words, coping with stress is to take action against the causes of stress for example, making changes in life according to community environment

Coping with stress can also be defined as a method by which a person learns to relax so that tensions caused due to stress do not impact the health of a person



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