



USAID
FROM THE AMERICAN PEOPLE

Maternal and Child
Survival Program



Maternal and Child Survival Program Early Childhood Development Toolkit: Ages 0–3

Community Health Workers' Manual for Parent/Caregiver Sessions

MATERNAL AND CHILD SURVIVAL PROGRAM EARLY CHILDHOOD
DEVELOPMENT TOOLKIT: AGES 0–3
COMMUNITY HEALTH WORKERS' MANUAL FOR PARENT/CAREGIVER SESSIONS

Acknowledgments

The Early Childhood Development (ECD) Toolkit: Ages 0–3 was developed for the US Agency for International Development Maternal and Child Survival Program (MCSP). Caroline Dusabe and Romilla Karnati, MCSP, were the principal writers. Abdul Salam Kamil, Joachim Gornah, Rashida Ibrahim, and Pearl Allotey, MCSP, provided major contributions, as well as significant support to the pre-testing and technical adaptation of the tools in Ghana.

The writers acknowledge the stakeholders and partners in Ghana who helped review, pre-test, and field-test the ECD Toolkit:

- George Nartey, Department of Health Promotion of Ghana Health Service
- Pearl Peters, Ministry of Gender, Children and Social Protection
- Lydia Larison, Akyikope Community-Based Health Planning and Services at the Nsawam Municipality
- Prosper Tang, Regional Community-Based Health Planning and Services Coordinator of the Upper West Region;
- Phoebe Balagumyetime, District Director of Jirapa in the Upper West Region
- The mother-to-mother support groups of Akyikope in the Nsawam Adoagyir Municipality, Koforidua Zongo in the New Juaben Municipality, Sigri in the Jirapa District, and Domangyili in the Wa West District

The writers wish to thank the following colleagues for their review and contributions in providing direction on the technical content of the Toolkit:

Juliana Pwamang from US Agency for International Development Ghana; Alyssa Om’Iniabohs, Jessica Williams, Karen Caldwell, Alishea Galvin, and Megan Lydon from MCSP.

Illustrations were developed in Accra, Ghana, by Nathaniel Nelson of Noslen Images Limited.

The ECD Toolkit was adapted from Save the Children’s First Steps (*Intera za Mbere*) Program in Rwanda and Building Brains package currently being implemented in Nepal and Bhutan.

Table of Contents

Acknowledgments.....	iv
Introduction	ix
Background on Early Childhood Development.....	x
Child Development Norms and Sample Activities	xii
How Recommended Activities Stimulate the Child’s Development of a Specific Skill Area.....	xiv
TOPIC 1: PLAY	1
Session 1 - Playing with Items around Your Home	2
Game 1 - Birth to 6 months	5
Game 2 - 6 to 12 months.....	6
Game 3 - 1 to 2 years	7
Game 4 - 2 to 3 years	8
Session 2 - Playing Games with Our Hands	10
Game 1 - Birth to 6 months.....	14
Game 2 - 6 to 12 months.....	15
Game 3 - 1 to 2 years	16
Game 4 - 2 to 3 years	17
Session 3 - Playing Games with Our Whole Bodies.....	20
Game 1 - Birth to 6 months.....	23

Game 2 - 6 to 12 months.....	24
Game 3 - 1 to 2 years	25
Game 4 - 2 to 3 years	26
Session 4 - Playing with Homemade Toys	28
Game 1 - Birth to 6 months.....	31
Game 2 - 6 to 12 months.....	32
Game 3 - 1 to 2 years	33
Game 4 - 2 to 3 years	34

TOPIC 2: EARLY COMMUNICATION..... 36

Session 5 - Talk, Read, Talk.....	37
Game 1 - Birth to 6 months.....	40
Game 2 - 6 to 12 months.....	41
Game 3 - 1 to 2 years	42
Game 4 - 2 to 3 years	43
Session 6 - Word Builder.....	46
Game 1 - Birth to 6 months.....	49
Game 2 - 6 to 12 months.....	50
Game 3 - 1 to 2 years	51
Game 4- 2 to 3 years	52

Session 7- Storytelling	55
Game 1 - Birth to 6 months.....	57
Game 2 - 6 to 12 months.....	58
Game 3 - 1 to 2 years	59
Game 4 - 2 to 3 years	60

TOPIC 3: RESPONSIVE CARE..... 62

Session 8 - Respond and Bond.....	63
Game 1 - Birth to 6 months.....	65
Game 2 - 6 to 12 months.....	66
Game 3 - 1 to 2 years	67
Game 4 - 2 to 3 years	68

Session 9 - Calming and Soothing.....	70
Game 1 - Birth to 6 months.....	74
Game 2 - 6 to 12 months.....	75
Game 3 - 1 to 2 years	76
Game 4 - 2 to 3 years	77

Session 10 - Routines.....	80
Game 1 - Birth to 6 months.....	83
Game 2 - 6 to 12 months.....	84

Game 3 - 1 to 2 years	85
Game 4 - 2 to 3 years	86
TOPIC 4: POSITIVE PARENTING	88
Session 11 - Positive Discipline	89
Game 1 - Birth to 6 months	91
Game 2 - 6 to 12 months	92
Game 3 - 1 to 2 years	93
Game 4 - 2 to 3 years	94
Session 12 - Secrets to Being Happy Parents	97
Game 1 - Birth to 6 months	99
Game 2 - 6 to 12 months	100
Game 3 - 1 to 2 years	101
Game 4 - 2 to 3 years	102
Session 13 - Protecting Our Children from Accidents	105
Game 1 - Birth to 6 months	108
Game 2 - 6 to 12 months	109
Game 3 - 1 to 2 years	110
Game 4 - 2 to 3 years	111

Introduction

What is the purpose of this manual?

Early childhood experiences impact and determine growth and development. The most critical period for brain development is from conception to age 3. During this period children are most sensitive to environmental stimuli and influences. In fact, brain development occurs at a higher rate in these early years than at any other time in life. A nurturing relationship between a caregiving adult and child plays a vital role in supporting brain development. For example, when a caregiver responds to a baby's needs and signals in a sensitive and accepting way, the caregiver is being responsive, and the baby feels secure and loved. Responsive parenting is critical for building trust and confidence in infants and young children. When a mother sings and talks to her baby, even before the baby can talk, her baby learns to communicate back. When a father encourages a child's interest and curiosity, the child reaches out to explore and learn more. Babies whose parents respond to their cries by calming and soothing learn to calm and comfort themselves. All of these activities are known as early stimulation.

Play is the main component of early childhood stimulation.¹ Children learn through play. Caregivers and children bond through play.² From birth, play provides an opportunity for infants and caregivers to engage in early stimulation through smiling, cooing, tickling, talking, singing, communicating through touch, facial expressions, exploring new sounds and words, building together, making eye contact, looking, and being responsive to each other. Play is a chance for caregivers to promote brain development through frequent, meaningful interactions.

In sum, early communication, play, and responsive parenting are the main components of early stimulation, which is an essential practice to ensure the health and well-being of children. This manual walks readers through key steps and fun games for early stimulation activities at home, with minimal materials needed.

Who is this manual intended for?

The goal of the *Early Childhood Development Toolkit: Ages 0–3; Community Health Workers' Manual for Parent/Caregiver Sessions* is to enable parents or caregivers to promote brain development, health, and well-being for optimal child development. Community health workers (CHWs) have an important role in helping parents and families learn how to talk, play, and be responsive with their children from birth onward to contribute to their child's development. This manual can be utilized by CHWs, midwives, nurses, health care providers, field staff, and program managers providing coordinated nutrition, health, and psychosocial stimulation services.

The Toolkit includes:

- This parenting session manual. A step-by-step guide to conducting group parenting sessions.
- A flip chart with pictures, key messages, and discussion questions to be used for one-on-one counseling at health centers or for discussion during group sessions. Flip charts are large, laminated resources designed to be used for discussion during group sessions.
- A miniature version of the flip chart to be used for one-on-one counseling or home visits. Easily portable (typically on a key ring).
- A wall chart on early stimulation. Illustrative activities to promote early stimulation, organized by age cohort.

¹ Hincks-Dellcrest Centre. 2002. *The Learning Through Play Calendar: Training Manual*. Toronto, Canada: The Hincks-Dellcrest Centre.

² Milteer RM, Ginsburg KR, Council on Communications and Media Committee on Psychosocial Aspects of Child Health, Mulligan DA. 2012. The importance of play in promoting healthy child development and maintaining strong parent-child bond: focus on children in poverty. *Pediatrics*. 129(1). doi: 10.1542/peds.2011-2953.

- A brochure that contains the same content as the wall chart in a portable format that can be more easily distributed.
- A Training of Trainers Guide and accompanying presentations for training those who will in turn be training facilitators of the group parenting sessions.
- A folder for additional materials, such as checklists, tracking of experiences.
- A kit of toys and books to use with the children during the group sessions (optional).

Please make sure to invite mother, fathers, mothers-in-law, and any other caregivers.

Background on Early Childhood Development (ECD)

The sessions in the ECD Toolkit: Ages 0–3 will fall under four domains:

Topic 1: Play

1. Playing with Items around Your Home
2. Playing Games with Our Hands
3. Playing Games with Our Whole Bodies
4. Playing with Homemade Toys

Topic 2: Early Communication

5. Talk, Read, Talk
6. Word Builder
7. Storytelling

Topic 3: Responsive Care

8. Respond and Bond
9. Calming and Soothing
10. Routines

Topic 4: Positive Parenting

11. Positive Discipline
12. Secrets to Being Happy Parents
13. Protecting Our Children from Accidents

What is ECD?

- Early childhood care and development comprises all the essential supports a young child needs to survive and thrive in life. It spans the period from birth to 8 years of age across multiple domains consisting of physical, motor, cognitive, language, social, and emotional development. The focus of this ECD Toolkit is for children from birth to 3.
- Development includes being physically and mentally healthy.

Remember:

- Set up the play materials for the children.
- Sit the parents in a circle.
- Praise the parents when they are trying hard.
- Remind parents to praise their children.
- Always wash your hands with soap before demonstrating the games with children.
- Always wash the toys at the end of the session and put them back in the bag. Parents can volunteer to help. The toys always need to be kept clean.

Remind the caregivers:

- A child who eats well and is healthy will be active and curious. They will be ready to learn new things quickly. A child who is unwell or does not have suitable care will find it difficult to learn new things.
- CHWs provide information on health, hygiene, and nutrition to help children grow and be physically healthy. This manual is part of the overall ECD Toolkit, which guides caregivers through activities on early stimulation. Early stimulation activities help children learn and be mentally healthy. These skills will help children develop skills for learning, language, and behavior. These skills will also help children be even healthier and grow well.
- Children learn from birth.
- A baby can see things, feel things, and respond to the voices and sounds they hear. A baby can tell us they are hungry or unhappy by the sounds and movements they make.
- The brain of a baby is ready to absorb and learn. Early interactions are key to influencing how a baby's brain circuits are wired.
- The more opportunities we give our babies to explore the world (by playing, reciprocal interactions, practicing new skills, seeing new things, and copying what others do), the more information is given to the brain and the more brain connections are formed. For example, we can speak a lot to our babies so they learn to recognize familiar voices and feel secure, give our children different toys to play with so they can learn to understand how things move (e.g., ball or a rattle), and give our children different things to feel so they can understand different textures (e.g., rough and smooth).
- A baby who has no opportunities to play and practice new skills will not experience healthy development.
- The brain of a baby is like a sponge that can absorb lots and lots of information and learn things quickly. (Take a sponge and soak it with water to demonstrate a brain that is cared for and nourished.)
- We must not let the brain be neglected or it will lose its ability to absorb new information. (Take an old, dried sponge to demonstrate this is like a brain that has not been cared for.)
- Babies learn by playing and trying things out, and by observing and copying what others do. We need to ensure our babies have lots of opportunities to play, practice new skills, see, hear, touch new things, and copy what others do.

Child Development Norms and Sample Activities

xii

Developmental Norms	Examples of Activities
<p><u>Birth to 6 months</u></p> <ul style="list-style-type: none"> • Track people and objects with their eyes. • Respond to bright colors and faces. • Reach out to touch an object hanging near or above them. • Be able to grasp objects. • Discover their hands and feet. • Be able to lift their heads toward sound. • Begin to smile. • Listen intently. • Respond when spoken to. • Laugh, gurgle, and imitate sounds. • Put objects in their mouth. 	<ul style="list-style-type: none"> • Dangle bright objects for your child to look at and follow with their eyes. • Provide safe, clean, and colorful objects for your child to reach and grasp. • Provide your child a rattle to play with. • Imitate the sounds the child makes.
<p><u>6 to 12 months</u></p> <ul style="list-style-type: none"> • Remember simple events. • Identify themselves, body parts, and familiar voices. • Understand their own name. • Say first meaningful words. • Explore, bang, and shake objects. • Find hidden objects and put objects in containers. • Sit alone. • Creep, pull themselves up to stand, and walk. 	<ul style="list-style-type: none"> • Make actions for your child to copy. • Play ball games. • Tell your child names of objects. • Play the “Copycat” game (Session 8, Game 1).

<p><u>1 to 2 years</u></p> <ul style="list-style-type: none"> • Imitate adult actions. • Speak and understand ideas. • Enjoy stories and experimenting with objects. • Walk steadily, climb stairs, and run. • Solve problems. • Show pride in accomplishments. 	<ul style="list-style-type: none"> • Let child enjoy scribbling. • Encourage child to crawl toward favorite objects or people. • Provide push and pull toys. • Tell child simple story every day.
<p><u>2 to 3 years</u></p> <ul style="list-style-type: none"> • Joins familiar words into phrases. • Points to common objects when they are named. • Names objects based on their description. • Walks and runs with skill, changing speed and direction. • Kicks and throws a ball, but with little control of direction or speed. • Climbs up steps and ladders. • Responds to simple directions. • Groups objects by category. • Chooses a picture book, names pictured objects, and identifies several objects within one picture. • Can play pretend and imitate adults. • Can experience fear and show empathy. 	<ul style="list-style-type: none"> • Tell stories to your child. • Read picture books with your child. • Take your child outside to run, climb, and kick a ball. • Ask your child to tell you how they are feeling. Comfort them if they feel scared. • Play pretend with your child. You can pretend to cook, drive a car, roar like a lion, etc. • Ask your child to describe and name things in the environment. You can describe clothes, flowers, kitchen items, etc. • Play the guessing game with your child. Identify an object in the room and ask your child to guess what it is based on color, sound, smell, etc.

How Recommended Activities Stimulate the Child's Development of a Specific Skill Area

xiv

The table identifies the child's skill area, sample components of the skill area, and sample play and communication activities. Each recommended play and communication activity, done with a sensitive and responsive adult, will contribute in varying degrees to the development of all the child's skill areas—physical, social, cognitive, and emotional development.

Child's Skill Area	Sample Component	Recommended Play or Communication Activities for Stimulating the Development of Skills
Physical (or motor) skills	Reaching and grabbing: to organize planned eye and hand movements, control and strengthen muscles	Play: 1) Provide ways for your child to see, hear, feel, move freely, and touch you. Slowly move colorful things for your child to see and reach for. 2) Give your child clean, safe household things to handle, bang, and drop.
Social skills	Communicating interests and needs: to express self through verbal and nonverbal skills	Communicate: 1) Smile and laugh with your child. Talk to your child. Get a conversation going by imitating your child's sounds or gestures. 2) Respond to your child's sounds and interests. Call your child's name and see your child respond. 3) Tell your child the names of things and people.
Cognitive skills	Seeing, hearing, moving, touching: to stimulate exploration for learning; recognize people, things, and sounds; and compare sizes and shapes	Play: 1) Provide ways for your baby to see, hear, move arms and legs freely, and touch you. 2) Give your child clean, safe household things to handle, bang, and drop. Let your child make noise with different objects. 3) Play peekaboo. 4) Encourage your child to move small, clean, and safe objects in and out of a container. 5) Play the "Fill 'er Up" game. 6) Read a picture book with your child. 7) Talk, ask questions, and allow your toddler to ask you some questions.
Emotional (or affective) skills	Having appropriate emotional reactions to own efforts and other people, and receiving and expressing appropriate affection	Play: Through all play activities, the child learns the rewards of focus, effort, and learning. The child receives praise and self-satisfaction with accomplishment. 1) Let your child make noise with different objects. Watch your child's pleasure at making noise. 2) Encourage your child to pass an object from hand to hand. Respond to and praise your child's efforts. Communicate: 1) Look into your child's eyes (especially while feeding) and smile often. See your child smile at you. 2) Help your child feel secure with consistent interaction. 3) Show your child that you love them. 4) Establish healthy and fun routines with your child.

TOPIC 1: PLAY

Session 1 Playing with Items around Your Home

Objective: Parents learn how to play games with babies using easily available items from the home.

Key messages:

Infants:

- Play is the way that infants learn about their world. Play is children's work!
- Playing with your baby expands learning while building bonds.
- By giving the baby objects with a variety of colors, sounds, and textures, you are helping the baby learn many new skills and concepts. They use their bodies and all senses to check out the world.
- Household items, like pans, pots, buckets, spoons, cups, and empty boxes, can be used to play a variety of games.

Toddlers:

- Toddlers like to do things over and over. Their brains get stronger when things are repeated, so sing the same song again, play the same game, read the same book, and tell that story again.
- Play is how toddlers learn to solve problems, so let them explore. Describe the play so that your child learns new words while playing with you.
- 2-year-olds are getting very social, so encourage play with other children, like cousins and neighbors. Children who can share and cooperate are more successful in school.

Materials needed:

- List of participants and their children's names
- Mats for sitting
- Copies of the brochure for caregivers

How to prepare:

- Review all of the session directions before the meeting.
- Review the flip chart pages to make sure you know how to explain them.
- Set up the sitting mats.
- Set up the toy area for children.

Session 1	Playing with Items around Your Home
<p>Step 1</p> <p>Welcome</p> <p>Greetings and Songs</p> <p>5 minutes</p>	<p><u>Welcome the Participants</u></p> <p>You can say: Welcome to session 1 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers.</p> <p>Next, you can sing your ECD 0–3 hello song chosen by the families. Since this is the first session, ask the group to identify a welcome song they enjoy. Be sure that the full group agrees or offer to change the welcome song each meeting time.</p> <p>Say: Let's begin by singing a song with actions. This song is called "If you're happy and you know it, clap your hands, stamp your feet, nod your head."</p> <p>Demonstrate slowly so that parents and children can follow.</p> <p>Ask: Did the children like this song? Invite some parents to answer.</p> <p>Say: Today we are going to learn how to play games with items around our homes!</p> <p>[Note to facilitator: The children can now go to their play area with your co-facilitator.]</p>
<p>Step 2</p> <p>Connecting</p> <p>5 minutes</p>	<p>Say: Today is all about playing games with items around our homes.</p> <p>Try to get the parents excited about play. You can ask them, "What do you do for fun or during your leisure time?" Point out that true play is freely chosen and done for the joy and pleasure of doing it. Tell them that simple household items, such as pots, pans, spoons, buckets, and empty boxes, make good play materials for children. Ask them to share the games they have played with their children using common household items.</p>

Getting Ready to Play Games

Say: In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: This picture represents the game “_____.” It is one of the games you can play with a child aged _____.

Say: Let us now learn how to play the game.

Step 3

Picture-Pondering Activities (use flip chart) and Game Playing

Follow the format from the flip chart and this manual. In this step, you will help parents learn about the topic through Reflection Questions, Suggested Actions, and Key Messages.

25 minutes

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Game I Birth to 6 months

As facilitators observe the practice session, they should promote parents playing with their children.

Give encouragement and notice out loud the good things you see.

Teach parents four games they can play with their children.



Say: **The first game is called “Discover Feelings.”** Demonstrate with a doll or a parent. Preparation: Collect a range of different objects that you can find all around the house.

Place your baby on their back on a blanket. Rub different objects very softly and slowly on their hand or foot. Describe each sensation: **Do you feel this cold bowl? Do you feel this warm plate?**

Say: **Now practice this with your baby.** Move around the groups supporting the caregivers.

Ask: **What does your baby learn from playing this game with you?** Invite parents to answer.

Say: **Your baby explores different feelings and learns about different textures.**

Explain: **This game can be played with older children too.**

Modification: Parents of children with low vision could also rub the different objects on the babies’ fingers to begin developing pre-Braille skills (tactile perception).

Game 2 6 to 12 months



Say: **The second game is called “Knock It Down.”** Demonstrate with a doll or a parent.

Build a tower using the household items (e.g., bowls). Show your child how to knock it down. Build it back up again and allow them to try again.

Say: **Now practice this with your baby.** Move around the groups supporting the caregivers.

Ask: **What does your baby learn from playing this game with you?** Invite parents to answer.

Say: **Your baby explores building and turn taking.**

Explain: **This game can be played with older and younger children too.**

Modification: Parents of children with low vision could use items that will make a loud sound when they fall.

Game 3 1 to 2 years



Say: **The third game is called “Take It Out.”** Demonstrate with a doll or a parent. Give child a container full of safe and clean items. Make sure there is nothing smaller than your child’s palm or they could choke on it.

Say: **Babies will love to pull everything out. Older children will also start to put some things back again.**

Say: **Now practice this with your baby.** Move around the groups supporting the caregivers.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **Your baby learns how to develop their movement and concepts of in and out.**

Explain: **This game can be played with older and younger children too.**

Modification: Parents of children with physical disabilities will need to use big items that are easy to hold and may need to physically guide their children’s hands to take out the objects.



Say: **The fourth game is called “Pretend Cooking.”** Demonstrate with a doll or a parent. Emphasize to parents that this game is about pretending to cook and not actual cooking. Tell parents that the aim of the game is not to teach children to cook but to play, learn new vocabulary words, and develop creativity, imagination, and curiosity.

Say: **Give your child a variety of cooking items (e.g., spoon, bowl). No actual food is necessary.**

Say: **What shall we make? Oh, wow, it smells good! Can I try some?**

Say: **Now practice this with your baby.** Move around the groups supporting the caregivers.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **They learn to use their imagination and will enjoy copying what they see adults doing.**

Explain: **This game can be played with older and younger children too.**

Modification: Parents of children with visual impairments could have real food items (e.g., uncooked rice and lentils) and allow their child to explore with their fingers how they feel. It is important for parents to supervise their child for this activity.

Step 4

Recap and Reflect
Recap the games
played for the day.

Repeat the
most important
information
covered today.

10 minutes

In a Plenary Session:Reporting Back

- Give time for each group to share at least three main relevant points with the large group.
- Ask: **At what age can we start playing with our babies?** Invite parents to answer.
- Say: **You can start playing with your babies from the time of their birth. Your baby loves the sound of your voice and the feeling of your touch. It's fun, and you don't need any special materials!**
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action back at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Ask: **What four games did we learn today?** Say: **Remember that you should not give children sharp objects, like forks or knives, because they can get hurt, or objects smaller than their palm because they can choke on them.**

Ask: **What did we say was the importance of the games we played with our children?** Invite parents to answer.

Say: **The more you play and talk with your baby, the smarter your baby will become!**

Ask: **Who here will practice these games at home with their children?** Participants who are committed will raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.

Step 5

Reminder about
next meeting and
goodbye

5 minutes

Give each caregiver a copy of the ECD 0–3 brochure.

Say: **Our next meeting will be ____ (date and time). I want you to choose two volunteers who will remind all the families about the meeting so nobody forgets.**

Say: **Let's sing our goodbye song all together now.** Like the welcome song, ask the caregivers to identify a goodbye song.

Say: **Bye, everybody. Thank you for coming. We will see you in the next meeting on ____ (confirm date of next meeting).**

Session 2 **Playing Games with Our Hands**

Objective: Participants learn how to play games with their babies' hands.

Key messages:

Infants:

- 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, they learn to use their body to make discoveries.
- You are your baby's favorite toy. You can use your hands to play different games with your child.

Toddlers:

- Children can lead some of the play activities. It helps them build confidence.
- Play is a toddler's work. Toddlers learn through play.
- As children pretend (for example, pretend to make sounds or move like animals) they learn many new skills: Just by pretending, their brains are making new connections.

Materials needed:

- List of participants and their children's names
- Mats for sitting

How to prepare:

- Practice reading the session out loud.
- Set up the sitting mats.
- Check that you have the flip chart.

Session 2

Playing Games with Our Hands

Step 1

Welcome

Connecting with Families:

Greetings and Songs

5 minutes

Welcome the Participants

You can say: **Welcome to the second early childhood development parenting session! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!**

Next, you can sing your ECD 0–3 hello song chosen by the families.

Say: **Let's begin by singing a song with actions. This song is called "Put your right hand in, take your right hand out."**

Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the children's hands and do the actions. Parents with older children can do the actions with the children.

Ask: **Did the children like this song?** Invite some parents to answer.

Say: **Today, we are going to learn how to play games with babies using our hands!**

[Note to facilitator: The children can now go to their play area with your co-facilitator.]

Step 2

Connecting

Connect with families by asking how everything went since the last meeting.

5 minutes

Ask: **How has everyone been doing since our last meeting?**

Ask: **What was the topic of our last meeting?**

Ask: **What games/songs did you practice after our last session?**

Ask: **What times of the day did you play with your child using objects around the home?**

Ask: **How did you adapt the games for your children?**

Ask: **Did you find anything difficult about the games?** Invite some parents to answer. With the help of other parents if possible, try to help with their problem.

After all have had a chance to share, make positive points about the sharing and experiences.

Say: **Today is all about playing games together with our babies using our hands.** Try to get the parents excited about play.

Ask: **What do you do for fun or during your leisure time?**

Point out that true play is freely chosen and done for the joy and pleasure of doing it.

Step 3

Picture-Pondering Activities (use flip chart) and Game Playing
Follow the format from the flip chart and this manual.

In this step, you will help parents learn about the topic.

25 minutes

Getting Ready to Play Games

Say: **In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the game “_____.” It is one of the games you can play with a child aged _____.**

Say: **Let us now learn how to play the game.**

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Game I Birth to 6 months

As facilitators observe the practice session, they should promote the activity of parents playing with their children. Give encouragement and notice out loud the good things you see.

Facilitators should ensure parents learn all four games they can play with their children.



Say: **The first game is called “Baby Dance.”** Demonstrate with a doll or a parent.

Sing a song and move the hands of the baby to the rhythm of the song in a dance. Cross the arms, move them up and down, etc. Then switch to the baby's legs.

Say: **Now practice this with your child.** Move around the group and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The baby develops their muscles and enjoys playing with their caregiver.**

Explain: **This game can be played with older children too.**

Modification: For children with impaired hearing, dance at the same time as you move your baby's arms and legs.



Say: **The second game is called “Thumb Song.”** Demonstrate with a doll or a parent. Put your child on your knee facing you. Sing a song with your child using your thumbs as puppets having a conversation. Make sure you are facing your child.

Where is thumbkin? Where is thumbkin?

Here I am. (Bring right hand to front, with thumb up.)

Here I am. (Bring left hand to front, with thumb up.)

How are you this morning? (Wiggle thumbs as if they’re “talking” to each other.)

Very well, I thank you.

Let’s go play. (Hide right hand behind back.)

Let’s go play. (Hide left hand behind back.)

Say: **Now practice this with your child.** Move around the group and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The baby learns how to use her thumb as a character.**

Explain: **This game can be played with older and younger children too.**

Modification: For children with hearing impairments, make sure that they are able to see your lips while you sing.

Game 3 1 to 2 years



Say: **The third game is called “Who’s in the box?”** Demonstrate with a doll or a parent.

Sing: **Thumb-in-the-box, sit so still.** (Make a fist and place your thumb inside your fingers. Pretend that the inside of your fist is a box where you hide and unhide the thumb.) **Will you come out?** (Child gently knocks on the fist.)

Yes, I will! (Pop your thumb out of your fist.)

Say: **Now practice this with your child.** Move around the group and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The baby learns about cause and effect.**

Explain: **This game can be played with older and younger children too.**

Modification: For children with hearing loss, add actions to the words of the song to demonstrate the meaning of the body part before starting the game.



Say: **The fourth game is called “Fish and the Frog.”** Demonstrate with a doll or a parent.

Show the child your finger and say “this is the fish.” Show your thumb on the opposite hand and say “this is the frog.” Tell your child that they have to catch the fish. Alternate moving the thumb and finger from a closed fist. The child holds the parent’s thumb and tries to catch the fish.

Chant **“Catch the fish! Catch the fish!”** while shaking your finger. When the child tries to catch the fish, put up your thumb and say **“Caught you!”** Allow your child to catch the fish sometimes and congratulate them for being fast.

Say: **Now practice this with your child.** Move around the group and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The baby develops her reflexes and begins to understand rules.**

Explain: **This game can be played with older children.**

Step 4

Recap and Reflect
Recap the games played for the day. Repeat the most important information covered today.

10 minutes

Reporting Back

- Give time for each group to share at least three main relevant points with the large group.
- Ask: **At what age can we start playing with our babies?** Invite parents to answer.
- Say: **You can start playing with your babies from the time of their birth. Your baby loves the sound of your voice and the feeling of your touch. It's fun, and you don't need any special materials!**
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session. Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.
- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action back at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Ask: **What four games did we learn today?**

Ask: **What did we say was the importance of the games we played with our children?** Invite parents to answer.

Say: **The more you play and talk with your baby, the smarter your baby will become!**

Ask: **Who here will practice these games at home with their children?** Participants who are committed will raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.

Step 5

Reminder about
next meeting and
goodbye

5 minutes

Say: **Our next meeting will be _____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.**

Say: **Let's sing our goodbye song all together now.**

Say: **Bye, everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home.**

We will see you in the next meeting on _____ (confirm date of next meeting).

Inform parents to bring materials needed for next session (e.g., rags, sandpaper, cloths of different textures).

Session 3 **Playing Games with Our Whole Bodies**

Objective: Participants learn how to play games with their babies' bodies.

Key messages:

Infants:

- Play is the way that infants learn about their world. Play is children's work!
- Playing with baby expands learning while building bonds.
- By giving the baby objects with a variety of colors, sounds, and textures, you are helping the baby learn many new skills and concepts. They use their bodies and all senses to check out the world.

Toddlers:

- Toddlers like to do things over and over. Their brains get stronger when things are repeated. So sing the same song again, read the same book, or tell that story again.
- Play is how toddlers learn to solve problems, so let them explore. Describe the play so that the child learns new words while playing with you.
- 2-year-olds are getting very social, so encourage play with other children, like cousins and neighbors. Children who can share and cooperate are more successful in school.

Materials needed:

- List of participants and their children's names
- Mats for sitting

How to prepare:

- Review all of the session directions before the meeting.
- Review the flip chart to make sure you know how to explain the pages.
- Set up the sitting mats.
- Hang wall charts around meeting area or unfold brochure if possible.
- Set up the toy area for children.

Session 3	Playing Games with Our Whole Bodies
<p>Step 1</p> <p>Welcome</p> <p>Connecting with Families: Greetings and Songs</p> <p>5 minutes</p>	<p><u>Welcome the Participants</u></p> <p>You can say: Welcome to session 3 of our early childhood development parenting program! It's wonderful to see everyone here. Each time we meet, we will learn about a new topic and some simple activities you can do at home to help your child grow and learn. Because you know your child so well, you are your children's first and best teachers!</p> <p>Let's greet each other with a song and handshakes. (You can sing your ECD 0–3 hello song chosen by the families.)</p> <p>Say: Let's begin with a song. Teach parents to demonstrate the following parts of the body: “Head, shoulders, knees, and toes.”</p> <p>NOTE: Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the children's hands and do the actions. Parents with older children can do the actions with the children.</p> <p>Ask: Did the children enjoy this song?</p> <p>Say: Today we are going learn how to play games with our whole bodies!</p> <p>[Note to facilitator: The children can now go to their play area with your co-facilitator.]</p> <p>Ask: Who would like to share a song they sing to their babies?</p> <p>Ask: Anyone else? (To encourage many more responses from parents)</p> <p>Ask: What times of the day do you sing to or with your children?</p> <p>After all have had a chance to share, make positive points about the sharing and experiences.</p>
<p>Step 2</p> <p>Sharing Topic of the Day and Learning Games</p> <p>5 minutes</p>	<p>Say: Today is all about playing games with our whole bodies.</p> <p>Try to get the parents excited about play. You can ask them, “What games do you play using your whole bodies and when do you play them?”</p> <p>Point out that true play is freely chosen and done for the joy and pleasure of doing it.</p>

Step 3

Picture-Pondering Activities

In this step, you will help parents learn about the topic through picture pondering.

Use flip chart and game playing.

To wrap up, use Reflection Questions, Suggested Actions, and Key Messages.

25 minutes

Getting Ready to Play Games

Say: **In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the game “_____.” It is one of the games you can play with a child aged _____.**

Say: **Let us now learn how to play the game.**

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Game I Birth to 6 months

As facilitators observe the practice session, they should promote the activity of parents playing with their children.

Give encouragement and notice out loud the good things you see.

Facilitators should ensure parents learn all four games they can play with their children.



Say: **The first game is called “Where Is Your...?”** Demonstrate with a doll or a parent.

Say: **Where is your nose? There it is!** Point to the child’s nose. Continue with other body parts.

Say: **Now practice this with your child.** Move around the group and support the parents.

Ask: **What do your babies learn from playing this game with you?** Invite parents to answer.

Say: **The baby learns how to interact with their caregiver and explores the different parts of their bodies.**

Modification: For children with intellectual disabilities or hearing loss, it would be useful for the caregiver to also point to their own body parts. For instance, the father points to the child’s nose and then points to his own nose.

Game 2 6 to 12 months

24



Say: **The second game is called “Bouncing Baby on the Road.”**

Demonstrate with a doll or a parent. Put your child on your knee facing you.

Say: **Do you remember when you and I decided to go on a big adventure? First we walked and walked and walked** (move your legs as if you were walking and gently wiggle the baby), **and from time to time, there were bumps** (gently bounce the baby).

Then, it got windy and windy and windy (baby sways from side to side). **Then, it started to rain** (make the gesture of rain falling and touching the baby), **so we hid in a cave** (wrap baby in your arms). **Then, the sun came out** (open your arms wide).

Say: **Now practice this with your child.**

Move around the group and support the parents.

Ask: **What do your children learn from playing this game with you?**

Invite parents to answer.

Say: **The baby learns to maintain eye contact and learns about different rhythms.**

Explain: **This game can be played with older and younger children too.**

Game 3 1 to 2 years



Say: **The third game is called “1, 2, 3, Bump!”** Demonstrate with a doll or a parent.

Say: **One, two, three, bump!** Gently move your head to the child’s. Repeat.

Say: **One, two, three, bump our hands.** Put your hand out and tap the child’s hand. Repeat. Continue with other body parts (e.g., feet, ears).

Say: **Now practice this with your child.** Move around the group and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The baby learns body parts and how to focus.**

Explain: **This game can be played with older and younger children too.**

Modification: For children with visual impairments, talk about which body part you will bump and touch that body part before starting the game. For children with hearing loss, show one, two, and three on your fingers.

Game 4 2 to 3 years



Say: **The fourth game is called “If You Are Wearing...”** Demonstrate with a doll or a parent.

Say: **If you are wearing socks, put your hands on your head.** Continue with other items (e.g., hat, shoes). You can also change commands (e.g., jump, turn around, clap). You can also do this with colors. **If you are wearing blue, turn around.**

Say: **Now practice this with your child.** Move around the group and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **Your child learns how to describe features.**

Explain: **This game can be played with older and younger children too.**

Modification: For children with hearing loss or intellectual disabilities, it may be useful for the parent to tap the child's clothing items. For instance, the parent can touch or point to the child's blue shirt.

Step 4

Recap and Reflect:
Report back after
playing and recap the
games played for the
day.

Repeat the
most important
information covered
today.

10 minutes

In a Plenary Session:

Reporting Back

- Give time for each group to share at least three main relevant points with the large group.
- Ask: **At what age can we start playing with our babies?** Invite parents to answer.
- Say: **You can start playing with your babies from the time of their birth. Your baby loves the sound of your voice and the feeling of your touch. It's fun, and you don't need any special materials at all!**
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per game. Ask the group what they learned from each game and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action back at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Ask: **What four games did we learn today?**

Ask: **What did we say was the importance of the games we played with our children?** Invite parents to answer.

Say: **The more you play and talk with your baby, the smarter your baby will become!**

Ask: **Who here will practice these games at home with their children?** Participants who are committed will raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.

Step 5

Reminder about
next meeting and
goodbye

5 minutes

Say: **Our next meeting will be _____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.**

Say: **Let's sing our goodbye song all together now.**

Say: **Bye, everybody. Thank you for coming to today's meeting. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next meeting on _____ (confirm date of next meeting).**

Session 4 Playing with Homemade Toys

Objective: Participants learn how to make and play with homemade toys.

Key messages:

Infants:

- 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 with bright colors, different textures, and different sounds that are around the house make the best toys.

Toddlers:

- Young toddlers still need help with pretending.
- Playing pretend leads to creativity and better language skills and builds cooperation.
- Helping you with simple chores is fun and builds confidence.

Materials needed:

- List of participants
- Newspaper
- Scraps of cloth
- String
- Empty water bottle
- Rice, beans, or colorful objects
- Scissors
- Tape

How to prepare:

- Practice reading the session out loud.
- Collect all of the materials needed (listed above).
- Set up the sitting mats.

Session 4	Playing with Homemade Toys
<p>Step 1</p> <p>Welcome</p> <p>Greetings and Songs</p> <p>5 minutes</p>	<p><u>Welcome the Participants</u></p> <p>You can say: Welcome to session 4 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!</p> <p>Next, you can sing your ECD 0–3 hello song chosen by the families.</p> <p>Say: Let's begin by singing a song with actions. This song is called “Wheels on the Bus” (replace with any common mode of transport).</p> <p>Demonstrate slowly so that parents and children can follow.</p> <p>Ask: Did the children like this song? Invite some parents to answer.</p> <p>Say: Today we are going to learn how to play games with homemade toys!</p> <p>[Note to facilitator: The children can now go to their play area with your co-facilitator.]</p>
<p>Step 2</p> <p>Connecting</p> <p>Connect with families by asking how everything went since the last meeting.</p> <p>5 minutes</p>	<p>Ask: How has everyone been doing since our last meeting?</p> <p>Ask: What was the topic of our last meeting?</p> <p>Ask: What games did you practice after our last session?</p> <p>Ask: What times of the day did you play the games with your children?</p> <p>Ask: How did you adapt the games for your children?</p> <p>Ask: Did you find anything difficult about the games? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.</p> <p>After all have had a chance to share, make positive points about the sharing and experiences.</p> <p>Say: Today is all about playing games with homemade toys.</p> <p>Try to get the parents excited about play. You can ask them, “What do you do for fun or during your leisure time?”</p> <p>Point out that true play is freely chosen and done for the joy and pleasure of doing it.</p>

Step 3

Picture-Pondering
Activities (use flip
chart) and Game
Playing

Follow the format
from the flip chart
and this manual.

In this step, you will
help parents learn
about the topic.

25 minutes

Getting Ready to Play Games

Say: **In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the game “_____.” It is one of the games you can play with a child aged _____.**

Say: **Let us now learn how to play the game.**

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Game I Birth to 6 months



Say: **The first game is called “Play Mobile.”** Preparation: Make colorful toys out of cloth or common objects at home. Hang the toy above the baby’s play area or bed.

In a few days, hang up another toy beside the first. After a third thing has been added, take off the first object and repeat.

Hang objects in front of the baby’s face to draw its attention to their form, sound, color, etc. Enjoy a few minutes jiggling the toy so your baby will see it. Do you like the sound of this mobile? Do you like this color? Sing a song while jiggling the toy.

Say: **Now practice this with your baby.** Move around the groups supporting the caregivers.

Ask: **What does your baby learn from playing this game with you?** Invite parents to answer.

Say: **Babies don’t need fancy toys. There are lots of everyday items that are fun for children to explore.**

Explain: **This game can be played with older children too.**

Modification: Parents of children with low vision can use objects that make a sound or objects with different textures that babies can touch (tactile perception).

Game 2 6 to 12 months



Say: **The second game is called “Shake, Shake, Shake.”** Fill a small plastic bottle (medicine bottle with childproof cap or plastic water bottle) with beans or rice. For babies 6 to 12 months old, let your baby shake it to make noise.

Say: **We are going to make a really simple musical instrument. You can make this with a variety of inexpensive or natural items.**

Say: **Shake, shake, shake as you go get your baby.**

Ask: **What does your baby learn from playing this game with you?** Invite parents to answer.

Say: **When your baby is interested and having fun, they are learning.**

Explain: **This game can be played with older and younger children too.**

Game 3 1 to 2 years



Say: **We are going to make a ball.**

Show parents how to make balls out of newspaper, banana leaves, or other locally available material. You can make balls of different sizes and use tape to hold them together.

Show parents how to play different games with balls, such as rolling the ball back and forth with children, kicking and throwing the ball into a basket or to a target, or bowling with 1- and 2-year-olds.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The child learns to coordinate their arm movements.**

Explain: **This game can be played with children of all ages.**

Game 4 2 to 3 years



Say: **The fourth game is called “Puzzle Time!”**

Say: **We are going to make puzzles.**

Show parents how to cut out newspaper/magazine images into two pieces.

Parents show the child how to match the pieces and how to put them together to form a picture.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The child learns to make simple puzzles and to look at pictures carefully.**

Explain: **This game can be played with children of all ages.**

Modification: Parents of children with visual impairments may need to choose very simple pictures with a lot of contrast (e.g., a black circle on white paper).

Step 4**Recap and Reflect**

Recap the games played for the day.

Repeat the most important information covered today.

10 minutes

In a Plenary Session:**Reporting Back**

- Give time for each group to share at least three main relevant points with the large group.
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Ask: **What four games did we learn today?** Say: **Remember that you should not give children sharp objects, like forks or knives, because they can get hurt, or objects smaller than their palm because they can choke on them.**

Ask: **What did we say was the importance of the games we played with our children?** Invite parents to answer.

Say: **The more you play and talk with your baby, the smarter your baby will become!**

Ask: **Who here will practice these games at home with their children?** Participants who are committed will raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.

Step 5

Reminder about next meeting and goodbye

5 minutes

Say: **Our next meeting will be ____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.**

Say: **Let's sing our goodbye song all together now.**

Say: **Bye, everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next meeting on ____ (confirm date of next meeting).**

TOPIC 2: EARLY COMMUNICATION

Session 5

Talk, Read, Talk

Objective: Participants learn how talking and reading to a child promotes brain development.

Key messages:

Infants:

- 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. The more words they hear, the smarter they become.
- Babies can learn from books too, so share picture books or stories with them every day. Talk about the pictures over and over.

Toddlers:

- Talking with your toddler is the best path to a smarter child.
- 2-year-olds are rapidly learning new words. It is very important to share stories and read picture books.
- When 2-year-olds say two-word phrases, extend the phrase to more words. This could mean taking your child's words, like "brown cow," and extending them to "Yes, the brown cow is eating grass."

Materials needed:

- List of participants and their children's names
- Homemade picture puzzle cut from newspaper
- Pictures from newspapers/laminated pictures
- Picture books (if available)
- Mats for sitting

How to prepare:

- Review all of the session directions before the meeting.
- Review the wall charts and brochures to make sure you know how to explain them.
- Collect all of the materials needed (listed above).
- Choose a simple picture book to share that has very few or no words.
- Set up the sitting mats.

Session 5

Talk, Read, Talk

Step 1

Welcome the Participants

Welcome

You can say: **Welcome to session 5 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!**

Next, you can sing your ECD 0–3 hello song chosen by the families.

Greetings and
Songs

Say: **Let's begin by singing a song with actions. This song is called "Open Shut Them, Open Shut Them."**

Sing: **Open shut them, open shut them**

Give a little clap, clap, clap

5 minutes

Open shut them

Open shut them

Lay them on your lap, lap, lap

Creep them, creep them

Creep them, creep them

Right up to your chin, chin, chin

Open wide your little mouth

But do not let them in

Demonstrate slowly so that parents and children can follow with actions ending with opening their mouths and shutting them.

Ask: **Did the children like this song?** Invite some parents to answer.

Say: **Remember that singing songs is a fun way of playing with babies, and it builds early literacy at the same time. Also, the rhythm and rhyme of singing help the baby or infant learn about sounds.**

[Note to facilitator: The children can now go to their play area with your co-facilitator.]

Step 2

Connecting

Connect with families by asking how everything went since the last meeting.

5 minutes

Ask: **How** has everyone been doing since our last meeting?

Ask: **What** was the topic of our last meeting?

Ask: **Who** would like to share some homemade toys they made? And how did it go?

Ask: **How** did it feel to just play and enjoy the fun with your children? **What** routines made playing easy for you?

After all have had the chance to share, make positive points about the sharing and experiences.

Say: **Today is all about talking and early literacy.**

Step 3

Picture-Pondering Activities

In this step, you will help parents learn about the topic through picture pondering.

Use flip chart and game playing.

To wrap up, use Reflection Questions, Suggested Actions, and Key Messages.

25 minutes

Getting Ready to Play Games

Say: **In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the game “_____.” It is one of the games you can play with a child aged _____.**

Say: **Let us now learn how to play the game.**

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Game I

Birth to 6 months

As facilitators observe the practice session, they should promote the activity of parents playing with their children. Give encouragement and notice out loud the good things you see.

Facilitators should ensure parents learn all four games they can play with their children.



Say: **This game is called “Picture Description.”**

Demonstrate with a doll or a parent.

Describe the picture to the baby. If there is an animal in the picture, you can make sounds the animal makes.

Say: **This is a big cow. Look how big it is! Cows make milk for us and they go “moo.”**

Say: **Now practice this with your child.** Move around the groups and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The child feels loved and learns to look at books and images.**

Explain: **This game can be played with older children too.**

Game 2 6 to 12 months



Say: **This game is called “My Child’s Story.”**

Demonstrate with a doll or a parent.

Make up a story about a picture with your child. Make sure to use the child’s name.

Say: **One day, mommy, daddy, and _____ (child’s name) were going for a walk, and we came across a big tree! It was so hot that we decided to sit down underneath, right there. Then, we saw a...** Continue with the story, using the different images.

Say: **Now practice this with your child.** Move around the groups and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: The child hears a variety of words and stories, and learns to use their imagination.

Explain: **This game can be played with older and younger children too.**

Modification: Parents of children with hearing loss, low vision, or intellectual disabilities may need to spend extra time on each page so that the children have enough time to process. It may also help to use actions to support what they are saying (fan face pretending to be hot).

Game 3 1 to 2 years

42



Say: **This game is called “Where Is...?”**

Demonstrate with a doll or a parent.

Ask the child to point to different things on the page.

Say (for example): **Where is the girl? Yes, that’s the girl! Where is the girl’s nose?**

Say: **Now practice this with your child.** Move around the groups and support the parents.

Ask: **What do your children learn from playing this game with you?**

Say: **The child learns new vocabulary and learns to listen to instructions.**

Explain: **This game can be played with older and younger children too.**

Modification: Parents of children with intellectual disabilities may need to ask yes/no questions. For instance, the parent can point to the sun and ask, “Is this the sun? Yes or no?”

Game 4 2 to 3 years



Say: **This game is called “Touch.”** Demonstrate with a doll or a parent.

The caregiver and child should be looking at a book. The caregiver should have a book with different colors illustrated (e.g., color blue, and the child touches something blue on the paper).

Say (for example): **What is the color of the sun? What shape is it? Can you touch the picture of the sun? Describe the colors and shapes of things in the pictures for me to find.**

Ask: **What do your children learn from playing this game with you?**

Say: **The child learns new vocabulary and how to describe characteristics.**

Explain: **This game can be played with older and younger children too.**

Modification: Parents of children with intellectual disabilities may need to ask yes/no questions. For instance, the parent can point to the sun and ask, “Is this the sun? Yes or no?”

Step 4

Recap and Reflect:
Recap the games
played for the day.

Repeat the
most important
information covered
today.

10 minutes

In a Plenary Session:

Reporting Back

- Give time for each group to share at least three main relevant points with the large group.
- Ask: **At what age can we start playing with our babies?** Invite parents to answer.
- Say: **You can start playing with your babies from the time of their birth. Your baby loves the sound of your voice and the feeling of your touch. It's fun, and you don't need any special materials at all!**
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Ask: **What four games did we learn today? Remember that you should not give children sharp objects, like forks or knives, because they can get hurt or objects smaller than their palm because they can choke on them.**

Ask: **What did we say was the importance of the games we played with our children?** Invite parents to answer.

Say: **The more you play and talk with your baby, the smarter your baby will become!**

Ask: **Who here will practice these games at home with their children?** Participants who are committed will raise their hands. The facilitator acknowledges the parents that are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.

Step 5

Reminder about
next meeting and
goodbye

5 minutes

Say: **Our next meeting will be _____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.**

Say: **Let's sing our goodbye song all together now.**

Say: **Bye, everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home.**

We will see you in the next meeting on _____ (confirm date of next meeting).

Objective: Participants learn how to help early language skills grow and understand that babies, infants, and young children communicate, even without words.

Key messages:

Infants:

- Language and communication begin at birth. There are several stages to language development:
 - 0 to 3 months: Babies' sounds, like cries and gestures, are automatic in response to a feeling or need.
 - 3 to 5 months: Babies begin to imitate the sounds they hear. This is called cooing ("ooo" and "aaah" sounds).
 - 5 to 9 months: Babies will start to babble, stringing lots of these little sounds together ("ba ba ba").
 - 9 to 12 months: Babies start to say their first "words," such as ma, pa, ba, or da.
- 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).

Toddlers:

- Toddlers are learning so many words every day. The more words they hear, the more they learn.
- At 12 months, toddlers may say one to three words.
- Around 18 months, toddlers may grow to say 20 to 50 words.
- By age 2, toddlers can put two words together to make simple sentences.

Materials needed:

- List of participants and their children's names
- A variety of household objects, vegetables, and fruits
- Picture book
- Images cut out from newspapers or magazines
- Mats for sitting

How to prepare:

- Practice reading the session out loud.
- Collect all of the materials needed (listed above).
- Set up the sitting mats.
- Choose a simple picture book to share that has very few or no words.

Session 6

Word Builder

Step 1

Welcome the Participants

Welcome

You can say: **Welcome to session 6 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!**

Greetings and Songs

Next you can sing your ECD 0–3 hello song chosen by the families.

5 minutes

Say: **Let's begin by singing a song with actions. This song is called "To Market, to Market to Buy a _____, Home Again, Home Again, Market Is Done."** (Participants will fill the blank with anything they can buy at the market.)

Demonstrate slowly so that parents and children can follow.

Ask: **Did the children like this song?** Invite some parents to answer.

Say: **Today we are going learn how to build your child's vocabulary.**

[Note to facilitator: The children can now go to their play area with your co-facilitator.]

Say: **Remember that singing songs is a fun way of playing with baby, and it builds early literacy at the same time. Also, the rhythm and rhyme of singing help the baby or young child learn about sounds.**

Step 2

Ask: **How has everyone been doing since our last meeting?**

Connecting
Connect with families by asking how everything went since the last meeting.

Ask: **What was the topic of our last meeting?**

Ask: **What books did you read with your children? What stories did you tell your children?**

Ask: **What times of the day did you read with your children?**

Ask: **How did you adapt the games for your children?**

5 minutes

Ask: **Did you find anything difficult about the games?** Invite some parents to answer. With the help of other parents if possible, try to help with their problem.

Step 3

Picture-Pondering Activities (use flip chart) and Game Playing

Follow the format from the flip chart and this manual.

In this step, you will help parents learn about the topic.

25 minutes

Getting Ready to Play Games

Say: In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: This picture represents the game “_____.” It is one of the games you can play with a child aged _____.

Say: Let us now learn how to play the game.

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: Always make sure to wash your hands with soap under running water before touching your baby.

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Game 1 Birth to 6 months

As facilitators observe the practice session, they should promote the activity of parents playing with their children. Give encouragement and notice out loud the good things you see.

Facilitators should ensure parents learn all four games they can play with their children.



Say: **The first game is called “What Is in the Bag?”** Preparation: Fill a bag or box with household items, fruits, or vegetables.

Sing: **What is in the box, what is in the box...Knock knock knock...[pull out an object and name it] is in the box!**

Say: **Now practice this with your baby.** Move around the groups supporting the caregiver

Ask: **What does your baby learn from playing this game with you?** Invite parents to answer.

Say: **Babies learn to associate a word with an object and build their vocabulary.**

Explain: **This game can be played with older children too.**

Modification: Parents of children with low vision can use objects that make a sound or objects with different textures that babies can touch (tactile perception).



Say: **The second game is called “See, Touch, and Hear.”**

Demonstrate with a doll or a parent.

Take the baby for a walk. Talk about the things you see.

Say: **See these beautiful red flowers! They smell so good. Can you feel the breeze? It is so cool. Can you hear the birds? They sing so well. Look at that cow! The cow says “moo.”**

Continue to describe the sensations outside and encourage children to notice different sensations.

Say: **Now practice this with your baby.** Move around the groups supporting the caregivers.

Ask: **What do your babies learn from playing this game with you?** Invite parents to answer.

Say: **Your baby explores nature and learns new words.**

Explain: **This game can be played with older children too.**

Game 3 | 1 to 2 years



Say: **The third game we are going to play is called “Treasure Box.”**

Demonstrate with a doll or a parent.

Say: **Give your child a container full of safe and clean items. Make sure there is nothing small that your child could choke on. Your child will love to pull everything out and maybe even put some back again.**

Each time your baby pulls out an object, label it and say the name of the object out loud. Each time your baby puts an object back, say the name of the object out loud again.

Say: **Now try this with your baby in small groups with two or three other caregivers.** Move around the groups supporting the caregivers.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **Your baby learns how to develop their movement skills and learns new words.**

Do this activity with new objects and introduce new words.



Say: **The fourth game is called “Can You See What I See?”** Demonstrate with a doll or a parent.

Play a game where the child has to find what you are describing. Do not tell the child the name of the object—just describe it.

Say (for example): **I see something round and red and shiny, and it’s on the table, and...** Continue describing the object until the child finds the object.

Say: **Now practice this with your child.** Move around the groups and support the parents.

Ask: **What do your children learn from playing this game with you?**

Say: **The child learns new vocabulary and how to describe characteristics.**

Explain: **This game can be played with older and younger children too.**

Modification: Parents of children with intellectual disabilities may need to ask yes/no questions. For instance, the parent can point to the sun and ask, “Is this the sun? Yes or no?”

<p>Step 4</p> <p>Recap and Reflect: Recap the games played for the day.</p> <p>Repeat the most important information covered today.</p> <p>10 minutes</p>	<p><u>In a Plenary Session:</u></p> <p><u>Reporting Back</u></p> <p>Give time for each group to share at least three main relevant points with the large group.</p> <ul style="list-style-type: none"> Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session. <p>Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.</p> <ul style="list-style-type: none"> Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action at home. Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart. <p><u>Conclusion</u></p> <p>Ask: What four games did we learn today? Say: Remember that you should not give children sharp objects, like forks or knives, because they can get hurt or objects smaller than their palm because they can choke on them.</p> <p>Ask: What did we say was the importance of the games we played with our children? Invite parents to answer.</p> <p>Say: The more you play and talk with your baby, the smarter your baby will become!</p> <p>Ask: Who here will practice these games at home with their children? Participants who are committed will raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.</p>
<p>Step 5</p> <p>Reminder about next meeting and goodbye</p> <p>5 minutes</p>	<p>Say: Our next meeting will be _____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.</p> <p>Say: Let's sing our goodbye song all together now.</p> <p>Say: Bye, everybody. Thank you for coming tonight. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next meeting on _____ (confirm date of next meeting).</p>

Objective: Participants learn how to promote literacy through storytelling.

Key messages:

Infants:

- Talk and sing to promote very early literacy.
- Talking by naming things and telling stories builds your child's oral language.
- Singing helps baby love the rhythm of language and will help with reading comprehension later.

Toddlers:

- Storytelling builds awareness of the sounds in language.
- To help your child learn new words and build literacy skills, label or name the things they see every day.
- Encourage pretend play and making up stories to promote early literacy.

Materials needed:

- List of participants and their children's names
- Newspaper
- Mats for sitting

How to prepare:

- Practice reading the session out loud.
- Collect all of the materials needed (listed above).
- Set up the sitting mats.

Session 7

Storytelling

Step 1

Welcome

Welcome the Participants:

You can say: **Welcome to session 7 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!**

Connecting with Families: Greetings and Songs

Next, you can sing your ECD 0–3 hello song chosen by the families.

Say: **Let's begin by singing a song with actions. This song is called "Five Little Ducks."** Participants will count down from five until all the little ducks came back.

5 minutes

Sing: **Five little ducks**

Went out one day

Over the hill and far away.

Mother duck said,

"Quack, quack, quack, quack."

But only four little ducks came back.

Demonstrate slowly so that parents and children can follow.

Ask: **Did the children like this song?** Invite some parents to answer.

Say: **Today, we are going learn how to build your children's vocabulary.**

[Note to facilitator: The children can now go to their play area with your co-facilitator.]

Step 2

Connecting

Ask: **How has everyone been doing since our last meeting?**

Ask: **What was the topic of our last meeting?**

Ask: **What new words did you tell your children? What stories did you tell?**

Connect with families by asking how everything went since the last meeting.

Ask: **How did you adapt the games for your children?**

Ask: **Did you find anything difficult about the games?** Invite some parents to answer. With the help of other parents if possible, try to help with their problem.

5 minutes

Step 3

Picture-Pondering Activities (use flip chart) and Game Playing

Follow the format from the flip chart and this manual.

In this step, you will help parents learn about the topic.

25 minutes

Getting Ready to Play Games

Say: **In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the game “_____.” It is one of the games you can play with a child aged _____.**

Say: **Let us now learn how to play the game.**

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

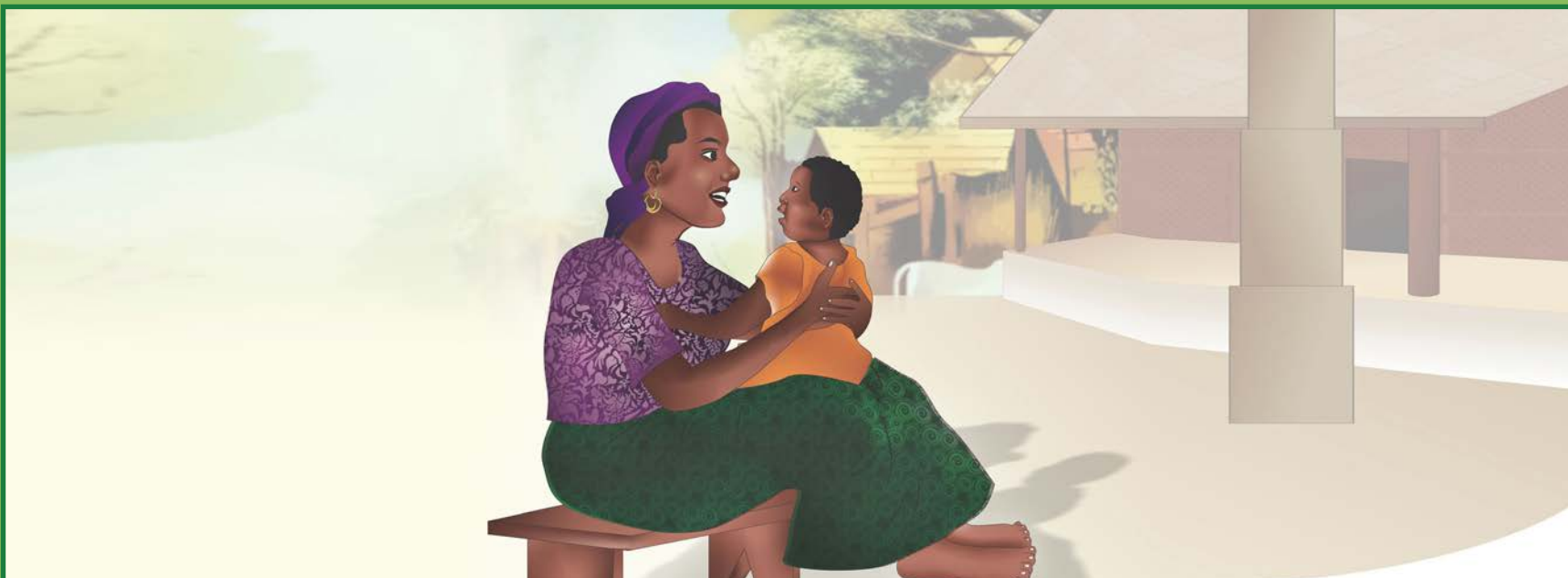
- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Game 1

Birth to 6 months

As facilitators observe the practice session, they should promote the activity of parents playing with their children. Give encouragement and notice out loud the good things you see.

Facilitators should ensure parents learn all four games they can play with their children.



Say: **The first game is called “Weather Massage.”**

Say: **Once upon a time, there was a big yellow sun...** (with one hand on the baby’s shoulder, take your other hand and make a circle clockwise on the back)

...that warmed the whole world (“rays” to the sides with fingers).

But look, clouds appear and cover the sun (make small circles with fingertips).

Then the wind comes and blows harder...and harder...and harder... (stroke with hand from side to side and gently increase pressure).

Then came lightning... (make lightning with fingertips)

...and thunder (clap gently on the back with hands).

Then came the rain (begin at shoulders and stroke down with fingertips).

And it rained harder...and harder... (same as above except faster and faster).

Finally, a fog appeared and everything became still (lay hands still on back)

Until the sun came out and warmed up the earth once again (slowly take away hands).

Note: Parents should be gentle when doing the weather massage.

Game 2 6 to 12 months

58

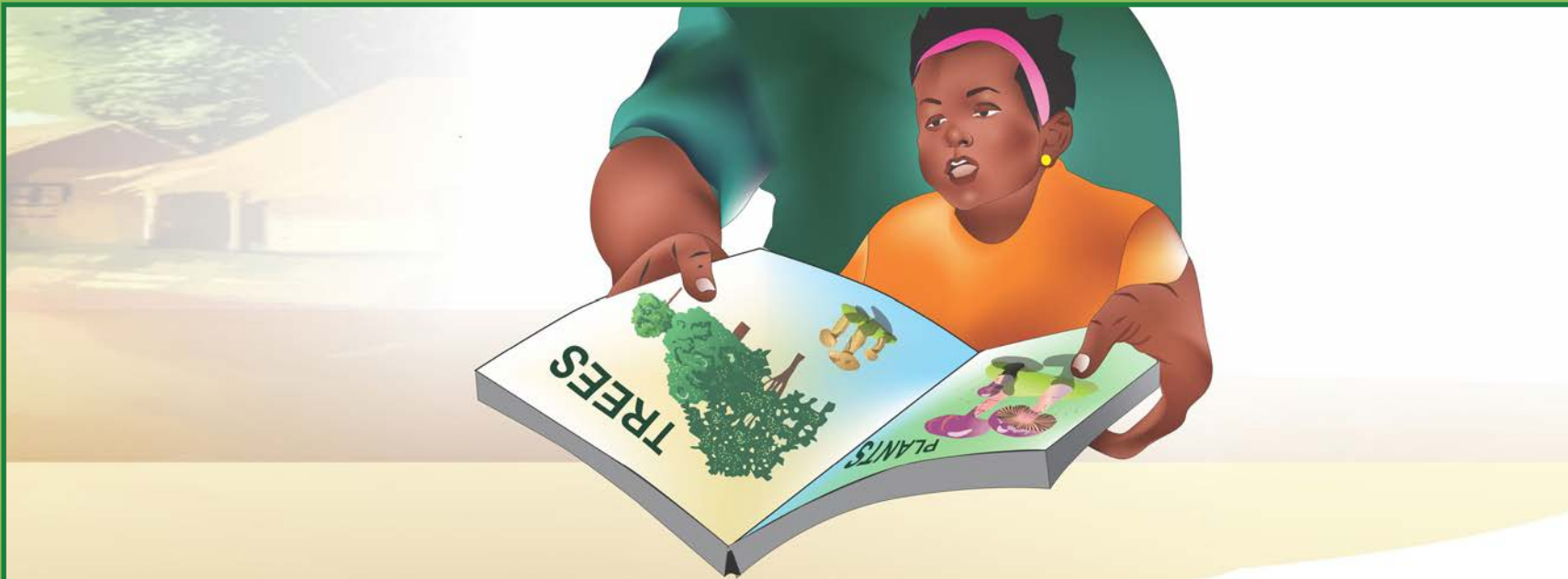


Say: **The second game is called “Going on a Trip.”**

In this game, the parent tells a story about going on a trip by bus or car. The parent puts the infant on the parent’s shoulders and pretends to be driving.

Say (for example): **Once upon a time, I went on a trip in a blue bus. The bus went “vroom, vroom” up and down the hill. The bus had very old tires, and they made a screeching sound, “craaaaa, craaaaa,” whenever the bus would stop. It went on up and down, up and down the hill saying, “vroom, vroom.” In the valley, Mr. Abdul, the villager barber, hopped on the bus...**

Game 3 | 1 to 2 years



Make up a story about a picture with your child. Make sure to use the child's name.

Say: **One day, mommy, daddy, and _____ (child's name) were going for a walk, and we came across a big, fat rabbit! The rabbit was eating a carrot. Then, we saw a...** Continue with the story, using the different images.

Say: **Now practice this with your child.** Move around the groups and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The child hears a variety of words and stories, and learns to use their imagination.**

Explain: **This game can be played with older and younger children too.**

Modification: Parents of children with hearing loss, low vision, or intellectual disabilities may need to spend extra time on each page so that the children have enough time to process. It may also help to use actions to support what they are saying (e.g., fan face pretending to be hot).



Say: **This game is called “Make Up Your Own Story.”** Use a stuffed animal or other toy to inspire or start a story.

Say: **Make up your own story! Use a toy, picture, or an object around the house to inspire the story. For example, say, today, we are going to tell a story about a rabbit using this stuffed rabbit toy. Let’s imagine that one day, Mr. Rabbit was hungry. I wonder what he did to solve his problem. He went to his neighbor’s carrot garden and started eating the carrots. Suddenly...**

Say: **Now practice this with your child.** Move around the groups and support the parents.

Ask: **What do your children learn from playing this game with you?** Invite parents to answer.

Say: **The child hears a variety of words and stories, and learns to use their imagination.**

Say: **Make your own puppets with plain or colored paper. Draw the shape of your puppet on the paper. It should be roughly the size of your hand. If you make the shape too big, your puppet will be too flimsy and flop over. The shape can be anything you want: an animal, a circle, a square, and so forth. Cut the shape out using a pair of scissors. Decorate your puppet. Draw some eyes, nose, and mouth, or you can even add some hair or clothes. Tape or stick a straw or a small stick behind to hold your puppet. Alternately, you can make two small holes at the bottom of your puppet’s body to insert your fingers for a walking puppet.**

Step 4

Recap and Reflect

Recap the games played for the day.

Repeat the most important information covered today.

10 minutes

In a Plenary Session:**Reporting Back**

- Give time for each group to share at least three main relevant points with the large group.
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Ask: **What four games did we learn today?**

Say: **Remember that you should not give children sharp objects, like forks or knives, because they can get hurt or objects smaller than their palm because they can choke on them.**

Ask: **What did we say was the importance of the games we played with our children?** Invite parents to answer.

Say: **The more you play and talk with your baby, the smarter your baby will become!**

Ask: **Who here will practice these games at home with their children?** Participants who are committed will raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.

Step 5

Reminder about next meeting and goodbye

5 minutes

Say: **Our next meeting will be _____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.**

Say: **Let's sing our goodbye song all together now.**

Say: **Bye, everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next meeting on _____ (confirm date of next meeting).**

TOPIC 3: RESPONSIVE CARE

Session 8

Respond and Bond

Objective: Teach parents simple ways to bond with their children to promote brain development.

Key messages:

Infants:

- Your baby's brain grows every time you touch or hold and respond. You can't spoil babies by holding them because they need to be comforted.
- Trust begins in the first year. Babies must trust to learn and explore.
- Bonding forms healthy foundations for life.

Toddlers:

- Toddlers need guidance on what is safe as they explore.
- You must tell them what to expect.
- They want to be independent and try things by themselves, so let them help out with dressing and small chores.

Materials needed:

- List of participants and their children's names
- Picture books
- Several containers (baskets, boxes, and pitchers) with items that will fit inside them (balls, socks, sticks, stones)
- Mats for sitting

How to prepare:

- Set up the sitting mats.
- Fill containers with assorted items.
- Hang the wall charts around the area or unfold brochure.

Session 8	Respond and Bond
<p>Step 1</p> <p>Welcome</p> <p>Greetings and Songs</p> <p>5 minutes</p>	<p><u>Welcome the Participants</u></p> <p>You can say: Welcome to session 8 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!</p> <p>Next, you can sing your ECD 0–3 hello song chosen by the families.</p> <p>Lead the group in singing a lullaby that is traditional in the village.</p> <p>Ask: Is there anyone who would like to share your favorite lullaby that you use to soothe your baby? (Any song that the participants may be more familiar with can be used if it is a soothing lullaby.)</p> <p>Alternatively, sing “Twinkle, Twinkle, Little Star.”</p> <p>Say: Let's sing a lullaby song. I will need your help. Listen and try singing it to your little one.</p> <p>Relate the lullaby song to comforting and responding to baby when they are tired. It comes naturally, but it means so much and leads to a lifelong bond.</p> <p>Ask: Did your baby like this lullaby? Invite some parents to answer.</p> <p>Say: Today we are going learn how to bond with our babies.</p> <p>[Note to facilitator: The children can now go to their play area with your co-facilitator.]</p>
<p>Step 2</p> <p>Connecting</p> <p>Connect with families by asking how everything went since the last meeting.</p> <p>5 minutes</p>	<p>Ask: How has everyone been doing since our last meeting?</p> <p>Ask: What was the topic of our last meeting? What stories did you tell?</p> <p>Ask: What times of the day did you tell stories to your children?</p> <p>Ask: How did you adapt the games for your children?</p> <p>Ask: Did you find anything difficult about the games? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.</p>

Step 3

Picture-Pondering Activities (use flip chart) and Game Playing

Follow the format from the flip chart and this manual.

In this step, you will help parents learn about the topic.

25 minutes

Getting Ready to Play Games

Say: **In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the game “_____.” It is one of the games you can play with a child aged _____.**

Say: **Let us now learn how to play the game.**

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Game 1 Birth to 6 months

As facilitators observe the practice session, they should promote the activity of parents playing with their children.

Give encouragement and notice out loud the good things you see.

Facilitators should ensure parents learn all four games they can play with their children.



Say: Children learn to trust in the first few years of life. When you provide responsive care with a safe place to explore, they learn that they can trust you to meet their needs.

Say: This trust starts with a loving gaze at you. As infants, they look up at you and wait for feedback. You give that in so many ways. Let's try an activity with those who have infants. Today, we're going to play "Bonding with Baby."

Say: Watch your baby for a moment. See their eyes gazing up at you. Watch as the baby follows your moves and seeks out your face.

When they make sounds, make them back. This makes the baby feel important and encourages more language and communication. Try it now.

Talk with your baby by noticing out loud what they are doing or feeling. Say things like, "I know you are hungry, and your crying is letting me know."

When you see the baby reach for something, notice out loud: "Oh, you want my hair, don't you?"

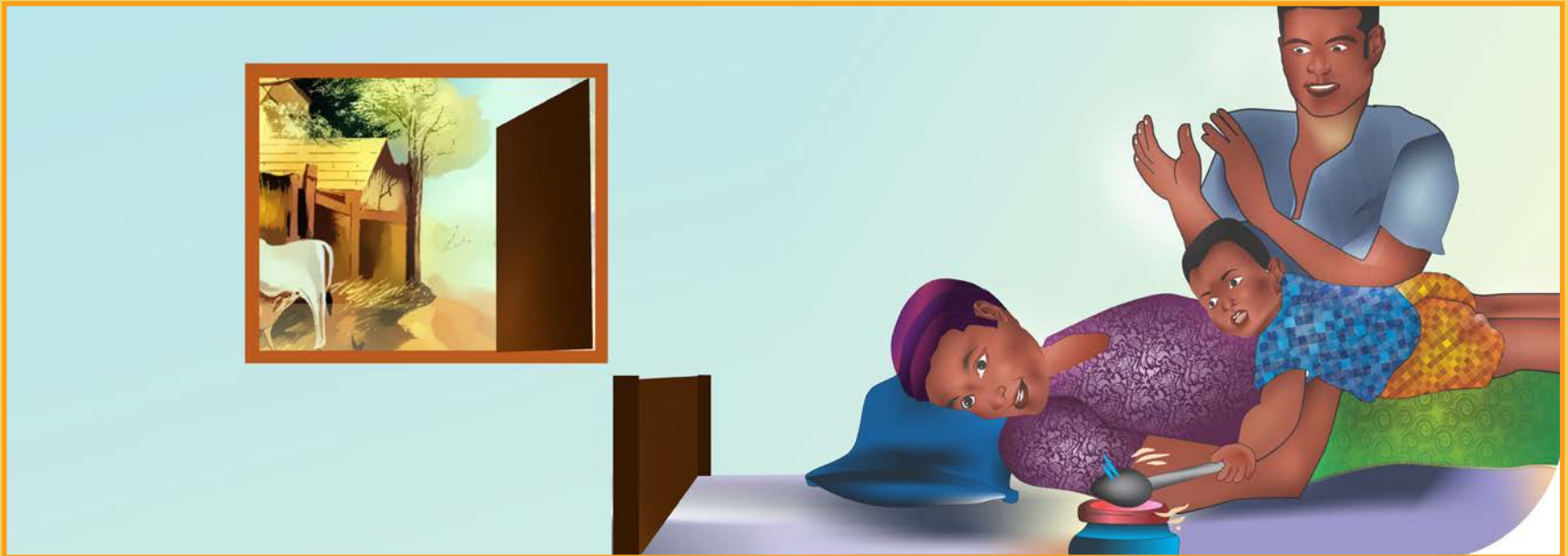
Think of three ways you can work on bonding more with your baby.

Play "Copycat." Show parents how to be the baby's "mirror."

Say: For example, when the baby yawns, open your mouth in response. If the baby gazes at you, widen your eyes in response. When the baby smiles or coos, smile and coo back.

Game 2 6 to 12 months

66



Say: **Bond with your infant by talking, singing, and dancing. Do it as a family if possible. Infants need to bond with both parents.**

Say: **We're going to play "Sing and Dance Along."**

Say: **Sing your baby's favorite song. Dance, clap, and drum using safe household or other play items.**

Say: **You can include this activity in your daily routines, for example, after bathing baby, before putting baby to sleep, or while relaxing with baby.**

Game 3 1 to 2 years



Say: **Share books.** What books, words, and pages does your baby like most? Reading together builds language skills as your baby learns new words and their meanings. It also builds strong bonds.

Reading to a Young Child:

Say: **Young children also need simple talk around the pictures. Make the reading fun and interactive. Ask the child to touch the picture as you name the object. They delight in books. Use simple and few words. If too many words are on the page, just talk about the pictures and avoid reading long passages. When young children lose interest, they usually try to close the book and walk away. Follow their lead and say, “I guess you are finished with this one, so we will read later.”**



Activity: Fill 'er Up!

- Have the children help fill a plastic pitcher or other container with balls or soft socks or other things. (You can make balls with paper and plant materials.)
- Then, let them dump the pitcher out into a basket or box. Watch them fill and dump, fill and dump, to their heart's content.
- Change this up by placing a box or basket on the floor and give the children several balls or other items. Each time they put a ball or other item in the basket, clap your hands.
- Watch how your child responds when you clap. Do they look interested and look toward you for the clapping? This shows a tight bond by looking for approval.
- Activities like this help children develop hand-eye coordination and fine muscle skills as they bond more with you.

<p>Step 4</p> <p>Recap and Reflect: Report back after playing. Recap the games played for the day.</p> <p>Repeat the most important information covered today.</p> <p>10 minutes</p>	<p><u>In a Plenary Session:</u></p> <p><u>Reporting Back</u></p> <ul style="list-style-type: none"> • Give time for each group to share at least three main relevant points with the large group. • Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session. <p>Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.</p> <ul style="list-style-type: none"> • Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action at home. • Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart. <p><u>Conclusion</u></p> <p>Ask: What four games did we learn today?</p> <p>Say: Remember that you should not give children sharp objects, like forks or knives, because they can get hurt or objects smaller than their palm because they can choke on them.</p> <p>Ask: What did we say was the importance of the games we played with our children? Invite parents to answer.</p> <p>Say: The more you play and talk with your baby, the smarter your baby will become!</p> <p>Ask: Who here will practice these games at home with their children? Participants who are committed will raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.</p>
<p>Step 5</p> <p>Reminder about next meeting and goodbye</p> <p>5 minutes</p>	<p>Say: Our next meeting will be _____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.</p> <p>Say: Let's sing our goodbye song all together now.</p> <p>Say: Bye, everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next meeting on _____ (confirm date of next meeting).</p>

Objective: Teach parents simple ways to keep their baby calm through comforting and soothing.

Key messages:

Infants:

- Babies are born needing caregivers to calm and soothe them.
- 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.

Toddlers:

- Toddlers cry often because they get frustrated over little things.
- Toddlers are learning to soothe themselves at nap- and bedtime.
- Simple rules are good for 2-year-olds if parents help them consistently follow the rules.
- 2-year-olds need to know what you expect of them.

Materials needed:

- List of participants and their children's names
- Chart paper and markers
- Mats for sitting
- A doll and blanket
- One large green circle and one large red circle made with paper

How to prepare:

- Think about how you keep yourself calm. If you are a parent, reflect on ways you calmed and soothed your own baby.
- Review all of the session directions before the meeting.
- Review the flip chart to make sure you know how to explain it.
- Collect all of the materials needed (listed above).
- Set up the sitting mats if applicable.
- Check that you have the flip chart opened to the right session.

Session 9	Calming and Soothing
<p>Step 1</p> <p>Welcome</p> <p>Greetings and Songs</p> <p>5 minutes</p>	<p><u>Welcome the Participants</u></p> <p>You can say: Welcome to session 9 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!</p> <p>Next, you can sing your ECD 0–3 hello song chosen by the families.</p> <p>Say: Singing is a way to keep everyone calm and happy.</p> <p>Alternately, you can sing “Row, Row, Row Your Boat.”</p> <p>Say: Let's sing a lullaby again. Who would like to share one that their baby likes?</p> <p>Sing the lullaby to comfort and soothe a baby when he or she is tired. It comes naturally, but it means so much and leads to a lifelong bond.</p> <p>[Note to facilitator: The children can now go to their play area with your co-facilitator.]</p>
<p>Step 2</p> <p>Connecting</p> <p>Connect with families by asking how everything went since the last meeting.</p> <p>5 minutes</p>	<p>Ask: How has everyone been doing since our last meeting?</p> <p>Ask: What was the topic of our last meeting? How did you respond to cues your children gave you?</p> <p>Ask: What times of day did you bond with your children?</p> <p>Ask: How did you adapt the games for your children?</p> <p>Ask: Did you find anything difficult about the games? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.</p>

Step 3

Picture-Pondering Activities (use flip chart) and Game Playing

Follow the format from the flip chart and this manual.

In this step, you will help parents learn about the topic.

25 minutes

As facilitators observe the practice session, they should promote the activity of parents playing with their children.

Give encouragement and notice out loud the good things you see.

Getting Ready to Play Games

Say: In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: This picture represents the game “_____.” It is one of the games you can play with a child aged _____.

Say: Let us now learn how to play the game.

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: Always make sure to wash your hands with soap under running water before touching your baby.

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Say: Calming and soothing builds self-regulation for infants. They also build confidence, self-awareness, and an understanding of feelings. All of these things will help babies learn to self-soothe and understand themselves better.

Say: Think about what happens when your baby or toddler is crying and upset. What if you know your baby is not hungry, wet, or tired? How would you go about calming and soothing your baby? Our next activity will get us thinking about some of those ways.

Facilitators should ensure parents learn all four games they can play with their children.

Activity: How Do You Calm and Soothe?

- Every child is soothed differently, so try to think about what soothes your toddler best.
- Sometimes they need you to hold them, and other times they may just need a break to be away from people and calm down. It takes time, so keep trying to figure out your toddler wants and what works.



Say: **We're going to play "Investigator."**

Say: **Find out what your baby needs. In this game, you play investigator to find out what the baby needs and why they are crying or uncomfortable.**

- **Check that baby has not soiled their clothes.**
- **Check that baby is not too hot or too cold.**
- **Check that baby has been fed.**
- **Check that the clothes are not too tight, etc.**

Game 2 6 to 12 months



Say: **We're going to play "Tummy Massage."**

Say: **In this game, put your child on your lap facing you and you give a gentle tummy massage. Make sure you don't press the baby's stomach too hard. Talk or sing to baby while you are giving the massage. You can also turn the baby on their stomach, put them on your knee, and give a gentle massage on the back and bottom. This can help baby to calm down, especially if upset is due to stomach upset.**

Game 3 1 to 2 years



Say: **We're going to play "Label Emotions."**

Say: **In this game, talk about the emotions your child is experiencing and talk about why the child is feeling like that. For example, you can say "I can see that you are very sad. Your doll got torn. It is OK to cry when you are sad. But better still, instead of crying, you can ask for help. Don't worry, I will help you repair it. Now give me a smile! That's right! See, your doll is now fixed, and you are happy."**

Game 4 2 to 3 years



Say: **We're going to play "Stop and Go."**

Say: **This game helps a child learn how to self-regulate, self-soothe, and develop patience and the ability to wait. When children have patience and self-regulation, they are able to stay calm.**

1. **Use something round and red, like a tomato, for "stop" and something green for "go." You could use fruits or vegetables; you could use a tomato for stop and an avocado for go. Tell your child and show how if you hold up the green thing, the child can go or move around. If you hold up the red thing, the child must stop. Try it several times and see how your child can control their movement.**
2. **You and the child can play "Stop and Go" as you take turns holding up the color—when the green shows, the other person can walk or run forward until the red is held up. Then they have to stop. This helps children develop self-control as they learn to stop on red and wait for green.**
3. **This teaches a valuable skill for school and life called self-regulation. School requires children to stop and listen, so the "Stop and Go" game can help prepare your child for school.**

Step 4

Recap and Reflect

Recap the games played for the day.

Repeat the most important information covered today.

10 minutes

In a Plenary Session:**Reporting Back**

- Give time for each group to share at least three main relevant points with the large group.
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Over this week, try some things and see what works. Think about these things as you deal with calming:

1. My child is calmer when I do this: _____
2. My child loses control at these times of the day: _____
3. When my child is out of control and needs my help, I try this: _____
4. Some new ways that work are to: _____
5. I stay calm by taking a break and doing this: _____

Recognizing what works to calm your toddler will help you teach the valuable skill of self-regulation. Make a chart with the information developed above. Keep this chart on hand for future episodes.

Conclusion

Ask: **What four games did we learn today?**

Say: **Remember that you should not give children sharp objects, like forks or knives, because they can get hurt or objects smaller than their palm because they can choke on them.**

Ask: **What did we say was the importance of the games we played with our children?** Invite parents to answer.

Say: **The more you play and talk with your baby, the smarter your baby will become!**

Ask: **Who here will practice these games at home with their children?** Participants who are committed will raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.

Step 5

Goodbye and Next
Time

5 minutes

Say: **Our next meeting will be _____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.**

Say: **Let's sing our goodbye song all together now.**

Say: **Bye, everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next meeting on _____ (confirm date of next meeting).**

Session 10 Routines

Objective: Teach parents simple ways to keep their baby calm through establishing routines.

Key messages:

Infants:

- Routines help babies feel safe and secure.
- Having routines in the same order helps babies' brains grow stronger.
- Babies learn to trust that a caring person will provide what they need.

Toddlers:

- When routines are predictable, they make your toddler's brain grow with strong pathways.
- Routines offer a way for toddlers to help and start building some independence.
- When needs are met routinely, 2-year-olds are less likely to have a crying fit.

Materials needed:

- List of participants and their children's names
- A variety of toys for infant and toddler
- Chart or other large paper and markers
- Mats for sitting

How to prepare:

- Review all of the session directions before the meeting.
- Review the wall charts/brochures to make sure you know how to explain them.
- Collect all of the materials needed (listed above).
- Set up the sitting mats.
- Hang or place the wall charts/brochures around the area.
- Set up the toy area for children.

Session 10 Routines

Step 1	<u>Welcome the Participants</u>
Welcome	Say: Welcome to session 10 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!
Greetings and Songs	Next, you can sing your ECD 0–3 hello song chosen by the families. Say: Let's sing a song, "Here We Go round the Mulberry Bush." (Substitute mulberry bush with any other local tree.)
5 minutes	Here we go round the mulberry bush The mulberry bush, the mulberry bush Here we go round the mulberry bush So early in the morning. This is the way we brush our teeth Brush our teeth, brush our teeth This is the way we brush our teeth So early in the morning. You can continue with comb our hair, eat our breakfast, etc. Say: Today we are going to learn how routines help our babies to feel safe and secure. [Note to facilitator: The children can now go to their play area with your co-facilitator.]
Step 2	Ask: How has everyone been doing since our last meeting?
Connecting	Ask: What was the topic of our last meeting? How did you respond to cues your children gave you?
Connect with families by asking how everything went since the last meeting.	Ask: What times of the day did you bond with your children?
	Ask: How did you adapt the games for your children?
	Ask: Did you find anything difficult about the games? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.
5 minutes	

Step 3

Picture-Pondering Activities (use flip chart) and Game Playing

Follow the format from the flip chart and this manual.

In this step, you will help parents learn about the topic.

25 minutes

Getting Ready to Play Games

Say: **Predictable routines build trust for babies. If they know what is next, then they are better able to cope. Feeling safe and secure supports children to explore and learn.**

Say: **Think about routines that happen with babies and toddlers. Let's discuss them.**

Ask them to share the routines that provide good opportunities for talking, learning, and bonding. Help the caregivers think of routines that happen to their little ones. Ask them to come up and make a list if resources are available for writing out the list. They can draw if writing or reading is an issue. Make sure the list includes some of these examples (you can add to the list if they are not mentioned by the families): getting dressed, eating breakfast, going to and from the fields/farm, eating lunch, naptime, playing, eating dinner, bathing, and going to bed.

As they mark the routines that are done individually, you can lead a conversation about what kinds of talk and play can happen during routines. For example, at bedtime, it is good to have quiet routines, like reading or telling stories on the cozy bed mat.

Say: **In this meeting, we are going to learn some games about building routines corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the game “_____.” It is one of the games you can play with a child aged _____.**

Say: **Let us now learn how to play the game.**

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Game 1 Birth to 6 months

Games and Playing:

As facilitators observe the practice session, they should promote the activity of parents playing with their children.

Give encouragement and notice out loud the good things you see.

Facilitators should ensure parents learn all four games they can play with their children.

15 minutes



Say: **We're going to learn how to play peekaboo.**

In this game, alternate between hiding and reappearing behind your hands or a scarf. Play this as long as baby is still interested and excited about it. As baby grows, you can also play by hiding behind a door, wall, chair, or other large item. Feel free to make some noises when you come out of hiding. You can also say "peekaboo." You can also simply imitate the baby's noises. You can play this game when resting or in between meals for baby.

Have the parent hide their face behind a cloth, scarf, or handkerchief and then pop out to say "peekaboo!" Watch to see how the baby responds. If this game seems to startle them, then see if you can find a less intense way to play "peekaboo."

Explain that the peekaboo game is a lot like a daily routine because by playing it, babies learn what is going to happen next.

Ask if parents have any other games like this that their children like.

Tell parents that this game can be nice to play during one of the routines. It is great for helping baby learn about cause and effect. This leads to good problem-solving later.



Say: **We're going to play "Stretch, Baby, Stretch."**

Say: **In this game, help your baby to stretch by gently stretching their legs and arms before or after bathing.**

You can put baby on your lap and gently stretch them while talking about the parts of the body.

For example, you can say, "You have such lovely legs. Two legs. Let's stretch the first leg. Now let's stretch another leg. Great! Now let's tickle your little toes. You like that! I also like tickling your five toes like this!"

Game 3 1 to 2 years



Say: **We're going to learn "Bath and Count."**

Say: **In this game, count and name parts of the body while bathing the child.**

You can say, "Hey, baby, let's bathe your two ears. One ear. Two ears! Now let's bathe your feet! Wow! One foot has five toes. Let's count them: one, two, three, four, five! Five toes on one foot! Let's bathe the other foot too!"

You can also count and name other items, like soap, towel, clothes.

Game 4 2 to 3 years



Say: **We're going to learn about playing outside.**

Say: **In this game, take your child outside to play their favorite game. You can create a routine by setting a certain time of the day when you play outside, for example, after the afternoon nap or before evening bath.**

Step 4

Recap and Reflect:

Recap the games played for the day. Repeat the most important information covered today.

10 minutes

In a Plenary Session:**Reporting Back**

- Give time for each group to share at least three main relevant points with the large group.
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Ask: **What four games did we learn today?**

Say: **Remember that you should not give children sharp objects, like forks or knives, because they can get hurt or objects smaller than their palm because they can choke on them.**

Ask: **What did we say was the importance of the games we played with our children?** Invite parents to answer.

Say: **The more you play and talk with your baby, the smarter your baby will become!**

Ask: **Who here will practice these games at home with their children?** Participants who are committed will raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.

Step 5

Reminder about next meeting and goodbye

5 minutes

Say: **Our next meeting will be _____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.**

Say: **Let's sing our goodbye song all together now.**

Say: **Bye, everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next meeting on _____ (confirm date of next meeting).**

TOPIC 4 : POSITIVE PARENTING

Session 11 Positive Discipline

Objective: Participants will learn about positive discipline as a way of guiding and teaching their little ones.

Key messages:

Infants:

- Babies who have loving relationships are smarter.
- When they can count on you for safety, babies are free to explore and are more confident.
- Some challenging behaviors, like crying or not eating, are normal.

Toddlers:

- Punishment, like yelling, hitting, or beating, does not work because toddlers get confused and hurt.
- Protect toddlers by moving them away from problems and redirecting them to something better to do.
- The more the child understands their feelings, the easier it will be for them to cope.

Materials needed:

- List of participants and their children's names
- Chart paper
- Markers
- Mats for sitting

How to prepare:

- Learn the difference between positive discipline and punishment. Little ones don't need punishing—they need guidance.
- Review all of the session directions before the meeting.
- Review the wall charts/brochures to make sure you know how to explain them.
- Collect all of the materials needed (listed above).
- Set up the sitting mats.

Session 11

Positive Discipline

Step 1

Welcome the Participants

Welcome

Say: **Welcome to session 11 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!**

Greetings and Songs

Next, you can sing your ECD 0–3 hello song chosen by the families.

5 minutes

Say: **The more we get together, together, together.**

The more we get together, the happier we'll be!

For your friends are my friends and my friends are your friends.

The more we get together, the happier we'll be!

Ask: **Did your babies like this song?** Invite some parents to answer.

Say: **Today we are going learn positive discipline as a way of guiding and teaching our little ones.**

[Note to facilitator: The children can now go to their play area with your co-facilitator.]

Step 2

Ask: **How has everyone been doing since our last meeting?**

Connecting

Ask: **What was the topic of our last meeting? How did you keep to a routine?**

Ask: **Did routines help your children?**

Connect with families by asking how everything went since the last meeting.

Ask: **How did you adapt the games for your children?**

Ask: **Did you find anything difficult about the games?** Invite some parents to answer. With the help of other parents if possible, try to help with their problem.

5 minutes

Step 3

Picture-Pondering Activities (use flip chart) and Game Playing

Follow the format from the flip chart and this manual.

In this step, you will help parents learn about the topic.

25 minutes

Getting Ready to Play Games

Say: **In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the game “_____.” It is one of the games you can play with a child aged _____.**

Say: **Let us now learn how to play the game.**

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Game 1 Birth to 6 months

As facilitators observe the practice session, they should promote the activity of parents playing with their children. Give encouragement and notice out loud the good things you see.

Facilitators should ensure parents learn all four games they can play with their children.



Say: **We're going to play "Rock the Baby."**

Say: **In this game, hold the baby and gently rock from side to side while singing and dancing. This simple game can help build strong bonds and trust between you and baby. Trust is an important foundation of positive discipline and guidance. You can also use this game to soothe and calm the baby.**



Say: **We're going to play "Tell the Baby What to Do."**

Say: **In this game, tell your baby what you want them to do and also gently tell them what you don't want them to do. Praise the baby when they do something good. For example, say "Baby, crawl and pick the ball for mama. Hold onto that table and walk gently toward me! Good job! Don't eat that, baby. It is dangerous. Eat this carrot. It is very delicious."**

Say: **Positive discipline begins with guidance.**

Say: **Think about these strategies. How will you take them home and put them into action? Can someone share one new way to deal with unwanted behaviors?**

Write down the ideas that are shared. Then, ask parents to come up and put a mark by the ones that are done one-on-one and ones that are good for talking, learning, and bonding.



Say: **We're going to play "Feeling Faces."**

Say: **In this game, observe and imitate the feelings shown on your child's face. Note them out loud and talk about them with the child. Talk about what is happening and how the child is feeling. For example, if the child is happy, make a happy face and say, "You are very happy. Right? That is good. Is it because you got a new toy?" If the child is sad, make a sad face and say, "You look very sad. Sorry, my dear. Is it because you fell down and hurt your knee? Let me take a look. I put my magic touch on it and it is now better. I can see a smile coming out now. Great!"**

Let parents and children play for a little while. Go around and note the good things you see out loud. If you see emotions, label those.

Ask: **How did that work for you? What emotions did you see and notice?**

Game 4 2 to 3 years

94



Say: **We're going to play "Role-Play: Lights, Camera, Action."**

Say: **In this game, follow four steps to help a child turn negative behavior into a positive behavior by role-playing. Use the following actions for each step:**

Have all the parents chant the steps as they do these motions:

See it (cup hands over eyes to look).

Feel it (make an angry face and point to face).

Fix it (act like a screwdriver is screwing in a fixture).

Win it (thumbs up and big smile).

Say: **When your young child does something wrong, like hit or throw food, follow these steps each time:**

Cup your hands around your face for see it and say, "I see you hit your brother."

Feel it: "I know you are mad because he took your toy."

Fix it: **“You can’t hit because it hurts. Tell him you want a toy.”**

Win it: **“Next time, use your words and you might get your toy back.”**

Next, ask them to get into pairs and think of a behavior problem. One will be the parent and the other will be the toddler. Have them act out the four steps. Then, they will switch their roles. Walk around and make sure they understand.

Step 4

Recap and Reflect

Recap the games played for the day.

Repeat the most important information covered today.

10 minutes

In a Plenary Session:

Reporting Back

- Give time for each group to share at least three main relevant points with the large group.
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Say: **It is almost time to end this session. I hope everyone learned some new tips for helping behaviors go the right way. I look forward to your feedback on positive discipline next week.**

Say: **Please be sure your spouse also learns these techniques. Babies and toddlers do much better when both parents use the same techniques with them in a consistent way.**

Say: **Positive discipline is a great way to protect your child from harm. Remember that hitting your child only makes them scared and compliant out of fear. You want them to make good choices and know right from wrong all the time. Give positive guidance a try!**

See if the group has any final questions. When possible, allow other parents to help answer the questions.

Step 5	Say: Our next meeting will be ____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.
Reminder about next meeting and goodbye	Say: Thanks so much for caring enough for your children to come and learn new things. Hope to see you back again next time. Try your new positive skills to change behavior.
5 minutes	Say: Bye, everybody. Let’s give our children a big hug and tell them that it is time to go home. We will see you in the next meeting on ____ (confirm date of next meeting).

Session 12

Secrets to Being Happy Parents

Objective: Participants learn how to manage difficult moments with children in a positive way.

Key messages:

Infants:

- When infants feel loved, they can listen better.
- When we shake babies or hit children, we can cause disabilities or even death.
- Blindness, brain damage, loss of hearing, and cerebral palsy can all be caused by physical punishment, especially with babies and small children.

Toddlers:

- When we yell at our children, they feel afraid and confused.
- Very young children do not understand why they are being scolded and do not know what you want them to do.
- Toddlers 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 from doing wrong, and don’t know their own emotions.

Materials needed:

- List of participants and their children’s names
- Mats for sitting

How to prepare:

- Practice reading the session out loud.
- Set up the sitting mats.

Session 12

Secrets to Being Happy Parents

Step 1

Welcome the Participants

Welcome

Say: **Welcome to session 12 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!**

Greetings and Songs

Next, you can sing your ECD 0–3 hello song chosen by the families.

5 minutes

Say: **Let's begin by singing a song with actions. This song is called "It's Time to Put Your Things Away, Things Away, Things Away. It's Time to Put Your Things Away and Clean Up" (to the tune of "London Bridge Is Falling Down").**

This is a song to help children clean up when they do not want to do so!

Ask: **Did the children like this song?** Invite some parents to answer.

Say: **Today we are learning about how to manage difficult moments with children.**

[Note to facilitator: The children can now go to their play area with your co-facilitator.]

Step 2

Ask: **How has everyone been doing since our last meeting?**

Connecting

Ask: **What was the topic of our last meeting?**

Ask: **What strategies did you use from the positive discipline sessions?**

Connect with families by asking how everything went since the last meeting.

Ask: **How did you adapt them for your children?**

Ask: **Did you find anything difficult about practicing the game "See It, Feel It, Fix It, and Win It"? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.**

After all have had a chance to share, make positive points about the sharing and experiences.

5 minutes

Say: **Today we are going to learn simple and effective ways to manage your children's difficult behaviors.**

Step 3

Picture-Pondering Activities (use flip chart) and Game Playing

Follow the format from the flip chart and this manual.

In this step, you will help parents learn about the topic.

25 minutes

Getting Ready to Play Games

Say: **In this meeting, we are going to learn some games corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the game “_____.” It is one of the games you can play with a child aged _____.**

Say: **Let us now learn how to play the game.**

Teach all four games, explained below.

After teaching the parents the games, ask the parents to get into groups according to the age of their children to practice playing the games with the children. Walk around to see how the parents are playing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

- Facilitators outline steps for playing the games with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.



Say: **We are going to play “Swaddle, Swing, and Shhh.”**

Say: **Here are three tips to help calm a newborn. Sometimes we can get very frustrated with our small babies who cry. Demonstrate with a doll.**

- **Tip 1: Swaddle the baby’s arms, but make sure to leave the hips loose.**
- **Tip 2: While supporting the baby’s head, gently swing the baby back and forth.**

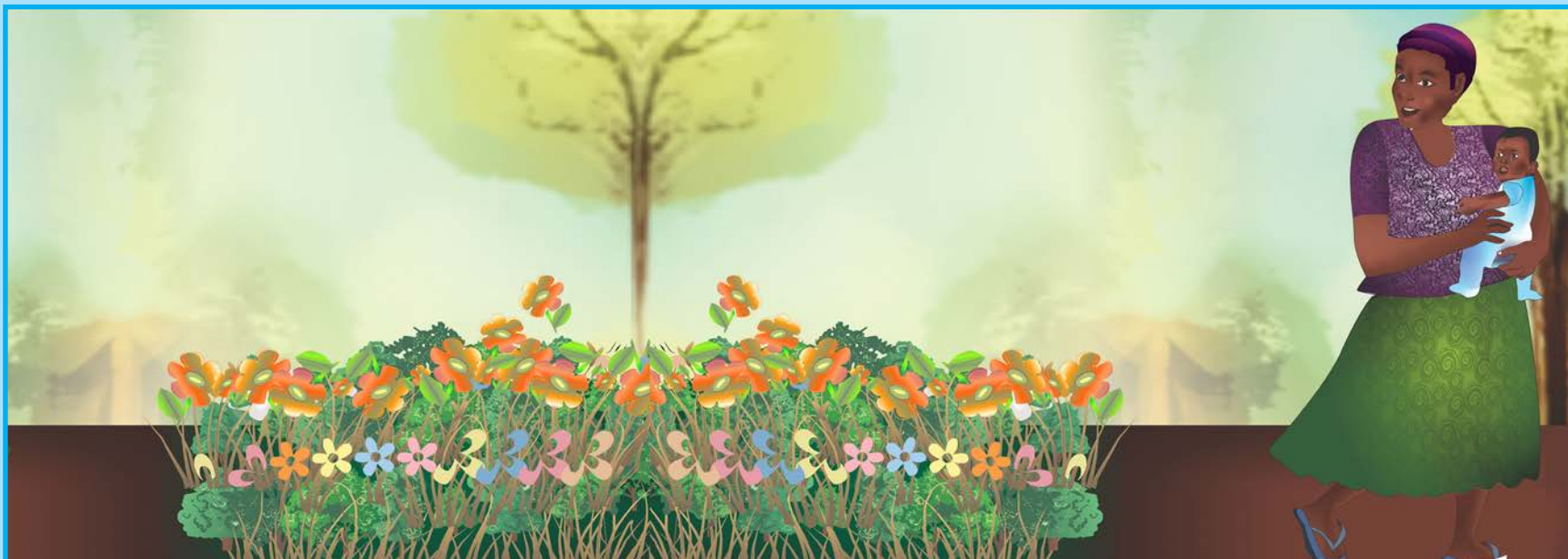
Say: **This swinging motion is very relaxing because the baby was suspended in the womb.**

- **Tip 3: While still holding the baby, make a loud and constant “shhh” near the baby’s ears.**

Say: **Babies relax when they hear this noise because this is what the womb sounds like.**

Say: **Now try this with your child in small groups.**

Game 2 6 to 12 months



Say: The second game is called “Calm and Explain.”

Say: Here is a tip to calm a child and explain what is happening.

- Say: If your child is crying, you can also calm the child by taking them outside and talking about the surroundings and then going through what happened.
- Scenario: ____ (name) gets very scared and starts crying. Her father takes her outside. He talks to her about the things that they see. Then, he talks to her about what happened and why it was scary.
- Say: Now try this with your child in small groups. You can take your child outside and talk about what you see, feel, and hear. Then, talk about how it makes them feel. This helps to calm them down.

For example: Let's go outside. Can you feel the cool air on your face? Can you hear the birds? Can you smell the leaves?

Ask: What do your children learn through this process?

Say: Your children learn that they are safe and can calm down with your help.

Game 3 1 to 2 years



Say: The third game is called “Count to Five before a Change.”

Say: Here is a tip to have a calmer and more confident child.

Say: Your child will behave better if they have a warning that a change is about to happen. Sudden changes cause anxiety, and the child can misbehave out of frustration.

Say: When something is about to change, you can say, “When I count to five, we are going to...” This counting is done calmly, as a way to show time, not as a punishment.

Say: The secret is that you need to be consistent and do what you say.

Scenario: ____ (name) is playing outside, and it is time for dinner. His father tells him that he is going to count to five and then they will come in for dinner: “One, two, three, four, five—let’s go in.” ____ goes in calmly.

Ask: When could you use this?

Say: Now discuss in small groups when you could use this counting approach.

Ask: What do your children learn through this process?

Say: Your children learn that their environment is predictable and safe. They know what is going to happen.

Modification: For children with hearing loss, you can also use your fingers to count to five.

Game 4 2 to 3 years



Say: **The fourth game is called “Explain and Model.”**

Say: **When your child is misbehaving, explain and model through words and actions. Explain why the behavior is undesired. Model the desired response through your words and actions.**

Scenario: ____ pulls his brother’s hair. His father explains that when ____ does this, it hurts his brother, and he shows the child how to gently stroke the brother’s hair.

Say: **Now discuss in small groups a situation where your child misbehaved. Role-play how you could explain and model.**

Ask: **What do your children learn through this process?**

Say: **Your children learn why a behavior is harmful and an alternative way to act. They are too young to know what not to do.**

Modification: Emphasize visual modeling with children with hearing loss and speech modeling for those with low vision. Remind parents to be patient with children with disabilities.

Step 4

Recap and Reflect

Recap the games played for the day.

Repeat the most important information covered today.

10 minutes

In Plenary Session:**Reporting Back**

- Give time for each group to share at least three main relevant points with the large group.
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per game. Ask the group what they learned from the games and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around playing as a tool for learning and how parents may be able to put these key messages into action at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Ask: **Why is it important not to hit or yell at our children?** Invite answers.

Say: **When we shake babies or hit children, it can lead to disabilities or even death. Blindness, brain damage, loss of hearing, and cerebral palsy can all be caused by physical punishment, especially with babies and small children.**

Say: **Your children always need to feel loved. This helps them to grow up into happy, confident, and smart children. The more your baby feels safe and loved by you, the smarter your baby will become!**

Say: **Your children need to learn from you how to talk and act. They are very young and do not know how to behave. You can show them and help them find the words.**

Ask: **What strategies can you use to manage frustrating situations?** Invite answers.

Ask: **Who here will practice these skills at home with their children during the next 2 weeks?** Participants who are committed can raise their hands. The facilitator acknowledges the parents who are committed to playing the games at home and assures them the facilitator will be excited to hear from them the outcome of playing the games with their children in the next meeting.

Check to see if there are any questions or other things they wish to share.

Step 5

Reminder about
next meeting and
goodbye

5 minutes

Say: **Our next meeting will be _____ (date and time). I want you again to choose two new volunteers who will remind all the families about the meeting so nobody forgets.**

Say: **Let's sing our goodbye song all together now.**

Say: **Bye, everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next meeting on _____ (confirm date of next meeting).**

Session 13 **Protecting Our Children from Accidents**

Objective: Participants learn how to identify threats to young children's safety and prevent accidents.

Key messages:

Infants:

- Infants depend on parents and caregivers for their safety and need to be supervised at all times.
- Small objects (smaller than the baby's palm), including small buttons and coins, are a choking hazard.
- Place a baby on their back to prevent sudden infant death syndrome.

Toddlers:

- Accidents are more common when children are cared for by someone younger than 12 years old or are left alone.
- Do not let toddlers play with plastic bags or put them on their heads.
- Do not allow toddlers to walk or run with food or an object in their mouth.

Materials needed:

- List of participants and their children's names
- Mats for sitting

How to prepare:

- Practice reading the session out loud.
- Collect all of the materials needed (listed above).
- Set up the sitting mats.

Session 13 Protecting Our Children from Accidents

Step 1

Welcome

Greetings and Songs

5 minutes

Welcome the Participants

Say: **Welcome to session 13 of our program! It's wonderful to see everyone here. Each time we meet, we will learn how to raise happy, healthy, and smart children. Remember: You are your children's best teachers!**

Next, you can sing your ECD 0–3 hello song chosen by the families.

Say: **Let's begin by singing a song with actions. This song is called "When You're Happy and You Know It, Clap Your Hands."** Continue, substituting the word "safe" in place of "happy" and changing "clap your hands" in later verses to "stamp your feet," "nod your head," etc.

Ask: **Did the children like this song?** Invite some parents to answer.

Say: **Today we are learning about how to protect our children from accidents at home.**

[Note to facilitator: The children can now go to their play area with your co-facilitator.]

Step 2

Connecting

Connect with families by asking how everything went since the last meeting.

5 minutes

Ask: **How has everyone been doing since our last meeting?**

Ask: **What was the topic of our last meeting?**

Ask: **What did you do when your child was crying or misbehaving?**

Ask: **Did you try any of the strategies/skills recommended? How did you adapt them for your children?**

Ask: **Did you find anything difficult about practicing the strategies to manage difficult moments?** Invite some parents to answer. With the help of other parents if possible, try to help with their problem.

After all have had a chance to share, make positive points about the sharing and experiences.

Step 3

Picture-Pondering Activities (use flip chart) and Discussion

Follow the format from the flip chart and this manual.

In this step, you will help parents learn about the topic.

25 minutes

Getting Ready to Discuss Dangers

Say: **In this meeting, we are going to learn about some dangers corresponding to the age groups of our children: from birth to 6 months, 6 to 12 months, 1 to 2 years, and 2 to 3 years.**

- Show each picture and ask parents to describe what they see as well as other Reflection Questions on the flip chart. Use the questions on the back of each picture.
- Also find out if they can relate the pictures to their own life and request a few examples from them.

Say: **This picture represents the danger “_____.” It is one of the dangers a child aged _____ may encounter.**

Say: **Let us now learn how to avoid this danger.**

Teach all four dangers, explained below.

After teaching the parents the dangers, ask the parents to get into groups according to the age of their children to practice avoiding the dangers with the children. Walk around to see how the parents are practicing.

Practice Session

Say: **Always make sure to wash your hands with soap under running water before touching your baby.**

- Facilitators outline steps for discussing the dangers with each age group and observe caregivers as they practice.
- Facilitators move around each group and encourage open sharing of ideas.
- Select one representative from each age group to demonstrate for the wider group.

Danger 1 Birth to 6 months

As facilitators observe the practice session, they should promote the activity of parents protecting their children from danger. Give encouragement and notice out loud the good things you see.

Facilitators should ensure parents learn all four dangers they can practice avoiding with their children.



Say: **The first situation we are going to talk about is choking. When choosing toys, make, find, and give your child big toys that are safe to play with and don't pose a choking hazard.**

Ask: **What can young children choke on?**

Ask: **Can someone give me a situation when a child might choke?**

Ask: **What could you do to prevent this from happening?** Parents discuss in small groups and share.

Say: **Young children can choke on anything smaller than the size of their palm. Keep small things high up and out of reach of children.**



Say: **We're going to learn about keeping dangerous items out of reach.**

Say: **The second situation we are going to talk about is eating or drinking harmful substances.**

Ask: **What kinds of things are dangerous for children to eat or drink?**

Ask: **Can someone give me a situation when a child might eat or drink a harmful substance?**

Ask: **What could you do to prevent this from happening?** Parents discuss in small groups and share.

Say: **Young children will put anything in their mouths. Keep harmful things out of reach.**

Danger 3 1 to 2 years



Say: **The third situation we are going to talk about is electrical outlets at a child's level.**

Ask: **Can someone tell me why electrical outlets are so attractive to small children?**

Say: **Perhaps because they are at their eye level; their parents use them, and children like to copy their parents; or children are naturally very curious, and the small holes are the perfect size for their small fingers.**

Ask: **What happens when children put their fingers into electrical outlets?**

Say: **Children can be electrocuted. It is extremely dangerous—electrocution can result in death.**

Ask: **What causes a child to get electrocuted?**

Say: **If a child sticks their fingers into an outlet. If a child sticks a piece of metal into an outlet.**

Ask: **What could you do to prevent this from happening?** Parents discuss in small groups and share.

Say: **Young children are naturally very curious and are easily attracted to electrical outlets, since they are at their height and are small enough for their fingers to fit in. Always supervise your children and, if possible, have electrical outlets installed at a higher level or covered with plastic shields.**

Danger 4 2 to 3 years



Say: **The fourth situation we are going to talk about is accidental falls.**

Ask: **Can someone give me a situation when a child might fall and get very badly injured?**

Say: **Children can fall from the staircase, balcony, or windows.**

Ask: **What could you do to prevent this from happening?** Parents discuss in small groups and share.

Say: **Young children can fall and get very badly hurt when they are not supervised. Their sense of balance is not fully developed. Always supervise your children and create barriers to heights wherever possible.**

Step 4

Recap and Reflect

Recap the dangers discussed for the day.

Repeat the most important information covered today.

10 minutes

In a Plenary Session:**Reporting Back**

- Give time for each group to share at least three main relevant points with the large group.
- Facilitators also share Suggested Actions as outlined in the flip chart during the plenary session.

Refer to the flip chart per danger. Ask the group what they learned from the discussions and wait for parents to share their responses. You may go back to Reflection Questions if necessary.

- Using the Key Messages in the flip chart as a guide for discussion, let parents talk about the key messages for each age group around avoiding dangers and how parents may be able to put these key messages into action at home.
- Facilitators should then bridge the knowledge gaps by emphasizing the most important key points as outlined in the Key Messages in the flip chart.

Conclusion

Say: **Let's review what we learned today.**

Ask: **What things in our homes can be dangerous to children?** Invite answers.

Ask: **Who in the family is responsible for making sure your children are safe?** Invite answers.

Say: **Yes! All adults in the family are responsible for watching over young children. Remember that as caregivers, it is our responsibility to ensure that the spaces where children play and live are safe.**

Ask: **Who here will ensure that the spaces where our children live and play are safe during the next 2 weeks?** Participants who are committed can raise their hands. The facilitator acknowledges the parents who are committed to keeping their children safe.

Check to see if there are any questions or other things the parents wish to share.

Step 5

Goodbye

5 minutes

Say: **Today, we completed the final session on early childhood development! We have learned helpful lessons and fun activities to help our babies grow. While we completed all sessions here in our group, it is now up to you and your families to continue playing the games we learned at home. Remember to refer to the early childhood development brochure whenever you need reminders about our sessions, and please reach out to the community health worker in your community if you have any questions.**

Say: **Let's sing our goodbye song all together now.**

If you are having a celebration with certificates and/or refreshments, please complete this now.

Say: **Bye, everybody. One more time, let's give our children a big hug and tell them that it is time to go home.**

