



Fathers' Engagement Model

Training of the Trainers (ToT)

Male Paracounsellor

Humanitarian Play lab

0-3
Years



Preface

Parents' mental health, as well as a playful environment, play an important role in a child's holistic development. The well-being of the father and mother accelerates the physical, cognitive, social and emotional development of the child, which plays an important role in early childhood development. Psychosocial support is especially crucial for those parents and children who have lived in hostile environments, faced serious destitution, trauma and poverty. For the holistic development of children aged 0-3 years in the Rohingya community, fathers' mental health, well-being, family relationships and child rearing practices are as equally important as mothers' wellbeing. As such, this intervention focuses on psychosocial support and participatory activities in child development. Additionally, these sessions will be conducted in the homes of the Rohingya community.

This training module is an important tool which can be used to manage the activities/program of fathers of 0-3 years old children. In the training guideline, the sessions are organized and divided into 5 days. The necessary information, materials and methods which will be used to conduct the sessions are described in detail.

Father Volunteers, who will be frontlines for this intervention, have been selected from the Rohingya community. The trained and skilled program organizer (PO) and Paracounsellor (PC) are always ready to provide all kinds of support in accordance with the Rohingya language and culture to Father Volunteers. This training module will make a significant contribution to developing Father Volunteers' knowledge, skills and attitudes. However, necessary amendments of this training module will continue, in consideration of child protection, the Rohingya community's experience, environmental conditions, and time as well. As such, any thoughtful reflections, opinions and ideas about this curriculum will be appreciated.

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BRAC HUMANITARIAN CRISIS MANAGEMENT PROGRAM

Humanitarian Play Lab Training of the Trainers (ToT)



Participants: **Male Paracounsellor**

Duration: **05 days**

Day-1				
Session	Content	Time	Method	Material
1	Introduction <ul style="list-style-type: none"> – Welcome and Introduction – Pre-training assessment – Training Expectation and Purpose – Training Principles – Overview of the Project 	09:00 - 11:00	Pair work, Presentation, Q & A Discussion	Name Tag, Pen, Notebook
Tea Braek (11:00-11:20)				
	Continuation <ul style="list-style-type: none"> – Overview of the Project 	11:20-12:00	Q & A Discussion	Supporting Information
2	Child, Child Characteristic and Child Rights	12:00-1:00	Q&A Discussion, Pair work	Supporting Information
Lunch (01:00-02:00)				
3	Protection <ul style="list-style-type: none"> – Child protection in an emergency context – Needful steps during an emergency crisis 	2:00-3:00	Q & A Discussion, Role Play	Supporting Information
4	Child Development <ul style="list-style-type: none"> – Early Childhood Development and the Areas of Development – Play, Importance of play in Child Development – Importance of Family in Child Development: Father's Role 	03:00- 05:00	Q & A Discussion, Presentation, Play, Story Telling	Supporting Information

Day-2

Session	Content	Time	Method	Material
1	Welcome and Review	09:00 - 09:30	Game	Ball
2	Psychosocial Support <ul style="list-style-type: none"> — Knowledge of Mental Health and Emotions (Happiness and Sorrow)(20 min) — Psychosocial Support through Father Volunteers (15 min) 	09:30 - 10:05	Discussion, Practice from life experience, Case Analysis, Group Discussion	Supporting Information
3	Skills of Psychosocial Support <ul style="list-style-type: none"> — Active listening and Asking questions (30 min) — Appreciation of Father's Thoughts/Actions /Words (10 min) — Empathy (30 min) — Genuineness (10 min) 	10:05 – 11:30	Discussion, Practice from Life Experience, Incident Analysis, Case Discussion	Supporting Information
Tea Break (11:30 - 11:50)				
	Skills of Psychosocial Support (On-going) <ul style="list-style-type: none"> — Non-Judgmental Attitude — Rapport building (10 min) — Confidentiality (30 min) 	11:50 - 01:00	Discussion, Practice from Life Experience, Incident Analysis, Case Discussion	Supporting Information
Lunch (01.00-02.00)				
4	Ethical Issues <ul style="list-style-type: none"> — Following Ethics and Code of Conduct (10 min) — Supervision and Record Keeping (10 min) — Referrals (10 min) 	02:00-02:30	Discussion, Practice from Life Experience, Incident Analysis	Supporting Information
5	Reflective Practices on Emotional Issues <ul style="list-style-type: none"> — Understanding One's Own and Other People's Emotions (30 min) — Stress and Anxiety (30 min) — Conflict and Anger (30 min) 	02:30-05:00	Discussion, Practice from Life Experience, Case Analysis	Supporting Information Poster Paper and Marker

Day-3

Session	Content	Time	Method	Material
1	Welcome and Review	09:00 - 09:30	Game	N/A

2	Introduction to 0-3years' Fathers' Engagement Model	09:30 - 10:00	Q & A, Discussion	Supporting Information
3	Introduction to the Curriculum of 0-3years' Fathers' Engagement Model <ul style="list-style-type: none"> — Session Introduction — Introduction to Booklet, Flip Chart, Poster 	10:00-11:00	Presentation & Discussion	0-3 Fathers Engagement Model Curriculum
Tea Break (11:00-11:20)				
4	Noticeable Aspects of Session Management	11:20-11:40	Q & A, Discussion	Supporting Information
5	Practicing Session (1st Month- 1st & 2nd Week) <ul style="list-style-type: none"> — Session Presentation by Facilitator — Session Presentation by Participants 	11:40-1:00	Presentation & Discussion	Home Visit Session
Lunch Break (1:00-2:00)				
	Practicing Session (1st Month- 1st & 2nd Week - Continuation) <ul style="list-style-type: none"> — Session Presentation by Facilitator — Session Presentation by Participants 	02:00-04:00	Presentation & Discussion	Home Visit Session
6	Practicing Session (1st Month- 3rd Week) <ul style="list-style-type: none"> — Session Presentation by Facilitator — Session Presentation by Participants 	4:00-5:00	Presentation & Discussion	Home Visit Session

Day-4				
Session	Content	Time	Method	Material
1	Welcome and Review	09:00 - 09:30	Game	Ball and Rattle
2	Practicing Session (1st Month - 4th Week) <ul style="list-style-type: none"> — Session Presentation by Facilitator — Session Presentation by Participant 	09:30-11:00	Presentation & Discussion	Group Session
Tea Break (11:00-11:20)				
3	Practicing Session (2nd Month - 1st & 2nd Week) <ul style="list-style-type: none"> — Session Presentation by Facilitator — Session Presentation by Participant 	11:20-01:00	Presentation & Discussion	Home Visit Sessions

Lunch Break (01:00-02:00)				
4	Practicing Session (2nd Month- 3rd & 4th Week) – Session Presentation by Facilitator – Session Presentation by Participant	02:00-03:30	Presentation & Discussion	Home Visit & Group Session
5	Basic Training Guideline – Introduction – Discussion – Content Distribution and Demonstration preparation	3:30-5:00	Presentation & Discussion	Basic Training guideline

Day-5				
Session	Content	Time	Method	Material
1	Welcome and Review	09:00 - 09:30	Game	N/A
2	Contents Demonstration by the Participants	09:30-11:00	Presentation & Discussion	Basic Training Guideline
Tea Break (11:00-11:20)				
	Contents Demonstration by the Participants (Continuation)	11:20-1:00	Presentation & Discussion	Basic Training Guideline
Lunch Break (01:00-02:00)				
3	Role of a Trainer	2:00-2:30	Q&A, Discussion	Supporting Information
4	Usage and storage of Materials	02.00-2.30	Q&A, Discussion	Supporting Information
5	– Roles and Responsibilities – Roles and Responsibilities of Father Volunteer – Roles and Responsibilities of PC – Roles and Responsibilities of PO	03:00-04:00	Q&A, Discussion	Supporting Information
6	Conclusion – BRAC Safeguarding Policy – Post Training Evaluation – Sharing Session and Conclusion	03:00-04:00	Discussion	Supporting Information



Session

1

Introduction

Content	Objective	Time
<ul style="list-style-type: none">Welcome and IntroductionPre-Training AssessmentTraining Expectations and PurposeTraining PrinciplesOverview of the Project	At the end of this session participant will be able to <ul style="list-style-type: none">Get to know each otherKnow participant's previous ideas of trainingShare their expectations from the trainingShare the objectives of the trainingCreate and design the principles of the trainingShare the activities of the project	160 minutes

Task-1

Welcome and Introduction



Material

Name Tag, Pen, Notebook



Time

30 Minutes



Method

Pair Discussion, Presentation, Q&A Discussion



Procedure

- Welcome the participants to the training session and introduce yourself
- Share with the participants that it is very important to know each other for good rapport building between the trainer and the participants
- Now mention to the participants, we will have fun making pairs, in order to get to know each other.
- Make a pair with the person who is sitting on the right side.
- Now tell participants, each of us has a friend now.
- Ask them to discuss with their partner about the following topics –
 - Name, number of children, age of the youngest child and the name of a favorite game
- Give participants 2 minutes for the pair discussion
- After discussion, trainers will invite each pair to introduce each other
- Tell them to share how it feels to know everyone and end the introduction session by thanking everyone.

Task-2 Pre-training assessment



Material

Pre-training assessment paper



Time

30 Minutes



Method

Evaluation



Procedure

- Distribute pre-training assessment papers among the participants
- Explain how to tick the assessment sheet and give them 30 minutes time to complete the pre-training assessment papers.
- At the end of the time, collect the pre-training assessment papers from everyone and start the next session

Task-3 Expectations and purpose of the training



Material

Resources



Time

15 minutes



Method

Brainstorming, Q&A Discussion



Procedure

- At first ask the participants what their expectation from the training is; what do they want to know from this training? Give 1 or 2 minutes to think about these questions.
- At the end of the time, ask everyone to share their expectations.
- Now discuss and explain the purpose of training with the help of the resources.



Resources

Purpose of the training

- Will be able to talk about the Father's Engagement activities under the BRAC HPL model
- Will be able understand and talk about mental health and emotions
- Will be able to understand and practice the skills of psychosocial support through father volunteers

- Will be able to discuss the importance and ways of active listening, being empathetic, maintaining a non-judgmental attitude and ensuring confidentiality
- Will be able to understand and practice a few important aspects of psychosocial support such as- genuineness, praising father's thought/work/words, rapport building, following ethics and code of conduct, supervision, record keeping, referral
- Will be able to understand and practice the topics of the session (understanding one's own and other people's emotions, stress and anxiety, conflict and anger) and later on conduct sessions with the fathers of young children
- Will be able to understand what is child protection and understand what to do in relevant situations
- Will be able to talk about children and child rights
- Will be able to talk about early childhood development and different areas of development
- Will be able to talk about what play is and the importance of play in child development
- Will be able to conduct the session by understanding the strategies of session conduction
- Will be able to explain the responsibilities and duties of Father Volunteers.

Task-4 Training Principle



Material

Resources



Time

10 minutes



Method

Q&A discussion



Procedure

- Ask the participants what principles should be followed to conduct the training sessions smoothly and efficiently. Listen to their ideas and discuss
- Mention that, this training is fully participatory. Whenever you feel the need to make a comment on any topic, please participate spontaneously without any hesitation.



Resources

Training Principle

- Will attend the training on time
- Will listen attentively
- Will actively participates
- Will keep the mobile phone silent
- Will give others a chance to talk

- Will respect the opinions of others
- Will ask questions If we don't understand something
- Will raise our hands If we want to say something
- Will talk one by one
- Will keep the training room clean
- Will not engage in side talk
- Will stay positive
- Will attend the training by obeying the health rules set during the COVID-19 pandemic

Task-5 Introduction to the Project



Material

Resources



Time

75 minutes



Method

Q&A discussion



Procedure

- Ask participants how much they know about the BRAC Humanitarian Play Lab model and the Fathers' Engagement model
- Listen to the opinions of participants
- Discuss the BRAC Humanitarian Play Lab model and the goals, objectives and target group of the Fathers' Engagement model, using resources
- Ask if anyone has any questions
- If there are no questions, thank everyone and end the discussion



Resources

BRAC Humanitarian Play Lab

BRAC Humanitarian Play Lab is a play-based model which is under the 'Play to Learn' project, designed for children aged 0-5 years; the aim of the model is to ensure the safety & security of the Rohingya children, to foster their wellbeing, facilitate psychosocial support, and to develop children's early development in crisis situations, all the while preserving community traditions and the culture of the Rohingya children. This program is being implemented mainly by dividing the children into three age-based levels; children aged 0-3 years, 3-4 years and 4-5 years.

The activities for the children aged 0-3 years primarily started with the mothers. There are three target population divisions in this activity: (a) Pregnant mothers who are 7-9 months along (b) Mothers & children aged 1- 45 days (c) Mothers & children aged 46 days - 3 years.

The play-to-learn project encourages fathers to participate along with the mothers in child rearing. In continuation of this, a new initiative has been taken for the psychosocial support and well-being of Rohingya fathers, to ensure their well-being, foster positive family relationships, facilitate child development and ensure active participation of fathers in child rearing.

Session

2

Children, Child Characteristics and Rights

Objective

At the end of this session participant will be able to

- who are children
- what are the child rights



Material

Resources



Time

60 minutes



Method

Q&A discussion, pair work



Procedure

- Ask the participants, who are children or whom do we call children? Listen to some of their opinions. Discuss using the following resources. Explain further if anyone has any questions.
- Then divide the participants into pairs and ask them to discuss the likes, dislikes, interests, hobbies, interaction with others, desires, feelings, etc. of 0–3 years aged children which we usually see in children of this age group
- Allow 3 minutes for the pair to discuss. At the end, listen to the opinions of each pair. Discuss and explain the characteristics of 0-3 years aged children using resources
- Then ask the participants what a child may need to grow and survive properly. Listen to a few and mention some of the needs of children
- Now mention, these needs are called Rights. The Child Rights Agreement has been prepared keeping these needs of children, which has 54 sections. Considering the implementation of children's rights at all levels of society, the requirements of the agreement have been divided into 5 segments.
- Next, describe the 5 segments.



Resources

Child and Characteristics of the Child

Children: According to the United Nation Children Rights Convention, all human beings under the age of 18 years are termed children. (According to the latest Bangladesh National Child Policy (2011), in our country all human beings under the age of 18 years are termed children).

Characteristics of the Child: Each child is different and a complete entity. Children have a world of their own, and this world of children is joyful and cheerful. We need to know about children in order to understand them properly and keep them active. There are some notable characteristic of children which are-

- Children want affection and love and to be accepted by adults
- Children like to explore, to do different things and express themselves
- Children are not all the same. Each child is different from another child
- Children see the world as in their own way, not the way adults see
- Children cannot concentrate on anything for too long
- Children learn by playing and doing different activities
- Children are self-centered
- Children ask a lot of questions
- Children are curious and love to have fun
- Children love to play and they love toys



Resources

Child Rights Convention

Young children who have passed through any humanitarian crisis, violence or adverse situations have a different psychosocial world than those children who have grown up in a normal or healthy environment. The way a child, growing up in a natural and peaceful environment, sees the environment around him or her, a child growing up in war or conflict does not see the world that way. In circumstances where a child has to adopt to new situations and environments, for instance, as a refugee in a foreign land, after being deported from his/her own land, then psychosocial support is significantly needed for that child as it plays a big role in his/her growth, holistic development, as well as mental health & wellbeing.

Child: The UN Convention of Rights of the Child (CRC) defines a 'child' as a person below the age of 18 years. Each child is different and an individual entity. It's no different for children who grew up in adverse situations. If we want to know them truly and keep them active, we need to understand them. Children want affection, love, and to be accepted by adults. Children like to play and they like toys. A child loves to investigate and to express his/her own entity. They like to ask many questions and imitate others.

Child's right: A child has many 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 in order 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: Right to Live; Right to Protection; Right to Development; Right to Participation; Right to Assembly.

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

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

Right to Development: 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, cultural activities, and the right to freely practice their religion.

Right to Participation: 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 stay in unity.

Right to Assembly: 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.

Session

3

Protection

Content

- Child protection in an emergency context
- Needful steps during emergency crisis

Objective

At the end of this session, participants-

- Will be able to tell what is child protection and risky aspects of it
- Will be able to tell what can father volunteer do to protect the child in an emergency situation
- Will be able to tell the needful steps to take in emergency situation and noticeable things to do in corona situation

Task-1

Child protection in an emergency context



Material

Resources



Time

60 minutes



Method

Q&A discussion, Role Play



Procedure

- Ask the participants how the children can be protected in any adverse situation. Take some opinion. Now tell that we will do play a game and try to understand how to protect a child in an emergency situation
- According to the following rules play the game in two steps the participants

Step – 1

In the middle there will be a participant who will play the role of an emergency child. There will be a group of 4 people standing around this child from a little distance. A stranger will come and try to grab the child by force and will succeed. The four people standing around the child will not notice that a stranger has taken the baby.

Step – 2

The child will be surrounded by a group of 3 people holding hands. There will be a group of 5 people outside the group of 3 people who will be standing holding hands. A stranger will try to force his way into the group of 5 people. But the group of people will interrupt his way in. They will not let the stranger take away the child. The stranger will try hard but will not succeed.

- Then ask the participants
- What happened in the first incident?
- What happened in the second incident? Did you notice any change?

- After listening to the participants' opinions, tell them that those who stood around the child in the first incident were not aware of the need to take care of the child. So, they did not understand when a stranger came and grabbed the child. In the second incident, those who were standing around the child were aware that the child had to be protected, which is why the stranger could not grab the child despite his best efforts
- Then follow the resources, discuss the safety of the child in an emergency context and the risks to the child in an emergency situation. If anyone has a question, explain
- Then ask the participants what a father volunteer can do to protect a child in an emergency situation. Listen to their opinions. Then discuss using resources



Resources

Child protection in an emergency context

Risky aspects of the child in an emergency situation

Child protection in an emergency context is to protect the child from abusive behavior, neglect and all forms of abuse. Everyone needs to keep in mind that children are most at risk in emergencies. The risks are-

- Being separated from family (lost, separated from family while moving from one country to another)
- Being oppressed (when the child is neglected, not cared, disrespected)
- Being harmed physically (beating or any other form of physical abuse)
- Being a victim of mental abuse (slandering a child, being angry, not allowing a child to play, depriving a child of various basic rights, emotional breakdown due to moving from one place to another etc.)
- Being a victim of sexual harassment (Being a victim of sexually provocative behavior)
- Being deprived from all basic rights including food, clothing, housing, health, and education (every child has the right to nutritious food, living in a better environment, dress according to the weather, proper treatment in case of illness and basic education)
- Compliance and safety issues (if the child does not have parents for any reason, there is a risk of compliance and safety issues who is raising the child)
- Act of violence is increased in children's behavior (Increased anger, stubbornness, beating of others can be increased due to environmental, economic and social reasons)

The aspects of a Father Volunteer on Child Protection in an Emergency context:

- Make the father aware of child protection (For example, be careful about child trafficking, not to allow children to go anywhere alone, not to go far from home, not to eat anything given by strangers etc.)
- Encourage the father to take children nearest health center who are facing health risk
- Report and inform the PO if any of the listed Rohingya children is at risk.

Task-2

Needful steps during emergency crisis



Material

Resources



Time

20 minutes



Method

Discussion



Procedure

- Ask 2/3 of the participants to tell what to do in the corona situation
- Now discuss and explain the notable aspects of the corona situation using resources.



Resources

Needful steps during emergency crisis

In Corona Situation

- Everyone should always wear a mask during group or home visit
- While conducting the session in the team, everyone has to sit while maintaining social distance
- Before entering the house during group and home visit, both hands should be disinfected with sanitizer
- When sneezing or coughing, the nose and mouth must be kept in the folded elbow
- If a father has a fever, cold or cough, he should be advised not to join the group and to contact the concerned authorities (health worker, manager) on an urgent basis
- One should be aware of exchanging greetings hand in hand
- Everyone should be encouraged to wash their hands thoroughly with soap after returning home from outside

Man-made or natural disaster (Cyclone, fire incident)

- It is to be remembered that life comes first then belongings during emergency settings (for example, cyclones, fire incidents etc.)
- We need to help the victims during emergency setting of man-made or natural disaster
- We need to aware the beneficiaries about all types of man-made or natural disasters like cyclones, fire incident
- We need to suggest the beneficiaries to move to a safer place (nearest rehabilitation center) during the disaster
- We need to suggest them to take all the necessary belongings while going to the safe place

Session

4

Child Development

Content	Objective	Time
<ul style="list-style-type: none"> Early Childhood Development and the Areas of Development Play, Importance of play in child development Importance of family in child development: Father's Role 	<p>At the end of this session, participants</p> <ul style="list-style-type: none"> Will be able to talk about the importance of early childhood development of the child Will be able to identify areas of development Will be able to tell what does play means Will be able to explain the importance of play in child development Will be able to tell the importance of father's role in child development 	<p>120 minutes</p>

Task-1

Early Childhood Development and Areas of Child Development



Material

Resources



Time

50 minutes



Method

Presentation, Q&A discussion



Procedure

- Ask the participants what is meant by early childhood development? Give 1/2 minutes to think about it. Listen to opinions from one or two people
- Then explain child growth, development and development areas in simple language with examples using resources
- Ask if they understood the topic or if there are any other questions about it and answer according to the participant's question.



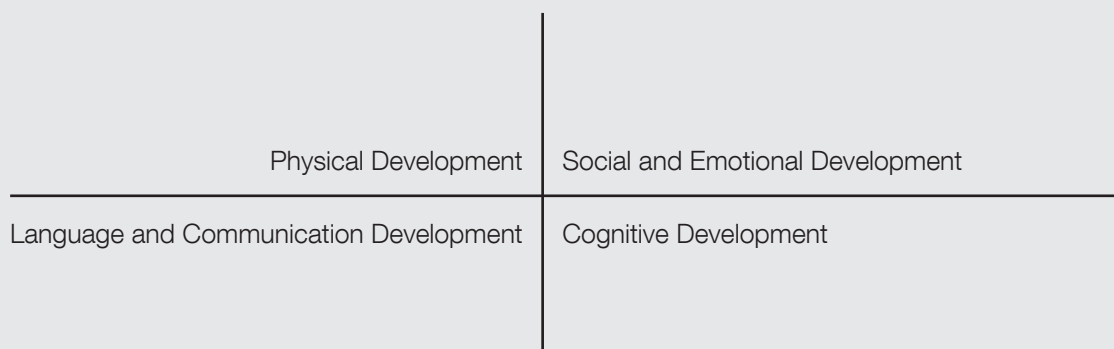
Resources

Early Childhood Development and Areas of the 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 development. Therefore, 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.

Child Development: 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. The changes that take place in the skills and abilities of the child are called development of the child. This development of the child is not seen directly like the shape of the child's body, this change can be understood by observing the ability and characteristics of the child. Development and growth are essential for the overall growth of the child. The growth and development of the child starts from the birth. In different countries of the world, early childhood is considered to be different till different ages. The period from conception to eight years is called early childhood. It should be noted that most of the development of the child's brain is completed within three years. Child development usually revolves around 4 areas. These are: physical development, social and emotional development, language and communication development and cognitive development.



Physical Development: This development occurs in the child through movement of various organs and muscles of the body.

Cognitive Development: This development refers to a child's thinking, learning, problem solving skills.

Social and Emotional Development: The social and emotional development of a child is the ability to recognize all the members of the family, to share one's belongings with others, to be able to greet when meeting with any known people, to smile or be happy, to laugh, cry, express joy and anger.

Language Development: The development of the child's language is the ability to hear words, to be able to speak, to be able to ask questions, to be able to tell stories/recite rhymes, to be able to understand the words of others.

Task-2

Play and the Importance of Play in Child Development



Material

Resources



Time

35 minutes



Method

Game, presentation, Q&A discussion



Procedure

- Ask participants, what do we mean by play and what is the importance of play in child development? Listen to one or two and explain about play and the importance of play in child development using resources
- Then the Trainer will conduct the 'Tuki game' (peek-a-boo) with one participant and ask the other participant what kind of development the child can take place through this game
- Then listen to the answers of 2/1 people and explain the importance of play in child development using resources



Resources

Early Childhood Development and Areas of the Development

Play: Play is a collection of activities performed by the children where they willingly participate with much joy and interest. Children are interested in playing from birth. 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.

The importance of play in Child Development: Play is an important aspect of childhood with which the overall development and growth of the child is deeply involved. In any kind of situation, even in a crisis, playing is a comforting thing for children through whom they can forget their sorrows, hardships, criticisms and uncertainties and keep themselves happy and cheerful in new actions. Because when the child plays, he feels safe from all the adversity. It is not uncommon for children to find joy in playing. The importance of play in the early development of the child is immense. Children can easily learn many things through play, learn many things around them and also solve many problems. Through play, children's intelligence and various muscles of the body are developed. Again, language develops through play and social and emotional development is also the most.

Example of a game: For very young children, such a game might be like: The father would talk to the child with the child on his lap or in front of him and cover his face with a cloth. Saying tuki (peek-a-boo) while hiding his face and notice if the child is looking for the father. Once he takes off the face cloth, looks at the child and smiles. Play this game with the child a few times in this way.

Through this play the child will be able to hear and respond to words which will help in the development of the child language. The child will turn his head, move his hands, this will develop him physically. Listening to the words again will try to find the father which will help the child to be curious and the child will get pleasure as a result of which the child will develop intellectually, socially and emotionally. So, we can see that different types of development take place in little children through this small game.

Task-3

Importance of Family in Child Development: Father's Role



Material

Resources



Time

35 minutes



Method

Storytelling, Q&A discussion



Procedure

- Tell the participants that we have learned about child development. Now we will know the role of parents in child growth and development
- Ask participants the following questions -
 - Do you help the mother to feed the child?
 - Do you play with the child?
 - Do you take a tour with the child?
 - Do you take care of the child when the mother is busy?
- Listen to the answers of a few. Then discuss the role of the father in child development using resources

Importance of Family in Child Development: Father's Role

The role of both the parents is very important in child's holistic development. The care and love of the mother as well as the father makes the children become more confident, feel safe, can easily build good relationships with family and others and can help others in need. He can also properly express his thoughts/needs to others, communicate with the people around him and understands the feelings of others. Children also understand the situation and how to behave.

Various studies have shown that having a good/close relationship with the child makes the child's life happier and at the same time his mental development is better. Therefore, fathers can play an active role in the child's life and create a beautiful bond or relationship and maintain it.

- Now tell the participants, let's hear two stories like this.

Story – 1

Nine-month-old Umme Habiba is a very playful girl. She crawled around the house. She wants to catch and make a mess with a lot of random things. But her father does not like it at all. If the child does any mess her father shouts at her. Umme Habiba is a little scared of her father. So, when she sees her father, she becomes silent and gets upset.

Story – 2

On the other hand, Ayesha of the same age is also a very playful girl. She crawls around the house, scattering toys all over the house. She catches and makes a lot of mess. But her father does not shout but encourages his child. The father plays with her. When her father is not at home, Ayesha waits for him to come home and play with her.

- Ask the participants-
 - How was the father's behavior with Umme Habiba?
 - How was the father's behavior with Ayesha?
- Listen to the answers from a few participants
- Then tell the participants that the way the child is treated in the 1st story, the development of the child is delayed as a result of such behavior. On the other hand, dealing with the childlike in the 2nd case; encouraging and praising the child, increases the child's self-confidence and promotes development
- Then discuss the role of the father in child development using resources

Supporting Information: Importance of Family in Child Development: Father's Role

- The child is interested in expressing himself when he has a friendly relationship with the father. He can accurately express joy and sorrow. These increase the child's self-confidence and the child can easily get along with everyone

- Children learn different things about the environment when the father goes out for walks outside with them
- By talking to the father, the child is introduced to new words. Through this, the child develops language skill
- The development of a child promotes more when parents and other family members play with the child. The role of the father is very effective in the social and emotional development of the child. For example, when a child is taken out to play, the child plays with joy and gets a chance to mix with someone new
- Telling a story to a child at leisure or at bedtime can help them to understand and express their own emotions and feelings, along with the joys and sorrows of the story
- By playing and working together with the child, the child can understand their love for them. For example, holding the toy mobile phone in ear, "Hello dad, how are you? I love you so much. "This kind of talk makes the child love the father as well as teaches him to love others.

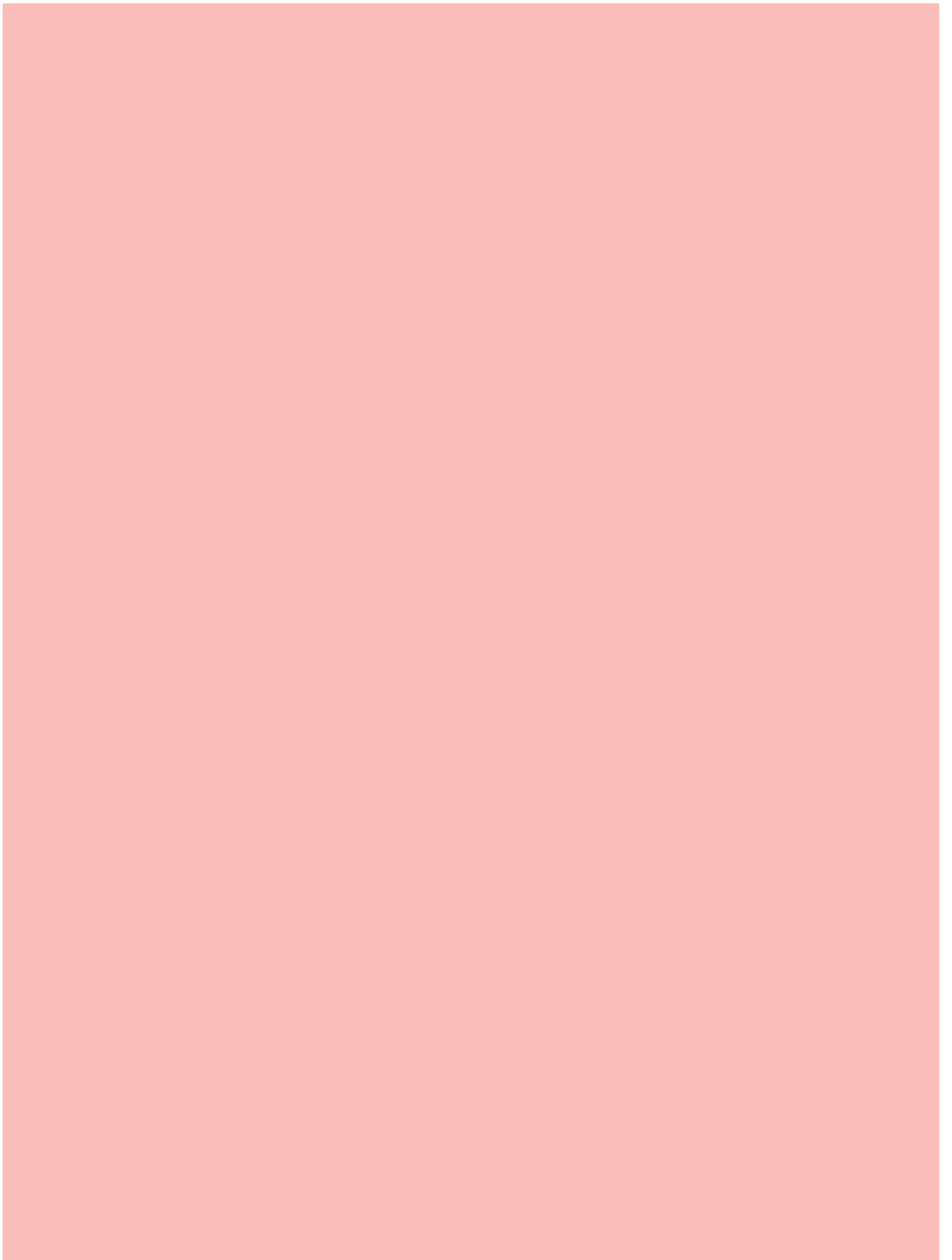
- Then tell the participants that if the father has a friendly relationship with the child, the child can easily express his thoughts and feelings with the father. As a result, a relationship of trust and love is formed between them. So, fathers also have a role to play in building a child-friendly relationship
- Now discuss the Role of a father in building a relationship with the child using resources



Resources

Importance of Family in Child Development: Father's Role

- Giving time to the child. Make time for the child along with other daily activities
- Playing with children, telling stories, taking them for walks
- Helping the mother in child rearing, feeding, sleeping etc.
- Taking care of the child when the mother is ill or busy with household chores
- Encouraging the child to mingle with other children of the same age.





Session
1

Greetings and review

Purpose

Participants at the end of this session

- Will be able to tell their lessons from the last session.



Material

Not required



Time

30 Minutes



Method

Play Activity



Process

- Greet the participants and exchange greetings with them.
- Ask everyone to stand round and stand with them.
- Facilitator first names one of the participants and asks them to tell you what they learned or liked from the previous day's session.
- When he has finished speaking, he will say another person's name, and then ask him to highlight what he has learned or what he likes. Thus review the previous day.
- At the end of the day, ask to know from all the facilitators whether any subject has been omitted or whether any subject is obscure? If so, discuss the matter again.
- Then start today's next session by thanking everyone.

Psychosocial Support

Task-1

Knowledge of Mental Health and Emotions (Happiness and Sorrow of Heart)

Purpose

Participants at the end of this session

- Will be able to know and say what is 'mental health'
- Learn and talk about the importance of mental health
- Will be able to get ideas about emotions, know and speak about the techniques to understand own and others' emotions



Material

Supporting information



Time

20 minutes



Method

Discussion, practice in the light of one's own life experience, incident analysis



Process

- Ask to know from the participants do they ever heard of 'mental health', or what they know about it?
- Thank them and explain simply about 'mental health'
- Now, ask to know what the participants think when they hear the word 'Happiness and sorrow of the heart'?
- Give thanks for listening to their answers and simply explain the 'happiness and sorrow of heart'.
- Now, divide the participants into two groups, giving one case for each group. Give each group 5 minutes to discuss the case in small groups. Select a team leader from each group and ask them to present the topics of discussion to the larger group.
- Now, thank them for their discussion. Looking at the events discussed, we realize that the better we understand the state of mind of ourselves and the people around us, the better our relationship with ourselves and with others will be better.
- Now, give thanks to them and tell them that the things you have said for so long are all a way of knowing emotion or understanding the joys and sorrows of the heart.
- Then explain to them the importance or necessity of emotional knowledge or understanding the joys and sorrows of the heart.
- Thank all the participants for participating in the session.

Supporting Information: Knowledge of Mental Health and Emotions (Happiness and Sorrow of Heart)

Mental health:

There are times in our lives when it becomes difficult for us to manage everything and move forward. After the mind becomes restless. The body may be able to, but the body does not feel good because the mind is not good. For any task, the mind does not sit motionless.

Mental health is the health of a person's mind through which a person can understand and control the emotions of his mind. It's not just minding wellness, also refers to the social well-being of the individual. It affects a person's thoughts, feelings and behavior. This allows the person to control their stress and find the places of their choice. Mental health is very important in every stage of a person's childhood, adolescence, youth or old age.

The importance of mental health

Our thoughts affect our emotions. When our minds are good

- It's nice to talk to own self, family members and neighbors or do something.
- We have good relations with family and society.
- And when the mind is not good, it is seen that it is not good to talk or do any work with the same people.
- When we are not in wellness and if we are not mentally healthy, our relationship with others gradually deteriorates.

Emotional knowledge or happiness of heart

By knowledge of emotions or the joys and sorrows of the heart we mean the ability to understand one's own emotions, the ability to listen and understand the words of others attentively, to be sympathetic to the emotions of others and to be able to express one's own emotions. Emotional knowledge helps people to have good relationships, creates the possibility of love between people, creates the possibility of people working together and through this one loses one's sense of loneliness and creates an attitude of coexistence.

Incident -1:

Karim is known as a good man in his area. He always takes as much as his body and mind. Someone in his family or neighbors often tells him about his joys and sorrows and he listens to them attentively, does not argue with them, often speaks to them in a way that gives them courage. As a result, he has a very good relationship with everyone.

Q: For what qualities does everyone like Karim?

Incident -2:

Kader is often annoyed. He gets angry most of the time when his family and people around him talk to him. Involved in verbal arguments. As a result, he does not have a good relationship with his family and the people around him. He himself suffers for it.

Q: How is everyone's relationship with Kader? What is the reason for this?

Task-2

Psychosocial support through Father Volunteer

Purpose

Participants at the end of this session

- Know and be able to talk about psychosocial support and psychosocial helpers
- Will be able to know and tell what qualities does a Father Volunteer need to have and what are the benefits of working in this profession.
- Through psychosocial support, a person will be able to know and tell what kind of services are provided in which way



Material

Supporting Information



Time

15 minutes



Method

Group discussion



Process

- What do participants think when they hear the word 'psychosocial support'?
- After listening to their answers, explain the topic of 'psychosocial support' through the following example, (Think of a water-filled vessel. What if the vessel is constantly filled with water even after it is full of water? The water will continue to overflow. We breathe on our own. Then we need a place where we need to open our minds and be light. One such place is psychosocial support.)
- Discuss who can provide psychosocial support this time.
- Then ask to know what qualities a person needs to have to work as a Father Volunteer.
- Listen to participants' answers, give thanks, and discuss the qualities of Father Volunteer in the light of helpful information.
- Then explain the benefits and benefits of providing psychosocial support to the participants in the light of helpful information.
- Explain the difference between counseling and psychosocial support
- Can learn and talk about psychosocial facilitators
- Then discuss with them the services that are provided to a person through psychosocial support.
- Then explain in the light of helpful information how psychosocial support is given to a person.
- If anyone has any questions about the topics being discussed, please answer them

Supportive information: Psychosocial support through Father Volunteer

Psychosocial Support:

Think of a pot full of water. What happens if you keep pouring water into the container even after the container is full of water? The water will continue to overflow. So, the feelings of our minds are the same,

if we keep the sadness, suffering, bad feelings under control, then after a while we ourselves become breathless. Then there is a need for a place where the mind needs to be open and light. One such place is psychosocial support.

Most of the people in our society are more or less mentally distressed about various issues. At this point, there is a situation where they cannot open their minds and say the words to anyone. They become more indebted because they do not get the service at the right time. So emotional support is needed at this time.

Who or what can provide help?

Anyone can help a person. That's why you don't have to be a trained social worker or psychologist. You can help someone to get the most out of their own minds by acquiring some of the basic duties of counseling.

Who can be a Father Volunteer?

Anyone can be! If you want to be a side facilitator (mail) how much responsibility you have achieved is more important than your qualifications. The facilitator next to me (Mail) is not professionally trained. They do not already have any counseling skills but they can provide psychosocial support to people through their work ethic.

The qualities of a Father Volunteer are

1. He is an attentive listener
2. Protects privacy
3. People accept people in any situation irrespective of their caste, religion, tribe.
4. Respect
5. Sincerely
6. Honesty
7. Not judging the good and the bad of words
8. Compassion

Why do we want to be Father Volunteers?

1. If you are a Father Volunteer, there are several benefits. The benefits are not just for those who talk to you on the phone, but also for you.
2. This creates an opportunity to make a difference in people's lives. What a Father Volunteer can do through his service.
3. Through this we can learn many positive behaviors ourselves.
4. It feels like an achievement when Father Volunteer provides psychosocial support and makes one feel good.
5. When someone is provided psychosocial support, there is also an opportunity to learn a lot from the client.
6. Is one's own personal growth or development.

The services that a person gets through this:

1. A safe place to talk where anyone can tell their own life story with an open mind.
2. Find a way to understand your stress or hardships.
3. Someone is listening to him who is not blaming or judging him.
4. Feel honored.
5. You can understand that his feelings are logical.
6. Get a chance to find out what realistic opportunities he has.
7. See ways to solve his problems.

So how do we provide psychosocial support?

1. Maintain good relationships and gain trust
2. Analyze by listening attentively.
3. Understand the problems well.
4. Understand what the person who is taking help is actually going through or what condition he is in
5. Help to find solutions by analyzing the problems.
6. Helping the person to plan his own problem solving.
7. To observe and assist the person to bring him back to his normal state.

Basic skills of Psychosocial Support

Task-1

Active Listening and asking questions, Appreciate Father's Thoughts/Actions /Words

Purpose

Participants at the end of this session

- Will be able to learn and talk about the importance of active listening
- You will be able to know and tell the techniques of becoming an active listener
- You can talk about different types of questions
- Be able to tell the strategy of collecting information by asking questions
- Will be able to say what is meant by praise and recognition
- Will be able to tell how to give praise and recognition
- Can talk about the importance of praise and recognition



Material

Supportive information



Time

40 minutes



Method

Discussion, practice in the light of one's own life experience, incident analysis



Process

- First, ask participants to take 2 minutes to recall an event in their life when they were talking to someone about something in their life but the person they were talking to was not listening attentively. .
- Now if anyone wants to share the story, listen to 1/2 of them and ask everyone how they felt when their words were not being listened to attentively.
- Now ask participants to take 2 minutes to recall an event in their life when they were talking about something in their life to someone who was listening intently.
- Now if anyone wants to share the story, listen to 1/2 of them and ask everyone how they felt when their words were being listened to attentively.
- After listening to everyone's feelings, take a break from the training and say that you will discuss the issues further after the break.
- After the break, greet everyone again
- Then discuss what it means to listen attentively according to helpful information, and to discuss attentional listening techniques

- Then listen to the participants if they have any questions and answer them and emphasize the importance of listening attentively.
- Then discuss the different types of questions to ask according to the helpful information.
- Now conduct a game among the participants. In this game you tell a story and ask the participants to listen attentively. After telling the story, ask the participants to ask you the necessary questions one by one so that the participants can know more about the story.
- At the end of the exercise, the participants will be asked about their experiences and feelings about the exercise.
- Tell the participants, you planted a pumpkin tree next to the house. After a few days, the tree caught a lot of gourds. Everyone in the house was very happy and very appreciative of the work. Then ask everyone to think a little.
- Discuss what praise and recognition mean and how to appreciate and acknowledge
- Then the praise and process
- Tell the participants, you planted a pumpkin tree next to the house. After a few days, the tree caught a lot of gourds. Everyone in the house was very happy and very appreciative of the work. Then ask everyone to think a little.
- Discuss what praise and recognition mean and how to appreciate and acknowledge
- Then highlight the importance of praise and recognition
- Then do a practice of praising or acknowledging. Say, participants will give themselves a positive compliment or acknowledgment in their own minds and take a moment.
- Now find out from the participants, what it felt like to be praised or acknowledged.
- Highlight the importance
- Then do a practice of praising or acknowledging. Say, participants will give themselves a positive compliment or acknowledgment in their own minds and take a moment.
- Now find out from the participants, what it felt like to be praised or acknowledged.
- Then thank all the helpers.

Supportive Information: : Listening attentively and asking questions & Appreciate parental thoughts/actions/words

Listening attentively/ listening meditatively do not mean just listening with the ears or listening. It is a means of communication through which our full attention is focused on the participant's words and through which the helper understands the client's situation better so that the client can express his / her experience.

Ask them out well if they are no longer absorbed in the connection.

Tell them this time, since you will be talking to the child's father on the phone, so if you know the techniques of listening attentively, you can easily understand the words of the father's mind.

Simply explain to them some of the ways to listen carefully.

How we can be attentive listeners

1. **By asking questions:** By listening to the participant and asking him different types of questions, you will be able to know his incident in detail. For example: when did it happen, where do it happen, who did it? Etc. You can find out the details of the incident by asking questions from the participants.

2. **Eye contact:** Proper eye contact is very important. As a result, it is revealed that he is listening to others with great interest. Direct eye contacts every 3/4 seconds is very important for an attentive listener.
3. **Verbally:** I am with you; I understand your condition, etc.
4. **Sitting normally:** Be aware of sitting distance.
5. **Negligent Behavior:** In our body language or body language / body movement, facial expressions, hand-foot behavior cannot be used to imply disrespect to the participant.
6. **By correctly displaying body language (Posture),** the participant receives the signal that he is paying close attention to what others are saying.
7. **The facial expressions** indicate that the participant is ready to listen.
8. **Listening to the participant's feelings,** those feelings should be expressed by touching and speaking - you can understand the participant's point of view from the participant's position. For example, the participant may say, "I have suffered a lot because of my friend's mistreatment of me." Then it can be said- "I understand, you are very saddened by this kind of behavior of your friend, you are feeling a lot of humiliation".
9. **Listening attentively with empathy**
 - Notice - how the participant is talking
 - Which words he is emphasizing, through which words he is expressing his emotions
 - What words he is using to describe his experience
 - Notice his sitting posture
 - Noticing facial expressions.

We have known for so long how to listen attentively.

This time ask them to think for 2 minutes, what are the benefits of listening attentively. When you think about it, tell everyone one by one. When everyone has shared, thank them and explain the importance of listening attentively.

The importance of listening attentively:

- The one who speaks will be interested in opening the words of the mind in detail.
- A loyalty relationship will be formed with the facilitator.
- Feel good mentally.
- Can feel the importance and respect of you.

Now, tell the participants that it is very important to ask questions correctly in order to listen attentively so we will now learn about questions and different types of questions.

- Explain to the participants the questions and how to ask questions.

The question is what process / method is used to know any information or subject.

Types of questions:

- Open Ended Question (Open question)
- Close Ended Question (Closed question)
- Probing Question (Exploratory questions)
- Open Ended Question: By asking that question the participants will know their facts in detail.
- What
- When
- Where
- Who
- For what reason? ("Why" can't say)
- How

- ◇ Close Ended Question: There is no way to know in detail the questions that can be answered very briefly by the participants (e.g. yes, no).
- ◇ Probing Question: By asking questions that will make clear more information to the participants, such as-
 - You tell me a little more openly.....
 - Tell me an example.....etc.

By praise and recognition, we mean encouraging a person by praising or acknowledging a particular quality. It plays an important role in changing our feelings. Such as: "You are a dutiful person", "You are an honest person" etc.

There are some parts of praise and recognition, out of which we will discuss 2 parts-

1. Positive - When a person speaks positively about any aspect of it or is recognized.

Example: "You did it very responsibly."

Negative - When a person is told negatively about any aspect of it. Example - "You didn't fit in this dress at all"

Task-2

Empathy - Understanding others feelings from their point of view, Genuineness

Purpose

At the end of this session, the participants will be able to-

- Tell about Empathy
- Tell about the importance of empathy
- Tell about the strategy of being empathetic and apply that
- Will be able to say what it means to be genuine
- Learn the tricks of staying genuine

Activity:

- Psychosocial support and four skills of psychosocial supporter



Material

Resources



Time

40 minutes



Method

Discussion, Real life example and case analysis



Procedure

- At first explain the concept Empathy
- Tell the following story and discuss it in light of empathy
- "Let's imagine a father is telling you about his sorrows. He lost his job due to Covid situation and as his child is growing up, his family expenses are increasing day by day. As a result, his anger is increasing as well and he started misbehaving with his wife."

- Now give 2-3 minutes to think about this incident. Now listen to everyone's feelings. Then ask if they were in that person's place, how did they feel and what did they do
- Now discuss the importance of empathy
- ask them when they feel happy, what they usually do
- listen to the answer and ask again, when they feel sad, what they do
- Then explain the genuineness with the following example.

You are telling an urgent matter to someone close to you. Then if he keeps looking at his watch without looking at you even after he says he is listening to you, will you want to talk more? Is he listening to you? He may have other work to do, so he looks at his watch again and again anxiously, he may think you haven't noticed. As a result, it will be seen that you do not share your subject with an open mind.

- Explain the benefits of genuineness based on discussion.
- Now let's discuss some techniques to stay genuine
- After finishing the discussion invite everyone for tea-break



Resources

Empathy- Understanding others feelings from their point of view, Genuineness

Empathy

Empathy means that we can understand the other person's feelings from his/her place, from his/her position.

Difference between empathy and sympathy

Sympathy= Only feelings

Feelings of sorrow for someone else's misfortune only in verbally

For instance, if a person is in pain, tell him "I am sorry to hear that you are in pain"

Empathy = feeling + the ability to understand from that person's position.

For instance, if a person is in pain, place yourself in his place and try to understand him from his point of view

For example, if a person is in pain, tell him "I understand you feel helpless and in pain in this situation. I am thinking from your place, I feel sorry for you"

Why do we need to be empathetic

- Helps in effective communication
- Supports emotionally
- Encourages clients to speak up
- Inspires work
- Help build trusting relationships between clients and helpers

Consequences of empathy

- We can understand another person's feelings from his position
- The client will be encouraged to tell his or her story in detail
- The client will understand that the helper is listening very attentively
- It will be easier for the client to continue talking
- Help build a good relationship between the client and the helper

Ways to be empathetic

- Be aware of your own feelings
- Listen carefully to what others have to say
- Not judging one's own or others' feelings for good or bad (maintaining neutrality)

- Exploring and understanding the feelings of others
- Seeing and feeling the situation like everyone else
- Encourage and praise others
- Helping the person in meaningful ways

Genuineness

When the true feelings of a person's mind are expressed in his words, deeds, behavior and eyes, then we call that person's behavior genuine.

Here are some tips to help you get started:

- Be honest with yourself and others
- Listening attentively to others
- Being sympathetic means keeping oneself in the position of others and thinking like him
- Take as much as you can
- Respect your emotions
- Taking responsibility for one's own work
- Not imposing responsibility for one's own behavior on others
- To trust and respect one's own beliefs and values
- Respect the opinions of others
- Breathing exercises

Tea Break: 11:30-11:50

Task-3

Neutrality (Non-judgmental Attitude) & Rapport Building

Purpose

Participants at the end of this session

- Be able to talk about values
- Can talk about neutrality
- Be able to talk about ways to stay neutral
- Be able to know and tell what it means to have a good relationship or rapport and its importance
- tell how to build a good relationship and some tips to build a good relationship



Material

Supportive information



Time

40 minutes



Method

Discussion, practice in the light of one's own life experience, case analysis



- Welcome everyone back after tea break.
- Describe a situation and ask participants to think. The situation is - Suppose you went to meet your friends, wearing your favorite color / dress, when a friend saw you and said - 'What color are you wearing? It does not suit you at all!' Ask participants how they would feel about that.
- Listen to the opinions of 2/3 of the people and say that, when someone makes good / bad judgments about our likes, thoughts or beliefs, according to his or her perspectives, then we feel bad. If we notice a little, we may see that, a lot of time, we ourselves provide a lot of judgments about good-evil, right-wrong, in regards to others. Ask the participants what they think regarding this.
- Now, with the help of supportive information, discuss in a large group what values are, the source of values and how our good / bad, wrong / right judgment is affected by values.
- Ask to know from the participants how values affect our behavior. Give participants 2-3 minutes to think. Then listen to their answers and discuss.
- Now ask the participants to take 5 minutes to find out their values, the values they got from family and society. Hear about your values from those who are interested.
- Then ask participants what happens when their own values do not match.
- After listening to their opinions, discuss the key to neutrality, the need for neutrality, and ways to foster that.
- This time, divide the participants into three groups, letting each group discuss a case. Allow each group 10 minutes to discuss in small groups. Select a team leader from each group and ask them to present the topics of discussion to the larger group.
- Then discuss how to remain neutral in that situation.
- Then explain the meaning of having a good relationship
- Then discuss the importance of building a good relationship
- Explain how to make a good relationship
- Now discuss about the tips to build a good relationship

Supportive Information: Neutrality (Non-judgmental Attitude), Rapport Building

Values

Values are our beliefs, ideals and principles, which have an impact on behavior and help guide our lives. People are encouraged to build their lives in the light of values.

The source of values

Our values are shaped by family, school, society, religion, clan, education and culture. For example, a child in the family is always taught to speak the truth, to respect adults, etc. We also learn different values from the society, such as marriage, religious values, doing honorable work without stealing, not smoking in front of someone who is older, etc.

Values may vary by country, society, race, religion and caste. For example, people living in Bangladesh live in large or joint families while people living in Europe live more in small families. According to the values of ancient religions, cow is like mother and it is forbidden to eat the meat of this animal; In Christianity and Islam, on the other hand, there are no such prohibitions, and according to the values of Buddhism, killing any animal is a great sin. These values are again observed at different levels in different countries or societies. From all values some can also be formed from one's own personal beliefs. It is advisable to accept and respect this variety. This is because each of us values our own values. It is not right to underestimate someone's values because one's own values are as important to him as our own values are to ourselves.

The effect of values on behavior

Our behavior is guided by values. Every behavior of ours is a reflection of our faith. For example, if the value is to respect everyone, then the behavior will be to speak politely to others. Behavior is influenced by values. Because we want to put our beliefs (values) into action. Each of our behaviors is influenced by at least some values, such as power, self-control, daily habits, customs, traditions, generosity, etc. It is very important to know and understand the values of oneself and others.

Non-judgmental Attitude

Most of the time we impose our own thoughts, beliefs and values on others or others try to impose their beliefs and values on us. In that case it is not possible to be safe. Non- Judgmental Attitude is to not impose one's thoughts, beliefs, values and judgments on another person. That is to say, every human being is different; everyone's thoughts, beliefs, values and ability to judge are different.

If you think about why you need to be neutral, when a person imposes his opinion on others, it does not feel good to talk openly with that person or it is assumed that he will not value someone else's opinions or thoughts. Now let us see how we can stay neutral.

Ways to be neutral

- Be aware of your thoughts and feelings
- Finding your own values and beliefs
- Believing in the independence of others and being tolerant of the values of others
- Being an attentive listener
- Talk positively to yourself
- Expressing empathy towards others

Case Study

Selim is an 18-year-old young man. At the instigation of his friends, he often engaged in physical relations without any protection. She recently fell ill and after a health check he found out he was HIV positive. She cannot accept the fact that she is HIV positive and cannot inform her family. He has confided this situation to the Pashe Achhi Facilitator Rahim. Rahim is suffering from conflict over this issue. He does not understand what to do because he thinks that the consequences of delving into physical relationships without protection will naturally be so horrible.

Question

- Has Rahim been able to play a neutral role here?
- If you are in Rahim's place, how can you provide support to Selim as a neutral Father Volunteer, in this situation?

Rapport Building

Communication

Communication is a process where people exchange information and thoughts with each other using language, symbols, signs and signals. Through effective communication we can make good relationships
Importance of Communication

- Enhances personal skills
- Skills of effectively understanding each other develops
- Good relations are made
- Skills of actively listening to others develops

The foundation of meaningful and intimate relationships is formed between people through building good relationships. When you meet someone whose attitudes and values you seem to understand, a good bond is gradually formed.

The method of building a good relationship

1. Verbal communication: Communicating through words is called verbal communication.

There are several ways to express verbal communication skills:

- Clear statement
- Pronunciation
- Tone

2. Non-verbal communication: Communication through the expression of physical gestures is called

Non-verbal communication

- Facial expressions
- Visual exchange
- Physical position
- Sitting posture

Ways of building a good relationship

- Start talking after taking permission
- If you want to know something, you must explain
- Being an active listener
- Refrain from guessing
- Request politely
- Remember the name and talk by name
- Don't stop in the middle of the conversation
- provide opportunity to talk first
- Ask open ended questions
- Say hmmm, yes, I understand to make the speaker understand that you are listening to him
- Do not judge him by saying that he is doing the right or wrong thing
- When you tell someone that he / she is right or wrong in his / her words, it will be seen that he / she will not talk to you frankly. This is because he will think that you are judging him. When you do not judge good / bad, he will frankly tell you everything and trust you
- Feeling his emotions from his point of view
- Only when we put ourselves in their places, we realize what the person is really going through and we can talk accordingly. In this way he can understand that we can understand his condition, we can feel his feelings, so that our words will not seem fake to him.

Task-4 Confidentiality

Purpose

At the end of this session, the participants will be able to-

- Talk about confidentiality
- Talk about the importance of empathy
- Talk about when and why a person can break confidentiality



Material

Training guideline



Time

30 minutes



Method

Group discussion



Procedure

- Ask the participant to think about confidentiality for 1 minute and listen to their answer
- Now ask them to close their eyes and think about a secret incident which they didn't tell anyone and also about the consequences if anyone will know about that secret
- Now discuss about confidentiality in light of resources
- Also, discuss the importance of confidentiality and when and why a person can break the confidentiality
- Now give one case to the participants and give 5 them minutes for discussion. Ask to write the findings from the discussion in a poster paper
- Now ask them to share their thoughts in the large group
- After the presentation, thank all of them. Also ask if anyone has any questions regarding this. If so, discuss with them again



Resources

Confidentiality

Confidentiality

If we close our eyes and think, I have a secret in my mind that I may have kept secret from one or more people. Let's think about what will happen if that person knows this.

If a person tells me his thoughts and I can't keep them a secret, he will have the same feelings as me. One of the ethical aspects of providing psychosocial support is maintaining confidentiality.

Importance of Confidentiality

- To be trustworthy
- To maintain privacy in order to establish a good relationship
- The security of the individual can be ensured by maintaining confidentiality
- To value individual freedom
- Under any circumstances, no information from the session can be discussed anywhere and with anyone outside
- If for any reason, any session needs to be discussed with the appropriate authority, then the client's name, address etc. should be kept confidential

When will confidentiality be broken

If three issues can be seen in the person/client then we need to seek permission of the person / client and inform the appropriate authority such as the manager. The issues are-

1. If the person has an ideation of self-harm
2. If the person has an ideation of doing harm to others and
3. If there is any legal issue.

Now we will discuss two case studies on how we can keep confidentiality in our work situation-

(Here 2 cases should be discussed one after another)

Case-1

Karim is 24 years old. He is suffering from severe psychological disorders. He has been addicted to drugs lately. He spent all the money for drugs, but on the other hand, can't give any money to his needy family. He is always arguing with the people of the house about this. Then again, despite having a wife and a son, he is involved with another girl. He realizes that he has made his life very complicated, therefore he doesn't know what to do.

He has talked to the Father Volunteer in this regard and seeks his help. One day, the Father Volunteer met one of Karim's neighbors and told him all about Karim. When his neighbor reported this to Karim's house, Karim fled the house.

1. Do you think that the Father Volunteer did the right thing?
2. What would you do if you were in the place of Father Volunteer?

Lunch (01:00-02:00)

Ethical Issues

Task-1

Following Ethics and Code of Conduct, supervision, record keeping and referral

Objective

After the end of this session, the participants will be able to –

- Understand and tell the importance of following necessary ethics as father volunteer
- Understand and talk about the points to be followed for code of conduct
- Understand what supervision means and its importance
- Discuss the importance of record keeping for data storage
- Explain what referral means
- Understand the importance of referral and when to refer



Material

Resources



Time

30 minutes



Method

Discussion and case analysis



Procedure

- After the lunch break welcome the participants into the session once again, ask the participants what they understand by ethics and what kind of ethics they need to follow as father volunteers
- Listen to the opinions of 3/4 participants and mention, before taking responsibilities as a father volunteer, everyone needs to know some ethical qualities and to follow those principles after taking charge. Now discuss the moral and ethical qualities in detail
- Then read a case to the participants and give them 5 minutes to think about the case. Then listen to the opinions of 3/4 participants
- Now discuss the points of code of conduct in detail in order to improve quality of work.
- End the session by thanking everyone
- Ask the participants, what happens when someone plants a small sapling and waters it regularly, fertilizing it, providing adequate light and shade, in a word, take care of the sapling?
- Listen to the participants' opinions then mention, the person who planted the sapling, if he does not know how much water to give to the sapling, or how long to keep in the sun and how long to keep in the shade, how much to give fertilizer, what will be the condition of the seedlings if water, fertilizer, sun becomes more or less?

- Listen to everyone's opinions and discuss what is supervision and the importance of it?
- Ask the participants what they would expect from a person on whom they trust?
- Then, based on the discussion, highlight the importance of keeping records of fathers.
- Explain to the participants in a simple way what is meant by referral.
- Then discuss the importance of referrals.
- Explain when to make a referral.



Resources

Following Ethics and Code of Conduct

Ethics

Psychosocial support is a profession where clients open up to psychosocial support giver. Many of their personal issues are openly discussed. People who work in this profession are also human beings. As human beings we try to behave properly, do good work. But sometimes we make mistakes. Those who work in this profession must abide by certain rules and regulations so that both the participant who will receive the service and the one who will provide the service get benefit from their respective spaces. If we know which rules we need to follow, then that will decrease the risk of harm to ourselves and the client.

It is the duty of every father volunteer to know about certain ethical principles before taking charge and to abide by those principles after taking charge. These principles are:

Confidentiality: Confidentiality must be maintained in order to gain the client's trust and maintain good relations with the client. It is possible to ensure the security of the client and protect his/her personal freedom by maintaining confidentiality. No information of the session can be discussed anywhere outside and with anyone, under any circumstances. If for any reason, a discussion with the appropriate authority is required for a subsequent session, then the matter should be discussed keeping the client's name, address etc. secret.

Believing in giving equal status to every human being: People of any age, gender, socio-economic status, race, religion, values can come to the psychosocial facilitator for services. Their own thoughts, beliefs may or may not match the one whom they will serve. Everyone should be treated equally. Serving someone for a long time and not serving someone properly, these cannot be conducted. Every person who comes for service should be treated equally.

Protecting the dignity of individual freedom: Everyone has the right to live his/she own life as long as he does not violate other people's rights. He/she has the full right to decide his/her own likes and dislikes. By showing respect to the client's individual independence, the psychosocial supporter can also help increase his/her self-confidence through the self-reliance and appreciation of the client.

Be fair: The psychosocial supporter will be equally fair and impartial to each client and treat them exactly as they would expect in their own case.

Dealing with empathy: Psychosocial supporters need to treat all clients with empathy and at the same time maintain a professional attitude.

Taking responsibility for own behavior: Before giving any advice, the psychosocial supporter should consider what the consequences might be. If the psychosocial supporter has ever given inappropriate advice, he or she should not be upset, should not blame others for his/her behavior and should take responsibility for his/her behavior with courage without making any excuses.

Code of conduct

The points to be followed to maintain code of conduct

1. The work of the psychosocial supporter will be in his/her own organization and within the stipulated time. The client cannot be called at any time other than the working hours of the organization.
2. The person who will take the service, in no way can be addressed sincerely in any name other than his own name

such as father, brother, friend etc.

3. No personal contact can be established as a psychosocial supporter, such as- personal mobile phone numbers, Facebook, etc.
4. No gift, no money can be given or taken in return for facilitating the client.
5. In critical situations (drug addiction, sexual abuse, suicidal tendencies, physical-mental abuse, violent situations requiring legal-medical assistance, etc.) provide primary care (e.g., apply management strategies) and refer to the appropriate place.
6. To work in accordance with the rules and regulations of the organization and inform the supervisor about a psychosocial support plan.
7. When the help seeker is threatening his/her own life or the lives of others, inform the responsible personnel concerned, with the help of an expert.
8. Not being influenced by anyone inside or outside the organization in providing assistance to help seekers
9. Collect and store information of help seekers while maintaining privacy. Remember that this information is only relevant to your assistance. The information can be shared only when referring to a specialist in a special case.
10. Allopathic, homeopathic and Ayurveda medicine suggestions is not part of your role as a psychosocial supporter.
11. If your thoughts, beliefs and values conflict with the client's thoughts, beliefs and values, refer to another helper or specialist.
12. You also need to take self-care as a psychosocial supporter.

Supervision

Psychosocial support is a job where the person has to work with different types of people whose thoughts, values are different from each other just as their life stories are different. Therefore, when we are working, we often have to face problems, where we do not understand how to help the person. Then we need the advice of a specialist who has a long experience in this field. This ensures and improves the quality of our work. This process is called supervision. Additionally, so many events in people's lives have an effect on our own mind. We also get the opportunity to work with these events under supervision.

Benefits of supervision

- When providing psycho-social support in a complicated case, guidance is available from the supervisor
- Understanding whether the client is being properly assisted
- Understanding if knowingly or unknowingly any client is being harmed
- Understanding when and where a client needs to be referred
- Managing how to deal with stress when working with a client
- Understanding the rules and regulations for the protection and service of both psychosocial supporter and clients
- Opportunities are created for sharing professional experience and learning
- Everyone who works in this profession has to take supervision

All over the world, those who are working as psychosocial support giver have to take regular 'supervision'. Those who provide supervision also take supervision from persons who are more experienced and have been working in the same profession for a long time.

The beginning of this work usually requires more and more supervision. This is because there are opportunities to learn. If you want to work as a psychosocial support giver, you must take supervision.

Psychosocial support and supervision are like the 'back and forth of a coin'. Psychosocial support cannot be continued without supervision.

Record Keeping

Clients will talk about various issues while taking psychosocial support. The information of this conversation is very important. The client completely trusts his psychosocial support giver. These words should be like a pledge to the psychosocial supporter. One client may need several sessions. It is not possible for the psychosocial supporter to

remember every word of the client. So, if the important and necessary information is recorded or kept as evidence then these can be used later.

In order to maintain quality, transparency, and to be safe from a place of responsibility, it is very important to have evidence of information.

This information must be written down. The psychosocial support facilitator must remember that the information needs to be kept safe and confidential. The client must be notified and his/her permission must be taken down before recording the information. At the same time, it should be noted that in order to maintain the quality of service, the necessary information will be shared with the supervisor keeping the name, identity etc. secret so that the next plan can be designed appropriately.

Benefits of record keeping

- The person providing the service must write down the information.
- Proof of this information must be given to the supervisor.
- This information is needed to plan ahead.
- Everyone should have a clear idea about how many people have been served, what services have been provided in which session.
- If a person is in any kind of risk (want to commit suicide / want to harm other people / have any legal notice in his name etc.) then it will serve as evidence and a plan to take necessary action.
- When referring someone, this information will help to build an understanding about previous services.

#The following information should be taken and written down while talking to the client

Name of Father volunteer:

Name of Supervisor:

Date of supervision:

Client Initial (The following information need to be taken primarily):

The information need to be taken	Description
1. Some detailed information of the client such as name, age, address	
2. Client's main discussion about the topic that has been talked about:	
3. Whether the client has said anything that sounds like he is at risk or in danger /he is a risk factor for someone:	
4. Whether he wants to say anything more	



Resources

Referral

Generally, referral refers to the act of referring someone to a person or group of people with knowledge or ability for information, assistance or employment.

When a psychosocial facilitator identifies a client, he must first consider whether he can give the support the client needs or whether he has the authority to give the client a session. This is because there are many clients who may be talking about a physical illness or a psychological disorder, for which it is not possible for a psychosocial supporter to give a session. Then, with the help of his supervisor and manager, he will refer the client to the right place where the client will get appropriate service. The client may be referred to a psychologist if he or she needs intensive counseling sessions or to a psychiatrist on the advice of a supervisor who can prescribe medication for mental illness if necessary or the nearest hospital, health complex, any other organization that has the opportunity to serve the client.

Session

5

Reflective Practice of the Session-based Emotional Practices

Task-1

Reflective Practice of the Session-based Emotional Practices: Understanding own and others' emotions

Objective

At the end of this session, the participants will be able to-

- Understand their own state of mind themselves, the family members, and the children
- Understand the relationship between body and mind and will be able to say which will help them to understand the relation of body to mind
- practice easy task and prepare themselves for later management



Material

Basic training guide, poster paper and markers



Time

30 Minutes



Method

Group discussion, small group discussion and presentation in large group, easy work practice



Procedure

- First ask the participants how they and their family members are doing and how they are spending their day
- Ask them to share how they usually spend their whole day
- Listen to them and ask how did they felt in the last one week
- Now ask them to think about the sky and give 2 minutes to think whether they can find any similarity of mind with the sky
- Listen to them and discuss the relation of sky and state of our minds in the resources
- Explain the relationship of mind to body in the light of resources
- Then divide them into 2 groups and give them 5 minutes. Ask the first group to discuss in small groups what the body feels like when the mind is well, and tell the second group to discuss in small groups what the body feels like when the mind is not well
- Ask each group to present the topics in the large group
- After the presentation, thank them and take 1 hour break for lunch
- After the lunch break ask them about the benefits of understanding their own and others' state of mind.
- Listen to them and discuss the benefits of understanding your own and others' emotions in the light of resources

- Ask them how they can apply the topics discussed on themselves and while dealing with others
- This time ask them to do an easy task and take 5-6 minutes to do the easy task in the light of resources
- Ask them how they felt about the task and thank them for their sincere cooperation.



Resources

Practicing session topics: Understanding own and others' emotions

Understanding myself and others in my family

If we think about the open sky, we can see how sometimes it is flecked with sunlight, whereas at other times it is covered with clouds. Our mind is also like that; sometimes we remain happy, and sometimes sad. When we fall into situations which we were not expecting, we can feel really low. But then again, there are many situations and incidents in our lives which can make us feel very happy.

Relation between body and mind

We can understand our state of mind just by understanding the signals of our body, just as we often know when it will rain by looking at the clouds in the sky. Every human being feels happiness, sorrow, good or bad. Therefore, there is a close relationship between body and mind. When our mind is light, our body also feels light and we feel at peace. Similarly, when we are stressed, our body also feels restless or sweaty. We may have a headache or our chest throbs. When we see clouds in the sky, we understand that there may be storms and rains. If we understand that, we can prepare in advance. Similarly, if we look at our body, we can understand when we are not doing well, emotionally. If we do not think about ways to keep ourselves in a positive frame of mind, then our thoughts may accumulate like dark storm clouds, with increasing anger and anxiety every day.

Importance of understanding one's own state of mind, of others and of family members

- If we understand our own moods, we can try to understand our children's and partner's moods as well, we can maintain harmony at home and raise our children in a positive manner
- If we can understand the states of our own bodies & minds, as well as ensure that our children and their mothers are physically and mentally well, then our family will be in harmony with a strong bond
- It is very important to understand the state of mind in order to have a good mind. When the mind works well, the body also works well. The mind is not always good, sometimes it is bad. We can change our bad mood if we want to
- when we can identify the reasons why we are not feeling well mentally, we can then find ways to recover and have a positive state of mind
- Nothing feels good without peace of mind and nothing feels good if we are not at peace. But if we think about how we can stay positive without suppressing our negative thoughts, then we will be able to do daily activities with joy. At the same time the relationship with the people around us, including the child and the child's mother will be stronger
- Simple activity for well-being

This task helps to keep our mind calm and quiet

Instruction for easy task

- Sit in a comfortable position.
- Take a deep breath, hold it for some time, and slowly breathe out through the mouth. (Do this twice)
- If any father volunteer does not want to do this task, explain the instruction to him so that he can do it whenever he wants
- Ask how they feel and encourage them to do the task regularly at home

Task-2

Reflective Practice of the Session based Emotional Practices: Stress and Anxiety

Objective

After end of this session, the participants will be able to –

- Understand and talks about what is the stress or anxiety
- Understand and tell what makes us stressed
- Understand and tell the effects of these on our body, mind and behavior
- Practice easy task and prepare for conducting it



Material

Training guideline, poster paper and marker



Time

30 Minutes



Method

Group discussion, discussion in small group and presentation in big group, practicing easy tasks



Procedure

- First ask the participants what they understand by 'Stress' and 'Anxiety'
- Listen to their answers one by one and explain 'Stress' and 'Anxiety ' using resources
- Now divide them into 3 small groups. The first group will discuss how the body feels during stress and anxiety, the second group will discuss how the mind feels during stress and anxiety and the third group will discuss how people behave during stress and anxiety. Give them 10 minutes for this task
- Each group will present in big groups for 5 minutes
- Discuss the effects of stress and anxiety on body, mind and behavior using resources
- Ask them what they do to cope with stress or anxiety
- After listening to participants' answers, discuss the ways to deal with stress and anxiety using resources
- Now ask them how they can deal with themselves and others about the topics that are discussed
- Ask them to do an easy task and take 5-6 minutes to conduct this easy task using resources
- Ask them how they felt about the easy task and thank them for their sincere cooperation



Resources

Practicing the topics of the sessions: Stress and Anxiety

Stress:

Many a times we fall into a situation where many things come together and then we feel pressure on how we will handle it. All of us have gone through such feelings more or less. This is called stress.

If we think that there are some things in our daily life that give us peace or happiness, sometimes they also create stress.

Anxiety

It is often seen that, amongst different issues, we think and worry about one issue continuously; this creates a kind of instability in us from which we cannot get out easily. This is called anxiety/trouble.

Effects of stress and anxiety on body, mind and behavior

- When we are under a lot of stress and anxiety, we can understand how we are feeling by looking at our body. For example, sometimes we get headaches, neck pain, dry throat, palpitations, etc.
- When we are under stress or anxiety, like the body, it also has an effect on our mind. For example: anger, pain, annoyance, fear etc.
- When we are stressed or in anxiety, people behave differently. For example, someone wants to be alone, does not talk to anyone, does not want to mix, expresses annoyance in the way other people are behaving - explain the topic carefully to the father.

Sometimes we need some stress in our life

When a wedding is arranged in our family, there is a stress in the mind with small responsibilities as well as joy, so that we can do things beautifully.

Stress

When we are under pressure or in trouble, we can manage it by doing something by ourselves. For example, washing hands and face or taking a bath, walking in the open air etc.

When we are stressed or anxious, we feel its effects on our body as well as our mind.

Ways to deal with stress and anxiety

Sometimes we can easily accept such situations and sometimes it becomes difficult for us to adapt. It will be easier for us to deal with stress and anxiety if we follow certain ways. E.g.-

1. Doing things that make you feel good (such as going for walks, doing some hobbies, etc.)
2. Keeping regular contact with close people and talk open-mindedly
3. Spending nice time with children and family, such as: reciting rhymes, playing etc.
4. Praise oneself for good deeds
5. Not paying attention to anything that creates stress in the mind again and again, noticing one's own good qualities
6. Eating food on time, sleep, rest and do physical exercise
7. Thinking and trying to do the work that is more necessary without thinking about many things at once

Easy task to keep a relaxed mind:

To stay well, an easy task will help keep the mind calm and quiet

Instructions for easy work:

- Sit comfortably where you are
- Take a deep breath through the nose, hold it for a while and slowly release it through the mouth
- Then think of a good quality in yourself and think about why this quality makes you feel good

(Instruction: If the father volunteer doesn't want to do, explain the instruction to him)

Ask how the father volunteers felt by doing this easy task and encourage him to do it regularly at home.

Task-3

Reflective Practice of the Session based Emotional Practices: Conflict and Anger

Objective

After end of this session, the participants will be able to –

- Understand and tell in which situations we get angry and conflict arises
- Understand and tell about the effects of conflict and anger in our life
- Understand and tell about the effects of conflict and anger on our body, mind and behavior
- Understand and tell how to deal with conflict and anger
- Practice easy task and prepare to conduct it



Material

Training guideline, poster paper and marker



Time

90 Minutes



Method

Group discussion, discussion in small group and presentation in big group, practicing easy task



Procedure

- First ask the participants what they understand by 'Anger or Rage'
- Listen to their answers one by one and explain 'anger or rage' using resources
- Now ask them what they understand by 'Conflict'
- Listen to their answers one by one and explain about 'Conflict' using resources
- Divide them into 3 small groups. The first group will discuss how the body feels in 'conflict and anger', the second group will discuss how a person feels in 'conflict and anger', and the third group will discuss how people behave in 'conflict and anger'. Give them 10 minutes for this task
- Each group will present in big group for 5 minutes
- Now discuss the effects of 'conflict and anger' on body, mind and behavior using resources
- Ask them what they do to deal with 'conflict and anger'
- After listening to the participants' answers, discuss 'Ways to Deal with Conflict and Anger' using resources
- Now ask them how they can deal with themselves and others about the topics that are discussed
- Ask them to do an easy task and take 5-6 minutes to conduct this easy task using resources
- Ask them how they felt about the easy task and thank them for their sincere cooperation



Resources

Practicing the topics of the session: Conflict and Anger

Anger or Rage

There are times in our lives when things don't go the way we want and we disagree with others on any opinion. In such a situation conflict takes place. Then it is difficult to accept the situation, and people get angry. Such a situation happens more or less in our life. Whenever we disagree with someone, there is a conflict. The behavior or actions of people don't go the way we want, that results in anger or resentment.

Conflict

There are times in our lives when we disagree with each other, it causes a lot of anger or resentment and conflicts between us.

Effects of Conflict and Anger on Body, Mind and Behavior

- If we have a conflict or anger with someone, we can understand it by observing our body. For example, when we get angry, sometimes the body's strength may increase, our eyes and face may become red, hot steam may come out through our ears and head etc.
- Many times conflict or anger affects the mind as well as the body. For example- feeling annoyed, restless, some people cry, some people want to scream, some feel bad or become silent for a while and sometimes people get scared.
- When we have a conflict with someone or get angry, we behave/react differently. For example, we break something, go out of the house, fight or shout to others or ruin the relationship.

Importance of adapting different emotions of our mind

When the baskets of our house are full of dirt and it smells bad, we empty the baskets and use them again. Different feelings of our mind, such as good feeling, bad feeling, anger, annoyance, etc. which fill our mind like a dirty basket. Then we need to lighten our minds so that we can adapt these everyday feelings and move on with life.

Ways to deal with conflict and anger

- Sometimes we can easily accept such situations and sometimes it becomes difficult for us to adapt. If we adhere to certain ways, it will be easier for us to deal with conflict and anger. E.g.-
 1. Find out the causes of anger and be aware of the situation you get angry in
 2. If you get angry, immediately pay attention to any other work without answering it
 3. Sharing feelings to the people close to you
 4. Doing things you like (such as- praying, going for walks, talking etc.)
 5. Spending quality family time together
 6. Remembering the good moments of life
 7. Eating food on time, sleeping, taking rest and doing physical exercise
 8. In addition, do breathing exercises 2 to 3 times a day

Easy task to keep a good mind:

To keep well, an easy task will help keep mind calm and quiet

Instructions for easy work:

- Sit comfortably where you are
- Take a long breath through the nose, hold it for a while and slowly release it through the mouth
- We think of the blue sky of autumn
- There are white clouds like cotton in the blue sky
- The clouds are slowly moving from one place to another
- That's how the clouds come and go again
- My mind is like this, my anger, bad feelings, annoyance comes like a white cloud in the autumn sky and goes away again with time
- Now I say to myself silently, it is normal for me to feel angry and bad, sometimes it will increase and sometimes it will decrease
- Take a deep breath through the nose, hold it for a while and slowly release it through the mouth

(Instruction: If the father volunteer doesn't want to do the task or how to, then explain to him)

Ask how the father volunteers felt by doing this easy task and encourage him to do this regularly at home.



Session

1

Greetings and Review

Purpose

At the end of the session, participants-

- Will be able to tell the topics from yesterday's session



Material

Not required



Time

30 Minutes



Method

Play activity



Procedure

- Greet the participants and exchange greetings.
- Ask everyone to stand round and you stand with them yourself.
- Facilitator first names one of the participants and asks them to tell you what they learned or liked from the previous session.
- When he has finished speaking, he will say another name then ask them to highlight what they learned or what they liked. Thus review the previous day.
- When everyone has finished speaking the facilitator would ask everyone to know if a topic has been omitted or if it is unclear. If so, discuss the matter again.
- Then, by thanking everyone, start today's next session.

Session

2

0-3 Fathers' Engagement Model Introduction

Purpose

At the end of the session, participants-

- Will be able to describe how the activities are conducted in 0-3 Fathers' Engagement Model



Material

Resources



Time

30 Minutes



Method

Question and answer, discussion



Procedure

- Ask participants how much they know about the activities of the 0-3 Father Engagement Model. Listen to the answers
- Then discuss about the 0-3 Father Engagement Model and the objectives in the light of resources
- Ask if anyone has any questions. If so, answer it.



Resources

0-3 Fathers' Engagement model introduction

0-3 Father Engagement model:

- Father Volunteers will conduct home based sessions for 0-3 years
- 0-3 Fathers' Engagement Model session will be conducted by the father volunteers
- The target people of this 'Play to Learn' project are the fathers of 0-3 years old children who are part of 0-3 Mother-Child Dyed Model
- Each Father Volunteer will have 3 pockets. There will be 12-14 fathers in each pocket
- Fathers will get three home visit sessions and one group session per week, the session will be conducted by Father Volunteers
- A Father Volunteer will conduct a one-to-one session in the home of each father in the pocket during the first three weeks of the month and a group session in the fourth week. A total of three group sessions will be conducted in three pockets instead of home visit sessions in the fourth week
- Paracounsellors will conduct the sessions with the fathers and also provide training and refreshers to the Father Volunteers
- There will be three father volunteers under one paracounsellor

Objectives of 0-3 Fathers' Engagement model-

- Promote fathers' wellbeing by improving their emotional literacy so that they develop a better knowledge of emotions, have stronger coping skills, and engage in daily self-care practices
- Encourage the fathers to develop relationships with their spouses and children that are respectful and supportive and create a nurturing family environment
- Encourage responsive caregiving practices among the fathers that promote child nurture, stimulation, and positive parenting based upon playful approaches

Session

3

Introduction to Curriculum

Content	Objective	Time
<ul style="list-style-type: none">Sessions introductionBooklet, flip-chart and poster introduction	At the end of the session, participants- <ul style="list-style-type: none">Will be able to tell about the curriculumWill be able to explain strategies of session conductionWill be able to tell about the use of booklet, flip-chart and posters	60 minutes

Task-1

Session Introduction



Material

Home visit and group session



Time

40 Minutes



Method

Q&A discussion



Procedure

- Distribute the curriculum of fathers' engagement model among the participants.
- Now discuss in detail the psychosocial support of the 1st and 2nd month of the home visit and group session and the growing part of the child.
- Ask if anyone has any questions. If so, answer it.

Task-2

Booklet, flipchart and poster Introduction



Material

Booklet, flipchart and poster



Time

20 Minutes



Method

Presentation and discussion



Procedure

- Distribute booklets, flipcharts and posters among the participants.
- Introduce booklets, flipcharts and posters in turn and discuss its use.
- Ask participants if they have any questions and, if any, discuss them

Session

4

Noticeable aspects of session management

Objective

At the end of the session, participants-

- Be able to talk about noticeable aspects of session management



Material

Supporting information



Time

20 Minutes



Method

Q & A discussion



Procedure

- Now ask the participants, what are the things to keep in mind while conducting the session? Listen to participants' opinions and explain the salient points while conducting the session in the light of helpful information

Supporting information: Noticeable Aspects of Session Management

- Get everyone involved in the session
- Listen carefully to everyone
- Explain the content simply
- Use appropriate materials to minimize sessions
- Ensure participants' spontaneity
- Speak with respect to fathers
- Do not be annoyed / angry about any behavior of the fathers
- If a parent does not want to participate in the session, do not force him
- When a father starts talking, don't stop him
- Giving fathers a chance to talk more in the session
- If the father has mental and physical problems, he should be referred to the PO without offering solutions
- Not to discuss irrelevant
- Not to be biased
- Keep track of time
- Do not do personal work while conducting the session
- Keep the mobile operator silent during the session
- No advice, no decision on what can and cannot be done

Session

5

Practicing Sessions

1st month – 1st & 2nd week

Content	Objective	Time
<ul style="list-style-type: none">Presentation of sessions by facilitatorPresentation of sessions by Participants	Participants at the end of the session <ul style="list-style-type: none">Will be able to demonstrate the 1st & 2nd week session from the 1st month	2 hours 20 minutes

Task-1

Presentation of sessions by facilitator



Material

Home visit session (1st week session from the 1st month)



Time

30 Minutes



Method

Presentation and discussion



Procedure

- Invite participants to act as a father and you play the role of Father Volunteer and conduct the growing part of the child in the 1st session of the 1st month.
- After conducting the session, ask if anyone has any questions and discuss if necessary.

Task-2

Presentation of sessions by Participants



Material

Home visit session (1st week session from the 1st month)



Time

1 hour
10 Minutes



Method

Presentation and discussion



Procedure

- Invite two participants and select one as a Father Volunteer and another one as a Father. Now ask to demonstrate the 1st session from the 1st month

- At the end of the presentation listen to the feedback of your team participants and give your own feedback. Make sure that each member of the group has a chance to present
- Now ask some participants to present the session one by one

Task-3

Presentation of sessions by facilitator



Material

Home visit session (2nd week session from the 1st month)



Time

30 Minutes



Method

Presentation and discussion



Procedure

- Invite participants to act as a father and you play the role of Father Volunteer and conduct the growing part of the child in the 2nd week session of the 1st month
- After conducting the session, ask if anyone has any questions and discuss if necessary

Task-4

Presentation of Sessions by Participants



Material

Home visit session (2nd week session from the 1st month)



Time

1 hour
10 Minutes



Method

Presentation and discussion



Procedure



- Invite two participants and select one as a Father Volunteer and another one as a Father. Now ask to demonstrate the 2nd week session from the 1st month
- At the end of the presentation listen to the feedback of your team participants and give your own feedback. Make sure that each member of the group has a chance to present
- Now ask some participants to present the session one by one


Session
6


Practicing Sessions 1st Month - 3rd Session

Content	Objective	Time
<ul style="list-style-type: none"> • Presentation of sessions by facilitator • Presentation of sessions by Participants 	<p>Participants at the end of the session</p> <ul style="list-style-type: none"> • Will be able to conduct 1st month 3rd week session 	1 Hour

Task-1 Presentation of session by facilitator



 **Material** Home Visit Session 1st month- 3rd week session  **Time** 30 Minutes


 **Method** Presentation and Discussion


 **Procedure**

- Invite one participant as a Father and you will play the role of Father Volunteers. Conduct home visit session 1st month 3rd week session
- After conducting the session, ask if anyone has any questions

Task-2 Session presentation by participants

 **Material** Home Visit (1st month- 3rd week)  **Time** 40 Minutes

 **Method** Presentation and discussion

 **Procedure**

- Invite two participants and select one as a Father Volunteer and another one as a Father. Now ask to demonstrate the 3rd week session from the 1st month
- At the end of the presentation listen to the feedback of your team participants and give your own feedback. Make sure that each member of the group has a chance to present
- Now ask some participants to present the session one by one



Session

1

Greetings and review

Objective

At the end of the session, participants

- Will be able to tell their lessons from yesterday's session.



Material

Ball & Rattle



Time

30 Minutes



Method

Game



Procedure

- Greet the participants and exchange greetings.
- Ask everyone to stand round and give a ball in one's hand.
- Tell the participants that when you shake the rattle, the ball will continue to spin in the hands of the individual. When it stops, whoever has the ball in his hand will tell you something he liked from the previous day's session and why he liked it.
- In this way, give everyone a chance to review the issues of the previous session by passing the ball.
- Then start the next session by thanking everyone

Session

2

Practicing Sessions 1st Month - 4th Week Session

Content	Objective	Time
<ul style="list-style-type: none">• Presentation of sessions by facilitator• Presentation of sessions by Participants	Participants at the end of the session- <ul style="list-style-type: none">• Will be able to conduct 1st month's 4th week session	1 hours 30 minutes

Task-1 Presentation of session by facilitator



Material

Group Session (1st month- 4th week)



Time

20 Minutes



Method

Presentation and Discussion



Procedure

- Invite 6/7 participants as fathers and you will play the role of Father Volunteers. Conduct the group session of 1st month 4th week
- After conducting the session, ask if anyone has any questions

Task-2 Session presentation by participants



Material

Group Session (1st month- 4th week)



Time

1 hour
10 Minutes



Method

Presentation and Discussion



Procedure

- Invite 6-7 participants. Tell them to conduct 1st month 4th week's session where one will play the role of father volunteer and other as fathers
- After the presentation, take the feedback from the participant and add your feedback
- Tell some participants to conduct this session in this way

Session

3

Practicing Sessions 2nd Month - 1st & 2nd Week Session

Content	Objective	Time
<ul style="list-style-type: none">• Presentation of sessions by Facilitator• Presentation of sessions by Participants	Participants at the end of the session <ul style="list-style-type: none">• Will be able to conduct 2nd month's 1st & 2nd week session	1 Hour 40 Minutes

Task-1

Presentation of session by facilitator



Material

Home Visit Session 2nd month- 1st week session



Time

10 Minutes



Method

Presentation and Discussion



Procedure

- Invite one participant as a father and you will play the role of Father Volunteers. Conduct home visit session of 2nd month 1st week session
- After conducting the session, ask if anyone has any questions

Task- 2

Presentation of session by facilitator



Material

Home Visit Session 2nd month- 1st week session



Time

35 Minutes



Method

Presentation and Discussion



Procedure

- Invite 2 participants. Tell them to conduct 2nd month 1st week session by one playing a role of father and the other that of a Father Volunteer
- After the presentation, take the feedback from the participant and add your feedback
- Tell some participants to conduct this session in this way

Task- 3 Presentation of session by facilitator



Material

Home Visit Session 2nd month- 2nd week session



Time

10 Minutes



Method

Presentation and Discussion



Procedure

- Invite one participant as a father and you will play the role of Father Volunteers. Conduct home visit session 2nd month 2nd week session
- After conducting the session, ask if anyone has any questions

Task- 4 Session presentation by participants



Material

Home Visit Session 2nd month- 2nd week session



Time

35 Minutes



Method

Presentation and Discussion





Procedure

- Invite 2 participants. Tell them to conduct 2nd month 2nd week session by playing a role of father and father volunteer
- After the presentation, take the feedback from the participant and add your feedback
- Tell some participants to conduct this session in this way




Session
4


Practicing Sessions 2nd Month - 3rd & 4th Week Session

Content	Objective	Time
<ul style="list-style-type: none"> • Presentation of sessions by facilitator • Presentation of sessions by Participants 	<p>Participants at the end of the session</p> <ul style="list-style-type: none"> • Will be able to conduct 2nd month's 3rd and 4th week session 	<p>1 Hour 30 Minutes</p>

 Material	Home Visit & Group Session
 Method	Presentation and Discussion

Task-1 Presentation of session by facilitator

 Material	Home Visit Session 2nd month- 3rd week session	 Time	10 Minutes
 Method	Presentation and Discussion		

 Procedure	<ul style="list-style-type: none"> • Invite one participant as a father and you will play the role of Father Volunteers. Conduct home visit session of 2nd month 3rd week session • After conducting the session, ask if anyone has any questions
--	---

Task– 2

Session presentation by participants



Material

Home Visit Session 2nd month- 3rd session



Time

35 Minutes



Method

Presentation and Discussion



Procedure

- Invite 2 participants. Tell them to conduct 2nd month 3rd week session by one of them playing a role of a father and the other the role of father volunteer
- After the presentation, take the feedback from the participant and add your feedback
- Tell some participants to conduct this session in this way

Task– 3

Presentation of session by facilitator



Material

Group Session (2nd month- 4th week)



Time

10 Minutes



Method

Presentation and Discussion



Procedure

- Invite the participants as fathers and you will play the role of Father Volunteers and conduct 2nd month 4th week's session
- After conducting the session, ask if anyone has any questions

Task– 4

Session presentation by participants



Material

Group Session (2nd month- 4th week)



Time

35 Minutes



Method

Presentation and Discussion



Procedure

- Invite 6-7 participants. Tell them to conduct 2nd month's 4th week session where one will play a role of father volunteer and other of a father
- After the presentation, take the feedback from the participant and add your feedback
- Tell some participants to conduct this session in this way

Session

5

Basic Training Guideline

Content	Objective	Time
<ul style="list-style-type: none">IntroductionDiscussionContent Distribution and Demonstration preparation	<p>Participants at the end of the session</p> <ul style="list-style-type: none">Will be able to tell about the basic training guidelineWill be able to identify any difficulty or question by discussing the basic training guidelineWill be able to prepare for the demonstration of the basic training guideline contents	1 Hour 30 Minutes

Task-1

Introduction of the Basic Training Guideline



Material

Basic Training Guideline



Time

20 Minutes



Method

Presentation and Discussion



Procedure

- 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

Introduction of the Basic Training Guideline



Material

Basic Training Guideline



Time

1 Hour



Method

Group Discussion and Presentation



Procedure

- Divide the participants into four groups, ask each group to review the topics, objectives, methods, materials, time, process and supporting information of the basic training guide.
- Tell them to take note if they have not understood anytime or if they have any questions
- Allow 30 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



Material

Basic training Guideline



Time

10 Minutes



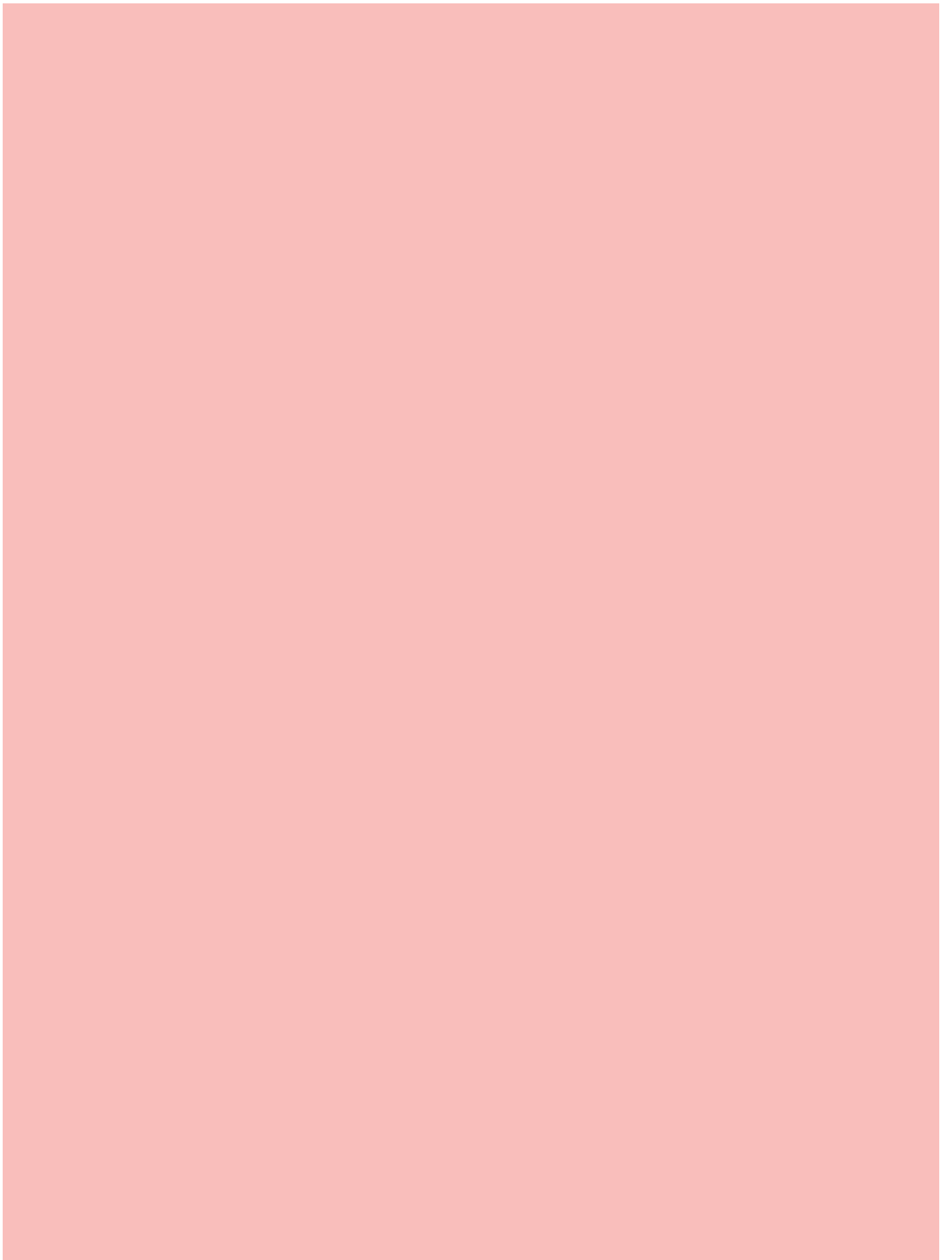
Method

Discussion



Procedure

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









Session
1

Greetings and Review

Objective	Time
Participants at the end of this session <ul style="list-style-type: none"> Will be able to share the contents from the last session. 	30 minutes


 Material	Not Necessary	 Time	30 Minutes
 Method	Q&A and discussion		


 Process
<ul style="list-style-type: none"> Exchange greetings with the participants. Ask everyone to stand in two groups and two rows facing each other. Then ask one from the first group to ask questions from yesterday's discussion to anyone from the other group. If the answer of the second team is correct, they will get 1 point. If not, the questioning team will say the answer and they will get the point. In this way, review the issues discussed in the previous session through question and answer. After that, ask everyone if any subject has been left out or if there is any unclear in any subject. If so, discuss the matter again. Then end the session by thanking everyone.


Session
2

Practicing Contents from Basic Training Guideline by Participants

Objective	Time
Participants at the end of this session <ul style="list-style-type: none"> Will be able to Practice Contents from Basic Training Guideline 	3 hours 10 Minutes

 Material	Basic Training Guideline
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 Method	Presentation and Discussion
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 Process	<ul style="list-style-type: none"> One by one ask each participant to present their allotted contents. 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
--	---

Session

3

Role of a trainer

Objective

Participants at the end of this session

- Will be able to explain what a trainer should do

Time

30
minutes



Material

Supporting information



Time

30 Minutes



Method

Q&A and discussion



Process

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

Supporting Information: Duties of a Father Volunteer

- 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 games in middle of discussion
- Summarize the discussion
- Be flexible

Session

4

Use and storage of materials

Objective

Time

Participants at the end of this session

- Will be able to tell what a Father Volunteer should do to use and storage of materials properly

30
minutes



Material

Not Required



Time

30 Minutes



Method

Q&A and discussion



Process

- Ask the participants what materials a father volunteer will use to conduct activities. Listen to some of the participants' opinions.
- From the discussion sources, the materials that a Father Volunteer usually has are:
 - Booklets, flip-charts, posters, toys, toy-making materials, mats, bags
- Now Ask the participants what a father volunteer should do for the proper use and storage of these materials. Listen to a few opinions.
- Then say that there are a number of things that can be done to ensure that these materials are used and stored properly by a father volunteer:
 - Using toys or materials according to the session
 - Arranging the materials according to the session before conducting the session
 - Making and collecting materials if necessary
 - Arranging all the materials after use
 - Keeping the materials in a safe place
 - Informing the PO if any equipment or toy is damaged or needs to be purchased
 - Keeping the materials clean.

Session

5

Roles and Responsibilities

Content	Objective	Time
<ul style="list-style-type: none">Roles and Responsibilities of Father VolunteersRoles and Responsibilities of Para Counsellor (PC)Roles and Responsibilities of Program Organizers (PO)	Participants at the end of the session <ul style="list-style-type: none">Will be able to explain the responsibilities and duties of a Father VolunteerWill be able to explain the responsibilities and duties of a Para CounsellorWill be able to explain the responsibilities and duties of a Program Organizer	1 Hour

Task-1

Roles and Responsibilities of Father Volunteers



Material

Supporting information



Time

20 Minutes



Method

Q&A discussion



Process

- Ask the participants to give their opinions on the duties and responsibilities of Father Volunteer in this activity. Listen to a few opinions.
- Explain the responsibilities and duties of a father volunteer from the supporting information.
- Now ask if anyone has any questions. If so, answer it.

Supporting Information: Responsibilities and Duties of a Father Volunteer

- Assist the PO to select the home to conduct the session
- Enlist the fathers who have children aged 0-3 years
- Conduct sessions in four designated pockets
- Conduct weekly sessions (group and home visit sessions) with fathers in each pocket in charge and securing materials (mats, flipcharts, toys and others) required for conducting the sessions
- Maintain non-judgement attitude, empathy and confidentiality
- Refer to psychologist for psychosocial support if needed
- Participate in all forms of child-friendly play activities spontaneously with children and encourage to play

- Participate in all kinds of meetings, workshops and trainings
- Abide by all rules and regulations approved by the office

Task-2

Roles and Responsibilities of Paracounsellor



Material

Supporting information



Time

20 Minutes



Method

Discussion & Q/A



Process

- Ask the participants to give their opinions on the duties and responsibilities of Paracounsellor in this activity. Listen to a few opinions.
- Explain the responsibilities and duties of a Paracounsellor from the supporting information.
- Now ask if anyone has any questions. If so, answer it.

Supporting Information: Responsibilities and Duties of a Paracounsellor

1. Facilitate the sessions of the father in order to train the Father Volunteer
2. Explain the session of any week to the Father Volunteers in any day of that week
3. Conduct refresher of Father Volunteers every month
4. Establish good relationships with Father Volunteers by communicating regularly and encourage Father Volunteers to refer clients
5. Provide psychosocial support to fathers of children and refer to psychologists if necessary
6. Talk to the psychologist and receive supervision as needed
7. Follow up sessions of Father Volunteers
8. Do home visits to enlisted fathers at least once in every 45 days with Father Volunteers
9. Monitor the emotional state of fathers by participating in group sessions
10. Arrange pockets (houses) with the help of PO and Father Volunteers
11. Collect the materials needed for the pockets and sessions from the field office and distribute among the Father Volunteers
12. Record the client's psychosocial support sessions in writing and store them in the Taro app if necessary
13. Conduct 'Healing Sessions' with Father Volunteers
14. Making community people aware of psychosocial issues
15. Participate in all types of meetings, workshops and training
16. Collect data, make reports, send and store reports
17. Participate spontaneously in all kinds of play activities with children

- 18. Share information with concerned authorities
- 19. Liaison and coordination of work with various organizations (public-private) as directed by the office
- 20. Maintain regular contact with beneficiary parents, children and community members

Task-3

Roles and Responsibilities of Program Organizers



Material

Supporting information



Time

20 Minutes



Method

Discussion



Process

- Ask the participants what could be the responsibilities and duties of a PO in this activity. Listen to a few opinions.
- Explain the responsibilities and duties of PO from supporting information.
- Now ask if anyone has any questions. If so, answer it.

Supporting Information: Responsibilities and Duties of a Program Organizers



- Make a primary list for selecting Father Volunteers
- Assist the manager to the final selection of the Father Volunteers
- Assist the Father Volunteer to make the group of fathers
- Select the pockets to conduct group sessions of fathers
- Allocate, collect and distribute all materials required for decorating the house
- Collect the necessary materials and allocate them for the home visit sessions
- Follow-up of activities of Paracounsellors and Father Volunteers and provide essential support
- Make a work plan and arrange weekly meeting with the Father Volunteers for providing technical guidance regarding sessions and ensuring work progress
- Arrange and conduct training and refresher
- Arrange various meetings and workshops with the beneficiaries and facilitate them
- Maintain regular contact with the community people
- Maintain regular contact with other GOs and NGOs and coordinate all the task
- Take necessary initiative for the honorarium of Father Volunteers
- Transact information with the concerned authorities
- Make reports, transmit and preserve them


Session
6

Conclusion

Content	Objective	Time
<ul style="list-style-type: none"> BRAC Safeguarding Policy Post-training assessment Exchanging Feelings and Ending Session 	<p>Participants at the end of the session</p> <ul style="list-style-type: none"> Will be able to talk about the BRAC safeguarding policy Will be able to express how they liked this training 	<p>1 Hour</p>

Task-1 BRAC Safeguarding Policy

 **Material** Supporting information  **Time** 15 Minutes

 **Method** Q&A discussion

Process

- Discuss safety policies by following supporting information
- Now ask the participants if they have any questions and discuss if necessary

Supporting Information: BRAC Safeguarding Policy

I have received, read and agree with the BRAC Safeguarding Policy. I will follow all the principles in all my work. As a BRAC worker, I will abide by the following written safeguarding policies:

- I will protect the confidentiality of all information I work with.
- I will not use the information unnecessarily provided by them or discuss it with anyone.
- I will not harass or pressure any beneficiaries by my behavior and will not make any unprepared situation.
- I will not do such behavior that violates my organization’s values and code of conduct.
- I will not use any information about the beneficiary in any of my personal work. I will not threaten him and will not create any pressure.
- I will not do anything that can harm any beneficiary or anyone involved with them.
- I will respect and honor the religion, caste, tribe, culture and values of all in all cases.

Signature:
Name:
Date: 08-05-2020

Task-2

Post-Training Assessment



Material

Post-training assessment paper



Time

30 Minutes



Method

Evaluation



Process

- Distribute post-training assessment papers among the participants
- Explain how to tick the assessment sheet and give 30 minutes time to complete the assessment sheet after the training.
- At the end of the time, collect post-training assessment papers from everyone.

Task-3

Exchanging Feelings and Ending Session



Material

Not necessary



Time

15 Minutes



Method

Discussion



Process

- Stand in a circle with all the participants
- Tell the participants, we will finish this training in a while, before that we will share our own feelings about how we liked this training, how much this training will help us, etc.
- Then listen to the participants' feelings
- Finally, thank everyone and announce the end of the training



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