



Ghana Education
Service (GES)

Version 1.1

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GES Parenting Course: Parenting Workshop Pack for trainers



**GES Parenting Course: Parenting Workshop Pack for trainers is
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Overview of the GES Parenting Workshop pack

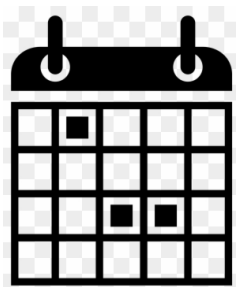
Welcome to the GES Parenting Workshop Pack. We're so glad you're here!

Treat this pack as your trusted companion. Inside, you will find everything you need to plan, prepare and deliver inspiring Parenting Workshops that support parents to provide quality early childhood care and education (ECCE) from home.

This pack contains:

36 Parenting Workshops:

- 18 for Course 1 (Years 1 and 2) and 18 for Course 2 (Years 3 and 4).
- Once you've completed Course 1, you move on to Course 2, then back to Course 1, and so on, ensuring continuous support for parents. Revolving the courses will give new Mothers the opportunities to learn and refresh existing Mothers on what they have learned for the past 2 years.
- Each course has 6 "modules". Each module includes 3 Parenting Workshops, numbered to help you keep track. For example: 1.1 = the 1st workshop in Module 1, 2.3 = the 3rd workshop in Module 2.
- The first and last workshops in each term are only for Mothers enrolled onto the GES Parenting Course Programme. The second workshop of each term is open to fathers and men in the community. This will be labelled with an 'f' for example 1.2f. This is how you know to invite fathers.
- Parenting Workshops are written in English and you will need to translate these into the local language



The Parenting Workshop Calendar:

- Use it to track your school's progress with the Parenting Course. Record which workshops you have delivered (tick "Done")
- This will make it easy for another trainer to step in if you're away or transferred, so parents never miss out.



Guides to prepare for and deliver excellent Parenting Workshops:

- Use them to prepare for and deliver each Parenting Workshop so that you continue to grow and improve as facilitators.

This pack works **hand-in-hand with your GES Parenting Course: Parenting Course and Play Scheme Manual**, which gives you:



- Detailed information about the programme in Part A
- Instructions and rules for the Play Scheme games in Part B
- Guidance on how to mobilise, enrol and work with Mothers in your school community in Part A and C
- Common problems and solutions in Part C.

YOU CAN DO IT!



Every workshop you deliver is a chance to help parents be more confident, and capable caregivers. They have enrolled onto the official GES Parenting Course, and they are entitled to Parenting Workshops each month. If you deliver will them excellently, it will support you to keep Mothers motivated and attending the Play Schemes.

Use this pack, add your own energy and warmth, and enjoy the journey of learning and growing together with the parents!

Parenting Workshop calendar

Use this calendar to help you **keep track** of the workshops you deliver.

After you deliver a workshop, **put a tick (✓)** in the **'Done' box**.

Complete the first **'Done'** column and deliver every workshop in Course 1, then Course 2 before going back to Course 1 and completing the second **'Done'** column.

By ticking when you have delivered a workshop, you will know what Parenting Workshop to prepare and deliver next month. It also makes it easy for another trainer to continue if you are away.

Course 1 (First year)

PW Title	Module	Done ✓	Done ✓
PW1.1 Games	1	☐	☐
PW1.2f Intro to ECD	1	☐	☐
PW1.3 Team Building	1	☐	☐
PW2.1 Time management	2	☐	☐
PW2.2f Nutrition	2	☐	☐
PW2.3 Patience	2	☐	☐
PW3.1 Discovery Based Teaching	3	☐	☐
PW3.2f Financial Management	3	☐	☐
PW3.3 Communication	3	☐	☐

Course 1 (Second year)

PW Title	Module	Done ✓	Done ✓
PW4.1 Handwashing	4	☐	☐
PW4.2f Play at Home	4	☐	☐
PW4.3 Boys and Girls (Gender)	4	☐	☐
PW5.1 Quality Time	5	☐	☐
PW5.2f Active Father (Shared Parenting)	5	☐	☐
PW5.3 Teeth Hygiene	5	☐	☐
PW6.1 Re-enrolment - the end of the 2-year course	6	☐	☐
PW6.2 Re-enrolment - Mother enrolment	6	☐	☐
PW6.3 Re-enrolment – Graduation	6	☐	☐

Course 2 (Third year)

PW Title	Module	Done ✓	Done ✓
PW7.1 Games	7	☐	☐
PW7.2f Intro to ECD	7	☐	☐
PW7.3 Team Building	7	☐	☐
PW8.1 Managing Stress	8	☐	☐
PW8.2f Nutrition	8	☐	☐
PW8.3 Role Modelling	8	☐	☐
PW9.1 Wellbeing	9	☐	☐
PW9.2f Non-Physical Discipline	9	☐	☐
PW9.3 Road Safety	9	☐	☐

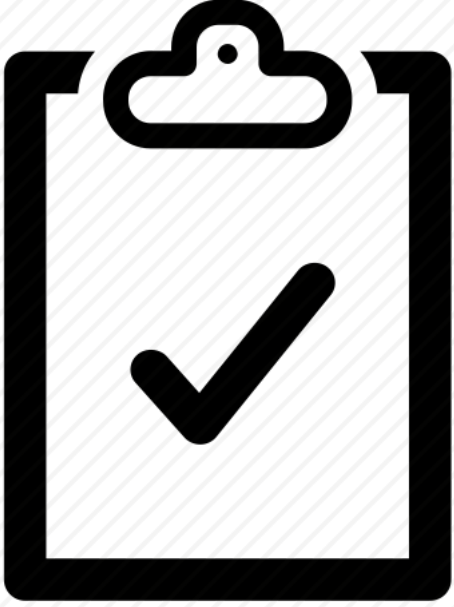
Course 2 (Fourth year)

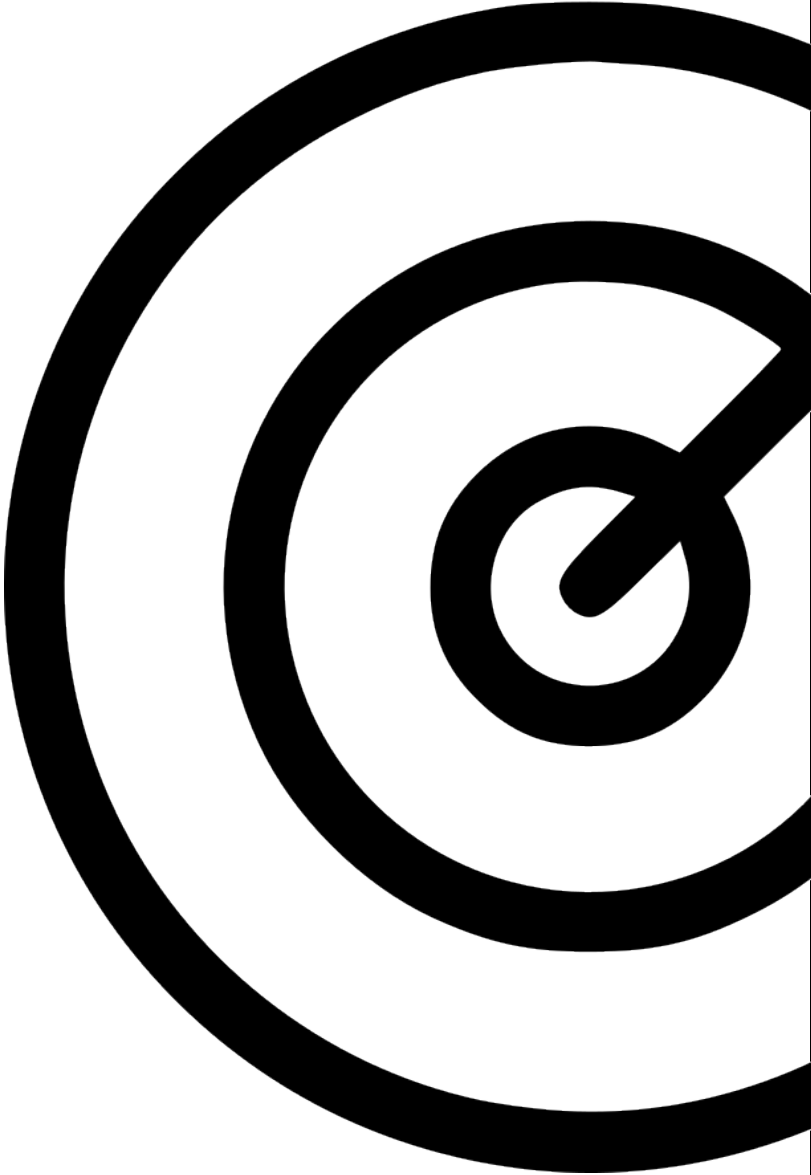
PW Title	Module	Done ✓	Done ✓
PW10.1 Preventing Accidents at Home	10	☐	☐
PW10.2f Storytelling	10	☐	☐
PW10.3 Socio-Emotional Development	10	☐	☐
PW11.1 Malaria Prevention	11	☐	☐
PW11.2f Business Skills	11	☐	☐
PW11.3 Disability	11	☐	☐
PW12.1 Re-enrolment - the end of the 2-year course	12	☐	☐
PW12.2 Re-enrolment - Mother enrolment	12	☐	☐
PW12.3 Re-enrolment - Graduation	12	☐	☐

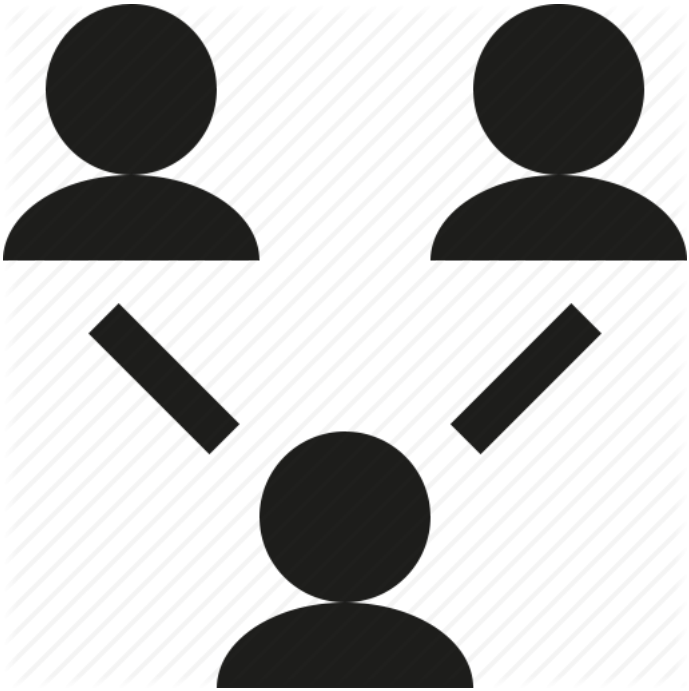
Parenting Workshop Preparation Guide

What great training feels like

When a Parenting Workshop is delivered well, everyone feels it. Mothers are engaged, the atmosphere is light, and learning feels natural. Great training doesn't happen by chance; it takes preparation and planning.

What great training feels like			Tips to prepare
	You are ready	You're excited and ready to welcome parents.	Mobilise parents and ensure the venue and materials are ready.
	The delivery flows	You follow the lesson plan but bring energy that turns lessons into conversations, and	Practice the workshop with your co-trainers before delivering, following the preparation guide. Ask for

		examples into real life.	feedback and use your growth plan to improve.
	The learning lands	People nod, share, and connect what they hear to real life.	Practice difficult translations, role plays and stories, adapt if necessary to your community context.

	You connect	You know the Mothers, use names, encourage gently, and build confidence.	Build relationships with the Mothers each week at the Play Schemes, by valuing them and communicating respectfully.
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	The atmosphere is alive	Parents leave feeling proud and ready to try something new at home	Read the learning objectives and reflect on them throughout your preparation.
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Prepare to deliver the Parenting Workshop:

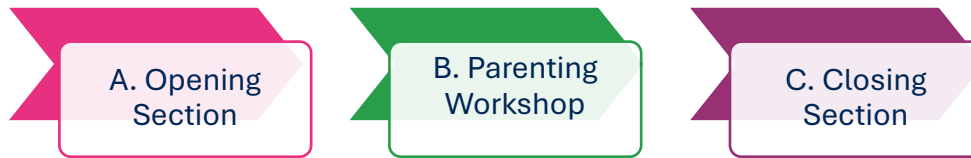
- Agree on the date and time for the workshop
- Assign who will deliver which parts
- Read the Growth Plan in the last annex of the GES Parenting Course and Play Scheme manual
- Practice delivering in local language and agree on translations
- Practice role plays, demonstrations or any challenging parts again
- Ask your co-trainer for feedback and how to improve delivery
- Discuss how to mobilise for the workshop

Materials to bring to every Parenting Workshop:

- GES Parenting Course: Parenting Course and Play Scheme Manual
- GES Parenting Course: Parenting Workshop pack (this pack)
- Play Scheme and Parenting Workshop Registers
- Games Box /Game of the Month (check specific Parenting Workshop for this game)

Parenting Workshop flow

It is important to understand how the Parenting Workshop lesson plans work. Each Parenting Workshop should have the Opening section delivered first, and the Closing section delivered at the end.



A. Opening section

Begin **every** workshop with the **Opening section** on Page 278

The **Opening Section** includes:

- **Completing Registration** – to record and track attendance accurately and cancel the session if needed.
- **Deliver the Outdoor Game** – to ensure new outdoor games are played at the Play Scheme.

B. Parenting Workshop

Next is the Parenting Workshop (the main part of the session), where you deliver the monthly topic. Use the Parenting Workshop calendar on page 6 to know which Parenting Workshop you are delivering this month.

C. Closing section

End **every** Parenting Workshop with the **Closing section** on page 281. This section gives Mothers and Trainers an opportunity to celebrate success, address challenges, and support continuous learning and improvement.

The **Closing Section** includes:

- **Smile Board** – Mother Play Scheme groups receive smiles for good attendance and sad faces for poor attendance.
- **Problem-Solving Session** – a space for Mothers to identify any challenges affecting Play Schemes and set actions to address them.
- **Group Leaders Session** – a short session for Trainers and Group Leaders to assign specific tasks and support Group Leaders in their role.
- **Debrief** – a short review between Trainers to discuss what went well, any challenges, and how future workshops can be improved.

Parenting Workshop delivery

Directions in Parenting Workshop

All Parenting Workshop lesson plans use directions that tell you what you need to do (e.g. **Qn**, **Explain**, and [square brackets]). Here is a guide to these directions:

Direction	Explanation
Explain:	When you see Explain , read or translate the words that follow exactly as they appear. You do not need to read the word “Explain” aloud.
Qn:	When you see Qn , ask the Mothers the question that follows and encourage them to answer. Take only 1–2 responses so the session does not become too long.
[Ans:....]	Good or correct answers are shown like this [Ans: ...]. If Mothers give this response, move on. If they don’t, or only give part of it, use these suggestions to explain the correct answer.
Key message:	 This shows an important message that all participants must understand. Deliver it clearly and with emphasis.
Task:	 When you see Task , this is an activity for you or the Mothers to complete. Follow the instructions carefully.
Demonstration / Role Play	These tasks are short performances to demonstrate Key messages. Practise them beforehand with your co-trainers.
[xxxx] or [insert]	Fill in the required information such as name, date, time etc.
[Instructions in square brackets]	Do <u>not</u> read these aloud – they are guidance for you on how to deliver that part of the session.
Story	 Short stories are a great way to communicate key messages. Practise them out loud beforehand with your co-trainers.
Homework or Action	 Sets an action for participants to do at home. Remind them to complete it before the next session.

Important course information

Attendance and punctuality

Parents who enrol on the GES Parenting Course are making a serious commitment. The course has attendance requirements. GES recommends you treat Mothers as adult learners on an official course. They must:

- 1) Attend Parenting Workshops regularly and on time
- 2) Teach each week at the Play Scheme

Only Mothers who attend 2 out of 3 Parenting Workshops and miss no more than 4 Play Scheme sessions per term will receive a stamp on their course certificates. Read about certificates in Part A of the GES Parenting Course and Play Scheme manual.

If attendance or punctuality ground rules are not enforced, the dangers are:

Mothers don't attend often	Mothers attend late
Mothers believe that only attending sometimes is ok, they will still get their certificate. Mothers don't get the knowledge and skills to deliver quality early childhood care and education at home, or at the Play Scheme.	This disrupts the school timetable making your work harder. If school lessons are delayed, this affects children's learning Other Mothers must wait for late Mothers. This results in Mothers who arrive on time feeling frustrated and not wanting to attend the course.
Children don't achieve the desired learning and developmental outcomes.	

Although it may be difficult at first. It is important to enforce regular and punctual attendance.

Re-enrolment of Mothers

1. What is re-enrolment?

The GES Parenting Course is a **two-year Parenting Course**, where Mothers learn how to implement ECCE at home, and at the Play Schemes.

But the GES Parenting Course is not designed to only operate for two years. To ensure a whole generation of preschoolers receive the ECCE inputs they need to thrive, the course should continue consistently, year after year.

The GES Parenting Course works best when there are **at least 21 Mothers enrolled**, this is so that:

- **Play Schemes run smoothly and regularly** (the more Mothers, the more days per week the Play Scheme can run, the bigger impact on children).
- **Mothers build community** (the more Mothers, the bigger support network for Mothers, increasing the likelihood of Mothers staying engaged and implementing ECCE at home).

2. When does re-enrolment happen?

Re-enrolment must take place at the end of every two-year course. The final module of each course contains 3 Parenting Workshops that you must deliver to take Mothers through the re-enrolment process.

Re-enrolment allows:

- **New Mothers** to join the programme, learn key parenting and teaching skills, and support new kindergarten children who enter each year.
- **Existing Mothers** to continue learning, improve their skills in Early Childhood Care and Education, and earn an advanced certificate.
- **Schools and communities** keep their Play Scheme running every year, ensuring future children also benefit from learning through play.

Annexes 1, 2, 3 and 4 contain all the information you need to deliver these terms including helpful guides, Parenting Workshops and FAQs. Please read and prepare the term ahead.



Ghana Education
Service (GES)

Course 1

Module 1

(Year 1)



PW1.1 – Games

Learning objectives

- Mothers understand the importance of teaching games using the correct layout and rules.
- Mothers feel confident teaching the four games they previously found most difficult.
- Mothers are motivated and ready to teach these games correctly at the Play Scheme.

[Deliver the Opening section on page 278]

Game of the month: Button matching]

Introduction

[5 mins]

Explain: Welcome, Mothers! We are so happy to have you here today. This is the first Parenting Workshop of this course, and it's the start of a very special journey.

Explain: Through this course, you'll learn simple ways to support your child's learning and growth at home.

Explain: Every workshop you attend will give you new ideas and skills to be more confident parents. You will meet other parents who share your challenges, so that you can learn together as one big team.

Explain: By the end of this course, you will understand how children grow, learn and develop.

Explain: Today, as our first workshop of the course, we will focus on practising the Play Scheme games.

Explain: By the end of today's workshop, you will feel confident, excited, and ready to play these games with the children at the Play Schemes. We will be here for 2 hours.

Challenging games

[10 mins]

Explain: Each game that we play at the Play Scheme teaches children something important. We must know how to teach all the games well, so that children can learn.



Task: Decide games

1. Ask Mothers to sit in their Play Scheme groups on the mats
2. Ask Mothers to spend 5 minutes discussing which game they find the most difficult to teach (these will be the games they practice today)
3. Ask each group what game they have chosen to practice today. Make sure each group has a different game.]

[Ensure you have 4 games to practice today]

Demonstration

[20 mins]



Task: Demonstrate games

1. [Demonstrate how to play each of the 4 games using the Mothers as children]
2. Ask mothers the following questions:
 - a) How did I lay out the game?
 - b) How did I teach the game?
 - c) How did I allow children to see, hear and do?
 - d) Is there anything that a child will find hard in this game? How can I help them understand?

[Repeat for each of the 4 games]

Group practice

[40 mins]



Task: Group practice

[Mothers continue sitting in their Play Scheme groups]

1. Give each group 1 of the 4 games

2. Ask each group to choose one person to be the 'Mother'. The others will act as children
3. Each group should play the game for 10 minutes
4. After each game, groups should pack the game, and rotate it to another group and repeat the process
5. Groups should choose a new 'Mother' for each game, so everyone gets a turn.]

[As Mothers are playing the game:

- **Ensure Mothers are playing the game (not explaining how to play)**
- **Encourage and praise them**
- **Correct them kindly and show them the right way to play.**
- **If a group finishes early, ask them to pick a new 'Mother' and play again].**

Discussion

[5 mins]

[Hold up each game one at a time and ask the following questions:

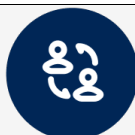
Qn: What will this game teach a child?

Qn: How can you make this game using local materials?

Repeat questions for each game.]

Games making

[15 mins]



Task: Games audit

[Split Mothers into 6 groups]

1. Split all indoor games between the 6 groups of Mothers
2. Ask each group to 'audit' the games by looking through and identifying which games need fixing [10 -15 minutes]
3. Ask each group to decide who will remake or fix each game (e.g Mary will fix the shape stacker using wood. Fiona will remake the puzzle game using cardboard)
4. Each group should share who is fixing what game and how with the whole group
5. Remind Mothers that they must bring the games to the Play Scheme next week.]

Wrap-up

Qn: Before we close the session. Do you all feel more confident teaching the games we practiced today?



Explain: Please make sure to alert us to games you are finding difficult, and we can practice them during pre-play.

Qn: Why is it important that we teach the games correctly?*[Ans: so children can learn well]*

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers to teach the 4 games this month at the Play Schemes
2. Ask each Mother to make one of the games at home, using materials they already have, and teach it to their children
3. Ask Mothers to complete the fixing and making of the games from the audit and bring to the Play Scheme next week

Qn: Any questions?

Explain: We will review the Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]



PW1.2f - Introduction to ECD

Learning objectives

- Mothers and Fathers understand the 4 areas of Early Childhood Development (physical, socio-emotional, language and thinking skills)
- Mothers and Fathers know what a child needs to develop well in each ECD area
- Mothers and Fathers understand it is the responsibility of the parents to provide Early Childhood Care and Education (ECCE) for their children.

[Deliver the Opening section on page 278]

Game of the month: Number Matching]

Introduction

[5 mins]

Explain: Welcome to another workshop in the GES Parenting Course. These workshops will give you skills and knowledge to be confident parents.

Explain: We welcome the Fathers who are here to learn with us today. Remember, Fathers are invited to attend one workshop each term, so we look forward to seeing you regularly!

Explain: Fathers, please sit amongst the Mothers and not separately. We expect an equal level of participation from both Fathers and Mothers to make the workshop a success.

Explain: Today we will learn about the 4 areas of child development. We will be here for 1.5 - 2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: Mothers, at the last workshop, we asked you to make some games at home to play with your children. Please can you tell us which games you made and if your children enjoyed playing them at home?

[Take 3-4 responses and praise Mothers].

Child development

[10 mins]

Explain: Let's now begin today's workshop.

Explain: Every child needs to grow and develop in 4 different areas:

1. Physical development

Explain: The first area is Physical development. This means a child's body grows strong and healthy.

Qn: What do you think a strong and healthy 6-year-old child looks like?

[Take 1-2 responses]

Explain: A strong and healthy 6-year-old:

- May be about 1 metre tall,
- Is full of energy,
- Doesn't fall sick often, and
- Can run and play for a long time.

2. Social development

Explain: The second area is for a child to develop socially. This means the child learns how to manage their emotions and interact with other people.

Qn: What can a 6-year-old child with good social skills do?

[Take 1-2 responses]

Explain: The child:

- Plays and makes friends
- Can share with others
- Can say how they feel
- Listens to others
- Enjoys joining group play

3. Intellectual development

Explain: A child also needs to develop their mind. We call this, thinking skills.

Qn: What does a 6-year-old child who has thinking skills look like?

[Take 1-2 responses]

Explain: A child with good thinking skills:



- Explores the world around them (eager to learn how things work)
- Remembers and follows simple instructions
- Asks many questions
- Understands simple rules
- Can learn things easily

4. Language development

Explain: The fourth area is language development. This means the child learns how to talk, listen to others, and respond to questions.

Explain: A child with good language skills:

- Uses a lot of words
- Can explain what they want or feel
- Easily understands instructions

Parental responsibility

[5 mins]

Qn: Do you think children will develop in these areas on their own, or do they need help? *[Ans: They need help]*

Qn: Who should help children develop well in these 4 areas? *[Ans: We, the parents!]*

Explain: We all have a role to play in supporting children to develop and gain the skills they need.

Explain: As teachers, we work hard to provide this for children at school. But children still spend more time at home than at school. Parents and caregivers are the most important people in the development of a child. Eating, sleeping, talking, and playing with them at home make a big difference.

Challenges to good ECD

[15 mins]

Key message: Let's remind ourselves: children need to grow and develop in 4 areas:



- **Physical** – Their body grows strong and healthy to run and play.
- **Social** – Child makes friends, shares, and plays well with others.
- **Intellectual** (Thinking) – Child uses their mind to learn and understand things.
- **Language** – Child can talk, listen, and understand others.

Explain: We have agreed that parents are responsible for helping children grow and develop in all 4 areas.

Qn: So, what are the challenges parents face in helping children develop in these 4 areas?

[Take 2 – 4 answers - Encourage discussion from parents about poverty and lack of education/illiteracy]

Poverty and early child development

Explain: Many parents say, "We are poor, that's why we can't give our children proper care or education."

Explain: Let me explain with a story about two boys from the same village, John and Samuel. Both are four years old.



Story: John's family trades in the market. His Mother leaves early in the morning and comes home late when she is tired. His father is often at home but is very strict. John is afraid of him.

John is not in school, so he and his siblings play around the community all day. Sometimes they don't eat until their Mother returns. In the evenings, when John tries to play and laugh, his father tells him he is disturbing him.

Samuel's parents are farmers. They also work hard. Some days they take Samuel to the farm, they ask him to count trees, look for colours and sing songs whilst they plant and harvest.

His Mother asks Samuel about his feelings and tells him she loves him.

The family doesn't have much, but Samuel eats three simple meals a day from the farm. After the evening meal, the family usually gather to tell stories, and Samuel's favourite is the story of a brave little boy, just like him, who goes on adventures.

Samuel falls asleep happy, safe, and loved.

Qn: Which child is being supported to develop in the 4 areas? *[Ans: Samuel]*

Qn: Who do you think will enjoy school more and attend more regularly? *[Ans: Samuel]*

Qn: Who is more likely to do well at school? *[Ans: Samuel]*

Explain: So, you see, it's not about money. Neither family spent money in the story, but Samuel's parents give him love, time, and opportunities to learn. That's what makes the real difference.

Qn: If you do not lay a good foundation before you build a house, what will happen to that house? *[Ans: It will fall down]*

Qn: Can you lay a foundation once the house is built? *[Ans: No]*

Explain: The first 6 years of a child's life is when the foundation for all future development is laid. If the foundations are not laid correctly, the child's whole future will be put at risk.



Key message: We don't need to have plenty of money to support our children to grow and develop.

Qn: Are you willing to take action to help your children lay a good foundation for the future?

Practical actions to help children develop [20 mins]

Explain: Let's now discuss how we can support children to develop in the 4 areas. Remember, physical development is when a child's body grows strong and healthy.

Qn: What can parents do to support their children to develop physically?

[Take 2 – 4 answers]

Explain: Parents can:

- Feed their children healthier foods (not expensive food)
- Ensure children stay clean (bath and handwash regularly)
- Prevent diseases (e.g. by sleeping under a mosquito net)
- Encourage active play in safe areas (running, jumping, climbing, and helping with housework make their bodies strong)

Qn: What can parents do to support their children to develop social skills?

[Take 2 – 4 answers]

Explain: Parents can:

- Play with their children, especially games that encourage turn taking and sharing
- Give children quality time
- Show them affection so they feel loved and accepted by their family

Qn: What can parents do to support their children to develop thinking skills?

[Take 2 – 4 answers]

Explain: Parents can:

- Ask their children questions
- Encourage them to solve small problems and play with things around them.

Qn: What can parents do to support their children to develop language skills?

[Take 2 – 4 answers]

Explain: Parents can:

- Encourage children to express what they need
- Listen to their children
- Tell stories and sing songs

Qn: Does anything here require parents to have plenty of money? *[Ans: No!]*

Qn: Does anything here seem very difficult? *[Ans: No!]*

Task: Can each parent please think about one action you can take this month. An example could be this month I am going to tell stories with my children during bath time. [Give a few minutes for parents to think of their action].



Key message: Small actions, not big money, help children to grow in every way.

Explain: Thank you for your attention and participation so far. We will now discuss challenges with our Play Scheme before we wrap up and give you homework.

Wrap-up

[5 mins]

Explain: Let's remind ourselves of what we learned here today.

Qn: What did we learn today? *[Ans: The importance of child development in the first 6 years, the four areas of child development, lack of money does not mean children cannot develop well, parental responsibility for child development, practical things we can do.]*

Qn: We need to think about 4 areas of child development. What are these? *[Ans: Physical, social, thinking, and language]*

Qn: Who is responsible for helping our children develop? *[Ans: We, the parents]*



Qn: Are you ready to take action? *[Ans: Yes!]*

Explain: Good! Then let's take some homework.

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers and Fathers to complete one action that supports their child's development as homework. Encourage them to keep doing it throughout the month.
2. At the next Parenting Workshop, everyone should share what they did.

Explain: Thank you, Fathers, for joining this session. Your presence shows how much you care about your children's future. When Mothers and Fathers work together, children are more likely to thrive.

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx radio station/date/times]

[Allow father to leave, Mothers should stay for the closing section]

Explain: We will now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]

PW1.3 - Team building

Learning objectives

- Mothers bond as a team through a series of activities – leading to a greater sense of peer support and unity
- Mothers understand the value of working together and supporting each other to deliver the Play Schemes

Materials

- Wooden blocks
- 2 pieces of fabric to use as blindfolds

[Deliver the Opening section on page 278]

Game of the month: Sound cylinders]

Introduction

[5 mins]

Explain: Welcome to another Parenting Workshop in the GES Parenting Course.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: Who remembers what we learned last time? *[Ans: the 4 areas of ECD and how to support children to develop.]*

Qn: What actions did you take to support your children after that workshop?

[Take 2–3 quick responses - Encourage and celebrate their efforts.]

Explain: It's great to hear how you've been practising what you learned. Each time you try what you learned here, you're helping your children grow and learn.

Explain: Today's workshop has a new focus. Today is to bond as a team and have fun. We will be here for 1.5 - 2 hours.

Activity 1 – Animal Name Game

[20 mins]

Explain: We are going to start by playing some games in our groups.

Explain: The first game is called the **Animal Name Game**.

Explain: Each of us is going to think of:

- an animal to represent us; and
- an action that the animal does.

Explain: The first person will start by saying their name, their animal, and showing their action. For example: "My name is Fatimah and I am a lion," then show the lion action.

Explain: The next person will introduce the first person (name, animal and action) and then introduce themselves with their own animal and action.

Explain: Each person after that will do the same — introduce everyone before them in the correct order, and then introduce themselves.

Explain: Each Play Scheme group (Monday group, Wednesday group, etc.) will stand in a circle and keep going until the last person, who will have to introduce the whole group!

Qn: Is everyone clear?



Task: Animal name game [15 mins]

[Ask Mothers to get into their Play Scheme groups to play the game. Each Play Scheme group should form a circle].

Steps:

1. Everyone thinks of an animal and an action
2. The 'starting person' introduces themselves: name, animal and action.
3. Beginning with that 'starting person', people introduce the people before them, and then themselves
4. The game ends when the last person introduces everybody in the circle.

[Facilitators circulate between the groups and make corrections. If the game is going slowly, please ask the Mothers to speed it up. End the game after 15 minutes if it is not already complete.]

Activity 2 – Wooden Blocks

[15 mins]

Explain: Let's play another game now.

[In an open space, set up two piles of wooden blocks two steps apart. There should be an equal number of blocks in each pile. These are the starting points. Now identify a finishing point about 10 steps away from each starting point.]



Task: Wooden Blocks game [15 mins]

[Invite 9 volunteers. Eight of them will form one team, and the ninth person will work alone. She will compete against the eight-member team].

Steps:

1. Assign the group of 8 Mothers 1 set of blocks and the group of 1 Mother a set of blocks.
2. Ask teams to stand at their starting stations.
3. Explain that each team must carry all their blocks from the starting station to the finish line. You can only carry one block at a time, but you can all move at the same time. The first team to move all their blocks wins.
4. Ask the teams to start.

[Allow the teams to play until one team carries all their blocks to the final station. When teams finish playing, reveal the winning team.]

Qn to the team with only one Mother: How did you feel during this activity?

[Ans: Tired, discouraged.]

Qn to the team with only one Mother: Were you successful? Did you win? Why not?

[Ans: No. I was alone, no one helped me, the work was too much.]

Qn to the team of 8: How did you feel during this activity?

[Ans: Energised, excited.]

Qn to the team of 8: Were you successful? Did you win? Why?

[Ans: Yes. We worked together as a team, so it was easier, faster and fun.]

Qn to Mothers watching: Why did the team of 8 win the game?

[Ans: They helped each other. There were many Mothers, so they shared the work, making it easier and faster.]

Qn to Mothers watching: Why is working as a team important?

[Ans: Working as a team is the best way to accomplish a task. It makes work easy and increases success.]

Qn to the whole group: What did this game teach us about working together at the Play Scheme?

Explain: If you are 8 Mothers working together at a Play Scheme, teaching children will be much easier and enjoyable and bring better success.

Explain: You need to work as a team at the Play Scheme. One or two Mothers cannot run the Play Scheme. They cannot do the same work as 8 or 10 Mothers.



Key message: For good teamwork to happen, good planning and communication must be there. Play Scheme is an important time for Mothers to work together as a team.

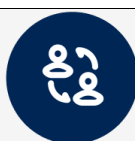
Activity 3 – Blind Finder

[10 mins]

Explain: Let's play another game.

Explain: Each group will have to direct another Mother to find an object. But the Mother will wear a blindfold so that they cannot see. You will do this using your voices only. Do not touch the blindfolded Mother.

Explain: You can say 'left', 'right', 'forward', 'bend down', but you cannot hold her hand and lead her. This game requires teamwork, because if everyone is shouting at once, your team member may get confused.



Task: Blind Finder Team Activity [10 mins]

Steps:

1. Ask Mothers to discuss which Mothers in each Play Scheme group will be blindfolded
2. Cover the selected Mother's eyes with a blindfold, so that they cannot see.
3. When the blindfold is on, place a small object 5-6 steps away from the Mother.
4. Turn (spin) the Mother around (gently) on the spot 5 times.
5. Group members should then give instructions to the Mother to help her find and pick up the object. All Group members should be involved.

[If this is completed within 5 minutes blindfold a new Mother and continue playing.]

Qn: What did you learn from this activity about teamwork?

[Take 1- 2 responses]

Qn: What did you learn about communication?

[Take 1- 2 responses]

Qn: What was the most challenging part of this activity?

[Take 1- 2 responses]

Qn: How did the blindfolded person feel?

[Take 1- 2 responses]



Key message: You have to work together as teams to make the Play Scheme a success, so you will need to trust each other and communicate well!

Activity 4 – Lions and Antelopes

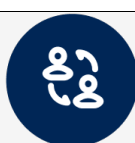
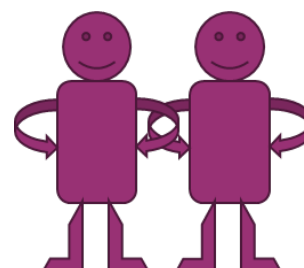
[10 mins]

Explain: We are going to play one more game today.

Task: For this game, let's get into pairs. (If there is an odd number, allow one group of three).

Explain: In this game, you and your partner will link arms.

[Demonstrate linked arms with another facilitator, use the image.]



Task: Lions and Antelopes game

[Layout: create a safe playing area for each group away from any uneven surfaces or hazards. This area should be big enough for all the pairs to play in. Remind Mothers not to run too far!]

Steps:

1. Each group should have one pair who are the lions, the rest are antelopes
2. The lions must chase the antelopes and try to tap one pair on the back or arms.
3. If a pair of antelopes are caught, they become the lions and the pair that caught them become antelopes

4. No pair should ever break arms.

[Facilitators can demonstrate lions catching a pair of antelopes. Play the game for about 5-10 minutes. There are no winners – it is just for fun!]

Qn: What did you learn from this game about teamwork? [*Ans: Pairs needed to communicate and plan to move in the same direction*]

Qn: What did you learn about communication? [*Ans: Without communicating, Mothers would be pulling in different directions*]

Qn: What was the most challenging part of this activity?

Qn: How well did you think your pair worked together?

Explain: We have finished our games for today. I hope you are all feeling happy and proud to be a part of your team.

Explain: You can play games like these with the children at the Play Scheme during the outdoor games.

Explain: We want you all to have fun together and enjoy being part of the Play Scheme. We know it will make teaching easier and fun to work with people you trust.

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers to pair up with a friend or neighbour in their day group. They will be 'reminder friends'.
2. The responsibility of 'reminder friends' is to remind each other to be on time for Play Scheme and Parenting Workshops.

[Allow a minute for Mothers to pair up.]

Explain: We will now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]





Ghana Education
Service (GES)

Course 1

Module 2

(Year 1)



PW2.1 - Time Management

Learning objectives

- Mothers understand that managing time helps you to reduce stress, be more reliable and get more done
- Mothers are ready and motivated to apply the 5 steps of time management in their daily lives.
- Mothers appreciate that good time management allows them to balance caring for children, with work and still have time for personal rest.

[Deliver the Opening section on page 278]

Game of the month: Picture matching]

Introduction

[5 mins]

Explain: Welcome, Mothers! We are so happy to have you here today.

Explain: Through this course, you'll keep learning simple ways to support your children's learning and development at home.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: Who remembers what we learned last time? *[Ans: we practiced team building activities to help us bond as a team and value teamwork]*

Qn: We asked you to pair up with another Mother and become 'reminder friends'. We asked you to remind each other about coming to the Play Scheme on time. How did this go?

[Take 2–3 quick responses. Encourage and celebrate their efforts]

Explain: Great. Now we will talk about today's workshop. I am sure we all wish we had more time. Today, we are going to discuss how to manage our time so that can do the things we need to do and still have time to be with our children and rest. We will be here for 1.5 - 2 hours.

What is time management?

[20 mins]

Explain: I would like to tell you a story about two women – Gifty and Sarah – and how they manage their time. Please listen carefully as I will be asking you questions after I finish the story:



Story: **Sarah** and **Gifty** are both Mothers on the Parenting Course in their community. Each morning, they have many tasks to manage: cleaning their homes, fetching water, cooking food for their families, preparing their children for school, visiting the garden, and attending the Play Scheme.

Sarah often starts her day without a clear plan. When she puts water on the fire for breakfast, she simply waits for it to boil instead of using the time for another task. By the time the porridge is ready, much of the morning has already passed. Then she rushes to bathe and dress her children for school.

Some days, Sarah decides to go to the garden or do other chores before the Play Scheme. This makes her late, or she arrives just as the session is ending. The other Mothers notice and begin to feel frustrated with her. Even though Sarah is always busy, she often misses things or struggles to complete everything she wants to do.

At home, Sarah regularly finds herself unable to finish her chores, and she feels like she is not doing well as a wife or a Mother because of this.

Qn: Have you ever had days like Sarah, when you work hard all day but feel like you did not complete what you needed to do?

[Take 2–3 responses]

Qn: What could Sarah do better?

[Take 1–2 answers]

Explain: We can see that Sarah is a hardworking Mother; she's always busy and tries her best to care for her family. But like many of us, she hasn't yet learned how to plan her day.

Explain: Let's hear about Gifty.



Story: Gifty starts each day by thinking through what she needs to do.

It is Wednesday so she knows that she teaches at the Play Scheme at 9 o'clock, so she prepares breakfast early, bathes the children, and dresses them for school before leaving the house. She knows she needs to sweep the house and wash clothes, but she understands that if she begins those tasks in the morning, she will be late for the Play Scheme. By leaving her house at 8:30 each morning, she is never late.

After the Play Scheme, she heads straight to the garden, and when she returns, she begins preparing lunch. In the afternoons, she sweeps the house and washes clothes. She still has time to rest and talk with her neighbours in the early evening.

Because Gifty plans ahead, her days feel calmer. She has a clear routine. She completes her housework, keeps her promises to others, and still finds time to rest. Her family appreciates her efforts, and she feels proud of all that she does.

Qn: From the story, who do you think managed their time well? *[Ans: Gifty, because she was prepared and prioritised important work, she was able to complete her daily tasks without wasting time.]*

Qn: Do you think Sarah managed her time well? *[Ans: No, because she failed to plan, prioritise important activities, and did not manage her time well.]*

Qn: What did Gifty gain from managing her time well? *[Ans: less stress, able to complete all her tasks in the day, prevents time wastage, helps with punctuality at events/activities, others respect and appreciate her, sets a good example for her children.]*

Qn: What do you think are the effects of Sarah not managing her time? *[Ans: poor work quality, wastage of time, higher stress levels, lateness or absenteeism at work/activities, incomplete work/tasks, others will be annoyed with her, sets a bad example for her children]*

Qn: Which of these Mothers (Gifty or Sarah) are you more like? Why? *[Ans: It is OK to be like either. No one is perfect. But we should try to be more like Gifty.]*

Qn: Which of these Mothers would you like to work with at the Play Scheme? Why?



Key message: If you manage your time well, like Gifty, you will be able to complete all your work in the day, you will be less stressed, others will see you as a reliable person, and you will set a good example for your children.

Explain: Now, let's look at some time management techniques that will help you to be more like Gifty.

How to manage time effectively

[15 mins]

Explain: Everyone has many things to do each day. But if you plan and manage your time, you will be able to achieve everything and have quality time with your family.

Explain: Let's go through some of these time management techniques together.

Step 1) Make a list of tasks

Explain: The first step is to make a list of all the things you need to do in the day. For example Gifty made a list of these 6 things in her head:

- Visit a neighbour
- Attend the Play Scheme
- Work in your garden/farm
- Prepare dinner for the family
- Prepare breakfast for the family
- Prepare and send children to school (washing, dressing, etc.)

Step 2) Work out when the tasks should be completed.

Explain: The second step is to work out when the tasks should be done. This will help you set a schedule so that you have enough time.

Explain: Some tasks must be done at a certain time in the day, while other tasks can be done at any time.

Qn: Can you prepare children for school at any time of day? [*Ans: No.*]

Qn: When must it be done? [*Ans: In the morning.*]

Explain: We will now discuss each of the 6 items from Gifty's list and agree if each one must be done in the morning, afternoon or evening, or if it can be done at any time of day.



Qns: When can Gifty:

Visit a neighbour? *[Ans: Any time.]*

Attend the Play Scheme? *[Ans: Morning.]*

Work in your garden? *[Ans: Morning, but after PS]*

Prepare dinner for the family? *[Ans: Evening.]*

Prepare breakfast for the family? *[Ans: Morning.]*

Prepare and send children to school (washing, dressing, etc?) *[Ans: Morning.]*

Step 3) Work out the best order to do the tasks

Qn: You can see that Gifty's morning is very busy, as she must prepare the children for school, prepare breakfast, and go to the Play Scheme. Do you think the morning is the right time for her to visit her neighbour? *[Ans: No.]*

Qn: We have agreed that in the evening, Gifty only needs to prepare dinner. Do you think she could visit her neighbour in the evening?

[Ans: Yes. This is not so busy.]

Explain: Gifty now knows that she needs to first prepare breakfast for the family, bathe and prepare the children for school, go to the Play Scheme, and go to the garden. Then she is only left with visiting a friend and preparing dinner.



Key message: If you know that there are times when you will be busy, do not try to add more tasks at those times. Try to use less busy parts of the day to do tasks that are not urgent.

Step 4) Be Prepared

Explain: The next step we will talk about is being prepared. If you know your schedule for the day, you can decide what you need to prepare to do these activities. This will help you save time.

Explain: In the story we heard that Sarah needs to prepare her children for school in the morning.

Qn: What are some of the things she must make sure is ready so that she can prepare her children for school without lots of challenges?

[Ans: She should make sure there is water for bathing collected the evening before, and that there are clean and dry clothes for them to wear to school].



Key message: Being prepared for your activities can help you to avoid wasting time.

Step 5) Be on time

Explain: The last technique is to **be on time**.

Qn: Does being late make it easier or harder to complete all the tasks you need to do in a day? Why? *[Ans: Harder, because once you are late to one task, you are likely to continue to be late for all the other tasks. This means you will lose time].*

Qn: How do you feel when you need to complete a task, but are waiting for other people? *[Ans: Annoyed, stressed, disrespected]*

Explain: You can avoid being late by leaving enough time between tasks, so that you arrive on time. If you work with other people, show them respect by not making them wait for you.

Qn: If you should be at the Play Scheme by 9 am, at what time should you have completed your morning tasks so that you have enough time to get to the Play Scheme? *[Ans: Maybe by 8 am.]*

Recap

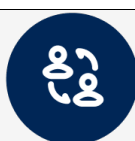
Explain: We have talked about 5 ways to manage your time effectively:

- Step 1: Make a list of tasks
- Step 2: Work out when tasks need to be done
- Step 3: Put the tasks in order. Put tasks that can be done at any time into a less busy part of the day
- Step 4: Be prepared, so you do not waste time
- Step 5: Be on time, by leaving enough time between tasks

Practical activity

[15 mins]

Explain: Please pair up with another Mother.



Task: Pair Work – Planning

1. Ask Mothers to discuss with their partner all the activities they need to do tomorrow. [5 mins]
2. Ask Mothers to discuss when in the day these activities need to happen [2 mins]
3. Ask Mother to put these activities in order that they must do them [2 mins]
4. Ask Mothers if there is anything they need to do to prepare for each activity and make sure they are on time [3 mins]

Recap

Qn: Let's recap. Why is it helpful to manage time? *[Ans: so we are less stressed, able to complete all tasks in the day, others respect and appreciate you, sets a good example for children.]*

Qn: What can you do to help yourself manage time? *[Ans: Make a list of tasks, work out when they need to be done, work out the best order, be prepared, and be on time.]*

Qn: Are you all ready to be excellent time managers?

Explain: If you follow these 5 steps, you will be like Gifty.



Key message: From now on, let's manage our time well. We can support each other to do this.

Qn: Are you all ready to take action? *[Ans: yes!]*

Explain: Great. We'll now take some homework to help us practice what we have learned.

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers to follow the example of Gifty! Go through the 5 steps every day and organise their tasks, and manage time well.
2. Support each other to be good time managers. If you notice a Mother at the Play Scheme is struggling to keep time, support them to apply the 5 steps.

Explain: We will now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]

PW2.2f - Nutrition

Learning objectives

- Mothers and fathers understand the difference between energy-giving food, body-building food and protective food - and where to get these.
- Mothers and fathers are motivated to give their children a balanced diet using the food available in their local environment.
- Mothers and fathers are ready to use local, low-cost foods in creative ways to make meals more nutritious for their children.

[Deliver the Opening section on page 278]

Game of the month: Shape stacker]

Introduction

[10 mins]

Explain: Welcome to today's Parenting Workshop.

Explain: We are here today to talk about easy ways to help your children develop. We welcome Fathers along with Mothers today.

Explain: We hope you will all learn useful things today and have lots of fun. Fathers we encourage you to join the Mothers in discussion and contribute to the session. We will be here for 1.5 – 2 hours today.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: Fathers, what did you learn last time? *[Ans: the 4 areas of ECD and how to support children's development in those areas]*

Qn: What new things did you try at home after that workshop?

[Take 2–3 quick responses - Encourage and celebrate their efforts.]

Explain: It's great to hear how you've been practising what you learned. Each time you try something new, you're helping your children grow and learn.

Qn: Mothers, what did you learn last time? *[Ans: How to manage our time well]*

Qn: Did following the 5 steps help you to manage your time and be on time for the Play Schemes?

[Take 2–3 quick responses - Encourage and celebrate their efforts.]

Explain: Today we will discuss ways to feed our children, so they grow and develop well.

Importance of good nutrition [10 mins]

Qn: To begin, I have a simple question for you. Why do we need food?

[Take 2-3 answers]

Explain: Food gives energy, it builds our body and helps us grow and helps us avoid and recover from sicknesses.

Explain: We need to eat enough food, and we need different types of food. **A well-balanced diet** is food which gives us energy, builds our body to make us grow, and prevents disease.

Qn: What does a well-fed child look like? What can he or she do? *[Ans: Bright, good skin, good hair, alert, active, has energy to run, doesn't get sick, concentrates well.]*

Qn: How can you tell when a child is not eating enough nutritious foods? *[Ans: Sleepy, big belly, faded hair, not growing well, cannot concentrate, not interested in playing, falls sick often, cries a lot, poor skin.]*

Qn: Who is responsible for making sure a child is well fed?

Explain: Mothers and Fathers are responsible for making sure a child gets well-fed. If you want your child to develop into a healthy, strong and successful adult, you need to make sure the child is well fed. That is, they eat enough of different types of food.

Qn: What difficulties do you face in feeding your children a well-balanced diet? *[Ans: Lack of variety of food, husbands' demand for food, beliefs that certain foods will ruin a child, not enough food available, lack of money, don't know how to feed a child.]*

Explain: We have a short story for you. Afterwards, we will ask questions about the story, so please listen well.



Story: Brenda has 4 children aged 3 years and above. She feeds her children 1 meal per day. Her husband eats first, and there is usually little remaining to give the children. Most days, the children eat only porridge.

Gloria also has 4 children aged 3 years and above. She has agreed with her husband to make sure there is always enough food for the children. She feeds her children 3 meals a day. Breakfast may be porridge, but she makes sure they have fruit and vegetables each day. And when the family has meat and eggs they always make the children get some too.

Qn: Whose children will get sick more often? Why? *[Ans: Brenda's children.]*

Explain: Brenda's children will get sick more often because they do not get enough food. They do not get a good variety of food. They do not get all the different types of foods they need to protect their bodies.

Qn: Whose children are likely to grow physically stronger? *[Ans: Gloria's children.]*

Qn: Why? *[Ans: Because they have foods which help their bodies grow.]*

Qn: Whose children will perform better in school?

Explain: Gloria's children will have more energy and so can concentrate better. Brains are part of the body and need food to grow strong. Gloria's children have enough food and different types of food, so their thinking skills will develop.

Qn: Is it cheaper or more expensive to feed children well?



Key message: If a child is sickly, this will cost more money in medical expenses, as well as lost labour.

Qn: If children perform well in school, are physically strong, and can fight disease, do you think they have a good chance for the future?

[Ans: Yes.]



Key message: A healthy child is more productive. Over time, this will save you money. In the future, they will be better able to provide for themselves and for you.

Explain: It is especially important that children are well fed.

Explain: Children are growing fast. They need food and energy to help their bodies and their brains to develop. Children are vulnerable to disease, so they need energy to fight infections. How children are fed can have lifelong consequences.

What food and from where?

[15 mins]

Qn: What can we do to make sure a child gets enough energy from food?



Key message: We should feed children often. Children should be like hens – always pecking. They should eat 3-5 meals per day.

Explain: Most families eat one main type of food with every meal. Such as fufu, tuo zaafi, banku, kenkey, cassava, or rice.



Key message: This kind of food alone is not enough to keep a person healthy and strong.

Explain: These can give a child energy, but even if a child eats plenty of this food, they can still become weak and ill. This food does not contain all the nutrients a child needs to develop well.

Explain: There are 3 types of food you need to feed children every day. We will now talk about these 3 types of food and where to find them locally.

Helper foods

Explain: The types of food that children need to develop are what we call '**helper foods**'.

Explain: There are 3 types of helper foods. It is important to add 1 of these types of food to every meal.

Explain: The first helper food is high-energy giving foods. These kinds of foods give children energy.

Explain: These foods include maize, millet, rice, yams and cassava. But also oily foods, nuts and seeds.

Explain: The second helper food is **body-building foods**.

Explain: These kinds of foods help children to grow.

Explain: Foods from beans (such as bambara beans), lentils (peas) and nuts such as ground nuts. Also, food from animals, like fish, eggs, meat and milk.

Explain: The third helper food is **protective foods**. These foods keep your body healthy inside and outside, and fight disease.

Explain: Green leaf vegetables like cabbage and spinach, and other green vegetables like green beans and avocado *[include local vegetables in the community]*. Also, coloured fruits and vegetables like tomato, carrots, lemon and mango etc.

Practical activity

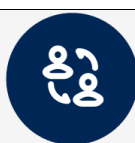
[20 mins]

Explain: Now, let's get into groups.

[Organise Mothers into 3 groups. Fathers should join the same group as their wife/partner if present. Avoid too many fathers in one group].

Explain: Each group will be allocated one type of helper food.

- Group 1 is for high-energy giving foods
- Group 2 is for body-building foods
- Group 3 is for protective foods



Task: Group work

1. Ask groups to discuss which foods they can get locally and what meals they can make (focusing on their food group)[5 mins]
2. Ask groups to present back their examples [5 mins]
3. Ask groups to discuss what role do fathers and Mothers play in ensuring their children eat balanced meals each day (e.g Fathers ensure there is food to cook, Mothers cook the food) [5 mins]
4. Ask Mothers to share with the class how they can ensure their children get the balanced meals they need to develop [2 mins]
5. Ask Fathers to share with the class how they can ensure their children get the balanced meals they need to develop [2 mins]

Explain: For children to grow and develop well, parents need to give them enough food from the 3 helper food groups.

Explain: These 3 helper food groups are:

Energy-giving foods;
Body-building foods; and
Protective foods

Qn: Are you willing to take action to help your children grow and develop well for the future?

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask parents to try to prepare at least one family meal that includes all three helper food groups together every week].
 - **Energy-Giving Foods** - rice, yam, cassava, maize, plantain, millet, or potatoes
 - **Body-building Foods** – beans, groundnuts, eggs, fish, chicken, or milk.
 - **Protective Foods** - tomatoes, bananas, greens, oranges, pawpaw, okra, mangos, carrots, or pineapple.

Explain: Thank you for attending this training and showing your dedication to your children's learning and development. When Mothers and Fathers work together, you can feed children with food from the 3 helper food groups.

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx radio station/date/times]

[Allow Fathers to leave, Mothers should stay for the closing section]

Explain: We will now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]

PW2.3 - Patience

Learning objectives

- Mothers understand why patience is important when teaching and playing with children.
- Mothers recognise how impatience affects children's confidence and learning.
- Mothers practise simple techniques to stay calm and patient during Play Scheme sessions and at home.

[Deliver the Opening section on page 278

Game of the month: Books]

Introduction

[10 mins]

Explain: Welcome! I hope you are enjoying the parenting course so far.

Explain: I hope you are all ready to learn and will find this session very helpful.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: Who remembers what we learned last time? [*Ans: Nutrition and how to feed children a balanced diet.*]

Qn: What actions did you take to feed your children with food from the 3 helper food groups?

[Take 2–3 quick responses. Encourage and celebrate their efforts.]

Explain: It's great to hear how you've been practising what you learned. Each time you try what you learned here, you're helping your children grow and learn.

Explain: Today, we are going to discuss patience. We will learn how patience helps us to support children's learning and confidence during Play Schemes and at home. We will be here for 1.5 - 2 hours.

What is patience?

[5 mins]

Qn: What do you think it means to be patient?

[Take 2–3 responses]

Explain: To be patient means to stay calm and not get angry when there are delays or challenges. Being patient is an important skill for everything in life. But today we will talk about how being patient supports children to learn.



Key message: Children learn best when parents and teachers are patient and encouraging.

Impatience and learning

[10 mins]

Explain: I am going to begin today with a demonstration.



Task: Demonstration - Impatience

1. Ask one Mother to come up and draw a house on the blackboard [use notebook/paper/anything else if blackboard unavailable]
2. As Mother begins drawing the house, facilitator should sigh loudly, critique her drawing, tell her she is slow and remove the pen/chalk from her hand and begin doing drawing the house.
3. End demonstration. Thank the Mother and ask her to return to her mat/seat.

Qn: Was I a good teacher? [*Ans: No!*]

Qn: Why? What did I do wrong? [*Ans: you were not patient, you were angry, you were in a hurry, you were harsh, you didn't allow her to finish*]

Explain: I was impatient both in my words and actions.

Qn to the volunteer Mother: How did it feel when I was impatient? [*Ans: scary*]

Explain: Sometimes people believe that a good teacher should be very strict with children and step in to correct them, but this is not true.

Qn to the volunteer Mother: Did you learn anything about drawing the house?

Explain: When we are impatient, children become nervous or scared. They stop trying and feel less confident. It is similar for adults too!

Qn: What do you think would happen to a child who was always treated this way? Would they learn well? *[Ans: No!]*

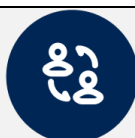


Key message: Impatience discourages children and stops their learning.

Why patience is better

[30 mins]

Explain: Explain: Now, let's see what happens when we are patient.



Task: Demonstration - Patience

1. Ask one Mother to come up and draw a chicken on the blackboard [use notebook/paper/anything else if blackboard unavailable]
2. As Mother begins drawing the chicken, facilitator should praise their efforts, use kind words, speak gently and smile.
3. End demonstration. Thank the Mother and ask her to return to her mat/seat.

Qn: Do you think I was a good teacher? *[Ans: Yes!]*

Qn: Why? What did I do right this time? *[Ans: you encouraged, used kind words and tone]*

Explain: I was patient both in my words and actions.

Qn to volunteer Mother: How did it feel when I was patient? *[Ans: good, encouraging]*

Explain: Patience gives children confidence and helps them learn better.

Explain: As teachers, it is important that we try to give our children the help they need to learn. It is easy to be impatient when a child is delaying a game at the Play

Scheme, is not in line for handwashing, or is struggling to play the game well. But our role as adults is to support their learning through patient interactions.

[Give an example of when someone has been patient with you and how it helped you to succeed in something to help the Mothers understand importance of patience]

Qn: Can anyone share a time when someone was patient with you and this helped you learn something new?

[Take 2-3 responses]

Explain: Thank you for sharing.

Explain: Does everyone agree that a good teacher should be patient?

Qn: Any questions about this?

Being patient at home

Explain: We have agreed that it is important to practice patience when teaching at the Play Scheme.

Qn: When else do you think it is important to be patient?

[Take 2-3 responses]

Explain: We are not just teachers at the Play Schemes, we are our children's first teachers at home too. Every time we are around them, we are teaching them!

Explain: Practising patience with our children at home is equally important.

Explain: Sometimes we are impatient because things have gone wrong in our day, we are tired or something may be troubling us. And this can affect how patient we are, especially with our children.

Qn: When do you feel being patient with your children is most difficult? For example, I find it difficult to stay patient with my child when he takes so long to tie his shoelaces and will be late for school. I have told him to hurry up, and even forcefully tied them myself.

[Take 3-4 responses]

Qn: So, how can we stay patient, even when we are feeling tired or something is troubling us?

[Take 2-3 responses]

Explain: If you start to feel impatient (like you want to rush the child, take over, or even shout at them) there is a simple thing you can do:

- 1) **Breathe:** Take a deep breath in before you say anything. This slows you down and gives you time to think about what the best thing to say or do would be. **Then.....**
- 2) **Count to 5:** Count to 5 in your head too, to make sure you don't rush. It is better that the children wait for you to speak rather than being impatient with them. It helps you to stay calm.
- 3) **Then release the breath.**



Task: Breathing

Lead Mothers to practice breathing:

1. Ask Mothers to take a deep breath
2. Ask Mothers to count to 5 in their head. 1, 2, 3, 4, 5, and breathe out
3. Ask Mothers how it makes them feel and take 1-2 responses

How to show patience

Explain: Now we have practiced how to pause and breathe when we are feeling impatient, let's now discuss how to show patience.

Explain: There are ways you can use your body to show children that you are calm and here to help them learn.

Explain: Everyone, look at my body.

[Fold your arms. Show an unfriendly face, and use your body to show you are losing your patience]

Qn: What is my body telling you?

[Take 2-3 responses]

Explain: Our bodies tell a story. It is important to remember that our bodies and words can either encourage children to try and learn, or they could make children feel nervous or afraid.

Qn: Can you stand up and show me an impatient body?

[Mothers should stand up and show you different actions or feelings with their bodies and/or faces. This should be fun and amusing!]

Explain: Thank you! What do you think a patient and calm body might look like? Show me!

[Mothers should stand up and show calmness and patience. They might smile, nod their head encouragingly, etc]

Explain: Great! Thank you, please sit down.

Explain: We have seen some examples of body language to use, after we have done some breathing and we are feeling calm again.

Explain: The other way to show patience is through our words.



Task: Practising patient words

1. Ask Mothers to sit in their Play Scheme groups
2. Ask Mothers to imagine they are at the Play Scheme and children cannot play the games well.
3. Ask Mothers to discuss for a few minutes what they can say to the children to show they are patient and you ready to help them learn?

[Examples may include: Good effort. Can you try again? You are trying! Let me help you another way. There is no rush. Let's try again together. Shall I help you? I am here to help].

Practising Patience

[10 mins]

Explain: Before we close the session, let's practice what we have learned today.



Task: Practising Patience at the Play Scheme

1. Ask Mothers to sit in their Play Scheme groups
2. Select one Mother in each group to play one of the games
3. The rest of the Mothers should pretend to be children (ask them to test the Mothers patience)
4. Ask the Mother to apply the techniques that she just learned:
 - Take a deep breath and count to 5 in your head,
 - Use positive body language, and

- Use positive words



Key message: Patience creates a peaceful learning environment where children can grow and succeed.

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers to practice taking a deep breath and count to 5 before reacting at the Play Scheme and at home
2. Remind Mothers to remember to smile and show calm body language in times when they may feel impatient
3. Ask Mothers to share these strategies with their husbands too

Explain: We will now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]





Ghana Education
Service (GES)

Course 1

Module 3

(Year 1)



PW3.1 - Discovery-Based Teaching

Learning objectives

- Mothers understand that children learn better when they use discovery-based teaching
- Mothers are ready and motivated to use discovery-based teaching at PS and home
- Mothers are committed to challenging themselves to use advanced versions of games

[Deliver the Opening section on page 278]

Game of the month: Counting]

Introduction

[10 mins]

Explain: Welcome! I hope you are enjoying the parenting course so far.

Explain: Today, we are going to talk about discovery-based teaching.

Explain: I hope you are all ready to learn and will find this session very helpful.

Recap

Explain: Before we begin today's workshop, let's think back to the last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop? *[Ans: Patience and how to stay calm when things don't go the way we want.]*

Qn: What did we say about patience? *[Ans: That it helps us stay calm with our children and help them to learn.]*

Qn: Who would like to share how they have been practising patience with their children since the last workshop?

[Take 2 – 3 responses and give praise and encouragement]

Explain: Thank you for sharing! Every time you choose patience, you create a safer, happier space for your children to learn, grow and feel loved.

What is Discovery-based Teaching?

[20 mins]

Explain: Some of you may have already heard about **discovery-based teaching**, but for others, it might be new. Don't worry, we're going to learn about it together today.

Qn: Can anybody tell me what they think discovery-based teaching means?

Explain: Discovery-based teaching is when we teach children by helping them to explore and find out things for themselves instead of telling them.

Explain: We give children a task, but they do the thinking and try to solve it themselves!

Qn: Can you give me some examples of discovery-based teaching?

Explain: You are using discovery-based teaching when you:

- Ask children questions like 'what colour is this' and give them time to think and answer.
- Encourage them to match or sort items on their own.
- Allow the children to get things wrong and keep trying to find the answer for themselves (instead of telling them)

Explain: Let's watch a short demonstration of discovery-based teaching in action!



Task: Demonstration 1 – Discovery-based teaching (5 mins)

1. Invite 3 Mothers to act as children
2. Demonstrate the discovery-based teaching method as a Mother playing picture dominoes. Allowing the children to see, hear and do for themselves (encourage 'children' to pick up pieces and try, pointing, questioning)

Qn: How did I teach using the discovery-based method? *[Ans: Pointing, questioning, allowing the Mother to pick the game pieces and play the game themselves]*

Explain: We know that discovery-based teaching can sometimes feel difficult. It can take more time and patience. Sometimes, we see Mothers teaching by telling children exactly what to do or say, instead of letting them think for themselves.

Explain: This kind of teaching is called **spoon-feeding**. It's when we give children all the answers instead of helping them to discover and learn on their own.

Qn: Why do you think it's **not good** to spoon-feed children when they are learning?



[Take 2–3 responses]

Explain: When we spoon-feed, children don't get to use their minds or practice solving problems. Discovery-based teaching helps them become more confident and independent learners.

Explain: Let's watch a demonstration of the spoon-feeding method of teaching.



Task: Demonstration 2 – Spoon-feeding (5 mins)

1. Demonstrate the spoon-feeding method as a Mother playing picture matching with a child.

[Make sure all Mothers can see the demonstration].

[Play Picture Matching with colleague/Mother by telling the 'child' the name of the picture, taking the piece from the child and placing it on the board without allowing the child to do so.]

Qn: What did I do that was spoon-feeding? *[Ans: telling the child and not asking them, moving the game pieces, not asking the child to discover]*

Explain: These are what we call spoon-feeding.

Why do we use Discovery-based Teaching? [10 mins]

Qn: Why *shouldn't* we use the spoon-feeding method to teach children?

Explain: If we use spoon-feeding:

- Children become lazy and bored
- Children do not learn to think for themselves
- Children lose interest in learning
- Mothers get bored too (to be telling children the same thing all the time)

Qn: When children become lazy, they lose interest in learning and do not learn to think for themselves. How might this affect them later in life?

[Take 1-2 responses]

Qn: If you, the Mothers, become bored with teaching at the Play Scheme, what might happen?

[Take 1-2 responses]

Qn: So, why should we use the discovery-based method to teach children at home and at the Play Scheme?

Explain: When we use discovery-based teaching:

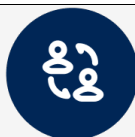
- It allows children to learn more
- It encourages children to solve problems themselves
- Children will learn skills and ideas
- Children will become more confident and enjoy learning
- Mothers will feel motivated

Explain: I hope we can all agree that it is important that we use discovery-based teaching to encourage children to learn. We need to continue to practice using this method of teaching so that it becomes natural to us. Then we will be doing it without making any effort!

How do we use Discovery-Based Teaching? [30 mins]

Explain: We are going to practice discovery-based teaching with some games.

Explain: By the end of today, we want you to feel confident about using discovery-based teaching. This is also a good opportunity to continue practising games and make sure we are really confident to teach in this way.



Task: Practising Discovery-based Teaching (15 mins)

1. [Ask Mothers to sit in their Play Scheme groups
2. Direct Mothers to sit on mats in groups of 5
3. Select one Mother per group to be the Mother; the others will be the children
4. Ask 'Mother' to play their game using discovery-based teaching]

[Choose a different 'Mother' to teach each new game. Move around the groups and encourage Mothers to use discovery-based teaching]

Qn: Do you think using discovery based teaching is only for the Play Schemes?

Explain: The discovery based teaching approach, is not only for the Play Schemes. You can use discovery based teaching at home with your children as part of any interaction with your children.

Qn: How do you think you could use discovery based teaching with your children at home?

[Take 2-3 responses]

Explain: When children are trying things for the first time, it's important to let them try. This helps children to learn how things work. If you are folding clothes, cleaning dishes or anything else and they want to try. It can support their learning if you give them the opportunity to try. They won't get it right first time but trying practising is important.

Qn: Any questions?

Qn: Are you all ready to be excellent teachers? *[Yes!]*

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Task Mothers to use discovery-based teaching at the Play Scheme and at home this month].

Explain: We'll now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]

PW3.2f - Financial Management

Learning objectives

- Mothers and Fathers understand what it means to manage money wisely.
- Mothers and Fathers can tell the difference between needs and wants and can prioritise their spending.
- Mothers and Fathers feel motivated and ready to practice the 5 steps to managing their money.

[Deliver the Opening section on page 278]

Game of the month: Size cards]

Introduction

[10 mins]

Explain: Welcome to another workshop in the GES Parenting Course. These workshops are designed to give you skills and knowledge that will help you with parenting and with life in general.

Explain: We also welcome the Fathers, who are here to learn with us today. It's always wonderful to have you join us. Remember, Fathers are invited to attend **one workshop each term**, so we look forward to seeing you regularly!

Explain: Fathers, please sit amongst the Mothers and join the discussion. Do not sit together in one area.

Recap

Explain: Before we begin today's workshop, let us think back to our last Parenting Workshop.

Qn: Fathers, what did you learn last time? *[Ans: Nutrition; feeding children with food from the 3 helper food groups.]*

Qn: What new things did you try at home after that workshop?

[Take 2–3 quick responses. Celebrate their efforts.]

Explain: That is wonderful. When you feed children with foods from the 3 helper food groups, you help your children grow strong and stay healthy.

Qn: Mothers, what did you learn from your last Parenting Workshop?*[Ans: How to teach children through discovery-based learning.]*

Qn: What did you do to use discovery-based teaching with your children at home and at the Play Scheme?

[Take 2–3 responses. Celebrate their efforts.]

Explain: Excellent! Each time you guide children to discover something for themselves, you build their confidence and love for learning.

Explain: Today, we'll be learning about something that affects every family – how we manage our money. When we plan and use our money wisely, it helps reduce stress and gives our children a better, more stable life.

Explain: When parents manage money well, there is less conflict, more peace, and more progress toward family goals like children's education, good food, and a happy home.

Explain: I hope you are all ready to learn and share ideas. We'll be here for 1.5 – 2 hours.

Finance management and income

[20 mins]

Explain: Managing money is a problem faced by many households across the world. It can be difficult to talk about money.

Explain: Very few people have all the money they would like to have. Most people are working hard to earn enough money for their families.

Explain: Money sometimes eases stress for families and sometimes causes stress.

Explain: Today, we will discuss how to manage the money we do have, so that we can feel less stressed about money and more confident about dealing with money.

Income

Explain: We will begin by talking about income. **Income** is the money you earn.

Explain: Some people have regular income, and they earn the same each week or month. But most people in farming communities like ours do not get a regular income. For example, farmers and market traders have changing incomes depending on their harvest or sales.

Explain: However, we can still estimate how much income we will get. It is important to do this so that you can plan.

Explain: Understanding your income can help you to know how much to spend. Let us listen to a story.



Story 1: Judith is a farmer. She grows rice and harvests about 5 bags of rice every season. She sells small bowls of rice at the market. In some months, she sells more; in other months, she sells less. She usually earns around 120GHC per month.

Explain: So, even if the exact amount changes, Judith can plan her spending as if she earns *about 120GHC each month*. That's called *estimating* or *predicting* income.

Needs and wants

[10 mins]

Explain: Once we know how much our monthly income is, we can plan how to use it wisely so we can get the maximum benefits from it.

Explain: We will now discuss what a '**need**' is and what a '**want**' is.

Explain: A need is something we must have to survive.

Explain: A want is something that makes life more enjoyable but isn't necessary for survival. For example, **water** is a need, but **new earrings** are a want.

Qn: What '**needs**' do you think Judith might have each month?

[Take 5-6 responses, allowing parents time to think – *Ans: Soap, clothes for the children, bowls for her rice business could be 'needs'*].

Qn: What '**wants**' do you think Judith might have each month?

[Take 5-6 responses, allowing parents time to think – *Ans: Soda, sweets, hair for braiding, make-up, alcohol are 'wants'*].

Basic budgeting

[10 mins]

Explain: Most times, we don't have all the money we need to pay for both our needs and all our wants. So, we will need to decide how to spend the money.

Qn: What do you think is the best way to decide how to spend the money you have?

[Take 1-2 answers]

Explain: We recommend that you first spend money on your needs before you spend on your wants.

Explain: It is important to think ahead about the things you will need to pay for in the future. This helps you save some money now so that you are ready when those needs come.

Let's hear more about the story of Judith



Story 2: Judith wants a new dress to wear for the festival. She saw a dress for 100GHC and shoes for 50GHC and decided to buy them after a successful month selling rice at the market.

However, a week later, Judith's aunty passed away, and she had no money to contribute to the burial. The following week, her son became sick, and her husband did not have enough money to take him to the clinic.

Qn: What do you think happened? *[Ans: Judith spent all her money on a dress and shoes and left no money for anything else]*

Explain: Judith spent her money this month on the dress and shoes that she wanted and didn't have enough for her aunt's burial and her child's clinic fees.

Explain: It can be difficult to know how much money to spend on your needs and wants. But if you pay attention to how you spend your money over time, you will be able to get better at planning.

Explain: Let's continue with the story about Judith.



Story 3: Judith realised she spent all her money on the dress and shoes and had not considered the unexpected family challenges. She decided to now plan for the things she needed next month. The family needed soap, new school shoes for their son and fertiliser for her rice garden. All these things would cost 90GHC, and she had an income of 120GHC from her rice sales.

Explain: This means she had 30GHC left.

Qn: What could she do with the other GHC 30?

How to save money

[5 mins]

Explain: Judith could spend that on her 'wants' and enjoy! But she could also choose to save all or some of this money in case a family member gets sick, or she has a bad harvest next time.

Explain: Remember, we said that we can survive without luxury things, so saving a little money to cater for emergencies like sickness, funerals, travels or delay in rains can be very helpful.

Explain: But it is also important to spend some money on things you enjoy too. We all work very hard, so spending money on things that bring us happiness is ok too. But spending money on things you 'want' before the things you 'need' will make you stressed in the long term.



Story 4: Judith decided to spend 3GHC on sweets for her children and save the rest of the money in a security box at home. She decided it was important to have some money at home in case her son got sick again. She also decided that next month, she would set up a bank account to save her money safely.

Qn: What do you think about Judith's decision?

[Take 1-2 responses]

Explain: Saving money can be difficult. Some ways to do this are:

- VSLA - Village Savings and Loan Associations
- Get your own savings box and keep it in a secure location
- Bank account or credit union

Qn: What other ways do you have for saving money for emergencies and future needs? *[Give a few minutes to discuss local arrangements and opportunities]*

Five easy steps to manage your money

[10 mins]

Explain: I hope you all now see how managing your finances can make a big difference for you and your family.

Explain: We can put everything we discussed into five easy steps for managing our money:

Step 1: First, **know your income**. Remember when we talked about Judith, the rice seller? It is helpful to think about how much money you earn each month – even if it changes. Not all of us earn a monthly salary, but we can estimate how much we will get.

Step 2: Next, **identify your needs and wants**. We discussed what we *must* spend money on, like food or school fees, and what we *would like* to have, like new clothes or special treats.

Step 3: Then, **find out how much these things cost**. You might visit the market or ask around to know the prices before deciding.

Step 4: After that, **plan how you will spend your money**. We talked about **needs** and **wants** – choosing what to pay for first when money is small.

Step 5: Finally, **save something small if you can**. Even a little bit saved regularly can help during hard times or when unexpected events occur.

Explain: Those five steps can guide you every month. You can even involve your family so everyone understands how money is used and can help make good decisions together.

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Ask parents to try the 5 steps:
2. Task parents to be good money managers - talk to each other and work as a family.]

Explain: Thank you, Mothers and fathers. Today, you have shown great courage by coming to learn and grow. Managing money well is not always easy, but you have taken an important step.

Explain: Remember, each time you plan, save, or spend wisely, you are building a brighter future for your children. Together, we can keep supporting one another to manage our money well and create the life we want for our families.



[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx station/ date/ times]

[Allow Fathers to leave, Mothers should stay for the closing section]

Explain: We'll now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]

PW3.3 - Communication

Learning objectives

- Mothers understand why some of their current communication practices may be harmful to their children.
- Mothers understand the benefits of good communication skills – both for their children and for themselves.
- Mothers understand that good communication needs to be nurtured and practised every day to build stronger, more trusting relationships with their children.

[Deliver the Opening section on page 278]

Game of the month: Size cards]

Introduction

[5 mins]

Explain: Welcome, Mothers! I hope you are enjoying the Parenting Course so far.

Explain: Today, we are going to talk about **Communication**.

Explain: We will learn why good communication with children and babies helps them to development and how to practice good communication with our children every day.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop? *[Ans: Finance Management.]*

Qn: What about finance management did we learn?

[Ans: How to estimate income, how to manage what we have wisely, and how to save for times when money is short.]

Qn: Who wants to share how they've been managing their money since that workshop?

[Take 2–3 responses]

Explain: That's wonderful! Let's clap for ourselves for managing our money wisely.

Explain: When we plan and use our money well, we are less stressed and our children benefit too.

What is communication?

[20 mins]

Explain: We will now begin today's workshop topic.

Explain: Communication is when people speak to or listen to others and share information.

Explain: Every conversation you have is communication. But it's not just about the words you say. Your voice, your eyes and your body all communicate.

Explain: We can communicate by:

- Talking (using words)
- Listening carefully
- Showing with our face or hands (like smiling, nodding, or pointing)
- Using actions — for example, shaking hands and hugging

Explain: We have a role-play to show you. We will ask you questions after the role-play, so please pay close attention.



Task: Role Play 1: Good and bad communication

[Trainer 1 – Mother; Trainer 2- Child]

Trainer 1: My colleague will be my child. We are going to perform a role play.

- **[Trainer 1** (Mother) is cooking food on the fire and stirring a pot of boiling soup.
- **Trainer 2** (Child) comes running around and playing in the kitchen whilst their Mother is cooking.
- **Trainer 1** (Mother) shouts at the child and says 'get out of the kitchen now, go, go, go' whilst making an angry face
- **Trainer 2** (Child) runs out of the kitchen, afraid)].

Qn: What happened in the role play?

[Take 2 – 3 responses]

Explain: The Mother wanted her child to leave the kitchen because she was cooking hot soup, and the child could get burned.

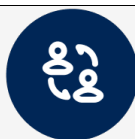
Qn: How did the Mother communicate? What were her words, tone, and body positioning like? *[Ans: Shouting, looked angry, seemed annoyed].*

Qn: How do you think the Mother's communication made the child feel? *[Ans: Scared, worried]*

Explain: The Mother was right, she needed to protect the child and make sure she did not get burned in the kitchen. As parents we can be strict and believe if we make the child fear us, they will not come into the kitchen. But this will not stop the child coming into the kitchen when the parent is not around.

Qn: Do you think the child understood why she needed to leave the kitchen? *[Ans: No, and therefore she is likely to do it again]*

Explain: We will now show you another role play where the Mother does this better.



Task: Role Play 2: Good and bad communication

[Trainer 1 – Mother: Trainer 2 – Child]

[Trainer 1 (Mother) is cooking food on the fire and stirring a pot of boiling soup.

Trainer 2 (Child) comes running around and playing in the kitchen whilst their Mother is cooking.

Trainer 1 ((Mother):

- Steps away from the pot
- Calls the child to come close to her
- Bends/kneels down to the child's level
- Looks the child in the eye
- Says in a kind but firm tone: "Daughter, I can see you are enjoying playing, but I am cooking hot food, and it is dangerous to play here. If you touch the hot food or pots it will hurt your skin. Please play outside in the compound."
- Mother smiles.

Trainer 2 (Child) smiles and runs out of the kitchen)].

Qn: What did the Mother do this time?

Explain: The Mother:

- Called the child to come close because she was communicating important information
- She bends down to the child's level so she could look her in the eye
- She explained kindly that the kitchen was dangerous
- She advised the child to play in the compound

Qn: How do you think the child felt? *[Ans: happy, understood why Mother did not want her to play in the kitchen, confident her Mother would call her when she was done cooking].*

Explain: The Mother role modelled clear and kind communication with the child.

Explain: We know that this takes practice, but showing and explaining to children can support them to understand.

Supporting children to communicate

[30 mins]

Explain: The role-play showed us how to give clear instructions to children when we want them to do something. Now I want us to discuss how we can teach our children to communicate well.

Explain: There is 1 simple thing we can do..... that is talking with our children throughout the day.

Qn: Do you think it is common in our communities for parents talk with their children throughout the day?

[Take 2 – 3 responses]

Explain: We may think we are always communicating with our children. But in our communities, it is common for Fathers and Mothers to:

- Only talk to their child when they need them to complete a task or chore
- Tell their child to go outside when visitors come, as they don't want the child to hear what is being said or to interrupt their conversation
- Not allow the child to ask questions as they feel that is disrespecting their elders

Qn: Do you agree?

Explain: We may feel like we are communicating lots with our children, but we are the ones talking and the children are the listening. But it is important to encourage our children to do the talking, and for us to listen too.

Explain: But there are lots of easy ways in everyday life that we can talk to our children throughout the day.

Let me tell you a story:



Story 1: Ayisha has a 3-year-old son. Every morning, as she prepares breakfast she has conversations with her son. She says things like 'I am stirring the porridge, do you like my porridge?' and 'I am going to give you a big cup of porridge, do you think you can eat it all?'

When she returns from the garden, she asks him about his day and tells him about hers too. 'I had a good day at the farm. I harvested the maize. What did you do today?'

Although her son is still learning to use words well, she encourages him to try and express himself. She answers his many questions and doesn't mock him.

Fazia also has a 3-year-old son. She believes he will learn to talk well as he gets older. For now, it is important that he listens to her and does what she asks.

If she is having conversations with other adults, she asks her son to go and play, and if he asks too many questions, she ignores him, or laughs because he can't say words correctly.

Qn: Which child do you think will speak more? *[Ans: Ayisha's son]*

Qn: If a child practices talking more, what will happen? *[Ans: they will develop their speech, become confident speaking to others]*

Explain: As we heard in the story Ayisha is:

- Asking her son questions
- Allowing him to ask questions as she listens
- Making conversation with him throughout the day
- Responding kindly and encouraging him to keep trying

Qn: What other benefits will this have for her son?

[Take 2 – 3 responses]

Explain: Her son will develop in confidence, he will build socio-emotional skills that will support him to build relationships with others.



Key message: Taking time to have conversations and to listen to a child builds the child's language and socio-emotional skills!

Explain: If we talk to our children regularly and allow them to ask questions whilst listening and responding kindly, we will teach our children how to:

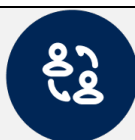
- Start conversations – for example, by saying 'good morning' or 'welcome' to visitors
- Speak respectfully to others
- Take turns talking and listening
- Confidently communicate what they need

Explain: Children who can communicate well are likely to learn how to read and write more easily. This can enable them to do well at school and later in life.



Key message: Good communication helps children's learning.

Qn: Is there anything that we need to buy to build communication skills? *[Ans: No!]*



Task: Everyday Communication [5 mins]

[Ask Mothers to discuss in pairs to discuss when they can:

1. Ask their child questions
2. Allow children to ask questions
3. Make conversation with children]

[Move around the room and ensure Mothers are discussing times; after school, before bedtime, after evening meal, bathtime, when washing hands etc]

[After 5 minutes, ask the groups to share ideas with everyone]

Explain: I hope you can all see that there is time each day to ask questions, encourage your child to ask questions, and make conversation with children. It happens as part of everyday life!

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers to talk to their children, ask them questions and encourage them to ask questions every day this month.

Explain: We'll now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]





Ghana Education
Service (GES)

Course 1

Module 4

(Year 2)



PW4.1 - Handwashing

Learning objectives

- Mothers understand what germs are and how they spread diseases.
- Mothers know how to wash hands properly using soap or local alternatives such as ash or pumpkin leaves.
- Mothers identify the most important times to wash hands and teach their children proper handwashing to keep their families healthy.

[Deliver the Opening section on page 278]

Game of the month: Wooden shape puzzle]

Introduction

[5 mins]

Explain: Welcome to another workshop in the GES Parenting Course. These workshops are designed to help you gain new skills and knowledge to support your children's development and make your home a happier and healthier place.

Explain: We hope you've been enjoying these sessions and learning useful things.

Explain: Today's session is about keeping our families healthy through handwashing.

Qn: Why do you think washing our hands is important?

[Take 2–3 answers - *Ans: To remove dirt, to stay clean, to avoid sickness*]

Explain: Washing our hands is one of the simplest and most powerful ways to prevent diseases.

Explain: In today's workshop, we will learn about germs and how to protect our families through regular handwashing and at specific times. We will be here for 1.5 – 2 hours.

What are germs?

[5 mins]

Qn: What are germs?

[Take 1–2 responses]

Explain: Germs are tiny living things that we can't see with our eyes. Some of them can make us sick. Germs are found on our hands, food, clothes, and even water.

Explain: If certain germs enter our bodies, they can make us sick, causing vomiting, diarrhoea and other sicknesses.

Qn: How does it impact us when we are sick? *[Ans: can't work, can't take care of family]*

Qn: How does it impact children when they are sick? *[Ans: can't go to school, spend less time learning]*

Qn: How do you think germs can get into our bodies?

[Take 1 – 2 responses]

Explain: Germs enter our bodies through our mouths. When we touch things with germs, the germs stay on our hands and then enter our bodies when we eat food, touch our faces or put our hands in our mouths - without washing our hands properly.

Explain: This is particularly important for children because:

- They like to touch many things
- They like putting things in their mouths
- Their bodies are not yet strong



Key message: Our hands are the main road that germs use to travel into our bodies. Washing hands with soap blocks or breaks that road.

Handwashing

[20 mins]

Explain: Washing our hands properly can remove all the germs from our hands. But using water alone cannot remove germs. We need to rub our hands with soap to remove germs.

Qn: If soap is not available, what can we use to rub our hands to remove germs?

[Take 2 – 3 responses]

Explain: If we do not have soap, we can use other things such as:

- Cold ash or
- Pumpkin leaves

Explain: We also need clean, running water. Do not use water someone else has already used.

Qn: What is running water, and how can we make it at home for handwashing?

[Take 2 – 3 responses]

Explain: When we say running water, we don't mean that you must have a tap at home. Running water simply means water that flows, instead of sitting still in a bowl that everyone dips their hands in to wash.

Explain: To make running water at home, you can have someone use a jug, cup, or small bowl to pour water over your hands while you wash. You can keep a small bucket underneath to catch the used water and throw it away.

Explain: But there is an even smarter and easier way to get running water – it's called a **tippy tap**.

Qn: Has anyone seen or used a **tippy tap** before?

Explain: A tippy tap is a simple handwashing station you can make using things you already have at home.



Explain: You hang a plastic bottle or container from a stick or pole. It is tied to a string and a foot pedal made from another stick. When you step on the stick, the container tips, and clean water runs out for washing.

Explain: Tippy taps are good because they save water and help keep it clean. You don't have to touch the container with dirty hands, and the water only flows when needed.



Key message: You don't need a tap to have running water. A jug or a tippy tap at home can help your family keep clean and healthy.

Qn: How long should we wash our hands for?

Explain: To wash our hands well, we need to wash for at least 20 seconds. That means rubbing every part of your hands long enough to remove all the germs – not just a quick rinse!

Explain: Knowing how to wash your hands well and washing for 20 seconds helps remove all the germs that cause diseases like diarrhoea. It also sets a good example for your children – they learn by copying you.

Explain: I'm going to do a handwashing demonstration now to show you what I mean.

Explain: I will show you the steps. Watch carefully.



Task: Demonstration – The 8 Steps of Handwashing

[Use the school tippy tap or veronica bucket, or ask your colleague to pour water for you to wash your hands for at least 20 seconds, and say each step out loud as you demonstrate the following steps:

1. Rub your palms together.
2. Wash between your fingers.
3. Wash the backs of your hands.
4. Wash the backs of your fingers.
5. Rub your thumbs.
6. Clean your fingernails.
7. Wash your wrists.
8. Rinse with clean water and dry with a clean towel or shake hands dry if no clean towel available (Don't wipe on your clothes).]

[Invite 2–3 Mothers to demonstrate. Praise and correct gently as needed]



Key message: We must wash every part of our hands for at least 20 seconds.

Handwashing song

[3 mins]

Explain: To make sure we wash for 20 seconds, we can sing a short song while we wash.

Explain: You can use a local tune your children love and change the words to something about handwashing.



Task: Handwashing songs

[Demonstrate singing a short handwashing song while washing your hands. Encourage Mothers to join in and then create their own songs].

Qn: How can you use this song at home with your children?

[Take 1–2 responses]



Key message: When we make handwashing fun, our children will copy us and remember to do it too!

When to wash hands

[20 mins]

Explain: Washing hands is important all the time, but there are some moments when it is most important.

Qn: When do you think are the most important times to handwash?

[Take 3–4 answers]

Explain: The most important times are:

- After using the toilet
- Before eating or preparing food
- After cleaning children or changing babies
- After handling animals
- After gardening or farming
- Before breastfeeding
- After coming home from outside



Key message: We must teach our children to wash their hands during these times every day.

Qn: Why do we particularly need to handwash during these times every day?

[Take 2–3 responses - *Ans: germs are more likely to be on our hands at these times, we can easily pass germs from these sources to food or our children.*]

Explain: These are the moments when our hands are most likely to have germs that can cause sickness. If we wash at these key times, we stop germs from moving from our hands into our mouths or our children's mouths.



Key message: Handwashing at the right times protects our families from diarrhoea and other diseases – keeping children strong, happy, and ready to learn.

Teaching children to wash hands

[10 mins]



Task: Teaching children to handwash

1. [Ask Mothers to discuss in pairs ways they can teach children to handwash and encourage good handwashing]
2. After 5 minutes, ask Mothers to share what they have discussed]

Explain: Thank you. We also have some ideas for how to teach children to handwash well:

1. Role model good handwashing – show your children how to handwash, and let them see you doing it at the most important times
2. Sing handwashing songs that they enjoy
3. Create handwashing competitions, praise those who remember to handwash
4. Encourage older children to support younger children to handwash
5. Tell stories about handwashing



Task: Taking action

1. [Ask Mothers to discuss in pairs what they will do to encourage their children to handwash]
2. After 5 minutes, ask Mothers to share what they have discussed]

Wrap up

[5 mins]

Explain: Let's summarise what we have learned today.

Qn: What did we learn today?

[Ans:

- Germs are tiny things that can make us sick
- Germs are found on our hands, food, clothes, and water
- Germs enter our bodies when we eat with dirty hands
- We learned how to wash our hands properly with soap and water
- We learned when to wash our hands to keep our families healthy]

Qn: What can we use if we don't have soap? *[Ans: We can use ash or pumpkin leaves.]*

Qn: How long should we wash our hands for? *[Ans: At least 20 seconds.]*

Qn: Who is responsible for teaching our children to handwash properly? *[Ans: We, the parents]*

Qn: Are you ready to take action now? *[Ans: Yes!]*

Explain: Good! Then let's take some homework.

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Task Mothers to set up a simple handwashing station at home. They can use a jug and bowl, or make a tippy tap using a small container, string, and a stick.
2. Task Mothers to teach their children the times and correct steps of handwashing. They should make it fun by singing a short handwashing song together.
3. Ask Mothers use the actions discussed today to make handwashing a habit]

Explain: We will now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]

PW4.2f - Play at Home

Learning objectives

- Mothers and fathers understand that children learn and develop best through play.
- Mothers and fathers feel ready and excited to encourage and support play at home.
- Mothers and fathers recognise their role in playing and supporting their child to learn at home.

[Deliver the Opening section on page 278]

Game of the month: Shape matching]

Introduction

[10 mins]

Explain: Welcome! I hope you are enjoying the parenting course so far.

Explain: We are so happy to have our fathers here today!

Explain: Fathers, welcome! Please feel free to spread yourselves equally among the Mothers, join the discussions, share your ideas, and enjoy the session.

Explain: Today, we'll be learning about something that brings joy, laughter, and learning into every home – *play!*

Explain: When both Fathers and Mothers take part in play and caregiving, the home becomes a place of happiness and learning.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5 – 2 hours today.

Recap

Explain: Before we begin today's workshop, let us think back to our last Parenting Workshop.

Qn: Fathers, what did you learn at your last workshop?

[Ans: Financial Management; How to manage money well and plan for our families' needs.]

Qn: What new things did you try at home to plan and manage your money better?

[Take 2–3 quick responses. Celebrate their efforts.]

Explain: Thank you. Each time you plan your money, you help your family feel more secure and prepared for the future.

Qn: Mothers, what did you learn at your last workshop? *[Ans: How handwashing protects our children from sickness.]*

Qn: We asked you to set up a handwashing station at home and help your children wash their hands more often. Who wants to share what they have done?

[Take 2–3 quick responses. Celebrate their efforts.]

Explain: Wonderful! Every time you support your children to wash their hands, you help them stay healthy and safe.

Why play at home is important

[15 mins]

Explain: Let's begin today's workshop by thinking about play.

Qn: Can you raise your hand if you have children who love to play at home?

Qn: Can you raise your hand if you think that play is important for children?

Qn: Can you raise your hand if you play with your children every day?

Explain: Thank you, now I am going to tell you a short story.



Story 1: Joyce and James have a 5-year-old son called Joshua. Every morning, Joyce and James go to the farm to work. They leave Joshua at home with his older sister. Joshua spends most of the day sitting around or watching his sister do housework. He has no toys and is not allowed to play outside with the neighbour's children.

Their neighbours are called Margaret and Muhammed. They also have a 5-year-old boy called Musah. Every morning, they go to the farm too – but they take Musah with them! As they walk, they count trees together. They talk about what they see – the sun, the soil, the birds. When they rest, they sing songs and tell stories. Musah is also allowed to play with other children.

Qn: If Joshua and Musah start school at age 6. Who do you think will do better at school? *[Ans: Musah]*

Qn: Which child do you think will find it easier to make friends? *[Ans: Musah]*



Story 2: Before starting school, Musah had learned colours and how to count. He knows how to play with other children and makes friends easily. He enjoys learning new things from his teacher.

Before starting school, Joshua did not know colours, how to count or how to talk with others. When he starts school, he can't concentrate well. It's very hard for him to answer the teacher's questions, and he dislikes school.

Qn: Which child do you think is more likely to drop out of school? *[Ans: Joshua]*

Explain: Musah is ready for school; he has developed his thinking, language and socio-emotional skills. But Joshua has not.

Qn: Why has Musah developed these skills and Joshua has not?

[Ans: Margaret and Muhammed played games with Musah that helped him to develop].

Explain: Margaret and Muhammed did a good job of preparing Musah for school by playing games with him. Children learn when they play.

How to encourage play at home

[5 mins]

Explain: Did Margaret and Muhammed spend money? *[Ans: No]*

Explain: No. They did not spend any money, and they didn't stop working.

Qn: So how did Margaret and Muhammed help Musah to develop well?

[Take 1-2 responses].

Explain: They built play with Musah into their daily life. Let's think about what they did:

- They counted trees as they both walked to the farm/garden
- Musah was asked to name colours as they walked/worked
- They sang songs and told stories.
- Musah was encouraged to play with other children

Qn: Do you think this playtime prevented Margaret and Muhammed from their work? *[Ans: No].*

Qn: Do you think Margaret and Muhammed are happy and proud of Musah?

[Ans: Yes].

Qn: Do you think Musah has a positive relationship with his parents?

[Ans: Yes].

Qn: Would you like to think about some easy ways to play with your children at home, like Margaret and Muhammed? *[Encourage Mothers and Fathers to shout, 'Yes!']*

Practical activity

[30 mins]

Explain: We are going to think about how to build play into our daily lives.



Task: Practical Activity (30 mins)

1. [Ask Mothers to sit in their Play Scheme Groups]
2. Ask Fathers to spread themselves equally among the groups
3. Ask each group to discuss and list their typical daily housework tasks. *[3 mins]*
4. Ask groups to discuss how they can practice counting, naming, and colours with their children whilst doing these activities *[15 minutes]*
5. Ask each group to share one idea.

[Support parents with more ideas if they are struggling].

[Ideas to top-up Mothers/Fathers' ideas:

- **Ask children to split clothes into colours before washing**
- **Ask children to count bowls at dinner time**
- **Point to different objects and ask children, 'What is this?' and 'What colour is that?'**
- **Storytelling, Singing songs]**

Explain: I hope you can now see there are lots of ways you can keep supporting your children to develop at home. You do not need special games at home to play and learn.

Qn: What will you try with your child first?

[Take responses from several parents, and encourage them to share what they will play with their child this week].

Explain: Remember, allowing your children to play with other children is important for their development too.

Qn: Who is responsible for playing with the children at home?

[Ans: both Mothers and fathers].

Explain: It is the responsibility of both parents to play with children at home.

Explain: Being confident to play with children and help them develop is a sign of a strong adult and a good parent.

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Ask Mothers and Fathers to play with children for 20 minutes every day throughout the month. Remind them that playing with children is a responsibility of Mothers and father.]

Explain: Thank you, Mothers and Fathers, for attending this training and for showing such care and love for your children. When fathers and Mothers play together with children, it makes the home a happy and strong place.

Explain: Let's all clap for ourselves for being here today and for choosing to help our children learn through play!

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

[Allow Fathers to leave, Mothers should stay for the closing section]

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx station] at [xxxx date/times]

Explain: We will now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]

PW4.3 Boys and Girls (Gender)

Learning objectives

- Mothers understand that boys and girls should be given the same opportunities to learn, play, and succeed in life.
- Mothers understand that boys and girls can both help at home, learn, and dream big – there is no “boys’ work” and “girls’ work.”

[Deliver the Opening section on page 278]

Game of the month: Length sticks]

Introduction

[10 mins]

Explain: Welcome Mothers! I hope you are enjoying the parenting course so far.

Explain: Today, we are going to talk about how to provide opportunities for our children to develop, no matter whether they’re a boy or a girl.

Explain: I hope you are all ready to learn and will find this session very helpful. You will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today’s workshop, let us think back to our last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: How to help our children learn through simple play activities at home.]

Qn: And what did we say about play at home?

[Ans: That play helps children learn, build confidence and develop important skills, even when we use simple things we already have.]

Qn: Who would like to share how they have been playing with their children at home since the last workshop?

[Take 2–3 responses - praise and encourage their efforts.]

Explain: Thank you for sharing! Every time you make time to play with your children, you help them learn, feel loved and grow into confident, happy boys and girls.



Explain: Let's begin today's workshop with a story.



Story 1: John is a 6-year-old boy. His task every day is to help his father bring the animals back home in the early evening. After the animals are safely brought home, he plays with the neighbour's children. He plays until he is called in for dinner.

He has a twin sister called Mary. Mary has many tasks to do each day. She looks after her baby brother, helps her Mother fetch water, helps her Mother prepare food and washes dishes after everyone has eaten.

Qn: What did you notice about the story?

[Take 1 -2 responses]

Explain: We heard that John has only one task to do each day. But Mary has many things each day.

Qn: Do you think it is common for girls to have more work than boys?

[Take 1 brief response]

Qn: Do you think it is common for parents to allow boys to play more than girls?

[Take 1 brief response]

Qn: Who do you think has more opportunity to learn?

[Take 1 brief response]

Explain: Although Mary might be learning how to do things around the home, she doesn't have the time to play with friends her own age. Children learn through playing with others, so Mary will miss out on learning opportunities.

Qn: Do you think it is common for parents to believe that boys need more food than girls?

[Take 1 brief response]

Explain: Boys and girls need the same amount of food to grow and develop. Girls won't grow to be as healthy as they could be if they eat less.

Qn: Why do you think the parents in this story give the boy and the girl different tasks and opportunities?

[Take 1 brief response]

Explain: We know it is common for parents to treat boys and girls differently; this is normal. But today we will discuss that while it is ok to treat children differently, it is important to give boys and girls the same opportunities to learn and develop so they can meet their potential in the future.

Why gender roles are harmful

[20 mins]

Explain: Now we will hear another story.



Story 2: Mary and John attend primary school together. Mary is an excellent student. She is top of her class and enjoys school. Her teachers say she has a very bright future.

John does not enjoy school, he finds mathematics difficult and doesn't like learning.

When the children are 12 years old, their father gets sick. The family decide that Mary should leave school to help her Mother take care of the sick father and support at home. John stays in school because the family want him to continue his education.

Qn: Do you think that it is common for families to keep boys in school and remove a girl, if they can only send one child to school?

[Take 1 response].

Qn: Why would some families choose to send a boy to school over a girl?

[Take 1-2 responses].

Explain: Keep thinking about the story. We are going to discuss this more in groups.



Task: Group Discussion [5 mins]

1. Ask Mothers to get into groups of 8
2. Ask Mothers in the groups to discuss for 5 minutes 'what might happen to Mary if she is removed from school?'

[After 5 minutes]

3. Ask each group to share a summary of what they discussed.

Explain: We know that the parents decision could impact Mary's development in lots of different ways, including:

- Mary may not return to school and will not learn how to read and write well
- Mary will spend less time learning and playing with children her own age
- Mary may lose confidence and be unhappy
- When Mary grows up, she will have fewer opportunities to be successful

Qn: Do you agree that Mary missed out on learning and educational opportunities?
[Encourage parents to shout yes!]

Explain: In some cases, it might be normal to treat girls and boys differently, but we must give girls and boys equal opportunities to learn, play and develop. This will help them to reach their potential later in life.

Practical activity

[30 mins]

Explain: Now, let's discuss what the parents could have done differently. Please discuss in your groups.



Task: Group Discussion 2 [10 mins]

1. [Ask Mothers to discuss in their groups: 'What Mary and John's parents could have done differently?']

[After 5 minutes]

2. Ask each group to share a summary of what they discussed.]

3. Ask groups to discuss 'What they can do at home to make sure boys and girls both have opportunities to develop?'.
[After 5 minutes]

4. Ask each group to share a summary of what they discussed.

Explain: Thank you for all your wonderful ideas of what we can do at home to give our boys and girls equal opportunities.

Explain: Let's recap.

Qn: Why is it important to give girls and boys the same opportunities to learn and develop? *[Ans: so they can be successful, so they will support families in the future,*

Qn: Who is responsible for making sure children get equal opportunity at home? *[Ans: both Mothers and Fathers]*

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Task Mothers this month to put the ideas they discussed and shared in today's workshop into practice. They should commit to giving their children (both boys and girls) the same opportunities to learn and develop.
2. Ask Mothers to take action to ensure chores are more balanced amongst boys and girls]

Explain: Thank you, Mothers, for attending this training and for showing your dedication to raising strong, capable children – both girls and boys. Each time you treat your children fairly, you teach them respect and build their confidence.

Explain: Let's all clap for all Mothers for being here today and for choosing to build homes where every child can shine!

Explain: We'll now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]



Ghana Education
Service (GES)

Course 1

Module 5

(Year 2)



PW5.1 - Quality Time

Learning Objectives

- Mothers understand what quality time means and learn simple, meaningful ways to spend quality time with their children.
- Mothers understand the benefits of quality time – how it strengthens children's learning, confidence, and emotional well-being, while also bringing joy and stress relief to the parent.
- Mothers feel inspired and confident spend more quality time with their children.

[Deliver the Opening section on page 278]

Game of the month: Wooden blocks]

Introduction

[10 mins]

Explain: Mothers, Welcome! I hope you are enjoying the Parenting Course so far.

Explain: Today, we're going to talk about spending time with your child in a way that strengthens your bond and helps them grow and learn. This special time together is called *Quality Time*.

Explain: We will learn why quality time with children strengthens the bond between parents and children, and how to spend quality time with our children and family every day.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: Who remembers what we learned last time? [*Ans: why we need to give girls and boys equal opportunities*]

Qn: What new things did you try at home after that workshop?

[Take 2–3 quick responses. Encourage and celebrate their efforts.]

Explain: It's great to hear how you've been practising what you learned. Each time you try what you learn here, you're helping your children grow and learn.

Explain: Thank you for being great Mothers and teachers.

What is quality time?

[30 mins]

Qn: What do you think it means when we say, spend time with your child? What does it mean to spend quality time with your child?

[Take 1-2 responses]

Explain: We all spend lots of time with our children. But spending quality time with your child doesn't just mean being in the same place with them. Quality time is when you give your child your full attention and do things they enjoy, like playing, talking, or helping with small tasks. This is what is called **Quality Time**.

Explain: As parents, you spend a lot of time with your child/children, but often, this is not quality time because you are so busy completing everything you need to do.

Explain: Let me tell you a story.



Story: Lamisi has a 3-year-old son and a 7-year-old daughter. Lamisi is a hardworking Mother. Her husband works long hours on the farm, whilst she sells vegetables at the market.

When the children wake up, her daughter serves herself breakfast whilst Lamisi is sweeping the compound.

Lamisi then carries her son to the market. Although he is heavy, she carries him instead of letting him walk because she needs to arrive early to arrange her vegetables before customers arrive. Lamisi lays a mat for her son to sit and play on whilst she is selling all day.

When they return home, Lamisi has lots to do and often feels stressed. She collects firewood, cooks, and bathes her son whilst her daughter is doing her homework or playing with the neighbours' children. Both children usually go to sleep while their Mother is cleaning up.

Qn: Do you ever have days like Lamisi?

Explain: This is common with many parents. We are so busy working and looking after the home and the needs of the family, especially the children.

Qn: Is Lamisi spending lots of time with her son? *[Ans: Yes, they spend the whole day together at the market].*

Qn: Is it quality time? *[Ans: No]*

Qn: Why is the time Lamisi is spending with her son not truly quality time? *[Ans: Lamisi is so busy that she does not have time with her son; she is distracted with work all day]*

Explain: We know that being a parent is hard work. Just providing food, water, shelter, and other basic needs for children is very demanding.

Explain: But we also know that children need a caring home, where they feel safe, loved, and valued. So, it is important that parents try to make some time to make their children feel this way each day.

Explain: Let's hear more of the story.



Story: One day, Lamisi told her friend Azumah "The children are growing so fast, sometimes I feel like I am missing their childhood. I am so busy."

Azumah replied, "I felt the same as you, and so now I make sure to spend 10 minutes of quality time with my children every day."

Lamisi asked Azumah "What do you mean 10 minutes of quality time? I am with my child the whole day"

Azumah said, "Every day I spend 10 minutes with my children only. I do not allow anything to distract me. I sometimes play games, or make bath time fun, or tell them a story before bed."

Lamisi didn't understand this well, but she decided that she would try it. That evening before the children went to sleep, she turned off the radio, stopped the chores, and spent 10 minutes singing and laughing with her children.

Lamisi felt happy. Usually, whilst she cleans, she feels tired thinking about all that she must do. But that evening, she found herself smiling. Lamisi decided to keep trying to spend quality time with her children each day for the next week. Sometimes she just manages to spend 10 minutes of quality time with them, sometimes 30 minutes and sometimes up to 1 hour.

In just the first week, she noticed an improvement in her children's behaviour. Her daughter was more helpful at home and she felt less stressed too.

Qn: What is Lamisi doing? [*She is spending quality time with her children*]

Qn: How did she feel afterwards? [*Ans: happy, she couldn't help smiling*].

Explain: Quality time with children can bring parents joy as well as other benefits.

Benefits of quality time

[10 mins]

Qn: How do you think quality time benefits children?

[Take 2 – 3 answers]

Explain: Spending quality time with your child shows them that you love and care for them. It also helps them feel happy and strong inside. It makes them less likely to misbehave.

Explain: Quality time can be an opportunity to talk freely and listen to what children have to say. Children learn communication skills, social skills, and build confidence as they spend quality time with their parents.

Qn: Any questions so far?

Explain: Another benefit of quality time for children is that it can improve their schoolwork and learning. Children who come from happy families can concentrate better in school.



Key message: Quality Time with children teaches them many skills and helps children's learning.

Qn: How does quality time benefit you, the parent?

[Take 2 – 3 answers]

Explain: Spending quality time with children helps parents reduce stress, increase energy, feel more relaxed, happy, and confident.

Explain: Finally, spending quality time with your child helps to build your relationship with them and create lifelong memories.

Explain: Your children will grow up in time. You and your husband will grow old. But the happy moments spent as a family will always remain in your mind. The thought of all of you laughing, talking, and doing things together will bring a smile to your face.



Key message: Spending quality time with your children has lots of benefits for both parents and children.

Everyday opportunities for quality time

[20 mins]

Explain: Quality time for a minimum of 10 minutes a day is possible, even when you are busy with chores, work, and other commitments. It is not easy, but it is possible.

Explain: Before we think about when we can spend quality time with our children, I want to remind you that you can spend quality time with your child playing, talking and telling stories or you can find small moments in between everyday activities, like when bathing the child.

Explain: How do you think you would spend quality time with your child whilst bathing them? *[Ans: Not rushing, singing with them, telling stories, smiling, talking, being playful].*

Qn: Who is responsible for spending quality time with their children? *[Ans: Mothers and fathers are responsible for spending quality time with their children].*

Explain: Children will benefit greatly if they receive quality time with their Mothers, fathers, and other caregivers like aunties and older siblings – and all caregivers will receive the benefits too.



Task: Discussion - Everyday Quality Time

1. [Ask Mothers in their groups to discuss for 5 minutes **when** they can spend quality time with their children and **what activities** they can do to bond with them each day.]

**[Move around the room and ensure Mothers are discussing appropriate examples
After 5 minutes, ask Mothers to share ideas with the whole group]**

Qn: Is there anything that we need to buy to spend quality time with our children and family? *[Ans: No!]*



Key message: Quality time is not in the amount of time you spend together, or about spending money, it's about what you do together to create lifelong memories!



Key message: Quality time with your child can happen while you're doing everyday things like washing or folding clothes, bathing children, preparing food, eating food, walking to the market, telling stories, playing games, or just sitting and talking with your child about their day.

Wrap-up

Explain: Let's recap what we have learned today.

Qn: What is quality time?

[Ans: Time spent with family/children, doing things that you like or enjoy together]

Qn: Why is it important to spend quality time with children?

[Ans: So we feel happy and have better relationships, improve communication, and socio-emotional skills, improve children's behaviour and confidence, reduce stress, etc]

Qn: What opportunities do we have for spending quality time with our children?

[Ans: Anytime can be turned into quality time, even chores.]

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Ask Mothers to try to spend at least 10 minutes with their children every day and do something that they like or enjoy.
2. Ask Mothers to tell a friend or a neighbour about how to spend quality time with their children].

[Deliver the Closing section on Page 281]



PW5.2f - Active Fathers (Shared Parenting)

Learning objectives

- Mothers and fathers understand that fathers play an important role in children's learning, growth, and development.
- Mothers and fathers understand that both parents can work together to teach, guide, and care for their children as equal partners in parenting.
- Mothers and fathers identify practical ways both parents can support their children and each other through everyday activities.

[Deliver the Opening section on page 278]

Game of the month: Shapes]

Introduction

[10 mins]

Explain: Welcome, everyone, to today's parenting workshop! We are very happy to have both Mothers and fathers here today.

Explain: Fathers, please sit amongst the Mothers, join the discussion, share ideas, and enjoy the session.

Explain: Today's session is about Shared Parenting. We'll talk about how both parents can work together to care for, teach, and guide their children.

Explain: When both parents share parenting responsibilities, children feel more secure and confident. Families are happier and stronger. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: Fathers, what did you learn at your last workshop? *[Ans: How to help children learn through simple play activities at home.]*

Qn: What new play activities did you try with your children after that workshop?

[Take 2–3 quick responses. Celebrate their efforts.]

Explain: That is wonderful to hear. Each time you play with your children, you help them learn, feel confident and enjoy being close to you.

Qn: Mothers, what did you learn at your last workshop? *[Ans: How spending quality time builds children's confidence and strengthens the relationship between parent and child.]*

Qn: How did you spend quality time with your children since the last workshop?

[Take 2–3 quick responses. Celebrate their efforts.]

Explain: Beautiful! Every moment of quality time helps your children feel loved, secure and ready to learn.

Explain: Today, we'll talk about how both Mothers and Fathers can be active in caring for and teaching their children.

When fathers are involved

[25 mins]

Explain: Let's begin today's workshop with a story.



Story 1: John is a father of four children. He likes to sing songs and count numbers with them while his wife is busy with her housework. The children enjoy it and laugh together. He carries them when they are sad.

One day, his friend Peter visits and laughs at him. Peter says, "Why are you playing with children? That's women's work! Your job as a father is to discipline the children so that they don't become bad mannered. Your children may become problematic" John feels embarrassed. He stops playing and shouts at his children. The children become quiet and sad.

Qn: Why do you think Peter laughed at John?

[Take 1-2 responses]

Explain: Many fathers face pressure from our society, which believes that childcare is only for women, and that fathers should take a disciplinarian role. But this is not true. Fathers are very important for their children's emotional, social, and overall development.



Key message: Being a caring and involved father is a sign of strength and good leadership.

Explain: Fathers have a big influence on how children grow – not only in providing, but in shaping their confidence, discipline, and happiness.

Qn: How do you think fathers help children grow well

[Take 2 – 3 responses - *Ans: They give advice; they protect; they encourage children to be brave.*]

Explain: That's right. When fathers talk, play, or spend time with their children, it builds strong bonds.

Explain: When fathers play an active role, children are more likely to:

- Have fewer behaviour problems.
- Do better at school.
- Be able to concentrate for longer.
- Have higher self-esteem; and
- Make friends more easily.

Explain: When children see both parents working together, they learn about working with others, respect, and love.



Key message: Fathers are not just disciplinarians – they are teachers, protectors, and role models.

Explain: Let's continue the story.



Story 2: John realised that he was spending less time with his children, that they were less confident with him and they were missing out on learning opportunities with their father. His wife also reported that she noticed that John was less happy. John realised that Peter was wrong, although fathers should guide their children to become responsible adults, they can guide them well by showing them love and care.

Once again, when Peter comes to visit, he finds John and his children singing, clapping, and laughing with his children. His wife is nearby, preparing food, smiling as she listens to their joyful voices. As usual, Peter teases,

"Ah, John! You have turned into a woman! You are always with these children – singing and playing. Don't you have more important things to do?"

John looks up, smiles and responds, "My friend, there is nothing more important to me than helping my children grow well and become responsible adults. When I spend time with them, I see them learning quickly and becoming more confident. I enjoy having fun with my children, my home is peaceful. My wife and I are a team."

Qn: What can we learn from this story?

[Take 2 – 3 responses]

How Fathers and Mothers can work together [25 mins]

Explain: Sometimes fathers want to be involved, but there are challenges. Let's talk about some of these.

Qn: What makes it difficult for some fathers to spend time with their children?

[Take 3–4 responses: *Ans: Work, Tiredness, Belief that caring for children is women's work, not knowing what to do.*"]

Explain: Work, traditional beliefs and stress are all challenges that stop fathers actively engaging with their children.

Explain: Fathers may be tired after a day's work, but spending time with your child can help you relax. Playing or laughing together helps release stress and brings joy after a long day.

Explain: Many believe that caring for children is women's work, but both Mothers and fathers are important in raising a child. When fathers show love and care, children learn respect, confidence, and good behaviour.

Explain: Some fathers don't know what to do with their children, but it's easy to start small. You can speak calmly with your child, tell a short story, or ask them to teach you something new. What matters most is being present and showing interest.

Explain: Some people think fathers must be strict all the time, but children also need to see love and kindness from fathers. That balance teaches respect without fear.

Explain: So, every father can create special moments with their child. It doesn't have to be perfect, just full of love and attention.

Explain: We will now work in groups to think about how fathers and Mothers can support each other to raise happy, healthy children.



Task: Group Discussion (10 mins)

[Organise Mothers and fathers into 5- 6 groups – ensure fathers are evenly spread out among groups]

1. [Ask groups to discuss:

- Simple ways fathers can be more involved in parenting
- How Mothers can support fathers to be active parents

Use the below examples to support groups who are struggling:

- Playing games or telling stories together
- Helping children with feeding, washing, or sleeping
- Taking turns caring for the child when one parent is busy
- Listening to the child's problems and giving encouragement
- Showing love and appreciation to each other as parents]

2. [Ask each group to share a summary of what they discussed]

[Reinforce that both parents have important but sometimes different roles, and sharing responsibilities strengthens the whole family].

Explain: To become better at shared parenting, both Mothers and fathers can follow these three steps:

1. **THINK** – What can I do today to support my child and my partner?
2. **ACT** – Take action, even in small ways – play, talk, teach, listen.
3. **EXPLAIN** – Talk to your child and your partner about why these actions matter.

Explain: Fathers, your children learn from seeing you care for them. Mothers, your support helps fathers stay confident and involved.

Explain: Parenting is teamwork. When both parents share responsibility, children develop better.

Qn: Fathers, what is one action you can do this week to be a more active parent?

[Take 2–3 answers.]



Key message: When Mothers and fathers share parenting, children grow up confident, secure, and ready to learn.

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Ask Mothers and Fathers to choose one activity to do with their children together. They could:
 - Tell a story together before bedtime.
 - Play a counting or memory game.
 - Work together to teach your child a new song.
 - Involve your child in a simple household task, like sweeping or washing dishes.
2. Ask Mothers and Fathers to talk to their partner about what went well and what they noticed about their child's reaction].

Explain: Thank you, Mothers and fathers, for being here today. Your presence shows your commitment to your children's happiness and success. When fathers and Mothers work hand-in-hand, sharing care, play, and guidance, children grow up more confident, loved, and ready to reach their full potential.

Explain: Let's all clap for Mothers and Fathers for being here today and for choosing to build homes where both parents are active and involved!

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx station and Date] at [xxxx times]

[Allow fathers to leave, Mothers should stay for the closing section]

Explain: We'll now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]



PW5.3 - Teeth Hygiene

Learning objectives

- Mothers understand why it is important to take care of their teeth and gums to stay healthy.
- Mothers learn how and when to clean their teeth and those of their children properly.
- Mothers learn how to use simple, locally available tools (like chewing sticks or toothbrushes) to keep the mouth clean and fresh.

[Deliver the Opening section on page 278]

Game of the month: Shape box]

Introduction

[5 mins]

Explain: Welcome! I hope you are enjoying the parenting course so far.

Explain: Today, we are going to talk about **the importance of taking care of our teeth and mouths** – and our children's too.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5-2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop? *[Ans: Shared Parenting; how Mothers and Fathers can share parenting responsibilities to support their children together.]*

Qn: How have you been practising shared parenting at home since the last workshop?

[Take 2–3 responses, Celebrate their efforts.]

Explain: Thank you for sharing! Each time you work together as parents, you create a happier, more supportive home where your children feel secure and loved.

Importance of teeth hygiene

[15 mins]

Explain: I am going to begin with a story.



Story 1: Mubarik is 4 years old. When Mubarik was a toddler he disliked having his teeth cleaned. His Father told his Mother, stop fighting with the boy you will clean his teeth when he is older. There is no use in cleaning his teeth, they will begin falling out when he is 6 years old.

So, Mubarik never learned to clean his teeth. But by the time Mubarik was 3, his teeth were brown in colour, and some began to break due to big holes in his teeth.

It was painful and Mubarik struggled to eat well, he couldn't chew tough meat or other hard foods.

Many people spoke about Mubariks bad teeth and he felt embarrassed to smile, or talk.

Qn: Does this sound familiar?

[Take 1 – 2 responses]

Explain: It is common for children not to clean their teeth, and for them to get serious teeth problems.

Qn: What are common problems we see with teeth?

[Ans:

- *Holes in the teeth*
- *Decayed or rotten teeth – causes them to fall out*
- *Mouth and gum infections – cause bleeding, odours and painful sores]*

Qn: What might happen to Mubarik if he is struggling to eat foods? [Ans: *He will miss out on nutrients and won't grow well]*

Qn: What might happen to Mubarik if he continues to fear smiling and talking? [Ans: *He won't develop his language well, he won't make friends]*

Explain: Teeth are linked to eating, speaking and our confidence. This can seriously impact children's development.

Children

Explain: Just like Mubarik's father, many people believe, we don't need to take care of children's teeth because they will fall out. They believe children don't like having their teeth cleaned and it is too difficult to clean them and that it is more important to take care of their adult teeth.

Explain: But this is not true. We heard about how teeth problems can impact children's development.

Qn: At what stage do children's grow teeth? *[Ans: Whilst they are babies – starting around 2 months and finishing around 2 years]*

Qn: At what age should we start taking care of our teeth? *[Ans: Babies. So, they get into the right habit]*

Explain: To avoid development delays and challenges for our children it is important we start cleaning their teeth from a young age.

Explain: Although children's teeth will begin falling out around age 6, and they will get their adult set of teeth, the damage on their development can be large even before age 6.

Qn: Who can help children take care of their teeth? *[Ans: Parents]*

Explain: Children who take care of their teeth from a young age will build good habits that support them with their adult teeth. It is the role of parents to ensure that children clean their teeth.

How to clean teeth (adults and children) [30 mins]

Explain: There is a simple way we can prevent teeth problems – this is cleaning teeth!

Explain: When we eat food, some small particles of the food remain in our mouths. They hide between teeth, in holes or around the gums.

Qn: If you leave food out for days, what happens to it? *[Ans: It goes bad]*

Explain: What happens to food outside also happens to food in our mouths. The germs in bad food attack our teeth and gums and cause infections. Over time, these infections cause holes or more serious diseases.

Qn: When should you clean your teeth? *[Ans: At least twice a day, morning and evening. [The most important time is after eating]*

How do you clean your teeth?

Explain: You can buy a toothbrush and toothpaste, but you can also make your own.

Explain: To make a toothbrush, use a twig of a tree, like the Neem. Sharpen one end to clean between the teeth, like a toothpick. Chew on the other end and use the fibre as a brush.

Qn: Does anyone have any other suggestions for a toothbrush?

Explain: You can either buy toothpaste or make toothpaste from a mixture of salt and baking soda. Salt kills germs and stops infections, whilst baking soda removes germs, whitens teeth, and is a very good cleaner.

Qn: Does anyone have any other suggestions for a toothpaste?

Explain: To brush teeth, follow these instructions:

- Top to bottom. Front, back and top of all teeth.
- The toothbrush removes any food that has been left in between teeth. Even if you can't see or feel it, the germs will still be there.
- You should spend 2 minutes brushing teeth.
- Use clean water to rinse and to clean your mouth
- Use clean water to rinse and clean your brush afterwards

Explain: But we know this is not always easy with children. There are 3 simple techniques to support children to learn good teeth cleaning.

Explain: I will tell you each with a story.



Story 2: Mama Zaina has three daughters. They are aged 10, 7 and 5. Mama Zaina is a very busy woman. She has taught her children how to clean their teeth well, by showing them the steps and has now introduced a teeth cleaning competition!

Every evening after dinner when she is cleaning up, she tells the children to go and clean their teeth and return for inspection. They all return just as she is finishing cleaning up. She inspects all the children's teeth and the one with the cleanest teeth gets a reward the following day. Her rewards include some extra food at mealtime, a day off from chores, or she will clap and sing a song for them. The reward is always cost free and something small to make them feel good.

If she notices one child hasn't cleaned properly, she will make sure to help them in the morning.

Qn: What do you think of Mama Zaina's teeth cleaning competition?

[Take 2 – 3 responses]

Qn: Do you think Mama Zaina's children will have clean and healthy teeth?

[Take 2 – 3 responses]

Explain: Here is another story.



Story 3: Mr Kofi is a busy man but knows it is important that his son learns to clean his teeth well. He makes sure that when he cleans his teeth he does it **with** his son. Because his son watches his father clean his teeth every day, he wants to clean his teeth like his dad. Mr Kofi role models to his son that teeth cleaning is important and fun. It is something they do together.

Qn: What do you think of Mr Kofi's role modelling?

[Take 2 – 3 responses]

Qn: Do you think Mr Kofi's son will have clean and healthy teeth?

[Take 2 – 3 responses]

Explain: Here is another story.



Story 4: Auntie Joyce takes care of children 4 and 6 years old. She told the children a teeth cleaning story. She said "Have you ever heard of Bacteria Ben? He is a very small brown germ. He is very friendly but also very smelly. He is always hungry and eats food from children's teeth. If children do not clean their teeth after eating, then Bacteria Ben enters the mouth and eats all the old food! He leaves a horrible smell

and makes the teeth turn brown and painful. The only way to stop him is to clean your teeth after eating.”

Qn: What do you think of Auntie Joyce’s story?

[Take 2 – 3 responses]

Qn: Do you think Auntie Joyce’s children will have clean and healthy teeth?

[Take 2 – 3 responses]

Explain: We have heard 3 techniques for supporting children to clean their teeth:

- 1) Make it a competition
- 2) Role model
- 3) Tell stories

Qn: Do you have any other ideas for how to encourage children to clean their teeth?

[Take 2 – 3 responses]

Explain: There are lots of ways to encourage children but there are 2 things to remember:

- 1) We must first teach children how to clean their teeth well, brushing top to bottom with toothbrush and toothpaste for 2 minutes. It might be difficult at first with children below 3 years but the earlier you start it will become easier.
- 2) Stay consistent. It is the responsibility of us – the parents, to consistently check children are cleaning their teeth well and brushing teeth for them when they are younger.

Qn: Does anyone have any questions?

Explain: The final tips are:

1. Be careful about what you eat

Explain: Sugar sticks to teeth and causes them to rot. It’s best to limit your intake of candy, sugar cane, tea with sugar and sodas.

Explain: If you do eat and drink these, then it is especially important that you brush your teeth properly afterwards.

Explain: Foods like eggs, beans, vegetables, oranges, and tomatoes are protective foods that keep teeth healthy. Try to eat plenty of those foods. But even after eating these foods, you must clean your teeth daily.

2. Dealing with Painful Teeth

Explain: The following techniques can be used to help stop painful teeth:

- Clean the gaps/holes in the teeth, and remove any food that is trapped there
- Rinse mouth with warm salt water many times a day (especially after eating).
- Go to a clinic if the pain does not go away, as you may need to remove the tooth or get medicine to cure an infection.

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers to make sure they and their children brush their teeth twice a day.
2. Ask Mothers to use a chewing stick to keep their teeth and gums clean.
3. Ask Mothers to take this further and tell a friend or a neighbour why it is important to clean their teeth twice a day.

Explain: Thank you, Mothers, for attending this training today. When we brush well, rinse properly, and teach our children to do the same, we prevent sickness and pain. A clean mouth helps children eat better, smile confidently, and stay strong. Let's clap for ourselves for completing this workshop successfully.

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx station and Date] at [xxxx times]

Explain: We will now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on Page 281]



Ghana Education
Service (GES)

Course 1

Module 6

(Year 2)



PW6.1 – 6.3 - Re-enrolment

[This term (module 6) contains an important set of Parenting Workshops that will support you with the graduation of Mothers who have completed the 2-year course and the enrolment of Mothers onto the next 2-year course.]

Please turn to:

Page 16 to read about how re-enrolment works and why the re-enrolment term is so critical

Annex 1 to read through the activities you must complete, and key decisions to make

Annex 2 to find the 3 x Parenting Workshops and 1 x Community Meeting you are expected to deliver

Annex 3 to find 'Ways to support re-enrolment'

Annex 4 to find 'Play Scheme training guidance'



Ghana Education
Service (GES)

Course 2

Module 7

(Year 3)



PW7.1 - Games

Learning objectives

- Mothers understand the importance of teaching games using the correct layout and rules.
- Mothers feel confident teaching the four games they previously found most difficult.
- Mothers are motivated and ready to teach these games correctly at the Play Scheme.

[Deliver the Opening section on page 278]

Game of the month: Jigsaw]

Introduction

[5 mins]

Explain: Welcome, Mothers! We are so happy to have you here today. This is the first Parenting Workshop of Course 2, and it's the start of another special journey.

Explain: Every workshop you attend will give you new ideas and skills to support your children's learning and development. You will also meet other parents who share your challenges, learn from each other, and grow together as one big team.

Explain: By the end of this course, you will understand how children grow, learn, and develop, and you will feel more confident as a parent.

Explain: Today, we are starting with something fun – today we will play some games that we use at the Play Scheme.

Explain: By the end of today's session, you will feel confident, excited, and ready to play these games at the Play Scheme.

Challenging games

[10 mins]

Explain: Each game that we play at the Play Scheme teaches children something important. We must know how to teach all the games well, so that children can learn.



Task: Decide games

1. Ask Mothers to sit in their Play Scheme groups on the mats
2. Ask Mothers to spend 5 minutes discussing which game they find the most difficult to teach (these will be the games they practice today)
3. Ask each group what game they have chosen to practice today. Make sure each group has a different game.]

[Ensure you have 4 games to practice today]

Demonstration

[20 mins]



Task: Demonstrate games

1. [Demonstrate how to play each of the 4 games using the Mothers as children]
2. Ask mothers the following questions:
 - a) How did I lay out the game?
 - b) How did I teach the game?
 - c) How did I allow children to see, hear and do?
 - d) Is there anything that a child will find hard in this game? How can I help them understand?

[Repeat for each of the 4 games]

Group practice

[40 mins]



Task: Group practice

[Mothers continue sitting in their Play Scheme groups]

1. Give each group 1 of the 4 games

2. Ask each group to choose one person to be the 'Mother'. The others will act as children
3. Each group should play the game for 10 minutes
4. After each game, groups should pack the game, and rotate it to another group and repeat the process
5. Groups should choose a new 'Mother' for each game, so everyone gets a turn.]

[As Mothers are playing the game:

- **Ensure Mothers are playing the game (not explaining how to play)**
- **Encourage and praise them**
- **Correct them kindly and show them the right way to play.**
- **If a group finishes early, ask them to pick a new 'Mother' and play again].**

Discussion

[5 mins]

[Hold up each game one at a time and ask the following questions:

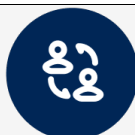
Qn: What will this game teach a child?

Qn: How can you make this game using local materials?

Repeat questions for each game.]

Games making

[15 mins]



Task: Games audit

[Split Mothers into 6 groups]

1. Split all indoor games between the 6 groups of Mothers
2. Ask each group to 'audit' the games by looking through and identifying which games need fixing [10 -15 minutes]
3. Ask each group to decide who will remake or fix each game (e.g Mary will fix the shape stacker using wood. Fiona will remake the puzzle game using cardboard)
4. Each group should share who is fixing what game and how with the whole group
5. Remind Mothers that they must bring the games to the Play Scheme next week.]

Wrap-up

Qn: Before we close the session. Do you all feel more confident teaching the games we practiced today?

Explain: Please make sure to alert us to games you are finding difficult, and we can practice them during pre-play.

Qn: Why is it important that we teach the games correctly?

[Ans: so children can learn well]

Homework

[5 mins]



Homework: Action for parents to do at home

4. Ask Mothers to teach the 4 games this month at the Play Schemes
5. Ask each Mother to make one of the games at home, using materials they already have, and teach it to their children
6. Ask Mothers to complete the fixing and making of the games from the audit and bring to the Play Scheme next week

Qn: Any questions?

Explain: We will review the Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]



PW7.2f - ECD and Parenting

Learning objectives

- Mothers and fathers understand the 4 areas of Early Childhood Development (physical, socio-emotional, language and thinking skills)
- Mothers and fathers know what a child needs to develop well in each ECD area
- Mothers and fathers understand it is the responsibility of parents to provide ECCE for their children.

[Deliver the Opening section on page 278]

Game of the month: Tangrams]

Introduction

[5 mins]

Explain: Welcome to today's workshop. This is the second workshop in this course.

Explain: We hope you will enjoy these workshops, if you continue to attend regularly, you will learn useful things and have lots of fun.

Explain: We also welcome the Fathers who are here to learn with us today. Fathers are invited to attend **one workshop each term**, fathers we look forward to seeing you regularly!

Explain: Fathers, please sit amongst the Mothers and join the discussion. Do not sit together in one area.

Explain: Today, we will be working together. We expect an equal level of participation from both fathers and Mothers to make the workshop a success.

Explain: We are here today to talk about easy ways to help our children develop. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: Mothers, at the last workshop, we asked you to make some games at home to play with your children. Please can you tell us which games you made and if your children enjoyed playing them at home?

[Take 3-4 responses and praise Mothers].

Explain: Let's now begin today's workshop.

Child development

[10 mins]

Explain: Every child needs to grow and develop in 4 different areas:

1. Physical development

Explain: The first area is Physical development. This means a child's body grows strong and healthy.

Qn: What do you think a strong and healthy 6-year-old child looks like?

[Take 1-2 responses]

Explain: A strong and healthy 6-year-old:

- May be about 1 metre tall,
- Is full of energy,
- Doesn't fall sick often, and
- Can run and play for a long time.

2. Social development

Explain: The second area is for a child to develop socially. This means the child learns how to manage their emotions and interact with other people.

Qn: What does a 6-year-old child who has social skills look like?

[Take 1-2 responses]

Explain: The child:

- Plays and makes friends
- Can share with others
- Can say how they feel
- Listens to others
- Enjoys joining group play

3. Intellectual development

Explain: A child also needs to develop their mind. We call this, thinking skills.

Qn: What does a 6-year-old child who has thinking skills look like?

[Take 1-2 responses]

Explain: A child with good thinking skills:

- Explores the world around them (eager to learn how things work)
- Remembers and follows simple instructions
- Asks many questions
- Understands simple rules
- Can learn things easily

4. Language development

Explain: The fourth area is **language development**. This means the child learns how to talk, listen to others, and respond to questions.

Explain: A child with good language skills:

- Uses a lot of words
- Can explain what they want or feel
- Easily understands instructions

Parental responsibility

[5 mins]

Qn: Do you think children will develop in these areas on their own, or do they need help? *[Ans: They need help]*

Qn: Who should help children develop well in these 4 areas? *[Ans: We, the parents!]*

Explain: We all have a role to play in supporting children to develop and gain the skills they need.

Explain: As teachers, we work hard to provide this for children at school. But children still spend more time at home than at school. Parents and caregivers are the most important people in the development of a child. Eating, sleeping, talking, and playing with them at home make a big difference.

Challenges to good ECD

[15 mins]



Key message: Let's remind ourselves: children need to grow and develop in 4 areas:

- **Physical** – Their body grows strong and healthy to run and play.
- **Social** – Child makes friends, shares, and plays well with others.

- **Intellectual** (Thinking) – Child uses their mind to learn and understand things.
- **Language** – Child can talk, listen, and understand others.

Explain: We have agreed that parents are responsible for helping children grow and develop in all 4 areas.

Qn: So, what are the challenges parents face in helping children develop in these 4 areas?

[Take 2 – 4 answers - Encourage discussion from parents about poverty and lack of education/illiteracy]

Poverty and Early Child Development

Explain: Many parents say, “We are poor, that’s why we can’t give our children proper care or education.”

Explain: Let me explain with a story about two boys from the same village, John and Samuel. Both are four years old.



Story: John’s family trades in the market. His Mother leaves early in the morning and comes home late when she is tired. His father is often at home but is very strict. John is afraid of him.

John is not in school, so he and his siblings play around the community all day. Sometimes they don’t eat until their Mother returns. In the evenings, when John tries to play and laugh, his father tells him he is disturbing him.

Samuel’s parents are farmers. They also work hard. Some days they take Samuel to the farm, they ask him to count trees, look for colours and sing songs whilst they plant and harvest.

His Mother asks Samuel about his feelings and tells him she loves him.

The family doesn’t have much, but Samuel eats three simple meals a day from the farm. After the evening meal, the family usually gather to tell stories, and Samuel’s favourite is the story of a brave little boy, just like him, who goes on adventures.

Samuel falls asleep happy, safe, and loved.

Qn: Which child is being supported to develop in the 4 areas? *[Ans: Samuel]*

Qn: Who do you think will enjoy school more and attend more regularly? *[Ans: Samuel]*

Qn: Who is more likely to do well at school? *[Ans: Samuel]*

Explain: So, you see, it's not about money. Neither family spent money in the story, but Samuel's parents give him love, time, and opportunities to learn. That's what makes the real difference.

Qn: If you do not lay a good foundation before you build a house, what will happen to that house? *[Ans: It will fall down]*

Qn: Can you lay a foundation once the house is built? *[Ans: No]*

Explain: The first 6 years of a child's life is when the foundation for all future development is laid. If the foundations are not laid correctly, the child's whole future will be put at risk.



Key message: We don't need to have plenty of money to support our children to grow and develop.

Qn: Are you willing to take action to help your children lay a good foundation for the future?

Practical actions to help children develop [20 mins]

Explain: Let's now discuss how we can support children to develop in the 4 areas. Remember, physical development is when a child's body grows strong and healthy.

Qn: What can parents do to support their children to develop physically?

[Take 2 – 4 answers]

Explain: Parents can:

- Feed their children healthier foods (not expensive food)
- Ensure children stay clean (bath and handwash regularly)
- Prevent diseases (e.g. by sleeping under a mosquito net)
- Encourage active play in safe areas (running, jumping, climbing, and helping with housework make their bodies strong)

Qn: What can parents do to support their children to develop social skills?

[Take 2 – 4 answers]

Explain: Parents can:

- Play with their children, especially games that encourage turn taking and sharing
- Give children quality time
- Show them affection so they feel loved and accepted by their family

Qn: What can parents do to support their children to develop thinking skills?

[Take 2 – 4 answers]

Explain: Parents can:

- Ask their children questions
- Encourage them to solve small problems and play with things around them.

Qn: What can parents do to support their children to develop language skills?

[Take 2 – 4 answers]

Explain: Parents can:

- Encourage children to express what they need
- Listen to their children
- Tell stories and sing songs

Qn: Does anything here require parents to have plenty of money? *[Ans: No!]*

Qn: Does anything here seem very difficult? *[Ans: No!]*

Task: Can each parent please think about one action you can take this month. An example could be this month I am going to tell stories with my children during bath time. [Give a few minutes for parents to think of their action].



Key message: Small actions, not big money, help children to grow in every way.

Explain: Thank you for your attention and participation so far. We will now discuss challenges with our Play Scheme before we wrap up and give you homework.

Wrap-up

[5 mins]

Explain: Let's remind ourselves of what we learned here today.

Qn: What did we learn today? *[Ans: The importance of child development in the first 6 years, the four areas of child development, lack of money does not mean children cannot develop well, parental responsibility for child development, practical things we can do.]*



Qn: We need to think about 4 areas of child development. What are these? *[Ans: Physical, social, thinking, and language]*

Qn: Who is responsible for helping our children develop? *[Ans: We, the parents]*

Qn: Are you ready to take action now? *[Ans: Yes!]*

Explain: Good! Then let's take some homework.

Homework

[5 mins]



Homework: Action for parents to do at home

3. Ask Mothers to complete one action that supports their child's development as homework. Encourage them to keep doing it throughout the month.
4. At the next Parenting Workshop, everyone should share what they did.

Explain: Thank you, fathers, for joining this session. Your presence shows how much you care about your children's future. When Mothers and fathers work together, children feel supported from every side – and that's the best gift any parent can give.

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx radio station/date/times]

[Allow father to leave, Mothers should stay for the closing section]

Explain: We will now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]

PW7.3 - Team Building

Learning objectives

- Mothers bond as a team through a series of activities – leading to a greater sense of peer support and unity
- Mothers understand the value of working together and supporting one another as a community.
- Mothers appreciate the role of teamwork in making the Play Scheme (or parenting course) successful.

[Deliver the Opening section on page 278]

Game of the month: Picture dominoes]

Introduction

[10 mins]

Explain: Welcome! I hope you are enjoying the parenting course so far.

Explain: Today, we have a fun session to get to know each other well and learn about the importance of working together as a team.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to the last parenting workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: We learned about Parenting and ECD.]

Qn: What are the 4 areas that children need to develop well in?

[Ans: Physical, Social, Thinking and Language.]

Qn: Can anyone share what they have been doing in the past month to help their children develop well in the 4 areas?

[Take 2-3 responses]

Explain: The purpose of today's workshop is to bond as a team and have fun. We hope you will build strong team relationships today.

Activity 1 – Market Stall

[15 mins]

[Find a safe and open space to play – play outside where appropriate].

Explain: The first game is called the **Market Stall game**.



Task: Market stall activity [15 mins]

[Ask Mothers to stand in a circle in their Play Scheme groups.]

[Play the game using the steps below:

1. Each Mother thinks of one item she will “bring” to the market stall and a personal reason for choosing it.
2. The first Mother introduces herself, says the item she is bringing, and explains why.
 - Example: “My name is Mariam. I am bringing yams because I love to cook for my family.”
3. The next Mother repeats what the previous Mother said (name, item, reason) and then introduces her own item and reason.
 - Example: “Mariam is bringing yams because she loves to cook for her family. I am Fatima. I am bringing a basket because I carry many things.”
4. The game continues around the circle, with each Mother repeating all previous items before adding her own.
5. Each Mother must choose a **different** item — no repeats].

[Facilitators to circulate among the groups to support and encourage participation.]

[End the activity after 15 minutes if everyone has had a turn.]

Explain: I hope you enjoyed the game.

Qn: What did you learn from the game?

Explain: I hope you realised that **communication** and **listening** are important. When we listen carefully to each other, we get to know each other better and understand each other better. This helps us work better as a team!

Explain: But if we don't listen well, we might **miss important information**.

Explain: We also learned that each Mother in the group brings something important to the group.

Explain: If we want to run our Play Scheme well, we must **pay attention to one another**, support each other, and work together like one strong family.

Qn: What important information do you think you will need to know from your team about the Play Scheme?

Explain: Parenting Workshop dates, information on children and layout and rules of games are all important things that, if we listen to well, will make us a strong team.

Activity 2 – Foot Drawings

[15 mins]

Explain: Let's play another game now.

Explain: In this game, we are going to draw with our feet! Yes — not with our hands, but with our feet!



Task: Foot drawing [15 mins]

[Ask Mothers to work in their Play Scheme groups. Each group is to try to draw a simple picture on the ground using only their feet and a stick].

[Play the game using the steps below:

1. Each group gets one stick.
2. Each group will choose one thing to draw – something simple.
Examples: a pot, a tree, a basket, a house, a child, the sun, a school building.
3. One Mother at a time will try to draw part of the picture – using only her foot to hold the stick! Then the next Mother in the group will continue the drawing.
4. Keep passing the stick around until every Mother in your group has had a turn and finishes the picture.]

[Each Mother must take a turn to try - Keep the mood light and full of laughter! Celebrate all the funny drawings and clap for every group!]

Qn: How did you feel during this activity?

[Ans: shy at first, happy, surprised I could draw with my foot, confused at first, relaxed and excited, fun to try, etc.]

Qn: Was it easy or hard?

[Ans: hard at first, but it got easier, not easy to hold the stick with my foot, funny and difficult, easy because we worked as a team, etc.]

Qn: What helped your group succeed?

[Ans: We watched each other, we were patient, everyone tried their best, we shared ideas and supported each other, some were really good, etc.]

Qn: What did you learn from this game?

Explain: I hope you saw that sometimes, a task can feel strange, difficult, or even a bit funny – like drawing with your foot!

Explain: But when we work together, help each other, and take turns, we can do something about it. Even if one person struggles, the group can support her and keep going.

Explain: This game shows that:

- We don't need to be perfect – we just need to try together.
- Everyone has something to add, even if it's small.
- We must be patient, encouraging, and cheer each other on.
- Just like the Play Scheme, some things may feel new or hard at first. But if we laugh together, try together, and help each other, we can succeed together.

Explain: Remember, you must always work as a team at the Play Scheme; reminding each other to come, sorting children, laying mats, and even learning games.

Activity 3 – Mirror Mirror

[10 mins]

Explain: Let's play another game.



Task: Mirror Mirror Team Activity [10 mins]

[Ask Mothers to work in pairs. Each pair should stand facing each other – like they are looking in a mirror.].

[Play the game using the steps below:

1. One Mother will be the leader.
2. The other Mother will be the mirror.
3. The leader will move slowly. She can move her hands, arms, shoulders, or head (Do anything – raise your arms, touch your forehead, wash your face, brush your teeth, smile, touch your hair, nod your head, dance, laugh, etc.)
4. The mirror Mother must try to copy everything at the same time, just like a mirror.
5. Do it slowly, and do not talk (If you talk, the mirror will talk back! Haha!)
6. After some time, swap roles so the mirror becomes the leader, and the leader becomes the mirror].

[After one round, ask them to switch partners and play again with someone new. All Mothers should be involved].

Qn: Was it easy or difficult to be the mirror? Why?

[Ans: Easy, Hard, Confusing, Funny, Slow, Tiring]

Qn: How did it feel to be the leader?

[Ans: Powerful, Shy, Happy, Scary, Strong, Funny]

Qn: What did you notice about your partner when you had to copy her?

[Ans: She's calm, funny, assured, laughing, serious, fast, creative]

Qn: What was the hardest part of this activity for you?

[Ans: Copying, Leading, Staying focused, Not laughing, Feeling shy, Watching closely, Switching roles, Getting it right, Not talking]

Explain: This activity shows that when we work with others, we need to trust, watch carefully, and respect each other. Sometimes we lead, sometimes we follow — but both are important.

Explain: At the Play Scheme, we must **work together**, just like the leader and the mirror. We must **pay attention to each other**, **learn from each other**, and **support each other**.

Explain: Just imagine what will happen if the mirror is doing its own thing and not supporting what the leader is doing! There will be confusion, right?

Explain: When we work together, work is easy; when we work against each other, there's confusion and disorder. We must work together as leaders and mirrors to succeed.

Ways to improve teamwork

[10 mins]

Explain: We have played different games that will help us to know each other, work together and focus on supporting our children. We will now discuss ways we can work together as a team at PS and at home.



Task: Ideas to Improve Teamwork [10 mins]

[Divide the Mothers into 2 groups]

1. [Task group 1 to discuss for 5 minutes ways to improve the Play Scheme through teamwork. *[Support Mothers to think about PS attendance, sorting of games, handwashing, playing outdoor games, Mothers stepping in to support absent Mothers, PW attendance, supporting new Mothers, etc.]*
2. Task group 2 to discuss ways to support each other at home *[Support Mothers to think of farm help, funerals, ill health situations, communal activities, mobilising for the Play Scheme, reminding each other about PWs etc.]*
3. Ask each group to select a volunteer to present their discussion.
4. Ask Mothers to sit in Play Scheme groups and discuss which two actions t'ey'll adopt for the month (one to improve PS through teamwork, and one way to support each other at home)].

Homework

[5 mins]



Homework: Action for parents to do at home

[Ask Mothers to complete the 2 actions they agreed in their group as homework over the month].

Explain: We'll now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]





Ghana Education
Service (GES)

Course 2

Module 8

(Year 3)



PW8.1 - Managing Stress

Learning objectives

- Mothers understand what stress is and what causes it in daily life.
- Mothers can recognise signs and symptoms of stress in themselves and others.
- Mothers understand the 3 steps to managing stress and are ready to practice them at home.

[Deliver the Opening section on page 278]

Game of the month: Number dominoes]

Introduction

[10 mins]

Explain: Mothers, welcome and well done for completing your last module.

Explain: Today, we start a new module. We will be discussing how to manage stress in our daily lives.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let us think back to our last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: How to work together through team-building activities.]

Qn: And what did we say about teamwork?

[Ans: That when we communicate well, support each other and work as a team, we make the Play Scheme stronger and more enjoyable for everyone.]

Qn: Who would like to share how they have been working together as a team since the last workshop?

[Take 2–3 responses.]

Explain: Thank you for sharing! When we work together as a team the Play Scheme becomes smoother, happier and children learn better.

What is stress?

[10 mins]

Explain: Today, we are going to talk about something that every parent feels from time to time – stress.

Qn: What do you think stress means?

[Take 1 -2 responses]

Explain: Stress is what we feel when we are worried, afraid, or under too much pressure. It happens when we feel like we cannot manage all the things we have to do, or we feel that something bad might happen.

Qn: Put up your hand if you have ever felt stressed.

[Trainer should raise hand to show you feel stress too]

Explain: Everyone feels stressed sometimes. As parents, we may feel stress when there is not enough food, when the weather affects our harvest, when we are short of money, or when there is too much work to do.

Explain: Sometimes we feel stressed because our children or family are unwell, or if our children are not learning well.

Qn: Do you think it's normal to feel stressed sometimes? *[Ans: Yes!]*

Explain: Yes, it is completely normal. But when we have too much stress, it can make us feel tired, angry, or even sick. It can make us worry too much or even fight with others.

Qn: Would anyone like to share how they feel when they are stressed?

[If no Mothers share, give your own simple example – for example, I feel helpless when I have too much work and not enough time].

Explain: By the end of today's workshop, we will learn some simple ways to manage stress – ways that can help us feel calmer and more in control next time we feel stressed.

Impact of stress

[30 mins]

Explain: I will now tell you a story.





Story 1: Sarah and her family are farmers. This year, the weather has been unpredictable, and the family is worried that their harvest will be very small. Sarah has a sick child who often needs to visit the clinic.

Sarah feels very worried about how the family will pay for food and medical fees. At night, she finds it hard to sleep because her mind is full of worries. During the day, she feels a heavy feeling in her stomach and doesn't feel like eating. This makes her tired and weak.

One afternoon, when her son was teasing his sister, Sarah shouted angrily at him and made him cry. Later, when her husband asked her why the compound is so dirty, Sarah suddenly felt overwhelmed and started to cry.

That night, as she lay in bed, she felt embarrassed for crying and sad for shouting at her child. She blamed herself – and that made her worry even more

Qn: What are some signs that show Sarah is feeling stressed?

[Take 1–2 responses].

Explain: Some common signs of stress are when a person has trouble sleeping, eating, or paying attention. Stress can also make people quarrel or argue more at home. This can cause tension in the family – and worse of all, this tension can sometimes lead to violence.

Qn: Do you think there is anything Sarah can do to change the weather?

[Take 1–2 responses].

Explain: Unfortunately, Sarah cannot change the weather or make the harvest better for her family.

Explain: But she **can** manage her own stress. When Sarah learns to manage her stress, she can think more clearly and may find new ways to help her family cope with the poor harvest.

Qn: What are some of the ways you deal with stress?

[Take 4 – 5 responses – encourage discussions and reflection]

Explain: I want to share with you 3 things that you can do to help manage stress. These steps can help you when you face stressful times in your own life.

Explain: Children can also feel stress, just like adults. So, these techniques can also help your children control their stress. Please listen carefully so you can try them at home.

Step 1: Pause and Breathe

[10 mins]

Explain: The first step when you are feeling stressed is to pause and breathe.

Explain: Earlier, we heard that Sarah cried when her husband asked her about dinner and shouted at her son. She reacted this way because she was feeling overwhelmed and couldn't control her emotions.

Explain: When you feel yourself getting upset or overwhelmed, try not to react right away. Instead, pause and take some slow, deep breaths. This will help your body and mind to calm down.

Explain: If possible, go somewhere private – maybe the back of the compound, or just somewhere a little quiet and away from everyone – and take a few minutes to breathe in and out slowly and deeply.

Explain: Let's do a simple breathing exercise that you can use to feel less stressed.



Task: Breathing exercise

[Ask Mothers to sit in a comfortable position and close their eyes]

[Lead Mothers to practice breathing:

1. Ask Mothers to take a deep breath
2. Ask Mothers to count to 5 in their head. 1,2,3,4,5 and breathe out
3. Ask Mothers how it makes them feel and take 1-2 responses]

Qn: Does anyone have any questions about this breathing exercise?

Step 2: Talk to Someone

[10 mins]

Explain: The second way to manage stress is to talk to someone. Please think back to our story. Sarah is very worried about the harvest and is anxious that her family will not have enough food to eat or money to live on.

Explain: Sometimes when we are stressed, we can't easily find a solution to our problems. And sometimes, just by sharing a problem with someone can help relieve stress.

Explain: Sometimes, we don't want to talk to others when we feel stressed because we fear people gossiping about us.

Qn: Who do you think Sarah may be able to speak with to share her worries about the bad harvest?

[Take 2 to 3 responses]

Explain: Let's go back to our story and find out who Sarah spoke to.



Story 2: Sarah decides to speak to her friend Gloria, who lives nearby. Sarah sees Gloria on her way to fetch water. Sarah joins her and confesses that she is very worried about the bad weather and the coming poor harvest, and how they will cope. Gloria also says that she is equally worried and has been feeling very anxious and doesn't know what to do.

Qn: How do you think Sarah may feel now?

Explain: Now, Sarah may feel that she is not suffering alone. She knows that there is someone else feeling the same way. Often, just knowing this may help make you feel better. But also, Sarah and Gloria together may be able to find a solution.

Explain: Talking to your husband, friend or neighbour about your problems can help relieve your stress.

Qn: Does anyone have any examples of a time when talking to someone helped them deal with a stressful situation that they can share?

Qn: Sometimes it's hard to say, "I'm stressed." But we can still talk to others and feel better. How could you talk to someone and still get support without saying directly that you're stressed?

[Take 1-2 responses]

Explain: You could talk with a friend about things you are looking forward to, something you're proud of or things your children have done that made you laugh this week. Talking is a great way to relieve stress.

Qn: Does anyone have any questions about this?

Step 3: Make Time for Yourself

[10 mins]

Explain: The third way to manage stress is to take some time out for yourself. Sarah in the story sounded like most of us; she is busy doing everything for everyone else.

Qn: How can taking some time out for herself help Sarah to manage her stress? *[take 1-2 answers]*

Explain: If Sarah allows herself some time to do something she enjoys, it can help her relax and regain control of her emotions and stress.

Qn: How do you think Sarah could take some time for herself? *[Take 3-4 suggestions from the group]*

Explain: Sarah could ask someone to watch the children while she rests. Maybe she could do something she enjoys, like chatting with or braiding her friend's hair. Or she could take a bit of quiet time for herself – maybe spend a little longer bathing, or just sit outside and enjoy some fresh air.

Explain: Taking time to relax or do something enjoyable won't make all your problems disappear – but neither will worrying. But when you rest your mind, you give yourself strength and space to think more clearly. So, even a few minutes of peace can help you face your challenges with a calmer heart.

Qn: Does anyone have any questions about this step?

Explain: Those are 3 strategies for managing stress. The Key message is that we will all go through stressful situations that we can't stop. But there are things we can do to stop the feeling of stress getting bigger.

Qn: If you can manage stress, what impact do you think this will have on your children?

Explain: If we are less overwhelmed and stressed we are less likely to shout at our children, and more likely to engage in quality time with them.

Recap

The 3 steps to follow when you are feeling stressed are:

1. Pause and breathe – at least 5 deep and slow breaths
2. Talk to someone. You can talk about the stressful situation or just talk about something different to take your mind off the stress and give yourself a chance to relax
3. Take time to do something you enjoy.

Explain: If you notice your children getting stressed, you can also try these steps with them.

Qn: Any questions?



Key message: From now on, let's take care of our minds and hearts. By managing stress and helping each other, we can face any challenge with peace.

Qn: Are you all ready to take action? *[Ans: yes!]*

Explain: Great. We'll now take some homework to help us practice what we have learned.

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Task Mothers to try the 3 stress management techniques at home.
2. Ask them to try the breathing exercise with a friend or family member and see if they find it helpful]

Explain: We will now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]



PW8.2f - Nutrition

Learning objectives

- Mothers and Fathers understand that they are responsible for the healthy development of their children.
- Mothers and Fathers understand the difference between energy-giving food, body-building food and protective food - and where to get these.
- Mothers and Fathers are ready to use local, low-cost foods in creative ways to make meals more nutritious for their children.

[Deliver the Opening section on page 278]

Game of the month: Senses]

Introduction

[10 mins]

Explain: Welcome to today's parenting workshop!

Explain: We are here today to talk about easy ways to help your children develop.

Explain: We also welcome the fathers who are here to learn with us today. It's always wonderful to have you join us. Remember, **fathers are invited to workshop each term**, so we look forward to seeing you regularly!

Explain: These workshops will give you useful skills and knowledge to support you not only in parenting but also in your everyday life. We hope both Mothers and Fathers are excited to learn and work together today.

Explain: Today, we'll be working together. We want to hear from both Mothers and fathers – each of you has valuable experiences and ideas to share. Let's all make space to listen to and learn from each other.

Recap

Explain: Before we begin today's workshop, let us think back to our last Parenting Workshop.

Qn: Fathers, what did you learn last time?

[Ans: Early Childhood Development (ECD) and the four areas of a child's development.]

Qn: And what did we say about ECD?

[Ans: That children grow best when we support all four areas—physical, social, emotional and thinking skills—and that simple everyday actions can help them develop well.]

Qn: Can you share something they did at home to support their child's development since the last workshop?

[Take 2–3 quick responses. Celebrate their efforts.]

Qn: Mothers, what did we discuss at your last Parenting Workshop?

[Ans: How to manage stress.]

Qn: Since the last workshop, what practical things have you been doing to manage your stress?

[Take 2–3 quick responses]

Explain: Thank you. It's wonderful to hear how you've been taking care of yourselves. When you manage your stress well, you will have the peace, good health and strength to take better care of your children and families.

Explain: Today, we are going to discuss ways to feed our children better, so they can grow strong and healthy! We will be here for 1.5 – 2 hours.

Importance of good nutrition

[10 mins]

Qn: To begin, I have a simple question for you. Why do we need food?

[Take 2–3 answers]

Explain: Food gives energy, it builds our body and helps us grow and helps us avoid and recover from sicknesses.

Explain: We need to eat enough food, and we need different types of food. **A well-balanced diet** is food which gives us energy, builds our body to make us grow, and prevents disease.

Qn: What does a well-fed child look like? What can he or she do? *[Ans: Bright, good skin, good hair, alert, active, has energy to run, doesn't get sick, concentrates well.]*

Qn: How can you tell when a child is not eating well? What are some things they may find difficult to do? *[Ans: Sleepy, big belly, faded hair, not growing well, cannot concentrate, not interested in playing, falls sick often, cries a lot, poor skin, skinny.]*

Qn: Who is responsible for making sure a child is well fed?

Explain: Mothers and fathers are responsible for making sure a child gets well-fed. If you want your child to develop into a healthy, strong and successful adult, you need to make sure the child is well fed. That is, they eat enough of different types of food.

Qn: What difficulties do you face in feeding your children a well-balanced diet?

[Ans: Lack of variety of food, husbands' demand for food, beliefs that certain foods will ruin a child, not enough food available, lack of money, don't know how to feed a child.]

Explain: We have a short story for you. Afterwards, we will ask questions about the story, so please listen well.



Story: Brenda has 4 children aged 3 years and above. She feeds her children 1 meal per day. Her husband eats first, and there is usually little remaining to give the children. Most days, the children eat only porridge.

Gloria also has 4 children aged 3 years and above. She has agreed with her husband to make sure there is always enough food for the children. She feeds her children 3 meals a day. Breakfast may be porridge, but she makes sure they have fruit and vegetables each day. And when the family has meat and eggs they always make the children get some too.

Qn: Whose children will get sick more often? Why? *[Ans: Brenda's children.]*

Explain: Brenda's children will get sick more often because they do not get enough food. They do not get a good variety of food. They do not get all the different types of foods they need to protect their bodies.

Qn: Whose children are likely to grow physically stronger? *[Ans: Gloria's children.]*

Qn: Why? *[Ans: Because they have foods which help their bodies grow.]*

Qn: Whose children will perform better in school?

Explain: Gloria's children will have more energy and so can concentrate better. Brains are part of the body and need food to grow strong. Gloria's children have enough food and different types of food, so their thinking skills will develop.

Qn: Is it cheaper or more expensive to feed children well?



Key message: If a child is sickly, this will cost more money in medical expenses, as well as lost labour.

Qn: If children perform well in school, are physically strong, and can fight disease, do you think they have a good chance for the future?

[Ans: Yes.]



Key message: A healthy child is more productive. Over time, this will save you money. In the future, they will be better able to provide for themselves and for you.

Explain: It is especially important that children are well fed.

Explain: Children are growing fast. They need food and energy to help their bodies and their brains to develop. Children are vulnerable to disease, so they need energy to fight infections. How children are fed can have lifelong consequences.

What food and from where?

[15 mins]

Qn: What can we do to make sure a child gets enough energy from food?



Key message: We should feed children often. Children should be like hens – always pecking. They should eat 3-5 meals per day.

Explain: Most families eat one main type of food with every meal. Such as fufu, tuo zaafi, banku, kenkey, cassava, or rice.



Key message: This kind of food alone is not enough to keep a person healthy and strong.

Explain: These can give a child energy, but even if a child eats plenty of this food, they can still become weak and ill. This food does not contain all the nutrients a child needs to develop well.

Explain: There are 3 types of food you need to feed children every day. We will now talk about these 3 types of food and where to find them locally.

Helper foods

Explain: The types of food that children need to develop are what we call 'helper foods'.

Explain: There are 3 types of helper foods. It is important to add 1 of these types of food to every meal.

Explain: The first helper food is high-energy giving foods. These kinds of foods give children energy.

Explain: These foods include maize, millet, rice, yams and cassava. But also oily foods, nuts and seeds.

Explain: The second helper food is body-building foods.

Explain: These kinds of foods help children to grow.

Explain: Foods from beans (such as bambara beans), lentils (peas) and nuts such as ground nuts. Also, food from animals, like fish, eggs, meat and milk.

Explain: The third helper food is protective foods. These foods keep your body healthy inside and outside, and fight disease.

Explain: Green leaf vegetables like cabbage and spinach, and other green vegetables like green beans and avocado *[include local vegetables in the community]*. Also, coloured fruits and vegetables like tomato, carrots, lemon and mango etc.

Practical activity

[20 mins]

Explain: Now, let's get into groups.

[Organise Mothers into 3 groups. Fathers should join the same group as their wife/partner if present. Avoid too many fathers in one group].

Explain: Each group will be allocated one type of helper food.

- Group 1 is for high-energy giving foods
- Group 2 is for body-building foods
- Group 3 is for protective foods



Task: Group work

1. Ask groups to discuss which foods they can get locally and what meals they can make (focusing on their food group)[5 mins]
2. Ask groups to present back their examples [5 mins]
3. Ask groups to discuss what role do fathers and Mothers play in ensuring their children eat balanced meals each day (e.g Fathers ensure there is food to cook, Mothers cook the food) [5 mins]
4. Ask Mothers to share with the class how they can ensure their children get the balanced meals they need to develop [2 mins]
5. Ask father to share with the class how they can ensure their children get the balanced meals they need to develop [2 mins]

Explain: For children to grow and develop well, parents need to give them enough food from the 3 helper food groups.

Explain: These 3 helper food groups are:

1. Energy-giving foods;
2. Body-building foods; and
3. Protective foods

Qn: Are you willing to take action to help your children grow and develop well for the future?

Homework

[5 mins]



Homework: Action for parents to do at home

Ask parents to try to prepare at least one family meal that includes all three helper food groups together every week].

- **Energy-Giving Foods** - rice, yam, cassava, maize, plantain, millet, or potatoes
- **Body-building Foods** – beans, groundnuts, eggs, fish, chicken, or milk.

- **Protective Foods** - tomatoes, bananas, greens, oranges, pawpaw, okra, mangos, carrots, or pineapple.

Explain: Thank you for attending this training and showing your dedication to your children's learning and development. When Mothers and Fathers work together, you can feed children with food from the 3 helper food groups.

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx radio station/date/times]

[Allow father to leave, Mothers should stay for the closing section]

Explain: We will now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]

PW8.3 - Role Modelling

Learning objectives

- Mothers understand that children copy the behaviours they see and hear from adults around them.
- Mothers understand that children learn more from what parents *do* than from what they *say*.
- Mothers commit to modelling positive behaviours at home and in the community.

[Deliver the Opening section on page 278]

Game of the month: Memory pairs]

Introduction

[10 mins]

Explain: Welcome, Mothers, to another workshop in the GES Parenting Course. These workshops help us gain new skills and knowledge that make parenting easier and more rewarding.

Explain: Today, we're going to talk about **being a role model** – how our actions, even small ones, can shape our children's behaviour and help them grow into kind, respectful, and confident people.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to the last parenting workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: We learned about Nutrition]

Qn: What are the 3 helper food groups we learned about?

[Ans: energy-giving foods, body-building foods and protective foods]

Qn: Can anyone share what they did to try and feed their family with food from the 3 helper food groups since that workshop?

[Take 2-3 responses and give positive praise and encouragement]

Explain: You are all great Mothers and teachers.

What is a Role Model?

[5 mins]

Qn: I will begin with a question. What is a role model?

[Take 1 – 2 responses]

Explain: A role model is someone others admire and want to copy. For young children, **parents** are the biggest role models – because children are always watching what we do, listening to what we say, and learning from how we act.

Qn: Are role models only for children or adults?

Explain: Adults and children can have role models!

Qn: Who are your role models?

[Take 2–3 answers. Give an example of your role model is Mothers do not have examples.]



Key message: Children learn by copying their parents. Parents are their first and most important teachers.

How children learn

[25 mins]

Explain: Let's start by looking at how children learn. I have a short story for you.



Story 1: Kofi is 4 years old. Every day before eating, his Mother and father wash their hands. They thank each other after meals and speak kindly to one another.

When Kofi spills water, his father gently helps him clean it up and says, "It's okay – next time be careful." Kofi also sees his parents greet neighbours politely and help other people in the community often.

Qn: What kind of child do you think Kofi will become when he grows up?

[Take 2–3 responses. *Ans: He will likely be polite, help others, will be kind.*]

Explain: Kofi will likely learn these good behaviours from his parents. When parents act kindly, show respect, and handle problems calmly, children learn to do the same.

Explain: Children learn mainly by **seeing, hearing, and doing**. They watch what we do, listen to what we say, and then they copy and practise those same behaviours.

Qn: When your child was a baby, how did they learn to talk?

[Take 2–3 answers: *Ans: By hearing us talk, copying words and facial expressions*]

Explain: None of us learned to talk from a book. We learned it from our parents. Your children learned to talk from you. In the same way, children also learn how to behave by watching the adults around them.

Explain: When they see their Mother or father greeting others politely, helping a neighbour, or working hard, they learn to do the same. When they hear kind words, they learn to be kind. When they see shouting or fighting, they learn that too.

Qn: What happens if a child always sees people arguing or using harsh words?

[Take a few answers. *Ans: They will also talk harshly; they might think that's normal*]

Explain: If our homes are full of love, patience, and respect, our children will grow up showing love, patience, and respect.



Key message: Children learn by copying what they see, hear, and practise every day. What we do most at home can become our children's habit.

Explain: Let's have a quick group discussion:



Task: Good behaviours to role model

[Ask Mothers to sit in their Play Scheme groups.]

1. [Ask each group to discuss the good behaviours they want their children to learn.
2. Groups identify the behaviours that they want their children to have
3. After 5 minutes, ask each group about the behaviours they want their children to show
4. Ask groups to discuss how they can role model those behaviours

5. After 5 minutes, ask each group how they can role model the behaviours]

[Facilitators to move between groups, encourage participation and support discussion.]

Dealing with negative behaviours

[10 mins]

Explain: I hope you can all see that role modelling is an easy way we can encourage our children to show good behaviours.

Explain: But sometimes, parents can make mistakes too. What matters is how we handle those moments. Let's listen to another short story.



Story 2: One day, Kofi's Mother and father have a disagreement. They start shouting at each other. Later, Kofi's Mother sits with him and says:

"Son, I'm sorry you heard us shouting. That was not good behaviour. Your father and I have said sorry for shouting at each other, and next time we will try to talk calmly when we are feeling angry."

Qn: Why do you think this is important?

[Take 2–3 responses: *To show that shouting is not good, to teach the right behaviour.*]

Explain: The Mother knows she is a role model. She wanted to show that apologising and making peace is the right thing to do.

Explain: When we make mistakes, we can use those moments to teach our children what good behaviour looks like – by apologising, correcting ourselves, and showing love.

Qn: What happens if we don't explain or correct our behaviour after shouting or fighting? [Ans: *The child may copy it and think it's normal.*]



Key message: Even when we make mistakes, we can still teach good lessons by admitting we were wrong and showing the right way forward.

Do as I say vs. do as I do

[10 mins]

Explain: So far, we have heard some good examples of role models. Unfortunately, children do not only copy good actions or behaviours. They can also learn bad behaviours and bad habits from us.

Explain: Many parents tell their children to behave well but forget that children also learn by watching.

Let's listen to another short story.



Story 3: Ayisha is 4 years old. Her Mother tells her not to lie, but sometimes Ayisha often hears her Mother lying to neighbours. Her father tells her to speak politely, but he often uses harsh words at home.

Qn: What do you think Ayisha will learn from this?

[Take 2–3 responses: *She will copy her parents; she may think lying or shouting is okay*]

Explain: That's right. Children do not only listen to our words – they copy our actions. If we say one thing but do another, our children will believe our actions, not our words.

Qn: What should parents do instead? [Ans: *Show the right behaviour, not just talk about it.*]

Explain: The parents might think they are doing the right thing by telling their child to behave well. This is a "Do as I say" approach.

Explain: But we know that children observe actions as well. For parents to be great role models, they must also set an example. This is the "Do as I do" approach.



Key message: Children learn from what we do as well as from what we say. So, let's "walk the talk."

Negative behaviours outside the home

[5 mins]

Explain: There is a well-known proverb or saying that “It takes a village to raise a child.” Or “A child does not grow up in only one home”

Qn: What do you think this means?

[Take 2–3 answers: *Everyone helps to bring up a child; children learn from everyone, not only parents.*]

Explain: That’s right. Children don’t grow up learning only from their Mothers and fathers. They also copy the people they see every day – from relatives, neighbours, teachers, and friends.

Explain: Sometimes, children see good behaviour outside the home, like people greeting politely or sharing things. But sometimes, they also see bad behaviour, like shouting, fighting, or lying.

Explain: As parents, we can’t control everything our children see, but we *can* help them understand what is right and wrong. When they come home, we can talk about what they saw and explain the difference.

Qn: What could you say if your child copies a bad behaviour they saw from someone outside your home?

[Take 2–3 answers: *Tell them it’s not good; Show them the right way.*]

Explain: You can say something like: “That is not a good behaviour. In our home, we treat people with respect.”

Explain: This helps your child learn your family’s values and remember what is right.



Key message: We are not only raising our own children — we are guiding the next generation. When we model good behaviour and correct bad examples, we help the whole community raise respectful, kind, and confident children.

Recap

Explain: We will now summarise what we have learned today:

1. Children learn through seeing, hearing and doing. They copy their parents
2. They copy good and bad behaviours, so it is important to address a bad behaviour that you accidentally role model
3. Role modelling is a great way to teach positive behaviours

Qn: Any questions?



Homework: Action for parents to do at home

1. Ask Mothers to choose one good behaviour they want their child to learn this month (e.g., greeting politely, sharing, washing hands).
2. Ask Mothers to show this behaviour every day so your child can see and copy it.
3. Ask Mothers to encourage their husbands to also role model the same behaviour, so their child sees both parents practising it

Explain: We'll now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]



Ghana Education
Service (GES)

Course 2

Module 9

(Year 3)



PW9.1 - Wellbeing

Learning objectives

- Mothers understand that having good wellbeing helps them handle everyday challenges and feel happier.
- Mothers recognise that taking care of themselves also helps them take better care of their children and families.
- Mothers are ready and motivated to use the 5 steps for good wellbeing in their daily lives.

[Deliver the Opening section on page 278]

Game of the month: Number Puzzle]

Introduction

[10 mins]

Explain: Welcome! I hope you are enjoying the Advanced Parenting Course so far. Well done for completing the previous modules.

Explain: Today, we are going to talk about wellbeing.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to the last parenting workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: We learned about Role Modelling]

Qn: Can anyone share what changes they made at home since that workshop?

[take 2-3 responses and give positive praise and encouragement]

Explain: You are all great Mothers and teachers.

What is Wellbeing?

[5 mins]

Qn: What is wellbeing?

[Take 1-2 responses]

Explain: Wellbeing is when you feel good about yourself, and you live in a way that feels good for you. It is about how you feel inside – feeling calm, loved, and strong.

Explain: Good wellbeing does not mean that you never experience feelings or situations that you find difficult. But it does mean that you feel you can cope when times are tougher than usual.

Wellbeing and prosperity

Qn: Who do you think has better wellbeing – rich people or poor people?

[Ask Mothers to raise hands for rich vs poor people]

Explain: There has been a lot of scientific research into this. America is the richest country in the world. But when people were asked to rate their happiness and wellbeing, the evidence shows that their wellbeing has **not** improved.

Qn: What can we learn from this?

Explain: Wellbeing comes from good relationships, peace of mind, and caring for yourself and others – not from money.



Key message: Many of the things we often think will improve our wellbeing – such as more possessions and more money to spend – do not lead to a lasting improvement in the way we feel about ourselves and our lives.

What causes good wellbeing?

[10 mins]

Qn: What do you think makes a person feel happy and have good wellbeing?



Key message: Scientific evidence shows that the things we do and the way we think make the biggest difference to our wellbeing.

Qn: If you do not feed your body with good food, how will you feel? *[Ans: bad, tired, sick]*



Key message: As well as taking care of our bodies, we also have to take care of how we feel in our minds and in our emotions.

Explain: I have a short story to tell you about a woman called Ramatu.



Story 1: Ramatu is a caring Mother who works very hard for her family. Every morning, she wakes up early to cook, fetch water, and prepare her children for school. She always wants to do everything just right.

Ramatu feels very bad when something doesn't go well. She worries that she doesn't have as much money as others and that her children are not like other children. When she forgets something or makes a small mistake, she starts to think she is **stupid or useless**.

Qn: Do you think Ramatu is living in a way that is good for her wellbeing? *[Ans: No.]*

Qn: Why not? *[Ans: Because she feels bad about herself when she makes mistakes and compares herself to others].*

Qn: Will she be well in her mind? Why? *[Ans: No. She will feel bad about herself]*

Explain: Let's hear about another woman called Fatima.



Story 2: Fatima is a quiet woman who spends most of her time at home. She wakes up early every day to clean, cook, and care for her children. After her housework, she usually stays inside the house.

She doesn't visit neighbours or join community activities. She often says she is too busy or too tired.

Qn: Is Fatima living in a way that is good for her? Why? *[Ans: No. She is isolated and doesn't talk or share with others, so she will be lonely and sad.]*

Qn: Will she be well in her mind? Why? [Ans: no. She will feel bad, lonely, unsupported, bored]

Explain: We all deserve to feel good about ourselves. But we cannot expect to just feel that way.



Key message: Wellbeing is not automatic. We need to take action. The more effort you put into feeling well in your mind, the more you will feel good.

Four steps to good wellbeing

[45 mins]

Explain: There are four steps we can all take to improve our wellbeing. We want you to try them out.

Step 1: Connect

Explain: Connect with the people around you; your family, friends, colleagues, and neighbours. Connecting means spending time developing relationships with people.

Explain: When we spend time with family and friends, we can talk, laugh, and share our feelings. It helps us know that we are not alone and that others understand and care about us.

Explain: Good relationships give us emotional support and let us support others when they need help. Relationships help us to build a sense of belonging and self-worth.



Task: Connect

1. Ask Mothers to sit in groups of 3
2. Ask Mothers to discuss how they can connect with people around them and use relationships for emotional support
3. After 5 minutes, ask a few groups to share something they discussed

Explain: Spending time with family, visiting friends, playing a game with children, speaking to new people, visiting neighbours or friends who need supporting or volunteering can improve wellbeing.

Step 2: Do an enjoyable physical activity.

Explain: Physical activity improves our fitness and our mood. It relaxes us when we are stressed. Moving our bodies and doing exercise can improve wellbeing.



Task: Physical activity

1. Ask Mothers to sit in groups of 3
2. Ask Mothers to discuss what physical activity they can do
3. After 5 minutes, ask a few groups to share something they discussed

Explain: Taking a walk with friends, singing a song as you clean up, dancing and playing are all good physical activities.

Step 3: Keep learning

Explain: Learning new skills can make you feel achievement and new confidence.



Task: Keep learning

1. Ask Mothers to sit in groups of 3
2. Ask Mothers to discuss what they can do to learn new things
3. After 5 minutes, ask a few groups to share something they discussed

Explain: Learning to cook a new meal from your neighbour, visiting a new place, learning about a topic of person that interests you or taking on a new responsibility in the community can all improve your wellbeing.

Step 4: Give to others

Explain: The next way to improve wellbeing is by giving to others. It can give you a sense of purpose and makes you feel happier and more satisfied with life.

Explain: Giving does not have to be something physical. It can be giving a kind word, a helping hand, or time. Even the smallest act of kindness can make you feel good, whether it's a smile, a thank you, or a kind word.



Task: Give to others

1. Ask Mothers to sit in groups of 3
2. Ask Mothers to discuss what they can do to give to others
3. After 5 minutes, ask a few groups to share something they discussed

Explain: Saying thank you, phoning or visiting a friend who needs support, counselling a friend, helping people, supporting someone with a project are all ways to give to others.

Explain: Now we have learned the 4 steps to improving wellbeing. Let's recap:

Step 1: Connect with others

Step 2: Physical activity

Step 3: Learn something new

Step 4: Give to others

Qn: If you did these things, what impact would it have on your children?

[Take 3 – 4 responses]

Explain: If parents have good wellbeing, they can role model this to their children, the home will feel more peaceful and children will be more likely to develop in healthy ways. Having good wellbeing is not just for you, but for your children too.

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers to practise all the **wellbeing steps** at home this week and pay attention to how they feel.

Explain: We will now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]



PW9.2f - Non-Physical Discipline

Learning objectives

- Mothers and fathers understand what discipline means and know there are many positive ways to guide their children's behaviour.
- Mothers and fathers know that using calm, non-physical discipline helps children grow up happier, healthier, and more confident – both now and in the future.
- Mothers and fathers are ready and committed to planning and practising new, non-physical ways to discipline their children with love and patience.

[Deliver the Opening section on page 278]

Game of the month: Size cards]

Introduction

[5 mins]

Explain: Welcome to today's Parenting Workshop!

Explain: We are here today to talk about easy and non-physical ways to manage our children's behaviour at home.

Explain: Fathers, welcome and well done for coming to this workshop!

Explain: These workshops will give you useful skills and knowledge to support you not only in parenting but also in your everyday life. We hope both Mothers and Fathers are excited to learn and work together today.

Explain: Today, we'll be working together. We want to hear from both Mothers and fathers – each of you has valuable experiences and ideas to share. Let's all make space to listen to and learn from each other.

Recap

Explain: Before we begin today's workshop, let's think back to what we learned at our last Parenting Workshop.

Qn: Fathers, what did you learn at your last workshop?

[Ans: How to feed children using the 3 Helper Food Groups to help them grow healthy and strong.]

Qn: What new things did you try at home after that workshop?

[Take 2–3 quick responses. *Celebrate their efforts.*]

Explain: That is great to hear. Every time you feed your family with foods from the 3 Helper Food Groups, you support your child's growth, strength and development.

Qn: Mothers, what did we discuss at our last workshop?

[Ans: *The wellbeing steps and how they can help us feel calmer, happier and more supported.*]

Qn: Were you able to practise any of the wellbeing steps at home?

[Take 2–3 responses. *Celebrate their efforts.*]

Explain: Great!

What is discipline?

[10 mins]

Explain: Today we are talking about discipline.

Explain: Discipline refers to the things we say or do to guide our children's behaviour. It's how we help them do what is right and stop them from doing what is wrong or unsafe.

Qn: Whose responsibility is it to discipline children? [Take 1 – 2 responses.]



Key message: Discipline is the shared responsibility of both Mothers and fathers or any caregivers, whether male or female.

Explain: Disciplining children can be challenging. No parent gets it right all the time! But there are many ways to do it, and some approaches work better than others.

Qn: What are some of the challenges you have with disciplining children?

[Take 3 – 4 responses]



Key message: Being a parent is one of the hardest jobs in the world. We cannot get it right every time. What matters most is that you care enough to keep learning to support your children.

How physical discipline affects children

[15 mins]

Explain: One method of discipline you might have used, or experienced yourself as a child, is physical discipline.

Qn: What do we mean by physical discipline?

[Take 3 – 4 responses].

Explain: Physical discipline is when we manage our children's behaviour physically. This might be hitting, slapping, using a cane or other item to beat the child with, shaking them and so on.

Explain: It may also be threatening them with physical punishment. This type of discipline is designed to frighten or hurt a child so that they change their behaviour.

Qn: Was physical discipline used on you when you were a child? [Get a show of hands or a general yes/no]

Qn: Do you think physical discipline works?

[Take 2 responses]

Explain: Let's listen to a story and see how a father manages his son's behaviour.



Story: John is a 6-year-old boy. He is building a pretend house. His sister, Mary is 4 years old. When Mary tries to take part, John won't let her join in. He is not sharing and does not let her play with him and even hits her.

Their father sees this behaviour. He shouts: 'Don't do that!' He then hits his son on his head. John cries because the blow was hard and it hurt him. After that, he continues playing the game. When there are no adults around, John hits his sister Mary again, so she runs away. He carries on building the pretend house on his own.

Qn: Where is the physical discipline in this story? [*Ans: John's dad hit him on the head*]

Qn: Why did John's father hit him? [*Ans: He wanted John to pay with his sister*]

Explain: John's father was angry with him as he was not sharing his game with his sister. He wanted to show the boy that his behaviour was not good, so he hit him.

Qn: Why is it common to use physical discipline with our children?

[Take 2-3 responses]

[*Check all these reasons are covered: Physical discipline is easiest/ it's how we were raised/ it is what we know/ everyone else in the community uses it/ it is in our culture/*]

we don't want to pamper or spoil children/ physical discipline is good for children/ it was fine for me, so it is fine for my child.]

Qn: Do you think John learned anything after being hit by his father?

[Take 2-3 responses]

Explain: John may have learned that his father was angry at him. But John then hit his sister Mary when no one was around. He learned that when he wanted to hit someone, he should do it when his parents are not around.



Task: Group work [10 mins]

[Organise Fathers and Mothers into 4 – 5 groups:]

1. [Each group discusses the **positives and negatives** of using physical discipline on children.
2. Groups have **5 minutes** to talk through their ideas.
3. After 5 minutes, each group shares a summary of what they discussed]

[Facilitators to move between groups to guide discussion and ensure both positives and negatives are explored.]

Explain: Thank you for sharing. Many of us are used to physical punishment. However, like we heard from the story, it doesn't teach children the 'good' behaviour. **Children will often continue the bad behaviours and just hide it from adults.**

Explain: Physical discipline can:

- Make children more aggressive and more violent as adults. They think 'if people hit me, it must be ok for me to hit other people too'
- Affect the development of children's brains and how well they learn
- Have long-term impact on their well-being and happiness
- Make children distrustful and fear adults. They think, 'if I tell my Mother I forgot to do the chores, she will hit me. So, I will not tell her'

Explain: Physical discipline does not usually result in improved behaviour in the long run.



Key message: Although many of us may have been physically disciplined when we were children, we now know that there are other ways to manage our children's behaviour.

Other approaches to discipline

[20 mins]

Explain: How can we discipline differently? We can use 6 simple steps to help us.

1. **Stay calm:** When our children misbehave, it is easy to get angry quickly and react. But it is important to try to stay calm. This also teaches children to think before they act.
2. **Discuss the bad behaviour:** Explain the behaviour that was wrong, and understand why the child did the bad behaviour.
3. **Explain why it was wrong**
4. **Discuss the good behaviour:** If the child is able, ask them what they can do differently. If not, show the child what the good behaviour is.
5. **Explain what will happen if they don't do as you asked:** This may be something like; they will not be able to play with their friends.
6. **Praise.** A child learns best when they are encouraged and praised. Always make sure to praise the good behaviour.

Explain: Let's look at the same story and see how the father can discipline John using the 6 simple steps.



Story: John is a 6-year-old boy and his sister Mary is 4 years old. When Mary tries to play with John, John won't let her join in. He is not sharing and does not let her play with him. He hits her. Their father sees John hit his sister. He is annoyed with John's behaviour. He feels angry. But he realises he needs to teach John how to control his temper. So he stays calm and asks John in a quiet but firm voice to come over to him.

John's father said 'Hitting your sister is bad, you are hurting her and she will become afraid of you. Why did you hit your sister?'. John replied 'I don't want her to play with me, she is going to take my game'.

John's father said 'You can show Mary how to play the game, or you can move away and play alone. But you can't hit Mary'.

John understood.

John's father then said 'If I see you hit Mary again, I will take away that game and you will not play it'

John nodded his head.

John's father said 'Good boy'

Qn: What did you like about John's father approach?

[Take 1-2 responses]

Explain: Sometimes we must discipline our children. This is the way they learn what is right and wrong, and how to behave in the world. But there are ways we can do this instead of using physical discipline. John knows the consequences and what will happen if he hits his sister again, but he is not frightened of his father hurting him.

Explain: Sometimes we forget that telling the child the 'good behaviour' is more important than telling them the 'bad behaviour'. If we fail to tell the child the bad behaviour, they won't know what we want them to do.

Explain: We can see clearly how John's father followed the 6 simple steps.

1. He stayed calm.
2. He asked John why he behaved in the way he did.
3. He explained why it was wrong to hit his sister.
4. He agreed with John on how he should treat his sister next time and let her join in.
5. He explained that John wouldn't go to the market if he didn't do as he was asked.
6. And he praised John for listening carefully.

Explain: Do not try to follow these 6 steps if a child is very angry or upset. The best thing to do is to remove the child gently until they are calm. Then once they are calm you can follow these steps.

Qn: In this story, John's father told him that if he repeated this behaviour, he would not be allowed to go to the market. What other ways could you have as a non-physical punishment for your child?

[Share 4-5 responses. Ideas: stopping them from doing a favourite activity or game, sitting quietly on a step or chair, missing storytelling time with their grandmother or elder, not visiting or playing with a friend, not going to an event or celebration, etc].

Qn to Fathers: Do you think you can try the six steps?

Explain: These steps will support your children to change their behaviour (and understand the behaviour you want from them). You are not weak, nor are you creating weak children if you don't beat them. You are being responsible parents.

Practical activity

[20 mins]

Explain: Now, let's get into groups.



Task: Practical activity [20 mins]

[Organise Mothers and Fathers into 4 or 5 groups. Fathers should join the same group as their wife/partner. If wives/partners are not present, randomly allocate the father. Avoid too many fathers in one group].

1. [Ask each group to discuss what they would do if they walked into the kitchen and found their child had made a mess with pots and pans on the floor.



2. Remind groups to use the 6 steps to guide their discussion *[Stay Calm, Discuss the behaviour, Explain why it was wrong, Ask what they will do differently, State Consequences and Praise]*
3. After 10 minutes, ask groups to select one person to explain how they would discipline their child using the 6 steps].



Homework: Action for parents to do at home

1. [Task Fathers and Mothers to practice using the **6 steps** whenever they need to correct behaviour:
 - Stay calm
 - Discuss the behaviour
 - Explain why it is wrong
 - Ask what the child will do differently
 - State the consequence
 - Praise the child for listening]

Explain: Thank you, Mothers and Fathers, for attending this workshop. When mothers and fathers work together to raise children with kindness and respect, children behave better. Every time you use love and understanding instead of anger, you are helping your children learn self-control and trust.

Explain: Let's clap for ourselves for attending today's workshop.

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx radio station/date/times]

[Allow father to leave, Mothers should stay for the closing section]

Explain: Mothers, let's take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]

PW9.3 - Road Safety

Learning objectives

- Mothers understand what road safety means — how to stay safe when using the road.
- Mothers can identify dangerous behaviours on the road and know how to reduce the risk of accidents.
- Mothers can identify and discuss the negative effects of road accidents on individuals, families, and the community.

[Deliver the Opening section on page 278]

Game of the month: Sound cylinders]

Introduction

[10 mins]

Explain: Welcome to today's parenting workshop!

Explain: We are here today to talk about how to stay safe and keep our children safe when using the road.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5-2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: How to discipline children without using physical punishment.]

Qn: And what did we say about non-physical discipline?

[Ans: That it helps children learn right from wrong in a calm, safe and respectful way.]

Qn: Who would like to share how they have been using non-physical discipline at home since the last workshop?

[Take 2–3 responses. *Celebrate their efforts.*]

Explain: Thank you for sharing! Each time you use calm and respectful discipline, you help your children feel safe, loved and ready to learn.

What is road safety?

[5 mins]

Explain: Today, we are going to discuss how to stay safe on the road!

Qn: What is road safety?

Explain: Road safety means knowing how to use the road carefully to avoid accidents. It includes the things we do to protect ourselves and our children when walking, riding, or travelling on the road.

Qn: Why is road safety important?

Explain: It is important because when roads are not safe, people can die or get seriously injured. It is estimated that 6 Ghanaians lose their lives through road accidents every day (National Road Safety Commission).

Explain: This means that every day six families lose their loved ones, six Mothers lose their children, or six children are lost forever. This is why it is so important to follow road laws and best practice.

Different road users

[10 mins]

Qn: Please raise your hand if you have been on the road this week.

Qn: Please raise your hand if your children have used the road this week.

Explain: We all use the road. Even if we do not drive or ride motorcycles, we still use the road for walking or cycling.

Qn: Who are the different users of the road in your community?

[Ans: persons using cars, motorcyclists, cyclists, motorkings, buses, trucks, yellow yellows and people on foot(pedestrians)]

Qn: Among these users, who is more entitled to use the road?

Explain: No one is more entitled. All road users have equal rights. However, some users think they have more rights than others, and this is why it is important that those on foot know the road rules and how to be as safe as possible.

Qn: Why will certain road users think they have more of a right to use the road than others?

[Ans: owing to their size and relative safety. For example, if a car hits a pedestrian, the pedestrian will be worse off].

Explain: Many people use different means of transport on the road. This means that there is competition for the use of the road, and accidents will occur. Therefore, there are some rules to protect road users – particularly pedestrians.

Qn: What should guide your use of the road when walking or cycling?

[Ans: Obedience to road rules and regulations, respect to other road users, pay attention to identify and mitigate potentially dangerous situations, and not take unnecessary risks]

Qn: What will happen if some or all these rules and regulations are not obeyed/not followed? *[Ans: Accidents to people and vehicles, obstruction of easy movement, clashing of road users]*

Qn: Have you ever witnessed, heard or been affected by a road accident? If yes, how did you feel?

Qn: What are the effects of road accidents?



Key message: Road accidents can harm every section of the community. People will lose loved ones, and this can lead to economic hardship. Injuries can cause lasting health problems and economic hardship. This is why we should take a collective responsibility for road safety and help those less able than us.

Causes of road accidents

[45 mins]

Qn: What are some of the possible causes of road accidents?

[Ans: Speeding, sleep driving, careless driving and riding, wrong use of the road, blasting of a car tyre, using a mobile phone when driving, not being careful when using the road as a pedestrian]

Explain: Other possible causes of accidents include people's inability to read/recognise road signs, stray animals, bad roads, ignorant road users, unannounced road construction works, poor driving skills, overloading of vehicles/bikes, allowing younger children to cross the road unaccompanied and unmaintained vehicles and bikes.

Qn: Who can be involved in an accident?

[Ans: Anyone – children, adults, men, women, cars, bikes and pedestrians. This is why we have to be so careful]

Qn: Who in your community is most at risk of getting involved in accidents and why?

[Ans: Young children, as they have weak decision-making regarding what is

dangerous and what is not, the aged and the handicapped, as they are weak physically]



Key message: The most vulnerable to road accidents are pedestrians. Almost half of the people who die in road accidents are pedestrians. And 1/3 of deaths are children on their way to school. As pedestrians and as parents, we must take extra care to avoid road accidents.

Explain: Please get into your Play Scheme groups and let's discuss some things.



Task: Risky Behaviours on the Road (15 mins)

[Organise Mothers in their Play Scheme groups]

1. [Task groups to discuss for **3 minutes** the things children do that put them at risk of being involved in a road accident.
2. After 3 minutes, a representative from each group shares their answers with everyone.
3. Assign each group **one common cause** of road accidents among children to discuss ways to prevent children from that risky behaviour:
 - Group 1: Not looking before crossing the road
 - Group 2: Running out into the road
 - Group 3: Young children walking without an adult
 - Group 4: Cycling in the middle of the road
4. After 5 minutes, one person from each group shares what their group discussed.]

[Facilitators to move between groups to guide thinking and encourage practical solutions.]

Explain: Thank you for your contributions. I will now tell you a story.



Story: Memunatu and Sana both have children in the local school. Their children must cross the road to reach school every day. In the morning, when they are walking to school, there are lots of vehicles on the road.

Memunatu takes her child to school every morning. She knows the road can be dangerous, so, she holds her child's hand to help them cross safely. She usually looks for a safe place to cross. She looks and listens carefully for traffic. She always explains to her child what she is doing. When the road is clear, she crosses straight over without getting distracted.

Sana does not take her child across the road. Her child often plays as she is walking to school. sometimes she runs into the road, or is busy talking and playing with friends as they run across the road.

Qn. Which of these Mothers is a good road user? Why?

[Ans: Memunatu because she follows best practices in crossing the road and gives her child good instructions on how to cross the road]

Qn: What steps does Memunatu take to ensure her child crosses the road safely?

Explain:

- Step 1: She holds her child's hand
- Step 2: She finds a safe space to cross the road
- Step 3: She listens for traffic
- Step 4: She tells her child what she is doing and teaches her about road safety
- Step 5: She crosses the road without being distracted when it is clear

Qn. Whose child will be at a higher risk of a road accident and why? *[Ans: Sana's child]* Why? *(Ans: she does not give the child good instructions, no guide)*

Qn. How will Sana feel if her child has an accident?

Qn: What steps have you learned today to keep your children safe on the roads? Can you repeat the 5 steps to crossing the road safely?



Task: Teaching children [15 mins]

[Organise Mothers in their Play Scheme groups]

1. [Task groups to discuss for **5 minutes** how they can teach their children to use the roads safely if they are without an adult]
2. After 5 minutes, a representative from each group shares their answers with everyone.

[Facilitators to move between groups to guide thinking and encourage practical solutions including role modelling, telling stories about safely crossing the road, asking older siblings to support younger ones to learn]

Homework

[5 mins]

Explain: Each of us must commit to supporting their children to use the roads safely.



Homework: Action for parents to do at home

1. Ask Mothers to talk to their children about road safety this week.
2. Ask Mothers to practise the 5 steps for safely crossing the road with their children every day.

Explain: Mothers, let's look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]





Ghana Education
Service (GES)

Course 2

Module 10

(Year 4)



PW10.1 - Preventing accidents at home

Learning objectives

- Mothers understand that there are many risks and dangers inside the home, and that young children are especially vulnerable.
- Mothers recognise that keeping children safe is their responsibility and an important part of good parenting.
- Mothers plan simple changes they can make at home to prevent accidents and injuries.

[Deliver the Opening section on page 278]

Game of the month: Tangrams]

Introduction

[3 mins]

Explain: Welcome! I hope you are enjoying the GES Parenting Course so far and are doing new things at home to support your children to learn and grow.

Explain: Today, we are going to talk about simple ways to prevent accidents at home.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: How to keep children safe on the road and the 5 steps for safely crossing the road.]

Qn: And what did we say about road safety?

[Ans: That young children can easily make mistakes on the road, so they need our guidance, calm teaching and close supervision.]

Qn: Who would like to share how they practised road safety with their children this week?

[Take 2–3 responses. Celebrate their efforts.]

Explain: Great! Each time you walk with your children and teach them the safety steps, you help protect their lives and build habits that will stay with them as they grow.

Explain: Today, we are going to discuss how to prevent accidents at home.

Accidents at home

[10 mins]

Explain: The world can be a dangerous place. Inside our homes, outside our compound, there are many ways in our daily lives that we can have an accident. We have all been hurt at some point in our lives.

Explain: Accidents can be minor (not very important), or major, which means they can have a long-term impact on our lives. For instance, if you trip over a tree root and cut your knee, this is minor as it should heal quickly and not have an impact on your daily life.

Explain: But if you are knocked over by a car and break various bones, this is a major accident and may cause long-term damage and possibly a change to how you live your daily life if the bones do not heal well.

Qn: What examples of major and minor accidents have you (or someone that you know) had?

[Take 3-4 responses and establish if they were minor or major accidents]

Explain: Accidents can be life-changing for us all, but especially for children as their bodies are still growing. A major accident can change the way their body develops and may give them lifelong challenges in how they live their lives.

Explain: Children have more accidents than adults.

Qn: Why do you think children aged 0-4 years old are most at risk of accidents at home?

[Take 3-4 responses]

Explain: Young children do not yet know or understand the dangers of the world around them. They cannot recognise the possible danger from a pot of boiling water, or a knife balanced on the edge of a table.

Explain: Maybe they are learning to crawl or walk and cannot control their movements well. Older children move quickly, full of energy and curiosity and are keen to see what is going on around them.

Explain: Children fall over easily and often. They are small and may not understand what we are saying yet.



Key message: Young children move around a lot and don't yet understand danger, so they can easily get hurt at home.

Explain: Our workshop today is going to look at how to identify risks and how to plan ahead to prevent children of all ages from having accidents in our home.

Why is the kitchen a dangerous place? [25 mins]

Explain: The kitchen can be one of the most dangerous places for children.

Qn: What is in the kitchen that makes it dangerous?

[Take 3-4 responses *Ans: fire, hot water, sharp knives, heavy objects, slippery surfaces, many people in a small space, everyone is busy, difficult to watch children while we are cooking etc*].

Explain: Children can have an accident either from an object in the kitchen, or because we have not paid attention to what they are doing. It is our responsibility to try and prevent accidents for both these reasons.



Story 1: Grace is the Mother of a 3-year-old boy, Timothy. She is a loving and proud Mother and spends time helping him learn. Every day she cooks with firewood in the kitchen and Timothy is always with her. She sings songs, plays counting games and talks to him all the time to help his language develop.

One day Timothy is sitting in his usual place, next to his Mother by the fire. The fire is not quite hot enough, and Grace rearranges the wood. Suddenly, a spark from the fire unexpectedly pops from the fresh firewood, and lands on Timothy's shirt. It quickly catches fire.

His Mother Grace acts fast, but by the time she has put the fire out, there is a large burn on Timothy's tummy, and he is in pain.

Qn: Why did this accident happen?

[Take 1-2 responses – *because the Mother did not think about the damage the fire could do, and Timothy was sitting too close*]

Explain: Grace loves Timothy but she did not think about accidents.

Qn: What impact might this accident have on Timothy and his family for the rest of his life? *[Take 2-3 responses]*

Explain: Timothy will need treatment to prevent it from getting infected. The treatment will cost the family money, and Timothy will have a large scar on his tummy for the rest of his life. He may even need creams and further treatment when he grows old.

Qn: What could Grace have done differently?

[Take 1-2 responses e.g., thought about how the fire could be dangerous, sat Timothy further from the fire or in the doorway, asked someone else to look after Timothy while she was cooking, shown Timothy fire is hot through actions as he is still quite young to understand words]

Explain: Let's see how this story can have a different ending.



Story 2: Timothy who is 3 years old is in the kitchen with his Mother Grace, as she is cooking on the fire. Timothy is sitting on his own special stool by the doorway, where he always sits when his Mother is cooking. They are singing counting songs together. The fire is not quite hot enough, so Grace rearranges the wood. Suddenly, a spark from the fire unexpectedly pops from the fresh firewood and lands on the floor, nowhere near Timothy.

The spark goes out on the hard floor. Nothing happens. Grace continues cooking, and they carry on singing their songs.

Qn: What did Grace do differently this time?

[Take 1 response]

Explain: Grace had identified that fire could be a risk to keeping Timothy safe. She had a special place for her son to sit while she was cooking, but where she could keep him safe.



Key message: It is our responsibility to identify the risks in our kitchen, so we can plan ahead and prevent them from happening.

Explain: We are now going to explore what can cause accidents in the kitchen.



Task: Kitchen hazards [10 mins]

[Organise Mothers into their Play Scheme groups]

1. [Ask groups to discuss for 5 minutes the items in their kitchens that could cause injury to children.]
2. After 5 minutes, each group shares a summary of what they discussed]

[Trainer note: Check that all these items are covered –

- *Sharp knives,*
- *matches/fire and sparks from firewood/logs*
- *deep containers of water (drowning)*
- *boiling water and hot liquids, especially oil*
- *heavy pots and pans*
- *objects on the floor that children can trip over*
- *heavy smoke from fire*
- *small objects children can put in their mouth and choke on*
- *machinery they can fiddle with*
- *objects they can reach and pull on top of them*
- *untidy kitchen / dirty floor etc.]*

Explain: Well done for identifying so many items that can hurt a child. The kitchen can be a dangerous place!

Explain: It can be difficult to keep an eye on children all the time. But if we think ahead about what accidents might happen in our kitchens, we have a better chance of preventing them from happening - even if we are busy or there are many people in the kitchen.



Key message: Knowing where the dangers are in your kitchen can help you to prevent accidents.

Keeping children safe in the kitchen

[25 mins]

Explain: We have just identified some of the dangers we might find in our kitchen – even if they are in simple everyday objects and activities. We are now going to think about how we can prevent accidents from happening in the home with three simple steps.

Explain:

- **Step 1: THINK.** Is this activity or item safe? What can I do to make it safe?
- **Step 2: ACT.** How can I adapt what I am doing to keep my child safe?
- **Step 3: EXPLAIN.** How can I tell my child how to stay safe, and why?

Explain: Let's see what these three steps look like in action.



Story 3: Esther has three children, all under 7 years old. Her life is very busy! One day, she sharpened all her knives as they had become very blunt. As she chopped some onions later that day, she realised how sharp the knives were, and that they could easily cut her children if they touched them by accident.

Esther looked around the kitchen and decided to put all the knives in a container high on a shelf. She also didn't leave the knife anywhere her children could reach it when she was in the middle of cooking something. Esther told her oldest daughter that knives were sharp and could be very dangerous. She needed her help too to make sure that none of the children ever touched the knives.

Qn: How did Esther use the three steps **Think, Act, Explain** in this story?

[Take 3-4 responses]

Explain:

- **Think** – Esther thought about the knives and how they were dangerous.
- **Act** – Esther found a new place to keep the knives, out of children's reach.
- **Explain** – Esther explained to her child, who was old enough to understand, why knives were dangerous and that they should not touch them.

Explain: Let's do some more discussion in our Play Scheme groups.



Task: Applying the 3 Steps [10 mins]

[Put Mothers into their Play Scheme groups]

[Give each group a different danger e.g., a boiling pot of water, heavy pots and pans piled too high, old plastic bottle caps left on the floor, cooking oil spilled on the floor, a knife left in a bucket to wash up etc].

1. [Each Group to discuss how they would use the 3 simple steps to prevent an accident.
2. Ask one Mother from each group to share what they discussed.
3. Pretend you are a child and ask a Mother from each group to explain the danger to you]

Explain: Thank you for all the ideas and suggestions. The most important thing you can do is to always supervise your children, especially when they are young. However, using the 3 steps will also help you to identify dangers in your kitchen so you can plan to prevent accidents from happening.



Key message: We can help to keep our children safe in the kitchen by identifying dangers to prevent accidents from happening and by following the 3 steps: Think, Act, Explain.

Explain: Are you ready to take action to keep your home safe for your children?

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Ask Mothers to look around their kitchen area at home and think about what they can do to make it safer for their children.
2. Ask Mothers to explain the dangers to any children who are old enough to understand.

3. Ask Mothers to check the rest of their compound and home for any additional dangers]

Explain: Mothers, let's look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]



PW10.2f - Storytelling

Learning objectives

- Mothers and fathers know the benefits of storytelling – it builds a strong parent-child bond, improves listening and speaking skills, boosts creativity, and helps children gain confidence.
- Mothers and fathers learn simple ways to tell or invent stories using their voice, gestures, and imagination – without books or materials.
- Mothers and fathers are motivated to tell stories with their children at least a few times each week.

Please prepare a local story in advance to tell during this session

[Deliver the Opening section on page 274]

Game of the month: Books]

Introduction

[10 mins]

Explain: Welcome, Mothers! I hope you are enjoying the Parenting Course so far.

Explain: We are so happy to have fathers here today! Fathers are welcome to join us **once per term**.

Explain: Fathers, welcome! Please sit among the Mothers, join the discussions, share your ideas, and enjoy the session.

Explain: Today, we'll be learning about **Storytelling!** A fun and simple way to help children learn and grow. Everyone can be a storyteller!

Explain: We will be working together as one team – both Mothers and Fathers – because children learn best when both parents play with them, encourage them, and make time for fun and learning together.

Explain: I hope you are all ready to learn and will find this session very helpful.

Recap

Explain: Before we begin today's workshop, let us think back to our last Parenting Workshop.

Qn: Fathers, what did you learn last time?

[Ans: How to discipline children without using physical punishment.]

Qn: How did you apply non-physical discipline at home since that workshop?

[Take 2–3 quick responses. Celebrate their efforts.]

Explain: Wonderful! Each time you use calm, non-physical discipline, you help your children feel safe and learn better.

Qn: Mothers, what did you learn last time?

[Ans: How to prevent accidents at home and make the kitchen and compound safer for children.]

Qn: Who would like to share one thing they made safer at home this week?

[Take 2–3 responses. Celebrate their efforts.]

Explain: Excellent! Every small change you make helps protect your children and keeps them safe as they play, learn and explore.

The benefits of storytelling

[25 mins]

Qn: Who here enjoys listening to stories?

[Encourage raising hands]

Qn: Why do you think children love stories so much?

[Take 2–3 responses]

Explain: Stories help children understand the world around them. They help them learn new words, think creatively, and develop confidence. They also strengthen the bond between parents and children.



Key message: Stories are for everyone – Mothers, fathers, and children alike.

Explain: I am going to tell you a story. Please listen carefully, as afterwards I will have some questions for you.



Story: *[Tell parents a local short story that has a lesson to discuss at the end].*

Prepare a local story in advance of this session – you can also ask a parent to share a story]

Qn: What lesson can we learn from this story?

[Take 1-2 answers]

Qn: Did you enjoy listening to the story? Why?

[Take 1-2 answers]

Qn: How did listening to the story make you feel?

[Take 3-4 answers *e.g., interested, curious, excited, relaxed, happy*]

Qn: Do you think listening to stories has any benefits? What could these be?

[Take 1-2 answers]

Explain: Telling and listening to stories have many benefits for children:

- Stories give us new ideas and information
- They help children learn about different places, people, and ways of life
- They help children to understand emotions
- They help children learn values
- They help children improve creativity and imagination.
- They teach children's communication and language skills
- And of course, stories are enjoyable! They help children and adults relax, laugh, and feel connected. Taking time to enjoy stories is important for well-being.

Explain: Apart from being enjoyable. Stories sometimes have a lesson, and sometimes they are just telling us about different characters and places.

Qn: Let's see by a show of hands – who has listened to a story in the past week (not including today)? [Encourage raise of hands]

Qn: And who has told a story to their child in the past week? [Encourage raise of hands]

Qn: Why aren't many of us telling and listening to stories more frequently? What makes storytelling difficult?

[Take 3–4 responses — *e.g., not enough time, forgetting stories, not feeling confident, or not seeing storytelling as important.*]

How to tell stories

[5 mins]

Explain: Anyone can tell stories! You don't need to read from a book – you can tell stories about your own life, your family, or your community. We also have local folktales about animals, trees and different things.

Qn: When might be a good time to tell stories?

[Take 2–3 responses.]

Explain: You can tell stories at any time. For example, you can tell stories while cooking, walking, resting, or before bedtime.

Qn: What do you think makes a good storyteller?

[Take some responses]

Explain: A storyteller needs to use energy and enthusiasm to make the story interesting, and make others want to listen to more of the story!

Qn: How do you think the storyteller can make a story more interesting?

[Take 3-4 responses. *Ans: Varying tone of voice, being excited about the story, using energy and enthusiasm, speaking quickly and slowly where needed, using body and face etc*]

How to make up a story

[20 mins]

Explain: The most important thing a storyteller needs is a good story!

Qn: What types of things do you think children like to hear stories about?

[Take 2-3 responses]

Explain: Children love to hear stories about anything!

They like to hear stories about things that are real and things that are imaginary. They like to listen to stories about places they know, and places that they don't. Children also like to hear stories about you when you were young. They also like to hear stories about themselves when they were young.

Explain: You may already know lots of stories, and you should definitely use those. But you can also make up your own stories.

Explain: There are some simple ways to invent a story.

Explain: One kind of story is about people who go on a journey and encounter obstacles on their way.

Explain: Let's make up a story like that together. Let's make our story involve a child.

Qn: Should the child be a boy or girl? *[Take the first response]*

Qn: What would their name be? *[Take 1-2 responses and make a decision]*

Qn: How old is the child? *[Take 1 response]*

Qn: They are going on a journey. Where could they be going and why?

[This can be anywhere and to do anything – even if it's very unrealistic!]

Qn: How are they going to get there? *[Take 1-2 responses]*

Explain: OK, I will put all of that together to start our story.

Explain: Once upon a time, there was a small [boy/girl] called [xxx]. He/she was going to [xxx place] to [xxx activity]. He/she set off early in the morning by [xxx type of transport].

Explain: In our story, on the way our character [xxx name] is going to experience some problems.

Qn: What problems might our child face along the way? *[Take 1-2 responses and make a decision]*

Explain: The problems or challenges could be realistic, for example, they might have a problem with their transport, or it might rain. Or they might be magical. For example, they could meet a monster or an imaginary creature. Or perhaps they enter a strange new land.

Explain: All these make the story interesting to listen to.

Explain: Children also love making up their own stories. When you tell stories together, you can ask them to imagine what might happen next or how to overcome any challenges. This would encourage them to use their creativity and imagination. And they will have fun too.

Practical activity

[10 mins]

Explain: Now, let's make up our own stories! Please find a partner and sit together.



Task: Making up a Story

[Ask Mothers and Fathers to pair up]

1. Ask pairs to think of a **story idea**. The story can be something real or something imaginary/magical.
2. Decide **who the story is about** (e.g., a child, an animal, or even a talking object).
3. Think of a **problem or challenge** in the story (e.g., the child gets lost, it rains, someone helps, they meet a funny or magical creature).
4. Decide **how the story ends** (e.g., the character finds help, learns a lesson, or becomes happy again).
5. Practise telling the story in turns. Either both partners take turns telling it, or one person tells it while the other supports.

[Facilitators to move around, encourage creativity and support pairs as needed.]
[After 7 minutes, invite one or two pairs to tell their stories to everyone]

Explain: Thank you. Those were great stories.

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers and Fathers to tell their children a story a this week. They can use an old story or make up a new one with their children.
2. Ask them to ask simple questions during the story, such as:
 - "What do you think happens next?"
 - "How does the character feel?"



Key message: The more you tell stories, the more your children learn and grow.

Explain: Thank you, Mothers and Fathers, for being part of this storytelling workshop. Every story you tell helps your child's heart and mind to grow stronger. You are not just parents – you are storytellers and teachers!

Explain: Let's all clap for Mothers and Fathers for being here today and for choosing to help their children learn and grow through storytelling!

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx station/date/times]

[Allow father to leave, Mothers should stay for the closing section]

Explain: Mothers, let's take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]

PW10.3 - Socio-Emotional Development

Learning objectives

- Mothers understand what socio-emotional development means and why it is important for children's growth and learning.
- Mothers learn 5 simple steps to help children understand and manage their emotions.
- Mothers feel confident and motivated to support their children to build empathy, confidence, and positive relationships with others.

[Deliver the Opening section on page 278]

Game of the month: Counting]

Introduction

[5 mins]

Explain: Welcome, Mothers, to another workshop in the GES Parenting Course. These workshops help us gain new skills and knowledge that make parenting easier and more rewarding.

Explain: Today, we will learn about *socio-emotional development* – how children understand and manage their emotions, and how this helps them to build relationships, feel confident, and overcome challenges.

Qn: What are some emotions that children feel?

[Take a few responses: *happy, sad, angry, scared, excited.*]

Qn: What do we do when our children cry or get angry?

[Take 2–3 responses.]

Explain: It's normal for children to have big emotions/feelings – what matters most is how we guide them to understand and manage these feelings.

Recap

Explain: Before we begin today's workshop, let's take a few minutes to think back to our last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: How to tell stories to children and why storytelling is important for their learning and imagination.]

Qn: And what did we say about storytelling?

[Ans: That stories help children learn new words, think creatively, understand feelings and build a strong bond with us.]

Qn: Who would like to share how you told stories to your children this week?

[Take 2–3 responses. Celebrate their efforts.]

Explain: Beautiful! Each time you tell a story, you open your children's minds, strengthen your relationship with them, and help them grow in confidence and imagination!

What are emotions?

[10 mins]

Qn: What are emotions?

[Take 2–3 responses]

Explain: Emotions are the *feelings* we all have inside us – feelings like happiness, sadness, anger, fear, or love.

Qn: Can anyone share an emotion or feeling they've had today?

[Take 2–3 responses – for example: tired, happy, worried, angry, peaceful.]

Explain: We all feel different emotions every day – even within one day! Sometimes we feel happy, sometimes we feel sad or angry. That's normal.

Qn: Why are they important?

[Take 2–3 responses]

Explain: Emotions are important because they help us understand what's happening inside us and around us.

Explain: When we feel happy, it tells us that something is good for us. When we feel scared or angry, it tells us that something is wrong or unsafe.

Qn: How do you feel when someone listens to your feelings with care?

[Take 1–2 responses]

Explain: That's right – when someone listens to our feelings, we feel calm and supported. It's the same for children.



Key message: When we help children understand and express their feelings, they grow more confident, kind, and able to handle challenges in life.

Children and emotions

[15 mins]

Explain: Let's listen to a story about a Mother and her son.



Story 1: Asibi is the Mother of a four-year-old boy called Sadik. Every morning, when it's time to bathe and get dressed, Sadik screams and cries loudly. Asibi becomes stressed and shouts at him. She tells him he is a bad boy. This only makes Sadik cry and scream even more.

At dinner time, Sadik is full of energy. He gets very excited and jumps around the cooking area. When Asibi tells him to stop jumping, Sadik screams and cries again.

Asibi often feels tired and frustrated with him. She worries that she is not being a good Mother. She also feels embarrassed by Sadik's behaviour and avoids taking him to the market or the farm. She begins to think that Sadik is simply a naughty boy and doesn't know what to do to change things.

Qn: Why do you think Sadik cries so much? *[Take 2–3 responses.]*

Qn: Do you think Sadik can manage his emotions? *[Take 1 – 2 responses.]*

Qn: How do you think Sadik feels when his Mother shouts? *[Take 1 – 2 responses.]*

Qn: What could the Mother do differently? *[Take 2–3 responses.]*

Explain: Emotions can be very complicated! Sadik does not understand what he is feeling, so he can't manage it. Sometimes it is hard as adults to understand what we feel. It is even harder for children.

Explain: Sadik is not a bad child - he is still learning how to understand his emotions.

Explain: When parents shout, children feel scared and confused. They need our help to understand what they feel and learn how to calm down.



Key message: Children's behaviour often shows they need help managing emotions, not punishment.

Managing big emotions

[15 mins]

Explain: Now, let's hear a story about a father who helped his daughter understand her feelings.



Story 2: Esi is five years old. One day, she was happily playing with her friend Asana until Asana's Mother came to take her home. Esi began to cry and tried to follow her. Her father, Alhassan, heard her crying and asked her to come inside, but she sat on the floor and screamed.

Alhassan noticed some neighbours watching, but he didn't shout. Instead, he took a deep breath, smiled, and picked her up gently and gave her a hug. After she had calmed down and stopped crying he asked "How are you feeling?"

"I want to cry," said Esi. Alhassan drew two faces in the soil — one happy and one sad. "Do you feel like this?" he asked, pointing to the sad face.

Esi nodded. "Why are you sad?" he asked. "Because my friend went home," Esi said. Alhassan replied kindly, "It is ok to be sad sometimes. I feel sad when my friends go home too. But you can see her tomorrow. Let's eat porridge together." Esi smiled and joined him.

Qn: What did the father do differently from the Mother in the first story?

[Take 2–3 responses]

Qn: How did Alhassan help his daughter, Esi, to understand her feelings?

[Take 2–3 responses]

Explain: Alhassan helped his daughter, Esi, to name and understand her emotion. He comforted her, stayed calm, and helped her solve the problem.



Key message: When parents stay calm and help children name their feelings, children learn to manage emotions better.

Five steps to support children's emotions [15 mins]

Explain: Supporting children to understand and manage emotions is not a big or complicated task. As Esi's father, Alhassan, showed us, if we stay calm, there are simple steps we can take to help children understand and manage their emotions.

Explain: These are based on the father's actions in the story.

1. **Stay calm** – Take a deep breath before reacting.
2. **Comfort your child** – Hold, hug, or kneel to their level until they are calm
3. **Name the emotion** – Ask, "How are you feeling?" or say, "I think you are sad."
4. **Ask why** – Help them say why they feel that way.
5. **Solve the problem together** – Ask, "What can we do now?"

Explain: Okay, let's practice this in groups of 5 or 6 Mothers.



Task: Role play

- Mothers should be in groups of 5 or 6
- Remind them of the 5 steps from the story
- Ask one Mother in each group to act as the parent and one in each group as the child
- Ask Mothers to practise using the five steps when the "child" is crying or angry.
- The other Mothers should watch and give feedback

After the role-play, ask:

- What was easy or difficult about staying calm?
- How did the child feel when the parent used gentle words?

Explain: Mothers, you are your children's first teachers. When you stay calm and help children find calm and then understand their emotions, you are teaching them skills for life.

Explain: Following these five steps takes practice, but they will help your child feel secure, understood, and loved.



Key message: Staying calm and guiding children through emotions builds trust, empathy, and confidence.

Qn: Are you ready to help your children handle their emotions in a calm and caring way? *[Ans: Yes!]*

Explain: Great. Then let's take some homework!

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask Mothers to follow the 5 steps whenever their child cries or becomes upset this month:
 - Stay calm
 - Comfort the child until they are calm
 - Name the emotion
 - Ask why they feel that way
 - Solve the problem together

Explain: Mothers, let's look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]





Ghana Education
Service (GES)

Course 2

Module 11

(Year 4)



PW11.1 - Malaria Prevention

Learning objectives

- Mothers learn simple ways to prevent malaria (e.g., using mosquito nets, removing stagnant water, covering skin) and feel motivated to act.
- Mothers can recognise common symptoms of malaria and seek treatment quickly.
- Mothers understand and encourage consistent use of mosquito nets, especially for children under 5 and pregnant women.

[Deliver the Opening section on page 278]

Game of the month: Length sticks]

Introduction

[10 mins]

Explain: Welcome Mothers! You've all come a long way on the GES Parenting Course. It's another exciting time to continue learning.

Explain: Today, we'll be learning about something that affects all families and how we can keep our children healthy and strong – *by preventing malaria at home.*

Explain: Preventing malaria is every parent's responsibility. When we understand how to protect the family, our children stay healthier, and there's less sickness at home.

Explain: When we prevent malaria, we build a healthy home. A healthy home is a happy home!

Explain: I hope you are all ready to learn and will find this session very helpful.

Recap

Explain: Before we begin today's workshop, let's think back to our last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: How to support our children's social and emotional development.]

Qn: And what did we say helps children when they feel upset or overwhelmed?

[Ans: The 5 steps — staying calm, naming the emotion, comforting the child, asking why they feel that way, and solving the problem together.]

Qn: Last time, your homework was to follow these 5 steps whenever your child cried or became upset. Who would like to share what happened when you tried the steps at home?

[Take 2–3 responses. Celebrate their efforts.]

Explain: Wonderful! Each time you use the 5 steps, you help your child feel safe, understood and connected to you. These small moments build strong hearts and strong relationships.

Symptoms of Malaria

[20 mins]

Explain: Malaria is something none of us are strangers to. Maybe you, or a family member has had malaria in the past. We all know how it feels and how it can affect our homes.

Qn: So, what are the symptoms of malaria?

[Mothers should list symptoms]

Explain: Symptoms include:

- fever
- joint pain
- headache
- general weakness
- vomiting
- diarrhoea
- chills

Explain: A person with malaria may have some of these symptoms or all of them.

Explain: But sometimes, these symptoms may not be the result of malaria. They may be a result of another illness.



Key message: If you see these symptoms, it is best to go to a health facility near you and get tested.

Qn: Can you treat malaria?

Explain: The good news is, if you or your child has malaria, it can be treated with drugs:

- Go to the health centre for a test, to confirm if you have malaria or a different illness.

- Children, pregnant Mothers, and elderly people should have medicines from a health facility, and not local cures.

Explain: If malaria is not treated, it can be very serious – and cause long-lasting and severe illness or even death.

Qn: Who can get malaria? *[Ans: Anyone.]*

Qn: Do you know who is most at risk of severe illness or even death if they get malaria?

Explain: Young children and pregnant women are most at risk.

- **Young children** – because their bodies are not fully developed to fight disease like older children and adults
- **Pregnant women** – the umbilical cord, the cord between the Mother and baby, is a good home for parasites. When pregnant women develop malaria, it can cause severe illness in the Mother and might result in the baby being born underweight and sick. In some cases, it can even cause the death of the unborn baby.



Key message: It is especially important to protect Mothers and children from malaria.

Explain: Young children are at much higher risk. They are less able to fight disease than older children.

Explain: Thousands of children under the age of 5 die each year in Africa from Malaria. But these numbers are now going down as more and more people take action to prevent and treat malaria.

Malaria Prevention

[20 mins]

Explain: Let's look at what actions we can take to prevent Malaria in our homes and community.

Qn: Let's first think: how do we get malaria?



Key message: Malaria is passed by a parasite living in mosquitoes. When mosquitoes bite, the parasites get into our bodies.

Explain: One person cannot pass malaria to another person directly. It is not contagious. It is only because of mosquito bites.

Qn: So, how can we avoid getting malaria?

[Ans: Avoid mosquitoes.]

Explain: We have three golden rules for avoiding malaria. But before that, let's see what you already do at home to prevent mosquito bites.



Task: Group work

1. Ask Mothers to sit in their Play Scheme groups.
2. Ask each group to think of as many ways as possible to avoid mosquito bites at home.

[Groups have 2 minutes for this activity].

[Facilitators to move between groups, encourage quick thinking and guide as needed.]

3. After 2 minutes, ask each group to share their ideas with everyone.

Explain: Thanks, everyone. Now I will cover the three golden rules for preventing malaria – let's see if you got them all!

Explain: Golden Rule 1: Sleep under an insecticide-treated bed-net, especially young children and pregnant women.

Qn: Can anyone tell us how to set up a bed-net correctly?

Explain: To hang a bed net correctly, you must make sure that mosquitoes cannot get in. So:

- No holes in the net
- The net must be tucked under the mat/mattress

Explain: Do not sleep against the net. Mosquitos can bite through the net if you are pressed against it.

Explain: You must not hang the net near any candles, cigarettes, or fires – they can catch on fire.

Explain: Golden Rule 2 is to clear your home of stagnant water.

Qn: Why do we do this? *[Ans: This is where mosquitoes breed.]*

Qn: What can we do around the home to stop mosquitoes breeding in stagnant water?

Explain: We can:

- clear dirty dishes
- cover water containers
- fill in stagnant ponds near home

Explain: The latrine should be away from home if possible. And you can pour a small amount of oil into the latrine to stop mosquitoes breeding.

Qn: I have just given 5 ideas of how to remove stagnant water. Can anyone tell me what these were?

[Ans: Clear dirty dishes, cover water containers, fill in stagnant ponds near home, have a latrine away from the home, pour a small amount of oil into the latrine.]

Explain: The third and final golden rule is to cover your skin, especially at night. You can do this by wearing long sleeves and long clothing.

Qn: How will covering the skin help prevent malaria?

[Ans: The mosquitoes will not be able to bite us.]

Explain: Long clothing can protect us from bites. Closing or covering windows and doors in the evenings can also prevent mosquitoes from entering the home.

Qn: Can anyone remember the three golden rules?

[Ans: Sleep under insecticide-treated bed nets – especially young children and pregnant women; remove stagnant water from near the house; wear long clothing – especially at night.]

Explain: We said that young children are most at risk because they are not so strong and cannot fight infections. So we should feed children well – as we have discussed before – and keep children fit and active. This will help them be strong and fight malaria.

Qn: Does anyone have any questions?

Wrap-up

[5 mins]

Explain: Let's recap.

Qn: What are the symptoms of malaria?

[Ans: Fever, weakness, joint pain, vomiting, diarrhoea, etc.]

Qn: Who is particularly at risk?

[Ans: Young or old people who cannot fight infection; pregnant women.]

Qn: What should you do if you see any of these symptoms?



Explain: You should go to a health centre. They will check if it is malaria. If it is, malaria can be treated with drugs.

Explain: But it is better if we don't get malaria at all. That's why we should try to prevent malaria.

Qn: What are our three golden rules to prevent ourselves and our families from getting malaria?

Explain:

- You and your children should sleep under a treated bed net.
- You should clear stagnant water from your homes.
- And you and your children should wear long clothing at night to protect yourselves from bites.

Explain: Great. We'll now take some homework to help us practice what we have learned.

Homework

[5 mins]



Homework: Action for parents to do at home

1. [Ask Mothers to apply the 3 golden rules as soon as they get home:
 - a. Hang mosquito nets correctly.
 - b. Clear stagnant water around the home.
 - c. Make sure young children and pregnant women are protected from mosquito bites.
- 2.

Explain: We will now look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]



PW11.2f - Business Skills

Learning objectives

- Mothers and fathers understand that starting a successful business requires planning and careful thinking, not just savings or luck.
- Mothers and fathers recognise the importance of finding a gap or need in their community before starting a business.
- Mothers and fathers identify what skills, resources, and strengths they already have that can help them in business.

[Deliver the Opening section on page 278]

Game of the month: Number dominoes]

Introduction

[10 mins]

Explain: Mothers, welcome to today's Parenting Workshop

Explain: We are so happy to have fathers here today! Fathers are invited to **one Parenting Workshop each term.**

Explain: Fathers, welcome! Please sit with the Mothers. Don't sit together in one place, spread out, join the discussions, share your ideas, and enjoy the session.

Explain: Today, we're learning about *business skills* – how to choose and grow a small business that fits your family's needs and has a good chance of success. We will be here for 1.5 – 2 hours.

Explain: When families use good business skills, they plan better and earn more, for their future. This brings more peace at home, more opportunities for children, and more progress for the whole family.

Recap

Explain: Before we begin today's workshop, let us think back to our last Parenting Workshop.

Qn: Fathers, what did you learn at your last Parenting Workshop?

[Ans: How to tell stories to children and why storytelling helps them learn, imagine and connect.]

Qn: Last time, your homework was to tell your children a story at least three times every week. Who would like to share how their storytelling went?

[Take 2–3 quick responses. Celebrate their efforts.]

Explain: Great!

Qn: Mothers, what did you learn last time?

[Ans: How to prevent malaria by following the 3 golden rules: hanging nets correctly, clearing stagnant water, and covering the skin to prevent mosquito bites.]

Qn: Your homework was to apply the 3 golden rules at home and check in with a neighbour. Who would like to share what you were able to do this week?

[Take 2–3 responses. Celebrate their efforts.]

Explain: Excellent! Every action you take helps protect your family and the whole community from malaria.

Why some businesses fail

[25 mins]

Qn: How many of us here already have a business or do small trading? *[Let's see by a show of hands]*

Qn: And how many of you would like to start a business in the future? *[Let's see by a show of hands]*

Explain: That's great! Running a business can help families earn more, and meet important goals – like feeding children well, paying school fees, or saving for the future.

Explain: But as we all know, not every business succeeds. Some do well, but others fail.

Qn: What do you think makes some businesses succeed while others fail?

[Take 2–3 short responses]

Explain: Let's listen to a story and see if it's familiar to us here.



Story 1: Phillip and his wife, Bamba, were farmers. They wanted to earn extra money to support their family. Phillip said, "Let's start a trading business. I see our

neighbour David making money from selling tomatoes. We can sell tomatoes — people buy them every day!"

They used their savings to buy baskets of tomatoes that someone was selling cheaply in the next village. Bamba set up a table to sell. But by the end of the week, many had spoiled. The little money they made didn't cover the cost. "Maybe tomatoes aren't for us, they rot too quickly" Phillip said. "Let's try onions, I know Auntie Susan is making good money from selling onions." They sold off the few remaining good tomatoes cheaply and bought onions.

But onions sold slowly. Frustrated, Phillip sold a goat to buy a batch of soap. "Everyone sells soap and does well!" Phillip insisted. But again, sales were poor. Their savings disappeared.

"How much money did we make?" Phillip asked. "I don't know," said Bamba. "Some went to food. You used some to fix the market stand. The rest is just unsold soap." They sat in silence, frustrated and discouraged...

Qn: Why didn't Phillip and Bamba's business work? What was their mistake?

[Take 2–3 responses.]

Explain: Phillip and Bamba copied others without thinking about what their community really needed or what they could manage well.

Explain: In business, copying others often leads to failure. Every community is different, and so are people's skills and strengths.



Key message: Good business begins with thinking, not blind copying.

Qn: If you were Phillip or his wife what would you do now?

[Take 3 – 4 responses.]

Explain: Great. Let's go back to the story to hear what they did.



Story 2: One day, Bamba's Mother, Mama Grace, visited. Bamba complained to her, "Mama, we've tried everything – selling tomatoes, onions, soap – but nothing works."

Others succeed, but we lose money. Maybe we have bad luck or people don't like us." Mama Grace listened and gently asked:

"Why did you decide to sell tomatoes, onions, or soap?" Phillip quickly replied, "Because that's what I see many people selling, and I know they make money."

Grace smiled and said, "My children, when everyone sells the same thing, it's hard to make a profit. Did you ask what people really need that others aren't offering?" Phillip and Bamba looked at each other in surprise.

Grace continued, "Before starting a business, look around. What's missing? What could make money? Plan for that. Good business isn't copying just others - it's finding a need and thinking carefully about what you have and can use."

"Many have been selling onions and others selling tomatoes since you were children. They are experts in their fields. What are you good at? Have you tried to learn from those who already know?"

Qn: What do you think of the advice Mama Grace gave?

[Take 2–3 responses.]

Qn: What does it mean to 'find a gap' in your community?

[Take 2–3 responses.]

Explain: A **gap** means something people need but don't have enough of. It could be a service, a product, or even a better quality of something that already exists. Finding a gap helps your business stand out.



Key message: Find your gap – look for what people need but don't have.

Three steps for smart business planning

[15 mins]

Explain: Here are three smart steps you can follow to give your business a better chance to succeed.

Step 1: Find your gap

Explain: Ask yourself:

What is missing in our community?

What do people often complain about not having?
What could I provide that others are not offering?

For example, maybe no one repairs shoes nearby, or there are long queues at the corner shop, or people need better grains or vegetables. Those are all gaps or opportunities for a business that can meet people's needs.

Qn: Do you see any gaps in our community?

[Take 2 – 3 responses.]

Step 2: Check what you already have

Explain: Ask yourself:

- What skills do I have? (farming, cooking, sewing, fixing, etc.)
- What tools or resources do I already own? (land, utensils, animals, bicycle, etc.)
- Who do I know that can help or advise me? (neighbours, traders, friends, or family)

Explain: Start with what you know and have. It saves time, reduces risk and gives you confidence.

Step 3: Test your idea

Explain: Before putting in all your money, start small. Sell or offer your service to a few people first. Watch what happens. Learn and improve before expanding.

Qn: Why do you think it's smart to test your idea before investing a lot?

[Take 2 – 3 responses.]



Key message: Start small, learn fast, and grow wisely.

Practical Activity: My business plan

[20 mins]

Explain: Now that we've learned the 3 smart steps to starting a successful business, let's practice!



Task: Group discussion

1. Ask participants to sit in groups of 5 or 6.
2. Ask Fathers to form one separate group.
3. Ask each group to discuss the following questions:
 - a. What do people in your community often need?
 - b. What products or services are missing?
 - c. What could you do differently or better than what already exists?*[Groups have 10 minutes for discussion]*
4. After the discussion, each group shares one idea with everyone.
[Summarise the practical and creative ideas shared].
5. Ask all groups: *"What makes these ideas good business opportunities?"*
[Guide participants to note that strong business ideas:
 - a. *Meet real community needs*
 - b. *Use skills and tools already available*
 - c. *Can start small and grow over time]*



Key message: Good business ideas come from observation, planning, and small beginnings.

Wrap-up

Explain: Let's recap what we've learned today about finding a good business idea.

Qn: Why is it important to plan carefully before starting a business?

[Ans: So we can avoid losses, use our time and money wisely, reduce stress, and choose a business that truly fits our family's needs and strengths.]

Qn: What are the smart steps we can take before starting a business?

[Ans: 1. Find your gap - look for what people need but don't have. 2. Check what you already have - your skills, tools, and resources. 3. Test your idea - start small and see what works before investing more.]



Explain: If you follow these three steps, you will give your business a better chance to succeed. You'll use your strengths, reduce risk, and grow your confidence as a business owner.

Qn: Are you ready to start thinking like smart business planners? *[Ans: Yes!]*

Explain: Wonderful! We'll now take some homework to help us practise what we've learned today.

Homework

[5 mins]



Homework: Action for parents to do at home

1. Ask parents to talk with their partner or a trusted friend this week about possible business ideas.
2. Ask parents to use the guiding questions in their discussion:
 - What do people in our community really need?
 - What skills, tools or connections do we already have?
 - How can we test our idea first?

Explain: Thank you, Mothers and Fathers, for taking part in this workshop. You have learned how to find a unique business idea that fits your skills and your community's needs. Let's clap for ourselves for learning how to plan before starting a business!

[If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx station/date/times]

Explain: We will now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]

PW11.3 - Disability

Learning objectives

- Mothers understand the meaning of disability and recognise that children with disabilities have the same rights, needs, and potential as all other children.
- Mothers can describe different types of disabilities and challenge common myths and misunderstandings about them.
- Mothers can identify simple and practical ways to include and support children with disabilities at home, in the play scheme, and in community activities.

[Deliver the Opening section on page 274]

Game of the month: Wooden shape puzzle]

Introduction

[10 mins]

Explain: Welcome! I hope you are enjoying the Parenting Course and are doing lots of new things at home to support your children to develop.

Explain: Today, we are going to talk about **Disabilities**.

Explain: I hope you are all ready to learn and will find this session very helpful. We will be here for 1.5 – 2 hours.

Recap

Explain: Before we begin today's workshop, let's take a few minutes to think back to our last Parenting Workshop.

Qn: What did we learn at our last Parenting Workshop?

[Ans: How to find a unique business idea by looking at community needs and using the skills and tools we already have.]

Qn: And what did we say makes a good business idea?

[Ans: It should solve a real problem, be something people truly need, and be something we can start small with using what we already have.]

Qn: Your homework was to talk with your partner or a trusted friend about possible business ideas. Who would like to share what they discussed or the ideas they thought about this week?

[Take 2–3 responses. Celebrate their efforts.]

Explain: Today's session is to understand disability and inclusion. When we understand disability, we can build homes where children with disabilities feel accepted, supported, and proud of who they are.

What is disability?

[15 mins]

Explain: Let's begin by thinking about what disability is.

Qn: Can someone tell us what disability is?

Explain: A disability is when a person has a difficulty in seeing, hearing, moving, learning, or doing things like other people.

Qn: What does it mean to have a physical disability?

Explain: A physical disability affects a person's body. Someone with a physical disability might not be able to walk, see or hear.

Qn: Do we have any children in our community with a physical disability?

Qn: What does it mean to have a thinking disability?

Explain: A thinking disability means that someone finds it harder to learn new things, understand quickly, or remember instructions. It doesn't mean they cannot learn – it just means they may need more time, patience, and practice to understand. With support and encouragement, they can do very well.

Qn: Do we have any children in our community with a thinking disability?

Explain: There are many different types of disabilities; some people will only be affected a little by their disability. Some people might be seriously affected by their disability. The environment that a person is in also impacts how their disability affects their daily life. If there is a supportive environment, the disability may have a smaller effect on their life.

Explain: There are many adults and children in our communities with disabilities. That's why we must support those with disabilities in our homes and community.

Living with a disability

[20 mins]

Explain: Let's hear a story



Story: Margaret has a son called John. John has a thinking disability. He can't speak well, and he doesn't know how to interact with other children.

Margaret wants John to learn like the other children, and she knows he is a kind boy. She enrolls him at the community primary school.

John enjoys the outdoor games. But he struggles to focus when he is learning in the classroom. He can only focus for about 10 minutes but then becomes distracted.

Some members of the community believe John should not be allowed to come to school because he is hard to manage. Other members talk about John to their neighbours and say that Margaret should keep her son indoors.

Qn: Do you think that this is the right way to treat Margaret and John?

Explain: I hope we can all agree that this is not the right way to treat Margaret and her son, John.

Qn: Do you think this is a common way to treat children with disabilities in our community?

Explain: Unfortunately, children with disabilities are often excluded from many parts of life. Often, people don't understand those with disabilities, and some people fear them. Some people believe that people with disabilities are cursed. But this is not true.

Explain: Let's hear more of the story.



Story: Margaret noticed that John was not getting the support he needed at school, so she decided to remove him and keep him at home, as people are telling her to do.

So while all the children are in school, John is home alone.

Qn: What do you think will happen to John now?

Explain: John will likely live an isolated life. He won't have the opportunity to make friends and learn.

Qn: How do you think this will impact John later in life?

Explain: Likely, John won't learn the skills he needs to do well in life.

Explain: Now I want to tell you a story about another child with disabilities called Musah.



Story: In a different village, there was a boy called Musah, who had the same disability as John. The teachers and Mothers at Musah's school knew that he deserved the same opportunity as the other children to learn and develop. They spent time with Musah to understand and support him.

The Mothers made sure that they encouraged Musah to play the games by asking him to point and pick up pieces of the games. They encouraged the other children to interact kindly with Musah, and they encouraged Musah's parents to keep sending him to the Play Scheme.

The children have learned to care for Musah because the Mothers show kindness towards him. This helped the other children to understand how to be tolerant of people who are different to them and try to understand others better.

Qn: What do you think about the Mothers at Musah's school?
[Take 1 response].

Explain: The Mothers at Musah's school are encouraging him and making sure the Play Scheme is a fun and educational place for him.

Qn: How do you think this will impact Musah later in life?

Explain: It is likely, if Musah continues to get the right support, that he will do well in school and have the skills he needs later in life. Musah may not be able to talk well or learn things easily, but he can still live a happy life.

Including all children at the Play Scheme [20 mins]

Explain: It is our responsibility to include children with disabilities in play and learning activities, no matter what disability they have.

Qn: Tell me, would you like to be like the Mothers at John's School or Musah's School? *[Ans: Musah's]*

Explain: The Mothers at Musah's Play Scheme gave children with disabilities the same opportunity to learn and develop.

Explain: It is important that we know how to support children with disabilities, especially at our Play Scheme. We will continue to get new children at the Play Scheme, and some of them may have disabilities.

Explain: Now we are going to think together about how we can support children with different types of disabilities at home and in the Play Scheme. Every child deserves to feel included and happy while learning and playing.



Task: Group Discussion - Helping All Children Play and Learn Together [15 mins]

- [Divide Mothers into 6 groups.
- Give each group one type of disability to focus on:
 1. Hearing disability (deaf or hard of hearing)
 2. Visual disability (blind or low vision)
 3. Speaking disability (mute or speech difficulty)
 4. Movement disability (difficulty walking, using hands, etc)
 5. Thinking or learning disability (slow to understand or remember things)
 6. Behavioural or emotional difficulty (easily upset, shy, or withdrawn)
- Ask each group to discuss how we can support children with different types of disabilities at home and in the Play Scheme
- After 10 minutes ask each group to share what they discussed

[Praise great ideas and ask Mothers to commit to them]

Explain: There are three things we can do at the Play Scheme to encourage children with disabilities

- **Get to know them** so you understand when they work well and what is more difficult for them. You should always put disabled children in the middle or last in the group so that they can see what the other children do before trying the game for themselves. For example, if a child is blind you can make sure they play length sticks, shape box and sound cylinders for example.

- **Communicate with the child in a way they understand.** For example, if the child is blind, you can guide their hand to where the game pieces are, or if the child is deaf, you can communicate by using hand gestures.
- **Be kind and patient.** Always praise the child and support them to play the games in the way that works best for them.

Qn: Do you all think you can do that?

[Encourage Mothers to shout yes!]

Explain: Let's recap.

Qn: Why is it important to include children with disabilities at the Play Scheme *[Ans: All children should be given the opportunity to learn and develop].*

Homework

[5 mins]

Qn: Are you ready to support children with disabilities at home and at the Play Scheme to learn?



Homework: Action for parents to do at home

1. [Ask Mothers to practise the 3 steps for including children with disabilities at the Play Scheme this week:
 - a. Get to know the child
 - b. Communicate with the child in the way they understand
 - c. Be kind and patient
2. Ask Mothers to encourage their own children to include children with disabilities during play at home or in the community.

Explain: We will now take a look at our Smile Board to see how we are performing at the Play Scheme.

[Deliver the Closing section on page 281]

Disabilities and Example Ways of Support

Type of Disability	Possible Challenges	How to Support	Inclusive Play Ideas
Hearing disability (deaf or hard of hearing)	May not hear instructions or songs during play. May feel left out if others are talking fast.	Speak clearly while facing the child, use hand gestures or signs, and pair them with friends to help them.	Use visual games (e.g., sorting colours, building blocks, dancing with hand signals). Clap or stomp to help them feel rhythm.
Visual disability (blind or low vision)	Cannot see objects or people clearly, may bump into things or struggle to follow group games.	Keep the play area safe and tidy, use words to describe what's happening, and let them touch and feel objects.	Use sound-based games (e.g., guessing sounds, identifying textures, singing call-and-response songs).
Speaking disability (mute or speech difficulty)	Struggles to express needs or join conversations, may be teased.	Encourage others to be patient, allow gestures or pointing, and repeat their sounds kindly to show understanding.	Use games with actions instead of talking (e.g., "Adams Says," sorting or building games). Praise them when they try to communicate.
Movement disability (difficulty walking or using hands)	May not run, jump, or join physical play.	Allow them to sit or play from one spot, give more time to move, help them adapt materials or use items that are easier to hold.	Play seated games like storytelling, passing objects, drumming, or singing. Let them lead songs or tell stories.
Thinking or learning disability (slow to understand or remember)	Needs more time to learn new things, may forget instructions easily.	Be patient, repeat instructions, break activities into small steps, and praise small efforts.	Use simple games like matching objects, stacking cups, or counting games. Encourage repetition through daily play.
Behavioural or emotional difficulty (easily upset, shy, or withdrawn)	May not join play, may cry or get angry quickly.	Show understanding, comfort them, use calm voices, and encourage one-on-one play before group play.	Play simple, calming games (e.g., singing softly, drawing, or clapping games). Gradually involve them in small group activities.



Ghana Education
Service (GES)

Course 2

Module 12

(Year 4)



PW12.1 – 12.3 - Re-enrolment

[This term (module 12) contains an important set of Parenting Workshops that will support you with the graduation of Mothers who have completed the 2-year course, and the enrolment of Mothers onto the next 2-year course.]

Please turn to:

Page 16 to read about how re-enrolment works and why the re-enrolment term is so critical

Annex 1 to read through the activities you must complete, and key decisions to make

Annex 2 to find the 3 x Parenting Workshops and 1 x Community Meeting you are expected to deliver

Annex 3 to find 'Ways to support re-enrolment'

Annex 4 to find 'Play Scheme training guidance'

Annex 1: Activities for a successful re-enrolment term

To ensure smooth re-enrolment, the following 5 activities should be carried out:

1. Parenting Workshop 1

- Held for existing Mothers.
- Provides information about re-enrolment and prepares them for the next steps.

2. Community meeting (Optional but encouraged)

Can be organised to:

- Celebrate existing Mothers.
- Raise awareness about the programme.
- Invite new Mothers to join.

If a meeting is not possible, community influencers (Faith Leaders, PTA leaders, and Community Leaders) should help mobilise new mothers through announcements, reminders, or home visits.

3. Parenting Workshop 2

- Brings together both existing and new Mothers.
- Mothers make final decisions on their enrolment

4. Training of new Mothers

New Mothers are invited to attend Play Scheme training sessions to learn how to teach at the Play Scheme

5. Parenting Workshop 3 (Graduation)

- To celebrate Mothers who have completed the GES Parenting Course
- Marks the end of the cycle and encourages re-enrolment for the

Decision-making and key engagements in the re-enrolment term

You, the teachers, best know the community and the Mothers on the programme. Therefore, it is up to you to make **key decisions** and **key engagements** to ensure a successful enrolment of Mothers (target of 21).

Before completing the following steps, review the current situation. Ask yourself the questions in the 'Reflection' column. You should score your answer between 1 and 3.

Reflection	Score 1	Score 2	Score 3
Do you have at least 21 Mothers?	You have below 21 Mothers	You have 21 – 30 Mothers	You have over 30 Mothers
Are they attending regularly?	They are not attending regularly	They are attending regularly, but need a lot of mobilisation	They are attending regularly
Have they spoken about graduating and continuing the programme?	They are asking when the programme is ending, because they no longer want to continue	Yes, they are excited to graduate and get their completed certificates. There is not a good indication of whether they would be likely to re-enrol	Yes, many have spoken about re-enrolling

If your total score is between 3 and 5, re-enrolment of Mothers is at risk, and it is likely you will have to engage the community to support you to encourage new and existing Mothers to enrol.

If your total score is 6 or 7, you are likely to re-enrol some of the group. But you should engage the community to support you to encourage new and existing Mothers to enrol.

If your total score is 8 or 9, it is likely you will have many Mothers re-enrolling. But, it is safer to approach the term with caution and ensure you do all you can to enrol new and existing Mothers.

Based on your scoring, complete the following steps at the start of the re-enrolment term.

Step 1: Decide whether support from influential leaders is needed to reach the target of **21–50 Mothers**. Will you need influential leaders to encourage Mothers to re-enrol and new women to enrol? Would this likely increase enrolment?

If yes:

- Engage leaders before PW1 and ask them to attend PW1.
- Use the 'Ways to support enrolment guidance' section 'inviting influential leaders to PWs' in Annex 3.

Step 2: Ask Mothers to take a vote on whether to run a Community Meeting [Detailed in PW1]

At PW1:

1. Check how many Mothers have indicated they would re-enrol.
2. Ask Mothers to vote on whether a **Community Meeting** is necessary to enrol new Mothers so that you:
 - Build awareness,
 - Strengthen community support,
 - Encourage new Mothers to sign up.

If required, the Community Meeting must be held **before PW2** (find guidance on how to deliver this Community Meeting in module 6/12.1 in Annex 2).

Step 3: Act if enrolment is below 21 after PW2:

- Set actions with Mothers at the end of PW2 to increase enrolment of New Mothers
- Use the 'Ways to support enrolment guidance' section in Annex 3.
- Continue to run Play Scheme training for new Mothers
- Inform your ECE Coordinator of low enrolment and ask for guidance

Step 4: Ensure all activities are completed

Regardless of the decisions made and the approach taken, these three workshops and training for new Mothers **must** be delivered:

- **PW1, PW2, Play Scheme Training for new Mothers, PW3 (Graduation)**

Annex 2: Parenting Workshops and Community Meeting – re-enrolment term

PW6.1/12.1 - End of the 2-year programme

Objectives

- Mothers understand the benefits of the Programme
- Mothers are motivated to re-enrol
- Mothers are prepared to mobilise new Mothers to attend Parenting Workshop 2,
- Mothers vote on whether to deliver a community meeting (and prepare to deliver it, if they choose)

Introduction

[10 mins]

Explain: Welcome to the session. This is our final term of the 2-year course.

Explain: Mothers, over the last 2-years your hard work has supported children to learn and develop in many important ways.

Explain: We are so grateful to you Mothers for the commitment you have made to developing yourselves and the children in our school.

Explain: Each of you has worked hard to bring about changes in your homes, in our community, and in our District.

Explain: You have become teachers and change-makers! And you have hopefully learned from each other and made new friendships. I hope you all feel proud of your amazing achievement.

Explain: I am sure you are all excited to receive the final stamp on your certificate at the end of this term. At the end of the term at Parenting Workshop 3, we will hold a graduation ceremony to celebrate the wonderful work you have done.

[Let's clap for ourselves]

Explain: In today's session we are going to discuss the future of the GES Parenting Course Programme in our community.

[Welcome influential leaders if they are in attendance]

Explain: Mothers, years ago, you enrolled on the GES Parenting Course and agreed to be on the course for two years.

Explain: For many of you this was not the first time you were enrolling on the course, meaning some of you have been teaching our children for many years.

Explain: Many of you have been asking when the course will finish. The answer to this question is that you are in the final school term. This term will end on [].

Explain: You have committed to teaching at the Play Scheme and attending the Parenting Course until then, so that you get the final stamp on your certificate and graduate.

Explain: But as you know, just because you have come to the end of this 2-year course, it is not the end of the Programme in our community.

Explain: Today we will talk about what we need to do this term to enrol enough Mothers so that the programme continues in our school and community.

The vision of the GES Parenting Course Programme [5 mins]

Explain: You are all a big part of the school and the GES Parenting Course Programme.

Explain: We are not the only community with this Programme. Every rural school in Ghana is running this programme.

Explain: This is because GES are trying to achieve a really big change. They want every child in Ghana to get quality care and education when they are young, so that they can grow and develop well.

Explain: They know that children in poor and rural communities like ours do not usually get the same opportunities as children in urban areas or children in wealthier families. To tackle this problem, they decided to bring this programme to every rural school in the country, to give our communities and our children a fairer and better start in life.

Explain: GES believed that the people who could make this change happen was you – the Mothers and community leaders. They believed that if they provided you with information and training – then you would be ready to use it to benefit your children and communities.

Explain: You alongside Mothers and community leaders across all rural Ghana have been doing this. You enrolled on the GES Parenting Course and you have provided quality teaching in the Play Schemes and at home. You have given your children the care and education they need and deserve.

[Encourage claps and cheers]

Benefits of the programme

[40 mins]

Explain: Let us think back on why we set up the GES Parenting Course programme.

Explain: Both Fathers and Mothers play a very important role in caring for their children. But GES realised that it is Mothers who provide most of the care for young children. But GES saw many Mothers didn't believe that they have the skills or resources to provide for their children, and this made them feel stressed and even worthless sometimes.

Explain: GES also saw that many young children did not have the skills and foundations to do well in school. Many arrived in P1 without basic skills.

Explain: GES introduced the programme to do two things:

1. To support all Mothers to provide care and learning for their children and at the same time to learn new skills and build friendships.
2. And to give all young children the chance to learn through play and to develop the skills and foundations they need to thrive at school.

Explain: I am going to ask you some questions about what you have achieved so far on the course. I'd like you to discuss in your groups and then for one person from each group to share.



Task: Group discussion [5 mins]

1. Ask Mothers to sit in their Play Scheme groups.

[Make sure seating arrangements support group discussion and everyone can be heard. Ask community ambassadors/PTA to sit in a small group together].

2. Ask Mothers to discuss in their groups what the children were like on the first day at the Play Scheme. [1 minute]
3. Ask Mothers to discuss in their groups what differences they have seen in the Play Scheme children and what they have learned. [3 minutes].

[During the group discussion, encourage everyone to participate]

4. **Ask** one representative from each group to share what they discussed.

Explain: Thank you for these exciting answers! It is so wonderful to hear about how children have benefited. We have noticed this too.



Task: Children's improvement group discussion [10 mins]

1. Ask Mothers to discuss in their groups what has led to the children's improvement. Was it the games, the teaching, or anything else? [3 minutes]

[After 3 mins]

2. Ask one representative from each group to share one point they discussed.

Explain: Thank you for this interesting discussion.



Task: Important actions [10 mins]

Qn: In your groups, please discuss one important action you have taken from the Parenting Workshops that is now part of your life?

Explain: For example, maybe you learned about balanced meals and now provide your children balanced meals every day and they are now sick less often. Please come up with your own examples. [3 mins]

[After 3 mins]

Task: Can one representative from each group please share one point they discussed?

Qn: Please discuss how you have changed and developed since being on the course. [3 mins]

[After 3 mins]

Task: Can one representative from each group please share one point they discussed?

Explain: Thank you for this discussion. The work that each one of you has been doing has been very beneficial. Your children have really learned and developed. You have also become teachers and change makers. But learning never stops. You may think

you have learned everything you need from this course, but there is still more to learn.

Explain: The school would like to thank you for your efforts so far. We have really enjoyed getting to know you during our time together on this course. The support you continue to provide to us in our KGs has been so helpful for us, you are respected in the community, and we are so proud of your development.

[Trainers add any further thanks/praise]

Explain: Before we ask you whether you would like to continue the course or not, we want to discuss some of the challenges we know you have been facing.

Explain: GES is aware that your work on the course isn't easy. You give up your time, when you could be at the garden or doing other work to attend the Play Schemes and Parenting Workshops.

Explain: GES is aware that:

1. Mothers feel they should be paid for their work or be given gifts to recognise the work. Many NGOs provide this and so there is a feeling that it is unfair.
2. Mothers have said they're not getting enough support from the community or their husbands.
3. Mothers also said they are mocked by other Mothers, while others suspect that they're lying about not being paid.

Explain: I would like to explain what we can and what we cannot do to support you, and then you will all need to decide whether you want to continue.

Explain: Whatever you decide, know that what you have already done is a huge achievement and the learning and the chance you have given your children will stay with them forever.

Explain: We understand why you would want to receive payment or gifts for teaching at the Play Scheme. But there are many reasons why this is not possible. Let me explain why.

Explain: The GES Parenting Course is not just happening in this village. It is being run in every rural school in the country.

Explain: GES knew that this programme could change the futures for many Mothers and children and wants all Mothers and children to have access to the programme. But they knew they couldn't provide gifts or payments for all these women.

Explain: So, they decided that the best thing to do would be to provide learning opportunities to our Mothers – so that you could learn new ideas and skills that you would be able to use in your own families and villages.

Explain: GES provides a radio show in local language called GES Lively Minds Together, delivers free monthly Parenting Workshops and has given a box of educational games to each community for Mothers to use in the play scheme.

Explain: In this way, GES hoped to use our funds well, and to find a sustainable way of supporting our parents and children.

Explain: GES did not want to mislead you when you joined the course. They have always tried to communicate that there will be no payment for participating in the programme.

Explain: However, we can work with you to positively engage the community through community meetings, Play Scheme open days and graduation ceremonies.

[If Influential Leaders are in attendance] Explain: We have influential leaders here with us today. Please can they also explain how they can encourage more community support for the programme.

[Take brief responses from Influential Leaders]

Choice for Mothers

[15 mins]

Explain: When we introduced this course, we asked you all to enrol on the GES Parenting Course for two years. Although some of you have stayed on the programme for longer.

Explain: Your 2-year course will be ending at the end of this school term, the programme will not end.

Qn: If there is no Play Scheme, what will happen to the children who you have been teaching in KG, how will they feel about the end of the programme?

[Take 1-2 answers]

Qn: What will happen to children who are now under 4-years-old and are not yet in KG? What will happen when they enter KG?

[Take 2-3 answers]

Qn: Is there another place in the community where all children can play these types of educational games for free?

[Take 1-2 answers]

Qn: For you parents, you have been getting a parenting workshop each month. If you stop the programme, will you have other regular learning opportunities like this?
[Take 1-2 answers]

Qn: We discussed earlier that this programme is happening across our district and every rural community in Ghana. What harm will we cause our children, if they are the only ones who do not receive this opportunity?
[Take 2-3 answers]

Explain: We can all see that we need the programme to continue to run well so our community, parents and children continue to grow and develop from this programme.

What is needed

Explain: Today we will plan for the next two years.

Explain: We aim to enrol at least 21 Mothers onto the programme for the next 2 years.

Explain: These Mothers need to attend Parenting Workshops once a month and teach at the Play Scheme once a week for 1.5 hours.

Explain: We would be very happy if you all decide to re-enrol on the course for another two years. You have all done a great job of educating the future generation and you could help many more children in the future.

Explain: We have enjoyed working with you and would be sad to see you leave.

Explain: We realise that being on the course requires work without payment and sacrifice. But we have already discussed today the benefits it brings, and we hope you feel that these benefits outweigh the hard work.

Explain: You have made great progress learning new skills, but the learning journey is never over – the workshops are different to the ones you have heard over the last two years. And you will be able to use your 'Senior Mother' role to support new Mothers to learn and grow.

Explain: When you enrolled on the course for your first 2-years you will have received a Foundation Certificate, if you enrol for a 3rd and 4th year you receive an Advanced Certificate. After that a Bronze Certificate, then Silver Certificate, then Gold Certificate.

Qn: What do you think some of the benefits are for enrolling on the course for the next 2-years? [Take 2-3 responses]

Explain: Your commitment to staying on the programme long term shows your commitment to children in this community. A group of Mothers not giving up but

continuing the fight to ensure all children have the foundations to thrive in school and later in life, is a very powerful force!

Explain: If you are enrolling onto the course again, you will become a Senior Mother, supporting new Mothers and even taking on Group Leader positions. Please come and speak to us if you would be interested to become a Group Leader or take on more responsibility.

Explain: We hope you all want to stay in the programme. But we do understand that some of you may feel that it is time to step down and that it is time for new women to take over. We thank you so much for your work so far and we will miss you.

Explain: If you do decide you will leave the programme, you must continue to attend for the rest of this term to complete your certificate and graduate. And you must support us to find new Mothers to enrol on the course.

Explain: I will now ask each of you to tell me whether you will remain in the programme next year. This is not your final decision. At the next Parenting Workshop you will make your final decision. But it is helpful for us to know now how many of you may enrol again.

Qn: Does anyone have any questions?

[If PTA or Influential Leaders are present, invite them to speak]

Task: Please raise your hand if you think you will re-enrol for the next 2 years and you will continue the programme.

[In your register, mark the Mothers who said they would re-enrol and count the total number of Mothers]

Explain: Thank you for raising your hands. That means we have [number] of Mothers who think they will enrol again.

Explain: So now we will decide how we will encourage new Mothers to also join us.

Mobilising new Mothers

[10 mins]

Explain: There are two things we need to do. The first is decide whether we want to hold a community meeting so that we can gather community support for our programme, and so that we can encourage new Mothers to enrol.

Explain: The community meeting is also a good opportunity for us to thank the fathers who attend the Parenting Workshops and the community members who support our programme.

Qn: Do you think the community support for our programme is good? Do you think we can increase it if we hold a community meeting?

[Take 2-3 responses]

Qn: Do you think we will get more new Mothers to enrol through the community meeting, or if we approach them individually?

[Take 2-3 responses]

Explain: We will now vote on whether we should hold a community meeting.

Task: If you think we should hold a community meeting please raise your hand [count number of hands]

Task: If you think we should not hold a community meeting raise your hand. [count number of hands]

Explain: Based on the voting, we [will/will not] hold a community meeting.

[Deliver this highlighted part of the workshop if Mothers chose not to deliver a community meeting]

Explain: You have chosen not to hold a community meeting. So that means we need to work even harder to ensure new Mothers know about the opportunity to enrol onto the Parenting Course.

Explain: The opportunity to join this course should be available to every woman in the community. It does not matter who you are, where you are from, how much money or education you have, how old you are, or whether you have a disability.

Explain: We will need to invite new Mothers to our next Parenting Workshop on [day and time]. At that workshop, we will inform them about the course and the opportunity to enrol. If they choose to enrol, and we have more than 21 total Mothers enrolled, we know that the Play Schemes can continue to run well.

Explain: To ensure we have enough Mothers enrolled onto the programme to run the Play Schemes and ensure all children can learn we must invite as many women as we can.

Explain: If we have less than 21 Mothers, there will be additional work we need to do.



Task: Mobilising new Mothers [5 mins]

[Ask Mothers to think about two women they could invite to Parenting Workshop 2 and who may be interested to enrol on the course.]

[Each Mother should share 2 Mothers they will invite]

Explain: Please invite the Mothers you have mentioned today to Parenting Workshop 2.

[Deliver this highlighted part of the workshop if Mothers chose to deliver a community meeting]

Explain: We will now plan how to mobilise and plan for the community meeting. Our Parenting Workshop 2 is on [date and time]. We must hold the community meeting before Parenting Workshop 2.

[Suggest the date and time for the community meeting, before Parenting Workshop 2]

Explain: It is important we invite new Mothers to the community meeting.

Explain: The opportunity to join this course should be available to every woman in the community. It does not matter who you are, where you are from, how much money or education you have, how old you are, or whether you have a disability.

Explain: It is also important that we invite fathers and influential leaders to the community meeting so that we gather community support for the programme.



Task: Mobilising new Mothers [5 mins]

[Ask Mothers to think about two women they could invite to the meeting and who may be interested to enrol on the course. Encourage them to also think about Mothers who did not get the opportunity to join the current programme.]

[Each Mother should share 2 Mothers they will invite]

Task: Mobilising community and Fathers [5 mins]

[Ask Mothers to think about two community members they could invite to the meeting. Encourage them to think about fathers and influential leaders.]

[Each Mother should share 2 people they will invite]

Explain: Please invite the people you have mentioned today.

Explain: At the community meeting I will ask some of you to volunteer to teach a game, a volunteer to speak about the programme and encourage enrolment. Please think about this so you come ready.

[If you have PTA, influential leaders present] Qn: [leaders] are you happy with these suggestions? Is there anyone else you will invite? [Clap for PTA/leaders who commit to inviting people].

Wrap-up and conclusion

[5 mins]

Explain: Thank you everyone for your contribution today. Let us recap what we discussed.

Explain: We want the programme to continue in our community next year so that our children continue to benefit.

Explain: You all indicated if you would want to enrol onto the next 2-year course.

Explain: We voted on whether to run a community meeting or not. We decided that... .. [give information on if community meeting will happen and when].

Explain: We identified new Mothers we will invite [to the community meeting/PW2]

Explain: We must have new Mothers attend Parenting Workshop 2, with the target of enrolling at least 21 Mothers to ensure the Play Schemes run effectively. Parenting Workshop 2 will be held on [insert date] at [time].

Explain: I really hope that you will all decide to re-enrol and confirm your place on the course at the next Parenting Workshop.

Explain: If you decide not to continue in the programme, we will miss you! But please remember that the current course is not yet complete. And we need you all to keep attending and teaching until the end of term, and to help train up new Mothers and teach them the games.

Qn: Are there any questions?

Explain: No matter what decision you make about your future in the programme, you should feel very proud of the amazing work you have done and the change you have made to your children and community.

[Thank any PTA, Influential Leaders and Mothers and close session]

Community Meeting [Optional]

Learning objectives

- Community understands how the programme works and are excited for it to continue
- Mothers are motivated to re-enrol and enrol
- Father are motivated to attend Parenting Workshops
- Community are motivated to continue to support

Introduction

[10 mins]

- [Opening prayers
- Thank community and stakeholders for attending
- Give a short introduction of yourself and programme representative(s)]

Explain: GES brought a programme to our community and to all communities in the District to support us in improving early childhood development. It is called the GES Parenting Course programme.

Explain: The programme runs in 2-year cycles, and Mothers in the community commit to joining the course for 2 years. For the past 2 years we have had [] Mothers enrolled on the Parenting Course and they have been learning about early childhood and ways to help their young children develop.

Explain: These same Mothers have also been coming to the school Kindergarten once a week and have been teaching all KG children using special educational games that help children learn reading, writing, counting and many other important skills.

Explain: Their 2-year course will be ending at the end of this school term. The Mothers will then graduate with a GES official certificate.

Explain: We have called this meeting today for two important reasons.

- Firstly, to look back over the past years and to celebrate the benefits the programme has brought and to appreciate all of those who have been involved (community leaders, PTA, fathers and Mothers).
- Secondly, to discuss the future of the programme and to invite new Mothers to enrol on to the course.

Explain: The meeting will last no more than 1 hour.

Benefits to children and games demonstration [15 mins]

Explain: On behalf of the school we would like to sincerely thank the Mothers for the wonderful work. Your efforts have really brought about very big benefits for our children, the teachers and the whole school.

Explain: Before this programme started, it was very hard for our KG teachers to provide quality teaching for KG students due to the large class sizes for just one teacher to handle.

Explain: But since this programme started, we have groups of Mothers coming to teach in our KG every week. The mothers teach the children using special educational games, and using teaching techniques they have been trained in.

Explain: The children enjoy these sessions so much, and because they are playing they do not even realise they are learning. But they are learning a great many things.

Games demonstration

[Invite 1 Mother up to demonstrate a Play Scheme game – using community members as ‘children’]

Qn to community: What do you think this game will teach a child?

Explain: This game will help a child learn []

Explain: We will now have one further demonstration.

Explain: We have 24 unique games like this

Teacher testimonial [Optional for P1 teacher to deliver]

Explain: The Play Scheme has had a big impact on children’s learning.

Explain: I would like to introduce you to one of our students here who was part of the Play Scheme for []. He/She has now graduated to P1.

[Introduce student]

Explain: [Student name] took part in the Play Scheme at the KG, he learned from the Mothers and the games they were teaching. When he entered P1, he had the foundations to thrive.

[Give personal testimony of the skills the child had learned from the Play Scheme (turn taking, socio-emotional, colours, counting, etc) and how that helped this child to integrate into P1 and do well]

[Encourage clapping for child]

Qn: Would anyone else here like to share any changes they have seen in the children since this programme started?

[take 1-2 observations from parents]

Benefits to parents

[25 mins]

Explain: The mothers on the GES parenting course have received a workshop each month, and they receive a certificate with stamps to show that they are progressing on the course. But they have NOT received any payment or gift for the teaching they have been doing.

Explain: It is not easy to keep up this commitment week on week and we should congratulate the Mothers who have managed it.

[Ask all the Mothers enrolled to stand. Encourage the community to clap for the Mothers]

Explain: GES provided the parenting course as they hope it will support you to learn more about how children grow and how you can support their development.

Mother testimonial

Explain: I would now like to invite one of the Mothers up to tell you about the benefits and changes they have seen in themselves since being on the course.

[Invite Mother up to give short speech]

Qn: Does anyone have any questions they would like to ask the Mothers about their experience?

[allow 1-2 questions]

Explain: The work the Mothers have been doing has been very beneficial. As teachers we would like to thank all the Mothers very much. We are very grateful for your teaching assistance. It has been a privilege to work with you.

Explain: Mothers please stand up so we can clap for you.

[Encourage clapping].

PTA/Community ambassador testimonial

Explain: I would also like to thank and appreciate the support and hard work of our PTA and Influential Leaders who have become ambassadors for our programme and have encouraged and supported the school and the Mothers.

[Ask PTA representative and community ambassadors to stand and be applauded]

[Ask if any PTA representative or community ambassador would like to give a short speech on how the programme has impacted the school or community]

Explain: Finally, we would also like to thank the husbands of the Mothers and fathers of the children who have supported and encouraged the programme.

Father testimonial

Explain: We are also happy that men from the community were able to attend some of the Parenting Workshops. If you are a father who attended a fathers Parenting Workshop, please stand up.

[Encourage clapping for men]

Qn: Is there any father who would like to give a testimony about what he learned on the course, and how he is now implementing ECD practices in his home?

[Invite father to give testimony]

The future for the programme

[10 mins]

Explain: The work you have done has produced wonderful results for the children who are in the KG now. This was a community effort, and we should all be proud.

Explain: But being a parent is the same as being a farmer – the work never ends. Each year there is a new crop that needs caring for.

Explain: We now need to ensure the future the same opportunity for new children next term.

Explain: We already have seen that our community is very able to run this programme and it has already brought about many benefits. If we end this programme now, we will be denying the children who are not yet at KG age the opportunity to receive these benefits.

Explain: Worse than that, we will be placing our children at a serious disadvantage, as they will be missing out an opportunity that all the other communities across the district, region and most of the country will receive. Our children won't have the same foundations to thrive in school as other children in our District, or the country.

Explain: We hope to have at least 21 Mothers so that all children in the KG can benefit.

Explain: The good news is that [] of existing Mothers have already planned to continue in the programme for the next 2 years.

Explain: Please stand up if you are a Mother on the programme who has decided to re-enrol onto the programme.

[Encourage clapping for these Mothers].

[If you have under 21 Mothers who plan to re-enrol] **Explain:** We need [] Mothers to agree to enrol to make it up to 21 or more in total.

[If you have more than 21 Mothers who definitely want to re-enrol] **Explain:** But we can have a maximum of 50 Mothers on the programme. So we still have [] spots open for new Mothers, should they wish to join.

Explain: It is also really important that we give this opportunity to Mothers. The Mothers already enrolled will have the opportunity to continue the course for another 2-years earning more advanced certificates such as the advanced and bronze certificates. They have built an expertise in early childhood development and teaching the children. We do not want to lose this expertise now.

Explain: However, there is also opportunity for new Mothers to join us. Earlier one of our Mothers explained the benefits they have personally gained from joining the programme, we want this for all Mothers in the community.

The requirement

[15 mins]

Explain: The women re-enrolling or newly enrolling onto the course must:

Enrol on the parenting course.

- Attend the 2 hour Parenting Workshops once a month to learn about childhood development.
- They must also teach in the KG once a week for 1.5 hours a week.

Explain: We need the mothers to be serious about this commitment because if the mothers don't attend regularly, it is very disruptive for the school and disappoints the children.

Explain: The Mothers enrolling onto the programme should have a desire to bring about change and be serious about providing children with opportunities to learn and develop.

Explain: The Mothers will not receive any payment or gift of any kind for their teaching. The principle of the programme is that GES are providing an adult learning course to empower parents and communities to support their own children's education. The course is being provided by GES free of charge and in return for this opportunity, the learners on the course must share their learnings for the benefit of the whole community.

Explain: The opportunity is open to any woman in the community, even if you cannot read or write.

Explain: We encourage women of all ages, religions, tribes, financial situations, and any women with disabilities. This is an inclusive programme. You do not even need to have young children. You are still invited to join.

Explain: As I mentioned earlier. We are inviting the Mothers already on the course to sign up for the next course, and new women are invited to join!

Mother enrolment testimony

Explain: I would now like to invite one of our Mothers to give testimony on why you should enrol on the programme for the next two years.

[Invite a Mother who is re-enrolling to give a short speech to tell us why they are re-enrolling].

Qn: Does anyone have any questions they would like to ask the Mothers about their experience?

Explain: Any woman who wants to enrol must come to the next Parenting Workshop on [] at [] time]. Please be on time to this, the Mothers who arrive on time will have the first opportunity to enrol and a better chance of getting a spot on the programme.

Explain: My plea to the women of the community is to please make the commitment to join this programme, for the good of our children, our community.

Role of community

[5 mins]

Explain: We will also need the community to take on a supporting role.

Explain: We really need the community to encourage the Mothers to keep up their excellent work. We know Mothers in the past have been mocked for being on this course. Before you mock a Mother for the work they are doing, I suggest you come to visit the Play Scheme or Parenting Workshop to see the impactful work they are doing to support children in our community.

Explain: We also really need the community to spread awareness about this opportunity to women who may not be here today. Please invite new women to the Parenting Workshop on [] at []. So they can hear about the programme and decide if they wish to join.

Explain: Community members, please make sure:

- Your children aged 4-6 years attend Kindergarten and the Play Scheme.
- Fathers attend the Parenting Workshops every 3 months (we will share more information about this at the Mothers graduation ceremony in a few weeks' time)

[Skip this section if community does not get Lively Minds Together radio coverage]

Explain: Finally, GES is also broadcasting a radio programme for all parents to teach them simple cost-free ways to support their children to develop.

Qn: The programme is called Lively Minds Together. Has anyone ever listened to it? [Encourage people to raise hands if they have]

Explain: We strongly encourage all of you to listen to this radio show on [], in [language] at times each week], even those who decide not to enrol on the course. The episodes will help you to feel more confident raising and educating children. But also more confident about yourself and what you are capable of.

Questions and testimonies

[10 mins]

Qn: Does anyone now wish to speak or contribute to the meeting?

Next steps

[5 mins]

Explain: Thank you for joining me for this meeting today.

Explain: New Mothers are invited to our next Parenting Workshop on [] to find out more, decide whether to enrol and to explain the next steps.

Explain: We hope you will seize this important opportunity, so that you learn skills and knowledge which will strengthen your families, your school and your community.

Explain: Thank you all for attending today, please remember to discuss this opportunity with other women in the community who may want to enrol and encourage them to attend the next Parenting Workshop.

Explain: Once these Mothers have enrolled and completed their training, we will be holding a graduation ceremony on [PW3 date, at time]. Here we will celebrate the Mothers and give information on the Fathers Workshop too so make sure to come.

Explain: PTA and all community leaders and supporters, please make sure to attend the graduation ceremony.

Explain: Mothers on the programme, please stay behind for 5 minutes so I can give you some information.

Explain: Goodbye for now.

PW6.2/12.2 - Mother Re-enrolment

Objectives

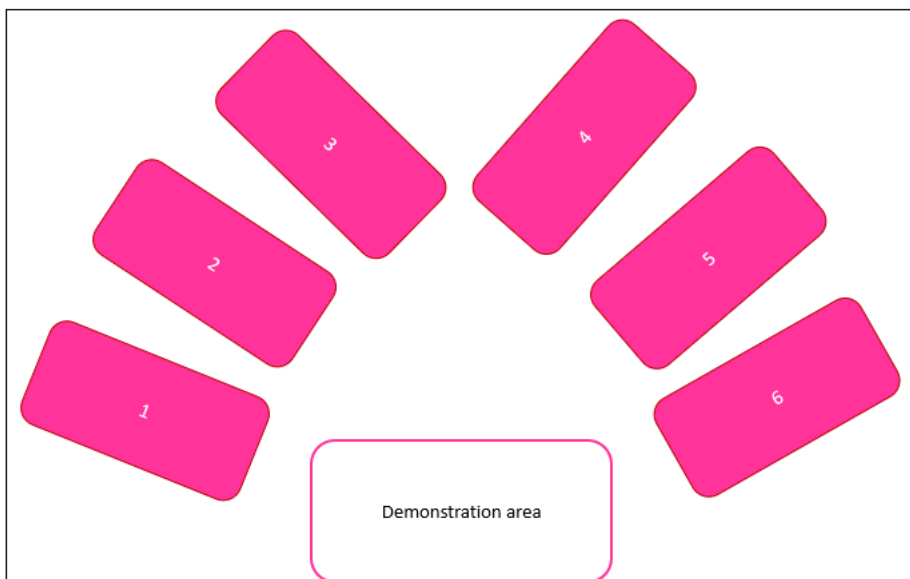
- New and existing Mothers understand the need for quality ECCE and realise that they are/can be capable ECCE providers
- Mothers understand the activities they must complete
- Mothers are excited to enrol/re-enrol onto the Parenting Course

Layout

Please arrange the room so that you can have 6 groups of approximately 8 Mothers (who can see the demonstration area and can easily talk to each other), using the below diagram as an example.

Make sure each table has a mixture of new and existing Mothers to encourage bonding.

If there are not enough tables, then please supplement with mats.



[Do not deliver the Opening section]

Final re-enrolment decision for existing Mothers [5 mins]



Task: Final re-enrolment decision for existing mothers [5 min]

[As existing Mothers enter, ask them to confirm if they will re-enrol onto the course by following the steps below:

1. Ask existing Mothers to line up as they arrive.
2. Ask Mothers one by one to make a final decision on whether they will re-enrol and record the names of Mothers who wish to re-enrol onto a new register.
3. Thank the Mothers for their decision and ask them to sit ready for the workshop.
4. Count the total number of Mothers who have re-enrolled and inform the other trainers of this number.

Registration of new Mothers

[5 mins]



Task: Registration of new Mothers [5 mins]

1. Ask new Mothers to line up (in order of arrival).
2. Write down each New Mother's full name in a separate register page [do not mix with the existing Mothers].
3. Send New Mothers in to the classroom after they have registered their name.

Introduction

[15 mins]

Explain: Welcome to today's session everyone. We are very excited to have all of you here with us today.

Explain: Some Mothers with us here today have been enrolled in our programme for 2 years or many more.

Explain: We will call them *Senior Mothers*.

Task: Senior Mothers - please stand and wave to the New Mothers who have joined today. [encourage clapping]

Explain: We are also very happy to welcome new Mothers today.

Task: Mothers who are here for the first time today, please stand and wave to each other. [encourage clapping]

Explain: We know that for some of you this is the first time you have been learners in a classroom. Some of you might never have been to school at all.

Explain: Your level of education does not matter here. You are all very welcome and you will all learn new things together.

Explain: In our workshops we often play games, and we will also ask you to have some discussions. We will often ask you questions. The reason we do this is to hear from you, get your ideas and help you learn. It may feel difficult to answer questions, but please try. This is how you learn.



Task: Demonstration – Adam says [5 mins]

1. Ask all Mothers to stand
2. Explain the rules of Adam Says
3. Play 2/3 rounds of Adam Says. Make your teaching lively – so Mothers are energised and confident

Explain: We hope you enjoyed playing this game. This game helps children build important skills and exercises their bodies and our minds.

Qn: How do you think this game helps children to build skills?

[Encourage new Mothers to answer, and praise their efforts to build their confidence]

Explain: To play this game children must listen carefully to instructions and use their memory to follow the rules. They must concentrate on whether or not I say “Adam

says". Learning through play is one of the best ways to learn. And it is how we like to try and teach in this programme.

Explain: We are so happy to be here with you all today. We want everyone to feel comfortable and enjoy the session.

ECD - the need

[5 mins]

Explain: We are going to begin today's session by talking about early childhood development.

Explain: The early years of a child's life, from birth until 6 years old is a very important time. This is when the child's brain and body are growing fastest.

Explain: Imagine I am a farmer and am planting seeds to grow maize.

Qn: If I do not feed the soil with fertiliser, will the maize grow tall and strong?

Qn: If I do not remove weeds or insects, what will happen to my maize?

Explain: For our crops to grow well we need to take care of them, especially when they are young.

Explain: The same is true of our children. We need to help them to grow well from the beginning of their lives so that they have strong foundations for the rest of their lives.

How the programme works

[20 mins]

Explain: GES want every child in Ghana to be well cared for when they are young, so that they have the chance to develop well and become healthy students ready to learn in school.

Explain: They realise that children in poor and rural communities like ours do not usually get the same opportunities as children in urban areas or children in wealthier families. So they prioritised all rural communities in the country, to give our communities and our children a fairer and better start in life.

Qn: Let me now ask you all a question. Who is responsible for making sure that children get the right foundations?

[Ans: Parents.]



Key message: Schools and KGs have a very important role to play in helping children get the right foundations. But young children spend far more time at home than in KG and it is Parents who have the main responsibility for their children's early learning and development.

Explain: GES believe that the people who are most able to get young children to develop well are you – the parents. They see that you are strong and very fast learners and believe that if they provide you with information and training – then you will be ready to use it to benefit your children and communities.

Explain: So, GES are offering you all the chance to join the GES Parenting Course for the next 2 years. Each month we will meet and teach you ways to help your children to develop.

Explain: Some of you may be thinking "*will I really be able to learn on this course?*" Some of you may even be thinking "*I did not enjoy school. I was afraid of the teacher. Will going on this course be like school?*"

Qn: Senior Mothers, who have already been attending this course, please can one of you share how you have been able to learn?

[Encourage clapping for Mother who shared]

Explain: It doesn't matter your level of education. You do not need to read or write. Everyone can do well on this course. It also doesn't matter if you have young children, old children, or no children. Anyone is welcome. We will be your trainers on this course, and we promise to try to make our training fun and interesting and we will be kind to you!

Explain: Some of you may be thinking, but we live in poverty, we have no money for games for our children.

Explain: On this course, we will teach you easy ways to support your children to learn and develop that do not cost any money.

Qn: Senior Mothers, can one of you describe how it is possible to teach children important skills, without education or money?

[Encourage clapping for Mother who shared]

Explain: This course will also support you to learn and build skills that will help you in your lives. We will be providing lessons on topics like financial management, managing stress and working together.

Qn: Can one of the Senior Mothers describe any trainings you have received that have helped you in your own lives?

[Encourage clapping for Mother who shared]

Explain: Let me explain the course once again. We will all meet here together once a month, for just 2 hours, and we will give you a lesson on a topic that will help you care for your child, or that will build your skills and confidence.

Qn: Would you like to learn these types of skills?

[Encourage Mothers to shout 'Yes!']

Explain: Normally, if you wanted to join this type of adult learning course you would have to pay a large registration and course fee. We are pleased to announce that the District is going to give this course to our community free of charge.

Explain: But it is a serious official course. The course has requirements and standards, and you will need to honour these.

Training Commitment

Explain: The first requirement is that you will need to share the skills you learn, not just with your own children but with the whole community.

Explain: So, you will all be taught how to make and teach educational games that help children to learn.

Explain: We have around 30 games like these. The senior Mothers have already learned all these. New Mothers, those of you who enrol will have to come to our Play Scheme 4 times during the next few weeks to learn these games.

Teaching commitment

Explain: Once the training of new Mothers is complete, all the Mothers who enrol on the course will be divided into groups depending on how many Mothers enrol. Each group must come and teach children in the Kindergarten, using these games one morning per week, for 1 hour and 30 minutes.



Key message: Please be aware that you will not receive a payment or gift for teaching at the Play scheme. Not now and not in the future. GES is providing the Parenting Course for Mothers free of charge and teaching at the Play Scheme is a course requirement and is a way you can help all children in the community to develop.

Qn: Our senior Mothers have been teaching once a week for almost 2 years. Please can one of the senior mothers tell us how they have managed to do this?

Attendance and punctuality

Explain: Whenever an adult learner enrolls on a course, they are expected to attend their lessons on time.

Explain: Not only are you adult learners, but you are also teaching our kindergarten students. So, it is especially important that you arrive on time to teach, and that you attend on your days.

Explain: We will always be taking a register, and if people miss too many sessions, we will have to remove them from the course.

Qn: Please can one of the senior Mothers tell us how they have managed to be punctual and why they think being regular in the programme is important? [select a Mother who is strong at attendance and punctuality]

Qn: Can one of the Senior Mothers tell us what happens when people are late to Play Schemes and how it affects them?

Qn: Do you have any questions?

Certificates

Explain: Let me remind you what we have discussed so far.

Explain: You need to decide today whether you want to enrol onto the course. We hope at least 21 Mothers will join.

Explain: New mothers, you will need to learn how to teach the children to play games. So, for the next month, you must come to watch the Play Scheme and learn from the Senior Mothers.

Explain: Once a month, you will receive a training session on a topic that will help you care for your children, or that will teach you a new skill.

Explain: And once you are all trained, you must teach once a week at the Play Scheme for 1.5hrs.

Explain: We take attendance and punctuality very seriously. So, if you do not attend, or attend on time, you risk being removed from the programme.

Explain: At the end of the 2-year course, if you have completed the requirements, you will receive a certificate. After the first two years you will earn a foundation certificate, then an advanced certificate, then a bronze, silver and gold certificate. Some of the Mothers here are serious about developing an expert knowledge of early childhood care and education and are working their way to earn the different certificates.

Task: [Hold up example of a certificate]

Explain: Each term, if you have attended enough sessions, you will receive a stamp on your certificate to show you have completed the activities this term.

Pledging enrolment and game playing

[20 mins]

Explain: Now it is time to decide whether you want to enrol on the course. My colleague and I will come to each group and ask each of you your name and for you to tell us whether you want to enrol or not. The choice is up to you. Please choose what is right for you, rather than feeling pressured into something.

Explain: While we are doing this, we will distribute a game to each table. Please can one Senior Mother lead the teaching of this game to the rest of the group.



Task: New Mother registration [10 mins]

- Mothers should get into groups of 6
- Assign 1 Mother per group to play the game with the group
- 1 Trainer should go round to each group with list of New Mothers names ask each New Mother quietly to indicate whether they wish to enrol or not.
- If the Mother chooses to enrol, thank them. If they choose not too, thank them for coming today.



Task: Total Mother registration [10 mins]

- Count the total number of existing Mothers who want to re-enrol.
- Count the total number of New Mothers who want to enrol.
- **Based on the enrolment number, choose which option below to follow (option A-D).**

Option A	Option B	Option C
Over 50 Mothers want to re-enrol	21-50 Mothers enrolled	Under 21 Mothers enrolled:
- Existing Mothers will get the first spaces on the course. Calculate how many spaces there are for New Mothers (subtract the number of existing Mothers who want to re-enrol from 50) - Decide which New Mothers can enrol based on spaces left and who arrived first and who arrived on time. - Ask a Senior Mother to lead an outdoor game as you create a new combined register for existing and New Mothers who will be on the course next term - Congratulate Mothers Go to Option A below [Do not deliver Option C]	- Congratulate Mothers - Ask a Senior Mother to lead an outdoor game as you create a new combined register for existing and New Mothers who will be on the course next term Go to Play Scheme Training section on page 255 below]	- Ask a Senior Mother to lead an outdoor game as you create a new combined register for existing and New Mothers who will be on the course next term Go to Option C below [Do not deliver Option A]

Option A: Managing over-enrolment [Use if there are more than 50 Mothers]

Explain: Thank you, Mothers. We have a total of [] Mothers who have enrolled onto the programme.

Explain: It is amazing that we have so many wonderful Mothers interested to be on this programme. You are a community of strong and determined Mothers.

Explain: Unfortunately, as we explained at the earlier, we are only able to enrol a maximum of 50 Mothers onto the course.

Explain: So not everyone who wanted to enrol will be able to. We want to be as fair as possible in how we select the 50 Mothers. This is what we have done:

- We have first taken the Senior Mothers who wanted to enrol. There were [].
- We then have selected [] of new Mothers. We choose the Mothers who were first to arrive at today's training.

Explain: The New Mothers who we can enrol are [read list of enrolled new mothers]

Explain: This brings our total to 50. If your name was not called out today, then unfortunately we have not been able to give you a space. But we have put your name on a list, so, if any Mother who has been enrolled drops out, we will contact you and offer you their place.

[Move to "Play Scheme Training" section on page 255 below]

Option C: [Use if you have below 21 Mothers]

Explain: Thank you, Mothers. We have [insert number] of Mothers who have enrolled onto the programme. You have all decided that you want to provide children with quality early childhood care and development.

Explain: Unfortunately, we still do not have enough Mothers to run the Play Schemes well. We would love 21 Mothers so that the Play Schemes can operate 3 times a week for children. We just need [insert number] to ensure all children can take part in the Play Schemes.

Qn: Is anyone else willing to re-enrol or enrol to keep the programme running? Please don't say yes if you don't think you can commit to the requirements. But if you can commit and would be willing to enrol, please can you raise your hand.

Task: [register any additional Mothers on the relevant register].

[If you manage to get 21 Mothers or more: Move to "Play Scheme Training" section on page 255 below]

[If Mothers are still below 21 continue with the lesson plan below]

Explain: We will continue to look for new Mothers to join us.

Task: Can each enrolled Mother please think of another Mother who is not here today that they would like to invite to see a Play Scheme next week?

[Give a few minutes for Mothers to think, and then ask a few Mothers who they will invite].

Explain: We will continue to run the programme with the enrolled Mothers here today, as we work with the District to increase enrolment.

Play Scheme training

[20 mins]

Explain: Now we know who is enrolled on the course for the next two years, let's talk about next steps.

Explain: All Senior Mothers, whether you have chosen to re-enrol onto the programme or not, you must continue to teach at the Play Scheme until the end of term. If you do not, you will not graduate the programme or get the final stamp on your certificate.

Explain: Senior Mothers you will also need to work with the new Mothers to teach them how to run the Play Schemes. You will help train the new Mothers during this period, but don't worry we will show you how to do this.

Explain: New Mothers, before Parenting Workshop 3 on [], we must train you to run the programme. We only have [weeks] until Parenting Workshop 3. You must attend 4 Play Scheme sessions before then so that you get the first stamp on your certificate.

Explain: New Mothers if you do not attend 4 Play Scheme sessions before Parenting Workshop 3, you will not receive your certificate or be able to teach at the Play Scheme.

Qn: Senior Mothers, whether you have re-enrolled today or not, what must you do?

[Ans: Attend the Play Scheme until PW3 and support new Mothers to learn to run the Play Scheme].

Qn: New Mothers if you have enrolled onto the programme, what must you do?

[Ans: Attend the Play Scheme 4 times to learn how to run the Play Scheme].

Organising the Play Scheme training

Explain: The Play Schemes run [times] per week. They run on (Mondays/Tuesdays/Wednesdays/Thursdays) and we have [weeks] until Parenting Workshop 3. We are therefore inviting all New Mothers to all Play Scheme sessions.

Explain: If you can attend all the sessions, you will be better prepared to teach at the Play Schemes next term. But the minimum you must attend to be on the course next term is 4. We will be tracking how many sessions you attend on a register.

Explain: It is important you start attending the Play Scheme session immediately, there may be acts of God or personal circumstances that stop you attending later. Remember if you do not attend 4, you will not be able to teach at the Play Schemes next term.



Task: Discussion [10 mins]

1. Ask new Mothers to discuss with each other when they plan to attend the Play Scheme sessions, discuss other commitments and how to make sure they attend 4 sessions before PW3.
2. Ask Senior Mothers to discuss how they will support the new Mothers to learn well during the Play Scheme sessions.

[After 10 minutes, ask Mothers to briefly share what they discussed]

Explain: Once all new Mothers have completed their Play Scheme training, we will make new Play Scheme groups and all Mothers will teach at the Play Scheme just once per week.

Qn: Any questions?

Explain: This is a team effort, as a team we must build a strong and supportive team for the next 2 years of the programme. It is the responsibility of new Mothers to arrive on time, with a positive attitude, ready to learn. It is the responsibility of Senior Mothers to be kind and supportive and pass their knowledge onto new Mothers.

Qn: What things can we do to be a strong team together?

[Take 4-5 responses]

Qn: Any questions?

Explain: We are coming to the end of our session today.

Explain: New Mothers, I have some questions for you to check that we are together.

Qn: For your training period, how many Play Scheme session must you attend?

[Ans: at least 4]

Qn: When can you attend these 4 sessions?

[Ans: on [days] before PW3]

Qn: When will the Play Scheme training begin?

[Ans: Immediately!]

Qn: When you have completed your Play Scheme training, how many days per week will you teach at the Play Scheme?

[Ans: once a week]

Explain: Senior Mothers, I have some questions for you.

Qn: To get your final stamp on your certificate, when must you keep teaching at the Play Scheme until?

[Ans: the end of term]

Explain: We will be holding a graduation ceremony near the end of term. At this ceremony, new Mothers who complete their training will be given their foundation certificate and are ready to start earning stamps.

Explain: Also at the graduation, the Senior Mothers will receive their last stamp on their certificates. And those Senior Mothers re-enrolling will also receive a new certificate and are ready to start earning stamps on this.

Preparation for graduation

[10 mins]

Explain: Before we finalise today. I want us to prepare for the graduation. At the ceremony we would like to hear from a few of you.

Explain: I will ask one Mother who is new to say a short speech on why she enrolled and what she is excited about.

Explain: I will ask one Mother who has not re-enrolled to share what they learned on the course and the early childhood development practices you will continue to do at home to ensure your own children are learning and developing.

Explain: I will ask one Mother who has re-enrolled to share why she has re-enrolled and what she has learned over the last course.

Explain: These speeches should only be very short. So, if you think you would like to speak, please prepare and raise your hand at the graduation ceremony.

Explain: Lastly, please mobilise well and tell people about the graduation. Invite your husbands, family members and children so they can celebrate you.

[Discuss any other graduation preparations you are organising as a school, or the Mothers are organizing as a group]

Qn: Do you all feel ready to celebrate yourselves?

Explain: Senior Mothers please stay behind for a quick session on how to train new Mothers.

Explain: New Mothers, goodbye for now.

Stay behind session for Senior Mothers [10 mins]

Explain: This workshop is nearly over, thanks for your continued focus. Senior Mothers, you will take a strong lead in training the new Mothers and we will spend less than 10 minutes discussing how you will do this.

Explain: If you are a Senior Mothers who is re-enroling it is important you train the new Mothers well so they can support you deliver the Play Scheme well. If you are a Senior Mother who is not re-enroling it is also your duty to ensure these new Mothers learn well so they continue to deliver an impactful programme even after you leave, so that your legacy will continue to make impact.

Explain: At each Training session, new Mothers will work with a Senior Mother. At the first 2 sessions, new Mothers will simply observe you, but for the second 2 sessions the new Mothers will lead the set-up and teaching at the Play Scheme and you will support them.

Explain: Senior Mothers you should do 4 things:

- 1) Explain what is happening
- 2) Encourage new Mothers to follow and closely observe
- 3) Answer any questions
- 4) Support Mothers when they take lead

Qn: What do you think I mean by explain what is happening?

Explain: We will role play this, I will be a Senior Mother and my colleague will be a New Mother.



Task: Role play 1

[Trainer 1: Senior Mother; Trainer 2: New Mother]

[Role play Senior Mother setting out mats and games without saying anything, New Mother looking confused].

Qn: What has happened here?

Qn: How could I have done this better?

Explain: We will role play how this could have been done better.



Task: Role play 2

[Trainer 1: Senior Mother; Trainer 2: New Mother]

[Role play Senior Mother setting out mats and games whilst explaining to new Mother, "I am setting up for the Play Scheme. We need to set out 5 mats like this, then we will put a group of games on each mat, games need to be put on mats in their colour groups].

Qn: Why was this a better way of teaching the new Mother?

[Ans: explained to new Mother what was happening]

Explain: Step 2 is to encourage new Mothers to follow and closely observe. When you are teaching on the mat, attending pre-play, handwashing, or anything else, we expect new Mothers to be closely following and observing what is happening. Senior Mothers, please encourage new Mothers to do this. They may be shy at first, so it is your duty to encourage them.

Qn: Any questions on this?

Explain: Step 3 is to answer questions. Senior Mothers, it is your duty to answer the new Mothers questions kindly and with care. If you don't know the answer to something, that is OK. Please ask us for support.

Explain: Step 4 is to support Mothers when they take lead on set-up and teaching. New Mothers won't get this right the first time, but I would encourage you to support them to try. Remember, people learn through trying, we should not spoon feed the new Mothers. If they teach a game incorrectly, be patient and kind so they feel confident and are able to learn.

Explain: I hope you all feel excited to take on this new leadership role and to pass on your knowledge to new Mothers.

Qn: Any other questions?

Explain: I know you are all going to be excellent mentors. Goodbye for now.

[Actions to complete after Parenting Workshop:

- 1. Share enrolment numbers with DTSTs/colleague teachers on any active platforms.**
- 2. Inform District ECE Coordinator of the number of Mothers enrolled. If this is below 21, discuss actions to take to increase enrolment.**
- 3. Create a 'new Mothers Play Scheme training register' in your register books. This will be used to track how many sessions each new Mother attends before Parenting Workshop 3.**
- 4. Read how to train new Mothers in the Play Scheme Training guide in Annex 4.**
- 5. Prepare to get certificates from the District for new Mothers – see Certificate Stamping on page 273]**

PW6.3/12.3 – Graduation

Learning objectives

- Mothers understand the next steps for the next 2 years of the programme
- The community celebrate Mothers who have completed their 2-year course, and Mothers who have completed Play Scheme training
- Mothers who choose not to re-enrol pledge how they will continue to implement ECD practices at home and be ambassadors of the programme

Introduction

[10 mins]

[Welcome Mothers and guests and direct them to seating. Thank those who have arrived on time. Give 10 minutes for all guests to arrive].

[Check privately that there are Mothers ready to give a short speech on the following:

At PW2 - 3 Mothers were tasked to prepare and speak on the following:

- 1) A Mother who completed the course but did not re-enrol should speak about the ECD practices they will continue to do at home to ensure their own children are learning and developing.
- 2) A Mother who re-enrolled should speak about why they are excited about re-enrolling onto the course and all you have learned over the past 2 years.
- 3) A New Mothers should speak about why they are excited to teach on the course]

Graduation welcome

[5 mins]

Explain: Welcome guests, we are very happy to welcome you here. We are here today to celebrate the graduation of Mothers on the GES Parenting Course.

Explain: For the last 2 years, Mothers in your community have been completing a Parenting Course and teaching in our KG every week. This is part of an official GES course. The Mothers have been serious learners on this course and have attended a workshop every month.

Explain: All Mothers here today have been trained to run an educational Play Scheme for all KG1 and KG2 children at the school. Their teaching will give all our young children the chance to learn new skills by playing with educational games.

Explain: But this programme doesn't only run for 2 years, Mothers can join the course every 2-years to build their expertise and gain advanced certificates (advanced, bronze, silver, gold) to show their level of expertise.

Explain: Today we are happy to announce that we have a total of [] Mothers. This means the course will continue in our school and community, parents are becoming better caregivers and children are learning and developing. We are making big steps to providing a whole generation of children with the foundations to thrive later in life.

Task: Let's clap to show our appreciation.

[Encourage clapping]

Explain: We have come here to celebrate these women, and to give you more information about the programme. It will take around 45 minutes.

The need

[10 mins]

Explain: Before we begin, I will remind you about the importance of educating and caring for our children and why this course is so important to our community. Let me tell you a story:



Story: I had two friends, Sarah and Mary. Both are from the same village. Both had maize seeds.

Sarah planted hers at very end of the rainy season and planted them in bush. She did nothing for the seeds. 3 months later she wanted to harvest.

Mary planted at the beginning of the rainy season, she tilled the land, she spread manure, she weeded often and applied ash and when the maize was ready, she went often to scare away birds.

Qn: Who will get the best harvest? Why?

[Ans: Mary, she planted early, she cared for seeds.]



Key message: If we want seeds to grow well, we must care for them. This is the same for our children.

Explain: The early years of a child's life are very important. They need much care and support to grow well.

Explain: Young children are very thirsty to learn. But if you leave them without care, they will lose the ability to grow well - just like if you plant it too late, a seed will not grow.

Qn: What are the challenges that stop you providing good education and care for young children? [take 2-3 answers]

Explain: Often people think that poverty is the reason they cannot provide education and care for their children. Let me tell you another story:



Story: Sarah had a son called David. Every morning, Sarah goes to garden. She leaves David at home to do nothing, she doesn't allow him to play with neighbours, and she doesn't make time to care for him.

Mary had a son called John. Mary also goes to garden every morning. She brings John with her, and while gardening she talks to John. They sing songs, count trees, identify colours, and she makes balls with him to play with. He also plays with the neighbours' children.

Qn: Both David and John started school age 6. Who will perform better? Why?



Key message: John performs better. He was cared for, so he feels confident, he is social, he can count and knows colours, he can communicate well because of storytelling, and he can concentrate.



Key message: David has not been exposed to thinking or learning. He is likely to find school harder and so may not enjoy it.



Key message: Neither Sarah nor Mary have money, neither had been to school. But Mary found a way to give her child a very good education just using what she had. GES brought this programme here so they can support you all to be like Mary. So that all children in the community grow up with the foundations to thrive at school and in life.

The GES Parenting Course Programme

[5 mins]

Explain: I will now explain how the GES parenting course programme will work.

Explain: In our story earlier, Mary played simple games to help her child learn. Play is the best way to educate young children.

Explain: On the GES Parenting Course programme, the Mothers play a range of simple games with the children to build important thinking skills.

Explain: If you have KG aged children, it is important you enrol them at school so that they too can benefit from the Play Scheme.

Explain: There is no payment or fee for attendance.

Explain: The Mothers will not receive payment for their work, instead they will get a free, official GES Parenting Course that will teach them how to provide quality early childhood care and education to their children at home.

Role of the community

[5 mins]

Explain: Some of you may think that the Mothers should be investing time into the garden or at home instead of teaching the children and not getting paid. But please remember that these Mothers are adult learners on an official GES Parenting Course and teaching at the Play Scheme is part of their coursework requirement. The Mothers are investing their time into the children of the community, for the long-term benefits. The children and community will reap the benefits later. They are sowing the seeds for the future.

Explain: The Mothers have already learned many new skills. And each month at the monthly workshops they have learned parenting and life skills such as managing children's behaviour and financial management.

Explain: Shortly, the Mothers will also be given a certificate to show that they have qualified on this GES course.

Explain: I hope you will all agree that it is not just Mothers who are responsible for raising their children. Fathers also have a big responsibility.

Explain: I am happy to announce that GES are also providing an opportunity for fathers to attend 1 Parenting Course each term! Some men have already been benefitting from this and attending the workshops.

Explain: This course is open to any man in the community. It does not matter what age you are. It does not matter how old your children are, or even if you don't have children. It does not matter if you have been to school. We welcome enrolment from anyone of any background, religion, or disability status.

Task: If there is any man in the room who has attended a workshop, please can you share your experience with others.

Explain: The first Mothers and Fathers Parenting Workshop of this course will be taking place next term. We will provide information ahead of time so that you can join.

Explain: So please attend this workshop where you will learn a lot and share ideas to provide better care for your children.

Qn: Any questions

Community support

[5 mins]

Explain: We would now like to talk to you about the role of the wider community.

Explain: We have heard that Mothers will be teaching at Play Schemes, so all our children can learn through play.

Qn: We are very grateful to them. What can you – as community members – do to support and encourage the Mothers?

[Take 2-3 answers]

Explain: We hope you will all support this work that the Mothers are doing, and encourage them to keep going.

Qn: Husbands, what can you do to encourage and support your wives to teach?

[Take 2-3 answers]

Explain: We hope all husbands will support their wives to attend.

Explain: There is also a radio show for parents broadcast on [radio station] at [day and time]. Please try to listen to this to learn interesting and easy ways to support your children's growth and development. **[skip this explain if your district does not get the broadcast]**

Testimonies

[10 mins]

Explain: I would now like to invite some Mothers to deliver some speeches.

Speeches - Mothers

1. Ask a Senior Mother who has re-enrolled onto the programme to give a short 2-minute speech about her experience on the programme
2. Ask a Mother who has decided not to re-enrol to give a short 2-minute speech about what she has learned and what she will continue to do with her children at home

3. Ask a new Mother to give a short 2-minute speech about why she has

Qn: Would anyone like to ask the Mothers any questions, or does anyone have anything to contribute?

[Encourage Influential Leaders, PTA to say a few words to praise Mothers]

Certificates

[30 mins]

Explain: We have now reached the most exciting part of the graduation. We will now award certificates to the Mothers.



Task: Certificates for Senior Mothers

Explain: I will begin by calling up the Senior Mothers who have completed the Course over the last 2 years.

Task: [Call up Mothers one at a time to receive their completed certificates. Play music/take photos if possible, encourage clapping and cheering. This should be a special moment for Mothers].



Task: Certificates for New Mothers

Explain: Next I will call up the New Mothers who have completed their Play Scheme training and are starting the course.

Task: [Call up new Mothers one at a time to receive their foundation certificates. The first box should have been stamped. Play music/take photos if possible, encourage clapping and cheering. This should be a special moment for Mothers].



Task: Certificates for Senior re-enrolled Mothers

Explain: Finally, I will call up Senior Mothers again who have agreed to re-enrol on to the course. These Mothers are receiving their next certificate.

Task: [Call up Mothers one at a time to receive their advanced or bronze, silver and gold certificates. These certificates should not be stamped]

[Play music/photos if possible, encourage clapping and cheering. This should be a special moment for Mothers].

Wrap up and conclusion

[5 mins]

Explain: Thank you for all attending today to support the Mothers. Let me remind you what we discussed today.

Explain: GES are providing a Parenting Course for Mothers and fathers to help you learn cost-free ways to help your children to develop. This is a permanent GES programme that will continue to run year after year. We have just enrolled Mothers for the next 2 years of the programme.

Explain: Any man who is interested in joining should attend the first workshop which will take place next term

Explain: There is also a radio show for parents broadcast on [radio station] at [day and time]. Please try to listen to this to learn interesting and easy ways to support your children's growth and development. **[skip this explain if your district does not get the broadcast]**

Explain: All Mothers please stay behind for a few minutes more.

[Thank everyone for attending. Remind them about the radio show. Facilitate enrolment of children by parents, and enrolment of fathers. Close the session.]

Stay behind session for Mothers enrolled

[20 minutes]

Explain: Mothers, congratulations again. You have done an amazing job.

Explain: Before you leave today, I want to make sure we have a clear plan for the next term and how we will run the Play Schemes moving forward.

Explain: We now have a confirmed number of [] Mothers enrolled onto the course.

Explain: This means we will run the Play Scheme on [] number of days per week.

[Note:

- *If you have between 7 and 13 Mothers you will run the PS 2 times per week (Mothers may be asked to teach twice a week to ensure a minimum of 6 Mothers at each PS – as you try to recruit new Mothers)*
- *If you have between 14 and 20 Mothers you will run the PS 2 times a week*
- *If you have between 21 – 29 Mothers you will run the PS 3 times a week*
- *If you have between 30 and 40 Mothers you will run the PS 4 times per week*
- *If you have over 40 Mothers enrolled you will run the PS 5 times per week*

Explain: We will run the Play Scheme [] days per week. We will need to make a group for each day. (for example if the PS runs 3 times, we will need 3 groups)

Explain: We will now split ourselves into [] number of groups.

Explain: We already have group leaders who have been doing wonderful work leading the groups. The group leaders have kindly agreed to remain in post next term, so that they can help all groups to grow strong. Let's clap for our leaders. *[If a group leader has not re-enrolled, introduce the understudy]*



Task: Play Scheme days

1. Ask group leaders to sit on a mat/area.
2. If you have more or less groups than the number of group leaders then assign a Senior Mother.
3. Please make roughly equal groups, making sure there is a roughly equal mix of new and senior Mothers across the groups.
4. [Give each group a Play Scheme day].
5. If there is any group without a leader, ask them to select one who will be responsible for managing attendance of the group and supporting the teachers to solve challenges and teach games.

6. In your register, make a new register for next term. Be sure to have the names of Mothers in their groups and marking out the group leader for each group. Add the day they will teach.

Qn: Do you have any questions about when you are supposed to attend the Play Scheme to teach?

Explain: The school term will be coming to an end, and so you can all have a break from teaching until the new school term in []. When the new school term starts, we will inform the Group Leaders, who will inform you to start teaching.

Explain: At the beginning of the next term, please bring your certificates for stamping. Senior Mothers, the completed certificates are yours and you will not need to bring those back.



Homework: During the school break we would ask you to make any of the games that you have been teaching, and to play these with your children at home.

Explain: We have come to the end of the session now. We thank you again for all your hard work and commitment this term and look forward to working with you all next term.

[Actions to complete after Parenting Workshop:

1. Share graduation numbers with DTSTs/colleague teachers on any active platforms.
2. Inform District ECE Coordinator of the number of Mothers enrolled. If this is below 14, discuss actions to take to increase enrolment as an urgent priority (also use the problem solving section of the GES Parenting Course: Parenting Course and Play Scheme manual)
3. Create the new Play Scheme group registers]

Annex 3: Ways to support enrolment

There are actions you can take to increase enrolment. Here is a selection of actions that have had a positive impact on enrolment of Mothers in schools across Ghana.

What	When
Invite influential leaders and PTA to PW1	Before PW1
Invite influential leaders and PTA to the Community Meeting	Before community meeting
Invite influential leaders to encourage people to attend the community meeting during their announcements in places of worship, other community meetings, etc	Before community meeting
Publicly praise Mothers and thank them for their work (Invite influential leaders to do this too)	Before PW2
Invite the District ECE Coordinator to encourage Mothers to re-enrol and thank them for their work at upcoming community engagements	Before PW2
Have individual conversations with Mothers to encourage re-enrolment	Before PW2
Identify Mothers of KG children who are not already enrolled on the programme and encourage them to attend PW2	Before PW2

Who is an influential leader?

Influential leader is a blanket term for any influential person in your community. They may not always hold an official position, but their opinions and actions affect how others think or behave. This could be faith leaders, women leaders, local political leaders, assembly men, traditional leaders or any other people in the community that others look up to.

How to engage influential leaders

The above table gives ideas on actions that influential leaders can take to support enrolment. You have 2 options:

OPTION 1:

1. Identify a minimum of 5 influential leaders and invite them for a meeting at the school.
2. Explain to them; how the programme works, the impact it has on the school, children, Mothers and the wider community. Inform them of the critical point in the programme (enrolment term), and that you must encourage Mothers to continue the programme. And that the programme is open to new Mothers too.
3. Ask them to support you with the following actions:
 - Attend PW1
 - Mobilise community for community meeting (if you are running a community meeting)
 - Attend the community meeting and speak words of encouragement
 - Visit a Play scheme to motivate Mothers
 - Encourage and thank Play Scheme Mothers publicly.

OPTION 2:

1. Identify a few influential leaders that you would like to complete 1 or 2 specific actions.
2. Go to their place of work, worship etc and ask them to support you to complete the action(s).
3. Explain to them; how the programme works, the impact it has on the school, children, Mothers and the wider community. Inform them of the critical point in the programme (enrolment term), and that you must encourage Mothers to continue the programme. And that the programme is open to new Mothers too.

Manging enrolment risks

During re-enrolment, you will encounter challenges that may hinder you from enrolling Mothers easily. You can use the risk table below. As a school team, brainstorm the possible risks you are likely to face and suggest possible actions to prevent these risks.

Use your school level PLC meetings to discuss these and any other risks and how to mitigate or overcome them.

Use this table year on year to reflect on the risks and the mitigations/solutions that were successful.

Risk	Actions to prevent or overcome risk

Suggested answers to likely questions

You may experience numerous questions from Mothers or the wider community. Here are some suggested answers to some likely questions.

Other NGOs give some things like soap, rice. Can't we get something small too?

No. This is a government Programme with the goal to enable you, the primary caregiver, to provide care and education for your own family. But you will receive a Parenting Course (certificated) and the teaching work is your homework assignment and a way of sharing the benefits of the course.

What will we learn from being on the course?

The GES Lively Minds Programme promises Mothers a 2-year Parenting Course focused on early childhood development and other life skills. Our Parenting Course continues to deliver these workshops. Workshops include financial management, time management, wellbeing and health as well as child focused topics. When you sign up to the programme, you should sign up without expecting further incentives, now or in the future.

Will we get new TLMs or replacements for games that have worn out?

We will not be given additional TLMs. But we will focus on making new games at the start of next term. We will make some for the Play Scheme and some for your homes too.

It's a busy time now with farming, can we have a break and we will come back after?

The children are in school and the Programme will give them a better quality of education. It is not possible to have a break during term time. But you do not need to work on this Programme during school breaks.

Some of our husbands do not want us to continue in the Programme because they don't see how it's benefiting us?

If your husbands discourage you, you can inform us. We will then request influential leaders and PTA to encourage your husbands to attend a Play Scheme and Parenting Workshop and learn why the programme is beneficial. You can also invite them to see

any of the programme activities. You can also tell them about the things you have learned and benefited (your children too).

Parents say we are benefiting from their children

No one is getting paid for this work and everyone is giving their time for free. We are therefore not gaining anything and want to create better opportunities for our children. You can ask the PTA to speak to these parents if needed.

Will we get certificates and how can we use these?

All Mothers who enrol on the Programme will be given certificates to show that they are completing an official GES Parenting Course. Mothers who re-enrol will receive an advanced certificate, followed by a bronze, silver, gold certificate to show that they are at a higher level. The Mothers must collect stamps to show that they are completing each term.

The certificate does not qualify you for any specific job opportunities within GES. But having the certificate shows people that you are good learners, that you have gained important skills in parenting, and that you are able to maintain a long-term commitment.

Will we have different workshops on the new course?

For the next two years, you will have 18 Parenting Workshops that are different to the 2 years you have just completed. New and Senior Mothers will complete the same Parenting Workshops but, because this is the new Mothers first two years on the Programme, they will earn a Foundation Certificate and the Senior Mothers will earn an Advanced, Bronze, Silver or Gold Certificate depending on how long they have been on the course.

What happens if you don't enrol 21 Mothers?

Inform your District ECE Coordinator and take steps to continue recruiting and enrolling Mothers. You should continue to run the Play Schemes:

- *If you have between 7 and 13 Mothers you will run the PS 2 times per week (Mothers may be asked to teach twice a week to ensure a minimum of 6 Mothers at each PS – as you try to recruit new Mothers)*
- *If you have between 14 and 20 Mothers you will run the PS 2 times a week*

- *If you have between 21 – 29 Mothers you will run the PS 3 times a week*
- *If you have between 30 and 40 Mothers you will run the PS 4 times per week*
- *If you have over 40 Mothers enrolled you will run the PS 5 times per week*

What is the maximum number of Mothers I can enroll in my school?

The Programme makes room for you to enroll up to a maximum of 50 Mothers per every 2-year cycle.

Annex 4: Play Scheme Training (new Mothers)

Trainers, it is your responsibility to ensure the new Mothers are trained to run the Play Schemes. The energy you put into training the new Mothers will make your supervision role much easier in the long term.

Managing attendance

Newly enrolled Mothers need to be trained to use and teach all the Play Scheme games. New Mothers should attend 4 Play Scheme sessions in-between PW2 and PW3 of the re-enrolment term to learn “on-the -job”.

You will need to create a register for new Mothers Play Scheme Training.

- If a Mother attends later than 20 minutes after the start time or not at all they should be marked as absent.
- If a Play Scheme is cancelled due to an *Act of God*, ensure Mothers join an additional Play Scheme that same week to catch up.
- Encourage Mothers to attend Play Scheme sessions in the first week and avoid leaving them until the week approaching PW3 so that they do not run out of time to attend 4 sessions.
- The Mother should attend a minimum of 4 sessions, but they can attend all sessions if available.

Example PS training register

Mother Name	PS 1	PS 2	PS 3	PS 4
Mary	✓	0	✓	0
Patience	✓	✓	✓	✓

At Play Schemes in week 1:

- Assign New Mothers a Senior Mother as their partner
- Senior Mother should explain to their partner how they set up the Play Scheme
- New Mothers should observe their partner on the mat
- Play the numbers and counting game with New Mothers, so they become confident counting
- At the end of each Play Scheme, teach the new Mothers one of the games

At Play Schemes in week 2 and 3:

- Ask the new Mothers to set up the Play Scheme with the Senior Mothers
- New Mothers try teaching some of the games with Senior Mother support
- Remind the Senior Mothers to be patient and kind
- At the end of each Play Scheme, teach the new Mothers one of the games

Debriefs

At the end of each Play Scheme, Trainers should gather the Mothers:

- Thank them and show appreciation for their work and commitment.
- Remind them they must attend 4 sessions before PW3
- Ask new Mothers what they are finding difficult

Number and counting game [for Mothers]

[To support Mothers to understand the number games use the game to teach Mothers number symbols]

Homework (FOR KGTS) before Play Scheme training commences: Prepare 2 sets of the number and counting game for the first Play Scheme training session. To do this you will need to create 30 small, square, cardboard pieces containing the following (see image below):

- 10 cards with numbers 1-10
- 10 cards with large dots (1-10) (top row in image below)
- 10 cards with numbers 1-10 and underneath the numbers the corresponding number of dots. (bottom row in image below)



Certificate stamping

Before PW3, it is important that you:

1. Stamp the final stamps on Senior Mothers certificates.
2. Get new certificates for Mothers who are enrolling or re-enrolling (list the number of foundation, advanced, silver, bronze or gold certificates) depending on how long they've been on the programme. You will need to collect these from the District and write the Mothers names on the new certificates.
3. Stamp the Play Scheme training box (if Mothers attended 4 PS training sessions) on the foundation certificates for the new Mothers.

Annex 5: Opening section

[To be delivered at the start of every Parenting Workshop]

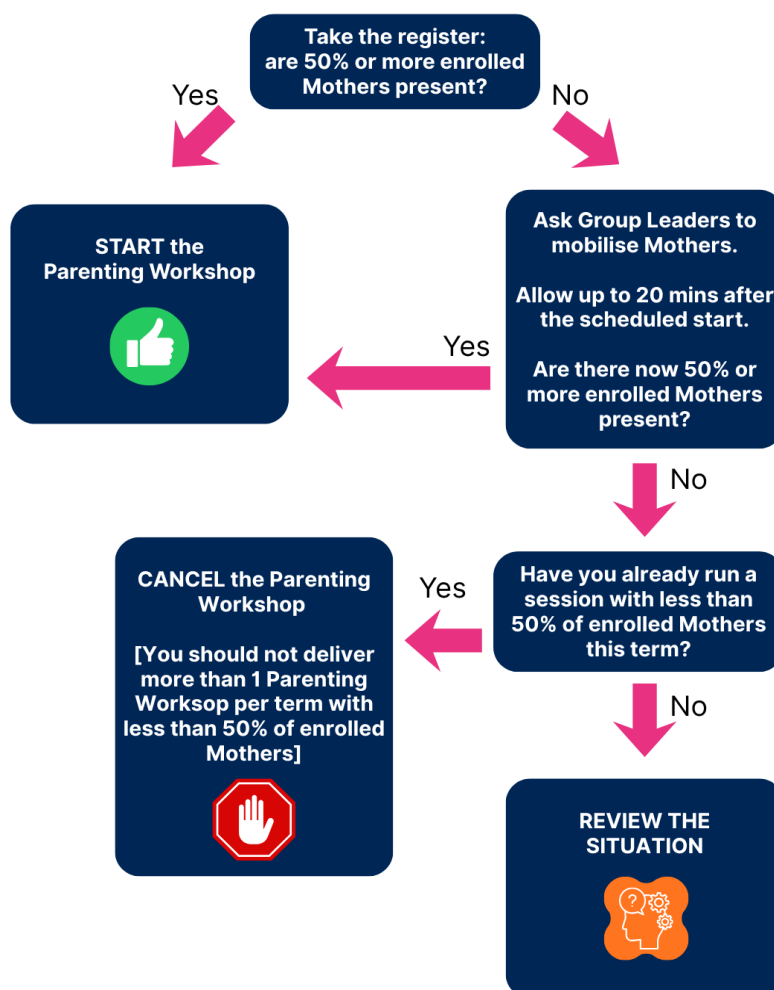
Registration

[5 mins]

[Complete registration following the steps below:

- Complete Mothers registers
- If PW is open to fathers, complete fathers registers (note: Although it is important to take the fathers register to track attendance, the number of fathers present does not affect whether a session should be delivered or cancelled).
- Comment on attendance/punctuality
- If less than 50% of Mothers are in attendance, decide whether to cancel or deliver the session using the process below]

Deciding to deliver or cancel a Parenting Workshop



Review the situation so you can decide whether to cancel.

Ask yourself questions like:

- Is the level of engagement and readiness of the Mothers present high?
- Is this a recurring issue?
- Are there other important visitors attending the session, like community leaders or fathers (as part of the fathers' workshop)?
- Is it likely that the attendance of Mothers will improve if rescheduled (considering season, weather, etc.)

If you decide to continue	If you decide to cancel
• Adapt the session to suit the smaller group (e.g., make discussions more interactive). • Encourage Mothers present to help mobilise others for future workshops. • Discuss the challenge with Group Leaders afterwards for possible solutions. • Ensure you have actions to increase attendance for next time	• Thank the Mothers who attended and explain why the session cannot run today. • Emphasise the importance of full participation for everyone to benefit. • Agree on a new date within the same week and encourage mothers and Group Leaders to mobilise better for the next session.

Outdoor game

[15 mins]

[A Mother or trainer should demonstrate an outdoor game]

Game of the month

[15 mins]

Note: Each workshop has a different game of the month. Take note of the game of the month which is listed in the specific Parenting Workshop.

[To deliver this section, use the rules to the game in the GES Parenting Course and Play Scheme manual – Part B and follow the below steps:

1. Invite 4 Mothers to come and play as children
2. Invite all other Mothers to stand and watch – make sure everyone can see the play
3. Layout the game correctly
4. Play the game following the rules (giving each of the 4 'children' a turn allowing Mothers to see, hear and do)

5. After the game, ask all Mothers the following questions:

- How did I lay out the game?
- How did I play the game? What were the rules?
- How did I allow the children to see, hear and do?
- Is there anything that a child will find hard in this game? How can I help them understand?]

[Allow time for Mothers to ask any questions on the game].

Annex 6: Closing Section

[To be delivered at the end of every Parenting Workshop]

Smile Board

[5-10 mins]

Qn: Over the last month, how many PS sessions did **Group 1** run successfully (with 6 or more Mothers)? *[Refer to the PS register to check attendance at PS]*

- *[If 3 or more sessions run with at least 6 Mothers, invite one Mother from the group to add a smile.]*
- *[If 2 or fewer than 2 sessions run, add a sad face].*

[Repeat for all Groups]

Qn: Looking at our Smile Board, what lessons can we learn about our Play Scheme?

- More smiles than sad faces means our Play Scheme is running smoothly with no/fewer attendance issues
- More sad faces than smiles means we are cancelling too many PS sessions and need to discuss actions to improve.

	January	February	March
Group 1			
Group 2			
Group 3			

Problem-solving

[15 mins]

Explain: We are now going to spend some time finding solutions to one problem with our Play Scheme. There may be many problems, but we will discuss only one today.

Task:

[Step 1: **Inform Mothers on the one Play Scheme problem to focus on this month** (from the list below or something else based on your observations)]

- *Mother Motivation/Loss of Enthusiasm*
- *Broken games (or missing pieces)*
- *Torn mats*
- *Spoon-feeding*
- *Teaching games incorrectly*
- *Community not supporting Mothers*
- *Attendance/Lateness to PS/PW*

Step 2: Ask Mothers for ideas on how to solve the problem

- Encourage Mothers share short suggestions.

Step 3: Ask Mothers to agree on one action

- Mothers agree on one action by a show of hands or other method.

Step 4: Write the action down in action logbooks or personal notebooks to remind Mothers throughout the month.

Step 5: Ask Mothers if there is a problem they would like to focus on for the next Parenting Workshop. Write the problem in action logbooks or personal notebooks].

- [Thank the Mothers for attending and taking part in the workshop
- Lead the group in clapping for themselves for their hard work and participation
- If any community members, other teachers, or guests are present, thank them for their support and encouragement. Mention their names if appropriate].

Explain: Let's all remember to listen to the *GES Lively Minds Together* radio show on [xxxx station/day], at [xxxx times]

Explain: All group leaders should stay behind for a brief discussion.

[Group Leaders only discussion]

[10 mins]

Explain: Earlier, we identified a challenge with how our Play Scheme is running. We also agreed on one action that could help us improve.

Explain: The challenge and action is: [... .. state challenge and agreed action].

Explain: Now, as Group Leaders, your role is key in guiding, encouraging, and reminding the Mothers so that this action really happens.

Qn: Let's discuss: How can you support your groups to carry out this action?

[Guide Group Leaders to commit to specific and realistic actions].

Explain: As Group Leaders, you have influence over your groups. You should encourage Mothers to attend the Play Schemes and Parenting Workshops. Remember, even a small word of thanks or a reminder can make a big difference. Please decide on something you will do this month.

[Options for Group Leaders to consider:

- Visit one or two Mothers at home to see how they are doing.
- Thank a Mother for teaching at the Play Scheme.
- Encourage a Mother personally when you see her looking tired.
- Share a quick game or song again so Mothers remember it well.
- Praise a Mother in front of other women in the community.
- Help a shy Mother take part in the Play Scheme.
- Ask one Mother what she has done with her child this week.
- Share a story or example of how play helped your own child.
- Come early to PS and welcome other Mothers on your group day

[Thank Group Leaders and close session]

Debrief [Trainers only]

Debrief - Trainer Reflection and Growth

1. Start with a quick "high-five" for the work you have done (mobilising, translation, preparation, class control, lively presence, etc)
 2. Each trainer should share one thing they are proud of from the workshop. This could be one positive moment they noticed from Mothers (a smile, a question, laughter, or participation).
- **If you delivered with others:** ask colleagues for feedback and write this in your Growth Plan at the pack of the Parenting Course manual.
 - **If alone:** pause to reflect on the session and write 1 thing you're proud of and 1 thing you want to improve in your Growth Plan at the pack of the Parenting Course manual.