

DRAFT



Basic Training Guideline

Field Assistant (FA)

BRAC Humanitarian Play Lab Model
Center Based

3-5 years

play  to  learn 

Basic Training Guideline

Publication

BRAC Institute of Educational Development (BRAC IED)
House 113/A, Road 2, Block A, Niketon, Gulshan 1
Dhaka1212, Bangladesh
Telephone :+880-2-8812791, +880-2-8828064
Email : bu-bied@brac.net
Web : www.biedbracu.ac.bd

First Edition

Planning & Development

Wasima Parvin
Fozilatun Nahar
Sabina Yesmin
Melissa Anannya Chumbugong
Sajia Salam
Nabila Islam
Nishat Tasnim Promi
Mashuda Nazia Lira
Nazneen Imam

Editing

.....

Consultant

.....
.....

Cover & Computer Graphics

.....

Copyright

BRAC Institute of Educational Development (BRAC IED)

Preface

Play-based activities for the holistic development of 3-5 year old children of Rohingya community, will be conducted from Rohingya community centers through the BRAC Humanitarian Play Lab. In the early years of life, play has been developed as an important means of curriculum and basic training aids for children who have lived through adverse environments and disasters, psycho-social, emotional, physical, intellectual development, and pre-learning.

This training aid is essential for carrying out the BRAC Humanitarian Play Lab program for children aged 3 to 5 in the Rohingya community. The sessions in this guide are spread out over five days. A series of basic training manuals describe the information and materials needed, as well as the procedures to be followed when conducting the various training sessions.

Skilled field assistant trained in the host community are needed to conduct theme-based videos for Rohingya children aged 3-5 years at the BRAC Humanitarian Play Lab. In fact, field assistant will play the most important role in this activity by conducting theme-based videos of BRAC Humanitarian Play Lab activities for children aged 3-5 in accordance with Rohingya language and culture. In this regard, this basic training manual will make a significant contribution to developing and changing the knowledge-skills and attitudes of field assistants in charge of the BRAC Humanitarian Play Lab.

The required revision process of the basic training manual will continue, taking into account the experience of the Rohingya community and environment, as well as the needs of the time. Everyone is requested to provide valuable feedback on the next version of the outline/guideline.

Content

Day	Session	Content	Page
		Training Schedule	2
Day 1	Session 1-2	Introduction Session	7
	Session 3-6	Children's Psychosocial Development and Growth in a Humanitarian Crisis	11
Day 2	Session 1	Reflection of Previous Day's activity	33
	Session 2-5	Basic Concepts on Psychosocial Support	34
Day 3	Session 1	Reflection of Previous Day's activity	40
	Session 2	BRAC Humanitarian Play Lab Model	41
	Session 3-4	Curriculum of Humanitarian Play Lab	47
	Session 5-7	Play Activities of Humanitarian Play Lab	51
Day 4	Session 1	Reflection of Previous Day's activity	57
	Session 2-3	Play Activities of Humanitarian Play Lab (HPL)	58
	Session 4	Presenting Ideal Theme-based videos	66
	Session 5	Play Activities of Humanitarian Play Lab (HPL)	67
	Session 6	Rohingya Community Involvement and Participation	69
Day 5	Session 1	Reflection of Previous Day's activity	72
	Session 2-3	Introduction to Pico Projector	73
	Session 4	Responsibilities and Duties of Field Assistant (FA).	77
	Session 5	Work Planning and Management of Pico Projector	78
	Session 6	Exchange of Feelings and Closing	80

Basic Training Guideline

BRAC Humanitarian Play Lab Model

Video Content & Curriculum

(Children aged 3-5 years)

Participant: Field Assistant (FA)

Duration: 05 days

Day-1				
Session	Content	Time	Method	Material
01	<p>Introduction</p> <ul style="list-style-type: none"> - Welcome and Introduction Session 	9:00-9:30	Play Activity	Name Tag, Marker
02	<p>Introduction</p> <ul style="list-style-type: none"> - Project Introduction (HPL Activities) - Training Expectation and Objectives - Training Principles and Curriculum Distribution 	09:30-10:30	Discussion, Q&A and Brainstorming	Curriculum and Basic Training Guideline
Tea Break-15 minutes				
03	<p>Children's Psychosocial Development and Growth in a Humanitarian Crisis</p> <ul style="list-style-type: none"> - Child and Children's Rights 	10:45-11:45	Q&A, Discussion, and Group work	Curriculum and Basic Training Guideline
04	<p>Children's Psychosocial Development and Growth in a Humanitarian Crisis</p> <ul style="list-style-type: none"> - Child Protection in an Emergency Context - Child Protection Policies and Strategies in Emergency Situation - Introduction of Child Security Policies and Recognition of Protection Policies 	11:45-1:00	Q&A, Discussion and Play Activity	Balloon and Basic Training Guideline
Lunch Break (1 hour)				
05	<p>Children's Psychosocial Development and Growth in a Humanitarian Crisis</p> <ul style="list-style-type: none"> - Child's Personal care, Food and Nutrition - Early Childhood Development and Brain Development - Children with Special Needs or Children with Disabilities - Areas of Child Development 	02:00-03:15	Brainstorming, Q&A, Discussion, Play Activity, Group and Pair work	Curriculum, Basic Training Guideline and Thread balls

06	Children's Psychosocial Development and Growth in a Humanitarian Crisis - Child's Social and Emotional Learning and Behavior	03:15-4:00	Brainstorming, Q&A, Discussion and Play Activity	Curriculum and Basic Training Guideline
End of the Session and Tea Break				

Day-2				
Session	Content	Time	Method	Material
01	Reflection of Previous Day's Activities	9:00-9:30	Play Activity	Ball
02	Basic Concepts on Psychosocial Support - Active Listening and Empathy	09:30-11:00	Sharing events, Group discussions, Practice	Curriculum and Basic Training Guideline
Tea Break (15 minutes)				
03	Basic Concepts on Psychosocial Support - Non-judgmental Attitude	11:15-12:15	Q&A & Discussion	Curriculum and Basic Training Guideline
04	Basic Concepts on Psychosocial Support - Confidentiality	12:15-1:00	Q&A & Discussion	Curriculum and Basic Training Guideline
Lunch Break (1 hour)				
	Continues.....	02:00-02:15	Q&A & Discussion	Curriculum and Basic Training Guideline
05	Basic Concepts on Psychosocial Support - Some common symptoms of psychosocial issues and referral	02:15-04:00	Sharing Events, Group Discussions, Practice	None
End of the Session and Tea Break				

Day-3				
Session	Content	Time	Method	Materials
01	Reflection of Previous Day's Activities	09:00-09:30	Play Activity	None
02	BRAC Humanitarian Play Lab Model - Activities of Humanitarian Play Lab	09:30-10:30	Q&A & Discussion	Curriculum and Basic Training Guideline
03	Curriculum of Humanitarian Play Lab - Curriculum and Framework of Humanitarian Play Lab	10.30-11.00	Q&A & Discussion	Curriculum and Basic Training Guideline
Tea Break(15 minutes)				
	Introduction to the Humanitarian Play Lab Curriculum's Theme based Activities	11.15-12.15	Q&A & Discussion	Curriculum and Basic Training Guideline
04	Curriculum of Humanitarian Play Lab - Introduction to daily Routine and Monthly Activity plan of the Humanitarian Play Lab (HPL)	12:15-1:00	Discussion, Q&A and Group Work	Curriculum and Basic Training Guideline
Lunch Break(1 Hour)				
05	Play activities of Humanitarian Play Lab (HPL) - "Time to Say Hello" & "Kabbya and Kissa" - Practice, Presentation & Rules of Conducting "Kabbya and Kissa"	02:00-03:00	O & A, Discussion & Presentation	Curriculum, Basic Training Guideline
06	Play activities of Humanitarian Play Lab (HPL) - "Moving & Doing" - Practice, Presentation & Rules of Conducting "Moving & Doing" Activity	03:00-03:30	Q&A, Discussion and Presentation	Curriculum, Basic Training Guidelines and Necessary Materials

07	Play activities of Humanitarian Play Lab (HPL) <ul style="list-style-type: none"> - “Drawing & Creating” - Practice, Presentation & Rules of Conducting “Drawing & Creating” Activity 	03:30-04:00	Q&A, Discussion and Presentation	Curriculum, Basic Training Guidelines and Necessary Materials
End of the Session and Tea Break				

Day-4				
Session	Content	Time	Method	Material
01	Reflection of Previous Day’s Activities	09:00-09:30	Play Activities	Ball and Rattle
02	Play activities of Humanitarian Play Lab (HPL) <ul style="list-style-type: none"> - “Play as You Wish” - Practice, Presentation & Rules of Conducting “Play as You Wish” Session 	09:30-10:00	Q&A & Discussion and presentation	Curriculum and Basic Training Guideline
03	Introduction and Discussion of Humanitarian Play Lab Curriculum’s “Watch, Play, Learn” and Theme-based Videos (Friendship & Helpfulness) <ul style="list-style-type: none"> - “Watch, Play, Learn” - Theme-based Videos (Friendship & Helpfulness) 	10:00-11:00	Q & A, and Discussion	Curriculum, Basic Training Guideline & Pico Projector
Tea Break (15 Minutes)				
04	Presenting Ideal Theme-based Videos <ul style="list-style-type: none"> - Practice, Presentation & Rules of Conducting “Friendship and Helpfulness” Videos session 	11:15-01:00	Q & A, Presentation & Discussion	Curriculum, Basic Training Guideline and Pico Projector
Lunch Break (1 hour)				
05	Play activities of Humanitarian Play Lab (HPL) <ul style="list-style-type: none"> - “Time to Say Goodbye” - Introduction to Home Visit session 	02:00-03:00	Q&A and Discussion	Curriculum, Basic Training Guideline

06	Rohingya Community Involvement and Participation <ul style="list-style-type: none"> - Management Committee and Parents Meeting of Humanitarian Play Lab - Communication and Participation with Rohingya Community and Parents. - Material Development Workshop with the Participation of Rohingya Community 	03:00-04:00	Discussion, Q&A, Experience Sharing and the Display of Materials	Basic Training Guideline
End of the Session and Tea Break				

Day:5				
Session	Content	Time	Method	Material
01	Reflection of Previous Day's Activities	09:00-09:30	Play Activity	None
02	Introduction to Pico projectors <ul style="list-style-type: none"> - Introducing Various devices of Pico Projectors - Hands-on tutorial on How to Fit a Pico Projector 	09:30-11:00	Q&A and Discussion	Pico Projector, Basic Training Guideline
Tea Break (15 minutes)				
03	- Practice with the Participants How to Fit the Pico Projector	11:15-12:15	Q&A and Discussion	Pico Projector, Basic Training Guideline
04	Roles and Responsibilities of Field Assistant	12:15-01:00	Q&A and Discussion	Basic Training Guideline
Lunch Break (1 hour)				
05	Work Planning and Management of Pico Projectors	02:00-03:30	Q&A and Discussion	Curriculum, Basic Training Guideline and Pico projector
06	Exchange of Feelings and Closing	03:30-04:00	Experience Sharing	None
End of the Session and Tea Break				

Day 1

Session 1



30 minutes

Contents: Introduction Session

- Welcome and Introduction

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

- Know each other

Task-1: Welcome and Introduction

Time: 30 minutes

Method



Play Activity

Materials



Marker, Name Tag

Process



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

Day 1

Session 2



1 Hour

Content: Introduction

- Project Introduction
- Training Expectations and Objectives
- Training Principles and Curriculum Distribution

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

- Learn about project activities
- Explain Training expectations and objectives
- Tell the principles of Training
- Learn about Curriculum and Basic Training Guideline

Task-1: Project Introduction (HPL Activity)

Time: 20 minutes

Method



Discussion

Materials



Basic Training Guideline

Process



- Ask the participants few questions. For example: what is the name of the project, their training expectations, objectives. Also ask them if they have any idea about the program
- Now give them some time to think. Listen to the participant's opinion and discuss about the project's aim, objective and the targeted beneficiaries
- After the discussion, ask the participants if there is any question. Thank the participants if they don't have any questions and finish the introduction session

Supporting Information: Project Introduction (HPL Activities)

Project Title: BRAC Humanitarian Play Lab (HPL)

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

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

However, at present, as per the government guidelines in re-opening, four 30-minute home visit sessions per month are conducted for each mother and child in the home-based program for children aged 0-3 years following the post-COVID safety guidelines. In addition, the home-based program for children aged 3-4 years is conducted in a Rohingya community home with 10/15 children for two hours five days a week, the children in this home-based program receive one home visit session per one and a half months in addition to coming home, and 3-5 year olds. The center-based program is conducted with at least 30/35 children for one session of two hours, five days a week. In this centre-based programme, children receive one home visit one and a half months in addition to coming to the centre. And time for home visit will be 30 minutes. There is a 15-minute psychosocial support (PSS) segment and a 15-minute play segment.

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

Task-2: Training Expectations and Objectives

Time: 20 minutes

Method



Q&A and Discussion and Brainstorming

Materials



Basic Training Guideline

Process



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

Supporting Information: Training Objectives

Training Objectives:

The participants will be able to know and understand:

- Child and Children's Rights
- Child protection, different kind of children's risks and their protection policies in any crisis situation
- Children's safety policies
- The child's health and personal care.
- Early childhood development of the children, brain development and different areas of the development
- Learn about children with special needs or disabilities.
- Social and emotional learning of the children and the strategies of emotional and behavioral management of the children
- What is Play? The importance of play in the development of child's psychosocial development & growth
- Purpose, objective and characteristics of Center-based BRAC Humanitarian Play Lab
- Roles and responsibilities of Field assistant and Center-based requirements of them
- Psychosocial skills of the Field Assistant and describe them
- Identify the symptoms of mental problems and referral areas through psycho-social support

- Curriculum of center-based BRAC Humanitarian Play Lab
- How to conduct different activities from the curriculum
- The theme-based video introduction and discussion of the Humanitarian Play Lab curriculum
- Participation of the Rohingya community and ways to increase their engagement in the center-based Humanitarian Play Lab and talk about it
- The various devices of Pico projectors
- How to fit a Pico projector
- Roles and Responsibilities of Field Assistant
- Action Planning and Management of Pico Projectors

Task-3: Training Principles and Curriculum Distribution

Time: 20 minutes

Method

Brainstorming and Discussion

Materials

Marker and Basic Training
Guideline

Process

- Ask the participants about Training principals and give them 1-2 minutes to think
- Now listen to the participants answer and discuss the training principles in the light of supporting information. Ask them to obey the Training principles
- Now introduce to the participants with Humanitarian Play Lab activities in few words. Such as- What is it? For what age children it is for? what does it have etcetera.
- Now distribute the curriculum and guidelines to all. End the session by ensuring if they have received it.

Supporting Information: Training Principles

- Being punctual in the training
- Actively listening
- Actively participating in the activities
- Cell phone should be switched off or in silent mode
- Giving others the chance to talk
- Being respectful towards each other
- Asking questions for clarification
- Raising hand to ask a question
- Speaking one at a time
- Keeping the training room clean
- Avoiding side talk
- Not interrupting while someone is talking
- Being happy and cheerful
- Wearing mask always and maintaining mutual distance

Day 1

Session 3



1 hour

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

- Child and Children's Rights

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

- Learn about Child and Child's Characteristics
- Learn about what are the child rights and what rights Rohingya children can achieve with the support of the Field Assistants in the Humanitarian Play Labs

Task: Child and Children's Rights

Time: 1 hour

Method



Q&A, Group Work and Discussion

Materials



Curriculum & Basic Training Guideline

Process



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

Supporting Information: Child and Children's rights

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

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

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

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

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

Development Right: This includes all the rights that help a child's holistic development. For example, PB 2 the right to education, sports, rest, thought, logic, information and knowledge, musical activities, and the right to freely practice their religion.

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

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

Day 1

Session 4



1 hour 15 minutes

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

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

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

- Understand the meaning of child protection and what types of risks a child can have
- Know how to protect a child in an emergency situation.
- Know Children's Security Policies
- Sign 'BRAC Safeguarding Acknowledgment'

Task-1: Child Protection in an Emergency Context

Time: 25 minutes

Method



Q&A and Discussion

Materials



Basic Training Guideline

Process



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

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

Child protection in an emergency contest:

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

- Being separated from family
- Being oppressed

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

Task-2: Child Protection Policies and Strategies In Emergency Situation

Time: 25 minutes

Method



Q&A, Play activities and Discussion

Materials



Balloons and Basic Training Guideline

Process



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

Step-1

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

Step-2

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

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

Supporting Information: Child Protection Policies in Emergency Situation

Child Protection Policies:

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

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

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

Time: 25 minutes

Method



Q&A and Discussion

Materials



Basic Training Guideline

Process



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

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

Supporting Information: BRAC Child Protection Code of Conduct

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

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

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

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

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

Prohibited Conduct

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

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

Safeguarding Acknowledgment

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

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

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

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

Sign: -----

Name: -----

Date: -----

Day 1

Session 5



1 hour 15 minutes

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

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

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

- Learn about the child's Personal care, Food and Nutrition
- Describe about the Importance of Early Child Development and Brain development
- Know about children with Special Needs or Children with Disabilities
- Learn and Identify the areas of Child Development

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

Time: 15 minutes

Method



Question and Answer, Group Work and Discussion

Materials



Basic Training Guideline

Process



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

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

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

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

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

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

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

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

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

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

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

Anti-disease foods are colorful vegetables and fruits.

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

Task-2: Early Childhood Development and Brain Development

Time: 25 minutes

Method

Brainstorming, Play activities and Group Discussion

Materials

Thread Ball, Curriculum and Basic Training Guideline

Process

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

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

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

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

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

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

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

Time: 20 minutes

Method



Brainstorming, Q&A and Discussion

Materials



Curriculum and Basic Training Guideline

Process



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

Supporting Information: Children with Special Needs or Children with Disabilities

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

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

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

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

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

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

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

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

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

Task-4: Child's Areas of Development

Time: 15 minutes

Method



Brainstorming, Play activities and Group work

Materials



Curriculum and Basic Training Guidelines

Process



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

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

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

Supporting Information: Process of Play Activity

Play Activity: Jib o Joro (physical activity)

Process:

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

Play Activity: Kabbya

Process:

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

Tai Nai Sagu Sai

Theme: Numbers learning activity 1-10.

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

Supporting Information: Areas of Child Development

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

Different areas of Development

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

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

4. Cognitive Development

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

Day 1

Session 6



45 minutes

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

- Child’s Social-emotional Learning and Behavior

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

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

Task: Child’s Social-emotional Learning and Behavior

45 minutes

Method



Brainstorming, Q&A, Discussion and Play Activity

Materials



Curriculum and Basic Training Guideline

Process



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

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

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

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

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

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

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

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

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

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

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

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

Day 2

Session 1



30 minutes

Content: Reflection of Previous Day's Activity

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

- Discuss about the topics they have learnt in the previous session

Task: Reflection of Previous Day's Activity

Time: 30 minutes

Method



Play Activity

Materials



Ball

Process



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

Day 2

Session 2



1 hour 30 minutes

Content: Basic concepts on Psychosocial Support

- Active Listening and Empathy

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

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

Task: Active Listening and Empathy

1 hour 30 minutes

Method



Sharing events, Group discussion, Practice

Materials



Curriculum and Basic Training Guideline

Process



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

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

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

Psycho-social skills of a Field Assistant: Every child is different so there are a variety of their psycho-social needs. Field Assistants need some skills to provide psycho-social support to the children. The skills that the Field Assistants should possess are given in the following.

Psycho-social Support:

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

Active Listening and Empathy:

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

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

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

Importance of being Active listener

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

Empathy:

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

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

Results of Empathy

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

Day 2

Session 3



1 hour

Content: Basic Concepts on Psychosocial Support

- Non-judgmental Attitude

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

- Learn about non-judgment

Task: Non-judgmental Attitude

Time: 1 hour

Method



Q&A and Discussion

Materials



Curriculum and Basic Training Guideline

Process



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

Supporting Information: Non-judgmental Attitude

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

Means to be neutral-

- to treat everyone equally and not to show partiality with anybody
- not to explain other events like self
- not to impose own thoughts on others
- respect the opinions of all
- provide equal opportunity for all to talk

Day 2

Session 4



1 hour

Content: Basic Concepts on Psychosocial Support

- Confidentiality

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

- Learn about the importance of confidentiality

Task: Confidentiality

Time: 1 hour

Method



Q&A and Discussion

Materials



Curriculum and Basic Training Guideline

Process



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

Supporting Information: Confidentiality

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

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

Day 2

Session 5



1 hour 45 minutes

Content: Basic Concepts on Psychosocial Support

- Some common symptoms of Psychosocial Issues and Referral

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

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

Task: Some common symptoms of Psychosocial Issues and Referral 1 hour 45 minutes

Method



Sharing Event, Group Discussion, Practices

Materials



None

Process



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

Supporting Information: Symptoms of psychosocial issues and referral

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

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

Day 3

Session 1



30 minutes

Content: Reflection of Previous Day's Activities

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

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

Task: Reflection of Previous Day

Time: 30 minutes

Method



Play Activity

Materials



None

Process



- Exchange greetings and stand in a circle with the participants
- Call a participant by name and ask what they learned or liked from the previous day's session
- When the participant finished speaking, the facilitator will call another participant to point out what he/she learned or liked. Review the previous day like this
- When everyone has finished speaking, the facilitator will ask everyone if there is anything left out or if there is something unclear? If so, discuss the subject again
- Then start today's next session by thanking everyone

Day 3

Session 2



1 hour

Contents: BRAC Humanitarian Play Lab Model

- Activities of Humanitarian Play Lab
- Curriculum of the Humanitarian Play Lab

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

- Tell about the Curriculum and Principle of the Humanitarian Play Lab (HPL)
- Identify the the attributes of Humanitarian Play Lab

Task: Activities of Humanitarian Play Lab

1 hour

Method



Q&A and Discussion

Materials



Process



- Ask the participants what do they understand by Humanitarian Play Lab? Listen to some of their opinions and ask again, why Humanitarian Play Lab has been developed? What are the goal and objectives of it? Listen to their opinions and share others opinions.
- Then discuss the goal and objectives of Humanitarian by asking questions and answers in light of Supporting information. If anyone has any questions discuss it again

Supporting Information: Humanitarian Play Lab Curriculum

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

BRAC Humanitarian Play Lab Curriculum Core Principles:

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

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

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

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

Day 3

Session 3



1 Hour 30 minutes

Contents: Curriculum of Humanitarian Play Lab

- Curriculum and Framework of Humanitarian Play Lab
- Introduction to the Humanitarian Play Lab Curriculum's Theme-based activities

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

- Tell about the Curriculum and principles of BRAC Humanitarian Play Lab
- Know about the Curriculum Framework of Humanitarian Play Lab
- Explain the importance of Humanitarian Play Lab Curriculum's Themes
- Know the name of the themes of Humanitarian Play Lab Curriculum.

Task-1: Curriculum and Framework of Humanitarian Play Lab

30 minutes

Method



Q&A and Discussion

Materials



Curriculum and Basic Training Guideline

Process



- Tell the participants that we have already known about the BRAC Humanitarian Play Lab. Then ask them what else is needed for conducting Play Lab. Listen to the opinions of some participants.
- Now, ask them who are familiar with the word 'Curriculum' and what do they mean by Curriculum. Listen to the opinions of some participants and discuss if needed.
- Then, tell the participants that some principles have been followed to develop Humanitarian Play Lab Curriculum and discuss the principles in the light of the supportive information.
- After that, tell the participants that Center-based HPL Curriculum Framework has been prepared on the basis of 'Child Wellbeing' and 'Child Development and Learning'. Then, discuss the Framework with the help of the supportive information.
- Now, ask the participants if they have any question. If so, discuss about it.
- Finally, start the next session by thanking all

Curriculum Framework

Overall Theme: **Building Resilience**

Sub Themes	Skills
Playfulness	<ul style="list-style-type: none">• Enthusiasm/ motivation• Experience fun/ enjoyment• Active engagement• Initiative• Innovation/ Creativity,• Flexibility in outcome,• Involves all senses, whole body• Negotiation with others,• Spontaneity
Communications	<ul style="list-style-type: none">• Patience, listening, waiting for your turn• Understandable and clarity about what you want to say• Well suited to the situation• Learning and using emotion words• Articulation• Polite forms for request/behaviour/respectful use of sentences• Learning social cues and body language and facial expression• Adapt voice tone/intonation into context
Problem Solving	<ul style="list-style-type: none">• Negotiation with others• Flexibility in approach• Identify the first step• Identifying the goal/ goal oriented• Goal in mind• Managing your frustration
Conflict resolutions	<ul style="list-style-type: none">• Taking turn and sharing• Express appreciation to peers for kindness• Calm down from stress and anxiety• Divert/distract the mind/attention• Compromising and collaborating• Being sensitive to other's feeling/ promote empathy• Develop motivation to be kind

<p>Self-Regulations</p>	<ul style="list-style-type: none"> • Assertiveness/taking initiative • Aware of your own emotion • Reading others emotions • Express emotion in a non-harmful way • Calming strategies • Adaptability with situation • Cooperation • Able to control behaviour according to group norm • Impulse control
<p>Social Competence</p>	<ul style="list-style-type: none"> • Be likable and Friendly towards other children • Cooperate and be adaptable • Following social norms and values • Taking initiative • Able to compromise • Express thanks • Listening to others • Reading other's emotion • Active engagement in group or peer
<p>Building Confidence</p>	<ul style="list-style-type: none"> • Be fearless • Stand for myself • Self Esteem • Affirm myself • Self confidence • Care for yourself • Self monitor

Overall Curriculum: **Learning framework**

Domain	Sub domain	Specific aspects	Goals
Language & Communication	Language	Ability to listen, understands, speak and communicate.	<ul style="list-style-type: none"> The child should be able to listen & understand the spoken languages (Listening) The child understands, follows and uses appropriate social and conversational rules. (Speaking)
	Literacy	Ability to read and write.	<ul style="list-style-type: none"> The child should be able to recognize written symbols, letters and text with understanding (phonological awareness, Print & Alphabet knowledge) The child should be able to express their idea through producing picture, symbol and text.
	Multilingualism	Knowledge of more than one language (English song, rhyme)	<ul style="list-style-type: none"> The child should be able to demonstrate competency in another language along with mother tongue
Cognitive Development	Mathematics Developments	Math & Numarecy	<ul style="list-style-type: none"> The child should be able to understand and demonstrate knowledge, skills with counting numbers, operations, measurement, geometry and spatial senses.
	Enviroment and Scientific Enquiry.	Science and Enviroment.	<ul style="list-style-type: none"> The child should be able to collect and describe information through exploring and observing of objects, living things, Weather and Seasons.
	Logic and reasoning	Logical thinking and problem solving	<ul style="list-style-type: none"> Child should be able to demonstrate awareness of cause and effect and find multiple answers to questions, tasks and problems.
Physical and Motor Development	Physical Development	Physical Fitness	<ul style="list-style-type: none"> The child should have adequate strength, stamina and energy to participate in a variety of physical activities

	Motor Development	Gross Motor, Fine motor and Sensory Motor Skills	<ul style="list-style-type: none"> The child should be able to use and coordinate large muscles for body movement, small muscles for hands & fingers and senses to guide motion. The child should be able to use her/his senses to guide motion.
	Safe Practice, Personal Care & Hygiene	Safe practice and Hygiene	<ul style="list-style-type: none"> The child should be able to demonstrate awareness and understanding of safety rules and simple instructions. The child should be able to demonstrate ability to avoid harmful objects and situations. The child should be able to demonstrate personal care, hygiene skills and variety of balanced nutritious food.
Social and Emotional Development	Social Development	Pro-Social Behaviour	<ul style="list-style-type: none"> The child should be able to interact positively with adults and peers. The child should be engages in prosocial and cooperative behavior with adults / The child should be able to demonstrate pro-social behavior to cooperate and show empathy with others, to negotiate & participate in decision making and cope with diverse settings.
	Emotional Development	Emotional Expression	<ul style="list-style-type: none"> Child should be able to recognize and express appropriate range of emotion. Specific aspects: Self Control. Child should be able to regulate their feelings and impulses and have the understanding to follow the rules.
	Values & Ethics	Self Respect, honesty and responsibility. Culture and Heritage	<ul style="list-style-type: none"> Child should be able to demonstrate honesty, respect for self & others, take responsibilities and is able to accomplish tasks. Child should be able to show respect and be proud of Rohingya culture and heritage.
Creative Development	Creativity	Artistic Creativity	<ul style="list-style-type: none"> Child should be able to communicate through artistic expressions and think and use things in new ways.

Task-2: Introduction to the Humanitarian Play Lab Curriculum's Theme-based Activities

Time: 1 hour

Method



Q&A and Discussion

Materials



Curriculum, Basic Training
Guideline and Theme-based
Video

Process



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

Supporting Information: Theme-based Activities

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

The themes are:

- Friendship
- Helpfulness
- Sharing
- Overcoming Challenges
- Animal
- Joy of Learning
- Body
- Respect for self & Others
- Determination
- Trying New Things

Day 3

Session 4



45 minutes

Contents: Curriculum of Humanitarian Play Lab

- The Daily Routine and Monthly Activity Plan of the Humanitarian Play Lab

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

- Talk about The Daily Routine and Monthly Activity Plan of The Humanitarian Play Lab

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

Time: 45 minutes

Method



Discussion, Q&A and

Materials



Curriculum and Basic Training Guideline

Process



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

Supporting Information: Humanitarian Play Lab Model Routines

Humanitarian Play lab Model Routines

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

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

Option-1

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

Option-2

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

Option-3

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

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

Day 3

Session 5



1 hour

Contents: Play activities of Humanitarian Play Lab (HPL)

- "Time to Say Hello" & "Kabbya and Kissa"
- Practice , Presentation and Rules of Conducting " Kabbya and Kissa "

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

- Tell how to conduct a welcoming session at Humanitarian Play Lab
- Explain the Importance of Kabbya and Kissa in child development
- Tell the method of conducting Kabbya and Kissa from the 3-5 age cohort Curriculum recommended for the first two months

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

Time: 30 minutes

Method



Q&A and discussion

Materials



Curriculum and Basic Training Guideline

Process



- At first, discuss with the participants on how to conduct the session on 'Time to Say Hello' in the light of the supporting information
- In the 'Time to say Hello' session, tell the participants with fun, by clapping or through play how to help the children recall some sayings, safety and hygiene message. You can give an example by doing these steps yourself
- Then, ask questions to the participants about the importance and purpose of "Time to Say Hello" and "Kabbya & Kissa"
- Now, discuss the importance and purpose of "Time to Say Hello" and "Kabbya & Kissa" in the light of supporting information

Supporting Information: The Purpose and Importance of Time to Say Hello and Kabbya and Kissa

Purpose and Importance of “Time to Say Hello”: Basic Skills Children Need to Be Social and Humanitarian in Humanitarian Play Lab The ‘Welcome’ session is very important as an area to teach and practice things like getting along with others, getting to know each other, introducing yourself, playing the national anthem, maintaining harmony etc. Through the ‘Time to Say Hello’ sessions, children learn the skills they need for everyday living. Here the child can develop language and communication skills as well as nutritious food, cleanliness, safety and security skills for healthy living. Practicing Myanmar National Anthem develops patriotism and socio-emotional attitude in children. Also, child-led, based on their interests and preferences, the Myanmar language facilitator can conduct ‘the time to say hello’ session through any interested child.

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

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

Time: 30 minutes

Method



Discussion and Presentation

Materials



Curriculum, Basic Training
Guideline

Process



- Discuss in detail with the participants the method of conducting “Kabbya and Kissa” recommended for the first month of 3-5 cohort Curriculum through question and answer. Conduct the selected Kabbya and Kissa with them
- Then ask the participants to sit as children and introduce some of the “Kabbya and Kissa” playing the role as facilitator
- Now call some of the participants in turn, give them the necessary materials
- and ask them to present the activity one by one. Help them if needed
- End the session by completing any additions or subtractions if needed and start the next session by thanking all

Day 3

Session 6



30 minutes

Contents: Play activities of Humanitarian Play Lab (HPL)

- “Moving & Doing”
- Practice, Presentation & Rules of conducting The “Moving & Doing”

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

- Explain the purpose of physical play in child development.
- Explain the purpose of social and emotional play in child development
- Say the “Moving & Doing” activities rules for children ages 3-5 according to the Curriculum.
- Present the “Moving & Doing”

Task-1: “Moving & Doing”

Time: 15 minutes

Method



Q&A and Discussion

Materials



Curriculum and Basic Training Guideline

Process



- Ask the participants what is the “Moving & Doing” and what is the purpose of these activities? Listen some of the opinions.
- Now explain the importance of the “Moving and Doing” in the light of supporting information

Supporting Information: “Moving & Doing”

Physical plays are very favorite for Rohingya children. Which is given in this Humanitarian Play Lab curriculum titled “Moving & Doing”. In addition to physical play, various types of social and emotional play are included. Through which children can play together, learn to wait their turn, learn to be respectful and empathetic to others, be patient in critical situations and empathize with others’ suffering. When children engage in free and spontaneous play, they are free from fatigue and boredom and keep their minds cheerful. Positive interactions with friends can foster creative thinking and innovative attitudes and performance that help them acquire the skills they need to survive. At the same time children’s pre-learning work is also done. For example, how many places are playing, which places are safe, which places are not safe, inside-outside, near-far, up-down etc. Moreover, through self-control, one can express oneself correctly, think about problems, express thoughts in words and solve small problems.

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

Task-2: Practice, Presentation & Rules of Conducting “Moving & Doing”

Time: 15 minutes

Method



Q&A, Discussion and Presentation

Materials



Curriculum, Basic Training Guidelines and Necessary Materials

Process



- Collect the necessary materials in advance.
- Discuss in detail the method of conducting the “Moving and Doing” session through questions-answers by showing pictures, which has been scheduled for the first one months of the curriculum for children aged 3-5 years
- Then ask the participants to sit as children and introduce some of the “Moving and Doing” activities, playing the role as a facilitator
- Now call some of the participants in turn, give them the necessary materials and ask them to present the activity one by one. Help them if needed
- End the session by completing any additions or subtractions if needed

Day 3

Session 7



30 minutes

Contents: Play activities of Humanitarian Play Lab (HPL)

- "Drawing & Creating"
- Practice, Presentation & Rules of conducting "Drawing & Creating" activities

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

- Explain the purpose of "Drawing and Creating" activities in child development
- Talk about the rules of "Drawing and Creating" activities for children aged 3-5 years according to the curriculum
- Present the "Drawing and Creating" activity

Task-1: "Drawing & Creating"

Time: 15 minutes

Method



Q&A and Discussion

Materials



Curriculum and Basic Training Guideline

Process



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

Supporting Information: Drawing & Creating

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

Task-2: Practice, Presentation & Rules of conducting “Drawing & Creating”

Time: 15 minutes

Method



Q&A, Discussion and Presentation

Materials



Curriculum, Basic Training Guideline and Necessary Materials

Process



- Collect the necessary materials in advance
- Explain in detail how to conduct the ‘Drawing and Creating’ session through question and answer with pictures, for children aged 3-5 years which is scheduled for the first two months of the curriculum
- Call some of the participants to the front, make them sit like children, and introduce the “Drawing and Creating” session by playing the role of the facilitator
- Now call some of the participants in turn, give them the necessary materials and ask them to present the “Drawing and Creating” and help them if needed
- End the session by completing any additions or subtractions if needed

Day 4

Session 1



30 minutes

Content: Reflection of Previous Day's Activities

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

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

Task: Reflection of Previous Day's Activities

Time: 30 minutes

Method



Play Activity

Materials



Ball and Rattle

Process



- Exchange greetings with the participants
- Now ask everyone to stand in a circle and give one person a ball
- Tell the participants to pass the ball one by one when you shake the rattle. Suddenly stop shaking the rattle, the person with the ball will say something they liked from the previous day's session
- In this way, give everyone an opportunity to review the topics of the previous session by passing the ball around
- Then start today's next session by thanking everyone

Day 4

Session 2



30 minutes

Content: Play activities of Humanitarian Play Lab (HPL)

- “Play as You Wish”
- Practice, Presentation & Rules of conducting “Play as You Wish” Session

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

- Explain the purpose and importance of ‘Play as You Wish’ in Child Development
- Introduce the “Play as You Wish” for children aged 3-5 according to curriculum
- Present “Play as You Wish”

Task-1: “Play as You Wish” Session

Time: 15 minutes

Method



Q&A, Discussion

Materials



Curriculum, Basic Training
Guideline

Process



- First ask the participants, what do we mean by “Play as You Wish” session and what is the purpose of this activities? Listen their opinions from a few
- Now explain the purpose and importance of the “Play as you wish” session in the light of supporting information

Supporting Information: “Play as You Wish” Session

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

Task-2: Practice, Presentation & Rules of Conducting “Play as You Wish” Session

Time: 15 minutes

Method



Q&A, Discussion and Presentation

Materials



Curriculum, Basic Training Guideline

Process



- Arrange the materials in selected areas of the Play lab with the help of Supporting information.
- Call some of the participants to the front, make them sit like children, and introduce some Play as You Wish activities, playing the role of facilitator.
- Now call one of the participants to act like the Myanmar language facilitator, ask him to present how to conduct the activities with children aged 3-5 years with the materials arranged.
- Discuss the points that Myanmar language facilitators should keep in mind while conducting the “Play as You Wish” session, in the light of the supporting information.
- End the session by completing any additions or subtractions if needed.

Day 4

Session 3



1 hour

Content: Play activities of Humanitarian Play Lab (HPL)

- Introduction to “Watch,Play,Learn”
- Practice and Presentation and Rules of Conducting Theme-based videos (“Friendship” and “Helpfulness”)

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

- Know the Humanitarian Play Lab Curriculum videos
- Answer various questions about the videos
- Learn about Theme-based (Friendship & Happiness) videos

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

Time: 15 minutes

Method



Discussion and Presentation

Materials



Curriculum, Basic Training Guideline & Pico Projector

Process



- Give participants the ideas about “Watch, Play, Learn”
- Explain the purpose and importance of “Watch, Play, Learn” activities. Listen to some of the opinions
- Discuss about the children’s skill which one children gather after watching this videos
- Now, ask the participants if they have question, discuss about it
- Finally, start the next session by thanking all

Supporting Information: “Watch, Play, Learn”

Watch, Play, Learn is a session where children watch educational videos from the Play to Learn program as a group. Watching the Play to Learn video package provides a fun, comforting and engaging activity for children that also introduces and models new educational concepts. The videos used during this session promote playfulness; socialemotional learning; child protection, health and safety skills; pro-social behavior; problem solving; and the learning of math and science concepts.

Task-2: Practice and Presentation and Rules of Conducting Theme-based videos (“Friendship” and “Helpfulness”)

Time: 45 minutes

Method



Discussion and Presentation

Materials



Curriculum, Basic Training Guideline & Pico Projector

Process



- Show participants Theme-based videos (Friendship & Helpfulness).
- Now ask the participants what they saw in the video, explain if necessary
- Explain to the participants what questions to ask in light of the video. If something is unclear, discuss the matter.
- Finally, end the session by thanking all

Supporting Information: “Friendship”

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

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

SEL Activities: Anger

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

Determination

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

Math Activities: Circles, Triangles, Squares

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

Triangles

1. Ask children if they recall what the characters did in the episode. What shapes were they trying to make?
2. Remind children that a triangle has three sides and three angles and a pyramid has sides that are triangles, which meet at the top. The base can be a triangle, square, or pentagon.
3. Tell children they will play a hopping game to cross a shape trail
 - a. Place the cut-out shapes in a random path that curves.
 - b. Instruct children to get to the end of the path by only stepping on triangles or pyramids.
 - c. If any child makes a mistake correct them by asking what shape they stepped on and why it isn't a triangle or pyramid.

- d. Have the child go to the end of the line.
- e. If a child crosses correctly they should sit and wait for the other children to finish
- f. After all the children are finished, provide each child with paper and scissors.
- g. Encourage the children to make their own mini trail using different patterns of shapes.
- h. Have children share their trails with the class.

Big and Small

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

Supporting Information: “Helpfulness”

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

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

SEL Activities: Frustration

1. Ask the children if they recall what happened to the characters in the episode. What was the character feeling, why? How did they manage this feeling?
2. Remind children that frustration is a feeling we have when we try to do something over and over again, but no matter how hard we try, we can't do it.
 - a. When we are frustrated we feel that it is very hard, and we don't know whether to give up or try again.
 - b. Frustration is natural and happens when we try something new or sometimes when we do something we have done before and for some reason it isn't happening this time for us.

- c. It is important that when we feel frustrated, we don't harm or hurt someone.
- 3. Tell children they are going to use their memory and imagination to understand frustration.
 - a. Ask children to lay on their backs and close their eyes.
 - b. Ask children to recall a time when they were frustrated with something. Make some suggestions to help prompt their memory (e.g. couldn't tie my laces; unable to do homework; unable to carry something).
 - c. Ask the children to now practice belly breathing like the characters in the episode -
Put your hands on your belly and say "stop." Take a slow, deep breath in through your nose while expanding your belly. Then slowly, breathe out through your mouth while letting your belly deflate
 - d. Ask the children to think of a color that makes them feel calm or sad. Tell them to remember their color.
 - e. Ask children to think of an object, animal, or person that makes them feel happy and calm.
 - f. Instruct children to open their eyes.
 - g. Provide children with a sheet of paper to draw a picture of the thing/person that calms them using the color that calms them.
 - h. Have children share their drawings with the class.

Nervous

- 1. Ask the children if they recall what happened to the characters in the episode. What was the thing the character was trying to do? How did you know the character was nervous?
- 2. Remind children that when you are nervous you often get a prickly feeling because you are worried about something.
- 3. Explain to children they will learn about different scenarios when they might be nervous.
 - a. Call one child to the front of the class and tell them the beginning of a story.
 - b. Instruct them to think of the next part of the story and then pick another child to come up to the front of the room.
 - c. The next child should repeat the first and second part of the story and then pick another child to add on to the story.
 - d. Continue the game until you have a long silly story and everyone has come to the front of the class.

Ask the children how they felt not knowing if they were going to be called on or how they felt when they had to remember the other parts of the story.

Math Activities: Width

- 1. Ask the children to describe what the characters were doing in the episode. Where did they run into a problem? How did they solve it?
- 2. Remind children that width is how long something is from one side to the other.
- 3. Tell the children they will use different things to measure the width of their item.
 - a. Group children into different groups.
 - b. Place the small objects in one place bunched together.
 - c. Provide each group with a large item.
 - d. Tell each group to select one person to go and select a several items of one type to measure their bigger item.
 - e. Encourage children to work together to measure the width of their larger item. Advise students they can also use parts of their bodies like their fingers, arms, or feet.

Have children share their measurements.

Weight/Heavy and Light

1. Ask the children to recall and describe what the characters were doing in the episode. Where did they run into a problem? How did they solve it?
2. Ask the children if they can describe what weight refers to.
3. Remind children that weight is how heavy or light something is.
4. Instruct children to figure out how heavy or light each cup is.
 - a. Line up each of the cups.
 - b. Ask children if they can guess which cup is the lightest/heaviest?
 - c. Ask one child to organize the cups in order from lightest to heaviest.
 - d. Ask the remaining children if this is correct.

Add or remove something from one of the cups and repeat for other children.

Fast and Slow

1. Ask the children if they recall what the characters had a challenge with during episode. How did they solve their problem?
2. Ask the children to describe the difference between slow and quick.
3. Remind children that fast is when something is done or moves quickly and slow is when something takes a while to move.
4. Tell children they will use their bodies to demonstrate fast and slow movements.
 - a. Instruct children to stand up and repeat the movements you make after you say what action to do. (e.g. Shake your hands fast; blink your eyes slowly)
 - b. After a few commands, tell children they will now play a game where they must only copy your movements when you use the word 'please' (e.g. Please stomp your foot slowly). If any child imitates you when you don't say 'please' they should sit down.

Continue the game until there are only a few children standing.

Day 4

Session 4



1 hour 45 minutes

Content: Presenting Ideal Theme-based Videos

- Practice, Presentation & Rules of conducting “Friendship and Helpfulness” Videos session

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

- Introduce the Humanitarian Play Lab’s videos of “Friendship & Helpfulness”
- Present specific Themes-based video for 3-5 years children
- Answer various questions about the video

Task: Practice, Presentation & Rules of conducting “Friendship and Helpfulness” Videos session

1 hour 45 minutes

Method



Q & A, Presentation and Discussion

Materials



Curriculum, Basic Training Guideline and Pico Projector

Process



- Prepare the Pico Projector properly in advance
- Show the participants the first two Months of scheduled videos on the theme “Friendship and Helpfulness” from the Curriculum for 3-5 year old children and discuss in detail through question and answer
- Call some of the participants to the front, make them sit like children, and introduce some Play as You Wish activities, playing the role of facilitator
- Call some of the participants ask them to present the video with assistance and assist if needed
- If anything needs to be added or deducted then do it and end the session

Day 4

Session 5



1 hour

Content: Play activities of Humanitarian Play Lab (HPL)

- "Time to Say Goodbye"
- Introduction to Home visit session
- Practice, Presentation & Rules of conducting Home visit session

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

- Explain the purpose and importance of "Time to Say Goodbye" in child development
- Introduce "Time to say Goodbye" for children aged 3-5 according to Curriculum
- Will be able to explain the objective of Home Visit Session
- Will be able to tell the rules of conducting Home Visit Session
- Will be able to present the Home Visit session
- Say at the end of the day's activities according to the Play lab routine

Task-1: "Time to say Goodbye"

Time: 30 minutes

Method



Q&A and Discussion

Materials



Curriculum, Basic Training Guideline

Process



- Ask the participants, will the children go back home after finishing all the activities in the Humanitarian Play Lab? Take few opinions.
- Discuss by using the supporting information from HPL Curriculum Guideline and ask them how they will finish the day's activity with the children.
- Now explain them how they will do the four activities of the "Time to Say Good Bye" session. Through question-answer, discuss it.
- Now tell the participants to play the roles of the children and you play the role of the facilitator and
- present how they will go home from humanitarian play lab through an activity and also make the participants
- If anything will be added or deducted then do it and end the session.

Supporting Information: "Time to say Goodbye"

Time to say Goodbye: The children of Humanitarian Play Lab will play with various toys from the beginning till the end. After the play is finished, the Myanmar Language Facilitator will stand in a 'U' formation with all the children. Then she will talk about how the day was spent in few words and also hear from some enthusiastic children. But pay attention whether all the children have the opportunity to speak. Sometimes the children will conduct a breathing exercise or any mental stress relieving activity, or sometimes they will imitate trains, cars, or birds to say goodbye (use words such as: will see you all later, take care) to each other and leave the Play Lab.

Task 2: Introduction to Home visit session

Time: 15 minutes

Method



Q&A, Discussion

Process



- Ask the participants what do we understand by Home visit session and what is the objective of it? Hear the answer from few of them.
- Discuss the importance of Home visit session in light of supporting Guideline

Materials



Home Visit Session

Supporting Information: Introduction to Home visit session

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

Task-3: Practice, Presentation & Rules of conducting Home visit session

Time: 15 minutes

Method



Q&A, Discussion

Process



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

Materials



Home Visit Session

Day 4

Session 6



1 hour

Content: Rohingya community involvement and participation

- Management Committee and Parents meeting of Humanitarian Play Lab
- Communication and Participation with Rohingya Community and Parents
- Material Development Workshop with the Participation of Rohingya Community

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

- Talk about the nature of Play Lab management Committee structure and its responsibilities and duties
- Explain what Parents meeting is, its necessity and how to conduct Monthly parent meeting
- Communicate with parents and Rohingya community and can tell in which work they can be involved
- Talk about materials development workshop with Rohingya Community Participation

Task-1: Management Committee and Parents meeting of Humanitarian Play Lab

Time: 20 minutes

Method



Q&A & Discussion

Materials



Curriculum, Basic Training Guideline

Process



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

- Then discuss with the participants the points a facilitator should keep in mind when conducting a parents meeting through a question and answer session
- Now call a few participants or have the facilitator act out how to conduct a Parents meeting
- Listen to the participants for any question or comment after the performance

Supporting Information: Things to keep in mind while conducting sessions

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

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

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

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

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

Task-2: Communication and Participation with Rohingya Community and Parents

Time: 20 minutes

Method



Discussion and Experience Sharing

Materials



Curriculum, Basic Training Guideline

Process



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

Task-3: Material Development Workshop with the Participation of Rohingya Community

Time: 20 minutes

Method



Discussion, Q&A and the Display of materials

Materials



Curriculum, Basic Training Guideline

Process



- Ask the participants how to collect materials and various toys for the Humanitarian Play Labs, which is appropriate for the Rohingya community and revolved around their culture and tradition. Now say, one of the most effective ways to locally collect or make the materials is the Rohingya community’s participation at material development workshops.
- Now share your experience of previously held material development workshop at Humanitarian Play Lab. For example: when and where was the workshop conducted, who were the participants, and what materials were made at the workshop.
- Now will discuss how to recycle/convert used materials or thrown away trashes (for example: pieces of bamboo, plastic bottles, Tin boxes, husks of coconut, soil, hay, pieces of old clothes, discarded/abandoned big or small boxes, cotton, etc.) into various toys and decorative pieces (for example: samiyana, small pillows, decorative hanging flowers, clay toys, bamboo blocks, dolls made up of clothes, paper flowers, cloth or jute bags, cars made out of plastic bottles, etc.) and display some samples of materials and toys.
- Now ask the participants what they know about distributing materials and making toys. Listen to some opinions.
- If the participants want to add anything to it or if they have any comments on this issue, ask them. If not, end the session by sharing your opinions about it.

Day 5

Session 1

30 minutes

Content: Reflection of Previous Day's Activities

- Reflection of Previous Day's Activities

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

- Talk about the topics they have learned from the previous session

Task: Reflection of Previous Day

Time: 30 minutes

Method



Play activity

Materials



None

Process



- Start the session by welcoming and exchanging greetings with the participants. Tell the participants to divide into two lines and stand facing each other.
- Now ask one person from first group to question someone from the other group about yesterday's discussion. If the second group is able to give the right answer, then that group will get 1 point. But if the answer is wrong, the questioner group will give the answer and they will get the point. Through a Question - Answer session, discuss all the topics of previous day
- When the Q&A session is over, ask the participants whether they have missed to discuss about any topic, or if there is anything still unclear to anyone. If anyone points out any such topic that is unclear to him/her, discuss it again
- Then thank everyone and move on to the next session

Day 5

Session 2



1 hour 30 minutes

Contents: Introduction to Pico Projector

- Introduction to various devices of pico projector and tutorial on how to fit a pico projector

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

- Tell about Pico projector
- Tell about how to fit pico projector

Task-1: Introducing Various Parts of Pico Projector and Hands-on Tutorial on How to Fit a Pico Projector

1 hour 30 minutes

Method



Q&A and Discussion

Materials



Pico Projector and Basic Training Guideline

Process



- Ask the participants what is pico projector? Why this projector is being used in HPL? Listen to few of their opinions.
- Discuss about Pico Projectors on the basis of supporting information
- Now explain the different parts of this projector separately
- Call some of the participants and ask them the names of different parts and show them how to fit the parts of the projector
- Now call them one by one and help if needed

Supporting Information: Equipment of the Pico projector.

Equipment included

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



Special Instructions-

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



Day 5

Session 3



1 hour

Content: Introduction to Pico Projectors

- Practice, Presentation and Rules of Conducting Pico Projector

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

- Explain the rules for operating of the Pico Projector
- Operate the Pico projector

Task: Practice with the Participants How to Fit the Pico Projector

Time: 1 Hour

Method



Q&A and Discussion

Materials



Pico Projector and Basic Training Guideline

Process



- Practice, Presentation and Rules of Conducting Pico Projector
- If the participants have any questions about the Pico Projector topics, explain them to the participants one by one through question-answers and discussion
- Now call some of the participants in front, give them the Pico Projector and ask them to demonstrate how to operate the Pico Projector. Help if needed
- Ask the participants if they have any comments, if not then end the session by sharing your feedback

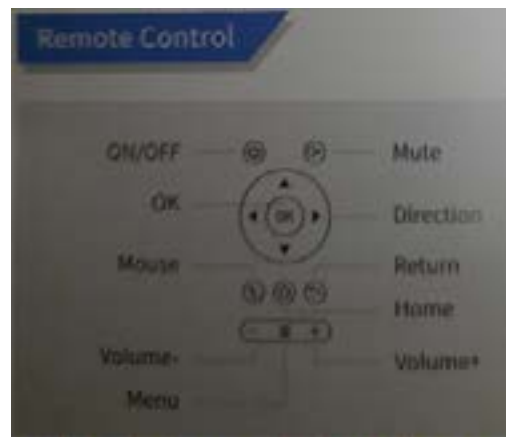
Supporting Information: Rules for Operating of the Pico Projector

Using instructions:

1. Set the projector screen properly so that children can see it. Adjust the brightness so that everyone can see the video without being distracted by reflections on the screen.
2. In the case that direct electricity is accessible, connect the projector to a power source. Push the ON/OFF switch on one side of the projector to turn it on, and then press the POWER button (⏻). You'll know the display has started to turn on when the blue light starts appearing.



3. Batteries can be used to power the projector instead of actual electricity. For the ease of running the projector continuously, a power bank is included.
4. Turn on the speaker by plugging the speaker wire to the projector's headphone port (🔊).
5. Press the little on button (pictured) to turn on the projector.
6. Video, picture, and other icons will appear on the projector screen. To pick an icon, use the projector's or remote's symbols (◀▲▼▶) and press the OK (OK) button.
 - To view videos, click the Videos (VIDEOS) button.
 - To view pictures from storybooks and comic books, click the Photos (PHOTOS) icon.
7. The words SD card or flash drive (SD CARD or FLASH DRIVE) will appear on the screen. To pick an icon, use the projector's or remote's symbols (◀▲▼▶) and press the OK (OK) button.
8. To pick the appropriate language, session, and video, push the OK (OK) button on the relevant icon using these symbols (◀▲▼▶) on the projector or remote. If you need to return to a previous page, click the back button (←).
9. Actions can be made while the projector is being used:
 - You can adjust the focus of the projector by turning the white dial shown in the picture.
 - The left-right arrow keys (◀▶) on the top of the projector can be used to control the sound.
 - The projector's up and down arrow icons (▲▼) can be used to control the image's location. When the projector machine is above or below the projector picture screen, this option must be used.
 - To pause or rewind the video, press the Back button (←).
 - By pressing the menu button, one may access the main menu at any moment.



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

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

Day 5

Session 4



1 hour

Contents: Roles and Responsibilities of Field Assistant (FA).

- Roles and Responsibilities of Field Assistant (FA)

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

- Tell about Field Assistant's (FA) duties and Responsibilities

Task: Roles and Responsibilities of Field Assistant (FA).

Time: 1 hour

Method



Q&A and Discussion

Materials



Curriculum and Basic Training Guidelines

Process



- Ask the participants to manage the Humanitarian Play Lab what should be the duties and responsibilities of Field Assistant (FA). Listen from few of the participants.
- Now discuss the duties and responsibilities of the Field Assistant in light of the supporting information and ask them if they have any queries regarding this, if not, end the session by sharing your opinions about it

Supporting Information: Roles and Responsibilities of Field Assistant (FA)

Using instructions:

- A Field Assistant will look after 3 Centers/There will be 3 Centers under one
- Field Assistant will show/exhibit videos through Pico Projectors in 6 sessions per day
- Collection of required materials and video materials from Field Assistants for sessions at Cox Centers
- Ensuring storage, maintenance and availability of all equipment required during sessions (projector, screen, speakers, batteries, tripod)
- Appointing supervisor for organizing various meetings and workshops at the center
- Prepares a separate rotation plan for his assigned HPL centers and shares it with the Myanmar Language Facilitators
- Maintain regular contact with Managers, Technical field Assistants and Myanmar Language Facilitators
- To share information with concerned authorities
- Attending all work-related meetings, workshops and trainings
- Generate reports, share with concerned authorities and store for future reference.
- Maintaining impartiality, empathy and confidentiality
- Must inform the authorities at least one day in advance for leave

Day 5

Session 5



1 hour 30 minutes

Content: Work Planning and Management of Pico Projectors

- Work Planning and Management of Pico Projectors

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

- Know about the Pico Projector working plan
- Explain how to manage the Pico Projector

Task: Work Planning and Management of Pico Projectors.

1 hour 30 minutes

Method



Q&A and Discussion

Materials



Pico Projector, Curriculum and Basic Training Guideline

Process



- Ask the participants what do they understand by work planning and management of pico projector? Listen to some of their opinions
- Now discuss on how to play it in which center of Humanitarian Play Lab
- Discuss the work planning and management of pico projector on the basis of the supporting
- information and ask them if they have any queries regarding this. If not, end the session by sharing your feedback

Supporting Information: Work Planing

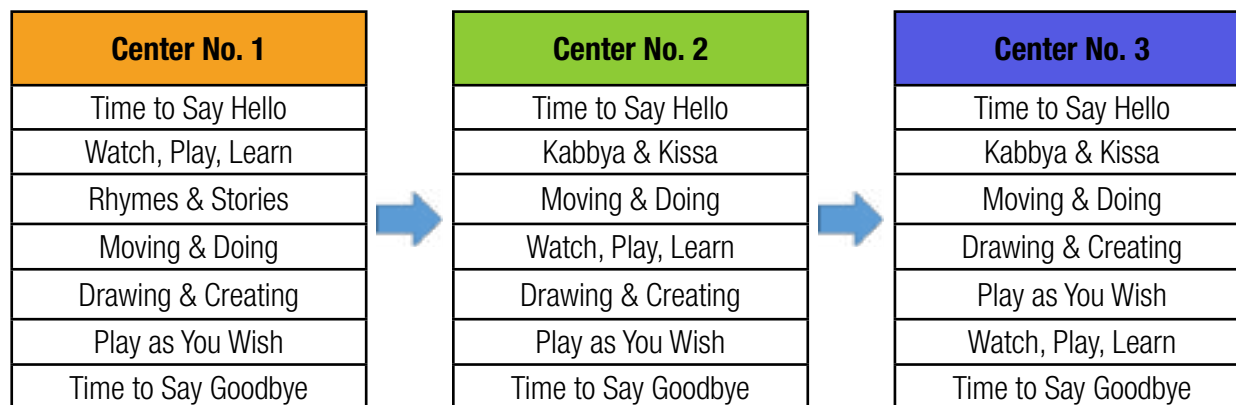
A field assistant will be in charged for showing videos at 3 centers daily. He will visit 3 of his designated centers and show the videos twice a day. Each 'Watch, Play and Learn' session will have 15 minutes allocated time to show the video and at the end of the show, the Field Assistant will talk to the children about the videos. At each HPL center, children aged 3-5 receive these sessions. In the 3-5 years cohort. Since children aged 3-5 years come to the center at different times, the field assistant will visit each center twice and show the videos to the children.

Sample of video display plan at each center of Field Assistant

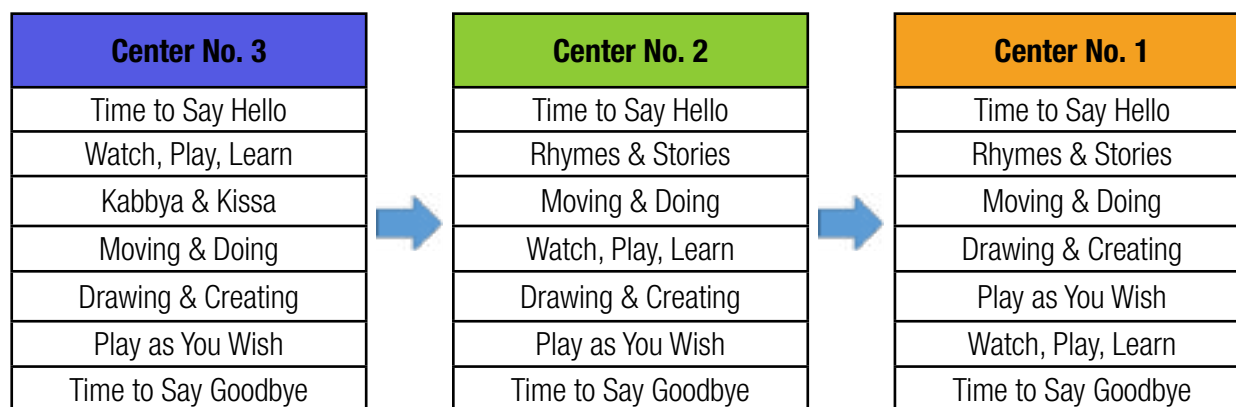
- During the first session at the HPL Center, the Field Assistant will go to center no.1 and show the specified videos after "**Time to Say Hello**" session as per the routine of the center.
- Next, s/he will go to center 2 and show the specific videos after "**Moving and Doing**" activities session according to the center routine.
- Then, s/he will go to center no.3, and according to the center routine and after "**Play as You Wish**", S/he will show specified videos. After the completion of the video shows, the field assistant will stay in this Center No. 3 and when the second session starts in the center, he will show the specific videos after the "**Time to Say**" Hello session according to the routine of the center.

- Then again, S/he will go to center no. 2 and show the specific videos after “**Moving and Doing**” as per the routine of the center. Then, go to Center No. 1 and “**Play as You Wish**” as per the center routine, and then show the specified videos.

For the first session of the center



For the first session of the center



Considerations for displaying videos:

- Make sure the projector, screen, and sound system is working properly before going to start the session
- Make sure the projector has got enough charge
- Attending the center before the starting of the video session and ensuring the setup of the projector inside the center
- Make sure that there is no problem in watching the video due to the light. For example- lowering the center’s curtain if necessary.

Maintenance of projectors and other equipment:

All of the equipment that are required to conduct the session (projector, screen, sound system, stand) will be in the field office of the camp. The field assistant will take the necessary materials from the field office before going to the Play Lab every day and check that everything is working properly. The field assistant will inform his/her supervisor if there is any problem related to the materials. The supervisor will take the initiatives to resolve the issues.

After the session, s/he will come to the field office and return all the materials and video clips to the supervisor. Thus, every morning s/he will collect the materials from the field office and return them to the field office at the end of the session. It should be noted here that the projector should be fully charged before submission and the supervisor will take special care in this regard.

Day 5

Session 6



30 minutes

Contents: Exchange of Feelings and Closing

- Exchange of Feelings and Closing

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

- Express how the session was for them

Task: Exchange of Feelings and Closing

30 minutes

Method



Experience Sharing

Materials



None

Process



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

