

## **Asia Regional Learning Through Play (LTP) Conference 2007**

### **Introduction**

The 1<sup>st</sup> Asia Regional Learning Through Play (LTP) Conference was held at Harrisons Hotel, Chennai, India, on 07 - 09 March 2007. The Conference was organised by The Bala Mandir Research Foundation (BMRF), in partnership with The Hincks-Dellcrest Centre, Canada. The Conference brought together partner organisations of the LTP Project across India and South Asia. The international delegation comprised of representatives from Hincks-Dellcrest, Canada, as well as Pakistan and Philippines.

A key objective of the Conference was to affirm the knowledge and use of the Learning Through Play Calendar (LTPC). The Conference was informal, participatory and interactive, typifying many of the core sentiments of parenting. The Conference consisted of varied presentations and dynamic group discussions, allowing for the sharing of ideas and experiences.

### **Day 1 - 07 March 2007**

#### **Attempting To Know Each Other**

Dr. Indu Balagopal, BMRF, began the proceedings with an interactive game to facilitate acquainting and getting to know each other, in a manner symbolising positive parenting approaches of friendliness, flexibility and fun. The game was in the form of a story with audience participation. There were no parameters that were discriminatory such as caste, educational level, etc. There was a mix of significant as well as insignificant issues that brought out the personality and parenting roles of each participant.

[\\* Appendix 1 - Introductory Game](#)

#### **Lighting Of The Lamp**

The Conference was inaugurated with the traditional lighting of the lamp. Smt. Andal Damodaran, President, ICCW, gave the keynote address, touching upon the brief history of the Hincks-Dellcrest Calendars in

India and the basic philosophy behind the success of any programme; that it had to be enjoyable and interesting.

### **According A Warm Welcome**

Ms. Maya Gaitonde, BMRF, welcomed all the participants to the Conference.

Speech:

Welcome to the first South Asia LTP Conference 2007.

A decade is a significant period of time for any programme to take root. The seed that was sown by the partnership with Hincks-Dellcrest Centre, Toronto, has spread its branches like a banyan tree in India and now in Asia as well.

In our endeavour to put into perspective the special features of the LTP programme as it stands today, we have divided our presentations during the 3 days (07, 08 and 09 March 2007) in the following manner:

07 March:

International perspective of the LTP programme.

Selected presentations from the various settings and parenting environments where the LTPC has gone in the past 10 years, focusing on difficult circumstances.

Appreciation of all the LTP, India additions to the programme.

08 March:

As it is International Women's Day, we felt that Gender was an important point for discussion, with respect to both problems faced by women and the need to involve men effectively in their parenting roles, and how the LTPC has helped us to focus on these issues.

Traditional practices, those that are gender-friendly and those that need to be reviewed, will be highlighted.

The life cycle approach and the problems of adolescents will also be addressed.

The afternoon session will focus on SPRUC for care-givers, without which SPRUC for children can never become effective.

09 March:

The morning session has been dedicated to a discussion on the concerns we share regarding the unnecessary academic burdens being placed on the Kindergarten child. We need to re-think the concept of School Readiness. The session will include a step-by-step understanding of School Readiness skills, which have been clearly articulated in the LTPC (3 - 6 Years).

And of course we need to evaluate our roles and programmes so far and plan for the future.

### **Addressing The Gathering**

Dr. S. Anandalakshmy, BMRF, launched the Conference with a brief reference to the ancient scriptures that dealt with childhood and child rearing. She referred to the Calendar as a tool that helped us to refresh our knowledge and derive fresh energy from the simple pictures that endorsed the messages. She highlighted the focus on the right brain, which dealt with the softer areas of feelings, relationships, communication, etc. She quoted Jacques Delors, UNESCO, who summarised the major objectives of education in the simple quartet:

*Learning to know*  
*Learning to do*  
*Learning to live together*  
*Learning to be.*

She pointed out that the Calendars touched upon all these objectives in an age-appropriate way. She recommended that families and schools examine these aims and see if they were attained in their everyday activities. She noted that while they looked simple, they were profound and needed introspection.

She concluded that the Calendars are unique in that they conveyed messages from the child's point of view. The tool is more down to earth than a clinical psychologist's checklist. Of course, a basic training on the use of the Calendar helps the parents and other care-givers to understand the child better.

\* [Appendix 2 - Seating Arrangements](#)

## **Session I - Authenticating The LTPC**

### **Assessing The LTPC & International Partnerships**

There were 3 international partner presentations from Canada, Pakistan and Philippines.

#### **Hincks-Dellcrest, Canada**

Ms. Rochelle Fine, Hincks-Dellcrest, Canada, took us through a tour of the different countries in which they had used the Calendars, and the various reactions and outcomes. Apart from Asia, the Calendar has spread to parts of Africa and South America. She noted certain perceptible trends, such as more fathers becoming interested in parenting issues. There have been positive responses to the Calendar from different parenting environments and language groups. Some organisations saw the LTPC training as a one-time event and not as an ongoing process. However, on the whole, parents are becoming more communicative, and understand child development better. In Peru, the training had an impact on gender sensitivity. In Burkina Faso, it was felt that there was not enough time for training as programmes were already in place. In many countries it was found that the parents themselves had not been parented properly. The tool has been adapted in the various regions based on indigenous needs.

#### **Pakistan**

Dr M. Qamar-Ul-Hassan of the Pakistan Institute of Learning (PIL) enlightened the participants on how they had used the LTPC for a research project and had studied young mothers who had been exposed to the Calendar (Birth - 3 Years). It was observed that the mothers' confidence in child rearing had increased, and they were less anxious as a result of the new knowledge. The pre-natal and post-natal age-appropriate messages in the LTPC had helped to reduce maternal stress.

Lady health workers in Pakistan have consequently been able to take the programme forward with sustained support from the Master Trainers. The continuous training of mothers along with ready acceptance by the husbands and elders has contributed to the success of the programme.

The book *Good Beginnings* has been translated into Urdu as support material.

The Pakistan team plans to develop a network of NGOs in the field of maternal and child health, and make the LTP parenting initiative readily accessible to all through its introduction in schools and community centres. It also plans to introduce the LTPC into the Nursing curriculum to help take it forward at the local level.

In closing, Dr Hassan shared a 20-minute video developed by the training team based on the LTPC (Birth - 3 Years), to emphasise the versatility and adaptability of the programme using different approaches and teaching systems.

### **Philippines**

Ms. Prescilla Maddela, Aldersgate College, Philippines began by noting that the LTP programme was the first of its kind in the country. She then presented her observations of working with the programme at the College.

The institution had approached parents through the Methodist Church Workers Organisation, teachers and nurses. The spirit of the programme has been well understood, as shown by the fact that parents brought their babies to the training sessions. One of the most successful methods of training has been the 'Crying Sessions', where mothers were able to talk about and share their parenting experiences. This served as a catalyst in helping them to see the importance and need for positive parenting. Many also saw that they could make a difference as grandparents. The emphasis placed on the role of fathers was also commended.

The Calendars have been translated into different local dialects and are being used across various socio-economic groups. The programme has also been incorporated into the College curriculum, with the introduction of Parenting as a subject for nursery teachers' training.

Prescilla concluded the presentation with some of the problems they continue to face; those of domestic violence, working mothers, fathers' non-involvement and the need to look at special needs.

## **Session II - Appreciating The Versatility Of The LTPC**

The next session was dedicated to national partner presentations, showcasing the multifarious settings and parenting environments in which the LTPC has been used in India. This was depicted by a Banyan Tree, reaching out with new roots to each setting, and strengthening the core programme. All the national partners present highlighted the versatility of the tool and the ease with which it can be used.

### **Applying The LTPC In Multifarious Environments**

#### **Migrant Workers:**

Ms. Nirmala Hiremath, Mobile Crèches, Pune, presented her experiences with staff training using the LTPC. She traced the history of the partnership and translation of the Calendar into Marathi. She highlighted the unique problems of migrant workers, such as being uprooted from their homes, alienation from their culture and language, uncertain futures, pre-occupation with work and lack of educational opportunities for their children. The training helped to enlighten staff and reach out to mothers through the pictures, giving them a better understanding of their children. The improvement in staff attitude and reinforcement of knowledge helped in boosting interaction with the community.

#### **Street Children:**

Ms. Chandana, Association for Promoting Social Action (APSA), Bangalore, presented 2 LTP projects undertaken by the organisation. The first, working with street parents, had a positive impact on the parents' lives and choices they made towards settling down and sending children to school. The second, working with adolescent girls in their Rescue Home, similarly had a positive impact. After the parenting skills programme, the girls were more confident and positive of family situations and eager to take the messages forward in their communities.

#### **Tsunami Victims:**

Mr. Amir Khan, Community Health Cell (CHC), Bangalore, noted that this particular group clearly brought out the concept of community parenting. Because of a sudden disaster, and a complete uprooting of people's lifestyle and livelihood, the community as a whole understood the need to take on a parenting role. They also had to come to terms with their changing roles as receivers of aid and education. He noted that the LTP

programme has been very effective in delineating the need and means for "Parenting by the Community".

#### **Tribal Communities:**

Tribal communities are considered as a separate entity as they are largely isolated and do not have access to most facilities. Sr. Tina from Holy Cross Convent, Kollegal, noted that after the LTPC training, workers readily took the messages forward to the community. The care-givers found it easy to convey messages to parents using the tool. The initiative resulted in positive feedback from expectant and post-natal mothers, and led to the empowerment of tribal girls in the area. Primary school teachers in the Chamrajanagar district also benefited from the programme.

#### **Commercial Sex Workers:**

Ms. Nirmala Hiremath, representing Swadhar, Pune, spoke of the organisation's experiences working in this field. She noted that children of commercial sex workers, including those below 3, were more readily accepted in the crèches after the training, as the staff understood the importance of nurture in the early years. She said that the next step would be to educate the mothers directly on good parenting. She also pointed out the need for a night shelter for these children, who are otherwise forced to stay in the work place of the parent, as well as Day Care services.

#### **Community Crèches:**

Dr. Anandalakshmy, representing Self Employed Women's Association (SEWA), began with an introduction to the organisation and movement, which has significantly contributed to women's self-empowerment. The organisation represents over 28 different occupations in the formal and informal sector, and each of the women play a parenting role in one form or another. The shared positive feedback from the group was the simplicity and universality of the tool, and effective messages of parenting and love. SEWA was eager to take the programme forward on a large scale through its collective strength.

#### **Child Development Professionals:**

Ms. Nalini Chugani, Indian Association for Preschool Education (IAPE), Mumbai, highlighted that IAPE mainly addressed preschool teachers, and had so far been relatively unsuccessful in their efforts to reach out to parents. She noted that the LTPC has been of great assistance to them in

this endeavour. The pictorial support given in the Calendars was academically oriented, yet simple and age-appropriate. It thereby helped them to reach out to parents as partners and not as professionals. The teachers also found it easier to deal with parents using the tool due to its simplicity and versatility in different parenting environments. The training was offered to various professionals, including child development specialists, medical practitioners and councilors. IAPE now plans to take the programme forward to parents and teachers through PTAs.

#### **NGOs In Mumbai:**

Ms. Devika Mahadevan, Mobile Crèches, Mumbai, represented the organisation as well as 6 other trained NGOs working in Mumbai slums. She noted that the tool was very effective in reaching out to the community at large, and has helped many NGOs working with children. The tool was logical, user-friendly and identified with the culture of the community. It made care-givers re-think old ideas and practices, such as superstitions, and understand new concepts, such as the importance of sand play and stranger anxiety. The Calendar helped parents and care-givers to assess the child's growth and development, and understand milestones.

#### **Homeless Families:**

Ms. Hema Srinivas, Saranga Trust, Bangalore, trained and worked with this deprived section of society who faced constant displacement, had no access to public facilities or any permanent relationships. She noted that the new inputs were beneficial and an eye-opener for many in the group.

Dr Jayam, VICH, concluded the session by reporting on the use of the tool in her hospital. She re-emphasised the versatility of the tool in any setting, and for any age.

#### **Augmenting & Adding Value To The LTPC**

The BMRF team shared their experiences of working with the LTPC, highlighting the additional tools and programmes developed in India over the years.

#### **Adapting To Different Cultural Environments & Working With Government Programmes:**

Maya gave an overview of working with the Government and the various adaptations to the Calendar based on different cultural and parenting

environments. These include regional language translations of the LTPC, adaptation of the Calendar pictures by the Maharashtra Government, as well as support materials, such as stories, songs and training strategies.

#### **Activities In Crèche & Pre-School:**

Ms. Ambika Sen illustrated the implementation of the LTPC in the Bala Mandir crèche and pre-school through various games and activities. She also outlined the development of a Toy Manual and a Home Visitors Programme.

#### **Attracting Children In Institutions:**

Hema highlighted the uses of the tool with specific regard to the institutionalised child:

- To help care-givers understand child development needs.
- To help adolescents understand their own childhood traumas and the process of healing.
- To prepare adolescents in life skills through use of the LTPC as a parental readiness tool.

#### **Accentuating The Importance Of Health & Nutrition:**

Indu talked about the importance of child health and nutrition awareness. She used the SPRUC concept to make the rules easy to remember:

- Children should be allowed to feed themselves, and be treated with respect.
- The physical aspects of serving and displaying the food should be attractive.
- The children should be in a happy frame of mind while they eat.
- The care-giver should have an understanding of the basic food groups and a balanced diet. Children should understand that they cannot thrive on junk food.
- Communication during feeding is very important.

The same norms also apply to health and hygiene.

#### **Adapting The Calendar For Disability:**

Ms. Usha Ramakrishnan detailed the thinking behind the development of the Adapted Learning Through Play Calendar (ADLTPC). She emphasised the need to empower parents, and soften the approach of the professionals involved. She also highlighted the basic differences in children's development.

#### **Accepting The Value Of The Tool:**

Ms. Usha Rani of Association of People with Disability (APD), Bangalore, shared the positive experiences and outcomes of using the ADLTC in her institution.

## **Day 2 - 08 March 2007**

### **Session III - Approaching Parenting Through The Life Cycle**

Session III focused on gender roles and the Life Cycle approach to parenting.

#### **Anticipating and Articulating Concerns on Gender Roles**

Ms. Lakshmi Krishnamurti and Dr. Anandalakshmy lead an open, informal dialogue on gender roles and issues, highlighting concerns and inviting comments from participants.

Lakshmi began with a striking observation that today children have separate 'girlhoods' and 'boyhoods'. Society stamps specific roles on the two genders from an early age, leading to a great deal of expectations and 'cultural baggage' that is often misinterpreted as tradition.

Anandalakshmy pointed out that all human beings have both a masculine and feminine side, and one's behaviour is dependant on the relative proportions of the two. A well-balanced human being will rank highly on both masculinity and femininity. She pointed out that gender roles are often pre-assigned to children in subtle ways from an early age, barring them from being themselves. Adults are caught up on instructing children, rather than listening to them, supporting them or allowing them to be spontaneous.

Ms. Veena Mistri, a guest participant, observed that sadly many care-givers have themselves been abused as children, and simply 'pass it on'. We have to develop a sensitivity to children and their problems. Many other thoughts, ideas and feelings were openly discussed during the session.

Further discussions looked at a new perspective to SPRUC:

S - Sense of Self - Differences in expression and emotion.

P - Physical - Differences in feeding practices, physical activity, showing of affection, etc.

More often than not, boys and girls are brought up according to a fixed 'universal' masculine or feminine role, rather than a human role in society. Parents believe that children are comforted and develop a sense of importance from doing what they are told to do.

Social class is a stigma from as early as the pre-school years and plays a significant role in making or breaking a child's self-confidence.

R - Relationships - Relationships with parents and between siblings are typically stereo typed from childhood.

The concept of "Parayadhan / Kanyadaan" for instance is indoctrinated in girls from childhood. (This is an Indian cultural concept whereby the girl is looked upon as a "gift" to her in-laws).

The girl is rarely allowed to be her true self and express her thoughts, talents and potential unless they come within the accepted parameters of her gender role.

The girl is also taught to adjust and accommodate from a young age, while boys are catered to.

Talk of gender equality often reduces people's comfort zone and is thus evaded.

Women are typically expected to be multi tasking, between home and work, while men are expected to be the money earners, focusing on one to the exclusion of the other.

Children are similarly expected to conform to a 'preferred' social type i.e. social and out-going. Those who prefer to be on their own are branded as 'loners' and shunned.

Children are always taught to be leaders, never good followers.

Due to an over-whelming pressure from society to exceed, parents only think of the child's future, never the present.

In all this, the father's role in parenting gets diminished to little beyond that of an authority figure.

### **Appraising The Life Cycle Approach To Parenting**

Maya lead the next part of the session on the Life Cycle approach to parenting. She began by noting that parenting goes well beyond early childhood, into the primary school years and adolescence.

Ms. Lakshmi Gopal took the participants through the Calendar, highlighting the gender messages conveyed at each stage. The LTPC

pictures and messages show that children should be exposed to the simple facts of life and basic sex education from childhood, and parents should be sensitised to their roles.

Hema shared the details of a Primary School programme in Bangalore, where the ADLTPC is being used to help bridge development gaps, and help parents and teachers cope better with children. A similar project is being run concurrently in Chennai with the LTPC to help parents and teachers understand:

- Age-appropriate development of children at the entry point into formal schooling i.e. Std. I.
- How to handle development gaps or learning delays, arising out of external factors or lack of opportunity and stimuli.
- The usage of the tool by Kindergarten teachers to understand and evaluate the child's school readiness.

Maya concluded the session by sharing her experiences of working with adolescents in Bala Mandir, noting that adjusting to their perceptions was the greatest challenge. She informed the participants that the Flash Cards prepared, based on SPRUC, were currently being re-drawn, and would soon be available as a tool for "Parenting Adolescents" and "Adolescent Parenting".

## **Session IV**

### **Assuring The Care-Giver & Empowering The Adults**

Usha explained the need and means for providing support to the care-giver so as to empower them in their work. She expanded on the nuances of "being" as against "knowing". The care-giver has to experience good parenting herself before she can parent a child. Harmony and a conducive environment are both important factors, which should be emphasised during training. Everyone should be encouraged to share their knowledge, and show appreciation and encouragement towards others.

The talk was followed by a participatory exercise where each group was given a case study to discuss. There were 4 case studies in total, looking at the areas of Sense of Self, Relationships and Communication. It was interesting to note that each group preferred to express the issues through role-plays.

## \* [Appendix 3 - Role-plays](#)

**Day 3 - 09 March 2007**

### **Session V - Attaching Importance To School Readiness**

The last day was dedicated to the issue of School Readiness and the age when children begin formal schooling. At present, there is a gap between theory and practice.

#### **Accepting Problems Of Schooling & Amending The Theories Of Child Education**

Ms. Sumitra Gautama set the trend for the day's thinking on preparing the child for school. She pointed out that schools had to be sensitive to children's needs in their cultural context, and allow them to take responsibility. School is where children learn to interface with adults and work in cooperation with their peers. She reminded the participants that fantasy was an important factor in children's lives and helped to develop resilience and resourcefulness. She also emphasised that the emotional behaviour of the children had to be properly dealt with, with understanding. Lastly, she noted that children should be made conscious of ecology, and be sensitive to the environment with a sense of collective ownership and responsibility.

#### **The Canada Experience**

Rochelle enlightened the participants on the schooling experience in Canada. She gave her own perspective on the concept of School Readiness, touching upon the child's preparedness, sense of self, confidence, living skills and routines, among others.

#### **Agreeing On Activities & Methodologies LTPC 3 - 6 Years Including Group Work**

Ms. Prema Daniel presented her experiences of dealing with the 3 - 6 age group. She took the participants through the challenging task of identifying School Readiness activities in a linear way through the Learning Through Play Calendar.

## \* [Appendix 4 - School Readiness](#)

## **Accommodating The Primary School Child Including Group Discussions**

Ms. Anne Panghat & Ms. Hema Srinivas extended the discussion to include the Primary School child. They presented their observations on the pilot project on SPRUC for the Primary School child, based on the ADLPTC, aimed at bridging gaps in the development sequence of children. They noted that teacher interaction, and awareness on the part of the authorities on the needs of the child helped in the success of the programme. They shared details of their experiences and the enthusiastic feedback and response received from the teachers, as well as the positive effect of the programme on the parents.

## **Session VI - Advocating Good Parenting Practices - Planning & Evaluation**

### **Closing Remarks**

Rochelle conveyed her gratitude and satisfaction at the Conference proceedings on behalf of Hincks-Dellcrest.

Anandalakshmy's closing remarks focused on assessing the impact of the LTPC in India, with peer group participation. She noted that there is a need to collate evidence-based data on the LTPC project, and India would like to introduce a Tracer Study to assess the impact and success of the programme. She added the need for a peer evaluation of projects and programmes, which would be both a learning and tracking exercise, and which could form the basis of a more elaborate study.

Maya, in summation, endorsed Anandalakshmy's remarks and thanked Hincks-Dellcrest as well as the South Asia and India partners for their participation in the Conference, which was a positive learning and sharing experience for all. She noted that the Conference marked the completion of a decade of work by Bala Mandir with the LTPC, and endorsed the need for further expansion and linkages to take it forward over the next decade.

-----

## Appendix 1 – Introductory Game

Participants requested to stand up, identifying with specific phrases in the story as it is being read, to facilitate getting to know each other.

### The Village Fair

The village fair was on for three days. There were a number of people participating. The \*organisers had to identify and get to know everyone, in case they asked for help.

First of all, all the boards were in Tamil only. Many \*could not read Tamil. There was a big crowd.

The entrance was jammed. So someone suggested that \*all those under 40 years of age go in first, while \*those above 40 wait their turn. Everyone did not agree. So they said, all \*those who are grandparents should go first. But there was confusion, as there was a suggestion that \*parents with only daughters should also go first. But what about \*parents with only sons? That left out \*those with both sons and daughters. Or \*those with no children of their own, but were parents for all children. It was too difficult.

The best solution was to say that all \*those whose first names started with the letters of the alphabet up to L are in the first batch, while \*those whose names were between M & Z should be in the second batch. Or even that if they were \*born between January and June, they were in the first batch, and \*those born between July and December would be second.

When they finally went in, there was a magic tent where the magician spoke only in Hindi. Only \*those who understood Hindi could go in. The winners would be given a trip to Mauritius for two days and two nights. But some were not interested as they \*did not enjoy traveling. But of course \*they loved the chocolates that they could buy.

Those waiting outside got hungry, and were looking for a \*vegetarian place to eat, as there were very few \*non-vegetarians. \*Some preferred Chinese food while others \*opted for South Indian food. But the \*doctors in the group objected as they had seen the kitchen and did not accept the level of hygiene in many of the eating places.

As they were going to eat, they found a lost child who could not talk clearly. Many said they had *\*worked with children with special needs*, and could handle her. Others felt that she had come from a village and they *\*were familiar with the rural scene*. They found out that her mother was working in the nearby site as an unskilled labourer, and the girl was in a programme that *\*looked after working mothers' children*. By this time all *\*those who carried cell phones* started ringing up their friends to sort out the child.

But the people could not talk much to each other, as the music was too loud, and moreover, was from the *\*films, and they did not like it*. They *\*liked only classical music*. But some others were used to *\*working with children in difficult circumstances*, and were game for anything. But there were many *\*who loved to dance!* And they started swaying to the music.

There were a few who had their own *\*special characteristics* which did not put them in any category. They wanted to tell others about themselves.

But it was an interesting fair, and by the time they finished, they knew quite a bit about each other. *\*Everyone* was happy.

-----

## **Appendix 2 - Seating Arrangements**

The seating arrangements during the conference were planned in a group-wise manner, with a specific colour for each group. Participants were allocated to each group to ensure that each group had a representative mix of people, including a senior member who had been with the LTP project since its inception in India, one that had worked with the ADLTPC, one member of the BMRF team, an ECCD consultant as well as potential and on-going partner representatives. This provided for a more thorough understanding of the LTPC during group activities and discussions. Some of the specific outcomes of this arrangement were as follows:

- The senior-most group leader was able to help others understand how the Kolam was used to depict Brain networking, when discussing and sharing innovative methodologies.
- The presence of one person in each group who had worked with the ADLTPC helped the rest of the group to fully understand its methodology and effectiveness.
- Role-play situations were discussed and enacted group-wise on Day II.
- Participants enjoyed getting to know each other and were very much at ease working together by the second day.

-----

### **Appendix 3 - Role-plays**

#### **Role-play Situation I**

Kamala and Suresh live in a city in the south of India. Kamala is 34 years old, has studied up to her first year of college and is a homemaker. Suresh is 40 years old. He works in a private firm at a clerical level.

They have 2 children, Leela who is 6 years old and Shyam who is 9. Leela attends a special school. Her mother escorts her to school and back, and assists her in her eating, dressing and homework as her hand function is limited.

Kamala's parents-in-law are of the opinion that she is neglecting her duties as a wife and mother and is busy spending time only with her special child. Often Suresh has to help in the kitchen. His parents feel that he is too soft, does not get his wife's attention, and the couple are wasting their time and money on a child who "won't become normal, why expose her and the family to social attention and pity, and spend time and money", and loudly voice their disapproval.

Shyam studies well in the local school in the fourth standard. He often gets upset as he feels his parents spend all their time with his sister, and do not bother about him.

Leela hears this day in and day out and is becoming more quiet and passive, and becoming very difficult to look after.

How can Kamala and Suresh resolve this issue?

Where do S & R play a role here for the parents and children?

### **Role-play Situation II**

Parents have a modest combined income and both are forced to work to pay off some debts. They want their only child to become an Engineer. They send him to an expensive school and are paying a lot as fees. They send him for special coaching classes, but he is left to fend for himself.

Two months before the board exams, he achieves marks averaging 91%, and the parents are overjoyed and very proud of him. They throw a party for their close relatives. But the next day they receive a letter from the school that their son Raju has been barred from taking the board exam as he was caught cheating in the exam! The boy does not come home at the usual time.

What could have led to this?

How should the parents deal with this situation?

### **Role-play Situation III**

Kumar and his wife Devi live in a small one room tenement. Kumar comes home one evening and shouts at his wife asking for money. He is already intoxicated. He says "give me the money just now". When she protests, he shouts "I'll be back in half an hour. If you don't have the money, I will kill you"! She protests but grumbles to herself.

Little Raju who is eight years old and is playing by himself in a corner, also shouts "Give me money just now for a bat and ball. Otherwise I will kill you"!

What should the mother do?

### **Role-play Situation IV**

It was a grand wedding. Everyone was dressed up and busy bustling about. There was laughter, music, dancing, heady smell of flowers and fabulous food in a beautifully decorated venue.

Little Mona, five years old, runs to her mother Uma who is chatting with friends, distributing sweets and displaying some jewellery.

She giggled and announced loudly "Ma, Somu uncle tickled me in all places, especially here" and pulled down her panties. "He told me not to tell anyone".

The group watches in horror. Uma is shocked, but hushes Mona saying "Be quiet. He's your uncle, don't say anything". She laughs in an embarrassed manner and tells her friends "Children can be difficult sometimes. Somu is my husband's own brother".

How has Uma handled it?

How does it reflect her SPRUC?

-----

## Appendix 4 – School Readiness

### Personal Development – Sense of Self

Birth – 3 Years	3 – 6 Years
<p><b>18 – 24 months – Sense of Self:</b> I like to do things by myself. I will slowly improve if you give me a chance.</p> <p><b>2 – 2½ years – Picture 1:</b> Children get frustrated and act out their feelings. Give them the words to tell you how they feel.</p> <p><b>2 – 2½ years – Sense of Self:</b> I feel respected when I can have things I can call my own.</p> <p><b>2½ – 3 years – Understanding:</b> Routines help me understand the pattern of the day. Please tell me what will happen next.</p>	<p><b>Y – 3 year old – Picture 1:</b> Children need opportunities to learn to do things for themselves.</p> <p><b>O – 3 year old – Picture 1:</b> Children enjoy 'helping' parents around the house. They are practicing for future responsibilities.</p> <p><b>Y – 4 year old – Picture 3:</b> Routine helps children feel safe and secure because they know what to expect.</p> <p><b>Y – 5 year old – Picture 1:</b> Children feel they are an important part of the family when they are responsible for a few simple jobs.</p> <p><b>Y – 5 year old – Sense of Self:</b> When you say I have done something well, I want to do it again.</p> <p><b>O – 5 year old – Picture 1:</b> Children have a right to say 'No' when they feel uncomfortable. Adults need to respect this.</p>

## Physical Development - Gross Motor

Birth - 3 Years	3 - 6 Years
<p><b>18 - 24 months - Picture 3:</b> Children are practicing to control their actions by jumping, pushing and pulling.</p> <p><b>18 - 24 months - Physical:</b> I am very active now! Help me to find good ways to use energy.</p> <p><b>2 - 2½ years - Physical:</b> I want to do many new things, but I don't always know what is safe. Help me to learn.</p>	<p><b>Y - 3 year old - Physical:</b> I need to practice climbing and jumping in a safe place</p> <p><b>O - 4 year old - Physical:</b> I have a lot of energy. I need to play outside every day.</p>
Physical - Fine Motor - Birth - 3 Years	Pre-Writing Skills - 3 - 6 Years
<p><b>13 - 18 months - Physical:</b> I am learning to control my fingers so I can make marks on paper.</p> <p><b>18 - 24 months - Picture 2:</b> Children are curious about how things work. Pouring, mixing and building introduce them to science.</p> <p><b>2½ - 3 years - Physical:</b> The more I use my hands and fingers in different ways, the easier tasks become.</p>	<p><b>O - 3 year old - Picture 2:</b> Children are beginning to learn skills they will need for school.</p> <p><b>Y - 4 year old - Physical:</b> Drawing helps me develop the skills I will need to learn to write.</p> <p><b>Y - 5 year old - Physical:</b> Building is fun! I am learning to use my muscles in different ways.</p> <p><b>O - 5 year old - Physical:</b> Crafts help me develop control of my hands and fingers.</p>

## Social Development / Relationships

Birth - 3 Years	3 - 6 Years
<p><b>8 - 13 months - Sense of Self:</b> I am learning to care for others as you have cared for me.</p> <p><b>18 - 24 months - Relationships:</b> Playing with you helps me learn how to play with others.</p> <p><b>2½ - 3 years - Picture 1:</b> Imitating adults helps children begin to understand relationships.</p> <p><b>2½ - 3 years - Relationships:</b> I like to play near other children, but I am not able to share yet.</p>	<p><b>O - 3 year old - Relationships:</b> It's hard to wait for my turn but I'm learning.</p> <p><b>Y - 4 year old - Relationships:</b> I'm happy my mother helped me invite my friends to play.</p> <p><b>O - 4 year old - Picture 2:</b> When parents play easy games with their children, they are helping them learn how to cooperate.</p> <p><b>Y - 5 year old - Picture 3:</b> Children need to be reminded about rules and how to behave in different situations.</p> <p><b>Y - 5 year old - Relationships:</b> Let me try to find a way to solve my problems before you help.</p>

## Pre-Reading Skills / Understanding

Birth - 3 Years	3 - 6 Years
<p><b>13 - 18 months - Understanding:</b> Playing with blocks helps me to learn about shapes and sizes. I'll need that later for math and reading.</p> <p><b>2½ - 3 years - Picture 3:</b> Helping children to notice small differences is a step in learning to read.</p>	<p><b>Y - 3 year old - Picture 3:</b> Sharing books with children inspires the love of reading.</p> <p><b>Y - 3 year old - Understanding:</b> When I play matching games it helps me prepare for reading.</p> <p><b>O - 5 year old - Picture 3:</b> When parents listen, children learn how to tell a story from the beginning to the end.</p>

## Language Development / Communication

Birth - 3 Years	3 - 6 Years
<p><b>Birth - 2 months - Communication:</b> I try to smile and make sounds when I see your face and hear your voice.</p> <p><b>2 - 5 months - Picture 2:</b> Babies enjoy trying to imitate your sounds and smiles.</p> <p><b>2 - 5 months - Relationships:</b> Talk to me about what's happening. It will help me to use more words when I start talking.</p> <p><b>5 - 8 months - Communication:</b> I don't understand many words but I'm learning by imitating your sounds.</p> <p><b>8 - 13 months - Communication:</b> I learn the meaning of words as you name objects over and over again.</p> <p><b>13 - 18 months - Communication:</b> Looking at books with you gives me the chance to try and say words.</p> <p><b>18 - 24 months - Communication:</b> Let's sing together. It helps me to learn words, feelings and rhythm. It's fun!</p> <p><b>2 - 2½ years - Picture 1:</b> Children get frustrated and act out their feelings. Give them the words to tell you how they feel.</p> <p><b>2 - 2½ years - Communication:</b> I can say a few words. Help me learn more.</p> <p><b>2½ - 3 years - Communication:</b></p>	<p><b>Y - 3 year old - Picture 3:</b> Sharing books with children inspires the love of reading.</p> <p><b>Y - 3 year old - Communication:</b> I learn new words when we share stories together in your language.</p> <p><b>O - 3 year old - Communication:</b> Look mom! I got everything you asked for! I'm remembering to do more than one thing at a time.</p> <p><b>Y - 4 year old - Picture 1:</b> Children are curious about all body parts and should learn their correct names.</p> <p><b>Y - 4 year old - Picture 2:</b> Children need our help to find the right words to express their strong feelings.</p> <p><b>Y - 4 year old - Communication:</b> Playing with adults helps me learn to talk about my ideas.</p> <p><b>O - 4 year old - Picture 3:</b> For safety reasons, children should be taught their first and last names, address, and phone number.</p> <p><b>O - 4 year old - Communication:</b> I love to sing, rhyme, and have fun with words.</p> <p><b>Y - 5 year old - Communication:</b> I can take and give short messages.</p> <p><b>O - 5 year old - Picture 3:</b></p>

I love to hear the same story many times. Soon, I'll be able to tell it to you.

When parents listen, children learn how to tell a story from the beginning to the end.

**Y - 5 year old - Communication:**  
Sharing jokes and riddles is a fun way to learn language.

-----END-----