



Ghana Early Childhood Development Toolkit: Ages 0-3

Flip chart for community health workers

TOPIC I: PLAY



YOU ARE YOUR BABY'S FAVORITE TOY.

Session 1: Play with Items around Your Home

Age: Birth–6 months

Main tip to caregiver: You are your baby's favorite toy.

Reflection Questions:

- **What is mama doing with her baby?**
- **What is baby playing with in the picture?**
- **What do you already have around the house for playing with your baby?**

Suggested Actions:

- **Use colorful cloth or scarves to wave in front of your baby's face to see a smile.**
- **Hang colorful toys above your baby's bed or where baby lays down.**
- **Gently shake the items and let baby follow the items with his/her eyes. Let baby enjoy attempting to grab and hold items.**
- **Find things around the house with different textures for your baby to touch and explore, like scarves, crumpled paper, soft clothes, and even water in a small bowl.**
- **Make a ball made from wadded paper, a sock, rubber bands wrapped around something round, or a small fruit that is safe for your baby.**
- **Find time to play with your baby every day. Your time and attention are better than any toy.**

Key Messages:

- **Your face is your newborn's favorite toy. They watch your face up close and are happy when you are near.**
- **Use simple things around the house as toys. Things around the house with bright colors, different textures, and different sounds make the best toys.**
- **Recycle water bottles by filling them with beans, rocks, seeds, rice, or anything that makes sound when you shake.**



INFANTS LIKE TO STACK AND BUILD TOWERS WITH YOUR THINGS.

Session 1: Play with Items around Your Home

Age: 6–12 months

Main tip to caregiver: Infants like to stack and build towers with your things.

Reflection Questions:

- What is this young child playing with in the picture?
- What would the young child be saying?
- Why do you think the child is enjoying the game?
- Is papa playing along too? How can you tell?
- Share which things at home are good for playing the stacking game.

Suggested Actions:

- Stack items to build a tower or another structure with your child. Talk about what you are building.
- Provide simple props for play, like scarves, clothes, purses, shoes, an old cellphone, farming baskets, plastic dishes, a small broom, bowls, and spoons.
- During play, join in, but let the child lead the play actions.
- Use things at home or outside for play. You can put a cloth over two chairs to make a tent, fill a water bottle with things that make sound, use bottle caps for filling and dumping, and make a soft doll out of scrap cloth or a headscarf.

Key Messages:

- Playing is how infants learn about their world.
- Young children learn a lot from building and stacking things. They learn about size, length, shape, and color, which help them learn math.
- Many things at your home or outside are great for playful learning.
- Pretending is one of the most powerful ways that a toddler figures out the world and solves problems.
- Playing pretend builds creativity, language skills, and cooperation.
- Naming, comparing, sorting, and counting things around the house are good for math skills.
- Check that play items are not too small or sharp, as they can hurt a child.



INFANTS LIKE TO PICK UP, THROW, DUMP, AND LOAD ITEMS INTO A CONTAINER.

Session 1: Play with Items around Your Home

Age: 1–2 years

Main tip to caregiver: Simple things around the house promote play.

Reflection Questions:

- What is the little boy doing in the picture?
- Do you think he is enjoying unloading and loading the basket with the fruit?
- What do you think he is learning?
- How is papa supporting his play?
- When do you think one can play this game with children?

Suggested Actions:

- Ask your child to help remove or put items into a basket or bucket.
- Encourage your child to draw lines and circles in the dirt with a stick.
- Many things in your home can become a prop for pretend play. Plastic dishes, spoons, and cups work for pretend cooking. Mama's and papa's clothes, shoes, and hats can be used for dress-up.
- Have your child count, name, and compare things at home.

Key Messages:

- Playing pretend builds creativity, better language skills, and cooperation.
- Naming, comparing, sorting, and counting things around the house are good for math skills.
- Your child learns about size, shapes, colors, etc., when they are playing the game of loading and unloading a container.
- Many simple things around the home are great for playful learning!



PRETEND PLAY: YOU AND YOUR CHILD CAN PRETEND TO BE DOING A COMMON HOUSEHOLD CHORE.

Session 1: Play with Items around Your Home

Age: 2–3 years

Main tip to caregiver: Two- and 3-year-olds like to help with chores, so let them help or imitate you.

Reflection Questions:

- What is the little girl doing in the picture?
- What do you think she is learning?
- How is mama supporting her play?

Suggested Actions:

- Use items from the house to promote play.
- Let your 2-year-old pretend to cook by imitating your actions using safe household items.
- Have your child help with your chores, like sweeping.
- Have your child help you match and fold clothes using the laundry basket of clean clothes.
- Have your child count, name, and compare things at home.

Key Messages:

- Children learn by copying adults.
- Pretend playing builds creativity and imagination.
- Naming, comparing, sorting, and counting things around the house are good for math skills.
- Helping you with simple chores is fun and builds confidence.
- Using uncooked food, like fruits and vegetables, for sorting and helping can lead to learning through play.
- Two- and 3-year-olds are beginning to be independent and want to help, so let them help with simple chores.
- Use those opportunities to play and teach your child some new words and activities.



YOU CAN PLAY MANY GAMES WITH YOUR HANDS AND NO OTHER MATERIALS.

Session 2: Play Games with Our Hands

Age: Birth–6 months

Main tip to caregiver: You can play many games with your hands and no other materials.

Reflection Questions:

- What is baby doing in the picture?
- How is the mama interacting with her baby?
- What things is the baby doing with movement in the picture?

Suggested Actions:

- With your new baby, let your face be the toy. Hold baby on your lap and make faces for play.
- Do some fun stretches with your baby. Lay your baby on his or her back. Use gentle strokes to tickle your baby on the tummy, sides, chin, and neck. Your baby will smile and stretch.
- Help your baby get moving.
- Talk to your baby while you play.
- Imitate happy baby sounds as you play.

Key Messages:

- Playing with your baby is important for nurturing development. There are no rules for play, and you don't need fancy toys.
- As your baby grows, he or she learns to use his or her body to make discoveries.
- Playing simple games to nudge your baby makes the next thing natural and fun.
- Letting your baby grip your finger and then small objects will help build hand muscles.
- When your baby learns to sit up, use a pillow or prop to help hold your baby up. This step opens up a new world for your baby.
- Crawling comes next and is important because it helps coordinate the two sides of the baby's brain. That helps with learning to read later.



INFANTS HAVE ENERGY FOR PLAY.

Session 2: Playing Games with Our Hands

Age: 6–12 months

Main tip to caregiver: Infants have energy for play.

Reflection Questions:

- **What is happening here?**
- **Look at the joy on the infant's face. Do you think she likes to be confined?**
- **Share what kind of fun game or activity your infant likes.**

Suggested Actions:

- **Play various games using your hands. Let your infant grab your fingers and other objects.**
- **Get your infant moving with play. Try these fun movement games:**
 - **Stop the Music: Play music on the radio and let your infant dance. You and your infant sit down when the music stops.**
 - **Roll the Ball: Sit on the floor with your legs and infant's legs spread wide. Roll a ball back and forth.**
- **Say something silly as you roll the ball and clap when your infant catches it.**
 - **Tunnel Time: Drape old boxes or a heavy blanket across chairs and make them into a tunnel. Infants love to crawl through and climb over.**

Key Messages:

- **Infants are on the move and trying out their new motor skills, so make sure you set up a safe place for your infant to crawl, walk, and climb.**
- **Infants like to repeat the same movements repeatedly so they can get it right.**
- **Infants have a short attention span, so they like to move from one thing to the next quickly.**
- **Infants are still working on balance so help support them.**



STRONG BODIES BUILD BETTER BRAINS.

Session 2: Playing Games with Our Hands

Age: 1–2 years

Main tip to caregiver: Strong bodies build better brains.

Reflection Questions:

- What is the little boy doing in the picture?
- What do you think he is learning by playing this game?
- Can this be played inside and outside?
- What other games can you play with your child using your hands?

Suggested Actions:

- One- and 2-year-olds need time to let loose and move around.
- Use dancing to music as a time to let off some energy. Sing and dance together, and move to the beat of the music.
- Go outside and let your young child run, jump, and climb.
- Time playing outside with other children in the family or village promotes play while building strong muscles.
- To get ready for writing, let your child use a big paintbrush and water. Let him/her paint the fence or porch with water.

Key Messages:

- Physical development supports fast growth of the brain and prepares your child's muscles for school.
- Playing with the hands helps the small muscles in the hands become stronger, which helps in preparing for writing.
- Playing with the hands helps improve the young child's eye-hand coordination.
- As they get closer to 2, children are working on climbing and will climb anything, so keep a close eye out for safety.



YOUNG CHILDREN ENJOY AND KNOW HOW TO PLAY PRETEND.

Session 2: Playing Games with Our Hands

Age: 2–3 years

Main tip to caregiver: Young children enjoy and know how to play pretend.

Reflection Questions:

- What is the little boy doing in the picture?
- What do you think he is learning by playing this game?
- Can this be played inside and outside?
- What other games can you play with your child using your hands?

Suggested Actions:

- Two- and 3-year-olds are very creative, so allow them to lead the pretend play sometimes.
- Use your voice and hands while you play pretend.
- You can pretend to be a car or a driver of a car, an animal, etc.
- Sing, dance, wave your hands, and move to the beat of the music.
- To get ready for writing, let your child use a big stick to draw and make marks in the dirt.

Key Messages:

- Play is a child's work. Learning occurs throughout play.
- As children pretend, they are learning in all skill areas.
- Just by pretending, their brains are making new pathways!
- Pretend play stimulates a child's imagination and creativity.
- Young children like to play pretend.
- Through play, a child develops reflexes and begins to learn rules.



TOUCH BUILDS STRONG BONDS.

Session 3: Playing Games with Our Whole Bodies

Age: Birth–6 months

Main tip to caregiver: Touch builds strong bonds.

Reflection Questions:

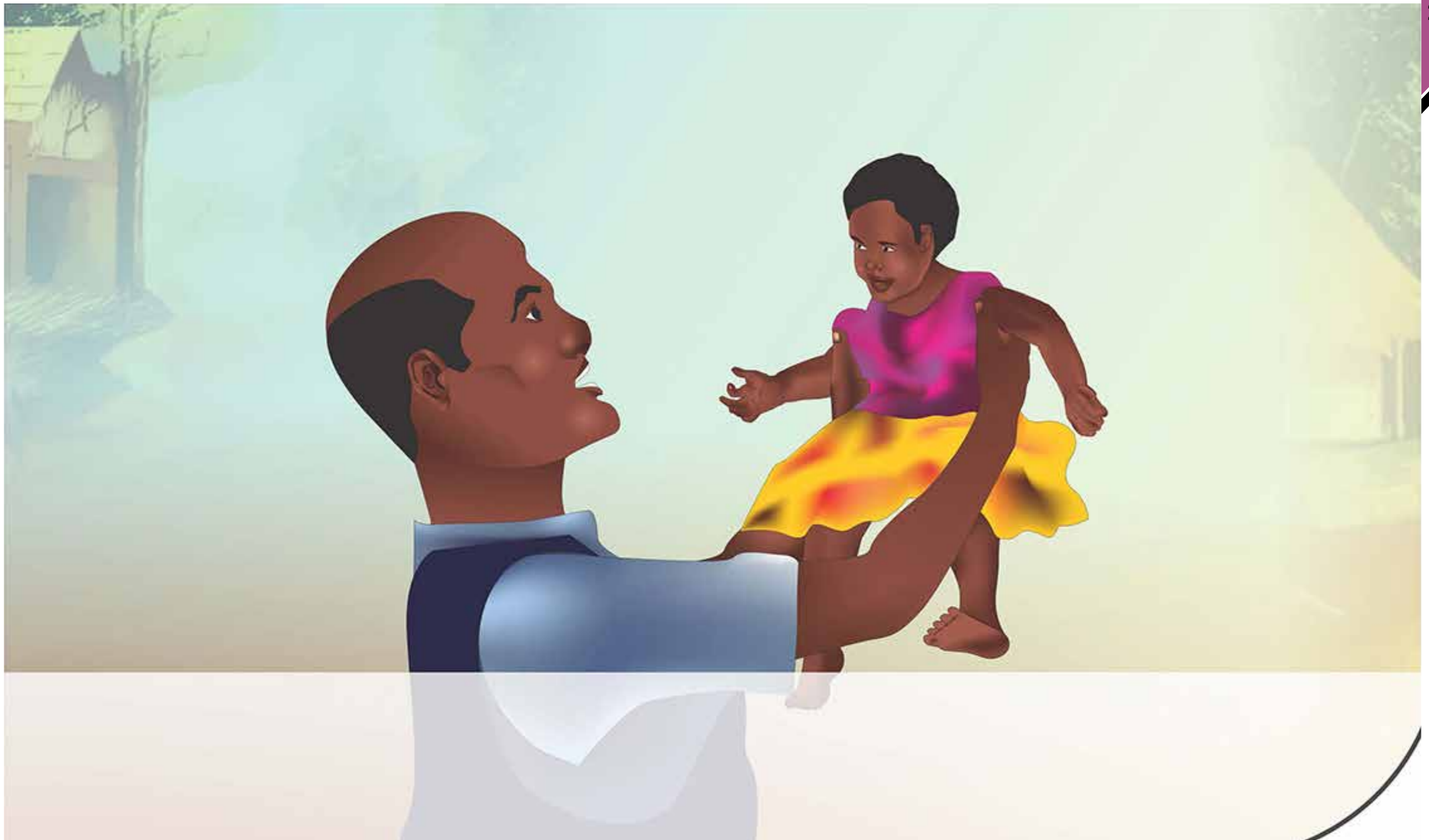
- **What do you see happening in this picture?**
- **What is mama doing with her baby?**
- **How do you think mama feels?**
- **How does the baby feel?**
- **Why is this important for the baby?**
- **What does play do for the newborn baby?**

Suggested Actions:

- **Touch and hold your baby often.**
- **Play the “Where is ...” game with your baby.**
- **Touch and name different body parts of your baby, like nose and eyes.**
- **Talk and sing to your baby while playing.**

Key Messages:

- **Your baby’s brain grows every time you play, talk, touch, or hold and respond.**
- **You are your baby’s favorite toy.**
- **You can play and tickle baby with your hands.**
- **Play is how children learn and grow.**
- **Play helps build strong bonds and attachment with the baby.**



PLAY IS HOW BABIES LEARN.

Session 3: Playing Games with Our Whole Bodies

Age: 6–12 months

Main tip to caregiver: Play is how babies learn.

Reflection Questions:

- **What do you see happening in this picture?**
- **What is papa doing with his baby?**
- **What is the baby doing?**
- **How does the baby feel?**
- **Why is play important for your baby when figuring out the world?**

Suggested Actions:

- **Provide colorful objects for your baby to see and grab. Slowly move these objects closer for your baby to reach for and see.**
- **Create sounds using an object like a rattle. Slowly move it around and watch while your baby follows where the sound comes from.**
- **Play games like peekaboo and hide objects under a cloth for baby to seek and find.**
- **Play games like the “bouncing baby on the road” game.**

Key Messages:

- **Provide a safe and clean space for your baby to play with the whole body by crawling, climbing, rolling, clapping, etc.**
- **Play is how babies learn about how their world works. They use their senses to explore everything.**
- **You are your child’s favorite toy, so make time to play with your baby.**
- **Babies can play with things around the house, like bowls, pans, and wooden spoons.**
- **It helps when they know what is next, so give them a routine.**
- **It’s important for fathers to also make time to play with the baby.**



YOU CAN PLAY WITH YOUR TODDLER AROUND THE HOUSE.

Session 3: Playing Games with Our Whole Bodies

Age: 1–2 years

Main tip to caregiver: You can play with your child around the house.

Reflection Questions:

- What do you see happening in this picture?
- What is papa doing with his baby?
- How do you think papa feels?
- How does the child feel?
- Why is this important for the child?

Suggested Actions:

- Play with the whole body, including hands and legs.
- Play games like “bump, bump.”
- Give your child a variety of safe objects to play with that are different shapes, sizes, and colors.
- Give your child things to stack up and put into baskets. Let them put them in and empty them out over and over again.
- Collect everyday objects for exploring, like leaves, beans, cups, lids, and scarves.
- As your child plays, talk about what he or she is doing. Give words for the actions. Play along and have fun!

Key Messages:

- Toddlers at play are like little scientists as they figure out how things work.
- Pretend play is a starting point. Children like to act like the people in their life.
- Play is the work of children. Let them play as often as possible.
- Use songs and chants for play with words that rhyme.



TWO-YEAR-OLDS WANT TO HELP AND NEED HELP.

Session 3: Playing Games with Our Whole Bodies

Age: 2–3 years

Main tip to caregiver: Two-year-olds want to help and need help.

Reflection Questions:

- **What do you see happening in this picture?**
- **What is the child learning here with mama?**
- **When can you play with your 2-year-old child?**
- **Sometimes 2-year-olds need special time to share. How do you make that happen?**

Suggested Actions:

- **As you play together, help your child count and compare things. For example, introduce things like small-large, less-more, and long-short.**
- **Invite your child to help with simple household chores.**
- **Play pretend with your child. Dress up and act like people he or she knows, and use props, like scarves or hats.**
- **Draw in the sand or on the floor with a stick or chalk. This is early writing.**

Key Messages:

- **Two-year-olds can play with other siblings or friends now. They learn from others.**
- **They like to figure out how things fit together or stack up, so let them work on that with simple blocks or cups.**
- **Two-year-olds are learning to take another person’s perspective. Playing with others and pretending is the best way to practice this.**
- **Moving skills are growing fast, so find safe ways to let your child run and climb.**



MAKE COLORFUL PLAY OBJECTS FOR YOUR BABY.

Session 4: Playing with Homemade Toys

Age: Birth–6 months

Main tip to caregiver: Babies like to play with colorful objects of different shapes, textures, and sizes.

Reflection Questions:

- **What are mama and baby playing?**
- **What is the baby learning from this kind of play?**
- **How does this play build language skills?**
- **Do you think the baby’s brain is growing due to this play?**
- **Can you make a similar toy for your baby?**
- **Where would you hang this toy for baby to see, reach for, and touch?**
- **What other hanging and mobile toys can you make for your baby?**

Suggested Actions:

- **Watch your child play. He/she explores and learns like a scientist. Wait and see what your baby is trying to do.**
- **Your attention helps your baby’s emotional development blossom.**
- **Engage all of your child’s senses in play. Grow thinking power through exploring colors, textures, and shapes.**
- **Play peekaboo and hide behind your hands. Later, use a colorful cloth or scarf.**

Key Messages:

- **Playing with your baby is important for nurturing development. There are no rules for play, and you don’t need fancy toys.**
- **Being fun and carefree with your child can relieve stress for both of you. Engaging in play is all about learning.**
- **As baby grows, he or she learns to use his or her body to make discoveries.**
- **Your baby builds self-worth when seeing your pleasure in playing.**
- **Your baby builds motor skills: eye and hand coordination when reaching for the rattle or hanging toy.**



HOMEMADE TOYS ARE EASY TO GET AND ARE AS EFFECTIVE AS STORE-BOUGHT TOYS.

Session 4: Playing with Homemade Toys

Age: 6–12 months

Main tip to caregiver: Homemade toys are easy to get and are as effective as store-bought toys.

Reflection Questions:

- What toy is the mama using while singing for the baby?
- What do you think the baby is learning?
- How do you think the “shake, shake, shake” game stimulates children’s brains?
- Are there other similar toys you can make for your toddler? What are they?

Suggested Actions:

- Fill an empty plastic bottle with beans or stones. Use it as a rattle to make music for your child.
- Sing for your child while shaking a rattle.
- You can make the rattle colorful by wrapping colored clothes around it.
- Imitate your baby’s sounds as he/she responds to the music and rattle. Add some movements and hand gestures to the play.
- You and your baby can take turns leading the “shake, shake, shake” game.

Key Messages:

- Playing with rattles and other musical toys stimulates babies’ brain. They learn about different sounds and words, which prepares them for reading.
- Babies learn to laugh and enjoy your company, which builds their socioemotional skills.
- When babies hold a rattle, they learn about sizes and textures, and strengthen their muscles.
- Babies learn about cause and effect when they shake a rattle or other toys. As they take turns, they learn to get along and have some self-control.



ONE- AND TWO-YEAR-OLDS NEED TO PLAY OUTSIDE, SO MAKE TOYS THAT THEY CAN USE TO PLAY WITH OUTSIDE THE HOUSE.

Session 4: Playing with Homemade Toys

Age: 1-2 years

Main tip to caregiver: One- and 2-year-olds need to play outside, so make toys that they can use to play with outside the house.

Reflection Questions:

- **What do you see happening in this picture?**
- **Sometimes 1- and 2-year-olds need special time to share. How do you make that happen?**
- **What is the child learning here with mama and papa?**
- **Does the father look like he is having fun too? Do you like to play?**

Suggested Actions:

- **Play outside with your child. Let your child kick the ball, climb, jump, and run around.**
- **Make toys, like balls of different sizes, shapes, colors, and textures.**
- **Play with your child and help him/her figure things out. Watch and wait to see if help is needed.**
- **Let your child do things over and over to try and master new skills through play.**
- **Singing the same song, reading the same book, or filling and dumping the basket over and over helps them learn better.**

Key Messages:

- **Playing with your child is the best way to nurture development and prepare your child for school. When you provide and talk about the sizes, shapes, and colors of toys like balls, it helps your child learn.**
- **Your child learns about imitation as he/she copies papa, gains self-confidence as he/she tries new things, and builds a close relationship as papa gives attention.**
- **When your child holds or kicks a ball, he/she is building finger and hand strength.**
- **As your child figures out what he/she will do during play, he/she is solving problems and growing smarter.**



TWO- AND 3-YEAR-OLDS NEED TO TRY OVER AND OVER TO LEARN.

Session 4: Playing with Homemade Toys

Age: 2–3 years

Main tip to caregiver: Two- and 3-year-olds need to try over and over to learn.

Reflection Questions:

- **What do you see happening in this picture?**
- **What is the child learning from putting together the puzzle pieces?**
- **Do you think the child is having fun?**
- **What kinds of things can you use at home to make puzzle pieces for your child?**

Suggested Actions:

- **Make puzzle pieces using old cardboard boxes. You can also make puzzles using sticks.**
- **Play with your child and help him/her figure things out. Watch and wait to see if help is needed.**
- **Let your child do things over and over to try and master new skills through play.**
- **Be patient with your child as he/she tries to problem-solve and think of how things fit together.**
- **You can make the puzzle/game more challenging as it gets easier for your child.**

Key Messages:

- **Playing the puzzle game helps your child build cognitive and problem-solving skills.**
- **Playing the puzzle game helps your child learn about shapes, sizes, and colors.**
- **Young children enjoy solving problems and figuring things out.**
- **Your child may want to repeat the same game over and over.**

TOPIC 2: EARLY COMMUNICATION



USE PICTURES AND BOOKS TO TALK TO YOUR BABY ALL DAY.

Session 5: Talk, Read, Talk

Age: Birth–6 months

Main tip to caregiver: Use pictures and books to talk to your baby all day.

Reflection Questions:

- **What do you see happening in this picture?**
- **Do you think mama is talking with her baby?**
- **Are they happy?**
- **Is the baby trying to communicate?**
- **Why is talking so important when babies are so little?**
- **How can you use a picture or book to talk to your baby?**

Suggested Actions:

- **Use colorful pictures and books to talk and tell stories to your baby.**
- **Talk and sing to your child often, such as while changing his/her clothes, during feedings, and even while doing household chores.**
- **Get a conversation going by copying your child's sounds and gestures.**
- **Frequently make eye contact. Smile and laugh with your baby.**

Key Messages:

- **Even little babies can communicate. They use crying, smiling, and cooing.**
- **Babies are learning words every day, so tell them the names of things around them.**
- **The more words they hear, the smarter they are.**
- **Babies can learn from books too, so share picture books or stories with them every day.**
- **Talk about the pictures over and over.**



TALK TO YOUR INFANT ALL DAY WHILE YOU PLAY.

Session 5: Talk, Read, Talk

Age: 6–12 months

Main tip to caregiver: Talk to your infant all day while you play.

Reflection Questions:

- What do you see happening in this picture?
- Is the infant communicating with mama?
- What is the infant learning?
- How important is time with mama and papa for promoting language?

Suggested Actions:

- Read to your child every day and tell traditional stories often.
- Use picture books to tell your child a story. Talk about the colors and names of things in a book.
- While doing housework or chores, explain to your child what you are doing and introduce new things.
- Take your child outside often. Tell him/her the name and introduce the things you see outside or in the kitchen garden.
- You can make a simple picture book for your child using old cardboard boxes and cuttings from old newspapers and magazines.

Key Messages:

- Infants enjoy the rhythm of language. Tell your child stories, rhymes, and songs while encouraging clapping and hand motions.
- Babies are learning words every day, so tell them the names of things all around them.
- Show picture books, share stories, and sing anytime you can in your normal routine.
- Talking with your infant is the best path to a smarter child.
- Babies can learn from books too, so share picture books or stories with them every day. Talk about the pictures over and over.



MAKE TIME TO TALK WITH YOUR CHILD.

Session 5: Talk, Read, Talk

Age: 1–2 years

Main tip to caregiver: Make time to talk with your child.

Reflection Questions:

- What do you see happening in this picture?
- What kind of talking is happening here?
- Do you see emotions?
- How do they feel?
- Do you think mama is making time for talking?
- How can you use a picture for talking with a child?

Suggested Actions:

- Encourage extended conversations. Ask simple questions.
- Listen patiently and answer your child's many questions, no matter how silly they seem to you.
- Teach your child many new words, like body parts, colors, animals, and other things in nature.
- You can use a picture to talk and teach your child many new things.
- You can use picture from your family photo album to talk to your child and teach him/her the names of relatives, things at home, etc.

Key Messages:

- One- and 2-year-olds love bright and colorful pictures.
- One- and 2-year-olds are rapidly learning new words. Teach them many new words and help them learn the correct names of things by repeating and saying the word over and over.
- It is very important to share stories and pictures/photographs, and read picture books.



**ASK YOUR CHILD SOME SIMPLE QUESTIONS WHILE TALKING
AND READING A BOOK TOGETHER.**

Session 5: Talk, Read, Talk

Age: 2–3 years

Main tip to caregiver: Ask your child some simple questions while talking and reading a book together.

Reflection Questions:

- What is happening in the picture?
- Do you think the child is enjoying reading a book with his mother?
- How can you use a book to talk with and expand the vocabulary of your child?
- How can an illiterate parent use a book to talk and enjoy a reading with a child?

Suggested Actions:

- Point to pictures in the book and ask your child to tell you what is happening in the picture.
- Expand and build on what the child is telling you.
- Allow the child to ask you questions about the pictures sometimes.
- Relate what is in the book to things and people found in your community.

Key Messages:

- Two- and 3-year-olds are learning many new words rapidly, so teach them many new words every day.
- Two- and 3-year-olds can remember things, so ask them to tell you what happened hours or a day before.
- Two- and 3-year-olds are curious and ask a lot of question, so be patient and answer the questions.
- Two- and 3-year-olds continue to enjoy and learn from books and pictures.



BABIES COMMUNICATE WITHOUT WORDS.

Curriculum area: Language and Literacy Session 6: Word Builder

Age: Birth–6 months

Main tip to caregiver: Babies communicate without words.

Reflection Questions:

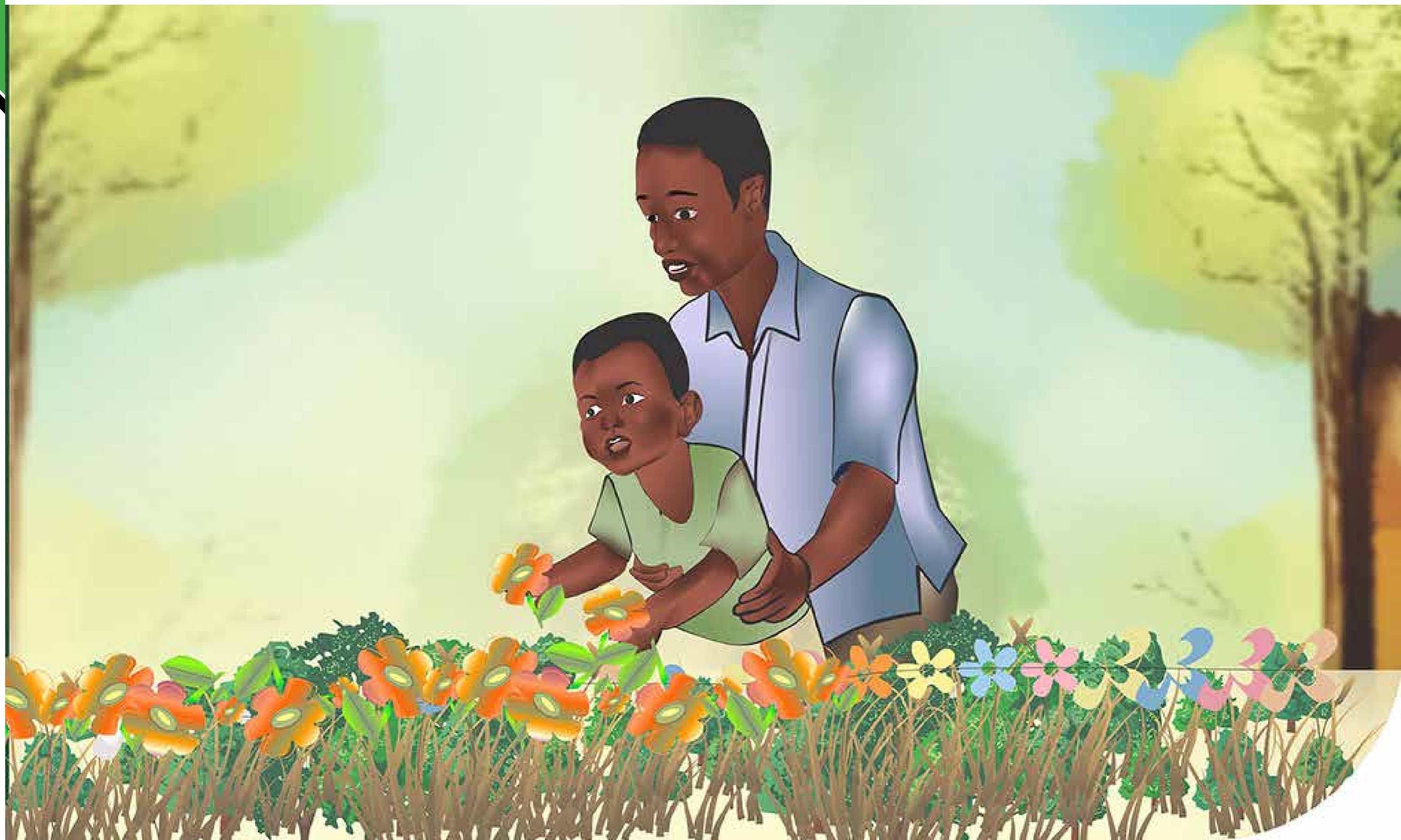
- **What is the baby doing in the picture?**
- **What do you think baby is learning?**
- **How does your baby communicate right now?**
- **How do you know what your baby needs?**
- **What other ways does your baby communicate without any words?**
- **What are the opportunities you can use to play the game “who is in the bag?”**

Suggested Actions:

- **Talk with your baby, even if your baby can’t talk yet. Tell your baby what you are doing. For example, while cooking or doing field-work, tell your baby what you are doing when your baby is alert. “Mama is cooking some food. You smell the chicken, don’t you?”**
- **Have a give-and-take “conversation” with your baby. Talk and wait to see if your baby responds. This is how babies learn to speak.**
- **Smiling back at your baby when she smiles or rolling a ball back and forth help the baby practice the give and take of early communication.**

Key Messages:

- **Listening skills begin before birth.**
- **More language and communication skills begin at birth.**
- **At 0–3 months, babies’ sounds, like cries and gestures, are automatic in response to a feeling or need.**
- **At 3–5 months, babies begin to imitate the sounds they hear. This is called cooing (“ooo” and “aaah” sounds).**
- **Early on, babies try to have “conversations” with the people they love. They start by back-and-forth smiling and cooing.**
- **Later, they “talk” by using movements (e.g., kicking happily to show excitement), gestures (e.g., pointing), and sounds (e.g., babbling and later words).**



INFANTS ARE LEARNING MANY NEW WORDS EVERY DAY.

Session 6: Word Builder

Age: 6–12 months

Main tip to caregiver: Infants are learning many new words every day.

Reflection Questions:

- What is the child trying to communicate in this picture?
- What is he feeling?
- How is papa responding to him?
- How does your toddler show his/her feelings?

Suggested Actions:

- Wherever you go together, like the market or garden, talk about the things your child sees.
- Once your child says single words, you should add on to them to help expand speech.
- If your child points to banana and says, “bana,” you should say, “Oh, you want the banana, the yellow banana?”
- If papa is leaving for work and your child says, “bye,” you can say, “Bye bye, papa, have a good day at work!”
- Your child learns more words daily. It is important to point to objects and name them.
- Look at pictures in books and tell your child what they are.

Key Messages:

- Children are learning many words every day. The more words they hear, the more they learn.
- At 5–9 months, babies will start to babble, stringing lots of these little sounds together (ba ba ba).
- At 9–12 months, babies start to say their first “words,” such as ma, pa, ba, or da.
- At 12 months, infants may say one to three words.



THE MORE YOU TALK WITH YOUR CHILD, THE MORE WORDS THEY LEARN.

Session 6: Word Builder

Age: 1–2 years

Main tip to caregiver: The more you talk with your child, the more words he or she learns.

Reflection Questions:

- What is the child doing in this picture?
- What is in this child's treasure box?
- How is papa helping him learn about the items in his treasure box?
- Does your child have a treasure box? What items can you get from around your home to put in that treasure box?

Suggested Actions:

- Help your child build a treasure box with different play and learning materials. Include items of various shapes, colors, sizes, and textures.
- Help your child explore items in the treasure box by asking some questions.
- Encourage your child to always store his or her toys in the treasure box.
- You can come up with a song or game of exploring, sorting, and naming items in the treasure box.
- Books and pictures can be part of the treasure box.

Key Messages:

- Children are learning many words every day. The more words they hear, the more they learn.
- Around 18 months, children may grow to say 20 to 50 words. If you hear a word, say more about it. This makes the language part of their brain stretch and learn more.
- Children need a large bank of words to prepare for reading and learning later in school. Help your child build a large bank of new words through play and sharing books.



THE MORE YOU TALK WITH YOUR CHILDREN, THE MORE WORDS THEY LEARN.

Session 6: Word Builder

Age: 2–3 years

Main tip to caregiver: The more you talk with your children, the more words they learn.

Reflection Questions:

- What are the children doing in this picture?
- What game do you think they are playing with papa?
- Do you ever play the “Can You See What I See?” game or any other guessing game?

Suggested Actions:

- Play a guessing game like “Can You See What I See?” It helps your child develop imaginative and problem-solving skills.
- Use describing words, like big, round, and blue, to give clues to your child.
- You can play the guessing game while you are driving or walking with your child.
- Take time during your busy routines to talk with your 2-year-old. He/she wants to have conversations with you and needs that stimulation for language development.
- Respond to what your child says and build on it. For example, if your child says, “We go?” you can add, “Yes, we’re going to the market.”

Key Messages:

- Two- and 3-year-olds like to tell stories and ask many questions. Give your child time to tell you stories and patiently answer all questions. They are learning a lot by talking and asking questions.
- Two- and 3-year-olds have great imaginations, so let them contribute to stories that you start.
- Build your child’s vocabulary by teaching them the names of things in your environment.



TALK AND SING TO PROMOTE VERY EARLY LITERACY.

Session 7: Storytelling

Age: Birth–6 months

Main tip to caregiver: Talk and sing to promote very early literacy.

Reflection Questions:

- **What is the mama doing with the baby in this picture?**
- **What do you think the baby is feeling?**
- **Do you also give your baby a massage? What do you tell your baby while giving the massage? Do you tell your baby a story?**
- **Is this activity easy to do? When can you do this activity?**

Suggested Actions:

- **Tell your baby a story while giving him/her a massage. You can do this after bathing, changing, or putting your baby to sleep.**
- **Tell your baby stories throughout the day.**
- **When your baby responds to your voice with cooing, imitate and coo back.**
- **Tell your baby the color of his/her clothes and name different body parts.**
- **Tell your baby what you are doing and what you are planning to do. For example, “I am now going to warm your milk. It will be warm and yummy. You will like it.”**

Key Messages:

- **Babies like listening to the voice of their parents or caregivers.**
- **They learn many new words when you tell them stories.**
- **Talking and telling stories also builds a bond between baby and parents or caregivers, which helps a baby’s brain to grow.**
- **Babies enjoy stories accompanied by song.**
- **Babies respond to stories with gestures and movement; for example, kicking their legs.**



YOUNG CHILDREN ENJOY STORIES ABOUT FAMILIAR THINGS.

Session 7: Storytelling

Age: 6–12 months

Main tip to caregiver: Young children enjoy stories about familiar things.

Reflection Questions:

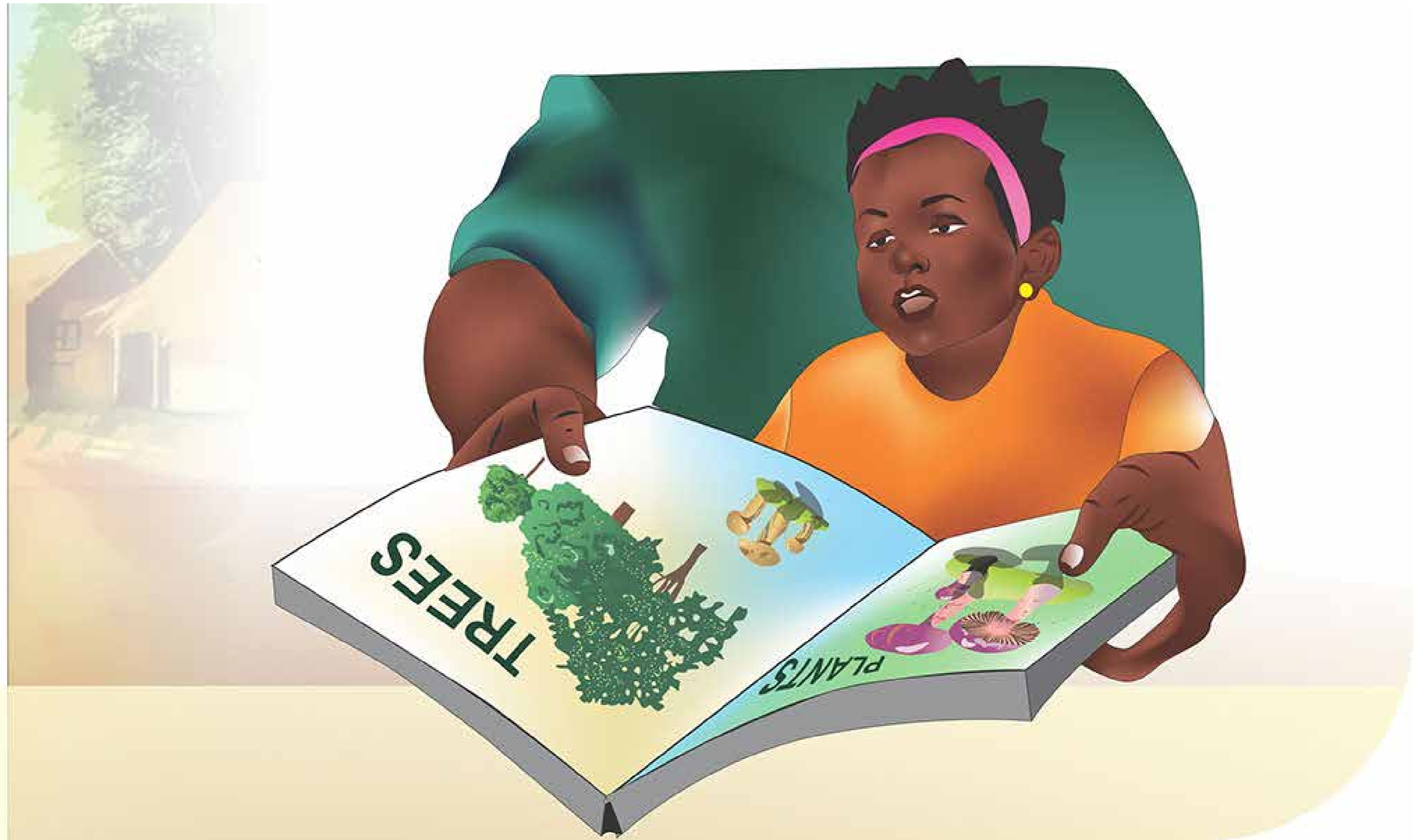
- What is the mama doing in the picture?
- What do you think the baby is feeling?
- Do you know any story about transportation? How can you tell it to your baby?
- Are there any other stories you can tell your baby? What actions do you need to add to make it fun for your baby?

Suggested Actions:

- Tell your baby a story.
- Include actions and play so that the story is interesting.
- You can also add a song to your story to make it more interesting.
- You can act out or mime your story to make it more fun. Build on your child's words. When your baby says one word, it is important to add on and make a complete thought or word.
- Name things your toddler is pointing out every chance you get.
- Read simple picture books together. Even if you can't read the letters, you can both "read" the pictures together.
- Help your child be quiet and listen to the sounds. Take a walk and stop to hear a bird or other sounds.
- Start simple counting of one and two. Don't expect the child to count until around age 2.
- Hearing you count things is a great start to literacy and early math.

Key Messages:

- Babies like listening to the voice of their parents or caregivers.
- They learn many new words when you tell them stories.
- Talking and telling stories also builds a bond between baby and parents or caregivers, which helps a baby's brain to grow.
- Babies enjoy stories accompanied by song.
- Babies respond to stories with gestures and movement; for example, kicking their legs.



YOU CAN USE PICTURES AS A STARTING POINT FOR A STORY.

Session 7: Storytelling

Age: 1–2 years

Main tip to caregiver: You can use pictures as a starting point for a story.

Reflection Questions:

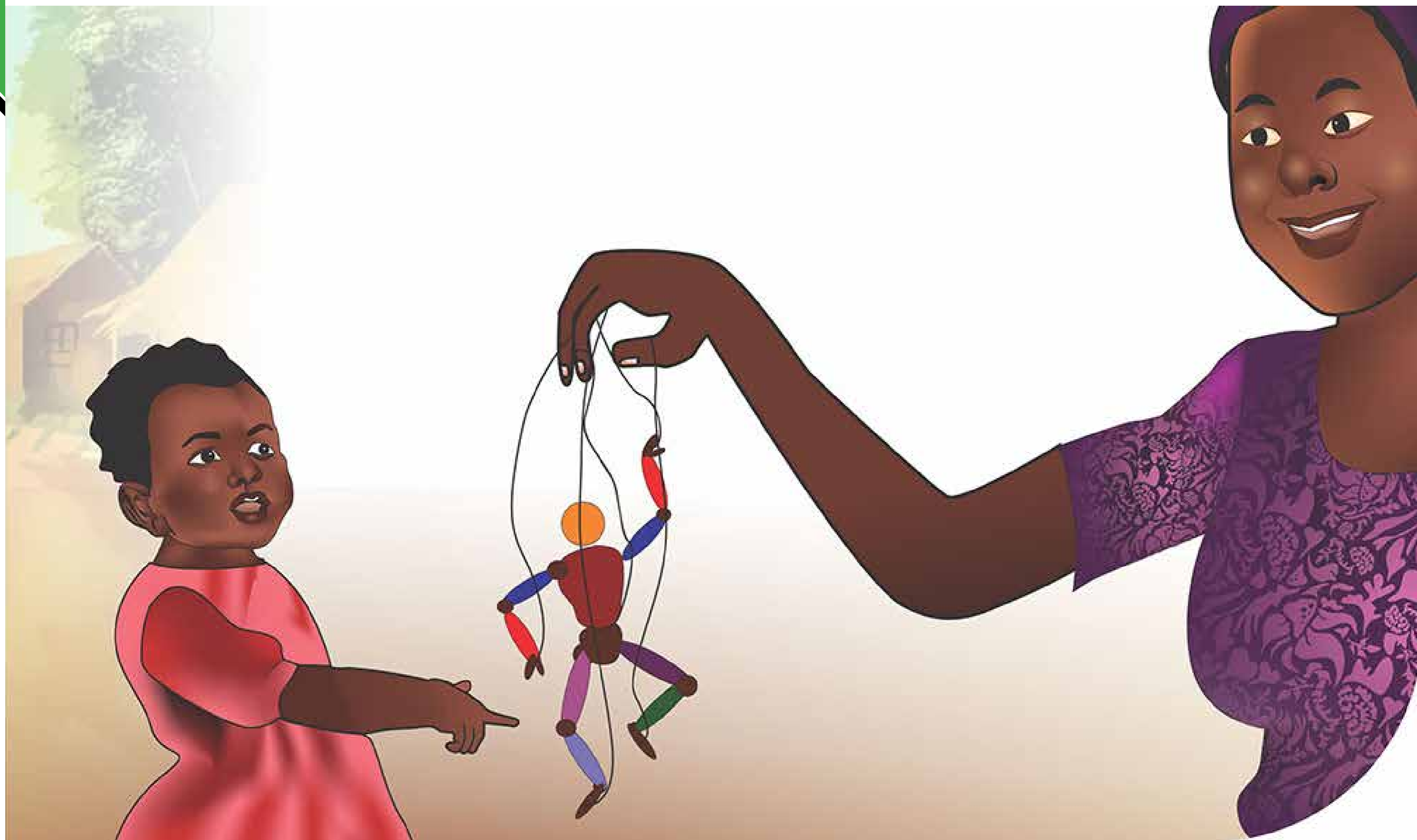
- What is the boy doing in the picture?
- Is papa proud of his son?
- What do you think papa says to the boy? What else is the boy feeling?
- Can you find pictures to use for telling a story to your child?

Suggested Actions:

- Use a picture as a starting point or inspiration for telling a story.
- Your child can contribute to the story, especially if it is not the first time you are telling it. Help him/her by asking some simple questions, like “What was the rabbit eating?”
- If child says, “fat rabbit carrot,” you can add action and say, “Yes, the fat rabbit was eating a carrot.” Praise your child as he/she does something right. Give praise that teaches words. If your child puts on a shirt, say, “Look, you just put your shirt on all by yourself. That must feel great!”
- Make reading a pleasure. Read to your child in a comfortable place with your child sitting close.
- Show enthusiasm as you read the pictures with lots of expression in your voice and on your face. Talk like the characters may talk. Make sound effects. Talking, singing, and reading build a great love for literacy!

Key Messages:

- Telling stories, talking, singing, and reading to your child are the foundation for learning to read and write.
- Build spoken or oral language by talking and listening.
- When young children listen to books read aloud they learn how books work which is important for early literacy.



YOU CAN USE AN OBJECT AS A STARTING POINT FOR A STORY.

Session 7: Storytelling

Age: 2–3 years

Main tip to caregiver: You can use an object as a starting point for a story.

Reflection Questions:

- What do you see in the pictures?
- How can you use an object, such as a stuffed animal, to tell a story?
- What do you think a child can learn from the such a story?

Suggested Actions:

- Make stuffed animals or other toys and use them to tell a story to your child.
- Your child can participate in making the toy.
- Make storytelling a part of your daily routine with your child. Children learn many things from stories.
- Continue to read stories to your child.
- From age 2 to 3, you can begin to point out letters in your child's name.
- Talking, singing, and reading build a great love for literacy!

Key Messages:

- Telling stories, talking, singing, and reading to your child are the foundation for learning to read and write.
- To become skilled and confident readers, young children need many opportunities to:
 - Build spoken or oral language by talking and listening.
 - Learn about print and books.
 - Learn about the sounds of spoken language (called phonological awareness).
 - Learn about the letters of the alphabet.
 - Start writing some lines and circles before letters.
 - Count and compare things to expand language and thinking.

TOPIC 3: RESPONSIVE CARE



TOUCH BUILDS STRONG BONDS.

Session 8: Respond and Bond

Age: Birth–6 months

Main tip to caregiver: Touch builds strong bonds.

Reflection Questions:

- What do you see happening in this picture?
- What is mama sharing with her baby?
- How do you think mama feels?
- How does the baby feel?
- Why is this important for baby? What does attachment do for the newborn baby, and how does bonding happen?

Suggested Actions:

- Touch and hold your baby often.
- Respond to your baby when he/she is crying. Figure out what your baby wants or needs.
- Talk and sing to your baby during everyday routines.

Key Messages:

- Your baby's brain grows every time you touch or hold and respond. You can't spoil babies with holding them because they need to be comforted.
- Trust is beginning this first year. Babies must trust to learn and explore.
- Bonding forms healthy foundations for life. Some babies are fussier than others and may need extra help to calm down.
- Research shows that babies who cry and have help quickly cry less.
- It is not possible to spoil a little baby.



PLAYING AND SINGING WITH BABY BUILDS STRONG BONDS.

Session 8: Respond and Bond

Age: 6–12 months

Main tip to caregiver: Playing and singing with baby builds strong bonds.

Reflection Questions:

- What do you see happening in this picture?
- What are mama and papa sharing with their baby?
- How do you think mama and papa feel?
- How does the baby feel?
- Why is this important for the baby?
- How are the two parents bonding with their baby?

Suggested Actions:

- Talk, sing, dance, and clap with your baby often.
- Use safe household items for drumming, such as a plastic bowl and plastic spoon.
- Make special time in the day to bond through singing and dancing with your baby. Even a couple of minutes a day is very important for bonding.

Key Messages:

- Your baby's brain grows every time you sing and talk.
- Making time to talk and sing to the baby increases attachment and bonding.
- Your baby learns about relating with other people from you while you bond.
- Your baby will feel special and secure when you make time to spend with him or her playing and singing.
- Bonding forms healthy foundations for life and strengthens brain wiring.



BOND DURING ROUTINES.

Curriculum area: Responsive Care Session 8: Respond and Bond**Age: 1–2 years****Main tip to caregiver: Bond during routines.****Reflection Questions:**

- **What do you see happening in this picture?**
- **What routine is happening here?**
- **Do you think the children feel love and security?**
- **What routines in your household give chances to bond?**

Suggested Actions:

- **You can use reading and sharing time to bond with your child.**
- **Continue building bonds during daily routines, like bath time, bedtime, eating, and getting dressed.**
- **Join in play and talk about it.**
- **Make bedtime snuggle time by telling stories or singing songs.**
- **Be a safe place for your child to receive guidance.**

Key Messages:

- **Story and book sharing time is a great opportunity for bonding.**
- **Young children need love to continue building trust.**
- **They need some guidance on what is safe as they explore.**
- **You must tell them many times what you expect of them.**
- **Young children need repetition to learn. They like to hear stories and songs over and over.**
- **It helps when they know what is next, so give them a routine.**



**TWO- AND 3-YEAR-OLDS STILL NEED ATTENTION,
EVEN WITH THE ARRIVAL OF A NEW BABY.**

Curriculum area: Responsive Care Session 8: Respond and Bond**Age: 2–3 years****Main tip to caregiver: Two and 3-year-olds still need attention, even with the arrival of a new baby.****Reflection Questions:**

- **What do you see happening in this picture?**
- **Sometimes 2-year-olds must share love with a new baby. How can you make this easy?**
- **What do 2-year-olds still need to feel loved?**
- **Is it possible to play the “Fill’er Up” game in your household? What items can your child use for this game?**

Suggested Actions:

- **Two-year-olds need to know about feelings.**
- **Tell them what you want from their behavior.**
- **Provide opportunities for safe exploration and independence.**
- **Play pretend with them as they imitate and figure out their world.**

Key Messages:

- **Two-year-olds need lots of attention. As you give attention for good things, you will see more good.**
- **They need extra guidance, as they are learning self-control.**
- **They want to be independent and try things by themselves, so let them help out with dressing and small chores.**
- **Two-year-olds ask lots of questions, and they need answers from you when learning to grow.**
- **Be patient and kind, as they are learning many words and ideas.**



CALMING AND SOOTHING BUILD SELF-SOOTHING.

Curriculum area: Responsive Care Session 9: Calming and Soothing**Age: Birth–6 months****Main tip to caregiver: Calming and soothing build self-soothing.****Reflection Questions:**

- **Why do you think the baby is crying?**
- **What is papa doing for the crying baby?**
- **Does this work to soothe the baby?**
- **What else works to keep your baby calm?**

Suggested Actions:

- **Change your baby's diaper if necessary.**
- **Feed your baby if he/she seems hungry.**
- **Sing and talk softly to your baby.**
- **Rock your baby gently in your arms. Never shake a baby! This can cause brain damage.**
- **Take your baby on a walk outside.**
- **Give your baby a comfortable object to cuddle, like a cloth doll or soft scarf.**
- **Read or sing to your baby.**

Key Messages:

- **Babies are born needing caregivers to calm and soothe them.**
- **Calming and soothing babies helps them learn how to calm themselves.**
- **Babies that are soothed and comforted learn to manage their own feelings.**
- **Some babies are fussier than others and may need extra help to calm down.**
- **Research shows that babies who cry and have help quickly cry less.**
- **It is not possible to spoil a little baby.**

Suggested game

- **Investigate: Find out what baby needs**



CALMING AND SOOTHING BUILD SELF-SOOTHING.

Curriculum area: Responsive Care Session 9: Calming and Soothing**Age: 6–12 months****Main tip to caregiver: Calming and soothing build self-soothing.****Reflection Questions:**

- **What is happening in the picture?**
- **How do you think the baby feels?**
- **Does this work to soothe the baby?**
- **What else works to keep your baby calm?**

Suggested Actions:

- **Find out why your baby might be crying.**
- **Calm yourself down before calming your baby down.**
- **Give your baby a tummy or back massage to calm and soothe him/her.**
- **Sing and talk softly to your baby.**
- **Rock your baby gently in your arms. Never shake a baby! This can cause brain damage.**
- **Use a colorful toy to distract and calm your baby.**
- **Read or sing to your baby.**

Key Messages:

- **Babies who are soothed cry less. Soothing and comforting your baby is not spoiling them.**
- **They need it to grow healthy, both emotionally and cognitively.**
- **Crying is a form of communication from your baby. Your baby needs something, so check on him/her.**
- **Breastfeeding is not always the way to calm your baby down. Sometimes babies cry when they are fully fed but have other discomforts. They may be too hot, too cold, wet, have an upset stomach, etc.**

Suggested game

- **Tummy massage**



CALMING AND SOOTHING BUILD SELF-SOOTHING.

Curriculum area: Responsive Care Session 9: Calming and Soothing

Age: 1-2 years

Main tip to caregiver: Calming and soothing build self-soothing.

Reflection Questions:

- What is happening in this picture?
- How do you think the toddler is feeling?
- What is papa doing to help?
- What might help the toddler calm down?

Suggested Actions:

- Talk about the emotions that your child is displaying. Encourage him/her to ask for help instead of crying.
- Try giving attention for positive things. When your toddler stops crying, notice and tell him/her, “It must feel good to not be crying.”
- Continue to use bedtime as a very calm time to be close and read or look at books together.
- When your toddler wants something, try to figure it out by his/her gestures or pointing. Then say things like, “Oh, you want to have a snack now, right?”
- Label their emotions and say it is OK to feel ____ (sad, mad, tired).
- Give one-on-one time to hold your young toddler and keep calm together.

Key Messages:

- One- and 2-year-olds are still learning to communicate their feelings by speaking or pointing to what they need instead of crying. Be patient and help if your child doesn’t do this yet.
- One- and 2-year-olds still need soothing and comforting
- One- and 2-year-olds get scared, confused, and hurt when you scream at, yell at, or hit them. Focus on positively guiding them.
- One- and 2-year-olds learn about trust and develop self-confidence when you respond positively to their needs and when you talk about your feelings and their feelings on a behavior issue.
- One- and 2-year-olds still need one-on-one time to play, cuddle, and talk with you.

Suggested game

- Label emotions



LEARNING RULES BUILDS SELF-SOOTHING AND SELF-REGULATION.

Curriculum area: Responsive Care Session 9: Calming and Soothing

Age: 2–3 years

Main tip to caregiver: Learning rules builds self-soothing and self-regulation.

Reflection Questions:

- **What do you think this 2-year-old is doing in this picture?**
- **Do you have any games that teach your child some rules?**

Suggested Actions:

- **Play games like “Stop and Go” to teach your child some rules and help him/her develop self-control.**
- **When your 2-year-old wants something that is not good, help him/her accept no by giving a simple or small reason.**
- **After your older toddler cries, make sure he/she knows that crying did not get him/her what he/she wanted.**
- **Have some simple rules, like use your hands to help, not hit; walk when inside; help clean up when you finish; and share your toys.**
- **Teach your toddler calmer ways to get what he/she wants. Make your toddler point, ask nicely, or use words to let you know what he/she wants.**
- **Notice out loud when your toddler gets it right. Say, “You asked for that and did not cry, so here you go!”**

Key Messages:

- **Simple rules are good for 2- and 3-year-olds if parents help them consistently follow them.**
- **Two- and 3-year-olds need to know what you expect of them.**
- **Two- and 3-year-olds need help with understanding their strong feelings and support to calm down.**
- **Young children need help validating their feelings to develop self-control.**

Suggested game

- **Stop and Go**



COMMUNICATING WITH YOUR BABY DURING ROUTINES MAKES HIM/HER FEEL SAFE AND SECURE.

Curriculum area: Responsive Care Session 10: Routines

Age: Birth–6 months

Main tip to caregiver: Communicating with your baby during routines makes him/her feel safe and secure.

Reflection Questions:

- **What routine is happening in this picture?**
- **What is the baby doing?**
- **What is the papa doing?**
- **What do you think baby is learning here?**

Suggested Actions:

- **Develop routines that are the same each day.**
- **Play peekaboo to help your baby learn about cause and effect, and that you can go and come back later.**
- **Use one-on-one time to talk and sing to your baby.**
- **Think about your daily routines. How can you fit in one-on-one time for your baby to get attention?**
- **Which routines are good for talking to your baby?**

Key Messages:

- **Communicating with your baby during routines makes him/her feel safe and secure.**
- **Having the same order of routines helps babies brains grow stronger.**
- **Babies learn to trust that a caring person will provide what they need.**
- **Using language through talking and singing teaches babies new early literacy and socioemotional skills.**
- **Peekaboo also helps baby to start building understanding of routines: that an action is followed by another action, and it is repetitive.**
- **They learn about presence and permanence. This helps them learn to trust and get used to you not being around all the time.**

Suggested game

- **Peekaboo**



ESTABLISHING ROUTINES WITH YOUR CHILD BUILDS TRUST.

Curriculum area: Responsive Care Session 10: Routines**Age: 6–12 months****Main tip to caregiver: Establishing routines with your child builds trust.****Reflection Questions:**

- **What routine is happening in this picture?**
- **What is the baby doing?**
- **What is the mama doing?**
- **What do you think the baby is learning here?**
- **What do you think the baby is feeling?**

Suggested Actions:

- **Follow a similar routine every day. Your baby will get used to it and know what is coming next.**
- **Use routines as time to talk and sing to your baby.**
- **Use routines to teach your baby new things, such as the names of the parts of his/her body, things in the house, etc.**
- **Use routines, like taking a walk outside, playing, and singing, to help you and your baby relax.**
- **Both you and your baby need rest as part of your routine.**
- **Tell your baby about the routine you are carrying out, such as, “I’m now going to warm your bottle of milk.” Your baby will learn new words.**

Key Messages:

- **Talk and sing to your baby during routines.**
- **Having the same order of routines helps babies brain grow stronger.**
- **Babies build trust when they have predictable routines.**
- **Babies learn about the world and how it works through routines.**
- **Using language during daily routines teaches your baby new words, which is a foundation for literacy.**

Suggested game

- **Stretch, Baby, Stretch**



HAVING ROUTINES BUILDS YOUR TODDLER'S BRAIN.

Curriculum area: Responsive Care Session 10: Routines**Age: 1–2 years****Main tip to caregiver: Having routines builds your toddler's brain.****Reflection Questions:**

- **What routine is happening in this picture?**
- **What is the toddler doing?**
- **What is the caregiver doing?**
- **How can you use routines to build your toddler's skills?**

Suggested Actions:

- **Keep your toddler on routines that are the same each day.**
- **Use feeding, toilet training, and eating times to talk more.**
- **Allow your toddler to help a little with routines, like bathing, dressing, and cleaning up.**
- **Keep comforting routines, like bedtime, the same each night. Use this routine to read a picture book or share a story.**

Key Messages:

- **Routines are still very important for young children.**
- **When routines are predictable, they make a child's brain grow with strong pathways.**
- **Routines offer a way for a young child to help and start building some independence.**
- **Routines build trust and positive relationships.**

Suggested game

- **Bath and Counts**



ROUTINES HELP 2-3 YEAR OLDS TO COOPERATE.

Curriculum area: Responsive Care Session 10: Routines

Age: 2–3 years

Main tip to caregiver: Routines help 2- and 3-year-olds cooperate.

Reflection Questions:

- **What is this 2-year-old doing here?**
- **What are mama and the other children doing?**
- **Do you think the child likes playing outside?**
- **What is he learning about while he helps?**

Suggested Actions:

- **Keep your 2-year-old on routines that are the same each day.**
- **Playing outside can be one of the routines in the day of a 2-year-old.**
- **Give your child choices, as long as they are safe.**
- **Let your child do things, like help with choosing clothes and dressing, cleaning up, and eating with a spoon and cup.**
- **Make bedtime very calm and loving with book or storytime each night.**

Key Messages:

- **Routines are still very important for 2-year-olds.**
- **When routines are predictable, they make the brain grow and free the child to learn new skills.**
- **Two-year-olds want to be independent and need to help more with simple cleanup chores.**
- **When needs are met routinely, 2-year-olds are less likely to have a crying fit.**
- **Let your 2-year-old choose the play he/she wants to engage in.**

Suggested game

- **Playing outside**

TOPIC 4:

POSITIVE PARENTING



GIVE AND TAKE HELP YOUR BABY BUILD SELF-ESTEEM.

Curriculum area: Responsive Care Session 11: Positive Discipline

Age: Birth–6 months

Main tip to caregiver: Give and take help your baby build self-esteem.

Reflection Questions:

- **What is papa doing with the baby?**
- **Look at both faces and describe what you see. Is there joy?**
- **What do you think baby feels when papa laughs back?**
- **How is this building the baby's self-esteem?**

Suggested Actions:

- **Play the rocking baby game.**
- **Watch your baby and follow his/her lead. Copy his/her expressions and actions to build relationships, like a give-and-take dance.**
- **Remember that babies cry to communicate. Crying is their way, so respond with patience.**
- **Stay calm, even when you feel upset. Babies can sense your reactions and react best to calmness.**
- **Never shake a baby because it can cause brain damage. Extreme crying may require carrying them on your back, swaying, and singing.**
- **When frustrated, tell yourself to give more love and protect your baby.**

Key Messages:

- **Babies who have loving relationships are smarter.**
- **When babies can count on you for safety, they are free to explore and are more confident.**
- **Babies who are confident learn faster.**

Suggested game

- **Rock the baby**



PRAISE HELPS YOUR BABY FEEL CONFIDENT AND DETERMINED TO REPEAT POSITIVE BEHAVIOR.

Age: 6–12 months

Main tip to caregiver: Praise helps your baby feel confident and determined to repeat positive behavior.

Reflection Questions:

- What is papa doing with the baby?
- Look at both faces and describe what you see. Is there joy?
- What do you think baby feels when papa laughs back?
- How is this building the baby's self-esteem?

Suggested Actions:

- Tell your baby what you want him/her to do and praise your baby when he/she does it.
- Positive guidance for babies means telling them what to do, showing them how to do it, redirecting when they are in danger, and loving them into understanding what to do.
- When babies feel loved, they can listen better.
- Some challenging behaviors, like crying or not eating, are normal.
- When a baby has a guiding parent who teaches, his/her self-esteem will grow, and he/she will be safe.

Key Messages:

- Praise encourages children to repeat positive behavior.
- Babies who are confident learn faster.
- Screaming and shouting at babies confuses and scares them. Use a gentle voice when telling your baby what he/she should stop doing.
- When babies feel loved, they can listen better.
- Some challenging behaviors, like crying or not eating, are normal.

Suggested game

- Tell baby what to do



TODDLERS NEED HELP KNOWING EMOTIONS.

Age: 1–2 years

Main tip to caregiver: Toddlers need help knowing emotions.

Reflection Questions:

- **What is happening in the picture?**
- **How does this mother feel in the picture?**
- **Why do you think the child is happy?**
- **What usually makes young children happy?**
- **Why do young children sometimes have tantrums?**
- **What can parent do to stay calm?**

Suggested Actions:

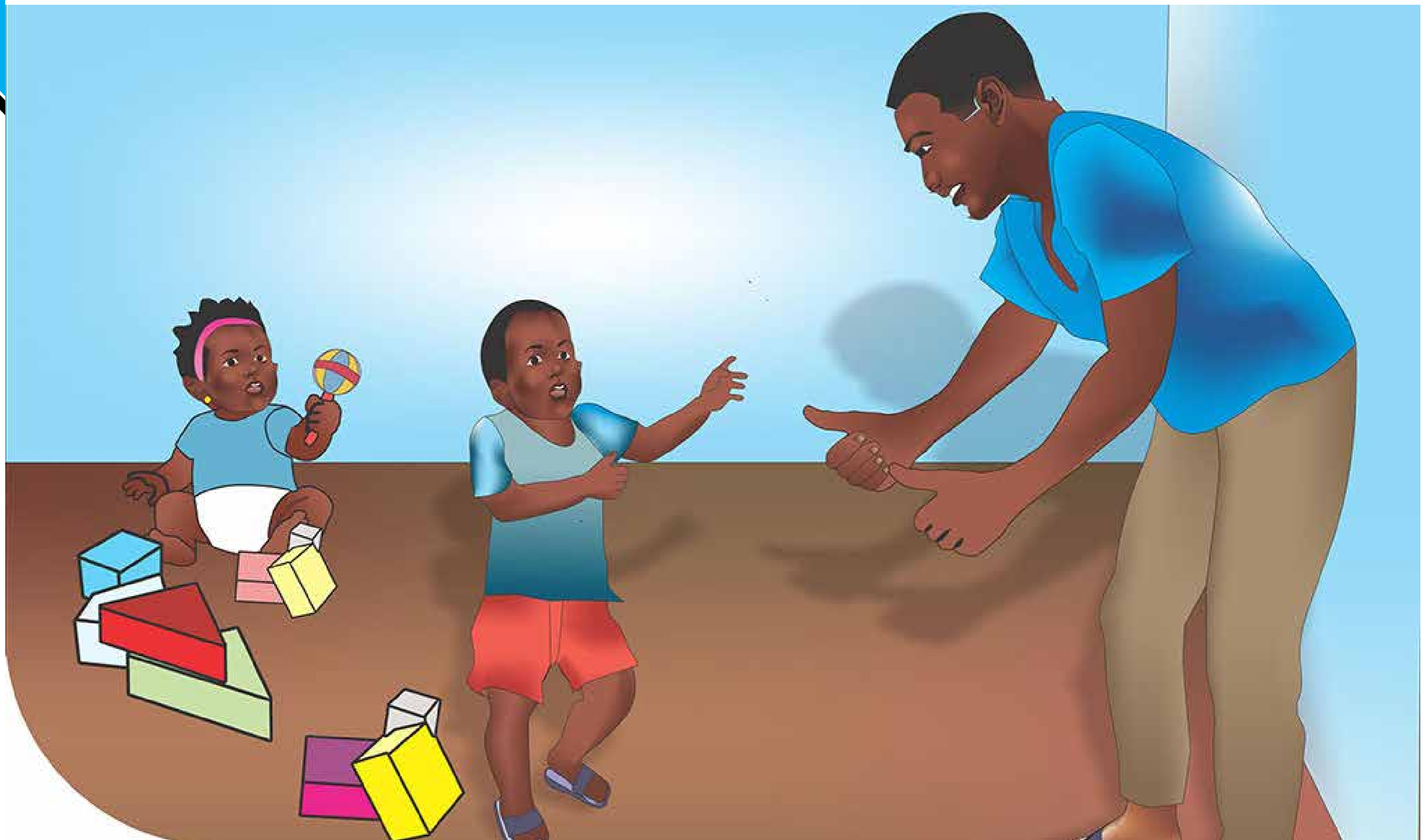
- **Notice when your child is happy and talk about it. Ask your child why he/she is happy. For example, “You are very happy and excited. Is it because you like the new doll? Great! I like it too. It is soft and is a nice color.”**
- **Stay calm when your young child has a fit.**
- **Follow these steps to give guidance:**
 - **Use firm words to tell your young child what to do and not to do, such as, “Keep food in the bowl and don’t pour it on the floor.”**
 - **Show your child what to do. “Food is for eating, so we keep it in the bowl, like mama and daddy.”**
 - **Guide rather than punish. Young children don’t know what is right yet.**

Key Messages:

- **Young children are very emotional and get frustrated when they want things and can’t ask yet.**
- **Young children can’t stop themselves because they can’t understand right from wrong, don’t have impulse control from the front part of the brain to stop them from doing wrong, and don’t know their own emotions.**
- **Young children need guidance and protection. They can get on your nerves, but they don’t do it on purpose. They simply can’t help themselves.**
- **Punishment, like yelling, hitting, or beating, does not work because they get confused and hurt instead of getting the message you are trying to send.**
- **Protect them by moving them away from problems and redirect to something better. When you do this, their self-esteem will grow, and they will be safe.**

Suggested game

- **Feeling faces**



POSITIVE GUIDANCE IS THE WAY YOUNG CHILDREN LEARN BEST.

Age: 2–3 years

Main tip to caregiver: Positive guidance is the way young children learn best.

Reflection Questions:

- **What just happened in this picture?**
- **What do you think the papa was guiding and disciplining the child about?**
- **How does the papa seem to handle the problem?**
- **What would be the best way of guiding and teaching the young child to share toys?**

Suggested Actions:

- **Set up a few simple and positive rules, such as hands are for helping, not hitting; use walking feet in the house; and clean up after you play.**
- **Let them know the consequences of not obeying the rules. Be very consistent in how you remind them and limit behaviors.**
- **When your child loses control and hits, you can help him/her understand feelings and make a better choice, such as: “I know you are mad, but you can’t hit your brother. Use words and ask for your turn.” This will help him/her learn the right thing.**
- **Get calm yourself before disciplining. Protect your young child by not hitting or hurting through harsh punishment. When you hit them, it only makes them see hitting as a way to solve problems.**
- **Notice out loud when they do anything right. Then you will see more good choices!**

Key Messages:

- **Being calm and consistent is your best gift!**
- **Two-year-olds need help understanding their strong feelings and what to do.**
- **The more a child understands his/her feelings, the easier it will be for him/her to cope.**
- **Consequences of not following simple rules should be appropriate to the age of a child. If a child refuses to clean up toys, then the toys will be put away for a day. If crying for candy at the market, take your child out of the marketplace. When he/she calms down, say, “Did crying get you the candy? No, you don’t get things by crying. Talking and listening may work better!”**

Suggested game

- **Role Play...Lights, Camera, Action**



IT IS IMPORTANT FOR A PARENT TO FIND WAYS TO RELAX AND BE HAPPY IN SPITE OF STRESS THAT COMES WITH HAVING A YOUNG CHILD.

Curriculum area: Responsive Care Session 12: Secrets to Being Happy Parents

Age: Birth–6 months

Main tip to caregiver: It is important for a parent to find ways to relax and be happy in spite of stress that comes with having a young child.

Reflection Questions:

- What are baby and papa doing here?
- What do you think the baby is feeling?
- What games do you play with your baby to make him/her laugh or calm down?

Suggested Actions:

- Babies like playing games that involve sound and motion, like “swaddle, swing, and shhh.”
- Bounce your baby up and down as you sing and dance. Make some sounds while you do this.
- Find opportunities to play and relax with your baby.
- Support your baby’s head with your hand while playing. Your baby’s head is still weak and needs support.
- Make gentle and careful movements with your baby. Don’t shake the baby vigorously, as this can cause brain damage.
- Be careful not to drop your baby.

Key Messages:

- Playing can help to relax both baby and parent.
- Babies love games that involve gentle motion and sounds, so make funny sounds when playing with your baby.
- You can add song and dance to play with your baby.
- Find ways to relax and be happy in spite of the stress of having a small child.

Suggested game

- Swaddle, swing, and shhh



**TAKING YOUR CHILD OUTSIDE TO SEE AND TALK ABOUT NATURE CAN HELP HIM/
HER CALM DOWN.**

Age: 6–12 months

Main tip to caregiver: Taking your child outside to see and talk about nature can help him/her calm down.

Reflection Questions:

- What are baby and mama doing here?
- Have you ever tried taking your child outside to see nature as a way of calming him or her down? How did your baby react?
- What else can you do when enjoying nature with your child?
- What other strategies do you use to calm your baby down?

Suggested Actions:

- Take your baby outdoors and show him or her different things in the environment.
- Imitate the sounds of the birds, car, animals, etc., in your environment.
- Create opportunities to play and bond with your baby in the outdoors.
- Allow your baby to crawl, roll, and play outside on a safe surface, such as a carpet or a mat.

Key Messages:

- Six- to 12-month-old babies like to explore their environment. Allow safe exploration both indoors and outdoors.
- A change of scenery can help calm your baby down, so take a walk outside to calm your baby and help him or her explore.
- Babies enjoy dance and gentle motion, so use outdoor time to sway, swaddle, and dance with your baby.
- Hold your baby in a way that he or she can enjoy looking at things in the environment as you point them out and describe.

Suggested game

- Swaddle, swing, and shhh



USE GAMES TO SIGNAL THAT CHANGE IS COMING AND YOUR CHILD NEEDS TO BE READY TO GO TO A NEW ACTIVITY.

Age: 1–2 years

Main tip to caregiver: Use games to signal that change is coming and your child needs to be ready to go to a new activity.

Reflection Questions:

- What do you think is happening in this picture?
- Do you think baby and papa are enjoying time together?
- Are there any signals you use to show your child that you are about to change an activity?
- How does your child react?

Suggested Actions:

- Using games to signal change for a child is a safe way of helping him/her calmly adjust and do a desired activity.
- Have some simple rules to help your young child learn what is right and wrong.
- Continue to notice out loud and praise good behavior.
- You can use songs to help your child enjoy and easily do routines, like bathing, eating, going to bed, etc.

Key Messages:

- Young children need help knowing what is coming next.
- Games can help making this adjustment and prediction easy.
- Young children still need help with some routines, like eating, going to bed, bathing, etc.
- Talk to your child about why he/she needs to do an activity. Be gentle and patient. Allow him/her to slowly ease into the activity.
- Don't force or beat your child to do something he/she is not comfortable with.

Suggested game

- Count to 5 before a change



TWO- AND 3-YEAR-OLDS NEED HELP ADJUSTING TO A NEW BABY.

Reflection Questions:

- What are the young child and papa doing here?
- What do you think happened between the baby and the 3-year-old?
- What can you do to help the 2- and 3-year-old love and accept his/her younger sibling?

Suggested Actions:

- Talk to your 2- and 3-year-old about changes in your family, including the coming of a new baby.
- If you have more than one child, the 2- and 3-year-old still needs your attention. Make time to play and talk to him/her to make him/her feel valued and loved.
- Tell your child what you want him/her to do.
- Explain why a certain behavior is desired or undesired.
- Ask your child to think and share how he/she feels about the action.
- Model good behavior in both speech and actions.

Key Messages:

- Two- and 3-year-olds still crave attention, especially when there is a new baby, so give them some special time.
- Explain and model good behavior and actions.
- When you do what you asked your child not to do, he/she gets confused about what is right.
- Two- and 3-year-olds easily forget what you told them to do, so be patient. Explain and model over and over.

Suggested game

- Explain and model



BABIES CAN CHOKE ON SMALL TOYS, SO GIVE THEM BIG, SAFE TOYS TO PLAY WITH.

Curriculum area: Responsive Care Session 13: Protecting Our Children from Accidents

Age: Birth–6 months

Main tip to caregiver: Babies can choke on small toys, so give them big, safe toys to play with.

Reflection Questions:

- What is the parent giving the baby in this picture?
- Do you think that toy is appropriate and safe? Why?
- What are some safe local or homemade toys you can get for your baby?

Suggested Actions:

- Make, find, and give your child a big, safe toy to play with.
- Babies love toys that make noise and shake, but be careful about the tiny items inside the shaker. Make sure it is well closed so that they don't get out. Babies can eat them and choke.
- Clean your baby's toys as often as possible. Babies like putting toys in their mouth.
- Make sure your baby's play space is safe from an accidental fall or rollover.
- Don't leave your baby unsupervised on a small bed or changing table. He/she can roll over and fall.

Key Messages:

- Babies love putting things in their mouth, so get big, safe toys that they can't choke on.
- Babies like to experiment with moving, lifting themselves, and rolling, so put them on a flat, large area that gives them the freedom to play.
- Keep your baby's play space free of dangerous, sharp, and tiny objects.

Suggested game

- Find big toys



KEEP DANGEROUS OR POISONOUS ITEMS OUT OF REACH OF CHILDREN.

Age: 6–12 months

Main tip to caregiver: Keep dangerous or poisonous items out of reach of children.

Reflection Questions:

- What is the parent doing in the picture?
- What is the baby doing?
- Do you have any items that can harm your baby if he/she eats or touches them?
- Where in your house can you keep dangerous and poisonous items?

Suggested Actions:

- Clear the path of the crawling baby.
- Supervise your baby when he/she is playing.
- You can let your baby play where you can easily watch him/her while you do other chores.
- Continue giving your baby safe toys to play with.

Key Messages:

- Keep dangerous and poisonous items out of reach of children.
- Your baby can start walking in his/her first year, so he/she might go where you don't expect.
- Keep harmful and dangerous things off the floor.
- Your baby might try to climb a table, chair, or stool, so be careful because they can tip over. Keep light furniture and other movable items out of your baby's path.

Suggested game

- Keep it out of reach



KEEP YOUR CHILDREN AWAY FROM ELECTRICAL OUTLETS.

Age: 1–2 years

Main tip to caregiver: Keep your child away from electrical outlets

Reflection Questions:

- **What is the young child doing?**
- **Do you see any risk for accident in the picture?**
- **What can you do to protect your child from accidental electrocution?**

Suggested Actions:

- **If available, cover electrical outlets with plugs.**
- **Don't allow your child to be alone near open electrical outlets.**
- **Talk to your child about not playing with electrical outlets. Tell them what can happen if they place their fingers inside (electrocution).**

Key Messages:

- **Watch out for electrical outlets!**
- **Keep your child safe from electrocution by covering outlets with plugs (if available), supervising play in a room that contains outlets, etc.**
- **Be sure to keep all electronics and wires out of reach of young children. They can pull the wires, causing items to fall and strike children or electrocute them.**
- **Children should always be supervised in rooms with electronics.**

Suggested game

- **Watch for electrical outlets and dangerous electronics**



FIND SAFE PLACES FOR YOUR YOUNG CHILD TO CLIMB AND RUN.

Age: 2–3 years

Main tip to caregiver: Find safe places for your young child to climb and run.

Reflection Questions:

- **What is the parent doing in the picture?**
- **What is the young child doing?**
- **Do you see any risk for accident in the picture?**
- **What can you do to protect your child from falling down?**

Suggested Actions:

- **Find safe play areas for your young child to run and climb.**
- **Supervise your child's play.**
- **Allow your child to go outdoors to kick and run around using all his/her muscles, but under supervision.**
- **Remove unsafe and unstable items that your child might want to climb.**
- **Tell your child not to climb these items and provide alternatives. Say, "Don't climb that chair. You may fall down. But you can climb the stairs and sit at the top."**
- **Give your child many options for safe physical activity.**
- **Talk to your child about what is safe to do and what is not.**

Key Messages:

- **Watch out for young climbers! Provide safe opportunities to climb and remove hazards.**
- **Two- and 3-year-olds have a lot of energy and want to use their muscles and bodies. Give them many opportunities for them to safely do this.**
- **Physical play is important for gross motor skills development.**

Suggested game

- **Watch out for young climbers!**

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