



SOCIAL AND BEHAVIOUR CHANGE

MODULE ON CHILD PROTECTION FOR POLICE PERSONNEL





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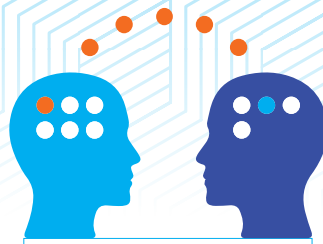
INTRODUCTION

The Social and Behaviour Change-Child Protection Module for Police Personnel (Child Welfare Police Officers, Assistant Sub Inspectors, Sub Inspectors, Station House Officers and Constables/Head Constables) has been developed for those who are most likely to be in contact with children as part of their roles in implementation of laws such as Juvenile Justice (Care and Protection of Children) Act, 2015; Protection of Children from Sexual Offences Act, 2009; Prohibition of Child Marriage Act, 2006; Child and Adolescent Labour (Prohibition and Regulation) Act, 1986, etc. It is envisaged that this module will act as an aid for police officials while dealing with children in need of care and protection and children in conflict with law.

The overall objective of the module is to enhance skills of the personnel so that they are able to communicate effectively with children. The sessions of the module are designed in a way so that the information presented aids the officials in their interactions with children. The module is divided into four sessions:

- Understanding non-judgemental attitude and empathy
- Active listening and verbal and non-verbal communication
- Non-stigmatizing behaviour when interacting with children
- Understanding child development and associated behaviour change requirements.

The sessions can be transacted either as part of a single module or separately through four incremental sessions. Each session consists of case studies or activities so as to ensure active participation from the trainees. At the end of each session, key learnings have been summarized for ease of understanding and recall.



SESSION 1

UNDERSTANDING NON-JUDGEMENTAL ATTITUDE AND EMPATHY



SESSION OUTCOMES

At the end of the session, participants will be able to:

- Demonstrate practical ways of showing non-judgemental attitude
- Describe the importance of empathy in policing.



MATERIAL REQUIRED

Chart papers, markers, case study print outs



DURATION

90 minutes



PROCESS

Explain to the participants that we shall understand what is non-judgemental attitude. Ask them what comes to their mind when asked about being non-judgemental. Listen to 2-3 responses and share as below:

A non-judgemental attitude involves approaching others without preconceived notions, biases, or judgements. It means being open-minded, understanding, and empathetic, focusing on the person's situation and behaviour rather than making assumptions or moral judgements about their character.

Share with them that we shall carry out brief discussion in groups based on some scenarios to understand non-judgemental attitude from practical as well as from their roles' aspect.



Activity - Group Discussion

- Divide the participants into groups of 4-5 people.
- Provide one of the situations given below to each of the groups. Ask the group members to think about the allotted scenario and discuss within their group members about the same. Allow them 5-7 minutes for the discussion and encourage them to share their responses with the larger audience one by one.



Discussion Points

Ask them to imagine that they are in their duty stations and receive the information as per the one given to the group. Ask them to discuss and note down what will be their opinion upon receiving that information. Also ask them to write how they will deal with the situation, considering that the concerned person is a child.

Situation 1

Rahul, a 14-year-old boy from a low-income neighbourhood, has been caught vandalizing a local shop. He is visibly scared and refuses to speak to the police. His fear could stem from various factors, including fear of authority, past negative experiences with law enforcement, or the stigma attached to children from economically disadvantaged backgrounds.

Additional Discussion Points

- What is your opinion about Rahul?
- Why do you think Rahul vandalized the shop?
- What non-judgemental behaviours can help him feel safe and open up?

Situation 2

A 15-year-old girl was involved in a physical fight at school, escalating into injuries requiring hospitalization. She belongs to a minority ethnic group and has had a history of minor conflicts in school. The police and school staff may be inclined to view her aggressive behaviour as indicative of deeper behavioural issues, influenced by her ethnic background and community stereotyping.

- What is your opinion about the girl?
- How would you communicate with the girl to understand her situation better?
- What strategies would you use to ensure she feels heard and not judged?

Situation 3

A 15-year-old girl was caught shoplifting after skipping school. She comes from a lower-income background. She admits to stealing under peer pressure as she feels that her friends will reject her if she doesn't engage in these behaviours, and the pressure to fit in is heightened by the lack of support at home. The police may view her as either an impressionable victim or a future delinquent, influenced by the stereotypes of both her gender and socio-economic status.

Additional Discussion Points

- What is your opinion about the girl?
- Do you think she should be put in an observation home? Why/Why not?
- What tone and body language would you use to convey your non-threatening presence?

Situation 4

A young boy has been caught stealing money in the same locality for the second time in six months. He is visibly scared and the community views him as a repeat offender. The boy comes from a marginalized caste background and has faced stigma, both within his community and from authorities due to his previous offense. The police may be more inclined to treat him harshly due to his repeat offense, influenced by his caste and the community's judgement.

Additional Discussion Points

- What is your opinion about the boy?
- How can you handle this case without adding to the child's stigmatization?
- How can you work with the community to change their perception?

After all groups have shared their findings, summarize the key characteristics of Non-Judgemental Attitude as below and ask the groups to self-analyse whether they used them while dealing with the situation given to them. Also ask if they would like to deal with the same situation in a different manner after going through the characteristics of being non-judgemental.



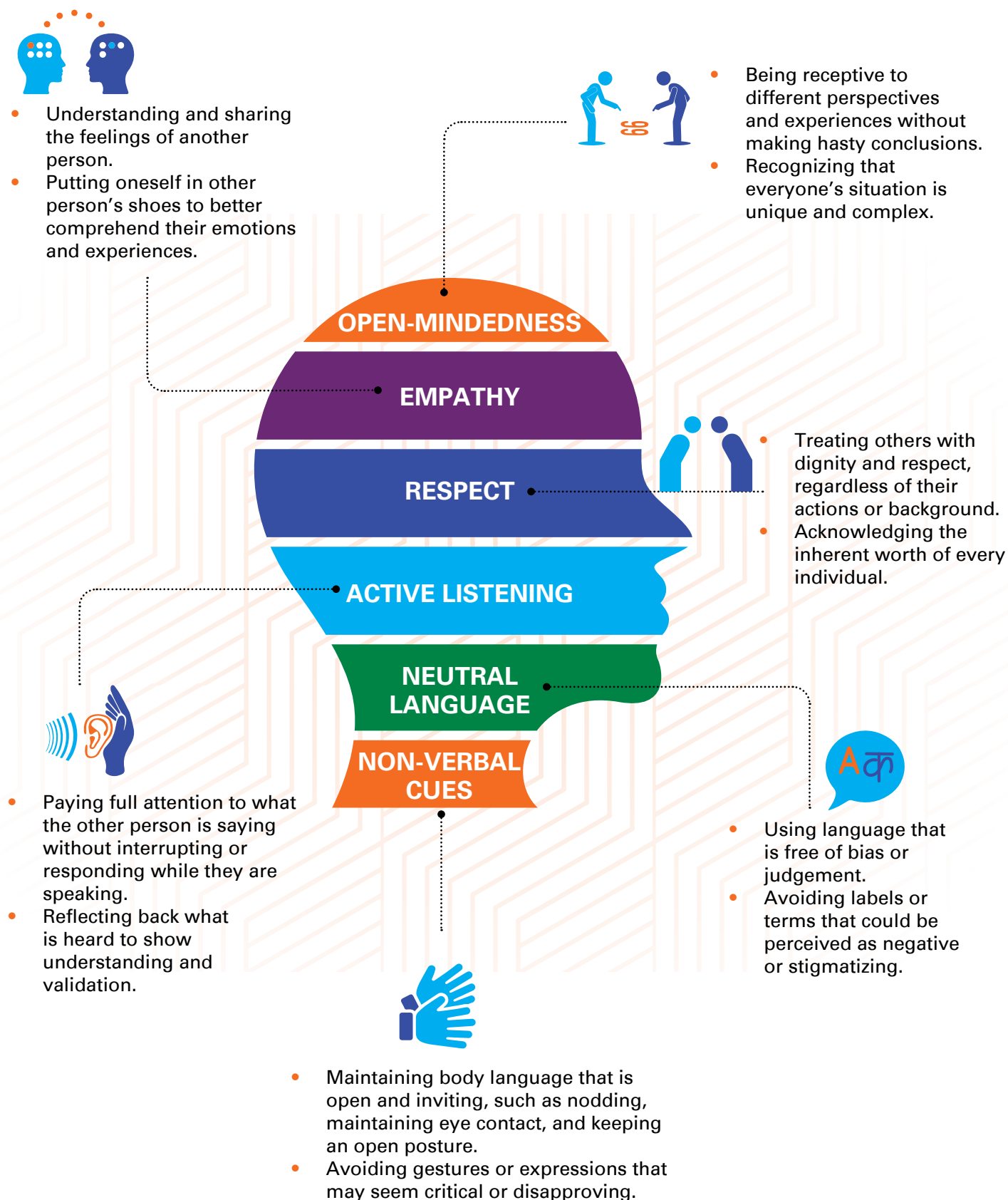
Activity - Judgement vs Observation

1. Explain to the participants that judgements often stem from preconceived notions, stereotypes, or biases, leading to negative assumptions about individuals, especially marginalized groups. These judgements can result in discriminatory actions and hinder the establishment of trust between the police and the communities they serve. On the other hand, observations are neutral that do not carry an inherent value judgement. By focusing on observations rather than judgements, police personnel can engage more empathetically, facilitating better outcomes for individuals, particularly children.
2. Provide participants with a list of scenarios that depict situations involving children (similar to the earlier provided scenarios) that may result in judgements or perceptions.
 - A child is seen loitering outside a store.
 - A teenager is dressed in a way that seems inappropriate for their age.
 - A child is acting out in class.
 - A youth is reported for being aggressive in a public space.
 - A 13-year-old girl is seen with an older group of friends.
 - A boy is caught talking back to an adult.
 - A child from a low-income background is seen asking for help at a store.
 - A teenager is riding a bicycle without a helmet in a busy area.
3. Divide participants into small groups (4-5 people each) and ask them to review each scenario.
4. Instruct them to identify potential judgements and perceptions for each situation. For example:
 - **Judgement:** "This child is a troublemaker."
 - **Perception:** "This child is standing outside the store."
5. Encourage groups to discuss the implications of both judgements and observations in their work.
6. Ask groups to share insights:
 - Summarise discussions.
 - How can judgements lead to negative consequences for children?
 - What are the benefits of focusing on perceptions instead of judgements?
 - How can police personnel apply this understanding in their daily interactions?

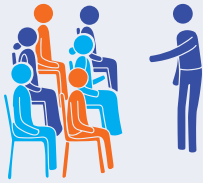
After all groups have shared their insights, summarize the key characteristics of Non-Judgemental Attitude given below and ask the groups to self-analyse whether they used them while dealing with the situation given to them. Also ask if they would like to deal with the same situation in a different manner after going through the characteristics of being non-judgemental.

Key Characteristics of Non-Judgemental Attitude

After the activity, share the following key characteristics of non-judgemental attitude:



Understanding empathy



Discuss the meaning of empathy with participants.

Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key element of Emotional Intelligence, the link between self and others. It is how we as individuals understand what others are experiencing as if we were feeling it ourselves.



Explain that Empathy goes far beyond sympathy, which means 'feeling for' someone. Empathy instead is 'feeling with' that person through the use of imagination. Some definitions of Empathy: "Empathy is awareness of others' feelings, needs and concerns" (Daniel Goleman, in Working with Emotional Intelligence).

Show the following clip from the movie Munna Bhai MBBS. https://drive.google.com/file/d/1KLpapo8bk5HaXoKa5pj9pxA1nnU2NCPs/view?usp=drive_link



Discuss with the participants, what was different about Munna's behaviour.

The character Munna sees a health worker cleaning the floor and a nurse walks over the cleaned floor, making him angry. Munna shows how he approaches the angry and disgruntled worker and makes effective communication. His body language (Jadu ki Jhappi) makes the worker happy, even though he also makes the mistake of walking over the cleaned floor. In this clip, Munna showed empathy towards the worker by acknowledging his never-ending task.



Show the following video clip from the movie Taare Zameen Par. <https://drive.google.com/file/d/1GxO95wHjwryEETfzu1rOdFsQ0XV0t21O/view?usp=sharing> (Show only first 5 minutes)

Discuss with the participants how Nikumbh demonstrates a non-judgemental approach and empathizes with the child. Through a non-judgemental approach, he was able to find out what was troubling Ishaan and as a sign of empathy, he gives his own example to motivate Ishaan.



Optional Activity - Empathy Map



Divide the participants into groups of 4-5 people.



Provide each group with an empathy map template and Rina's case study.

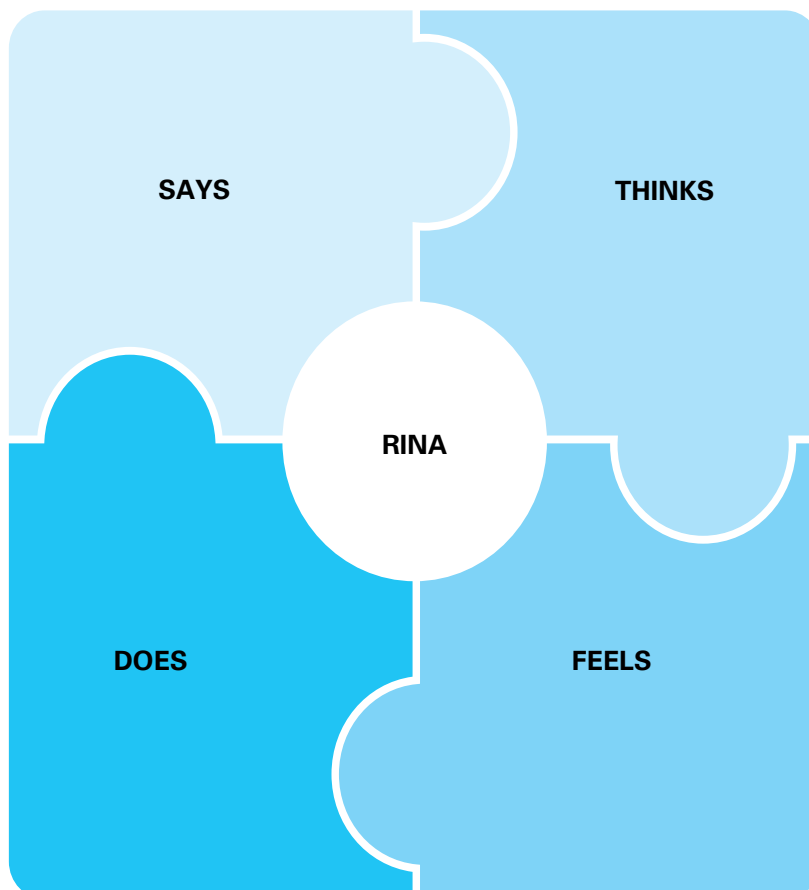
Each group will discuss Rina's case study and fill the empathy map quadrants as per the guideline below:

- **Says:** What Rina says or communicates directly?
- **Thinks:** What Rina might be thinking but not saying?
- **Does:** What are Rina's actions or behaviours?
- **Feels:** What are Rina's emotions and feelings?

- Each group will be given 5-10 minutes to present their maps.



- Participants provide feedback during presentations and discuss different interpretations and observations.



CASE STUDY

Rina, a 10-year-old girl with visual disability, is found wandering alone at night. She is scared and crying, asking for her mother. Her family situation is unclear.

A police official needs to approach Rina with empathy, calm her down, and find out how to help her.



Conclusion

- Encourage participants to reflect on how creating the empathy map helped them understand Rina's perspective better.
- Discuss how these insights can be applied in real-life policing situations.



SUMMARIZING KEY LEARNINGS

- A non-judgemental attitude helps in building trust and rapport with children, making them feel safe and understood. Ensure that you practice it while dealing with the cases that come to you. This trust is crucial for effective communication and cooperation, especially in vulnerable situations.
- While interacting with children, especially with children in conflict with law, keep in mind the social context and circumstances under which the crime was committed.
- Demonstrate empathy for more effective communication. By actively listening and validating the child's feelings, you can better understand the child's needs and circumstances, leading to more informed and compassionate decision-making.
- Adopt a non-judgemental and empathetic approach in order to better understand the root causes of a child's behaviour. This may also help in positive change. This approach helps in supporting the child's long-term development and reintegration into society.



SESSION 2

ACTIVE LISTENING AND VERBAL AND NON-VERBAL COMMUNICATION



SESSION OUTCOMES

At the end of the session, participants will be able to:

- Explain different ways to engage with children using verbal and non-verbal communication
- Describe active listening and its importance.



MATERIAL REQUIRED

Chart papers, markers, case study print outs



RECAP

- Discuss with participants the key learnings from Session 1.



DURATION

90 minutes



PROCESS

Activity: Listening Pairs

1. **Pair Up:** Participants pair up with a partner. If there's an odd number, one group can have three participants.
2. **Set a Timer:** Give them the topic "What do you enjoy most about your job?".
3. Each pair will have 1 minute to speak while the other listens without interrupting.
4. The listener should focus entirely on what their partner is saying, using non-verbal cues like nodding and maintaining eye contact to show engagement.
5. After each person has shared, the listener summarizes what their partner said to demonstrate understanding (e.g., "So what I heard you say is...").
6. **Group Discussion:** Reconvene as a larger group and discuss the experience. Encourage participants to share how it felt to be listened to versus how it felt to listen actively.

Discuss the concept of 'active listening' with the participants.

After the activity, explain the concept of active listening.



Active Listening

'Active listening' means, as the name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses as well as giving full attention to the speaker. It is important that the 'active listener' is also 'seen' to be listening, otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal messages, such as maintaining eye contact, nodding head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback', the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

CASE STUDY ON ACTIVE LISTENING

Share the following case study with the participants.

In a small village, a 15-year-old girl named Sheena was reportedly being forced into an arranged marriage. A concerned neighbour anonymously tipped off the local police station, stating that preparations for the wedding were underway. Upon receiving the complaint, two police officers, visited Sheena's home to investigate. Upon arrival, they were greeted by her parents who warmly welcomed them. When asked about the allegations, Sheena's parents firmly denied any plans for her marriage, insisting that the family was simply celebrating a religious festival.

All this while, Sheena was standing quietly in the corner, avoiding eye contact. Her parents described that she is very shy, but the police officials were able to notice subtle signs of distress - her hands were trembling, she was avoiding eye contact with anyone. When asked directly whether she was being married, Sheena feebly said 'No'.

The female police official decided to interact with the child alone. She found about one of Sheena's friends and asked her to convey to Sheena that she would want to meet her in the playground in the evening. When they met in the evening, the police official reassured Sheena that she was safe and encouraged her to speak freely. She used a calm and gentle tone, and made sure not to interrupt her. Initially hesitant, Sheena slowly opened up and shared that her parents were indeed planning her marriage. She expressed her fear and sadness about the situation but felt powerless to stop it. Sheena explained that her parents believed marrying her off would ensure her security in the future.

With the information gathered from Sheena, the officials returned to speak with her parents. They explained the potential harm to Sheena's well-being as a result of her marriage and also explained about the legal implications of child marriage. They also offered to connect the family with the government schemes that could provide support and alternatives for Sheena's future.



Discussion Points

- Discuss with the participants, how recognizing Sheena's nervous behaviour and fear, despite her saying 'No', was crucial in understanding her true situation. The key point to observe was that her body language did not match with her response.
- Discuss that how separating Sheena from her existing environment allowed her to speak more openly without fear of reprisal.
- Ask the participants what could be done if the child did not agree to meet the police separately.

SIGNS OF ACTIVE LISTENING

Non-verbal signs of attentive or active listening

a. Smile

Smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.

b. Eye Contact

It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.

c. Posture

Posture can tell a lot about the sender and receiver in interpersonal interactions.

The attentive listener tends to lean slightly forward or sideways while sitting. Other signs of active listening may include slight slant of the head or resting the head on one hand.

d. Mirroring

Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. non-automatic reflection of expressions) can be a sign of inattention, demonstrating that you can understand how the child feels and can see things from his/her point of view.

e. Distraction

Active listeners will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails. When listening, nod and make encouraging sounds and gestures.

Be Aware that: It is perfectly possible to learn and mimic non-verbal signs of active listening and not actually be listening at all. It is more difficult to mimic verbal signs of listening and comprehension.

Verbal signs of attentive or active listening

a. Positive Reinforcement

Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement. Some positive words of encouragement may be beneficial to the person who is speaking. The listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message.

Casual and frequent use of words and phrases, such as: 'very good', 'yes' or 'indeed' can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point. However, judicious and mindful use of these word at appropriate places can also be encouraging and motivating.

b. Remembering

Remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood – i.e. listening has been successful. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue. During longer exchanges, it may be appropriate to make very brief notes to act as a memory jog when questioning or clarifying later.

c. Questioning

Listeners can demonstrate that they have been paying attention by asking relevant questions and/

or making statements that build or help to clarify what the speaker has said. By asking relevant questions, listeners also help to reinforce that they have an interest in what the speaker has been saying.

Asking open-ended questions as they require more than a yes or no answer.

d. Reflection

Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding.

e. Clarification

Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Questions for clarification usually involve asking open questions which enable the speaker to expand on certain points as necessary.

f. Summarization

Giving a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarizing involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker a chance to correct if necessary. It also includes talking about things that refer to what the child had said earlier.

PLAY AUDIO CLIP: Tum itna jo muskura rahe ho. <https://www.youtube.com/watch?v=C8eAKT-zQXk>. First 50 seconds to be heard during the training. Discuss with the participants how the actress is portraying a smiling face, but is internally in turmoil due to marital distress. The male actor is able to gauge her distress even though she is smiling.



SUMMARIZING KEY LEARNINGS

- 'Active listening' means, as the name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker.
- Active listening does not mean mere listening to what is being said. It also means whether whatever is being said matches with the body language, eyes, hand movements and facial expression.
- Active listening involves listening with all senses as well as giving full attention to the speaker. It is important that the 'active listener' is also 'seen' to be listening, otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.
- Non-verbal signs of active listening - Smile, Eye Contact, Posture, Mirroring, Distraction. While interacting with children, it is important to look out for non-verbal signs. For e.g. in cases of sexual abuse, the children are likely to be scared and do not open up easily. In such cases, identifying non-verbal cues/signs such as getting scared when someone touches, itching, sudden changes in behaviour, self-harm, etc. become important.
- Verbal signs of active listening - Positive Reinforcement, Remembering, Questioning, Reflection, Clarification, Summarization.
- Police personnel may often face situations where the actual situation is different from whatever is being shared verbally. By using active listening skills, they can conduct in-depth analysis and identify the facts.



SESSION 3

NON-STIGMATIZING BEHAVIOUR WHEN INTERACTING WITH CHILDREN



SESSION OUTCOMES

By the end of this session, participants will be able to:

- Describe the types and difference between stigmatizing and non-stigmatizing behaviour
- Elaborate what are unconscious biases and how do they play out
- Explain why it is important to apply/practice non-stigmatizing behaviour as a police officer while interacting with children
- Highlight the need for and importance of practicing non-stigmatizing behaviours during interactions with children and their families
- List out ways to apply strategies to ensure respectful and supportive engagement with children.



MATERIAL REQUIRED

Chart papers, markers, case study print outs



DURATION

90 minutes



RECAP

Briefly review key takeaways from the previous session on active listening



PROCESS

Introduction to non-stigmatizing behaviour

Definition: Non-stigmatizing behaviour involves interacting with children in a way that avoids judgement, labels, or negative stereotypes. It ensures that interactions are respectful and supportive, fostering a safe environment for children to express themselves.

Section 3 of General Principles to be followed in the administration of the Juvenile Justice (Care and Protection of Children) Act, 2015, Sub-section (viii) states that the Principle of non-stigmatizing semantics should be followed, i.e., adversarial or accusatory words are not to be used in the processes pertaining to a child. This principle emphasizes the use of non-adversarial or non-accusatory language when dealing with children in conflict with law or in need of care and protection. It aims to ensure that the child is not subjected to language that could create a negative or accusatory tone in any proceedings or processes.



Discussion Points

Rooted in Section 3 of the JJ Act, 2015, some key principles of Key Principles of Non-Stigmatizing Behaviour are as follows:

- **Respect and Dignity:** Treat children with respect and maintain their dignity regardless of their circumstances or behaviour. Instead of referring to a child as a “delinquent” or “offender”, use terms like “child in conflict with the law”, emphasizing their legal status without diminishing their worth.
- **Avoiding Labels:** Refrain from using labels or terms that might stigmatize or alienate children. Avoid calling a child “problematic” or “troubled”; instead, describe the specific behaviour in a non-judgemental way, such as “a child experiencing behavioural challenges”.
- **Empathy and Understanding:** Approach interactions with empathy and seek to understand the child’s perspective and feelings. When speaking to a child about their actions, ask open-ended questions like, “Can you help me understand what happened?” rather than jumping to conclusions or blaming.
- **Inclusive Language:** Use language that is inclusive and avoids implying blame or judgement. Instead of saying, “You made a bad choice,” say, “It seems like a difficult decision was made. Let’s talk about what led to that”.
- **Confidentiality:** Maintain confidentiality and avoid discussing the child’s situation in a way that could lead to further stigmatization. Ensure that discussions about a child’s background, behaviour, or circumstances take place in private settings, ensuring their situation is not shared in front of others who are not directly involved in their care or legal case.
- Use practical examples and applications through a case scenario.

Objective: Participants will practice and demonstrate non-stigmatizing behaviour through role-playing scenarios.

Instructions:

1. **Preparation:** Divide participants into small groups and provide each group with a scenario involving a child in a sensitive situation.

Scenario 1: Child in Conflict with the Law

A 15-year-old boy has been apprehended by the police for allegedly shoplifting from a local market. He comes from a low-income family and claims he did it out of desperation to support his family. The group must role-play a situation where the child is being questioned by a police officer or social worker.

Scenario 2: Underage driving

A 17-year-old girl is caught driving her father's car without a license, resulting in a minor accident. The police arrive at the scene to manage the situation. Role-play how the police officer can handle the situation without intimidating the child.

Scenario 3: Child Found Begging

A 10-year-old girl is found begging at a railway station, and the police are called to intervene. The child appears malnourished and is reluctant to speak. Role-play the police officer's approach to gaining the child's trust and ensuring her safety.

Scenario 4: Runaway Child

A 13-year-old boy is found wandering the streets late at night. Upon questioning, he reveals that he ran away from home due to family problems. The police are called to handle the case. More discussion with the child shows that the child might be suffering from a mental disability. The group must role-play how the police officer can interact with the child using a non-threatening approach and focusing on making the child feel safe.

2. Role-Playing: Each group will role-play their scenario to the rest of the participants.

3. Feedback: Facilitate a discussion on what was effective and what could be improved, providing constructive feedback on the application of non-stigmatizing behaviour. (Some guiding points for discussion are provided below.)

- **Language Used**

- ♦ *Effective:* Did the participants avoid stigmatizing labels such as "criminal", "troublemaker", or "delinquent"? Were non-adversarial and neutral terms used to describe the child's behaviour and situation?
- ♦ *Improvement:* Encourage participants to use language that focuses on the child's needs and potential for change, rather than labelling them

by their actions. Ask: "Could you have framed your statements differently to avoid labelling the child?"

- **Tone and Body Language**

- ♦ *Effective:* Was the tone of voice calm, respectful, and non-threatening? Was body language open and non-judgemental?
- ♦ *Improvement:* Highlight moments where tone or body language might have come across as intimidating or dismissive. Ask: "Was your body language aligned with your words? Did your tone encourage the child to feel safe?"

- **Respect and Dignity:**

- ♦ *Effective:* Did the participants show respect for the child's dignity, regardless of their circumstances or actions?
- ♦ *Improvement:* Ask if the participants ensured that the child's dignity was maintained throughout the interaction. Was there any moment when the child might have felt ashamed or humiliated?

- **Empathy and Understanding**

- ♦ *Effective:* Did the participants try to understand the child's perspective and feelings? Were questions asked in a way that encouraged the child to express themselves?
- ♦ *Improvement:* Discuss moments where more empathy could have been shown. Ask: "Could you have asked more open-ended questions to better understand the child's situation?"

- **Avoiding Judgement and Blame**

- ♦ *Effective:* Did the participants avoid placing blame on the child or their family? Were statements framed in a non-judgemental manner? Give examples such as - Children like you are always doing such activities. Your parents have not given you good values. Is this taught in your school?
- ♦ *Improvement:* Highlight any instances where blame was implied and suggest how to reframe statements. Ask: "Could you have expressed the same concern without implying judgement?"

- **Maintaining Confidentiality**
 - ♦ *Effective:* Was confidentiality respected during the role-play, ensuring that sensitive information such as name of the child, sharing details of the child with media, etc. were handled appropriately?
 - ♦ *Improvement:* Ask if the participants discussed the child's issues in a way that could cause further stigmatization if overheard. Suggest using private settings or one-on-one conversations when appropriate.
- **Creating a Safe and Supportive Environment**
 - ♦ *Effective:* Did the participants make the child feel safe and supported during the interaction? Was there an attempt to build trust with the child? Some of the examples can be - I assure you that our conversation will remain private, have trust in me that I will not share your details with anyone, etc.
 - ♦ *Improvement:* Explore ways the environment could have been made less intimidating for the child. Ask: "Did you reassure the child that they were safe and not in trouble? How could you have improved this?"
- **Inclusive and Child-Friendly Language**
 - ♦ *Effective:* Did the participants use language that was age-appropriate, inclusive, and easy for the child to understand?
 - ♦ *Improvement:* Discuss whether the language was too formal, complex, or potentially confusing for the child. Ask: "Could you have simplified your language or used more inclusive terms to ensure the child understood?"
- **Listening and Participation:**
 - ♦ *Effective:* Did the participants give the child the opportunity to speak and share their thoughts? Were the child's views respected and considered in the process?
 - ♦ *Improvement:* Suggest encouraging more active participation from the child, asking questions like: "How could you have made the child feel more involved in the conversation?" Suggest them to ask open-ended questions in the beginning like What did you eat for breakfast, and gradually building on personal and complex ones and also pausing between the questions so that the child takes time to answer them without getting overwhelmed.
- **Constructive Solutions**
 - ♦ *Effective:* Were solutions or next steps discussed in a way that focused on the child's rehabilitation, care, and well-being, rather than punishment?
 - ♦ *Improvement:* Ask if the solutions presented were constructive and forward-looking. Were the child's needs addressed in a supportive manner? Suggest: "Could you have proposed alternatives that emphasized rehabilitation rather than consequences?"

ACTIVITY: CASE STUDY ON ADDRESSING STIGMATIZATION

Preparation:

Present a case where a child experienced stigmatizing behaviour from authority figures.

Case Study: Police Interaction with a Child Involved in Vandalism

Background: Rohit, a 16-year-old boy from a middle-class neighbourhood, was caught by the local police after being reported for vandalizing a community park with a group of friends. The park's benches, walls, and playground equipment were spray-painted with graffiti, causing significant damage. When apprehended, Rohit's friends managed to escape, leaving him alone to face the police.

At the police station, Rohit was harshly reprimanded by the officers. The officers accused him of being a troublemaker and a "bad influence" on others, using terms like

"nuisance to society". One officer remarked in front of his parents, "This is what happens when you don't discipline your child". The officers did not attempt to understand why Rohit engaged in vandalism, nor did they allow him to explain the situation fully.

Rohit was made to wait in the police station for hours before his parents arrived. During this time, he overheard police officers discussing his "bad future" and how he might end up in "jail sooner or later". Rohit's parents were berated by the officers, and he was released with a formal warning, but with no discussion of his motivations or any exploration of potential corrective measures like counselling or community service. The entire experience left Rohit humiliated and fearful, and he became withdrawn and reluctant to leave his home in the weeks following the incident.

Ask the group to analyse how the situation could have been handled differently to avoid stigmatization.



Discussion Points

Identify instances of stigmatizing behaviour.

- **Labelling and Judgement:** The police officers immediately labelled Rohit as a "troublemaker" and "nuisance to society" without trying to understand his motivations for the act. These labels could reinforce negative perceptions of himself and his behaviour.
- **Blaming Parents:** The comment made by the officer, "This is what happens when you don't discipline your child," was not only judgemental but could have led Rohit to feel ashamed and blamed for his family's perceived failure.
- **Predictions of a Negative Future:** When the officers openly discussed Rohit's potential future involvement in crime and even implied he might end up in jail, they reinforced the idea that he was bound for a criminal path, rather than addressing the behaviour as an isolated, correctable incident.
- **Failure to Explore the Root Cause:** The officers did not ask why Rohit and his friends engaged in vandalism or attempt to understand whether there were underlying issues such as peer pressure, emotional struggles, or rebellion that could be addressed through counselling or guidance.

- **Failure to Involve Rehabilitation Measures:** No attempt was made to involve child welfare services, probation officers, or community-based interventions to support Rohit in understanding the consequences of his actions and moving forward constructively.

Suggest alternative approaches that align with non-stigmatizing principles.

- **Avoiding Judgemental Labels:** Instead of labeling Rohit as a “troublemaker,” the police officers could have approached the situation by addressing the behaviour itself, not his character. For instance, they could say, “Vandalizing public property is a crime and has consequences”, rather than attacking his personal character. This directly aligns with the Principle of Non-Stigmatizing Semantics, where adversarial terms should be avoided in favor of language that focuses on the behaviour and the possibility for change.
- **Engaging the Child in Dialogue:** The officers could have asked Rohit to explain why he participated in the vandalism, giving him the opportunity to share his perspective and express any underlying emotions or pressures. Open-ended questions like, “Can you tell us what happened that day?” could encourage reflection and reduce feelings of shame. This aligns with the Principle of Participation which emphasizes the right of children to be heard and to participate in decisions affecting their interests (Section 3, Sub-section iii of the JJ Act, 2015).
- **Constructive Involvement of Parents:** Instead of berating Rohit’s parents in front of him, the officers could have taken a collaborative approach by discussing how they could all work together to guide Rohit and address his behaviour. They might say, “How can we support you and your family in addressing this behaviour?” rather than assigning blame. This aligns with the Principle of Family Responsibility (Section 3, Subsection v of the JJ Act, 2015), recognizing the family’s role in a child’s care and development without assigning blame.
- **Emphasizing Rehabilitation over Punishment:** The police could have recommended counselling to help Rohit understand the impact of his actions and address any emotional or psychological issues.
- **Preserving Confidentiality and Dignity:** The police should have handled the situation in a way that respected Rohit’s privacy and dignity, rather than reprimanding him and his parents in front of others. Discussions should have taken place privately, avoiding any statements that could make Rohit feel humiliated or judged. This aligns with the Principle of Right to Privacy and Confidentiality (Section 3, Sub-section xi of the JJ Act, 2015), ensuring that the child’s identity and situation are not exposed unnecessarily.

Activity: Analysing stigmatizing vs non-stigmatizing terms

The statements are as follows:

- “You’re always causing trouble. Why can’t you behave like other kids?” (Stigmatizing)
- “I’ve noticed you’re facing some challenges. How can we support you?” (Non-stigmatizing)
- “You need to be strict with children; they won’t listen otherwise.” (Stigmatizing)
- “Building positive relationships encourages children to listen and cooperate.” (Non-stigmatizing)

- “Children from broken families are likely to become delinquents.” (Stigmatizing)
 - “All Children can thrive with the right support.” (Non-stigmatizing)
 - “Kids these days have no respect for authority.” (Stigmatizing)
 - “Engaging with children respectfully can foster mutual understanding.” (Non-stigmatizing)
 - “If a child misbehaves, it’s probably because they have bad parents.” (Stigmatizing)
 - “Let’s consider all factors influencing the child’s behaviour to provide appropriate support.” (Non-stigmatizing)
 - “You’re ruining your life with this behaviour. What’s wrong with you?” (Stigmatizing)
 - “I’m concerned about your actions. How can we work together to make positive changes?” (Non-stigmatizing)
- Ask participants to analyse statements focusing on stigmatizing vs non-stigmatizing statements, their impact on children, and adopting non-stigmatizing approach.
 - Ask the participants to stand behind a line when each statement is being read out. Those participants who feel that the statement is stigmatizing should take a step forward. Those who feel that it is non-stigmatizing, can keep standing at their respective places.
 - Discuss the views of the participants on the same.
 - In the end, share a list of stigmatizing vs non-stigmatizing terms and phrases. (An indicative list is provided in Annexure 1.)

Note: After discussion on each statement is held, ask if any participant wants to change their position from the original.

Activity: Analyzing Media Clips

1. Play one or more of the video clips that illustrates interactions with children in various situations.

Video 1: Police interacting with a 5-year-old child (play for 3-4 minutes only)

<https://youtu.be/WxL7k4dHOSw>

Video 2: A child worker in interacting with parents (a 7-minute video)

<https://youtu.be/3KlqeLc3reU>

Video 3: The Rose showing child violence and stigmatizing behaviour towards children in school setting.

<https://www.youtube.com/watch?v=v6OwyCzfgtw>

2. Facilitate discussion by analysing the clip focusing on instances of non-stigmatizing vs. stigmatizing behaviour, how the interactions could impact the child’s feelings and well-being, and suggested improvements for ensuring a non-stigmatizing approach.



SUMMARIZING KEY LEARNINGS

- Non-stigmatizing behaviour is defined as interactions and language that respect a child's dignity and do not label or demean them based on their circumstances. This approach fosters an environment of acceptance and understanding.
- Use non-stigmatizing language that respects the child's dignity, avoiding labels that can be harmful or limiting. This encourages open communication and supports the child's self-esteem.
- Be aware of the impact of socioeconomic factors on a child's behaviour and circumstances. Acknowledging these influences can foster a deeper understanding and create more effective interventions. Approach discussions around a child's economic background with sensitivity, ensuring that the language used does not further stigmatize or alienate them. This awareness can help maintain the child's dignity while addressing their needs.
- Understand the influence of family dynamics and parental involvement on a child's situation. Building relationships with families can enhance support systems and promote positive outcomes.
- Recognize the importance of community support and resources in shaping a child's experiences. Collaborating with local organizations can provide holistic support to children and their families.
- Consider the role of peers in a child's life as they can significantly affect behaviour and decision-making. Fostering healthy peer relationships can mitigate negative influences and promote positive development.



SESSION 4

UNDERSTANDING CHILD DEVELOPMENT AND ASSOCIATED BEHAVIOUR CHANGE REQUIREMENTS



SESSION OUTCOMES

By the end of this session, participants will be able to:

- Explain how different developmental stages impact children's behaviour
- Identify situations/ environment/upbringing that can make a child vulnerable.



MATERIAL REQUIRED

- Chart papers, markers, case study print outs



RECAP

- Briefly review key takeaways from the previous session on non-stigmatizing behaviour while interacting with children.



DURATION

90 minutes



PROCESS

Introduction to Child Development and Communication Needs

Understanding the typical developmental stages of children and adolescents is crucial for effective communication, especially in police interactions. Each stage—toddlers, pre-schoolers, school-age children, and adolescents—comes with unique behavioural characteristics and communication needs. Children at different ages perceive the world and interact with adults in distinct ways, influenced by their cognitive and emotional development. Recognizing these differences allows police officers to adjust their communication styles, ensuring they are age-appropriate and sensitive to the child's needs. This differential approach not only fosters trust and rapport but also enhances the effectiveness of interactions, particularly during interviews, crisis situations, and routine encounters.



Discussion Points

The key developmental stages include:

- **Toddlers (1-3 years):** Attachment behaviours, separation anxiety, limited verbal skills. They have limited vocabulary; they rely on gestures and simple words to express needs. In encounters, officers should use simple language and non-threatening body language to help the child feel secure. For example, crouching down to the child's eye level can establish rapport and reduce fear during a routine encounter.
- **Pre-schoolers (3-5 years):** Pre-schoolers are imaginative and may have difficulty distinguishing reality from fantasy. They may have strong emotional reactions and a desire for autonomy. They are engaged in imaginative play and have basic understanding of social rules and emerging verbal skills. Short, clear sentences are essential; visual aids can be helpful. They respond well to playful interaction. Understanding that pre-schoolers may interpret situations literally helps officers communicate effectively. For instance, during an interview, using toys or drawings can facilitate expression and make the environment less intimidating.
- **School-Age Children (6-12 years):** They have growing cognitive abilities, understanding of rules, need for validation. They become more independent and develop problem-solving skills. They may seek approval from peers and exhibit a range of emotions. They have increased vocabulary that allows for more complex conversations; they appreciate being treated with respect and as individuals. When interacting with school-age children, officers should validate their feelings and provide explanations for their actions. In a crisis, for example, giving the child choices (e.g., "Would you like to sit here or over there?") empowers them and reduces anxiety.
- **Adolescents (13-18 years):** Adolescents seek autonomy, are influenced by peer relationships, and may exhibit risk-taking behaviour. They often struggle with identity and emotional regulation. They require direct, respectful communication that acknowledges their maturity. They often prefer peers over adults for support. Building trust is crucial. Officers should approach adolescents with respect, actively listen to their concerns, and avoid condescension. For instance, during a routine stop, explaining the reason for the stop in a calm manner can prevent escalation.

Activity: Scenario Mapping and Behaviour Analysis

1. Preparation: Divide participants into small groups and provide each group with a scenario involving a child in a sensitive situation.

Scenario 1: Toddlers (1-3 years)

A toddler is found alone in a public restroom, crying and calling for their parent. The child is visibly distressed and may not understand why they are alone, clinging to a toy for comfort. How can police officers provide reassurance to the child? What communication techniques can help soothe the child while they wait for their parent or guardian to arrive?

Tips for the group

- **Use a Calm Voice:** Encourage officers to speak in a soft, soothing tone to help reduce the child's anxiety.
- **Get Down to their Level:** Recommend kneeling or sitting to make the officer appear less intimidating and more approachable.
- **Show Empathy:** Officers can acknowledge the child's feelings by saying things like, "I see you're upset. It's okay; I'm here to help you".
- **Engage with Toys:** If the child is clinging to a toy, officers can gently ask about it, using it as a conversation starter to distract and comfort the child.
- **Provide Simple Assurances:** Use clear and simple language to explain that they are safe and that their parent is being found.

Scenario 2: Pre-schoolers (3-5 years)

A pre-schooler is seen sitting alone on a playground, looking lost and upset. The child is hesitant to engage with adults but may respond to friendly gestures or toys.

Discussion Points: What techniques can the police use to gain the child's trust? How can they effectively communicate with the child to understand the situation?

Tips for the group

- **Friendly Gestures:** Encourage the officers to approach with open hands or a smile, showing they are not a threat.
- **Use Playful Language:** Using playful, engaging language can help break the ice; for example, asking if they like certain games or toys.
- **Ask Simple Questions:** Suggest starting with yes/no questions or offering choices, such as "Do you want to come play with me here?" to make the child feel more comfortable.
- **Be Patient:** The officers should allow the child time to respond without pressure, showing that they value the child's feelings and thoughts.
- **Create a Safe Space:** Encourage creating a physically and emotionally safe environment, perhaps by sitting near the child rather than hovering over them.

Scenario 3: School children (6-12 years)

A school-age child is reported missing and found in a neglected neighbourhood. The child appears withdrawn and reluctant to speak, often looking down. What questions should the officers ask to gently encourage the child to share their story? How can they ensure the child feels safe during the interaction?

Tips for the group

- **Open-Ended Questions:** Encourage the officers to ask open-ended questions like, “Can you tell me what happened?” rather than leading questions that may suggest a particular answer.
- **Use Empathy:** Reinforce the importance of saying things like, “It’s okay to feel upset. You can talk to me” to validate the child’s feelings.
- **Offer Reassurances:** The officers should reassure the child that they are safe now and that sharing their story is important to keep them safe.
- **Create a Comfortable Setting:** Suggest conducting the conversation in a quiet, private area to minimize distractions and allow for a more personal interaction.
- **Be Mindful of Body Language:** The officers should be aware of their own body language, using open and non-threatening gestures to put the child at ease.

Scenario 4: Adolescents (13-18 years)

An adolescent is found in a dangerous situation, potentially involved in substance abuse with peers. The adolescent may display aggression, defensiveness, or resistance to authority, possibly due to fear or peer pressure. What strategies should the police use to de-escalate the situation? How can they build rapport and encourage the adolescent to share their concerns?

Tips for the group

- **Use Active Listening:** Encourage the officers to listen without interrupting, showing genuine interest in what the adolescent has to say.
 - **Show Respect:** Reinforce the importance of treating the adolescent with respect and acknowledging their autonomy, which can help build trust.
 - **Use Non-Threatening Language:** The officers should avoid jargon or authoritative language that might escalate the situation; instead, they should communicate in a relatable manner.
 - **Offer Choices:** Giving the adolescent choices, such as “Would you like to talk here or somewhere else?” empowers them and can reduce defensiveness.
 - **Express Concern, Not Judgement:** Encourage the officers to frame their questions in a way that expresses concern for the adolescent’s well-being, rather than judgement about their behaviour.
1. Groups analyse how the child’s age affects their behaviour and develop tailored communication strategies for their assigned scenario.
 2. Groups present their behaviour analysis and communication strategies to support their findings. They explain how their approaches address the child’s developmental needs and their application in real-life policing.
 3. Discuss each presentation, providing feedback on the effectiveness of the strategies in aligning with the child’s developmental stage. Offer suggestions for improvement and additional strategies to enhance their approach.

Activity: Interactive Quiz

1. Divide the participants into two teams.
2. Explain the quiz format that the participants will respond in teams one by one. For each correct answer, each team will be given 10 points. There will be no negative marking. The team with more points in the end will be declared the winner.
3. Present the following questions one by one:

1. At what age do children typically start to develop more complex language skills, such as forming sentences and using correct grammar?

A) 1-2 years B) 3-4 years
C) 5-6 years D) 7-8 years

Answer: B) 3-4 years

2. Which of the following is a common communication need for toddlers (1-3 years old)?

A) Detailed explanations
B) Simple, soothing language
C) Complex reasoning
D) Abstract concepts

Answer: B) Simple, soothing language

3. What is the primary focus of communication with pre-schoolers (4-6 years old)?

A) Providing complex instructions
B) Encouraging imagination and play
C) Detailed problem-solving
D) High-level discussions

Answer: B) Encouraging imagination and play

4. Which developmental stage is characterized by a growing ability to understand abstract concepts and think logically?

A) Infancy B) Early Childhood
C) Middle Childhood
D) Adolescence

Answer: C) Middle Childhood

5. How should communication be tailored when interacting with adolescents (13-18 years old) who are in conflict with the law?

A) Use authoritative and directive language
B) Engage in a non-judgemental and empathetic dialogue
C) Focus only on legal consequences
D) Avoid discussing the situation

Answer: B) Engage in a non-judgemental and empathetic dialogue

6. When interacting with a toddler who is frightened, which approach is most appropriate?

A) Direct questioning about their fears
B) Using a calm and comforting tone
C) Discussing the details of the incident
D) Ignoring their distress to avoid reinforcing negative behaviour

Answer: B) Using a calm and comforting tone

7. What is a key characteristic of communication with school-age children (7-12 years old)?

A) High-level abstract reasoning
B) Detailed and structured explanations
C) Emotional support and reassurance
D) Avoidance of emotional topics

Answer: B) Detailed and structured explanations

8. What is a typical behaviour of a pre-schooler that may impact communication with them?

A) Ability to provide detailed descriptions
B) Tendency to mix fantasy with reality
C) High-level analytical thinking
D) Long attention span

Answer: B) Tendency to mix fantasy with reality

9. Which of the following should be avoided when speaking with a child who has been a witness to a traumatic event?

A) Asking open-ended questions
B) Using non-judgemental language
C) Applying labels or blame
D) Providing reassurance and support

Answer: C) Applying labels or blame

10. What is an effective communication strategy with an early adolescent who is anxious about legal proceedings?

A) Use a firm and disciplinary tone
B) Provide clear, honest information and support
C) Avoid discussing the legal aspects
D) Focus solely on the child's behaviour

Answer: B) Provide clear, honest information and support

11. **True or False:** Toddlers have a limited ability to understand complex language and abstract concepts.

Answer: True

12. **True or False:** School-age children are generally capable of understanding detailed explanations and instructions.

Answer: True

13. **True or False:** It is appropriate to use complex legal jargon when talking to adolescents about legal issues.

Answer: False

14. **True or False:** Using labels such as “troublemaker” or “bad kid” is non-stigmatizing for children.

Answer: False

15. **True or False:** Pre-schoolers often require communication that engages their imagination and simplifies complex concepts.

Answer: True

16. **True or False:** Non-stigmatizing behaviour involves showing empathy and avoiding judgemental language.

Answer: True

17. **True or False:** When interacting with children, maintaining confidentiality is crucial to avoid further stigmatization.

Answer: True

18. **True or False:** Adolescents are more likely to respond positively to communication that acknowledges their need for autonomy.

Answer: True

19. **True or False:** It is important to use a directive approach when communicating with toddlers to get quick responses.

Answer: False

20. **True or False:** Empathetic listening is essential in understanding the perspective of a child and ensuring effective communication.

Answer: True

4. Go through the correct answers, explaining their rationale and addressing common misunderstandings.

5. Invite participants to reflect on the quiz, share new insights, and ask any questions about the content covered.



SUMMARIZING KEY LEARNINGS

- **Developmental Awareness:** Understanding the typical developmental stages—toddlers, pre-schoolers, school-age children, and adolescents—is essential for recognizing their unique communication needs and behavioural characteristics.
- **Toddlers (1-3 years):** Use simple language and calming tones to soothe distressed toddlers. Getting down to their level can help them feel less intimidated and more secure.
- **Pre-schoolers (3-5 years):** Engage pre-schoolers with playful language and friendly gestures to build trust. Use toys or visual aids to facilitate communication and make the interaction less intimidating.
- **School-Age Children (6-12 years):** Validate the feelings of school-age children and provide reassurance. Use open-ended questions to encourage them to share their experiences and ensure they feel safe during interactions.

- **Adolescents (13-18 years):** Approach adolescents with respect and actively listen to their concerns. Use non-judgemental language to foster open communication and reduce defensiveness, emphasizing understanding over authority.
- **Age-Appropriate Communication:** Tailoring communication strategies to fit the developmental stage enhances effectiveness. For example, using simple language for toddlers and engaging in imaginative play for pre-schoolers fosters understanding.
- **Behavioural Influence:** Each developmental stage impacts how children perceive situations and interact with adults, necessitating different approaches to encourage expression and cooperation.

ANNEXURE 1: STIGMATIZING AND NON-STIGMATIZING WORDS

Stigmatizing Term	Non-Stigmatizing Alternative
Delinquent	Child in conflict with the law
Troublemaker	Child exhibiting challenging behaviour
Victim	Child who has experienced hardship
At-risk	Child with potential vulnerabilities
Freak	Child with unique needs or behaviours
Problem child	Child needing additional support
Bad influence	Child with differing perspectives
Criminal	Youth involved in illegal activities
Unruly	Child showing signs of distress or disruption
School dropout	Child who has temporarily left school
Screaming	Child expressing emotions or frustrations
Weird	Child with diverse interests or traits
Lost cause	Child with potential for positive change
Liar	Child struggling to communicate their feelings
Difficult	Child facing challenges in expressing themselves
Disobedient	Child asserting their independence
Neglectful parents	Parents facing challenges in providing support
Overbearing parents	Parents who are highly involved in their child's life
Poor	Child from a low-income background
Uneducated	Child with limited access to educational resources
Disconnected	Child facing challenges in community engagement
Crackdown	Implementation of community support measures
Juvenile delinquent	Child in conflict with the law
Innocent victim	Child affected by circumstances beyond their control
Abandoned	Child who has experienced separation from caregivers
Drug addict	Youth struggling with substance use
Underprivileged	Child facing socioeconomic challenges
Bully	Child exhibiting aggressive behaviour due to challenges
Socially awkward	Child who may need help with social skills
"This child has bad parents."	"This child may benefit from additional family support."

Stigmatizing Term	Non-Stigmatizing Alternative
"They come from a broken home."	"This child is navigating a challenging family situation."
"The child's friends are a bad influence."	"Peer relationships may be affecting this child's choices."
"The family is irresponsible."	"The family is facing difficulties that impact their ability to provide support."
"The community doesn't care about these children."	"There may be opportunities to strengthen community support for these children."
"This child will end up in trouble because of their parents."	"This child may benefit from guidance and mentorship."
"Children from this area are all delinquents."	"Children from this area face unique challenges and opportunities."
"The single mother is a burden on society."	"The single mother is doing her best to support her child."
"This child is always getting into trouble."	"This child is experiencing challenges that may need attention."
"These children are destined for failure."	"These children have the potential for success with the right support."
"They're just another child from a poor family."	"This child is from a low-income background and deserves equal opportunities."
"The child has been neglected."	"The child may be facing circumstances that limit their support."
"This family doesn't care about education."	"This family may be struggling to access educational resources."
"He's a bad influence on his peers."	"He may have a different perspective that influences his friends."
"These kids are just a product of their environment."	"These kids are shaped by their experiences and need support to thrive."

ANNEXURE 2: CHECKLIST FOR FACILITATORS

Pre-Session Preparation

Review Content

Familiarize yourself with the developmental stages and associated communication strategies for each age group.

Prepare Materials

- Ensure all scenarios, discussion points, and quiz questions are printed and organized for distribution.
- Have any necessary visual aids or props ready for demonstrations.

Set Up Environment

- Arrange seating in a circle or small groups to promote interaction and discussion.
- Ensure that the space is conducive to a comfortable and open dialogue.

During the Session

Introduction

Clearly explain the objectives of the session and the importance of understanding child development for effective communication.

Facilitate Discussions

- Encourage active participation by asking open-ended questions.
- Guide discussions to ensure all age groups are covered and participants understand the developmental characteristics.

Scenario-based and Group Activities

- Clearly outline the activity instructions for scenario mapping and behaviour analysis.
- Monitor group discussions, providing support and answering questions as needed.

Presentations

- Encourage groups to present their findings and communication strategies.
- Facilitate feedback and discussion after each presentation, focusing on the effectiveness of the strategies.

Interactive Quiz

Quiz Instructions

- Explain the quiz format and scoring system clearly to participants.
- Keep track of scores and ensure each team gets an equal chance to answer.

Review Answers

Go through each question, providing context and explanations for correct answers to reinforce learning.

Closing the Session

Summarize Key Learnings

Highlight the main takeaways for each age group and their communication needs.

Encourage Reflection

Invite participants to share insights or questions regarding the content covered.

Gather Feedback

Ask for participant feedback on the session to improve future facilitation.

Additional Tips

- **Stay Engaged:** Maintain a positive and encouraging atmosphere throughout the session.
- **Be Flexible:** Be prepared to adapt the agenda based on participant needs and engagement levels.
- **Foster Inclusivity:** Ensure that all voices are heard and respected during discussions.

