

DRAFT



Training of Trainers Guideline (ToT)

BRAC Humanitarian Play Lab Model
Center Based

3-5 years



Training of Trainers Guideline

Publication

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Preface

Play-based activities for the holistic development of 3-5 year old children of Rohingya community, will be conducted from Rohingya community centers through the BRAC Humanitarian Play Lab. This unique play-based curriculum and training guideline was designed to foster the early years' development of children who live in adverse environments and went through many upheavals for a significant period of time, nurturing their psychosocial, emotional, physical, cognitive and pre-learning development.

This basic training guideline is an important tool for the Play Leaders for successful supervision and management of the BRAC Humanitarian Play Lab program for Rohingya children aged 3-5 years. The training guideline is divided into 5 days. All the instructions necessary to be followed in the upcoming training sessions are detailed serially in the training guideline and are to be followed.

Skilled Project Assistants are required to provide support in the administration and management of activities in the BRAC Humanitarian Play Labs for children aged 3-5 years. Project Assistants will have a large role in supervising Play Leaders using the Rohingya dialect and respecting the Rohingya culture. As such, this training guideline will be an important contribution to developing and changing the knowledge, perspective, skills and attitudes of Play Leaders in charge of the BRAC Humanitarian Play Lab.

This ToT guideline will be revised and revisited, keeping in mind the wellbeing of children in emergency settings, the experiences of the Rohingya community, the immediate requirements of the people and assessment of the current situation. Everyone is requested to provide valuable feedback on the next version of the guideline.

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Training of Trainers Guideline

BRAC Humanitarian Play Lab Model

(Video Content and Curriculum)

(Children aged 3-5 years)

Participant: Program Assistant (PA)

Duration: 05 days

Day: 01				
Session	Content	Time	Method	Material
01	Introduction <ul style="list-style-type: none"> - Invitation and Introduction Session - Overview of the Project (HPL program) - Training Expectations and Objectives - Training Principles and Curriculum Distribution 	09:00-10:15	Play Activity, Discussion, Q & A, and Brainstorming	Name tag, Marker, Curriculum and Training of Trainers Guideline
02	Children's Psychosocial Development & Growth in a Humanitarian Crisis <ul style="list-style-type: none"> - Child and Children's Rights 	10:15-11:00	Q & A, Discussion, and Group work	Curriculum and Training of Trainers Guideline
Tea Break-15 minutes				
03	Children's Psychosocial Development & Growth in a Humanitarian Crisis <ul style="list-style-type: none"> - Child Protection and Safety in an Emergency Context - Child Protection Policies and Strategies in Emergency Situation - Introduction of Child Security Policies and Recognition of Protection Policies. 	11:15-01:00	Q & A, Discussion and Play Activity	Balloon and Training of Trainers Guideline
Lunch Break (1 hour)				
04	Children's Psychosocial Development & Growth in a Humanitarian Crisis <ul style="list-style-type: none"> - Child's Personal Care, Food and Nutrition - Early Childhood Development and Brain Development - Children with Special Needs or Children with Disabilities - Areas of Child Development. 	02:00-04:00	Brainstorming, Q & A, discussion, Play Activity, Group and pair work	Curriculum, Training of Trainers Guideline, and Thread balls

05	Children's Psychosocial Development & Growth in a Humanitarian Crisis - Child's Social and Emotional Learning and Behavior	04:00-05:00	Brain storming, Q&A, Discussion and Play Activity	Curriculum and Training of Trainers Guideline
End of the Session and Tea Break				

Day: 02				
Session	Content	Time	Method	Material
01	Reflection of the Previous Day's Activities	09:00-09:30	Play Activity	Ball
02	Psychosocial Support for the Play Leaders - Active Listening and Empathy	09:30-11:00	Sharing Events, Group Discussions, Practice	Training of Trainers Guideline
Tea Break (15 minutes)				
03	Psychosocial Support for the Play Leaders - Non-judgmental Attitude	11:15-12:15	Q & A and Discussion	Training of Trainers Guideline
04	Psychosocial Support for the Play Leaders - Confidentiality	12:15-01:00	Q & A and Discussion	Training of Trainers Guideline
Lunch Break (1 hour)				
05	Psychosocial Support for the Myanmar Language Facilitator - Some common symptoms of psychosocial issues and referral	02:00-03:30	Sharing events, Group discussions, Practice	Training of Trainers Guideline

06	Healing Session	03:30-05:00	Discussion and Q & A	Supporting Information
End of the session and Tea Break				

Day-03				
Session	Content	Time	Method	Material
01	Reflection of the Previous Day's Activities	09:00-09:30	Play Activity	None
02	Children's Psychosocial Development & Growth in a Humanitarian Crisis - Play and Child's Psychosocial Development and Growth	09:30-11:00	Q & A and Discussion	Curriculum and Training of Trainers Guideline
Tea Break (15 minutes)				
03	BRAC Humanitarian Play Lab (HPL) Model - Humanitarian Play Lab Program	11:15-12:00	Q & A and Discussion	Curriculum and Training of Trainers Guideline
04	BRAC Humanitarian Play Lab (HPL) Model - Roles and Responsibilities of the Play Leaders	12:00-01:00	Q & A and Discussion	Curriculum and Training of Trainers Guideline
Lunch break (1 hour)				
05	Humanitarian Play Lab Curriculum - Humanitarian Play Lab Curriculum - Humanitarian Play Lab Curriculum Framework	02:00-03:00	Q & A and Discussion	Curriculum and Training of Trainers Guideline
06	Introduce the Play Lab's Theme-based Activities	03:00-04:30	Q & A, Group Work, and Discussion	Curriculum and Training of Trainers Guideline

07	Humanitarian Play Lab Curriculum - Introduction to the Daily Routine and Monthly Activities Plan of the Humanitarian Play Lab	04:30-05:00	Q & A, Group Work, and Discussion	Curriculum and Training of Trainers Guideline
End of the Session and Tea break				

Day-04				
Session	Content	Time	Method	Material
01	Reflection of the Previous Day's Activities	09:00-09:30	Play Activity	Ball and Rattle
02	Play Activities of Humanitarian Play Lab - "Time to Say Hello" - "Kabbya & Kissa"	09:30-10:30	Discussion, Q & A, Presentation	Curriculum , Training of Trainers Guideline, and Necessary Materials
03	Play Activities of Humanitarian Play Lab - "Moving & Doing"	10:30-11:00	Discussion, Q & A, Presentation	Curriculum, Training of Trainers Guideline, and Necessary Materials/toys
Tea Break (15 minutes)				
	- "Drawing & Creating"	11:15-11:45	Discussion, Q & A, Presentation	Curriculum, and Training of Trainers Guideline, and Necessary Materials/toys
04	Play Activities of Humanitarian Play Lab - "Play as You Wish"	11:45-12:15	Discussion, Q & A, Presentation	Curriculum, Training of Trainers Guideline, and nNecessary toys
05	Provide Primary Ideas on the Operation and Management of Video to the Play Leaders	12:15-01:00	Q & A and Discussion	Curriculum, and Training of Trainers Guideline, and Pico Projector
Lunch break (1 hour)				
06	Play Activities of Humanitarian Play Lab - "Watch, Play, Learn"	02:00-03:30	Q & A and Discussion	Curriculum, Training of Trainers Guideline, and Theme-based Video

07	Play Activity of Humanitarian Play Lab - "Time to Say Goodbye"	03:30-04:15	Discussion, Q & A, Presentation	Curriculum, Training of Trainers Guideline, and Necessary materials/toys
08	Introduction to Home Visit Session	04:15-05:00	Discussion, Q & A	Home Visit Session
End of the session and Tea break				

Day: 05				
Session	Content	Time	Method	Materials
01	Reflection of the Previous Day's Activities	09:00-09:30	Play Activity	None
02	Introduction to Basic Training Guideline and Discussion - Session Distribution & Presentation	09:30-11:00	Presentation, Discussion	Curriculum, Basic Training Guideline, and Necessary Materials / toys
Tea-break (15 minutes)				
03	- Practice of the Sessions by the Participants	11:15-1:00	Presentation, Discussion	Curriculum, Basic Training Guideline, and Necessary Materials/toys
Lunch break (1 hour)				
04	Roles and Responsibilities of a Trainer	2:00-3:00	Presentation, Discussion	Training of the Trainers Guideline
05	Involvement and Participation of the Rohingya Community - Management Committee and Parents' Meeting of Humanitarian Play Lab - Communication and Participation of Rohingya Community and Parents - Material Development and Workshop with the Participation of the Rohingya Community	3:00-4:30	Brainstorming, Sharing Experiences, Discussion, Question & Answer and Acting	Training of the Trainers Guideline, and Necessary Materials/toys
06	Exchange of Feelings and Closing	4:30-05:00	Experience Sharing	None
End of the session and Tea break				

Day 1

Session 1



1 hour 15 minutes

Contents: Introduction Session

- Welcome and Introduction Session
- Overview of the Project (HPL Activities)
- Training Expectations and Objectives
- Training principles and Curriculum and Training for Trainers Guideline Introduction and Distribution

Objectives: After this session, the participants will be able to-

- Know each other
- Learn about project activities
- Explain Training expectations and objectives.
- Tell the principles of Training.
- Get introduced to curriculum and Training of Trainers Guideline
-

Task 1: Welcome and Introduction Session

Time: 25 minutes

Method



Play Activity

Materials



Marker, Name tag

Process



- Start the session by welcoming to the participants
- Stand in a circle with everyone, play the activity below and tell everyone to introduce themselves
- Ask the participants to tell their names one by one with a body movement activity. Such as- "My name is Rumana, I can sing a song"
- Then she will sing a few lines of the song and everyone will sing with her
- Someone may say, "I can dance." He/she will move his/her body a little bit and others will do so too
- Thank everyone when they finish saying names and ask them to write their names in their name tag

Task 2: Overview of the Project (HPL)

Time: 20 minutes

Method



Discussion

Materials



Training of Trainers
Guideline

Process



- Ask the participants a few questions, such as- if they know about the name, goal and objectives of the project and whom this project is for?
- Give the participants some time to think about it. After listening to their opinions, discuss on the goal, objectives and the target population of this project
- After the discussion ask the participants if they had any difficulties. If there are no questions, close the project introduction related discussion by thanking everyone

Supporting Information: Overview of the Project (HPL)

Overview of the Project

BRAC Humanitarian Play Lab under the 'Play to Learn' project is a play-based model for children aged 0-5 years with the main objective of protecting Rohingya children through play, maintaining their own traditions and culture, child well-being, a psychosocial development. Accomplishment and overall development of child's early development strategies in negative situations. This program is mainly implemented by dividing children into two age-based levels, these levels are 0-3 years, 3-5 years. There are programs for children aged two years, 3-4 years (home-based), and center-based for children aged 3-5 years. Home-based program for 0-3 and 3-5-year-old children is implemented for mother and child. Whereas the core program involves conducting one session a week in Rohingya community homes with 10-12 mothers and their children. The 3-5 year home-based program is conducted in Rohingya community homes with 10-15 children and the 3-5 year center-based program is conducted in a center with 35-40 children for one session five days a week for two hours.

After that, due to the closure of the playground due to the COVID-19 pandemic situation, through regular contact with children and their mothers every week and through Kabbya, Kissa and Play activities with the children, we are by their side and the children also understand that they are close to the playground even sitting at home.

However, at present, as per the government guideline in re-opening, four 30-minute home visit sessions per month are conducted for each mother and child in the home-based program for children aged 0-3 years following the post-COVID safety Guideline. In addition, the home-based program for children aged 3-5 years is conducted in a Rohingya community home with 12/15 children for two hours five days a week, the children in this home-based program receive one home visit session per one and a half months in addition to coming home. The Centre-Based program is conducted with at least 30/35 children for one session of two hours, five days a week. In this centre-based program, children receive one home visit one and a half months in addition to coming to the centre. And time for home visit will be 30 minutes. There is a 15-minute psychosocial support (PSS) segment and a 15-minute play segment.

The Play to Learn project encourages the involvement of mothers as well as fathers in child rearing. In line with that, a new initiative has been taken considering the mental well-being of fathers in Rohingya families, where fathers' well-being, positive relationships, and the participation of fathers in child development and upbringing are ensured.

Task-3: Training Expectations and Objectives

Time: 10 minutes

Method



Q&A and Discussion

Materials



Training of Trainers Guideline

Process



- Ask questions to the participants, what are the expectations and learning outcomes from this training. Give them some time to think.
- Ask everyone to share one of their expectations.
- Now discuss the training objectives in light of supporting information and the participants' expectations.

Supporting Information: Training Expectations and Objectives

Training Objectives:

The participants will be able to know and understand:

- Child and Children's rights
- Child protection, different kind of children's risks, and their protection policies in any crisis situation
- Children's safety policies
- The child's health and personal care
- Early childhood development of the children, brain development, and different areas of the development
- Learn about children with special needs or disabilities
- Social and emotional learning of the children and the strategies of emotional and behavioral management of the children
- What is Play? The importance of play in the development of a child's psychosocial development & growth.
- Purpose, objective, and characteristic of Center-Based BRAC Humanitarian Play Lab
- Can explain the duties and responsibilities and basic qualifications of a Myanmar Language Facilitator
- Can describe the Psychosocial skills of a Myanmar language facilitator
- Will know the symptoms of Psychosocial problems and referral areas through Psychosocial support
- Find out about the BRAC Humanitarian Play Lab curriculum
- How to conduct different activities of from the Humanitarian play lab curriculum
- Participation of the Rohingya community and ways to increase their engagement in the Center Based Humanitarian Play Lab and talk about it
- Explain the themes of Humanitarian play lab curriculum
- Explain the importance of themes of Humanitarian play lab curriculum
- Tell the procedure to operate Pico projector
- Operate Pico projector
- Get introduced with Humanitarian play lab curriculum
- Know the roles and responsibilities of a trainer
- Get introduced to operate Training of Trainers Guideline

Task 4 : Introduction and Distribution of the training principles and curriculum

Time: 20 minutes

Method



Brain storming and discussion

Materials



Marker and Training of Trainers
Guideline

Process



- Ask the participants about training principles and give them 1-2 minutes to think. Then hear from participants and get everyone's commitment to follow this policy. Few possible points are given in the information sheet as samples.
- Then listen from the participants and get everyone's commencement on following the principles. Discuss on the principles in light of the supporting information
- Now introduce the participants with BRAC Humanitarian Play Lab in few words, such as- what is it? What aged children it is for? What is in it? etc.
- Then distribute the curriculum and Training of Trainers guidelines to all and end the session by ensuring if everyone has received it

Supporting Information: Training Principles

- Being punctual in the training
- Actively listening
- Actively participating in the activities
- Cell phone should be switched off or in silent mode
- Giving others the chance to talk
- Being respectful towards each other
- Asking questions for clarification
- Raising hand to ask a question
- Speaking one at a time
- Keeping the training room clean
- Avoiding side talk
- Being happy and smiling
- if needed wear mask and maintain mutual distance

Day 1

Session 2



45 minutes

Content: Children’s Psychosocial Development and Growth in a Humanitarian Crisis

- Child and Children’s Rights

Objectives: After this session, the participants will be able to-

- Learn about the child and talk about the characteristics of the child
- Learn about the children’s rights and what rights children can achieve with the support of Myanmar Language Facilitator at Humanitarian Play Lab

Task: Child and Children’s Rights

Time: 45 minutes

Method



Q&A, Group Work and Discussion

Materials



Curriculum, and Training of Trainers Guideline

Process



- Ask participants who are children or whom do we call a child? Listen to the opinions of few participants. Discuss in detail based on the information mentioned below. Explain if anyone has any question.
- Now ask the participants to discuss the characteristics of 3-5 years aged children. Such as, likes/dislikes, hobby, curiosity, behavior with others, wishes, emotions etc.
- Give some time. After that given time, ask some of the characteristics of the children and if needed add some from the basis of supporting information.
- Now ask question the participants, what kind of demands children may have towards us? Now listen from some of the participants and if needed, give some idea about children’s demands.
- Now inform the participants about the demands of the children that are known as child rights. Keeping these rights into mind, the “Child rights Charter” has been established where 54 acts are included. Considering the implementation of child rights, the 54 acts are divided into 5 groups.
- Then inform the participants about what are included into these five groups and discuss with them.
- Now divide the participants into 5 groups.
- Then divide the four important subjects to four different groups (survival rights, protection rights, development rights, participation rights, assembly rights). and now discuss with the participants how the Myanmar Language Facilitators can help the children to get their rights by the Curriculum in the Humanitarian Play Lab.
- After that, ask a specific person from a group to present in front of everyone what they have found out about the rights of children.
- Discuss the opinions what came out of the discussion and what may be the responsibilities of the Myanmar Language Facilitators to ensure those rights for the children and finish the session.

Supporting Information: Child and Children's Rights

Young children who have passed through any humanitarian crisis, violence or any adverse situation have a different psychological world than those children who have grown up in a normal environment. The way a child growing up in a natural and peaceful environment sees the environment around him/her, a child growing up in war, conflicts and conflict does not see the same scenarios in that way. In case of a child to adopt in the new situation and environment as a refugee after being deported from his/her own land and for the mental well-being of that child, Psychosocial assistance is significantly needed as it plays a big role in a child's holistic growth and development.

Child: The UN's Convention of Rights of the Child (CRC) defines a 'child' as a person below the age of 18. Each child is different and an individual entity. It's not different for the children who grew up in a critical situation. If we want to truly understand them and keep them active, we need to understand them. Children want to get affection and love and be accepted by adults, children like to play and they like toys. A child loves to investigate and to express their own entity. They like to ask many questions and like to follow others.

Children's right: A child has several needs. Like adults, children also have physical needs, the need for security and love, and the need for establishing relationships with others. However, some needs are extremely important to ensure a child's survival, their safety, and their ability to grow in a healthy and normal manner. It is imperative to fulfill these essential needs of a child. These essential needs are known as a child's rights. Keeping these needs in mind, the Child Rights Convention was adopted by the UN General Assembly in November 1989 and in September 1990; it was turned into a part of international law. The government alone does not have the responsibility to secure the rights of children; it's the responsibility of all those who are associated with children in one way or the other. Children's rights are specified in 54 sections in the convention, considering the implementation of child rights in all sections of the society. These sections are mainly divided into five parts: 1) Survival Right; 2) Protection Right; 3) Development Right; 4) Participation Right; 5) Assembly Right.

Survival Right: The basic needs that are necessary for the survival of the child are known as right to live. For example, the rights to satisfactory quality of life, safe shelter, food, nutrition, medical treatment, etc.

Protection Right: This refers to a child's right to get protection from all kinds of inequalities and shocking /terrible situations like murder, neglect and exploitation.

Development Right: This includes all the rights that help a child's holistic development. For example, the right to education, sports, rest, thought, logic, information and knowledge, musical activities, and the right to freely practice their religion.

Participation Right: This is related to children's right to free speech, and their right to express their own experiences and opinions, their right to participate in peaceful assemblies, and their right to unionize.

Assembly Right: Every individual in society should take part to raise awareness and to ensure the rights of children. Thus, this relates to the consolidation of a child's identity alongside the implementation of the child rights convention, monitoring and observation, initiatives of non-governmental organizations along with government institutions, and fund collection to implement the convention

Day 1

Session 3



1 hour 45 minutes

Content: Children's Psychosocial Development and Growth in a Humanitarian Crisis

- Child Protection in an Emergency Context
- Child Protection Policies and Strategies in Emergency Situation
- Introduction of Child Security Policies and Recognition of Protection Policies.

Objectives: After this session, the participants will be able to-

- Tell about what is Child Protection in emergency context and what kind of risks the children can have
- Know how to protect a child in an emergency situation
- Know Children's Security Policies

Task-1: Child Protection in an Emergency Context

Time: 20 minutes

Method



Q&A and Discussion

Materials



Training of Trainers Guideline

Process



- Ask the participants what do they understand about the meaning of Protection? Listen to their opinions and ask, what do they understand about child protection in an emergency situation?
- Now ask, what types of risks do the children live with? Listen to some opinions.
- Then use the supporting information to discuss about the risks children go through and how to protect them from these risks in an emergency situation.

Supporting Information: Child Protection in Emergency Context and Different Child Risks


Child protection in an emergency contest:

When a critical condition occurs due to any natural or man-made reasons, it is called an emergency situation. This is a situation where immediate solution is urgent. Emergency context is such a situation where the response has to be immediate and right at that moment. Meaning of an emergency situation for a child is to protect them from a neglected situation, misbehavior, absorption and violence. If they feel neglected give them the protection urgently. We have to keep in our mind, child protection does not mean only to ensure child's right, and rather it is sum of the activities which will protect the children. It is important to keep in our mind that the children are at most risk in an emergency situation. The risks are-

- Being separated from family
- Being oppressed

- Being harmed physically, mentally and sexually
- Being deprived financially
- Being deprived from health, housing and education system
- Uncertainty and security problems and
- Act of violence getting increased in children's behavior.


Task-2: Child Protection Policies and Strategies in Emergency Situation **Time: 40 minutes**

Method 

 Q&A, Play Activity and Discussion.

Materials 

 Balloons and Training of Trainers Guideline

Process 

 • Ask the participants, how the children can be protected in any adverse situation. Listen to some opinions. Now tell the participants, we play and through it we will try to understand how to protect a child in an emergency situation.
 • According to the following rules, play the activity in two steps with the participants:

Step-1

- Make 2 groups with 3 participants in each. First group will be the children who are in an emergency situation and the second group will be the attackers.
- Tie up balloons on the legs of three participants from the first group. Ask them to put their legs up where the balloons are tied on.
- Ask the second group to come out and ask them to chase the first group to explode their balloons.
- Both the teams will chase each other by keeping their one leg high.
- At some point, second group will explode all the balloons tied on the legs of the participants of the first group.

Step-2

- In this activity, there will be 3 groups.
- Tie up three balloons on the legs of 3 participants from the first group. Ask them to keep their legs high.
- 3 participants from the second group will be the attackers but the second group will hide their identity.
- 6 participants from the third group will act to be staff from an agency.
- Explain separately to the first, second and third group that how they will do the activity. But the groups won't say to the other groups their content of activity.
- When they will start the activity, the attackers will attack and the first group will try to protect them. Then ask the third group to come forward to help them.
- In this way, ask the attackers to go backwards and children from the first group will be protected in the emergency situations.
- In this way, the activity will end.

- Now ask the participants, What was the first event? What happened in the second event and how the children were saved?
- Now discuss by taking help from the supporting information to the participants about Child Protection Policy and if there are any questions from the participants explain them through discussing the topic.

Supporting Information: Child Protection Policies in Emergency Situation

Child Protection Policies:

It is everyone's moral duty and responsibility to protect a child. For doing that there is some policy and process. Such as-

- We won't take any step which can be harmful to the child
- We have to work to ensure neutral people's participation in humanitarian aid especially for those who are innocent and to ensure humanitarian assistance for victims who is politically vigilant
- Protecting them from violence and abusive physical & psychosocial damage. But we have to keep it in our mind while taking the steps that these are not contrary to the wishes of the child and become the cause of them being afraid
- While ensuring the child needs, we have to give priority to their opinions and make sure that children are not damaged physically, mentally and socially
- It is difficult to ensure and describe child protection through the policy, law and other organizational methods. So, we have to take steps by using National Child Protection Policies to ensure the participation of local people
- To get humanitarian aid while giving child protection to a child we have to ensure that a child is getting all the protection and their risk is properly managed one of the most important centers is Child Friendly Space

Task 3: Introduction of Child Security Policies and Recognition of Protection Policies.

Time: 45 minutes

Method



Q&A and Discussion.

Materials



Training of Trainers Guideline

Process



- Tell the participants that as we will work with the children, we need to know how we can ensure protection for the children. At the BRAC Humanitarian Play Lab, safety awareness can be informed through various Play Activity to ensure child safety. For example-
 - No one should be touched with the hand and no one should be allowed to be touched while speaking
 - Must refrain from doing any act that causes emotional or physical harm to others, etc.

- Regarding the safety issues of children, BRAC has Child Protection policy that we have to know and follow.
- Now discuss with the participants about the BRAC safeguarding policies. If any participant has got any questions discuss it with them.
- Then show the BRAC safeguarding policy and tell them, as a BRAC employee we will follow the policies and obey the policies as well and we will sign the BRAC safeguarding policy form.
- After this, take their signature in the paper and keep them in the office. If anyone has any question, listen to that and announce the end of this session.

Supporting Information: BRAC Child Protection Code of Conduct

Definition of Child: BRAC recognizes a person under the age of 18 years to be a Child.

Generally, BRAC's Code of Conduct on Child Protection embodies our commitment to human development and dignity. The Code of Conduct strengthens the roots of our vision of "A world free from all forms of exploitation and discrimination where everyone has the opportunity to realize their potential." This Code of Conduct outlines the standards of conduct that shall guide the actions of all BRAC staff. With respect to their engagement with children. Attention to the protection and wellbeing of children is essential to the fulfillment of BRAC's purpose. The immediate implementation of a Code of Conduct will serve to accelerate the realization of BRAC's vision.

All BRAC employees pledge to abide by the following code of conduct:

- 1. Employees shall:** not speak or act disrespectfully toward a child or a child's family because of the child's socio-economic background. Class. Gender, religion, ethnic or social origin. Property. Disability, political or other opinion, or other status.
- 2. Employees shall:** encourage and respect children's voices and views and listen to children and always act in the best interest of children.
- 3. Employees shall:** encourage children's personal, physical, social, emotional, moral and intellectual development and create an environment which enables such development. Children shall not be excluded on the basis of gender, disability, ethnicity, religion or any other criterion.
- 4. Employees shall:** be aware of situations which may present risks to children and try to prevent and manage such situations by planning and organizing the work and the workplace, so as to minimize risk of violations of this code.
- 5. Employees shall:** ensure that a culture of openness exists to enable issues or concerns to be raised and discussed by children or their families. Employees shall never scold or ridicule a child for raising any issue or concern. Employees shall make children feel confident and secure and safe in voicing their concerns, as well as take a clear stand when other adults physically or verbally abuse 3 children.

- 6. Employees shall:** be aware of the potential for peer abuse (e.g., children bullying, discriminating against, victimizing or abusing other children) and of high risks. Peer situations (e.g., unsupervised mixing of older and younger children and possibilities of discrimination against minors).
- 7. Employees shall:** be aware that adults are always responsible for their behavior regardless of the child's behavior. This awareness must extend to cases which require the employee to act on stories that children might talk about abuse they have suffered by other children or by other adults.
- 8. Employees shall:** whenever possible, ensure that adults do not isolate themselves with one child and that another adult is present when working in the proximity of children.
- 9. Employees shall:** remember that all staff members are accountable under this code, and that violation of this code shall result in appropriate and lawful measures taken by the organization and under the law of the land.
- 10. Employees shall:** report violations so that poor practice or potentially abusive behavior does not go unchallenged

Prohibited Conduct

- 1. Employees shall not:** develop relationships with children which could in any way be deemed exploitative. Abusive or inappropriate. Employees shall not act in ways that may be abusive or may place a child at risk of abuse.
- 2. Employees shall not:** develop or attempt to develop intimate physical or sexual relationships with children. Neither shall the employees encourage any child to develop romantic type of feelings for any one.
- 3. Employees shall not:** take pictures. Videos or any other recording (audio, video, picture) of children without their permission, or their guardian's permission. Employees shall not use such material for commercial or none—commercial or personal use without their informed consent.
- 4. Employees shall not:** use language or behavior towards children that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate, and also shall not use any language that will mentally or emotionally abuse any child.
- 5. Employees shall not:** invite unaccompanied children to their home or encourage meetings outside the program activity. Unless they are at immediate risk of injury or in physical danger.
- 6. Employees shall not:** sleep close to unsupervised children unless the child is below 8 years of age or unable for physical or psychological reasons to sleep unsupervised and where the employee is female. When it is absolutely necessary for a male staff to sleep close to children, he must first make every possible attempt to find a female staff instead to accompany the children.
- 7. Employees shall not:** encourage other staff to hold or care for the child when the child accompanies its parent on work related travel. This shall not apply to designated caregivers.
- 8. Employees shall not:** be with a child alone in a closed room or a place where no one else can see the employee. If an employee is alone with a single child at any time that employee must ensure that another adult is present or at least close by.

- 9. Employees must be:** visible in working with children. And should meet with child(ren) in a central, public location except for when the dignity or safety of the child needs to be protected with privacy.
- 10. Employees shall not:** kiss, hug, fondle, rub or touch a child in an inappropriate way. The child must be able to withdraw from any physical contact whenever they want to.
- 11. Employees shall not:** do things of a personal nature that a child could do for him/herself, including dressing, bathing, and grooming.
- 12. Employees shall not:** initiate physical contact (e.g., holding hands) unless initiated by the child. The child must be able to initiate as well as terminate any physical contact, including holding hands, unless a dangerous situation exists and it is necessary for the safety of the child. Such as in traffic or crossing the road or similar situations.
- 13. Employees shall not:** allow children to engage in sexually provocative activities with each other, and shall not stand aside when inappropriate actions inflicted by children on other children or other adults occur even though it may be frequent and common

Safeguarding Acknowledgment

As an employee of BRAC, I agree to abide by the following code of conducts:

1. I shall not harm any child verbally, mentally or physically.
2. I will not act in any way that may be abusive or place children in any kind of abuse.
3. No families will be harmed due of the practices of our interventions.
4. I shall not place the child or their family in any situation that makes them vulnerable to abuse or misconduct.
5. I shall respect the religious and cultural believes and practices of the children and their families.
6. I will maintain strict confidentiality regarding the identity of all beneficiaries.

I acknowledge that I have been provided with and have reviewed BRAC's Policy on Child Protection Policy. I agree to comply with all the aspects of the Policy, and I understand that my ongoing obedience with the Policy is a condition which is required for my participation in any visits to BRAC's program areas or any other organizational related activities.

This Safeguarding Acknowledgment shall have effect for a period of one (1) year from the date on which it has been signed as indicated below.

Sign: -----

Name: -----

Date: -----

Day 1

Session 4



1 hour 15 minutes

Contents: Children's Psychosocial Development and Growth in a Humanitarian Crisis

- Child's Personal care, Food and Nutrition
- Early Childhood Development and Brain Development
- Children with Special Needs or Children with Disabilities
- Areas of Child Development.

Objectives: After this session, the participants will be able to-

- Learn about the child's Personal care, Food and Nutrition.
- Describe about the importance of Early Child Development and Brain development.
- Know about children with Special needs or Children with Disabilities.
- Identify what to know in the field of development.

Task-1: Child's Personal Care, Food and Nutrition

Time: 15 minutes

Method



Q&A, Group work and Discussion

Materials



Training of Trainers Guideline

Process



- First ask the participants about the child's personal health and what they understand about food and nutrition. Listen to their opinions.
- Discuss the child's personal care, food and nutrition with the help of supporting information through questions and answers.
- Then ask the participants about the child's actions to ensure personal care for children aged 3 to 5 years. Now ask the participants about balanced diet and nutrition of Rohingya children.
- Conclude by thanking the participants at the end of the discussion and highlighting other aspects of child-health.

Supporting Information: Children's Personal Care, Diet and Nutrition

Personal care of the child: To ensure the personal care of the child we can observe the following points.

- Brushing teeth every morning and night after eating.
- Wake up in the morning and wash hands.
- Comb the hair properly.
- Bathe properly and wear clean clothes every day.
- Use clean water and wash both hands thoroughly with soap after using the toilet.
- Nails should be cut short.
- Having the child use shoes or sandals, especially when going to the toilet.

Food and nutrition of children: To ensure balanced food and nutrition of children, we can give ideas on the following topics through various Play activities of BRAC Humanitarian Play Lab.

Food: Food is what we get from the various plant and animal sources in the environment that provide nutrients to our body. For example, vegetables, fruits, cereals, pulses etc. are plant foods and fish, meat, eggs and dairy foods etc. are animal foods.

Nutrients: Nutrients are all elements necessary for the growth and survival of living organisms. We get nutrients and water from food. There are basically six types of nutrients in food. Such as sugar, meat, fat, vitamins, water and mineral salts. All types of animal and plant foods are mainly included in six food groups, such as-

- Cereals and potatoes
- Vegetables
- fruit
- Fish, meat, eggs, pulses
- Milk and milk products
- Oils and fats etc.

All types of nutrients are present in these six food groups.

Energetic foods are grain foods (eg rice, wheat, maize, jowar etc.), root foods (eg round potatoes, sweet potatoes, matte potatoes etc.), oil or fatty foods (eg all types of oil, ghee, meat Fat etc.

Growth foods are fish, meat, eggs, milk, pulses, soybeans, curd, nuts, beans etc.

Anti-disease foods are colorful vegetables and fruits.

In addition to personal hygiene, food and nutrition, it is necessary to ensure that the child receives the necessary vaccinations and other health benefits. In addition, it is necessary to provide the necessary health care to the child in case of emergency. Besides, those who work with the child and look after the child should also be aware of their own cleanliness.

Task-2: Early Childhood Development and Brain Development

Time: 25 minutes

Method



Brainstorming, Play activities and Group Discussion

Materials



Thread Ball, Curriculum and Training of Trainers Guideline

Process



- Tell the participants, we have learned who are the children. Now, ask them what do we understand about the Early Childhood Development? Let them think about it for a few minutes. Listen to the opinions from them.
- Take opinions from the participants, then with the help of supporting information discuss the topic of Early Childhood Development through a question-answer session.
- Next, ask the participants what is brain? Listen to their answers and then discuss about Brain Development from the supporting information below.
- Then explain that each cell of the human brain is connected with another. If for any reason, these connections are stopped, the development of the child stop too.
- Now tell the participants that different parts of the brain work through the connections among the cells. Let's know about how the brain works through a play activity .
- Stand in a circle with all the participants. Then, wrap the thread around your finger and throw the thread ball towards one participant. Say one good thing you do with your child before you throw the ball. For example: I take my child in my lap and tell a story every day. Next, the person who will get the ball will wrap the open end of the thread around their finger and throw the ball to someone else. This way the Play Activity will continue till everyone gets the ball and build a connection among all the participants. This will create a nice network. Now, tell 1 or 2 participants to leave the thread. Tell everyone to notice that this has disrupted the network.
- Encourage the participants to engage themselves in the topic and ask questions. Then conclude the session with Thanks.

Supporting Information: Early Childhood Development and Children's Brain Development

Early Childhood Development: The foundations of human development are built in early childhood.

During this time, most of the holistic development and wellbeing of a child take place through brain formation, brain development, and through cementing active connections among the brain cells. In the long term, it plays a pivotal role in child's development. Therefore, the early childhood development is crucial in setting the foundations of human life. In the context of humanitarian crisis, ensuring early childhood development is also critical for the holistic development of refugee children/child survivors. However, the age limit for early childhood is defined variedly around the world. It is sometimes recognized as the period of a child's life from conception to age eight, or five, or sometimes up to age three. Every child goes through two stages of changes. The changes in a child's size and features refer to his/her growth.

Every child goes through two stages of changes. The changes in a child's size and features refer to his/her growth. This growth denotes the changes in their body and the increase in their size. Additionally, the change that occurs in child's skills and abilities are known as development. This development signifies a child's cognitive, language, social and emotional development. However, unlike the changes in size and features, these developments are not outwardly visible. They can only be identified by judging a child's skills and characteristics through observing his/her ability to do things. Development and growth both are important in a child's life

Child's Brain Development: By the age of 6, children's brain structure resembles that of adults, but it functions differently. During those early years, the brain's structure is "built up" that provides the foundation for children's holistic development. Generally, children's brain development begins at the prenatal period. Thus, mother's access to nutrition and her wellbeing are vital for the child's brain development, which is ideally looked after by the family members. On the other hand, nutrition, brain development activities, and various stimulation help connecting the brain cells after the child has born. The rate of brain development is the highest during the first five years. If there is any hindrance in the process of connecting brain cells, the development of the child will be hampered as well. When the child gets exposure to exploitation or fall victim of violence, it creates an adverse impact on his/her brain. Children who have experienced torture, violence and negligence, or have grown up in an environment full of fear can never completely develop different parts of their brain, which in return cripples their learning. Therefore, if children are provided with safe environment and stimulation, it will contribute to their holistic development.

Task-3: Children with Special Needs or Children with Disabilities

Time: 20 minutes

Method



Brainstorming, Q&A and Discussion

Materials



Training of Trainers Guideline

Process



- Facilitators ask participants what do they understand about a child with special needs or a child with a disability. Listen to the opinions from a few.
- Discuss the opinions of the participants with the help of supporting information below.
- Now ask the participants to read the section 'Children with Special Needs or Disabilities' from the 'Training Guideline Supporting Information. Allow 10 minutes for reading.
- After the allotted time listen to one point from almost all the participants and explain it in the light of the supporting information if clarification is needed.
- Then asks them, what should we do in the case of disabled children. Based on their feedback, let the facilitator know that all children of all ages have the opportunity to participate in the world of play. However, in the case of children with mild disabilities, they can participate in the center's play activity and the facilitator will give them all the support they need.
- And children who have more or more severe disabilities will be referred to the Para Counselor.
- Finally close the session by giving thanks to everyone and starts the next session.

Supporting Information: Children with Special Needs or Children with Disabilities

Not all children grow up as healthy and normal children in our society. There are some children who have some physical or mental disabilities, these disabilities disrupt the healthy and normal life of the child. According to the Bangladesh Disability Welfare Act, 2001, those persons who have one or more limbs are missing or amputated. Any sensory limitations i.e. hearing and visual impairments and intellectual developmental disabilities. These children have special needs or needs, which is why they are called children with disabilities or special needs. By meeting the special needs of disabled children, they can be brought into a normal life like mainstream children.

There are different types of disabilities. Just as every child is different, children with similar disabilities have different characteristics. Some types of disability are discussed below-

Cognitive Disability: If the intellectual condition of a child lags behind his physical age which hinders his physical, social, linguistic, intellectual development then it is called intellectual disability. In fact, intellectual disability retards the child's development and disrupts the child's behavior, daily life and education. However, children with intellectual disabilities also have many latent talents. Therefore, the child's intellectual disability can be identified and brought back to normal by taking necessary measures. In the case of intellectual disability, there are some possible behaviors that can be seen in the child which can be seen to identify the child's intellectual disability. For example, the child may learn speech late, may have difficulty speaking, may be delayed in learning daily skills such as self-toileting, dressing, eating, etc. Again, there may be problems in problem solving, thinking skills, etc., or memory and information storage processes may be impaired, etc. Several types of intellectually disabled children are seen in our society, such as Down's Syndrome, Autism, Cerebral Palsy, Learning Disabilities etc.

Hearing Disability: Hearing Impairment is a condition where the child does not look at the source of the sound or react when hearing a sound. In that case it should be understood that the child is suffering from hearing impairment which hinders the child's educational and daily life. In case of hearing impairment, the child is not able to receive linguistic information by listening and the child cannot participate in normal verbal conversation, i.e. the child lags behind in establishing mutual communication with others. There are also some possible signs of hearing impairment. For example, the child may have trouble following directions, language development may be delayed, language and word pronunciation problems may occur, and problems with speaking, reading, and writing skills may occur.

Speech Impairment: In the case of speech impairment, children who cannot speak or have slurred or slurred speech are identified as speech-impaired children. Many times, speech-impaired children stutter and speak through their nose while speaking.

Visual Disability: Visual Impairment is a condition in which the child has little or very little or no vision and due to which the child cannot participate in his daily activities normally thereby disrupting the educational life of the child. Visually impaired identification is particularly aided by certain external features that can easily identify a visually impaired child. For example, they may have limited mobility, they bring an object too close to their eyes to see, sometimes their necks are bent or their eyes are strained, as a result of which they cannot maintain good contact with the surrounding environment.

Physical Disability: Any defect in the physical structure of the child due to an accident, birth defect or loss of brain function etc. is considered as a physical disability of the child. It is possible to improve the overall condition of children with physical disabilities by identifying them in their early stages and taking necessary remedial measures.

Autism: Autism is a developmental disorder of the brain, collectively known as a developmental disorder. Children with this type of disability usually have no physical problems and may look like normal children but have behavioral problems due to mental development. Such children usually prefer to be quiet, or many are overly active; They keep doing the same thing over and over again, repeating the same words over and over again. These are children with autism. This disorder manifests itself between 18 months and 4 years after birth.

Different disabilities are mainly divided into four levels, namely mild level, moderate level, severe level and very severe level. Children between 3-5 years of age are eligible to participate in the center. However, children with disabilities who have very mild and moderate disabilities can participate in the BRAC Humanitarian Play Lab. Myanmar Language Facilitators will welcome such children wholeheartedly. Create an environment where all the children can play together and give full support to the children in participating in the play activities with the help of self and helper mothers keeping in mind their wishes and reluctance. Children with severe or very severe disabilities will be referred to the Para Counselor.

Task-4: Children’s Areas of Development

Time: 15 minutes

Method



Brainstorming, Play Activity and Group work

Materials



Curriculum and Training of Trainers Guideline

Process



- Tell the participants, we have learned about Early Childhood Development and children’s Brain Development. Now ask them- what do we understand about children’s areas of Development? Listen to the answers from one or two persons.
- Now ask the participants to make a small group and participate in the activities.
- Give instructions of the activities before starting the play. Play Activity are:
 - Jib o Joro (Physical Activity)
 - Tai Nai Sagu Sai (Kabbya)
- Conduct the Play Activity in a group with few participants. Say Thank you to everyone after finishing every activity. Now ask them, how much they enjoyed the activities? Then ask them what types of skills children are going to achieve from these activities? Listen to their opinions.
- Now tell them, “We have divided these developmental areas into four groups, which are a child’s areas of development. These are: Physical Development, Socio-Emotional Development, Language and Communication Development and Cognitive Development.”

Physical development	Social and emotional development
Language and communication development	Cognitive development

- Tell the participants that through each play activity children develop new skills as well as they get to feel happy, they get the chance to play together, they learn to be sympathetic towards each other and be able to show compassion in misery. For this they will be able to keep themselves well in any kinds of problems. If anyone raises any question regarding the topic, discuss the topic again.

Supporting Information: Process of Play Activity

Play Activity: Jib Joro (physical activity)

Process:

- First stand in a U-shape and discuss with the children about Jib (living things) and joro (non-living things). Tell them living things are alive and they can move. Non-living things don't have life and they cannot move.
- Now tell the children, "When you say the name of anything which is joro (non-living) then nobody will move and when you say the name of anything which is jib (living) then you will pretend to be that thing and move accordingly."
- Continue playing the activity few times. The child who is unable to follow instruction will be out of the activity.
- In this way, continue the activity as long as children enjoy.

Play Activity: Kabbya

Process:

- Ask the children to stand in a U shape and show the children by body movement how they can present Kabbya in a fun way. Ask the children to listen carefully.
- Now ask the children to present few times the Kabbya by body movement
- Do this Kabbya few times with children
- Then ask one child to come forward to be the leader and ask everyone to follow him/her.

Tai Nai Sagu Sai

Theme: Numbers learning activity 1-10.

Tai Nai Sagu Sai
Tom le Motti Dame
Na Cro Nassi Pong
Kunnai Siai Tabbe Sa
Kutasse syai Tabbe Sa
Kutasse Krojame

Supporting Information: Areas of Child Development

Children's Areas of Development: Children's skills are developed based on their age. Apart from their age of maturity, the changes in the skills and capabilities of a child depend on their surroundings, family, financial and social status, their care and security, and the interactions of adults with the children. In fact, the development of skills does not come from any specific area; rather it is obtained from different levels of development in different ways. Skills that can be generally expected from 3-5 years old children are given below:

Different areas of Development

Areas of Development	Skills
1. Physical Development	<ul style="list-style-type: none"> - Increase size of the body - Increase body strength - Be able to jump using both legs - Be able to regulate big and small muscles - Develop skills to coordinate eyes and hands - Throw and pick object at/from specific places - Be able to aim and throw ball with control - Be able to draw and paint with crayon, brush, and pencil - Be able to draw different sizes and shapes - Be able to make different sizes and shapes with blocks, beads, and small stones - Be able to jump using one leg - Be able to walk forward-backward, right-left, and irregular paths - Be able to jump over the rope - Be able to cut papers with scissors - Be able to control movement by using sensory organs (e.g., eyes, ears, nose, tongue, and skin) - Be able to tell the usefulness and health hazards of a specific food item - Be able to imitate any kind of gestures or body language - Be able to dress, undress, and comb hair without assistance

<p>2. Social and Emotional Development</p>	<ul style="list-style-type: none"> - Respond to smiles and conversations - Identify family members - Be able to live in a harmony with others around - Be able to abide by the social norms (e.g. to greet elders with salaam, say goodbye, etc.) - Express appropriate emotions to others' grievances or joy - Follow the rules - Be able to participate in team work - Be able to receive help from others and reciprocate the same in times of need - Be able to express himself/herself to friends and other children - Play in turns and develop patience - Be able to follow instructions and complete simple tasks - Become self-conscious and develop self-control - Be able to express his/her likings and disliking's - Be able to understand others' emotions by observing their gestures or body language - Be able to make concessions during small conflicts with friends and complete the task - Become empathetic to others - Be able to value other children's needs and desires - Become skillful at controlling aggressiveness - Take pride in own tradition and culture - Become skillful at controlling aggressiveness - Take pride in own tradition and culture
<p>3. Language and Communication Development</p>	<ul style="list-style-type: none"> - Be able to say own name and speak about family members - Be able to talk about familiar objects or pictures - Communicate with others through small sentences - Follow verbal instructions (e.g. order, request, advise) - Understand easy description and simple discussion - Listen to and enjoy short and simple Rhymes, Stories/rhymes, songs and stories - Be able to ask or answer short questions - Be able to talk without hesitation and understand others - Hear, learn and use new words - Express short and simple Rhymes, Stories/rhymes, songs and short stories in own language - Describe pictures in a simple manner - Read letters and easy words - Understand the signals and directions of uncomplicated and familiar environment - Understand group discussions and respond appropriately - Be able to follow level-one instructions in a second language

4. Cognitive Development

- Be able to identify mainstream objects and pictures
- Be able to figure out things
- Draw and paint as per wish
- Identify and name the primary colors
- Solve problems of small-scale
- Develop the horizon of imagination and be able to exhibit it through play
- Create new things
- Solve easy puzzles
- Identify different objects and understand their use
- Count 1-20 both in Burmese and English
- Be able to describe human beings, plants, and animals
- Recognize and draw fundamental geometric shapes and sizes
- Understand concepts such as big-small, near-far, more-less, high-low, light heavy, rough-smooth, tall-short, thick-thin, etc. and be able to compare things using these concepts
- Develop common knowledge (e.g. leaves of trees move when a wind blow, water creates waves, etc.)
- Make plans to create things with objects easily available in the surrounding
- Be able to compare, combine, classify, and differentiate by observing objects and pictures
- Develop understanding on progression/continuity
- Be able to name different body parts and tell their functions
- Be able to analyze information through observation, investigation, and discussion
- Demonstrate knowledge on the changes of seasons, draw, and write about it
- Be able to learn and talk about the importance of water and air in human life and how to prevent polluting these
- Be able to explain new situations or problems in the light of past experience and knowledge

Day 1

Session 5



1 hour

Content: Children’s Psychosocial Development and Growth in a Humanitarian Crisis

- Child’s Social-emotional Learning and Behavior

Objectives: After this session, the participants will be able to-

- Tell how children will develop their socio-emotional skills
- Describe how they will help the children to develop their behavior and emotional skills.

Task: Child’s Social-emotional Learning and Behavior

Time: 1 hour

Method



Brainstorming, Q&A, Discussion and Play Activity

Materials



Curriculum and Training of Trainers Guideline

Process



- Tell the participants that we have already learned about social and emotional development of the children. Now ask participants, “What do we understand by social emotional learning of children?”
- Listen to few participants and add to the participants answers if important points are missing based on the information given below. And also discuss on self-regulation skills and its importance.
- Now ask participants, “Are all the children same? Do they all behave in a same way?” Listen to few participants.
- Addressing everyone say that we all expect that the children should always behave positively. But for many reasons inconsistency can be seen in child’s behavior. Children do not behave as expected/positively in all environments. As a Myanmar Language Facilitator we have to know why children behave negatively.
- Now talk about the strategies that a Myanmar Language Facilitator could follow to manage children’s emotion & behavior with the help of the following information.
- Now discuss with the participants when they will do the activities described in the training guideline and how they will do these.

Supporting Information: Child's Socio-emotional Learning & Child's Behavior Management

1. Child's Social & Emotional Learning: In any humanitarian environment, social and emotional learning is very important for a child's psychosocial and early childhood development. In the context of humanitarian crisis and for the Rohingya children taking shelter in the refugee camps, social-emotional learning helps these children develop the skills of building resilience and self-regulation in them. Social emotional learning is a process through which children learn to understand others' and her/his own emotions and feelings, get along with people, build friendship, show sympathy towards others, be able to cope with different challenges and situation and moreover, children learn to adopt well with her/his surroundings. In fact, it is a lifelong learning process that helps the holistic development of a child.

2. Child's Behavior: Everything a child does is her/his behavior. A child's movement, work, play, interaction, thinking, getting along with people all shape her/his behavior. Children usually behave differently in different situations. Sometimes children behave well which are considered as positive behaviors, again sometime they behave unwell/improperly which are considered as negative behaviors. There are few reasons for their negative behaviors, for example – family separation, anxiety, depression and psychological trauma etc. Again, if children grow up in such environment that is vulnerable to disputes, conflicts, hatreds and, get exposed to social and family negligence and discrimination, they tend to exhibit troublesome behaviors.

3. Social-emotional learning and self-regulation skills: Teach the children to control their own behaviors as well as help them express their emotions, feelings and positive thinking. One significant way for the children of age group 3-5 to control their emotions and thoughts is through their cooperative and constructive participation in any teamwork, and it is easily possible for them to achieve through play. By actively participating in the activities the children of this age group get the chance of channeling their emotions, behaviors and their thoughts. Myanmar Language Facilitators will follow the below techniques to help the children control and manage their emotions and behaviors–

Play Activity 1: Tell the children, when I will say 'Chanaboot' (Black Chickpea) slowly, you will start jumping slowly and acting like you are eating Chanaboot (Black Chickpea). Again, when I say 'Chanaboot' loudly, you will start jumping really fast while acting like you are eating Chanaboot (Chickpea). Play this activity with the children for 2-3 minutes.

Play Activity 2: First, stand with the children in a circle. Now say, when I say 'Start' you will start walking in the play center as you wish to. Similarly, when I say 'Stop' you will stop right where you are. Then, ask them to say 'Hello' in different postures to the child next to them. For example: waving hand, holding hand etc. Like this, conduct this activity with every child for 2-3 times.

Play Activity 3: Explain this to the children that when they hear the word 'Freeze', instantly they have to stand up from wherever they are, stop moving, talking, and start staring at you. Like this, conduct the Play Activity at different times if needed. For example – Say the children, "Jump on one leg, jump, jump, and jump, and now FREEZE!" When the children will get familiar with the particular word 'Freeze', this Play Activity will help the children in controlling their emotions and feelings as well as to be thoughtful and attentive

Play Activity 4: Tell the children, I will say a number and you all will say the next number. For example – When I say 'Tai' (1 in Burmese), you all will say together 'Nai' (2 in Burmese), when I say 'Tum' (3 in Burmese) you all will say 'Le' (4 in Burmese) together. Like this, play the activity till 'Tasse' (10 in Burmese).

Play Activity 5: Tell the children, you will act what I say. For example – When I tell you to brush your teeth, you all will act as if you are brushing your teeth, if I tell you to take a bath you will act as if you are taking bath and if I tell you to wash your hand you will act as if you are washing your hand. This way, conduct the Play Activity for 2-3 minutes.

Play Activity 6: Ask everyone to stand in a line and close their eyes. Now, ask everyone to inhale through their nose and exhale through their mouth slowly. Like this, end this activity after doing this for 2-3 times. Children may get themselves into any sort of disputes or conflicts anytime. Especially, during any sort of changes, while playing in a small group or dispute may arise among them because of the toys they play with. In such situation Myanmar Language Facilitators will do the following work –

- Before resolving the dispute, ask the children what do they think can be done to resolve it. Do not give any direct solution to them. If needed, discuss different ways of solving the dispute with the children and resolve it on the basis of their opinion.
- Another purpose of letting the children resolve their own disputes is to increase their self-confidence. In this case, talk to the children, be sympathetic to them and help them express their emotions and feelings. Help the children to identify their good behaviors and talk about themselves so that they feel comfortable

Day 2

Session 1



30 minutes

Content: Reflection of the Previous Day's Activities

Objectives: After this session, the participants will be able to-

- Discuss the topic they have learnt in the previous session

Task: Reflection of the Previous Day's Activities

Time: 30 minutes

Method



Play Activity

Materials



Ball

Process



- Exchange warm greetings with all the participants. Tell everyone to stand in a circle with you.
- Then say, "Now we will be discussing the topics covered in yesterday". The discussion will be conducted according to the following instructions: First, I will throw a ball to someone and the person who receives the ball has to share the lessons he/she has learnt from yesterday's session. After she/he has finished the task, she/he has to throw the ball to someone else. Similarly, that person will also share the lessons she/he has learnt from yesterday's session. Like this, all the participants will share the lessons they have learnt from yesterday's session.
- After everyone is finished talking, now the instructor will ask whether any topic has been skipped during the discussion or any topic is still unclear to anyone. If there is any such topic, discuss it again.
- Then, say thanks to everyone and start the next session of the day

Day 2

Session 2



1 hour 30 minutes

Content: Psychosocial Support for the Myanmar Language Facilitators

- Active Listening and Empathy

Objectives: After this session, the participants will be able to-

- Learn about listening strategies & how to be a good listener and its importance
- Know about empathy

Task: Active Listening and Empathy

1 hour 30 minutes

Method



Sharing events, Group discussion, Practice

Materials



Curriculum and Training of Trainers Guideline

Process



- Start the session with breathing exercise
- At first, tell the participants to share about themselves. For example: favorite flower, things that feel good to do, a good side of them and the feelings to work here. Now, ask them how they would feel when they share with others.
- Then, explain 'Psychosocial support' with the participants by supporting information.
- Now, ask the participants to recall a happy moment of life and tell, 2-3 participants to share that moment from their free-will.
- After that, ask the small group how they felt while everybody was listening to them. Listen to few answers. Again, ask the small group how they felt while everybody was not listening to them. Listen to few answers.
- Then, ask the participants whether they have understood the events or not and ask few ones how they felt while sharing their events.
- Next, tell them that we have practiced listening so long.
- Now, discuss listening with supporting information.
- Again, tell them that we have learnt how to listen and now, we will know how to response while listening to anyone.
- Then, discuss empathy with question-answer session with the help of supportive materials.
- Finally, end the session by Thanking all the participants

Supporting Information: Psychosocial support, Listening, Strategies to be a good listener and its importance, Empathy

Psychosocial support: Psychosocial supporter helps a service-seeker to get him/her back in the normal condition from the mental hazard resulting from humanitarian crisis, sudden disaster and oppression. Psychosocial supporters help the service-seekers by actively listening to their problems empathetically so that Psychosocial service-seekers feel good by sharing their sorrows and grievance. Myanmar Language Facilitators have to emphasize on some special issues for the Psychosocial support of the children in the Humanitarian Play Lab (HPL). For example, children want to see the expression of love towards them so children have to be loved. Children learn through play and observation so they have to be assisted to be self-reliant and self-confident through play. Besides, children have to be assisted so that they would be able to control emotions, accommodate with and assist others

Psychosocial skills of a Myanmar Language Facilitator: Every child is different so there are a variety of their Psychosocial needs. Myanmar Language Facilitators need some skills to provide Psychosocial support to the children. The skills that the Myanmar Language Facilitators should possess are given in the following.

Psychosocial Support:

Psychosocial support is the service where Psychosocial supporters help the service seekers by listening their problems empathetically so that Psychosocial service-seekers feel good by sharing their sorrows and grievance.

Active Listening and Empathy:

Active Listening: Listening means taking a vigorous, human interest in what is being told to us. Through listening, our concentration is fully set to others and we can understand one's problems and matters

Strategies to be Active Listener: How we can be a good listener is given in the following;

- Pose small questions in the midst of talking
- Eye contact in the midst of talking
- Say, "I am with you" or "I can realize your circumstances" etc.
- Abstain from negative facial expression and gesture that indicate negligence to others

Importance of being Active listener

- Service-giver will realize the different issues of service-seeker.
- Service-seeker will be able to share their issues with patience.

Empathy:

It the ability to understand and share the feelings of another.

- Talk with empathy
- Notice how the person is talking
- Notice in which words he/she is emphasizing
- Notice how he/she is expressing his emotions
- Notice his/her sitting style
- Notice his/her facial expression

Results of Empathy

- We will be able to realize the feelings of people from their position
- Person will be encouraged to say his/her incidents in details
- Person will realize that we are listening him/her
- It will be easy for us to continue our discussion
- It will help us build a good relation with the person

Day 2

Session 3



1 hour

Content: Psychosocial Support for the Myanmar Language Facilitator

- Non-judgmental Attitudes

Objectives: After this session, the participants will be able to-

- Learn about non-judgment

Task: Non-judgment

Time: 1 hour

Method



Q&A and Discussion

Materials



Curriculum and Training of Trainers Guideline

Process



- Ask the participants what they understand about non-judgment
- Then, discuss non-judgmental attitudes with the help of supporting information.
- After that, discuss the importance of being non-judgmental and ways to be non-judgmental with examples.
- After the discussion, ask the participants if they have any questions about the non-judgmental attitudes
- Finally, end the session by thanking all.

Supporting Information: Non-judgmental Attitudes

Neutrality: Not to impose own thoughts, own beliefs, own values and own judgment on others. Not to explain other events like oneself.

Means to be neutral-

- to treat everyone equally and not to show partiality with anybody
- not to explain others matters from own perspective
- not to impose own thoughts on others
- respect the opinions of all
- provide equal opportunity for all to talk

Day 2

Session 4



45 minutes

Content: Psychosocial Support for the Myanmar Language Facilitator

- Confidentiality

Objectives: After this session, the participants will be able to-

- Learn about the importance of confidentiality

Task: Confidentiality

Time: 45 minutes

Method



Q&A and Discussion

Materials



Curriculum and Training of Trainers Guideline

Process



- Ask the participants to recall a confidential event that they do not want to share with anyone.
- Now say, "If the event is exposed to everybody how would you feel"? Listen to the answers of some participants.
- Then, discuss about confidentiality and its importance to all.
- After completing the discussion, end the session by Thanking all.

Supporting Information: Confidentiality

Confidentiality: Psychosocial supporter will never disclose the privacy of the service-seeker provided in the session without his/her permission with anyone in any circumstances. It is necessary to maintain confidentiality to achieve reliance and establish good relation with the service-seeker. It is only possible to ensure security and freedom for the service-seeker by maintaining confidentiality. Alongside these, some following issues should be emphasized. For example-

- Provide equal dignity to all
- Be trustworthy
- Acknowledge individuality
- Be ethical
- Maintain reliance and sincerity
- Behave with empathy

Day 2

Session 5



1 hour 30 minutes

Content: Psychosocial Support for the Myanmar Language-Facilitator

- Some common symptoms of psychosocial issues and referral

Objectives: After this session, the participants will be able to-

- Identify about the symptom of various psychological issues
- Understand the areas of referral service.

Task: Symptoms of Various Psychological Issues

1 hour 30 minutes

Method



Sharing events, Group discussions, Practices

Materials



None

Process



- Ask the participants what they understand about psychological problem. Listen to the opinions of some participants.
- Then, discuss various symptoms of psychological problems with the help of supporting information.
- After that, provide information about the para counselors. For example, address and mobile number etc.
- Then, discuss all of the contents of the sessions in brief. If needed, discuss with examples.
- Finally, end the session by Thanking all.

Supporting Information: Various symptoms of psychological problem

Various symptoms of psychological problem: If the following symptoms are noticed to any of the participants, he/she has to be referred to the para counselor. For example-

- If the person abstains himself from everything, does not mix with others and does not respond
- If the person screams, abuses, throws or breaks anything or hits others
- If the person stops regular meal
- If the person does not sleep
- If the person fails to do daily activities
- If the person repeatedly thinks and dreams of the traumatic events
- If the person feels like harming himself/herself or committing suicide

Day 2

Session 6



1 hour 30 minutes

Content: Psychosocial Support for the Myanmar Language-Facilitator

Objectives: After this session, the participants will be able to-

- Talk about Healing session
- Learn the importance of Healing session

Task: Symptoms of various psychological issues

1 hour 30 minutes

Method



Discussion and Q&A

Materials



Supporting information

Process



- Discuss with the participants about Healing session
- Tell what topics are covered in the Healing session. For example:
 - Inquiring about the well-being of those for whom the healing session is conducted and their families.
 - Talking about their health awareness
 - Discussing the easy ways to feel better
 - Recalling childhood's liked and disliked memories
 - By recalling childhood memories and comparing them with their current work, since they work with children, this work will help them understand the state of mind of children.
 - Creating awareness of 'empathy' among the participants along with the healing sessions
 - Relaxation at the end of the session
- Explain the importance of the healing session to the participants
- Conclude the session by thanking everyone for their participation and cooperation in the session.

Supporting information: Healing Session

Myanmar Language Facilitators, including mother volunteers who work with children and their families, conduct a variety of sessions to hear from children, their mothers, and other family members about their life experiences. They listen to their various emotions, feelings, and events with attention, empathy, non-judgemental attitudes, and maintain confidentiality. They talk with them, play with them and conduct the assigned tasks according to their needs. While working with children, their mothers, and other family members, sometimes they hear their happiness, and sometimes they also have to hear many kinds of sorrows in their life. Sometimes in emergency situations such as when there is a fire, someone's family is damaged, there is a flood somewhere, someone's vehicle and goods are damaged due to landslides, someone is lost, drowned in water, or dies due to any other reason. They hear the words, an impression is left in their minds. Along with the mind, the body is also imprinted with feelings of suffering. Therefore, monthly 'Healing sessions' are conducted with Myanmar Language Facilitators, Mother Volunteers who work with children and their families to listen to their own thoughts and help them feel better. To keep their mind sound, to talk with empathy towards children and their family members, and to conduct tasks in such a way that they understand how they feel about themselves in any given situation so that while providing service to others, s/he can be understood from the place of service recipient and service can be provided as needed.

Importance of Healing session-

- Who work with children and families including Myanmar Language Facilitators and Mother Volunteers will understand how they and their family members are doing.
- They can think about what they can do to feel better about themselves and know what else they can do to feel better in certain situations.
- Know various helpful information or ways to stay well
- Will learn how they can be health conscious and ensure protection for themselves and their family members
- Will understand the importance of being empathetic towards themselves and others in the light of their own life experiences.
- By practicing relaxation at the end of the session, they get rid of stress, worry, anxiety etc. and feel light and feel good for a while.

Day 3

Session 1



30 minutes

Content: Reflection of the Previous Day's Activities

Objectives: After this session, the participants will be able to-

- Say what they learned from the previous day's session.

Task: Reflection of the Previous Day's Activities

Time: 30 minutes

Method



Play Activities

Materials



None

Process



- Exchange greetings with the participants. Ask everyone to stand in a circle and you stand with them.
- The Facilitator first calls a participant by name and asks them to tell what they learned or liked from the previous day's session.
- When they have finished speaking, ask her to name another person, then point out what he learned or something he liked. Review the previous day like this.
- When everyone has finished speaking, the assistant wants to ask everyone if there is anything left out or if there is something not clear? If so, discuss the matter again.
- Then start today's next session by thanking everyone.

Day 3

Session 2



1 hour 30 minutes

Content: Child's Psychosocial Development and Growth in Humanitarian Context

- Play and Child's Psychosocial development and growth

Objectives: After this session, the participants will be able to-

- Talk about child's psychosocial development and growth

Work: Play and Child Psychosocial Development and Growth

1 hour 30 minutes

Method



Q&A, Discussion

Materials



Curriculum and Training of Trainers Guideline

Process



- Ask the participants what they understand by play. Listen to some of their opinions.
- Then discuss the importance of play in children's psychosocial development and growth.
- Why has play been adopted for the children of Humanitarian Play Lab? Listen to some of their opinions. Now you add to their answers and say- there are two reasons for adopting play for the children of Humanitarian Play Lab:
 - Play to heal
 - Play to learn
- Then the instructor will provide information on how the children will get relief and learn important lessons in the Play Lab.
- Finally end the session by thanking them.

Supporting Information: Play and Child's Psychosocial Development and Growth

Play: For all the children 'play' is an eternal subject matter. Regardless of race, religion or caste, all children are involved in play/sports more or less. It is no exception to the children living in adverse environment and situation or in shelters. Play is a collection of activities performed by the children where they willingly participate with much joy and interest. By born, Children are interested in playing. Children's liveliness/energy is released through play. Through play, children get to know themselves as well as the people around her/him and about the world.

Importance of Play in Child's Psychosocial Development: Play is an important part of childhood, with which the mental development and overall holistic development of a child are very much involved. In a humanitarian crisis, play works as a healing or comforting method for the children to keep themselves happy and cheerful by helping them forget about their sadness, pain, grief and uncertainty. The importance of play in a child's early development is immense. According to the specialists, in any adverse environment or in emergency humanitarian crisis play works as a therapy. Play is used as a primary medication which helps controlling negative behavior, managing emotion, dealing with sadness and mental anxiety. Simultaneously, child's cognitive, physical, linguistic, social and emotional development and early learning are ensured through play. The significance of play in the socio-social development and early development of children is highlighted below-Helps resolve mental conflicts and bring innovation to problem solving

- Helps to resolve mental conflict and brings new ideas in problem solving
- Teaches to be respectful and sympathetic towards his/her own and other's feelings
- Through proper expression of own emotions and feelings, it helps develop the skills of self-regulation
- Helps to gain experience and express feelings in a positive way
- Helps to achieve social skills and learn adaptive behaviors in different situations
- Considered as a successful way of managing own behaviors
- Develops the ability to know oneself which helps building self-confident about own capability
- Helps making interpersonal communication with others and reliving unusual thought from mind
- Helps developing the fine and gross motor skills
- Develops imagination and creative skills
- Helps in attaining mental peace.

Day 3

Session 3



45 minutes

Content: BRAC Humanitarian Play Lab (HPL)

- BRAC Humanitarian Play Lab program

Objectives: After this session, the participants will be able

to-

- Understand what Humanitarian Play Lab means and its aims & objectives
- Identify the attributes of Humanitarian Play Lab

Task: BRAC Humanitarian Play Lab program

Time: 45 minutes

Method



Q&A, Discussion

Materials



Curriculum and Training of Trainers Guideline

Process



- Ask the participants, what is Humanitarian Play Lab? Take answers from few and again, ask them, why are Humanitarian Play Labs being made? What are its aims and objectives? Take some answers from them and let others share their opinions.
- Now with the guidance of training manual, discuss the part 'Aims & Objectives of Humanitarian Play Lab program' through a Question-answer session.

Supporting information: BRAC Humanitarian Play Lab program

BRAC Humanitarian Play Lab Model (3-5 Years): The BRAC Humanitarian Play Lab (Aichakh) model program is providing essential Psychosocial stimulation, support and protection to Rohingya children aged 3-5 years in humanitarian crisis as well as supporting their early development in emergencies. This humanitarian Play Lab model of activities focuses on play to make the early years of a child's life healthy, beautiful and joyful. The Play Lab is an environment where children can develop their mental health and early development and pre-learning through play. In addition, children will gain an understanding of the basics of pre-learning such as language, mathematics and acquiring life skills. Children are able to express imagination and creative thinking through play. In fact, the Humanitarian Play Lab is a new world for children affected by humanitarian crises, frightened, oppressed and separated from their families, where they get a chance to experience childhood anew.

The aims of BRAC Humanitarian Play Lab Model (3-5 years): To promote holistic child development by promoting mental health and early development of children aged 3-5 years through play, providing Psychosocial support in a safe, joyful and child-friendly environment.

Objectives of Humanitarian Play Lab Model 3-5 Years: The objectives of Center Based and Home Based BRAC Humanitarian Play Lab activities are:

Objectives of the 3-5 year old program:

- Enhancing the resilience of Rohingya children living in refugee camps to promote healthy Psychosocial conditions and early development.
- Helping the child develop a positive mindset, understand their own feelings and be empathetic towards others
- To prepare the child to adapt to the environment by increasing self-regulation skills.
- To maintain children's spontaneity and develop their creativity through play-based learning
- Children are exposed to pre-learning skills such as linguistic skills, mathematical skills and life skills through various play activities which will play a role in the future development of the child.
- Conducting Play Lab activities tailored to the Rohingya community and emphasizing their traditions and culture
- To help foster a culture of unity in the minds of people in humanitarian distress by creating a supportive environment for the child.

The Characteristics of Center Based Humanitarian Play Lab (3-5 years):

For the children of 3-5, the Humanitarian Play Labs promote a healthy environment where they can keep themselves well through play and ensures that each child gets the opportunity to actively participate in the Play Activity. The attributes of the Center Based Humanitarian Play Lab are given below –

- All children between the ages of 3 and 5 years at designated centers will have the opportunity to participate in Humanitarian Play Lab activities
- Myanmar Language Facilitators will be assigned to run the activities of each Humanitarian Play Lab
- Play lab activities will continue for 2 hours every day
- The number of children aged 3-5 years in each humanitarian play lab will be 30/35
- Each Humanitarian Play Lab will have children aged 3-5 come to the center five days a week and each children and their mother will receive one home visit session one and a half months in addition to coming to the centre.
- There will be various types of and age-appropriate play materials in every Humanitarian Play Labs
- Each Humanitarian Play Lab will have a management committee consisting of the Guardian and Rohingya community, and this committee will always help managing the Play Labs properly
- Parents and guardians will assist in overall development of the Humanitarian Play Lab.

Day 3

Session 4



1 hour

Content: BRAC Humanitarian Play Lab (HPL)

- Roles and Responsibilities of Play Leader

Objectives: After this session, the participants will be able to-

- Talk about the roles and responsibilities of Play Leader

Task: Roles and Responsibilities of Play Leader

Time: 1 hour

Method



Q&A, Discussion

Materials



Curriculum and Training of Trainers Guideline

Process



- Tell the participants, 'we already know about the aims, objectives and characteristics of humanitarian Play Lab now'. Considering that, ask few of the participants to talk about what should be the roles and responsibilities of a Myanmar Language Facilitator in managing a play center.
- Now, with the help of supporting information, discuss the roles and responsibilities of the Myanmar Language Facilitator with the participants. Announce the end of the session after discussing any questions they have.

Supporting Information: The Roles and Responsibilities of Play Leader

Myanmar language facilitator's knowledge, skills, perspective and responsible role are essential to the successful implementation of the BRAC Humanitarian Play Lab. The Myanmar Language Facilitator is supported in various ways to play an effective role in carrying out his duties. One of the responsibilities of the Myanmar Language Facilitator is to ensure their proper development through various play activities. BRAC Humanitarian Play Lab jobs can generally be divided into a few categories based on the type of work. For example-

- BRAC Humanitarian Play Lab Management
- Play activity management and support
- Communication and relationship building
- Collection, care and storage of materials

BRAC Humanitarian Play Lab Management: For the overall management of BRAC Humanitarian play lab, the play leader needs to do the following things:

BRAC Humanitarian Play Lab Beautifully Decorated (According to Rohingya Children's Own Traditions and Culture): A well-decorated center is crucial for children's development. Organized and stimulating materials hold children's attention and encourage them to save. There are several steps that can be taken to organize a BRAC Humanitarian Play Lab. For example-

- Decorate the center with the help of children's mothers or other members of the community by making samiana with different colored cloths
- Painting and painting the outer walls of BRAC Humanitarian Play Lab with the help of children to make the center look bright and beautiful.
- Decorated with different colored poster-paper, colored-paper or other materials (according to Rohingya children's own tradition and culture). Hanging charts or interesting and colorful hanging-toys for children to learn. But they should be drawn in such a way that children can easily see them. That is, children should be drawn at or near eye level.
- Hanging daily routine, management committee names and work lists on colored poster-paper or eight-sheet.
- Decorate the play world with children's drawings, their handprints and various handiwork made by them and change it after a few days without hanging the same picture for a long time.
- Keep toys or materials neatly within reach of children.
- Gardening with small flowers and trees outside the BRAC Humanitarian Play Lab if there is space and decorating with various play materials (eg swings, see-saws, swing rings, tires, tree trunks etc.) with the help of the community.
- Ensuring child attendance one of the main tasks of the Myanmar Language Facilitator is to ensure regular and timely attendance of all children at BRAC Humanitarian Play Lab.
- Recording the child's name in the attendance book according to age and ensuring the child's attendance by contacting the parent if any child is absent from the center apart from calling the child's attendance daily and keeping his record in the attendance book. He/she should be present at the center at least 15 minutes before the start of the center every day and leave the center at the scheduled time.

Placement of children in certain rules: According to the rules of conducting the thematic play activities in the center, children should be placed sometimes in a large row, sometimes in a small row, and sometimes in a rounded 'U' shape. Children should be spaced out at the time of placement, so that the Myanmar language facilitator can easily approach each group. During storytelling, the Myanmar Language Facilitator will sit on a small stool and bring the children close to the story session.

Cleanliness inside and outside the BRAC Humanitarian Play Lab: One of the daily responsibilities of the Myanmar Language Facilitator is to keep the center clean inside and outside. For this, the tasks to be done are - regular brushing, regular cleaning of hangings, wiping the materials and taking care that the light and air can travel in the room. In addition, if there are designated toilets for the center, keeping them clean and ensuring water supply is part of the Myanmar Language Facilitator's regular work.

Helping and facilitating play: One of the responsibilities of a Myanmar Language Facilitator is to conduct daily curriculum sessions for children aged 3-5 years and to assist the children in playing. Preparing the previous day for conducting the next day's play activities and conducting all the play activities as per the routine and participating in the games with the children themselves. In addition, he will work with the children on what, how to do it, make a routine of what materials will be needed, according to the instructions received from the training and the written instructions of the curriculum. However, sometimes take flexible measures in managing the play activities on the basis of children's will-reluctance or environmental conditions.

Communication and Relationship Building: Regular participation of children in BRAC Humanitarian Play Lab and maintaining communication at various levels is necessary for smooth running of all activities. The Myanmar Language Facilitator should maintain necessary communication with children, parents, local residents, management committee and related offices. Parents and community members should be encouraged to get involved with the BRAC Humanitarian Play Lab. Social awareness is crucial to the successful execution of the work of the BRAC Humanitarian Play Lab. If the parents, residents and members of the management committee know about the work of BRAC Humanitarian Play Lab, understand its rationale, then cooperation will always be available from them.

Myanmar Language Facilitators can take the following steps to build rapport and social awareness:

- Conduct monthly meetings with parents, residents and management committee members. Inform them about the work of the sports world in the meeting. Discussing various topics of child development and informing them about the tasks to be done.
- Regular home visits to discuss the good and bad of the children with the parents and build a friendly relationship with them.
- Taking the initiative in various social and religious events to exchange skills with the guardians, talk and seek information in case of danger.
- Involving parents in creating materials or decorating play labs

Collection materials, Caring and storage: Materials can be collected in several ways in the Khelar Jogot. For example, materials collected from the office, materials collected locally and materials developed through materials development workshops.

Materials collected from the office are usually selected according to children's age, development, culture, and education. For example, balls, dolls, rattles, paints, wooden blocks, number cards, color cards, pencils, story books, etc. Besides, the Myanmar Language Facilitator should play a major role in collecting materials locally. He talks to the parents and committee members and collects materials that can be used for children's play - plastic bottles, coconut garlands, dry branches of trees, different types of bags (market or shop shopping bags), soil, water, sand, sticks, stones, etc.

Play materials Development Workshop: A major aspect of community and parent involvement is the equipment development workshop. Two materials development workshops are held each BRAC Humanitarian Play Lab year. The workshop lasts for two to two and a half hours with the participation of parents of children, community and management committee members. In a festive atmosphere everyone makes toys for children and various materials to decorate each BRAC Humanitarian Play Lab. Most of the toys and decorations are made from recycled (reused) and readily available materials like plastic bottles, charts, old clothes, paper boxes, calendars, newspapers, etc. and these materials are collected from the community.

The following points must be kept in mind while collecting materials. For example-

- The materials should be according to the Rohingya children's own traditions and culture
- Children must be developmentally appropriate
- Must be safe for children
- Materials should be attractive
- Must be sustainable
- Must be free or low cost and
- Must be easy to use

Care and preservation of materials is an important factor in keeping materials attractive and durable for a long time. Without proper care of all materials including toys, they will spoil very quickly and children will lose interest in the world of play. In the play world, there must be toys for children to play with and toys must be cleaned and put away at the end of play. Myanmar Language Facilitators should keep the following points in mind while using the materials:

- Broken toys must be removed.
- Keep clean food water in the center and ensure that the water container is clean.
- Care should be taken that the edges of the book are not sharp.
- It should be noted that all other things including the toys used for playing should be kept clean.
- In addition, the main responsibility of a Myanmar Language Facilitator is to ensure the safety of the child in every aspect. For example: taking care of the child from coming to the center and returning home from the center. Take care when playing with children and using toys, so that children do not get hurt in any way.

A Myanmar Language Facilitator should always be cheerful with the children and patiently listen to them and play with them. In addition, with the help of the supervisor, the BRAC Humanitarian will be able to record his positive/negative experiences, successes and failures in conducting the play lab in a diary, photograph or draw a picture. At the same time the attendance of the children and the main speech of the parent meeting will be saved in written form.

Day 3

Session 5



1 hour

Contents: Curriculum of the Humanitarian Play Lab (HPL)

- Curriculum of the Humanitarian Play Lab
- Curriculum Framework of the Humanitarian Play Lab

Objectives: After this session, the participants will be able to-

- Tell about the curriculum and principles of the Humanitarian Play Lab (HPL)
- Know about the curriculum framework of the Humanitarian Play Lab (HPL)

Task: Curriculum of the Humanitarian Play Lab (HPL)

Time: 1 hour

Method



Q & A, group work and Discussion

Materials



Curriculum and Training of Trainers Guideline

Process



- Tell the participants that we have already known about the BRAC Humanitarian Play Lab. Then tell what else is needed for conducting Play Lab. Listen to the opinions of some participants. Now, ask them who are familiar with the word 'curriculum' and what they mean by curriculum. Listen to the opinions of some participants and add information if needed.
- Now, tell the participants that some principles have been followed to develop Humanitarian Play Lab curriculum and discuss the principles in the light of the supporting information.
- After that, tell the participants that center-based HPL curriculum framework has been prepared on the basis of 'Child Wellbeing' and 'Child Development and Learning'. Then, easily discuss the framework in the light of the supporting information.
- Now, ask the participants whether they have any queries about this or not. If so, discuss the unclear content. Finally, start the next session by thanking all

Supporting Information: Humanitarian Play Lab curriculum

Humanitarian Play Lab Curriculum: Every activity of the Center-based BRAC Humanitarian Play Lab is play-based so it is essential to have an effective curriculum for conducting and implementing Play Activity that reflect the age, readiness and culture of the children. The main purpose of Humanitarian Play Lab (HPL) model is to build resilience among the children through play, help to ensure essential development in early childhood and to learn as well that will ensure positive impact in respect of all-round development of the children in humanitarian crisis. The Play Activity have been ordered in the curriculum in such a way that balances among the Psychosocial condition, age and areas of development, maintains the standard from easy to hard and assures the spontaneous participation of the children

BRAC Humanitarian Play Lab Curriculum Core Principles:

- Comprehensive Play based Curriculum include sequenced age appropriate and guided Play-based activities to promote creativity, learning and healing.
- Understand and focus on healing, safety, and security as children and families adjust and adapt to new host country environment. Identifies, builds on and respects culture through all activities, learning materials, space and approaches to learning.
- Child-focus design and structure to create a safe, responsive, secure environment. Use of indoor and outdoor space to support active learning lab through both small group and large group activities.
- Participatory Methods to promote caregiver, child and community engagement.
- Promotes child protection, health, and nutrition and hygiene messages and provides Linkages to services as needed.
- Facilitator training incorporates principles of respect, empathetic listening, and an Understanding trauma informed care.

Humanitarian Play Lab Curriculum Framework: Developed in the context of a humanitarian crisis, the Humanitarian Play Lab Curriculum Framework is based on Child's Emotional Well-Being (Child Wellbeing) and Child Development and Learning (Child Development & Learning). A child's mental welfare or Psychosocial development mainly focuses on two things: healing (Healing) and tolerance (Resilience). Healing involves listening to distressed and oppressed children with compassion, showing respect for children and preserving their language, culture and traditions, healing the emotional wounds of children and bringing them back to normal. And the ability to adapt to various adverse conditions of life is called tolerance. Resilience skills help the child to deal with various problems easily during any conflict or crisis. Moreover, the development of tolerance helps to keep the child well and relieve depression. and helps to adapt to the ongoing environment. Early childhood is very important in a child's life. During this time, the foundation stone of physical, cognitive, linguistic, social and emotional development is laid. Which plays an important role in the early development and pre-learning of the child and helps in the overall development of the child.

The Humanitarian Play Lab curriculum is designed with children in distress and crisis in mind, with a primary focus on healing and resilience.

In a humanitarian crisis situation, for the holistic development of a child, any skill or qualification of the child does not come from any specifics. In fact, healing, resilience and development & learning, these three subjects are interconnected. These skills learned through different stages help a child to stay well in any conflicting situation. This helps a child to adapt with the new changes in their life. As well as, enables them to get along with everyone through appropriate social behavior. On the basis of these skills the center-based Humanitarian Play Lab curriculum has been developed. The skills the children will be learning through play are listed below.

Curriculum Framework: Building Resilience of the child

Sub Themes	Skills
Playfulness	<ul style="list-style-type: none"> - Work with Enthusiasm/ motivation - Be able to enjoy - Be able to participate actively - Take initiative on their own - Improve innovation/ Creativity - Be Flexible in achieving goals - Be able to use all senses and whole body - Negotiate with others - Be able to participate spontaneously
Communication	<ul style="list-style-type: none"> - Be able to wait patiently for their turn to come - Be able to convey their expression - Adapt to the situation - Understand and express feelings and emotions - Able to talk articulately and pronounce clearly - Be respectful while talking to others - Be able to express themselves by following social norms - Tell stories using body gestures and intonation
Problem Solving	<ul style="list-style-type: none"> - Be able to negotiation with friends through discussion - Improve flexibility skills - Identify the first step in doing something - Improve skills of identifying the goal - Be Goal oriented - Manage frustration
Conflict resolutions	<ul style="list-style-type: none"> - Be able to participate by taking turns and play in groups - Express gratitude towards peers after receiving help - Be able to relieve stress and anxiety - Be able to divert the mind from one subject to another - Will grow collaborative attitude - Be sympathetic and respectful towards others' feelings - Develop kindness towards others

<p>Self-control</p>	<ul style="list-style-type: none"> - Be self-motivated to participate in play - Be able to regulate his/her emotions - Understand others' emotions - Express his/her own emotions - Learn strategies to stay cool and keep calm - Be adaptive to the situation - Be able to help others - Be able to control his/her behavior according to the play's rules and regulations
<p>Social skills</p>	<ul style="list-style-type: none"> - Be cooperative and adaptive - Be able to follow social norms and moral standards - Be self-motivated - Grow tolerance - Be able to thank - Listen to people with great attention - Understand others' emotions - Participate in groups and pairs actively
<p>Self-confidence</p>	<ul style="list-style-type: none"> - Be brave - Be resolute in his/her stance and be able to defend himself/herself - Be able to dignify self - Improve skills of positive thinking - Be self-confident - Be careful towards self - Be self observant

Curriculum Framework: Child Development and Learning (2-3)

Domain	Sub domain	Specific aspects	Goals
Language & Communication	Language	Ability to listen, understands, speak and communicate.	<ul style="list-style-type: none"> - The child should be able to listen & understand the spoken languages (Listening) - The child should be able to understand, follow and use appropriate social and conversational rules. (Speaking)
	Literacy	Ability to read and write.	<ul style="list-style-type: none"> - The child should be able to express their idea through producing picture, symbol and text.
	Multilingualism	Knowledge of more than one language (English song, rhyme)	<ul style="list-style-type: none"> - The child should be able to demonstrate competency in another language along with mother tongue
Cognitive Development	Mathematics Developments	Math & Numeracy	<ul style="list-style-type: none"> - The child should be able to understand and demonstrate knowledge, skills with counting numbers, operations, measurement, geometry and spatial senses.
	Environment and Scientific Enquiry.	Science and Environment.	<ul style="list-style-type: none"> - The child should be able to collect and describe information through exploring and observing of objects, living things, Weather and Seasons.
	Logic and reasoning	Logical thinking and problem solving	<ul style="list-style-type: none"> - Awareness of cause and effect and find multiple answers to questions, tasks and problems.
Physical Development	Physical Development	Physical Fitness	<ul style="list-style-type: none"> - The child should have adequate strength, stamina and energy to participate in a variety of physical activities
	Muscle development	Gross muscle, smooth muscle and sensory conduction skills	<ul style="list-style-type: none"> - Can use and coordinate gross muscles for body movement, fine muscles for hand and finger movements, and sensation for motor control
	Safe practices, personal care and hygiene	Safe habits and cleanliness	<ul style="list-style-type: none"> - Able to demonstrate awareness and understanding of safety rules and general instructions - Demonstrate ability to avoid harmful objects and situations - Demonstrate personal hygiene, cleanliness skills and an interest in a variety of balanced nutritious meals

Social and emotional development	Emotional development	Emotional expression	<ul style="list-style-type: none"> - Can understand and express emotions appropriately - Be able to self-control Can follow the rules
	Values and ethics	Self-respect, honesty and responsibility Culture and tradition	<ul style="list-style-type: none"> - Can show respect for self and others with honesty and perform tasks with responsibility - Be able to respect and feel pride in Rohingya culture and traditions.
Develop creativity	Creativity	Artistic creativity	<ul style="list-style-type: none"> - Can communicate through artistic expression and can think and use things in new ways.

Curriculum Framework: Child Development and Learning (3-5)

Domain	Sub domain	Specific aspects	Goals
Language & Communication	Language	Ability to listen, understands, speak and communicate.	<ul style="list-style-type: none"> - can hear and understand spoken language (listening) - Able to follow and apply proper social and conversational norms. - Can express own self clearly. - Learn politeness rules for respectful behavior towards others. - Can follow instructions.
	Literacy	Ability to read and write.	<ul style="list-style-type: none"> - Recognize and verify written symbols, letters and words - Can express his ideas using pictures, symbols and writing. - Can develop writing skills (pre-reading and writing) in Burmese (Myanmar).
	Multilingualism	Knowledge of more than one language (English song, rhyme)	<ul style="list-style-type: none"> - Able to demonstrate proficiency in another language along with mother tongue. - Be able to present what is understood using simple words and sentences in Burmese (Myanmar).

Cognitive Development	Mathematics Developments	Math & Numeracy	<ul style="list-style-type: none"> - Can understand and demonstrate knowledge and skills related to number counting, mathematical processes, measurement, general shapes and space. - Can classify objects. - A subject or object can be arranged in sequence. - Can improve the ability to be aware of mathematical problems.
	Environment and Scientific Enquiry.	Science and Environment.	<ul style="list-style-type: none"> - Able to collect and describe information through research and observation of living and inanimate objects, weather and seasons. - Be aware of disasters and prepare yourself. - Understand the importance of natural environment. - Can control depression.
	Logic and reasoning	Logical thinking and problem solving	<ul style="list-style-type: none"> - Demonstrate an awareness of performance and outcomes and seek multiple answers to questions, tasks and problems. - Can increase the ability to be flexible. - Can concentrate on achieving goals.
	Creativity	Artistic creativity	<ul style="list-style-type: none"> - Children will be able to communicate through artistic expression and to think and use things in new ways. - Can develop discovery and creativity. - Can enjoy pleasure
Physical Development	Physical Development	Physical Fitness Playfulness	<ul style="list-style-type: none"> - The child will have the necessary strength, ability and capacity to participate in a variety of physical activities. - Can actively participate - Can use all senses and whole body.
	Muscle development	Gross muscle, smooth muscle and sensory muscle efficiency Boosting confidence	<ul style="list-style-type: none"> - The child will have the necessary strength, ability and capacity to participate in a variety of physical activities. - Can actively participate - Can use all senses and whole body.

	Safety practices, personal care and hygiene	Safety practices and hygiene Boosting confidence self-control	<ul style="list-style-type: none"> - Able to demonstrate awareness and understanding of safety rules and general Guideline. - Demonstrate ability to avoid harmful objects and situations. - Demonstrate personal hygiene, cleanliness skills and an interest in a variety of nutritious, balanced meals. - Can verify yourself. - Can take care yourself - Can control emotions.
Social and emotional development	Social development	Positive social behavior Social competence communication	<ul style="list-style-type: none"> - Can interact positively with adults and friends. - Can able to cooperate with others and participate in decision-making in order to demonstrate empathy and reach consensus. - Can know and understand lifesaving skills. - Can protect yourself from abuse, violence and trafficking. - Learn about and understand appropriate social skills. - Can be friendly and like able to other children. - Ability to be cooperative and flexible. - Can follow social norms and values. - Can take initiative. - Able to compromise, listen to others and understand others' emotions. - Can actively participate in groups and with friends.
	Emotional development	emotional expression communication Self-control	<ul style="list-style-type: none"> - Can understand and express correct feelings. - Can control yourself. - Can control emotions and feelings and follow rules. - Can learn and use emotion words. - Learn social cues, body language and facial expressions. - Can show assertiveness and take initiative. - Be aware of your own emotions and understand the emotions of others. - Can express positive emotions.
	Values and ethics	Argument resolution Social competence Boosting confidence	<ul style="list-style-type: none"> - Able to demonstrate integrity, respect self and others, take responsibility and get things done. - Be able to show respect for Rohingya culture and traditions and perform tasks responsibly. - Can praise his peers for showing kindness. - Can be friendly and like able to other children. - Can listen to others attentively. - Can follow social norms and values. - You can make yourself self-respecting.

Day 3

Session 6



1 hour 30 minutes

Contents: Introduction to the Humanitarian Play Lab Curriculum's Theme-based Activities

Objectives: After this session, the participants will be able

to-

- Explain the importance of the themes of Humanitarian play lab's curriculum.
- Know the names of the themes of Humanitarian Curriculum play lab.

Task: Introduction to the Humanitarian Play Lab curriculum's theme-based activities

Time: 1 hour 30 minutes

Method



Q&A and Discussion

Materials



curriculum, Training of Trainers Guideline and theme based video

Process



- First, ask the participants what do they understand by theme-based activities and listen to a few opinions.
- Then, explain the importance of the theme- based activities in the light of the following supporting information. Now ask to know the participants ideas about each theme. Explain if necessary
- Ask the participants whether they have any query about this or not. If so, discuss the unclear content.
- Finally, start the next session by thanking all

Supporting Information: Theme Based Activities

The skills a child acquires at different stages of life affect his overall development which helps him cope with different situations. Children acquire various skills very easily through play. The Humanitarian Play Lab curriculum provides various play activities in such a way that children can easily acquire these skills. As part of the Play to Learn project, in collaboration with Sesame Workshop, some theme-based videos have been developed to help children acquire skills and curriculum activities have been adjusted around those themes.

The themes are:

- Friendship
- Helpfulness
- Sharing
- Overcoming Challenges
- Animal
- Joy of Learning
- Body
- Respect for self & others
- Determination
- Trying new things

Day 3

Session 7



30 minutes

Contents: Introduction to the daily routine and monthly activities plan of the Humanitarian Play Lab (HPL)

Objectives: After this session, the participants will be able to-

- Talk about the daily routine and monthly activities plan of the Humanitarian Play Lab
- Introduce with the activities of Humanitarian Play lab curriculum

Task: The Daily Routine and Monthly Activity Plan of Humanitarian Play Lab

Time: 30 minutes

Method



Discussion, Q & A, Group Work

Materials



Curriculum and Training of Trainers Guideline

Process



- Tell the participants that one-year activities have been included In the Humanitarian Play Lab curriculum.
- Ask the participants to see the HPL center-based curriculum's daily routine and how long each activity will run.
- Besides, discuss about the "Monthly activity plan" and "Symbol Introduction".
- Ask them to discuss by seeing the pictures on how many activities are there in the specific portion, how the activities will be performed and what type of materials are needed. Give them 10 minutes for this. Help them if needed.
- If the participants do not have any query, start the next session by thanking them.

Supporting Information: Humanitarian Play Lab Model Routines

Humanitarian Play lab model routines

The views of children, parents and members of the Rohingya community were evaluated in the development of the Humanitarian Play Lab routine.

Here the Humanitarian Play lab model will be implemented for children aged 3-5 years. The humanitarian Play Lab model's daily schedule is divided into seven phases- Time to Say Hello, Rhymes & Stories, Moving & Doing, Drawing & creating, Play as You Wish and Watch, Play, Learn. This activity of Play Lab is conducted for two hours. The curriculum is modeled on the BRAC Play Lab model.

Option-1

BRAC Humanitarian Play Lab Model Daily Schedule							
Time	Time to Say Hello	Watch, Play, Learn	Kabbya & Kissa	Moving & Doing	Drawing & Creating	Play as You Wish	Time to Say Goodbye
2 Hours	10 minutes	15 minutes	20 minutes	20 minutes	20 minutes	25 minutes	10 minutes

Option-2

BRAC Humanitarian Play Lab Model Daily Schedule							
Time	Time to Say Hello	Kabbya & Kissa	Moving & Doing	Watch, Play, Learn	Drawing & Creating	Play as You Wish	Time to Say Goodbye
2 Hours	10 minutes	20 minutes	20 minutes	15 minutes	20 minutes	25 minutes	10 minutes

Option-3

BRAC Humanitarian Play Lab Model Daily Schedule							
Time	Time to Say Hello	Kabbya & Kissa	Moving & Doing	Drawing & Creating	Play as You Wish	Watch, Play, Learn	Time to Say Goodbye
2 Hours	10 minutes	20 minutes	20 minutes	20 minutes	25 minutes	15 minutes	10 minutes

In this center-based program, children receive home visits once a month in addition to coming to the center. And time for home visit will be 30 minutes. There is a 15-minute psychosocial support (PSS) segment and a 15-minute play segment.

Day 4

Session 1



30 minutes

Content: Reflection of the Previous Day's Activities

Objectives: After this session, the participants will be able to-

- Say what they learned from the previous day's session.

Task: Reflection of Previous Day

Time: 30 minutes

Method



Play Activity

Materials



Ball and Rattle

Process



- Exchange greetings with the participants
- Now ask everyone to stand in a circle and give one person a ball.
- Tell the participants that the ball will roll in each person's hand when you ring the bell. When the jingling stops, the person with the ball will say something they liked from the previous day's session and why.
- In this way, give everyone an opportunity to review the topics of the previous session by passing the ball around.
- Then start today's next session by thanking everyone.

Day 4

Session 2



1 hour

Content: Play Activities of Humanitarian Play Lab (HPL)

- "Time to Say Hello"
- "Kabbya & Kissa"

Objectives: After this session, the participants will be able to-

- Tell about how to conduct "Time to say Hello" session in Humanitarian play lab
- Explain the importance of "Kabbya & Kissa" in child development.
- Children aged 3-5 years will be able to tell the method of conducting Kabbya & Kissa for the first two months from the curriculum.
- Perform the specified "Kabbya and Kissa."

Task-1: "Time to say Hello" & "Kabbya and Kissa"

Time: 20 minutes

Method



Q & A, Group work, Discussion

Materials



Curriculum and Training of Trainers Guideline

Process



- At first, discuss with the participants on how to conduct the session on 'Time to say Hello' in the light of the supportive material.
- In the 'Time to say Hello' session, tell the participants with fun, by clapping or through play how to help the children recall some sayings, safety and hygiene message. Show it to them by doing yourself.
- Then, ask questions to the participants what the importance and purpose of 'Kabbya & Kissa' with the children is. Give few minutes to the participants to think about this. Listen 1 or 2 points from them.
- Now, discuss the importance and purpose of Kabbya & Kissa

Supporting Information: The purpose and Importance of “Time to Say Hello” and ‘Kabbya and Kissa” and Kabbya and Kissa

Purpose and Importance of “Time to Say Hello”: In Humanitarian Play Lab to attain social and inhuman skills children need to achieve some basic competencies. For example- keeping good relation with others, getting introduced with others, presenting self, keeping good attitude with others; these type of social skills is addressed and practiced through “Time To Say Hello” session which is very important. Through this session, children can learn all the skills they need to achieve to live their daily life. Besides these, the child’s language and communications skills, good health, nutrition, cleanliness, safety and security skills will be developed through this session. Sometimes, Language Instructor and Host Teacher can start the session with the children’s lead and according to their interest and choices.

Purpose and Importance of “Kabbya and Kissa” Kabbya and kissa collected from the Rohingya community have been included in the curriculum for the purpose of Psychosocial development and linguistic development of children. The Kabbya’s rhythm and melody of Kabbya creates a pleasant feeling in the mind of children which helps them to get rid of stress and restlessness. Children love to listen and tell stories. Listening and telling funny stories plays an important role in a child’s linguistic and cognitive development. Children can hear and speak new words through poems and stories. Poems and anecdotes can answer various questions and children can tell their own anecdotes which help develop their imagination. Through this practice, the child’s presentation skills and organizational skills to express thoughts in words increase. So, it is necessary to present Kabbya and kissa to children in a pleasant way. The Myanmar Language Facilitator will assist the children with special care while conducting Kabbya and kissa work. At this time, it is very important to talk clearly with children, give children time to talk, listen carefully to them and create opportunities for children to ask and ask questions.

Task-2: Practice, Presentation and Rules of Conducting “Kabbya & Kissa”

Time: 40 minutes

Method

Discussion and Presentation

Materials

Curriculum, Training of Trainers Guideline and other materials/ toys (as per requirement)

Process

- From the curriculum, discuss the process of conducting “Kabbya & Kissa” specified for two months for the children aging 3-5 years through question-answer session with the participants and conduct the specified “Kabbya & Kissa” with them.
- Now, ask to sit the participants like the children and present the specified Kabbya & Kissa acting as a facilitator.
- Then, ask some of the participants and let them present the specified Kabbya & Kissa with necessary materials acting as Myanmar language facilitator.
- After everyone finished talking ask them if anything has been excluded or still unclear? If yes, discuss again.
- If anything needs to be added or subtracted to the presentation, complete it and end the session.

Day 4

Session 3



1 hour

Contents: Play Activity of Humanitarian Play Lab (HPL)

- "Moving and Doing"
- "Drawing and Creating"

Objectives: After this session, the participants will be able to-

- Explain the purpose of physical play in child development.
- Explain the purpose of social-emotional play in child development.
- Explain the rules of "Moving & Doing" activities for children ages 3-5 according to the curriculum.
- Present the "Moving & Doing" Activity.
- Explain the purpose of the "Drawing & Creating" in child development.
- Explain the rules of "Drawing & Creating" activities for children ages 3-5 according to the curriculum.
- Present the Drawing & Creating play activity.

Task-1: Purpose of the "Moving & Doing" activities

Time: 10 minutes

Method



Q&A and Discussion

Materials



Curriculum and Training of Trainers Guideline

Process



- Ask the participants what is "Moving and Doing" Activity and what is the purpose of this? Hear the answers from some. Hear 2/1 points from a few.
- Now explain the following information to highlight the importance of "Moving & Doing" activities

Supporting Information: "Moving & Doing" activity

Physical plays are very favorite for Rohingya children. Which is given in this Humanitarian Play Lab curriculum titled "Moving & Doing". In addition to physical play, various types of social and emotional play are included. Through which children can play together, learn to wait their turn, learn to be respectful and empathetic to others, be patient in critical situations and empathize with others' suffering. When children engage in free and spontaneous play, they are free from fatigue and boredom and keep their minds cheerful. Positive interactions with friends can foster creative thinking and innovative attitudes and performance that help them acquire the skills they need to survive.

At the same time children's pre-learning work is also done. For example, how many places are playing, which places are safe, which places are not safe, inside-outside, near-far, up-down etc. Moreover, through self-control, one can express oneself correctly, think about problems, express thoughts in words and solve small problems.

Similarly, through turn-based play, children can understand and demonstrate knowledge and skills related to pre-mathematical concepts such as counting numbers, mathematical processes, patterns, measurement, geometry and space. As a result, children will acquire the ability to solve various mathematical problems. Children's ability to observe and investigate will increase. Children will learn to understand and categorize relationships between one or more objects. Children can also prepare for basic education by practicing writing numbers. In addition to increasing language and communication skills, children can learn various daily life skills, such as how to share toys with friends, how to wait patiently while playing.

The skills acquired through these Play Activity along with that flashcard can play a supportive role. Using flashcards will increase children's participation in Play Activity, support their learning and make the presentations more fun and enjoyable.

Task-2: Practice, Presentation & Rules of Conducting "Kabbya & Kissa" Session

Time: 20 minutes

Method



Q&A, Discussion and Presentation

Materials



Curriculum, Training of Trainers Guideline and necessary materials

Process



- Collect the necessary materials in advance.
- Help participants discuss in detail the method of conducting plays through questions and answers by showing pictures of the "Moving & Doing" activities from the first two months of the curriculum for children aged 3-5 years.
- Then has the participants sit as children and you, acting as the facilitator, take turns introducing some of the plays.
- Now call on some of the participants in turn, give them the necessary materials and ask them to take turns presenting the play and you to help if necessary.
- If anything needs to be added or subtracted to the presentation, complete it and end the session.

Task-3: Purpose of “Drawing & Creating”

Time: 10 minutes

Method



Q&A and Discussion

Materials



Curriculum and Training of Trainers Guideline

Process



- First ask the participants, what do you mean by “Drawing and Creating” activities and what is the purpose of this activities? Listen their opinions from a few.
- Now explain the purpose and importance of the “Drawing and Creating” activities in the light of supporting information.

Supporting Information: “Drawing and Creating” Activity

Drawing is one of the child’s non-verbal means of communication. Although children cannot express their feelings through language, children can express their feelings through drawing. Sometimes the meaning of their drawings is understood and sometimes not. But children have meaningful interpretations of his drawings, many of their thoughts, pains, likes, dislikes and many unspoken things are hidden in them. So, center based BRAC Humanitarian Play Lab educational program has kept arts and crafts play for children. Children can express their range of knowledge and emotions and feelings sometimes by drawing pictures, sometimes by making things with different colors. Children love to play and draw with colored paper, cotton, paint. In fact, children can express their imagination and creativity by drawing and creating new things. Similarly, children can acquire pre-writing skills through playing arts and crafts. Children also get the concept of different mathematical numbers, different colors and shapes and the concept of the alphabet through playing “Drawing & Creating play”. Which is very helpful for their intellectual development.

Task-4: Practice, Presentation & Rules of Conducting “Drawing & Creating” Session

Time: 20 minutes

Method



Q&A, Discussion and Presentation

Materials



Curriculum, Training of Trainers Guideline and Necessary Materials

Process



- Collect the necessary materials in advance.
- Help participants show the pictures of the Drawing & Creating play from the first two months of the curriculum for children aged 3-5 years and discuss with them in detail how to conduct the play activity through question and answer.
- Then has the participants sit as children and introduce some of the Drawing & Creating plays yourself, playing the role of the Myanmar language facilitator.
- Now call some of the participants in turn, give them the necessary materials and ask them to present the Drawing & Creating play and give help if it’s necessary.
- If anything needs to be added or subtracted to the presentation, complete it and end the session.

Day 4

Session 4



30 minutes

Contents: Play Activities of Humanitarian Play Lab (HPL)

- "Play as You Wish"

Objectives: After this session, the participants will be able to-

- Explain the purpose and importance of "Play as You Wish" in child development.
- Introduce "Play as You Wish" for children aged 3-5 according to curriculum.

Task-1: Practice, Presentation & Rules of Conducting "Play as You Wish" Session

Time: 30 minutes

Method



Q&A, Discussion and Presentation

Materials



Curriculum, Training of Trainers Guideline, Various Play Lab Materials

Process



- First ask the participants, what do they understand by "Play as you wish" activities and what is the purpose of this activity? Hear their opinions from a few.
- Now explain the purpose and importance of "Play as you wish" for Rohingya children in the light of the following supporting information.
- Arrange the materials in designated areas of the play lab with the help of participants to "Play as you Wish".
- Call some of the participants to the front, make them sit like children, and introduce some Play Activity as you wish, playing the role of facilitator.
- Now call one of the participants as the Myanmar language facilitator, ask her to present how to conduct the play with children aged 3-5 years with the materials arranged.
- Discuss the points or points that Myanmar language facilitators should keep in mind while conducting the play as desired, in the light of the following supporting information.
- Conclude the session by discussing any questions or comments the participants may have on the presentation.

Supporting Information: “Play as You Wish” Session

Play as you Wish: “Play as you wish” is a type of play activity where children are free to play as they wish. Children can move toys from one area of the Play Lab to another as they like and play with whatever friends they want. As a result, children develop a creative mind and mindset through joy and can take care of themselves. Children also develop a range of skills that support their physical, intellectual, language-communicative and social-emotional development. Myanmar Language Facilitators should encourage children to independently identify friends, materials, and places during play. During “Play as you wish” time, the Myanmar Language Facilitator will not interfere with the children’s choice and independence, but will support them by speaking indirectly if necessary. But in many cases children need to be helped with proper guidance. The Myanmar Language Facilitator will play with the children themselves and encourage them to actively participate in the play. Moreover, bringing innovation to the play and work, making the play difficult and keeping everyone engaged in the activity is a special strategy to play at will.

Rules of Conducting “Play as you wish”: After the play of drawing & creating according to the routine, the play will start as desired. Arrange the play materials or toys in 4 baskets in advance and keep them in 4 places of the room.

- Form a ‘U’ shape with the children and tell the children some rules before playing. For example, everyone will play together as friends. When someone starts playing with a toy, I wait until he finishes playing. Don’t push each other.
- Don’t fight with toys. I will put the toys away after the activity, etc.
- Ensure that all children have access to play. Talk to children about play. Make sure that children do not play with the same game, the same toy, or the same friend every day, and that there is novelty and joy in play.
- If a child is not interested in playing, talk to him - where he wants to play, who he wants to play with, what toys he wants to play with.
- After a certain time, ask them to finish the play by counting numbers from 1-10 in Burmese or Myanmar language by clapping their hands and after the play, ask the children to collect the toys and put them in the designated place.

Day 4

Session 5



45 minutes

Content: Provide Primary Ideas on the Operation and Management of Video to the Myanmar Language Facilitator

Objectives: After this session, the participants will be able to-

- Say about operating the rules of Pico Projector
- Operate Pico Projector

Task: Provide Primary Ideas on the Operation and Management of Videos to the Myanmar Language Facilitator

Time: 45 minutes

Method



Q & A, Discussion, Presentation

Materials



Training of Trainers Guideline,
Pico Projector

Process



- Ask the participants about the Pico projector. After listening to their opinions discuss about the Pico projector in light of the supporting information
- Now discuss about how to conduct the Pico projector
- Now show how to set up the Pico projector
- Ask everyone if any topic has been left or still unclear to anyone? If so, discuss the topic again
- If the participants have any questions or opinions discuss it and end the session by thanking them

Supporting Information: Equipment of the Pico projector

Equipment included

1. Video projector and projector screens
2. Power cable/charger
3. Remote
4. Speakers and cables
5. Tripod
6. Audio cable
7. Pen drive
8. Power bank
9. Multiplug
10. Bag












Special Instructions-


1. The Pico projector and the power bank could be used effectively for a long time if they are charged regularly, similar to how we charge our phones before using them.
 - Projector estimated charging time: 1.5 hours and 2 hours (backup) can be used
 - Power bank estimated charging time: 2 hours and 6 hours (backup) can be used
 - Speaker estimated charging time: 1.5 hours and 6 hours (backup) can be used
2. Use a tripod and a level surface while using the projector.
3. Other than a pen drive, one may show videos using a USB cable, Wi-Fi, Bluetooth, etc.



Using instructions:

1. Set the projector screen properly so that children can see it. Adjust the brightness so that everyone can see the video without being distracted by reflections on the screen.
2. In the case that direct electricity is accessible, connect the projector to a power source. Push the ON/OFF switch on one side of the projector to turn it on, and then press the POWER button (). You'll know the display has started to turn on when the blue light starts appearing.
3. Batteries can be used to power the projector instead of actual electricity. For the ease of running the projector continuously, a power bank is included.
4. Turn on the speaker by plugging the speaker wire to the projector's headphone port ().
5. Press the little on button (picture) to turn on the projector.
6. Video, picture, and other icons will appear on the projector screen. To pick an icon, use the projector's or remote's symbols () and press the OK (OK) button.
 - To view videos, click the Videos (VIDEOS) button.
 - To view pictures from storybooks and comic books, click the Photos (PHOTOS) icon.
7. The words SD card or flash drive (SD CARD or FLASH DRIVE) will appear on the screen. To pick an icon, use the projector's or remote's symbols () and press the OK (OK) button.
8. To pick the appropriate language, session, and video, push the OK (OK) button on the relevant icon using these symbols () on the projector or remote. If you need to return to a previous page, click the back button ().
9. Actions can be made while the projector is being used:
 - You can adjust the focus of the projector by turning the white dial shown in the picture.
 - The left-right arrow keys () on the top of the projector can be used to control the sound.
 - The projector's up and down arrow icons () can be used to control the image's location. When the projector machine is above or below the projector picture screen, this option must be used.
 - To pause or rewind the video, press the Back button ().
 - By pressing the menu button, one may access the main menu at any moment.



After using the projector, push the power button () and when it says Shut Down press "OK" (OK) to turn it totally off. To ensure the battery is completely switched off, turn off the projector by pushing the ON/OFF (ON/OFF) switch on the side. Assemble all the equipment that are contained in the bag together.

Note: Would include more information about Pico Projector after getting further information.

Day 4

Session 6



1 hour

Content: Play Activities of Humanitarian Play Lab

- Introduction to “Watch, Play, Learn”
- Practice, Presentation and rules of conducting theme-based video (Friendship)

Objectives: After this session, the participants will be able to-

- Learn about the videos of Humanitarian Play Lab curriculum
- Answer various questions about the videos.

Task-1: Introduction to “Watch, Play, Learn”

Time: 15 minutes

Method



Q & A and Discussion

Materials



Curriculum, Training of Trainers
Guideline and Pico Projector

Process



- Provide ideas about the theme-based videos
- Explain the importance and objective of theme-based videos
- Discuss about the skills that children achieve after watching the videos
- Now, ask the participants if they have any questions, if yes, discuss it again
- End the session by thanking them

Supporting Information: “Watch, Play, Learn” (Friendship)

The skills a child acquires at different stages of life affect his overall development which helps him cope with different situations. Children acquire various skills very easily through play. The Humanitarian Play Lab curriculum provides various Play Activity in such a way that children can easily acquire these skills. As part of the Play to Learn project, in collaboration with Sisimi Workshop, some themed videos have been developed to help children acquire skills and curriculum on play based activities have been built around those themes.

Myanmar Language Facilitator should guide the children to introduce the video and confirm that they can see and hear the episode. To keep the session interactive and ensure children are comprehending the main educational messages, guide the children through post-viewing questions. Be sure to call on children of different ages and genders to answer the post-viewing questions. Here are some “Friendship” theme related questionnaires:

SEL Activities: Anger

1. Ask the children if they recall what happened to the characters in the episode. How do they know the character was angry? What caused their anger? How did they manage their anger?
2. Remind children that anger is how we describe the feeling we have when we are very upset.
 - a. Anger is a natural feeling to have.
 - b. The important thing is how you deal with the feeling of anger when you have it. To not hurt or harm someone.
 - c. It is important to know what causes you to become angry and what happens to your body and the people around you when you feel this way.
3. Tell the children that they will build an anger tree to understand what happened to the character in the episode.
 - a. Explain to the children that a tree has roots that are underground that we can't see, and it has branches that we can see.
 - b. Our anger is similar. Everyone might not know what caused their anger but often they can see your anger.
 - c. Draw a tree on the board with roots, a trunk, and branches.
 - d. Review what happened in the episode and identify what caused the character to be upset – write it in the roots section; how did you know the character was upset – write in the roots section. (Draw pictures or objects to represent each thing.)
 - e. Then discuss with children what things the character did to calm down.

Determination

1. Ask the children if they recall what happened to the characters in the episode. What was the thing the character was trying to do? How did you know the character was determined?
2. Remind children that being determined is the feeling you have when you have a goal and have hope that you can reach that goal.
 - a. Determination is a natural feeling to have.
 - b. It is important that when you are determined to do something you do not harm or hurt anyone while trying to achieve your goal.
3. Ask the children to remember something which took them time to learn how to do. What did you do to help yourself achieve your goal? How did you feel when you achieved it?
4. Tell the children they will demonstrate what they do when they are determined.
 - a. Arrange the children in a circle.
 - b. Instruct the children to act out what being determined looks and sounds like. Give children a few moments to do this.
 - c. Go around the circle and highlight some of the things children were doing. Have them repeat their act for the other children to observe.
 - d. Point out what the child's face looks like and what they may be saying to themselves. Instruct children to draw a picture of something they can't do well but wish that they could do well. Have them share their pictures with the class.

Math Activities: Circles, Triangles, Squares

1. Ask the children if they recall what the characters did in the episode. What shapes did the friends come across? Help children recall how many sides different shapes have.
2. Ask the children if they see any of these shape in the classroom? Have each child take a turn identifying different objects. Ask them to clarify how they know what shape the object is.
3. Tell the children they will play a guessing activity with objects they can't see.
 - a. Instruct the children to touch the objects under the cloth/in the bag.
 - b. Ask them to describe what shape the object is, what does it feel like?
 - c. Let the child guess what it is.
 - d. Take out the object and see if they guessed correctly.
4. Repeat the game for other children.

Triangles

1. Ask children if they recall what the characters did in the episode. What shapes were they trying to make?
2. Remind children that a triangle has three sides and three angles and a pyramid has sides that are triangles, which meet at the top. The base can be a triangle, square, or pentagon.
3. Tell children they will play a hopping game to cross a shape trail
 - a. Place the cut-out shapes in a random path that curves.
 - b. Instruct children to get to the end of the path by only stepping on triangles or pyramids.
 - c. If any child makes a mistake correct them by asking what shape they stepped on and why it isn't a triangle or pyramid.
 - d. Have the child go to the end of the line.
 - e. If a child crosses correctly they should sit and wait for the other children to finish
 - f. After all the children are finished, provide each child with paper and scissors.
 - g. Encourage the children to make their own mini trail using different patterns of shapes.
 - h. Have children share their trails with the class.

Big and Small

1. Ask the children if they recall what the characters did in the episode. What were the small things in the episode? What were the big things?
2. Ask children what small/big things they see around them or have seen outside.
3. Tell children they will go on a size hunt to find different objects.
 - a. Tell children they must find, make or draw, four (4) objects of different size
 - a.i. Something small enough to fit in their palm.
 - a.ii. Something longer than their hand.
 - a.iii. Something as long as their smallest finger
 - a.iv. Something big enough to cover their face
 - b. Set a certain amount of time for children to find their items.Bring children back together to see if they collected the right items.

Day 4

Session 7



45 minutes

Content: Play Activities of Humanitarian Play Lab

- "Time to say goodbye"

Objectives: After this session, the participants will be able to-

- Tell and present how to say goodbye according to the Humanitarian Play Lab Routine after the end of the session

Task: "Time to say Goodbye"

Time: 45 minutes

Method



Discussion and presentation

Materials



Curriculum and Training of Trainers Guideline

Process



- Ask the participants, will the children go back home after finishing all the activities in the Humanitarian Play Lab? Take few opinions.
- Discuss by using the supporting information from HPL curriculum Guideline and ask them how they will finish the day's activity with the children.
- Now to say good bye explain Myanmar Language Facilitator how they will do four activities every day, show pictures of the play activity and discuss them in detail through question and answer.
- children and you as the Myanmar Language Facilitator present to the participants how to go home from the Humanitarian Play Lab through any of the following play activities .
- End the session by completing any additions or subtractions to the presentation.

Supporting Information: “Time to say Goodbye”

Time to say Goodbye: Children at the Humanitarian Play Lab will play with a variety of toys from start to finish. At the end of the session, the Myanmar Language Facilitator will stand in a U shape with everyone. Then simply tell the children how the day went and hear from a few interested children. But make sure that every child gets a chance to speak periodically. Then the children will leave the play lab, sometimes playing breathing exercises or relaxing activities, or sometimes becoming cars or birds, etc., saying goodbye to everyone (using various farewell greetings, such as see you again, be well, etc.).

Day 4

Session 8



45 minutes

Content: Home Visit Session

- Introduction to Home Visit Session
- Practice, Presentation and Rules of Conducting Home Visit session

Objectives: After this session, the participants will be able to-

- Explain the objective of Home visit session
- Tell the rules to conduct Home visit session
- Present the Home visit session

Task 1: Objective of Home Visit Session

Time: 15 minutes

Method



Q & A, Discussion

Process



- Ask the participants what do we understand by Home visit session and what is the objective of it? Listen to the answers from few of them.
- Discuss the importance of Home visit session in light of supporting information

Materials



Home Visit Session

Supporting Information: Introduction to Home Visit Session

The Play to Learn project will conduct home visit sessions once a month for each child in addition to the children's center activities. Myanmar Language Facilitators will follow up with the project child, mother, and her family through home visits, counsel mothers on how to stay mentally well, and conduct sessions with children through "Moving & Doing" activities. The subject of this session will consist of two parts, one is Psychosocial Support (PSS) and the other is play activity. The psychosocial support section is titled 'Talking with Mother' and the play section is titled 'Talking with Mother and Child'. The beneficiary population of the project is Rohingya camp children aged 3-5 years and their mothers. Duration of each session is 30 minutes. And in this home visit session, the psychosocial support part is called "Putuke Hadiya Dii, Nizheo Khushi Rhai" and the play part is called "Chalo Kheli". Here the social and moral values are discussed in the play section, along with explaining the rules of conduct of the activities and giving praise for participation in the play activities. The session was then concluded by encouraging them to draw pictures.

Task-2: Conduct, Practice and Present Home Visit session

Time: 30 minutes

Method



Q & A, Discussion

Materials



Home Visit Session

Process



- Tell the participants, this time we will continue to discuss the topics of the home visit session.
- Now explain the topics of the home visit session to the participants one by one through question and answer and discussion.
- The trainer will present and discuss the home visit session for children aged 3-4 years.
- Now call some of the participants in turn, give them the necessary materials and ask them to present the home visit session to children aged 3-5 years. Assist as needed.
- End the session by completing any additions or subtractions needed in presentation.

Day 5

Session 1

30 minutes

Content: Reflection of the previous day's activities

Objective: After this session, the participants will be able to-

- Tell what they learned from the previous day's session.

Task: Reflection of the Previous Day's Activities

Time: 30 minutes

Method



Play activity

Materials



None

Process



- Greet the participants and exchange pleasantries with them. Ask everyone to stand face to face in two rows and in two groups
- Then ask one of the first group to ask any one of the other group a question from yesterday's discussion. Second team will get 1 point if the answer is correct. If not, the questioning team will state the answer and get the point. In this way, review the topics discussed in the previous day's session through question and answer.
- When finished speaking, ask to know from them that if there is something left out or if there is ambiguity about something? If so, discuss the matter again.
- Then start today's next session by thanking everyone.

Day 5

Session 2



1 hour 30 minutes

Contents: Basic Training Guideline

- Introduction
- Discussion
- Session distribution and preparation of presentation

Objective: After this session, the participants will be able to-

- Tell about the Basic Training Guideline
- To identify any difficulty or question by reviewing the Basic Training Guideline
- To prepare for the presentation of the Basic Training Guideline

Task-1: Introduction to Basic Training Guideline

Time: 30 minutes

Method



Presentation and Discussion

Materials



Basic Training Guideline

Process



- Ask the participants to have a look on Basic Training Guideline
- Now explain the Basic Training Guideline topics to the participants one by one through Q&A discussion

Task-2: Review of the Basic Training Guideline

Time: 30 minutes

Method



Group discussion and Presentation

Materials



Basic Training Guideline

Process



- Divide the participants into four groups, and ask each group to review the topics, objectives, methods, materials, time, process, and supporting information of Basic Training Guideline
- Tell them to take note if they have not understood anything or if they have any questions.
- Allow 10 minutes for group discussions
- At the end of the allotted time, listen to their opinion and discuss their reviews from each group and present if necessary

Task - 3: Distribution and Presentation of Basic Training Guideline session

Time: 30 minutes

Method

Discussion

Materials

Basic Training Guideline

Process

- Distribute Basic Training Guideline sessions to the participants
- Allow 15 minutes for preparation. Ask if they have any questions after the preparation, help if necessary

Day 5

Session 3



1 hours 45 Minutes

Contents: Practicing Contents from Basic Training Guideline by the Participants

Objective: After this session, the participants will be able to-

- Practice Contents from Basic Training Guideline

Task: Practicing Contents from Basic Training Guideline by the participants

1 hour 45 Minutes

Method



Presentation and Discussion

Materials



Curriculum, Basic training guideline and other necessary materials

Process



- One by one ask each participant to present their allotted sessions. At the end of each presentation, get feedback from the other participants on the good and developmental aspects of the presentation. Give your opinion if necessary

Day 5

Session 4



1 hour

Contents: Roles and Responsibilities of a Trainer

Objective: After this session, the participants will be able to-

- Explain what a trainer should do

Task: Roles and Responsibilities of a Trainer

Time: 1 hour

Method



Q&A and Discussion

Materials



Training for the Trainers
Guideline

Process



- Ask the participants what a trainer can do? Listen to the opinions of a few participants
- Now discuss and explain the tasks of a trainer in the light of supporting information

Supporting Information: Roles and Responsibilities of a Trainer

- Paying attention to the participants as they speak
- Sitting face to face with the participants. Look at them while talking
- Be happy
- Shake hands and head in harmony with speech.
- Ask constructive questions so that participants can continue the discussion on their own
- Address respectfully
- Speak normally without speaking too fast or too slow
- Sometimes use a few encouraging words, such as - it's nice, well said, etc.
- Avoid all kinds of arguments
- Talk less, to give participants a chance to say more
- Maintaining continuity of discussion
- Simple and in short presentation
- Use play activities in middle of discussion
- Summarize the discussion
- Be flexible

Day 5

Session 5



1 hour 30 minutes

Content: Rohingya Community Involvement and Participation

- Management committee and Parents meeting of Humanitarian Play Lab
- Communication and participation with Rohingya community and parents.
- Material Development Workshop with the Participation of Rohingya Community Distribution of materials and manufacture of toys

Objectives: After this session, the participants will be able to-

- Can tell about the nature of play lab management committee composition and its duties and responsibilities.
- Can explain what parent meeting is, its necessity and how to conduct monthly parent meeting.
- Communicate with parents and the Rohingya community and can be involved in any activities.
- Tell about what a materials development workshop is, how to conduct it and make different materials including toys for children.
- Tell about distribution of materials and making of toys.

Task-1: BRAC Humanitarian Play Lab Management Committee and Parent Meeting

Time: 15 minutes

Method



Q & A, acting and discussion

Materials



Basic training Guideline

Process



- Ask the participants what they understand by the BRAC Humanitarian Play Lab Management Committee. Hear opinions from a few.
- After that, discuss the nature of its structure, i.e. the number of members of the management committee, who will be there, etc. through question and answer. Then show the composition of management committee through discussion. All seven members of this committee will be selected based on the opinions of the Rohingya community and parents. The seven members will consist of a President, a Member Secretary (Myanmar Language Facilitator) and five ordinary members.
- Now ask the facilitator participants about what might be the responsibilities and duties of the management committee in the play lab. Listen to the opinions of some, discuss the responsibilities and duties of the management committee.

	<ul style="list-style-type: none"> • Then tell all the helpers, how do we conduct parent meetings? Ask some of the participants. • Then discuss with the participants the points a facilitator should keep in mind when conducting a parent-teacher conference through a question-and-answer session. • Now call a few participants or have the facilitator act out how to conduct a parent meeting. • Listen to the participants for any questions or comments after the performance.
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Supporting Information: Things to keep in mind while conducting sessions

The Management Committee of BRAC Humanitarian Play Lab: To run all the programs and activities of center-based humanitarian Play Lab efficiently, a seven-member committee will be formed. All the members of this committee will be elected based on the judgments of the Rohingya community and parents. Out of these seven members, there will be one president/chairman, one member secretary (Myanmar Language Facilitator), and rest five is general members. Five mothers will be deployed as general mothers.

The Duties and Responsibilities of the Management Committee of Humanitarian Play Lab: The major duties and responsibilities of the management committee are-

- Take steps for parents' participation in regular monthly meetings and material development workshops
- Supervise the programs/activities of humanitarian Play Lab as required
- Keep the Myanmar Language Facilitators' regular and on-time presence under careful observation and assist him/her if necessary
- Encourage the children and the affiliated mothers of humanitarian pay lab for their regular and on time presence
- Take steps to collect and preserve various materials from the locals for humanitarian Play Lab
- Take measures to solve any problem that arises
- Offer a helping hand to any kind of unexpected incident taken place at humanitarian Play Lab
- Above all, run programs of humanitarian Play Lab properly and dedicatedly work for the betterment of it

Things to Keep in Mind While Conducting Parents Session: The following things have to keep in mind while conducting the parent sessions-

- The time and date of the sessions have to be fixed after it had discussed with the parents
- The parents have to be informed about the time and date of the sessions beforehand and the venue
- of the session has to be prepared before the sessions take place
- The discussion topics have to be prepared and the materials have to be ready for the sessions
- The instructor will sit in a place that is visible to all the participants
- The session should be conducted using an easy and lucid language
- Seek appointments from the parents before the session takes place
- The session has to be participatory as much as possible, which means everybody will have equal opportunity to talk

Task-2: Communication and participation with Rohingya community and parents

Time: 15 minutes

Method



Brain storming, Expression, Sharing and Discussion

Materials



Basic Training Guidelines

Process



- First ask everyone what they understand by the participation or involvement/collaboration of Rohingya community. Give 2-3 minutes for thinking and then listen to their opinions/views on this. Later, the facilitator will explain what it means by participation and involvement/collaboration of the Rohingya community and parents.
- Listen to the experiences of some of the participants about the assistance and cooperation they have received while establishing humanitarian Play Lab and running its programs.
- Ask this question to all the participants, "What are the works through which the participation of the Rohingya community and parents can be increased?"
- Tell everyone to think about it. Then hear out everyone's thoughts.
- If the participants want to add anything to it or if they have any comments on this issue, ask them. If not, end the session by sharing your opinions about it.

Task-3: The Participation of Rohingya Community at Material Development Workshop

Time: 1 hour

Method



Discussion, Demonstration of Small Group Work and Materials

Materials



Basic Training Guideline, Materials and Toys

Process



- Ask the participants how to collect materials and various toys for the Humanitarian Play Labs, which is pertinent to/appropriate for the Rohingya community and revolved around their culture and tradition. Now say, one of the most effective ways to locally collect or make the materials is the Rohingya community's participation at material development workshops.
- Now share your experience of previously held material development workshop at Humanitarian Play Lab. For example: when and where was the workshop conducted, who were the participants, and what materials were made at the workshop.
- Now the instructor will discuss how to recycle/convert used materials or thrown away trashes (for example: pieces of bamboo, plastic bottles, Tin boxes, husks of coconut, soil, hay, pieces of old clothes, discarded/abandoned big or small boxes, cotton, etc.) into various toys and decorative pieces (for example: samiyana, small pillows, decorative hanging flowers, clay toys, bamboo blocks, dolls made up of clothes, paper flowers, cloth or jute bags, cars made out of plastic bottles, etc.) and display some samples of materials and toys.

	<ul style="list-style-type: none"> • Then divide the participants into small groups and give each group some materials (plastic bottles, tin cans, pieces of cloth, discarded small boxes, cotton, paper, scissors, etc.) and ask each group to make at least one material or toy. Allow 20 minutes for the task. • At the end of the group work, ask the group to present the materials or toys made and discuss how they can be stored. • Now ask the participants what they know about distributing materials and making toys. Listen to some opinions. • Then discuss distribution of materials in light of supporting information • Inform the participants about distribution of materials and making toys in children's rooms in light of helpful information and end the session by thanking everyone.
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Supporting Information: Materials Development Workshop

Objectives of Materials Development Workshop

- Developing toys for children aged 3-5 years BRAC Humanitarian Play Lab according to own culture age
- Creating materials to customize BRAC Humanitarian Play Lab (3-5 years) according to own culture
- Developing relationships among parents of the community (exchange of ideas among themselves in a festive environment)

Preliminary discussions on materials development

- The facilitator of the materials development workshop will not discuss any type of toy sample but rather the participants will use raw materials to make the type of toys they would have made at home or in Myanmar.
- To provide some equipment needed for the development of the materials by the office
- Participants will also bring recycling materials collected from their homes such as: small buckets, plastic bottles, packets of chips, foam, paper or cloth bags etc. to make toys.

Instructions for materials development workshop

- Exchange of greetings (sitting with everyone and exchanging greetings with them).
- Pre-divide the materials required for making the materials into 2-4 parts according to the number of participants.
- Divide them into 2 to 4 groups according to the number of participants (5/6 groups if more participants and 4 groups if less).
- Now take care with the materials divided in each group that there is needle, thread, scissors, glue. Also pick and paint the group that will have bamboo materials.
- Visiting each group during the materials development workshop, sometimes sitting in the group and talking to the participants with a smile.
- Asking each group to present their materials in front of everyone.

Concluding the materials development workshop by thanking everyone.

- If a participant cannot finish making a toy within the specified time, request him to make it from home.
- Storing the toys/equipment in the center after manufacture.
- Making a list of toys or decorations made after completion of materials development workshop and keeping it for his/her center.

Distribution of materials and making toys at children's homes

Also, when the normal activities of the center are closed, mothers make various toys with the children in their homes as part of the materials development workshop. Myanmar Language Facilitators deliver various toy-making materials to the homes of HPL-affiliated children. Using different materials and recycling materials, the mothers, children and other family members make different toys together so that later the children can play with their own toys and decorate them at home.

Day 5

Session 6



30 minutes

Contents: Exchange of Feelings and Closing

Objective: After this session, the participants will be able to-

- Express how the Training of Trainers training session was for them

Task-4: Exchange of Feelings and Closing

Time: 30 minutes

Method



Experience Sharing

Materials



Ball

Process



- Stand in a circle with all the participants. Tell them that our training session will come to an end very soon. But before that, each of us will be sharing our feelings and thoughts on how we found the training, how much would it benefit us etc.
- Then listen to the participants' feelings and experience about the training
- At last, end the session by thanking everyone and invite them all for tea.

