



# RISE II FLIPBOOK FOR CAREGIVER WORKSHOPS



**Save the Children**

Save the Children in partnership with the Autonomous Bougainville Government and Government of Papua New Guinea and supported by the Australian Government.

**A GUIDE FOR  
ELEMENTARY SCHOOLS**

**RISE**  
RAPIDLY IMPROVING  
STANDARDS IN ELEMENTARY

Produced for Papua New Guinea under the  
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## WORKSHOP FORMAT IN 4 STEPS:

TIME	ACTIVITY	DESCRIPTION
 <p><b>STEP 1</b> <b>10</b> <b>MINUTES</b></p>	<p><b>WELCOME AND REFLECTION</b></p>	<ol style="list-style-type: none"> <li>Welcome and prayer.</li> <li>Show the Flipbook page of the last session: <ul style="list-style-type: none"> <li>What did we learn last time?</li> </ul> </li> <li>Ask caregivers: <ul style="list-style-type: none"> <li>Which activities did you practice from our last session?</li> <li>Did you change any of the activities or make up a new activity that went well?</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>Which activity did your children enjoy the most? Why?</li> <li>What was the most difficult activity? Does anyone have a way to help?</li> </ul>
 <p><b>STEP 2</b> <b>20</b> <b>MINUTES</b></p>	<p><b>TALK ABOUT THE PICTURE, KEY MESSAGES AND ACTIVITY</b></p>	<ol style="list-style-type: none"> <li>Ask caregivers: <ul style="list-style-type: none"> <li>What is happening in the picture?</li> </ul> </li> <li>Discuss the questions in the session.</li> <li>Explain the activity and skills they will practice.</li> <li>Demonstrate the activity with the help of a volunteer.</li> </ol>
 <p><b>STEP 3</b> <b>20</b> <b>MINUTES</b></p>	<p><b>PRACTICE</b></p>	<ol style="list-style-type: none"> <li>Caregivers practice the activity with their children or other participants.</li> <li>Ask caregivers: <ul style="list-style-type: none"> <li>Which other activities can you do with your children?</li> </ul> </li> </ol>
 <p><b>STEP 4</b> <b>10</b> <b>MINUTES</b></p>	<p><b>REVIEW, COMMITMENT AND BORROW A BOOK</b></p>	<ol style="list-style-type: none"> <li>Ask caregivers: <ul style="list-style-type: none"> <li>What did we learn today?</li> <li>Do you have any questions or comments?</li> </ul> </li> <li>Ask caregivers to talk in pairs and then share with the whole group: <ul style="list-style-type: none"> <li>Will you practice today's activities with your children at home? Which ones?</li> </ul> </li> <li>List the activities which caregivers said they would do and revise the key messages from the session.</li> <li>Tell them when and where the next session is. Thank them.</li> <li>Invite them to borrow a book from the Book Bank for their family.</li> </ol>

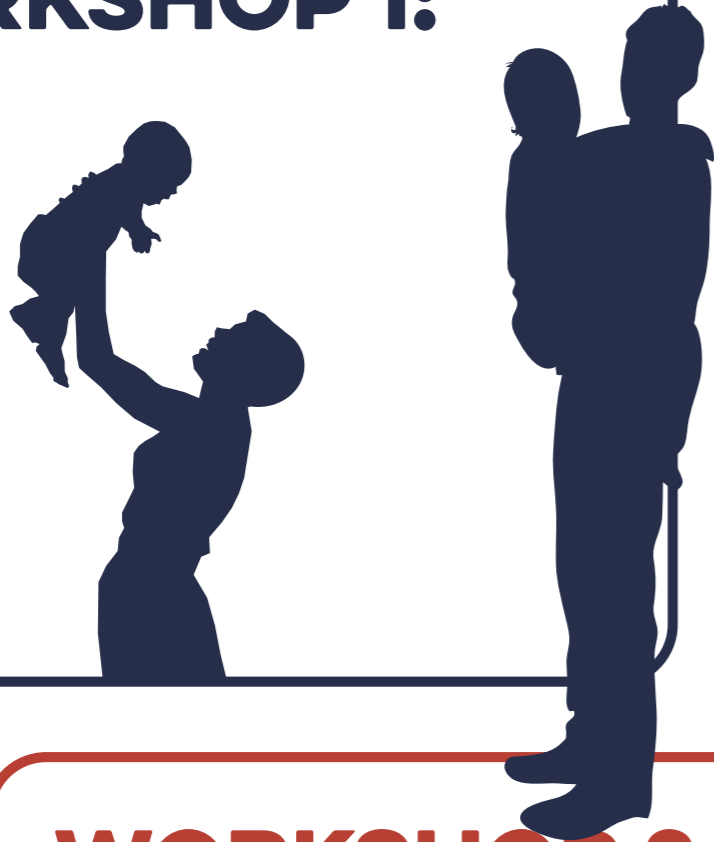


## MATERIALS:

Bring the Flipbook, Book Bank, Book Borrowing Form and Caregiver Workshop Attendance Form to each session.

### WORKSHOP 1:

- None



### WORKSHOP 2:

- Plastic bags or bilums (one per caregiver)
- 5 small objects for each caregiver (sticks, leaves, flowers, coins, stones, matches, seeds, leaves, bottle caps). They do not need to have the same objects.



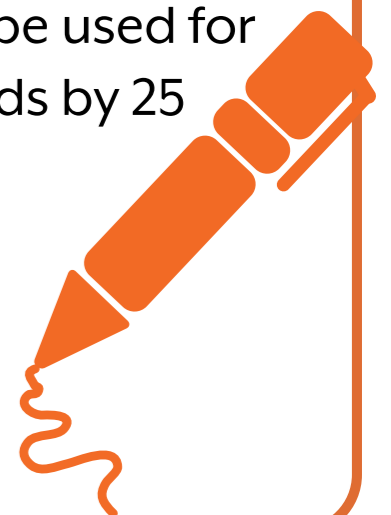
### WORKSHOP 3:

- Plastic bags or bilums (one per caregiver)
- Variety of small items that can be found locally – a sufficient number to have 4 per caregiver (caregivers do not have to have the same 4 items). Objects can be similar to those used in workshop 2 or can include any abundant and cheap household items like spoons, combs, etc.



### WORKSHOP 4:

- Materials that can be used for making picture cards by 25 people, like cardboard, paper and coloured markers.





## MATERIALS:

Bring the Flipbook, Book Bank, Book Borrowing Form and Caregiver Workshop Attendance Form to each session.

### WORKSHOP 5:

- None



### WORKSHOP 6:

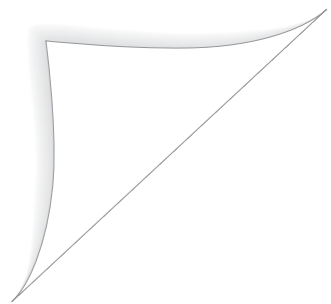
- A collection of materials used for everyday activities that caregivers can use for their role plays: pots, basin or bucket, soap, broom, farming or gardening tools, a variety of fruits, and vegetables etc.



### WORKSHOP 7:

- Materials that can be used for book-making by 25 people: cardboard, paper, nail, string, scissors, markers of different colours.
- Sample book from Book Bank, word-picture cards, letter-picture puzzles, letter flash cards (from elementary school if needed) to be used in the workshop.
- If available: glue, old calendars/magazines/newspapers.





## MATERIALS:

Bring the Flipbook, Book Bank, Book Borrowing Form and Caregiver Workshop Attendance Form to each session.

### WORKSHOP 8:

- RISE child protection materials for parents



### WORKSHOP 9:

- RISE flyers for parents



### WORKSHOP 10:

- RISE COVID flyers for parents



# WORKSHOP 1: CHILD DEVELOPMENT AND THE ROLE OF CAREGIVERS

## 1. WELCOME AND PRAYER

## 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- What do you see in the picture?
- How do you think play helps children?
- Think about children you know. What are they like at each stage? What are some of the things you notice them doing? How do they learn to do these things?
- What are some of the things you have taught your children? How? At what age?

## KEY MESSAGES

**SAY:** Children are learning from the time they are born. Even when a child cannot yet talk or walk, they are learning by listening, watching and copying. We can support children's learning by talking and listening to our children from the time they are born.

Young children learn a lot through play.

- Children's brains develop the most in the first 5 years of life.
- Children spend only a few hours in school every day. Most of a child's time is spent outside school, so we are their most important teachers.

## 3. PRACTICE

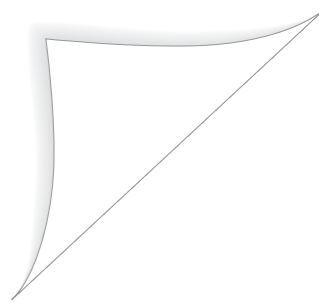
Explore books together (Caregiver and Child)

- 1. SAY:** One way you can support your child is to read books with them every day. Even if you cannot read, you can use the pictures. This will teach the child that books are interesting and make them want to read more. Children who read at home have better learning outcomes in school.
- 2. DO:** Each caregiver and their child will choose a book from the Book Bank and read the book together: Show them:
  - The front cover and back cover
  - Pictures and writing
  - Title, author and page numbers
  - Stories or non-fiction
- 3. SAY:** Let children hold and use the books themselves.

Books should be used freely but can also be cared for (don't fold or tear pages, don't write/scribble in books, don't step on them).

Book Bank books are numbered in order. Level 1 are the easiest to read (picture books). Level 4 are the hardest, for more confident readers.
- 4.** If your family has a smartphone, we can give you a free reading app called Bloom Reader. This has all the books your child sees at school. Please see me if you want to get the app and digital library.
  - Read with your child every day.
  - Borrow a book from our book bank.
  - If your family has a smartphone, you can read from Bloom Reader.

## 4. REVIEW, COMMITMENT AND BORROW A BOOK



# WORKSHOP 1: CHILD DEVELOPMENT AND THE ROLE OF CAREGIVERS



## WORKSHOP 2: TALKING AND LISTENING – DESCRIPTIONS

### 1. WELCOME AND REFLECTION

### 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- What do you see in the picture?
- What do you talk to your child about?
- When do you talk to your child?
- What does your child like to talk about?

### KEY MESSAGES

**SAY:**

- Talking with your children is important to develop their communication skills and to help their learning.
- Listening to babies/very young children try to talk and responding to the sounds they make encourages them to learn to speak.
- Listening to your children and answering their questions encourages curiosity, increases their vocabulary and increases their confidence.
- Speaking and listening in any language is good. Children should use the language they speak at home.

### ACTIVITY

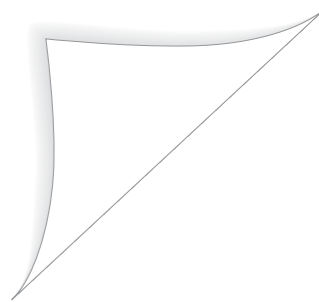
**DO:** Play What's In the Bag with a volunteer before distributing materials to caregivers.

### 3. PRACTICE

1. Give a bag with a collection of objects (sticks, stones, bottle caps, fruit, flowers, seeds, leaves) to each caregiver-child pair. Ask them to play What's In the Bag?
2. Caregivers ask children to reach into the bag and, without looking at a selected object, to describe how the object feels in as many ways as possible, and then to guess what it is. Repeat for different objects.
3. Ask caregivers to share any other games they know like this one.

### 4. REVIEW, COMMITMENT AND BORROW A BOOK

**SAY:** Play games with your children involving descriptions. Ask your child to describe their day, what they did in school each day, their friends etc.



## WORKSHOP 2: TALKING AND LISTENING - DESCRIPTIONS



# WORKSHOP 3: TELLING STORIES

## 1. WELCOME AND REFLECTION

## 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- What do you see in the picture?
- Do you ever tell stories to your child? If not, why?
- If so, which ones?
- How does your child respond?

### KEY MESSAGES:

- Children love stories, and telling children stories is one of the best ways of supporting children's reading.
- Stories introduce children to new words and phrases, and good pronunciation.
- Telling stories to children can teach them about life lessons and their culture
- Stories help children develop their imagination and feel happy.
- Children can compare their experiences to the experiences of others and talk more about their feelings and thoughts.

## ACTIVITY TIME:

**DO:** Show two activities with a volunteer. Ask caregivers to choose one to with their child.

### ACTIVITY 1: STORYTELLING

1. Model telling a short story out loud.
2. Ask: What makes a story good? [e.g. expressive voice, changing voices for different characters or to build suspense, gestures, etc.]

### ACTIVITY 2: CREATING A STORY USING OBJECTS

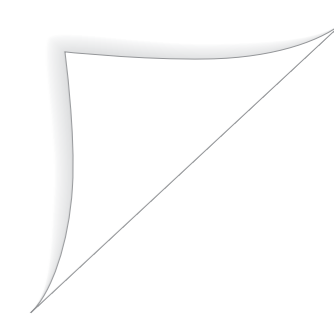
1. Caregivers ask children to reach into the bag, pull out an object, and begin to tell a story that includes the item. Then the caregiver picks another object from the bag and continues to tell the story using that item. Children and caregivers take turns in this way until there are no more items and the story is over. Then they can return all of the items back to the bag and do it again.
2. Ask caregivers to share any other story games they know like this one.

## 3. PRACTICE

**DO:** Give a bag with a collection of objects (spoons, combs, leaves, stones, shells, flowers etc.) to each caregiver-child pair and invite caregivers to choose activity 1 or activity 2 to practice with their child.

## 4. REVIEW, COMMITMENT AND BORROW A BOOK

**SAY:** We know that if a child reads a book with you at home every day, they do much better in school. Please keep borrowing books and if you have a smartphone in your family, we can give you a free reading app called Bloom Reader.



## WORKSHOP 3: TELLING STORIES



## WORKSHOP 4: IDEAS AND OPINIONS

### 1. WELCOME AND REFLECTION

### 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- What do you see in the picture?
- What do you think the children may be thinking?
- What kinds of things do your children like and dislike?
- What kinds of opinions and ideas do your children say to you?
- How do you respond to them?

### KEY MESSAGES

**SAY:**

- Children have likes and dislikes in the same way that you do.
- Children are creative and have many ideas and opinions.
- It is good for children to talk about their opinions to you. It helps to develop their speaking vocabulary and their self-esteem.

### ACTIVITY

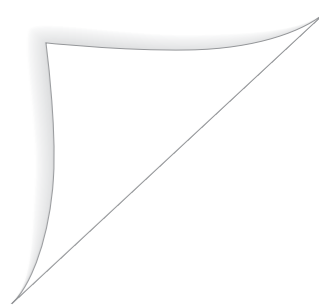
**DO:** Show the four activities with a volunteer.

### 3. PRACTICE

1. Caregivers tell their children one thing that they like and one thing that they do not like. Then they ask their children to do the same. They continue until they have each listed three things they like and three things they do not like.
2. Caregiver picks one favourite thing and explains why it is a favourite before asking the child to do the same.
3. Caregiver picks one least favourite thing and explains why it is a least favourite before asking the child to do the same.
4. Child is given a piece of cardboard and pens to draw their favourite thing on one side and least favourite thing on the other. Add a written label in the child's home language.

### 4. REVIEW, COMMITMENT AND BORROW A BOOK

**SAY:** During class we ask children lots of questions to help them develop their thinking skills. When you read with your child, remember to ask questions about the book. Did they like the story? Who as their favourite character? Which event in the story did they like best and why? Now please borrow a book to read with your child.



## WORKSHOP 4: IDEAS AND OPINIONS



# WORKSHOP 5: READING BOOKS WITH CHILDREN

## 1. WELCOME AND REFLECTION

## 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- What do you see in the picture?
- How do you think the children benefit from reading with others?
- What are the challenges?
- What are possible solutions to the challenges?

## KEY MESSAGES

**SAY:**

- Children can learn about books even before they learn how to read.
- Children want to read when they see people around them reading and when they are read to.
- Reading with your children is one of the best ways of improving their literacy skills.
- Children can read the same books over and over again.
- In RISE we found that children who read at home had much better learning outcomes in school.

## ACTIVITY

Select a Level 1 book from the Book Bank, and model a readaloud.

**SAY:**

- Sit comfortably with your child next to you or on your lap.
- Discuss the cover and ask your child to describe the picture and predict what the book might be about.
- Talk about the pictures in the book as you read.
- Change your voice for different characters or to build suspense.
- Ask your child questions as you go through the book such as: What do you think will happen next? How do you think the character feels? If you were the character, what would you do?
- Ask questions after the story: What was your favourite part? Can you tell the story to me?

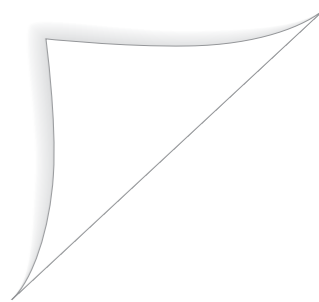
## 3. PRACTICE

Caregivers choose one book from the Book Bank to read with their children trying to follow the 6 tips.

If you have a smartphone with Bloom Reader, show them how to use Bloom Reader.

## 4. REVIEW, COMMITMENT AND BORROW A BOOK

**SAY:** Read with your child every day. If you cannot read, they can read to you. If you are busy, your child can read with an older sibling or grandparent. It will make it more special for your child if you are there too. Encourage your child to go to Reading Club, borrow books from the Book Bank to read to you, read with a Reading Buddy or to read on their own. If someone in your family has a smartphone, you can download Bloom Reader from me with lots of books.



## WORKSHOP 5: READING BOOKS WITH CHILDREN



# WORKSHOP 6: EVERYDAY ACTIVITIES AS LEARNING

## 1. WELCOME AND REFLECTION

## 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- What do you see in the picture?
- Which activities do you do every day?
- Which of these activities will your children be with you?

## KEY MESSAGES

### **SAY:**

Everyday tasks are good for teaching and learning together with your child, and they do not take any extra time.

Through discussions while doing everyday activities, children can learn new vocabulary, and practice skills like counting, adding, sorting, comparing, and re-telling events.

## ACTIVITY

**Model an everyday activity, like cooking, with a volunteer:**

- Explain the process of cooking the dish. “First, I’m going to wash the dirt off the vegetables, then I will cut them into small pieces, and finally I will put them in the pot to cook with the other ingredients. Why do you think I cut them first?”
- Talk about the source of each ingredient: “We buy rice from the market, and we grow the corn in our garden.”
- Encourage your child to describe the ingredients.
- Measure and count ingredients together.

### **ASK:**

- Are there other ways I can encouraged learning while cooking?
- Why it is important that boys and girls are treated equally when it comes to cooking, going to the market, gardening and chores?

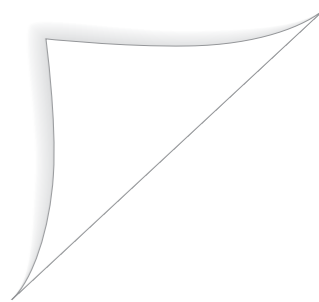
## 3. PRACTICE

Caregivers will select an everyday activity and roleplay having a conversation with your child during the activity.

## 4. REVIEW, COMMITMENT AND BORROW A BOOK

**SAY:** Think of all the daily activities you do with your children around. Use these activities to have conversations with your children and to engage your children in learning activities such as describing, sorting, counting, comparing, ordering, etc. Go for a walk with your child around the community and talk about the people, animals, plants, letters and numbers etc. that you see.

Remember that reading and talking with your child every day helps their development so they will do better in school.



## WORKSHOP 6: EVERYDAY ACTIVITIES AS LEARNING



# WORKSHOP 7: LEARNING CORNERS

## 1. WELCOME AND REFLECTION

## 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- What do you see in the picture?
- What do you think is the purpose of the materials?
- Have you ever made toys or other materials for your children?

## KEY MESSAGES

- Learning Corners are spaces in the home where children can study and play with home-made learning materials and books.
- Learning materials should be easily accessible and available for children to access throughout the day.

## ACTIVITY

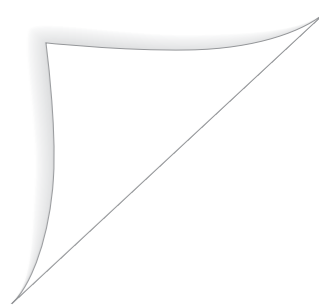
Show caregiver-child pairs a sample book while briefly explaining how it was made.

## 3. PRACTICE

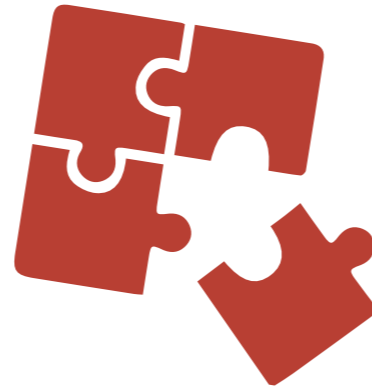
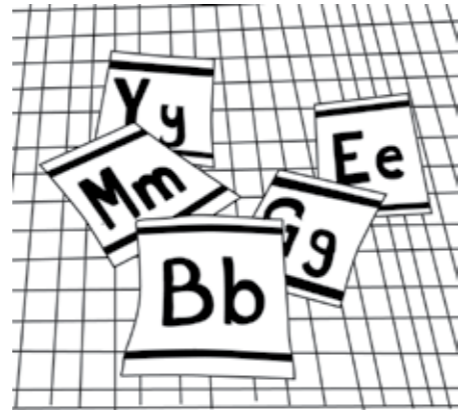
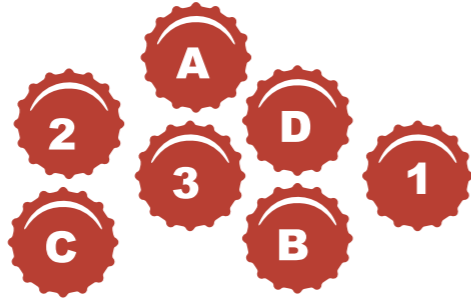
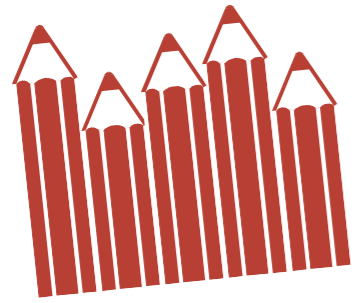
1. Caregivers together with their children will use paper/ cardboard, markers, nail (to make holes) and string (to bind the pages) to make a book. The book can be a letter book, or it can be about a theme (vegetables, animals, family, etc.).
2. Caregivers/children can share their books with each other.
3. Show samples of other Learning Corner materials (letters and numbers on bottle caps, flash cards etc.) so caregivers/children have some ideas for future material-making together.
4. Ask: What would you put in a Learning Corner for your child? Why?

## 4. REVIEW, COMMITMENT AND BORROW A BOOK

**SAY:** Give your child time to play with the Learning Corner materials every day. Remember children who read and practice at home do better in school.



# WORKSHOP 7: LEARNING CORNERS



# WORKSHOP 8: CHILD PROTECTION

## 1. WELCOME AND REFLECTION

## 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- What do you see in the pictures?
- What do you think the child is feeling?
- What do you think the adult is feeling?
- What are the consequences of child abuse?

## KEY MESSAGES

- There are five kinds of child abuse:
  - o Physical abuse (smacking, hitting, shaking)
  - o Emotional abuse (bullying, shaming, shouting)
  - o Sexual abuse (sexual touching, rape)
  - o Neglect (not providing food, shelter, cloths, medicine)
  - o Exploitation (child labour, selling a child)
- Abuse has a long-term impact on the child's development. Children have the right to live without abuse.

- Child abuse is against the law.
- Corporal punishment is banned in schools.
- It is everyone's responsibility to protect children from harm.

## ACTIVITY

**SAY:** Think of a time your child made a mistake or broke a rule in your house. Children will make mistakes.

**ASK:** How should a parent deal with child without hitting or shouting? What words would you use?

**Model a positive, non-violent way to discipline a child.**

- Listen.
- Stay calm.
- Set clear rules.
- Help the child understand the reason for the rule.
- Non-violent and safe.
- Love and care.
- Be a good role model.

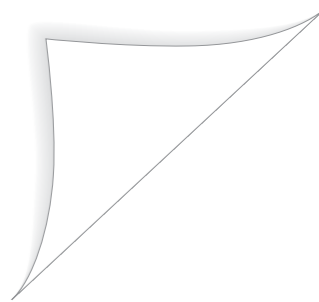
## 3. PRACTICE

Caregivers role play how to use positive parenting to help a child who made a mistake.

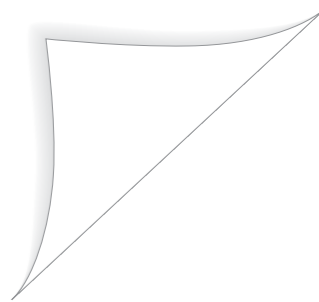
## 4. REVIEW, COMMITMENT AND BORROW A BOOK

**SAY:** If you think a child is being abused, speak to a teacher, police officer, welfare officer or child protection officer. You can get help on positive parenting from a teacher or your church. Children need love and care to develop and learn.

**Hand out the RISE child protection materials to parents.**



# WORKSHOP 8: CHILD PROTECTION



# WORKSHOP 9: COME TO SCHOOL EVERY DAY

## 1. WELCOME AND REFLECTION

## 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- What do you see in the pictures?
- What do you think the children are feeling?
- Why do you think it is important for all children to go to school?
- Why do you think some children do not come to school regularly?

## KEY MESSAGES

- Children who go to school every day learn better.
- Children who are the right age for their grade learn better.
- ECE is for four and five-year-old children. Six-year-old children should be enrolled in Preparatory grade.
- Girls, boys, abled or disabled – everyone has the right to go to school.
- Children with a disability have the right to school. The teachers are trained to help. The local Inclusive Education Resource Centre can help.

## ACTIVITY

**SAY:** Imagine you have a wantok who is not sending their child to school every day.

**ASK:** Find out what the problem is and persuade them to send their child to school every day.

**Model a role play where one parent has a child who has difficulty speaking so is not sending them to school.**

- I notice...
- What is the problem?
- It is important for them to go to school because...
- You can get help from...
- I can help...

## 3. PRACTICE

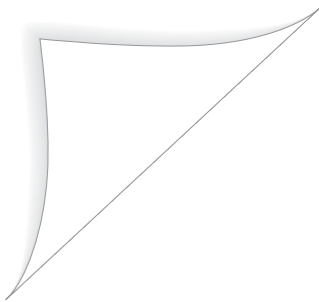
Caregivers role play how to talk to other parents about regular attendance at school.

## 4. REVIEW, COMMITMENT AND BORROW A BOOK

**SAY:** Every child should come to school every day. If your child misses days at school, they will have poorer learning outcomes. Your teacher keeps a daily attendance register.

Children with a disability have the right to go to school. Your teachers and the local Inclusive Education Resource Centre are trained to help.

**Hand out the RISE flyers to parents.**



# WORKSHOP 9: COME TO SCHOOL EVERY DAY



# WORKSHOP 10: KEEPING HEALTHY

## 1. WELCOME AND REFLECTION

## 2. TALK ABOUT THE PICTURE

**SAY:** Talk in pairs first before sharing with the group:

- Why is good health, nutrition and hygiene important for children?
- What can we do to help keep children healthy?

## KEY MESSAGES

- Children must always wash their hands with soap after going to the toilet and before eating.
- Children need clean water or coconut milk to drink.
- Make sure your children are vaccinated.
- Do not let adults or children pekpek in the bush. Always use a latrine.
- Children should always sleep under a mosquito net.
- Children who eat a healthy diet develop well and do better at school.
- Children who chew betelnut don't learn as well at school.
- We can prevent COVID by:
  - Washing hands frequently
  - Coughing and sneezing into your elbow

- Not spitting
- It is important that children come to school every day, unless they have a fever or cough.

## ACTIVITY

**SAY:** We can help children practice healthy habits.

**ASK:** Make up a simple song with actions to help children learn healthy habits such as not chewing betelnut, washing hands and eating healthy food.

**Model a song about handwashing.**

## 3. PRACTICE

Caregivers practice and perform health and hygiene songs with actions.

## 4. REVIEW, COMMITMENT AND BORROW A BOOK

**SAY:** If children are healthy, they miss fewer days of school so they learn more quickly. You need to provide healthy meals, a bed net, clean water and soap and make sure they are vaccinated. Do not let your child chew betelnut. Children who chew have much worse learning outcomes.

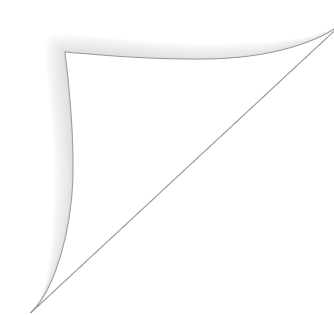
To prevent COVID, teach children to wash their hands with soap, cough or sneeze into their elbow and not to

spit. If your child has a fever or cough do not send them to school until they are well.

Remember, every child must go to school and children learn better when they...

- go to school every day;
- read at home every day;
- have healthy and nutritious food every day; and
- practice healthy habits; and
- do not chew betelnut.

**Hand out the RISE COVID materials to parents.**



# Stay Healthy To Learn And Play



Wash your hands

Cover your mouth



No spitting

Tell your teacher  
if you feel sick



## IDEAS FOR MORE WORKSHOPS

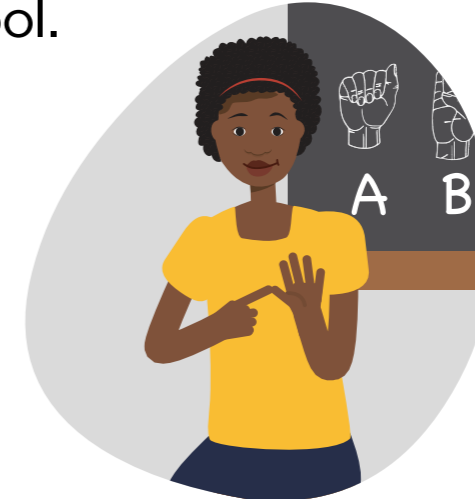
### THE IMPORTANCE OF EARLY CHILDHOOD EDUCATION

- Children who have attended ECE have better learning outcomes in elementary school.



### PREPARING FOR PRIMARY SCHOOL

- Ideas for helping your child get ready for primary school.



### HOW TO HELP YOUR CHILD WITH MATHS

- Fun activities for practising maths skills



### HOW TO HELP A CHILD WITH A DISABILITY

- Common difficulties and ways to help
- How to get help from your Inclusive Education Resource Centre



# FLIPBOOK FOR CAREGIVER WORKSHOPS: A GUIDE FOR ELEMENTARY SCHOOLS



**Save the Children**

Every child has the right to go to school. Every child must go to school. Make sure they go to school every day.

Read with your child every day. Talk and play together to learn at home. Practice positive parenting. Make sure your children drink clean water, eat healthy food, do not chew betelnut and learn healthy habits.



[SAVETHECHILDREN.NET](http://SAVETHECHILDREN.NET)

[SAVETHECHILDREN.ORG.AU](http://SAVETHECHILDREN.ORG.AU)

**RISE**  
RAPIDLY IMPROVING  
STANDARDS IN ELEMENTARY