



**Knowledge Management:
Building Happy and Warm Families by Community**

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**Development Project for Pilot Happy Families
in Local Communities by Community Integration and
Support for Better Care Mechanisms**

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News and Activities

Women's Group Unite to Launch Life Skill Program for Happy Family School in Community

“Steaming rice, making papaya salad, frying chicken and collecting banana leaves to prepare stuffed dough pyramid dessert” are one of the activities that remind every participant in the women’s group of their childhood experience. Their mothers’ secret recipes, the ones they used to have when they were children, are shared once again here, with the supervision and fruitful pieces of advice from the elderly. The two groups, the younger women and the elderly in the community now have a chance to exchange their knowledge and ideas on how to make homemade foods under this warm, welcoming and encouraging environment. This is a learning style leading to lessons on life skills that aim at maintaining and promoting happy and warm families, or even a secured future.

On August 10th-12th, 2019, 10 mothers and 15 kids were led to participate in several rewarding activities. The head of the women’s group, Ms. Duangporn Thani, together with the participants enjoyed their moments celebrating Mother’s Day in a creative way in their community in Sikai Aok village, Muang Sikai subdistrict, Warin Chamrab district, Ubon Ratchathani province. The main venue was the community’s Wat Ban Sikai Temple yard, supported by the abbot of the temple. These activities were part of a development project for pilot happy families in local communities by community integration and support for better care mechanisms.

During two days, every participant, the kids particularly, created their own foods. The kids were very well taken care of and supervised by adults to steam their rice, to prepare shredded green papaya, to fry chicken, and to make “Khanom Tian” stuffed dough pyramid dessert. Moreover, they all gave alms and offer their foods to monks.





These activities help empower the participants in many ways. They spent their memorable time together, enjoying the fun activities. They also had a chance to get closer to each other, staying away from the favorite computer games and mobile phones with their strong aim of completing their assigned tasks.



The strong determination and commitment of the women's group in plating their trees of love and care to their children's hearts encourages them to organize these activities. They all said that the more they led these activities and got engaged in these activities, the clearer desire of learning they could see.

Photo and story credits: Tossapol Kraipan, the village head and assistant professor Dr. Suree Trumikaborworn. For further information, please visit <https://happinet.club>.

**"The more we do and the more we get together,
the happier we'll be."**

Women United to Enliven School for Happy Family in Community by Life Skill Lessons

Several lessons and issues learned from activities that women's groups of Sikai Ok Village conducted were recorded and exchanged by means of knowledge management. The women helped design diverse activities suitable for the development of children from different ages in various aspects. The primary objective was to teach children and participants how to find happiness at hand and around them. The engaging activities also allowed them to interact with people from different age groups. Participants also gained many sets of local wisdom and indigenous knowledge, empowering them to have confidence to better live their lives and get careers. They learned how to cook and saw possibilities of becoming good cooks in the near future. At first they were not confident, but by participating and understanding the processes, they came up with an idea to set up a Children's Council. The Children and Youth Council of Sikai Ok Village would organize many activities for the local communities. Later, they launched a project to encourage people to save more money and to find productive activities that they could make money from. They grouped to make traditional Thai desserts. As a consequence, they spent less time on their phones, were more disciplined and could manage their time better. Every time they did group work or activities, they always avoid using their phones, paying attention to their leaders and the things they were concentrating. These activities are also practical and can lead to more concentration elsewhere. The idea and activities are applicable in many other villages. Villagers only need to take it seriously, start initiating fruitful and engaging activities, and are not afraid of promoting or getting involved in the activities. Adults and the elderly just have to communicate with their children to have mutual understanding—expressing their determined intentions. Getting participation from every single sector from the village is the key to achieve in these activities.

The activities also bring about more time for the children in the community to learn outside of their classrooms. It leads to sustainable learning skills which are based on the strong tie of love among different groups of people in the community. The tie, thus, acts as a very durable shield against bad deeds, empowering their community to create and circulate happiness. Their children can also learn many important life skills.

In August, 2020, the women's group hold many activities under the Development Project for Pilot Happy Families in Local Communities by Community Integration and Support for Better Care Mechanisms. They set meetings with women's group heads from their network villages to create and plan activities. They came up with activities leading to the promotion of indigenous knowledge, life skills, particularly on how to live with others happily, career skills, and cooking. These activities were aimed at promoting better relationships within families and communities. The activities were also practical, relaxing and engaging.

Women's groups from every village encouraged their children to have confidence in seeking knowledge, empowering them to use their potentials in different fields. At first the children were nervous and hesitated. The women, on the other hand, were not really sure whether they could draw interests from their children. They then asked their children's expertise, needs, and personal interests. The women also sought for scholars and experts from their own groups. Some of them cold lead the children to cook traditional Thai dessert from sugar palm fruit. Some were really good at making rolled salad. They also taught the children to make stuffed dough pyramid dessert, ribbon alms flowers, and jelly. The children learned to do cloth tying and decorating. They all rode their bicycles around Ubon Ratchathani University to observe different farms and green areas in the university, and to learn organic farming and planting with innovative methods.

Lessons learned from the projects by Women's Group of Village number 4, Ban Sikai Ok Village

The plan, operation and evaluation of the projects by this group were finished in 1 month. Every week, the group and their participants launched activities for five consecutive weeks. On the first week, participants enjoyed making decorated ribbon alms coins. Next, they attended cooking classes for two days for the second week. The cooking lessons included the making of traditional stuffed dough pyramid dessert. On the first day of the cooking lessons, they found and prepared banana leaves, freshly cut from the trees, grated coconut, and dried banana leaves. On the second day, they cooked dough and finished making the dessert. Activities on the third week included biking and excursion on organic farming and soilless farming. They also learned how to compost organic fertilizer at

Ubon Ratchathani University with the help and lecture delivered by a professor from the Faculty of Agriculture in the university. On the fourth week, they learned to make traditional Thai jelly dessert in the morning and in the afternoon, they discussed their plan to establish a children's council in their community. Staff, observers and leaders invited by the women' group from the local community in village number 4 also took part in the recreation activities and entertainment sessions with their volunteer spirit. The young participants' ages range from 10-15 years old. There were more female kids than male kids joining the activities.

Project outcomes

1. Children obtained such important life skills as cooking and assisting their parents.
2. Children had fun participating in various active and engaging activities, allowing them to have more time getting exposed to the real world experiences, reducing their time online playing games and using social networking sites. This also led to their better time management skills.
3. Children learned how to work collaboratively as a team and with their community members, resulting in having more strengthened relationships in their own community. They also learned to help each other and volunteer themselves. A kid, while doing an activity in this project, asked their volunteer team to help her conduct another activity directly. This reflects their gained confidence, life skills and needs to call for an action.
4. Children had chances to get closer to their parents and other adults in the community. An adult stated that she was glad to hear some children greet her. She also observed that they tended to volunteer themselves to help in the temple. Another one also shared that she could see more potentials in these children.
5. Children learned skills needed for their future jobs and professions. Some of the knowledge and lessons can be applied for their part-time job if they wish to earn more money, leading to their saving habits and financial skills.
6. Children learned to construct mind-mapping drawings and practiced making presentation, and delivering their speeches.
7. Members of the women's group volunteered themselves to lead many creative activities, allowing them to be more proud of themselves and have become more empathetic. They also took the role of teachers teaching different sets of indigenous knowledge to the community.

8. Members of the women's group worked collaboratively.

9. Members of the women's group obtained the concept of 5 good elements of happy families, having a chance to exchange their knowledge and even to learn from the children. When they biked to the university, many of them mentioned that "we have never cycled for such a long distance for years, and we are really happy", "We have a chance to learn how to make organic compost and know more about soil-less farming. The activities to day inspire us to make our own farms just like the ones we observed from the university".

10. Members of the women's group had more space to work in the community for children and youngsters.

11. The community had useful activities to offer to children and adolescents in their community. This active approach could help prevent any undesired behaviors that may occur in the future.

12. The community could see potentials of people from different groups in further creating many other creative activities such as the establishment of the money-saving group in village number 4 and volunteer groups. This could be a good start for people to set up children's council in their own village.

From knowledge management to life skill lessons in school for happy families by the women's group

Knowledge management processes

The data were collected by means of interviews, participatory and non-participatory observation from 20 children who constantly joined the activities and from 10 women from the women's group. The analysis was conducted by means of text-analysis. The results of the knowledge management were as follows: the activities were performed for 5 days (35 hours). Lessons learned from the activities could be extracted and put in the life skill lesson plans for 35 hours. The primary objective of the life skill lessons was to enable learners to live together happily, have more volunteer spirit, know how to cook, and have fundamental knowledge of some jobs or professions.

Contents of the life skill lessons

The main contents include the five basic concepts of happy families. The lessons are on how to steam sticky rice, make papaya salad and fry chicken, make stuffed pyramid dessert, make decorative ribbon alms coins, do soil-less and organic farming, and compost organic fertilizer.

Methods of teaching

Every step involves practices in every single activity with proactive learning strategies, emphasizing on collaborative work and reflections after conducting activities.

Resources

Kitchen utensils and working spaces in the temple's kitchen hall and community hall in the village

Lecturers

In the community and from neighboring areas.

Human resources

Volunteer recreation and entertaining team to provide fun activities for children.

Financial support

Each activity approximately cost 200 baht per person per time (20 persons each), spent on learning materials, lecturers' allowance, refreshment and lunch.

Evaluation

The ability to get engaged in the activities, interests and eagerness to participate in the activities, and relationships among people of different age groups were evaluated.

Evaluation of the activities was conducted in the form of oral discussion among the teaching team from the women's group

Remarks: Activities can be adjusted as deemed appropriate to fit the lessons provided by the selected lecturers and interests of learners.

Conclusion: These practical activities gave confidence to mothers to lead creative activities for their own children. Adults and elderly in the community had a chance to get closer, strengthening their relationships. Children did not only belong to their parents but they belonged to the community: trusting people in their own community even better. Children and adults had many safe zones to learn new sets of knowledge and exchange what they knew in a friendly and welcoming atmosphere. They all were relaxed when they learned. This curriculum, thus, should be promoted and provided in schools for happy families. This kind of school runs activities that encourage learners to work collaboratively with their network groups and display potentials of each operation unit. All 22 operation units have their own expertise. In terms of effectiveness, we can see that investing 200 baht for one kid or 30 baht per hour is truly worth the money. We can really see positive outcomes from the children. In fact, every mother in the women's group had put their effort and led activities voluntarily. That kind of work and effort is worth more than 200 baht. However, everyone got happiness as a reward.





A Case Study of a Temple For Happy Family Development

When a temple yard is converted into a playground, children gain more life skills through their plays.

Wat Ban Udomchart Temple, Muang Sikai subdistrict, Warin Chamrab district, Ubon Ratchathani province, is situated right into the heart of the village. This temple is generally called a village temple, providing spaces for the community to spend there relaxing moments in different areas in the temple. Children, particularly, enjoy spending their time doing recreational and creative activities. People of different age ranges also gather here to share their interests and stories with others.

During the Buddhist lent, Wat Ban Udomchart, in collaboration with Development Project for Pilot Happy Families in Local Communities by Community Integration and Support for Better Care Mechanisms, planed to launch creative activities of the first and the third Sundays from July to November (10 times). The activities in each time included Buddhist chanting and praising, sitting meditation, listening to the Buddha's teachings, and learning to use online social media in a creative way. Activities for kids consisted of quiz games, storytelling from Buddha's teachings and biography. The kids' grand parents acted as a judge team to cheer up and encourage them to confidently get involved in every activity. In the afternoon, activities outside of the ordination hall, such as volunteering activities and free playing were provided. The day was ended with evening Buddhist chanting and praising.



Phra Adhikara authority monk Kampang Chakaro, the abbot, stated that allowing people to do activities to promote happy family moments was a great thing. "It is an indirect way to get engagement from the children to take part in temple activities, leading them to become more interested in the Buddha's teachings. Once they obtain the good ideas and teachings, they will perform many good deeds benefiting themselves and others. Also, parents' burdens in taking care of them and giving them money for their internet use are drastically reduced by doing active and creative activities outside their house."

The results for the activities in the first four times revealed that kids were eager to learn and participate in the provided activities. The activities were conducted with close supervision by their parents and other adults, enabling them to have more safe zones to learn and play.

The activities conducted by and at Wat Ban Udomchart can be regarded as one of the best practices in terms of the application of community free public spaces. The spaces allowed people of every group within the same community to gather and perform creative activities managed by the community itself. Many participants reflected that temple could be a good learning space and could work as a close network or alliance in driving other network members whose jobs were to develop children, adolescents and families in various aspects.

Story and photo credits: Asst. Prof. Dr. Suree Trumikaborworn and Phra Adhikara authority monk Kampang Chakaro For further information, please visit <https://happinet.club>.



Lessons Learned from the Transformation from Temple Yard to Kids' Playground

Temples and their roles in creating public community spaces

We learned that a temple could be transformed into a welcoming and engaging working, learning and playing space and could work effectively as a network to help develop kids, the youth and families.

Chanting, cooking and ordination hall in the temple are such great places for people to learn Buddha's teachings and stories. Now, people can obtain life skills from different creative activities. People living around Ban Udomchart Temple have a very strong faith and trust in the abbot. Once, the abbot stated that "Villagers grant permission for me to open the areas in the temple for kids to play." Moreover, the fact that this community lacks other public spaces due to its limited area brings people to gather in this temple. Mothers feed their kids in the temple during weekends or in evening. However, with the total area of only 4 rais (1 rai = 1,600 sqm.), there is only one main public square in the temple. The square yard is surrounded by small buildings, making it easy for people to see. It is; therefore, a completely safe zone for kids to play on their own with or even without close supervision by their parents or other adults. There are also playground with swings, benches and, more importantly, the area is equipped with wifi connection. Kids and adults, thus, come here to use the internet. There are only 2 monks residing here, making it a peaceful play. Some kids; however, sometimes shout a bit loud or make noise. This is not a big problem as the noise does not really disturb many people.

The management and operation of learning activities

The temple plays an eminent role in creating happy families in the community. There are 5 network temples. All of them had meetings with ecclesiastical chief of village monk as the chair and village heads as committee members. It was concluded in the meeting that during Buddhist lent a series of activities would be launched. The main activities can be divided into meditation and Buddha's teaching learning, meditation practices, volunteer work, learning activities, and recreational activities. The temples invited some invited lecturers. Wat Ban Udomchart proceeded their

activities following the schedule and plan starting from conducting their religious activities. Children were introduced to perform chanting, praising and meditation. They also learned interesting knowledge from guest lecturers. For example, they learned to produce communication media by using telephone applications. After having learnt from the lecturers, they had leadership skills, capable of leading fun activities. Most activities were related to Buddhism. They had quiz games, oral tests on proverbs and story telling, to name a few. Adults and their mothers cheered them and gave them a lot of encouragement. Each activity lasted approximately 2 hours. Children would then have lunch break and resumed to their activities in the afternoon. The afternoon activities included volunteer work to improve the environment in the temple, and free plays after the work. There was also a small stage for kids to play and show their talents. The same group of people attended the activities in each time. Participants consisted of 20 adults, male and female kids.

These learning activities were led by the temple with an assistance and collaboration from temple committee members for some financial and budget matters. Basically, children in this community stay with their grandparents. Their parents work in the cities, nearby provinces and Bangkok. Therefore, the activities conducted in the temple allow everyone in the community to take part in taking care each other's children.

Characteristics and Personality Traits of Activities Leaders for Learning Activities

Learning activity leaders should follow the following suggestions:

1. have positive attitudes towards the Buddha's teachings and the ways the abbot uses to spread the Buddhist knowledge. The abbot is a very modern progressive person who allow people to conduct creative activities in the temple, giving them opportunities to absorb the stories and teachings of good deeds and merit making through the teachings of Lord Buddha. Also children who come to the temple are very well behaved: they pay their highest respect to the Buddha images by making a "krab-wai" sitting bowing to shows their salutation and they chant very well.

2. have clear understanding that the temple is close to the community both in terms of its location and its relationships. This temple is one of the main pillars in fostering people's good mind and elevated spirits. It has its spiritual, cultural and social functions. It also promotes and supports the learning of life skills through the fun plays and recreational activities, acting as another dependable institution to instill desired behaviors to children in the community.

3. know that the abbot is very well-rounded. He is a skillful sculptor, capable of creating many pieces of art. He can also communicate with people and use the internet and technological gadgets well enough to both train and supervise people.

4. understand that the abbot is highly revered and gains trusts from the community. Adults allow their children to play in the temple by themselves. Some children play such sports as "takraw" rattan ball. When the abbot is invited to perform Buddhist religious in neighboring villages, some kids accompany him as well.

Results of the activities: Children were more confident to learn Buddha's teachings. They gained a new learning experience where their parents acted as facilitators, encouraging them to seek more knowledge under a friendly and engaging learning atmosphere. The temple could work collaboratively with its different network community organizations to develop children, adolescents and families.

Knowledge Management from the Family Curriculum Designed by the Community Temple

Knowledge Management Processes: The data was collected by means of interviews, participatory and non-participatory observations from 20 children who constantly joined the activities and 10 parent participants. The analysis was conducted by content analysis. The details of the curriculum are as follows.

Curriculum's name: Moral virtues and Ethics to Uplift People's Minds (35 hours)

Curriculum's Objectives: To enable learners to gain more understanding and skills in living together peacefully, applying Buddha's teachings to their everyday life activities, having volunteer spirits, using online social media appropriately, and producing online media.

Contents: Meditation, chanting and praising, making a “Krab-Wai” Buddha image and monk sitting-bowing postures of reverence and salutation, moral lessons and Buddha’s teachings for peaceful ways of living, media production through mobile phones, media literacy, volunteer spirits

Teaching Methods: Active and proactive learning with the emphasize of participation from learners, practical exercises and reflections after every activity

Resources: Learning sites include ordination hall and temple central square yard

Lecturers: Lectures in the community and guest lectures for some lessons

Budget: Approximately 200 baht per time (20 persons), allocated for materials, allowance for lecturers, learning site fees (in the form of donation), refreshments and lunch

Learning Assessment: Learning performance was observed, noted and recorded when participants did activities.

Activity Evaluation: Reflections, exchanges of ideas and opinions and discussion among follow-up and evaluation group members together with the participants

Conclusion: This temple is an important network member in the development of happy and warm families. It welcomes learners and provides learning activities that fit the learners’ need with the integration of its resources and contexts, and the community’s capabilities and contexts. The learning processes were conducted with high rate of participation. However, the abbot and the other monk should have trained to give their lessons with various teaching techniques and learning processes.