

## 7

# We're all the same – and all different!

**Objectives:**

- Parents/caregivers are aware that individual differences are important and to be welcomed
- Parents/caregivers develop inclusive attitudes towards children who are developing differently in some way
- Parents/caregivers understand that they can help their child if there is some concern about the child's development, and learn some initial ways to do this

1 hour	1. Welcome and Introduction	10 min
	2. We're all the same – and all different!	20 min
	3. Sometimes there's an extra difference	20-30 min
	4. If it's our own child	10-20 min
	5. Closing and assignment	5-10

**Preparation before the session:**

- Flipchart and pens
- Cut-out faces (at the back of this session plan)
- Charts: 'Everyone can help', 'Difficulty with ...', 'We can always help' (also at the back)
- What happens next? One story set for each group (also at the back)
- Booklets about development difficulties/disabilities: enough for a set for each parent/caregiver

**About timing:**

The total time above is 1-1½ hours, but experienced facilitators advise that additional time may still be needed – maybe up to two hours, depending on the group. They also feel that it would be good to give extra time and not leave anything out, so try to do this if you possibly can. If you really cannot do this, you will need to shorten some of the discussion but do not leave out complete sections.

The next session is on Toy-Making – and you do not want to take away any of the fun from this! But if caregivers still want extra discussion about development difficulties and differences, maybe a little could happen just informally then as well.

**Special guidance:**

There may be a parent in the group who has a child with a developmental difficulty, or who has a disability themselves. Before you start, read the guidance about this at the end of the module.

## 1. Welcome and Introduction

**Time:** 10 minutes

**Materials:** None unless needed for assignment review

**Welcome:**

- **SAY** ► Welcome parents and praise them for being in your group today! Let them know how much you appreciate this opportunity to spend time with them!

## Recap:

- **ASK** ➤
- **WHAT:** Can you remember what we learned in the previous session? Can each of you mention one thing you learned? (no repeating answers)
- **SO WHAT?:** What was important about the information we learned?
- **NOW WHAT?:** What will change in your parenting moving forward and how will others know that I made this change?

**Optional Follow up on home assignment:** *[to be added based on when this session is done]*

---

## 2. We're all the same – and all different!

---

**Time:** 15 minutes      **Materials:** Flipchart and pens, Like me/Not like me cards, Aaliya and Fadia's faces plus fixings

---

- **SAY** ➤ Today we're going to think more about how children develop, and especially if their development seems a bit different in some ways. Lots of children develop as we expect, but some children go along a slightly different path. So we're going to think about that – including the times when a parent might be a bit worried about their own child's development.

At the end of this session, I hope that we can all feel positive about when a child is different – and also have a few starting points about what we can do if our own child has a difficulty.

- **SAY** ➤ But first, we're going to get active!  
*Put the signs, 'Like Me' and 'Not Like Me' at opposite ends of the space.*  
Now everybody come and stand in the middle!

I'm going to say some things which may be like you, or may not be like you. So when you hear each one, go to the place which fits you best. And there are NO RIGHT OR WRONG ANSWERS!

*Read each of these steadily, so everyone has time to think but also everyone keeps moving.*  
*If you feel one is not appropriate for your group, just leave it out or add something of your own.*

- Red is my favourite colour
- I live with more than three other people
- I didn't like going to school
- I am good at cooking
- I liked to help at home when I was little
- I look after someone else's child
- I feel sad sometimes
- I like singing
- I hope for a good life for my child (or children)

- **SAY** ➤ Thank you! Everyone sit down now.
- **ASK** ➤ What did you think while we were doing that? Did you notice anything? *Encourage any responses, but especially ones which are about people being the same and also different.*
- **SAY** ➤ Thank you! We all have things that make us the same as other people – and we all have things that make us different. It's an important part of being human, and it's important for families and communities too. Think what problems we'd have if we were all exactly the same!

And of course we notice those similarities and differences. Who can remember starting in a new group, like a new class, and looking around for someone who might be 'like me'? Often, too, we notice quickly when someone arrives who seems different in some way. It all depends on the situation.

- **ASK** ► So now let's think about children. You've (we've) all got young children, and we all know other children too, maybe in our own family or with our friends. So think back to when your child learned something big, like when they walked for the first time or wrote their name. **How many of us compared them with another child** and thought, "He's the same age but he can't do that yet!" or "She's younger than my child but already she's doing that" ?

We all know that we shouldn't compare children – but we all do it! We're noticing the differences. Do you recognise this?

*Open to the group to share brief examples of comparing children.*

- **SAY** ► Often, comparing children isn't helpful. It can make us too competitive about them, or feel dissatisfied with them in some way. All this can put too much pressure on the child and cause a lot of anxiety, which is harmful for children's development. But there's one useful thing about comparing that we'll come back to near the end of this session.

And in reality, of course, ALL children develop in their own way. Mostly they learn the same big skills, like walking and talking – but no two children develop in exactly the same way, or at the same speed as each other. So children are the same in very broad ways, but differences are important too.

### All children need ...

One big way that all children are the same is in the things they need to be healthy and well. So here is Aaliya! (*Fix Aaliya's cut-out face in the middle of the flip-chart.*)

Aaliya is five years old and lives with her parents and younger brother, whom she loves very much. She enjoys going to school and is doing well there.

- **ASK** ► Think back to our second session together – the one about Development and Wellbeing – and also think from your own knowledge and experience: **What does Aaliya need to help her to develop well?**

*Write responses around Aaliya's face on the flipchart. Encourage ones like: lots of love and care, good food, encouragement when she does things, opportunities to try new experiences, people who respond to her and help her when she needs it, opportunities to play and to make friends, care if she gets sick, and so on.*

- **SAY** ► These are all really good ways to help Aaliya so she develops well. Thank you!

*(Take off Aaliya's face, and pin or stick Fadia's face instead.)*

Now here is Aaliya's friend Fadia, who is six years old. She lives with her parents in the next house, which is up some steps. Fadia loves playing with Aaliya and she can always make her laugh! Her legs are weak because of a condition since birth, so she can only walk a few steps. Fadia does not go to school, which is a long walk away, but her mind is very sharp.

- **ASK** ► Now let's look again at all these things that Aaliya needed to develop well. **Are they the same for Fadia too?** Can you see any of these things that Fadia does NOT need? (*Pause for reactions.*)
- **SAY** ► Of course both girls need all these things! We know that ALL children need to be to have loving caregivers, to be encouraged, to be able to make friends ... and so on. Then they can develop well.

---

## 3. If a difference leads to a difficulty

---

**Time:** 20-30 minutes    **Materials:** Flipchart and pens, 'Everyone can help' chart, 'What happens next?' stories

---

- **SAY** ► We also know that children are individuals, so they develop with their own strengths and characters. When we are caregivers, we adapt naturally to these differences.

Differences are really important. Think what it would be like if all of us in the community thought the same way, had the same skills and interests, and so on. The community would be in great difficulty very soon!

### Role play:

- **SAY** ► So now we're going to stay with Aaliya and her friend Fadia. We already know a little about them, including that Fadia has a difference in her body so she can't walk easily. Please can I have two volunteers to be mothers – one for each child? And please can we have two more volunteers to be Aaliya and Fadia themselves?

*(To volunteers)* Thank you very much for coming forward!

*Bring them to the front, with the 'children' next to each other in the middle and each 'mother' next to her 'child'. If the volunteers have some difficulty in thinking of things to say, use prompts to help them to say more.*

*Turn to the two children:*

- **SAY** ► Aaliya and Fadia, it sounds like you are big friends!

*Turn to Aaliya:*

Aaliya, can you tell us about Fadia? What's she like? Why are you friends?

*Turn to Fadia:*

And Fadia, can you tell us about Aaliya? How do you feel when you are playing with her?

And when you are at home and not playing with Aaliya, what is your life like then?

*(To both)* Thank you, children! You've been very helpful.

*Turn to Fadia's mother.*

- **SAY** ► So you are Fadia's mother. How do you feel about Fadia? What is your life like at home?

Your husband mostly goes during the day. He loves Fadia a lot but sometimes you think he feels ashamed because of her difficulties. What do you feel about that?

*Turn to the two children:*

- **SAY** ► Aaliya and Fadia, it sounds like you are big friends!

*Turn to Aaliya:*

Aaliya, can you tell us about Fadia? What's she like? Why are you friends?

*Turn to Fadia:*

And Fadia, can you tell us about Aaliya? How do you feel when you are playing with her?

And when you are at home and not playing with Aaliya, what is your life like then?

*(To both)* Thank you, children! You've been very helpful.

*Turn to Aaliya's mother:*

- **SAY** ► Aaliya's mother, you know Fadia and her mother well because your families have been neighbors for a long time. What are your thoughts about Fadia and about her mother's situation?

- Can you think of anything you can do that might be helpful for them in some way?

*Turn to the whole group:*

- **ASK** ► Now it's time for the rest of you! You are all people in the same community as Fadia, Aaliya and their families. First of all, what do you think about what the mothers and children have said so far? **What are your reactions?** Do you have any thoughts about Fadia's father too?

*Give particular encouragement to responses which indicate understanding and empathy in some way*

- **SAY** ► Thank you for all your thoughts. Do you remember the session when we talked about Empathy, and how important it is – especially when we are caregivers? You have just been showing really good empathy when you thought how Fadia and her parents may feel.

- **ASK** ► And now, community members, can you think of any **things that might help them** – maybe things that you or other people could do?

*Show the chart, 'Everyone can help'.*

Here are Fadia and her family in the middle, so I'm going to write your ideas around them in this 'Community' space.

*If necessary, remind everyone of the family's situation, school location, etc. Encourage as many practical or supportive ideas as possible.*

*Turn to the two mothers and their children*

- **ASK** ► How do you feel about what the community members have said? Were their thoughts helpful? Have they missed anything out?

*Add any extra suggestions to the community circle.*

- **SAY** ► These are all really great thoughts. Thank you all – and especially the mothers and children!  
*(Let them sit back with the group now.)*

### **It's not just about the difficulty:**

- **SAY** ► We've been thinking about a child with a difficulty – moving around – and about her family. But that difficulty is just a starting point. We've seen that other people can make a difference too, in their attitudes or in what they do. So let's think about that a bit more, because it's important.

*Put everyone quickly in two or three groups OR if time is short, keep everyone together and use just one story, adapting the instructions.*

You're going to hear about a child and their caregivers. Each group has a different child's story, with a start and then two possible ways that their story might develop. Read them out and discuss in your group first, and then I'm going to ask everyone for your reactions.

*Give each group one of the 'What happens next?' stories.*

*If you don't need all the stories, choose the ones which will work best with the people you have.*

*Allow time for three people in each group to read the sections, and for brief discussion afterwards.*

*NOTE: If people in your group are not confident with reading, maybe keep the group together and choose just one story. Then you could either read each section yourself (maybe standing in a different place in the group for each section) or ask just two confident readers to read out the second and third parts.*

- **ASK** ► So **what were your reactions** to these stories? What did you think about the different endings? Were there **any messages for us** in them?

*If there is time, ask for feedback from each group in turn. But if not, ask everyone together for reactions. Encourage responses which show recognition that the consequences of the child's difficulty can be made worse or made easier by the situation around them and what other people do.*

- **SAY** ▶ Thank you everyone. And yes, the big message that these stories teach us is that if a child has a development difficulty, we can make a big positive difference through what we do – whether we are family or community members. That's good news!

#### **A bit about inclusion:**

- **SAY** ▶ One of the biggest ways to make a positive difference is through INCLUSION – making sure that the child and family can join in and be part of everything that goes on, just like the rest of us.

Being included, not being left out, is something we all need – it's a big human need. But if someone has a difficulty (like being deaf, or not being able to walk), they may find it harder to be included in everything because of the way other people think or react. But like in the stories we've just discussed, we can change this and find ways to include someone more.

- **SAY** ▶ And children are not the only people we should think about. Think about ALL the people you know – friends, family, people in the community. **Can you think of anyone** who maybe finds it difficult to do things like hear, or see, or move around, or think quickly?  
*Ask the group for examples. If necessary, give prompts – eg. What about elderly people you know?*

So children are not the only ones who may need help to be included. And one day, the person who has a difficulty will be some of us in this group! So if everyone is more inclusive from the beginning, we will benefit ourselves one day too.

---

## 4. If it's our own child

---

**Time:** 10-20 minutes    **Materials:** flipchart and pens, 'Difficulty with' and 'Lots we can do' charts, a booklet set

---

- **SAY** ▶ We've been thinking a lot about children who have a difference in their body or their brain. Maybe that difference does not cause any difficulty with their development, but sometimes it does.

So let's think quickly about the main kinds of differences that might affect development.  
*(Show the 'Difficulty with' chart)*

We already know about Fadia. She had weak legs, which made it difficult for her to move around. So I'm writing 'Movement' by this child's legs – and the arms too, because they are also part of Movement.  
*Write 'Movement' on the chart, with a line linking it to the arms and legs.*

- **ASK** ▶ **What other parts** of this child might be different in a way that affects their development?  
*Use prompts if necessary, so that you can label the following as well as Movement by the end:*

Hearing *(link to the ears)*  
Seeing *(link to the eye)*  
Thinking and understanding *(link to the brain)*  
Speaking, Communication *(link to the mouth)*

*(If time is short, say and write these five things yourself without discussion.)*

Thank you. These are some of the main ways that a child may have some difficulty with development – although it's not really as simple as in this chart!

## Helping your child:

- **SAY** ► While we've been talking about these things, it may be that some of you have been thinking about your own child. Maybe you have noticed that they seem a little slower than other children, or maybe they find it harder to do some practical things, or you think that sometimes they don't hear properly, and so on.

Research shows that parents are good at recognising when their child may have a difficulty, even if you don't know exactly why it's happening or what to do. Then this may make you worried, which is natural. Every parent understands this!

So if you're worried about your child's development, **what can you do?**

- **SAY** ► First, it's important to recognize that we are not experts in development difficulties, so we cannot help with things like assessment or diagnosis here - although if you are worried, you may want to come and talk after the session.

But if your child does have a difficulty with development, there are two big things to remember.

**SAY** ► First, think back to the early part of this session. We saw that **ALL children** need the same things to help them to develop as well as possible – and that's equally true if your child has some difficulty.

And then, whatever difficulty your child may have, there are **ALWAYS positive things** that you can do to help them. Let's look at some of these.

*Show the chart 'Lots we can do', and point to each bullet in turn.*

*If you can, try to have a little discussion about some items so it does not feel like a heavy list.*

- ✓ First of all, we still need to **play** with our child, talk and **interact** with them, **encourage** them. This makes a big, big difference!
- ✓ Remember to focus on the child's **strengths**. These will help with finding a way around the difficulties. A **problem-solving** approach is great too ('How can he ...' instead of 'He can't') and everyone can help with this – including the child!
- ✓ Make sure that you and your child **go out, join in** and do things. It may feel difficult at times, but your developing child needs this as well as you – and remember about the need for inclusion!
- ✓ Try to **find out** as much as you can about your child's difficulty. This will also help with knowing ways to help. But do not let yourself get overwhelmed by ideas. Remember that your child still needs the same things as every child, and to be treated in as normal a way as possible.
- ✓ Make sure that you **take care of yourself**. Use the techniques for reducing stress that we learned about in our earlier session. Talk with people who can understand – maybe a friend or someone else you know – and build support around yourself for when there are tough times.
- ✓ If your child has a particular difficulty, **explain to others** about this. Do this in a positive way and tell them the good things about your child too. Then they will understand more.
- ✓ Tell yourself clearly that your child's difficulty is **not your fault**. And blaming yourself will get in the way of your being the kind of parent your child needs.
- ✓ And whatever happens, there are always ways that **you can help** your child to develop – including the ways we've talked about in these sessions. ALWAYS!
- ✓ *Build your support network, surround yourself with people who support you during rough times and help your child, you have to know that not all people accept differences as they might not have the knowledge .....*

## Resource handouts:

- **SAY** 🗨️ Finally, before our Closing session, here is a resource to take away at the end. Each of you will have a set of booklets like these. *Hold up a set but do not give them out until the end.*

Each booklet tells you about one of the more common difficulties which children may have in their development. They give some simple ideas for helping, and also some signs to look for if you are not sure. Although the booklets are written for children aged 0-3 years old, they may be useful with children who are a bit older too.

And if your own child is developing well, still take the booklets and have a look at them. Maybe you could share them with someone else you know too.

Then, if any of you have comments about the booklets, maybe you could let us know next time. Thank you!

*(Facilitator for the next session: please pass this feedback on if you can.)*

---

## 4. Closing

---

**Time:** 5-10 minutes *(See comment opposite)* **Materials:** A booklet set for each person

---

### Closing:

- Form a circle.
- **Ask** 🗨️ for a volunteer to move into the center of the circle and tell the others that they will have an opportunity to say something positive about this parent (only positive remarks are allowed; this is a praising exercise).
- **SAY** 🗨️ I appreciated your contributions to our group today (describe a specific contribution)
- **SAY** 🗨️ You are a kind and positive member of our parenting group!
- Invite each parent in the group to offer a positive statement to the parent in the middle of the circle.
- **THANK** participants for coming to the discussion and praise them for their participation.
- **INFORM** participants of the topic for discussion at the next meeting. Our next session will have a different structure, we're going to make toys for our children! While we do this, we'll discuss how we might use the positive discipline techniques.
- **REMINDE** them of the date for the next meeting, if you already set it.
- **ENCOURAGE** participants to share the knowledge they learned with their partners and friends.

### Home Assignment:

- **SAY** 🗨️ This week's assignment is about these booklets. *(Pass round now so everybody has a set.)* When you get home, take a look and see if anything in the booklets could be helpful, or maybe show them to another caregiver. And even if the booklets are not useful for you right now, it would still be good to hear what you think of them next time!
- **SAY** 🗨️ Thank you all for working so hard in this session. Well done to everyone!



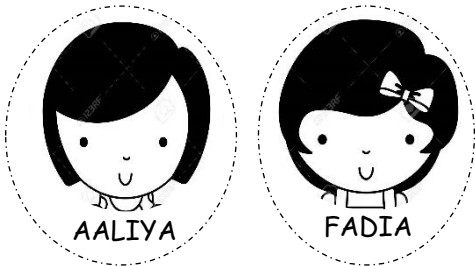
**MATERIALS TO PREPARE BEFOREHAND**

**Like me / Not like me**



Make two 'cards' which are big enough to see across the room.

**Aaliya and Fadia's faces**

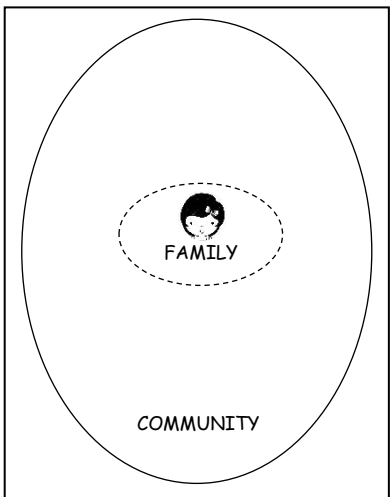


Draw two girls' faces. (They can be simpler than these). Try to make each face look a bit different and add the names.

Make the faces big enough for everyone in the group to see clearly, but with lots of room to write around them when you put them on the flipchart. Cut round each one.

Have something ready for fixing each face on the paper and taking it off easily.

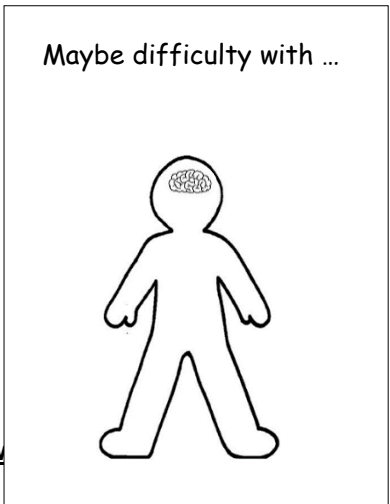
**Everyone can help**



Make a chart like this. (Use Fadia's face again if you wish.) Keep as much space as possible for writing in the 'Community' circle.

If you are confident, you could draw this chart quickly in the session instead.

**Difficulty with ...**



Draw a very simple child in the middle, with space for writing around.

It can be just an outline, but make sure it has eyes, ears and a mouth as well as arms, legs and body.

Inside the top part of the head, also put a rough bumpy shape for the brain.

**Lots w**

- LOTS WE CAN DO!
- ✓ Play, interact, encourage
  - ✓ Strengths, problem-solving
  - ✓ Go out, join in
  - ✓ Find out
  - ✓ Take care of ourselves
  - ✓ Explain to others
  - ✓ Not our fault
  - ✓ Remember: WE CAN HELP!

Be ready to point to each bullet on this when you talk

**What happens next?**

*Photocopy these 'stories' and cut between each child. (Keep each child's three parts together.)*



-----

**HABIB**

Habib is four years old and lives with his parents and big sister. He is sociable and loves being around his sister's friends. Habib is really good at doing practical things and likes to help, but he cannot hear well so his speech is very delayed and his voice is quite rough. Often people do not understand him when he tries to talk, and he has difficulty with understanding them too.

*Now pass this story to another person, who reads the next part.*

.....

**WHAT HAPPENS NEXT?**

Habib's family feels sorry for him and tries to protect him by staying at home with him a lot. They do not send Habib to school because they think that he will not be able to understand and that the other children will be unkind. Two years later, Habib is lonely and his behavior is more difficult because he gets frustrated when people do not understand him. His mother has to stay home with him and is getting quite depressed.

*Now pass this story to another person, who reads the next part.*

.....

**OR MAYBE THIS ...**

The teacher meets with Habib's parents. She says she would like him to come to school and will help him to make friends in his class. She finds out about extra ways to communicate with Habib, like simple hand signs, and his parents try these too. Habib's grandfather also has a hearing problem, so he arranges a hearing test for both of them. Two years later, Habib can communicate more clearly and has made friends in school – and his mother has time to go out.



-----

**SALWA**

Salwa is three years old and lives with her grandparents in two rooms, which are very crowded. She is an active little girl who loves to chat and play, but she uses up a lot of her grandparents' energy so they get very tired. Salwa has great difficulty with seeing, so she bumps into things and trips over quite a lot. Sometimes she breaks things accidentally.

*Now pass this story to another person, who reads the next part.*

.....

#### WHAT HAPPENS NEXT?

Salwa's grandparents get angry with her a lot because they are so tired. When she breaks something they hit her because they do not know what else to do. Now Salwa is five years old. She gets very bored and this affects her behaviour. Salwa's grandparents still love her, but her grandmother never goes out because of caring for her. Sometimes they feel hopeless and wonder how long they can continue to care for Salwa.

*Now pass this story to another person, who reads the next part.*

.....

#### OR MAYBE THIS ....

A local community worker helps to get Salwa's eyes tested and now she has strong glasses, although she still has difficulty seeing. He also helps her grandparents to organise the rooms a little more, so Salwa can move round more easily. A neighbour tells Salwa's grandmother about a little play group nearby. Now Salwa is five years old. She loves the play group and goes more often, and her grandmother likes chatting with the other caregivers. Both grandparents still worry about when they are older, but they also feel more hopeful about coping longer.



#### ZAYID

Zayid is five years old and lives with his parents in an extended family. He is a strong, healthy boy who loves being with people and watching them. In many ways he seems like a younger child and he plays happily with children who are much younger than himself. The rest of Zayid's development, like his talking and general understanding, seem very delayed too.

*Now pass this story to another person, who reads the next part.*

.....

#### WHAT HAPPENS NEXT?

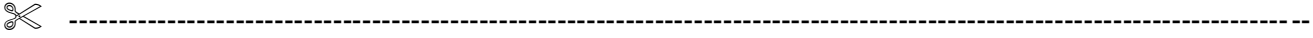
Zayid's parents decide not to send him to the school because he seems so young for his age. After a while, Zayid gets upset because all the other children all go there. Other family members think that Zayid's slowness is his mother's fault, and after some time his father believes this too. Now Zayid is nine years old, and his development is even slower because everyone is too busy to do things with him. He spends a lot of time just sitting.

*Now pass this story to another person, who reads the next part.*

.....

#### OR MAYBE THIS ...

When he is six, Zayid goes to school and joins a class for younger children. His teacher and parents understand that he learns very slowly, but they are happy with his progress. Now Zayid is nine years old and is very independent at looking after himself. He loves being useful and is very good at simple practical things, so everyone appreciates his help. Everybody who lives nearby knows and likes Zayid!



*On the next page:*

*Guidance for Facilitators about when you have a caregiver in the group who is disabled, or has a child with a development difficulty.*

Guidelines for the Facilitator:

### **When a caregiver or their child has a disability**

This module, “We’re all the same and all different!” talks about when a child may have a difficulty with their development – maybe a disability.

If a caregiver in the group has a child like this, or is disabled themselves, parts of this session may feel quite sensitive for them. Sometimes you will know about this before the session, sometimes not. Read these Guidelines in advance, in case this situation happens.

#### **? If a caregiver wants to discuss worries about their own child:**

This may happen during the session. If it does, say in a kind way that you don’t have time to talk about individual children right now, but let’s talk together after the session.

After the session, listen kindly to their worries. Show understanding for the stress these cause them, but try not to say things like, “I’m sure your child will be fine” because this may not be true. Also try not to comment on specific details which are outside your own knowledge. (You may need to remind the caregiver that you are not an expert in this area, which you have already said during the module.)

Try to be ready with a suggestion of someone the caregiver can talk to who can help, such as a doctor, therapist or health worker, or a specialist NGO. If possible, have some knowledge of how to contact people like this before you begin – but if not, let the caregiver know that you will try to find out for them before the next session. Maybe also guide them to one of the booklets if you think it may be helpful.

#### **? Bringing caregivers together:**

You may know of other caregivers who have connected together because their children have difficulties. Pairs or groups like this can help caregivers to feel they are not alone, and also with sharing practical ideas.

If you know of other caregivers with similar concerns, then connecting them together can be very helpful. Always be sure that you have permission from each one for sharing contact information etc. If a caregiver is very angry or negative, they may find it difficult to be supportive to another caregiver because they need a lot of support themselves. But some individual caregivers are very good at this, and small groups can also work very well.

This can be especially useful in situations where there are no ‘expert’ people to ask, so caregivers become the main support for each other.

#### **? If a caregiver has a disability themselves:**

You will know about this from your knowledge of the group by now, so try to talk with the person before the session. Tell them that you will be discussing about children who have difficulties, maybe disabilities, and would like to do this in a way which is comfortable for the person.

Someone who has experience of being disabled can be a good resource for others. They are also in the group because they are a caregiver, so they can be a positive model for others about what people with disabilities can do. Depending on your knowledge of the person, you could ask them if they would be willing to help you at some points during the session. They may be willing to share something about their experience or have people ask them questions. They may be happy to play the part of Fadia in the role play activity, or maybe they could comment on the group’s ideas when everyone discusses what community members could do to help. If they do things like this, make sure that you thank them for their special contribution.

Some people may be confident and happy to do things like this, but others may prefer to feel like the other caregivers and will not want to have any focus on them at all. Be very sensitive to what the person wants and is comfortable with, and follow their wishes.

After the session is over, maybe you could ask the person what they thought or how they felt about it. Let them know that you value their opinion. Afterwards, try to share their reactions with others who are responsible for these sessions. This may lead to making improvements in the module in future.