

MSINGI BORA Responsive Parenting Booster Sessions

Booster 1. Review and reinforce the 5 key messages

Information about Booster sessions for CHV to read ahead of the session

- Booster sessions are intended to remind parents and children of what they learned earlier and add more challenging features to those games because their children's brains are ready for "big child" games. They are no longer infants.
- Booster sessions help parents learn new games and activities to do with their children, because children of this age are more talkative and social.
- Booster sessions will also make sure that parents understand important concepts like "responsive play," "responsive 2-way talk," respectful talk with spouses, gentle discipline, and animal-source foods.
- Booster sessions aim to support a community of care so that all children have a playbag with new materials added monthly and all mothers have a buddy.
- In this session, we remind mothers about responsive play: how to make games easier if a child is frustrated and how to make games more challenging when they have mastered it.
- In this session, we will learn a new word game that makes a parent respond to their child's interests. We show how parents can increase their child's vocabulary by making sure new words are used when reading the book. A child should understand many more words than he or she can actually speak. So parents should use the book and the home environment to introduce new words that the child has not yet spoken.

Welcome and Review (10 minutes)

Give a soap/milk to parents at start of home visit.

- **Welcome. Thank you for coming today. I am here today to review the main messages from our Msingi Bora program, and to discuss how you and your family can continue to practice these messages with your children as they get older.**
- **We learned from you that you and your children enjoyed the games and other things you learned from Msingi Bora. We learned that some things were easy for you to do with your children and other things might be more difficult. We learned that not everyone was able to have a playbag; children love to have a playbag and they need a playbag for their brain to grow. They need new things in their playbag for their brain to grow.**
- **Do you remember the main messages of Msingi Bora?** [ALLOW RESPONSE]
- **Have you been able to continue these practices since our sessions ended?** [ALLOW RESPONSE]
CHV take one message at a time and ask what they have been able to do and not able to do.

Thank you for sharing your experiences.

Purpose

Today we will review what we learned in Msingi Bora and add some new activities.

Activity 1. Play with Sticks and Raise the Challenge (20 minutes)

In this activity the CHV should first demonstrate with the child, and then allow parents and children to practice together. Pass out plenty of sticks and caps to parents if needed to facilitate.

Now let us try the stick game that we played before. But now your children are older and smarter, so we can practice how to raise the challenge. I have some sticks here, I will show you how to make it easier for a child who finds it too difficult, and more complicated for a child who is older.

Invite a child to play with you.

Responsive Play is important. A responsive parent finds out how the child wants to play with the sticks.

[CHV DEMONSTRATES] Say to the child: **“Here are two sticks. You make a pattern with the sticks and I will try to copy your pattern.”** LET THE CHILD TAKE THE LEAD. If the child makes a pattern, then the CHV can copy. Let the child continue to make patterns while the adult copies.

Notice if the child finds it easy and is able to add more sticks and caps to the patterns. Notice if the child finds it difficult, and so you should use fewer sticks. Be responsive to the child.

If the child does not want to make a pattern, then the CHV can make a simple pattern like **I **. Give the child two sticks and ask him/her to copy your pattern.

If the child finds this too difficult, then let them make a pattern with one stick or a bottle cap. Take turns.

Now it is my turn to make a pattern and the child will copy. Take turns making patterns while the other copies. If the child finds it easy to make patterns, then take turns making patterns with 3 or 4 sticks and caps.

These are some examples of shapes that can be created with sticks and stones for the child to copy.

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After demonstrating, say to mothers: **“Mothers, play this game with your children. Let your child make a pattern and you copy. Then let you make a pattern and have your child copy. When it is your turn to make a pattern, notice if this game is easy or hard for your child. Make the patterns more challenging ONLY if your child finds them easy. Use fewer sticks if the child has trouble.”**

CHVs should walk around and make sure that

1. Children are sometimes taking the lead in making patterns.
2. Mothers understand what to do if the patterns are too easy or too hard for their child.

3. Coach parents into proper techniques.

COACHING PARENTS about PLAYING

- Praise the mother for good interaction with her child.
- If the child is finding it easy to match the patterns, then add more sticks/caps.
- If the child is not able to match the patterns, do not correct them. Continue making simple patterns and let the child try to match.
- Allow the child to lead – with the child making patterns while the parent copies.
- Parents should not touch the child's sticks.
- If children grow bored with sticks, allow them to play with other materials.

Activity 2. A talking game to be played anytime (15 minutes)

Here is a new responsive talking game that you can play anytime with your child. I am going to demonstrate with a child. Invite a child of 24 months or so to join you. When the child is sitting or standing facing you, say: **“Child, I want you to point to something on your body or your clothing. Then I will name it and its colour. If I am correct, then you can say “good” and then point to something else and I will name it. OK, let’s start. You point.”**

[If the child is too shy to point, let his/her mother sit behind and help him/her point.]

Let the child point to 2 or 3 things. Then let mothers play the game with their children.

Remind mothers of the rules of the game:

- **Children start the game by pointing to something on their body or clothes**
- **Mothers have to say a full sentence with a colour and a name, e.g. “That is your green and red shirt”**
- **Children can point to anything in the environment, including the mother’s clothes**
- **If children can talk, they can name what they point to.**

Let Mothers play with their children for 5-10 minutes. Walk around and coach. Make sure they follow the rules of the game.

Afterwards, ask mothers: **What did you like and not like about this game? Was it easy or hard for children? How can you make it more challenging if children find it easy? Can you play it even while you are working? Can children play it by pointing to things in the book?**

Activity 3. Responsive two-way talk with child using picture books (15 minutes)

Now we are going to use the books that we gave you and your children. How many of you have the book now? Please arrange yourself with your child on your lap or beside you and share your book with another family if they lack one. [ALLOW MOTHERS AND CHILDREN TO ARRANGE SELVES]

Let’s see how you do responsive two-way reading with your child. We will use only one page for this session, so pick a page with pictures that your child likes. Remember to let your child take the lead; let

them show you what they want you to talk about by pointing to something on the page. Or maybe your child wants to tell a story about what is happening there. I will walk around and listen to you and your children talk.

[Allow parents to talk with children. CHV should observe and offer feedback to parents on their technique, praising good practices such as adding new words to children’s vocabulary or putting words spoken by the child into sentences or speaking in soft tones and repeating.]

[AFTER THE READING ACTIVITY, SAY]

How often do you look at the book with your child? Try to do it for 10-15 min daily.

Have you been able to share books with a buddy? [help them share]

How many words from that page does your child speak? [let mothers answer]

How many words from that page does your child understand but not speak? I mean understand when you speak the word, but not yet say it themselves? [let mothers answer]

A child should understand more words as they speak. So if your child can speak 5 words about that page, then they should understand but not yet speak an additional 5 words. Give them new vocabulary so they will understand more words than they speak. Give them action words, object words, describing words.

How to read books with your children – Guide for coaching parents

- Do not read the book from cover to cover. Rather, tell the storybook using your own words. That way you can add new words to expand your child’s vocabulary.
- Engage your child by asking them to point to things that interest them. Respond to your child’s interest by putting their words into a sentence. Use new words. This is two-way talk about the storybook.
- Relate the story to the child’s world. e.g., if the story is about animals, ask the child ‘what animals do you see in *our* village?’
- Talk with your child about the picture on each page for a long time.
- Use the storybook again and again.

Activity 4. Discuss how to raise the challenge with other play materials (10 minutes)

This is a question and answer activity, after Parents answer, then CHV repeats the good answers. Questions are in black and examples of good answers in red.

Some children may find the coloured cloth game too hard or too easy. How would you know that it is too hard and what could you do to make it easier? [Allow parents to answer.]

You know it is too hard when the child won’t play, or cries, or won’t pick the right cloth. To make it easier, let the child pick any cloth they like and then you pick the matching

colour. Then the child picks a second cloth and you pick the match, until they are all matched. You can do this with anything at home that has colour – dishes, shirts.

How would you know if the cloth game is too easy for your child? How can you make it more challenging? [Allow parents to answer.]

You know it is too easy for the child when they can match every colour by themselves. You can make it more challenging by asking the child to match by size. Say, here is a small cloth. Find another small one. Likewise you can find a small leaf and ask the child to find another small one.

Children love to hear stories but what if you have run out of stories to tell your young child and they ask for more? [Allow the parents to answer.]

You can make up new stories. Tell a story about a Mother/Father and children going to the garden. What do they see? What do they do? Or a story about going to the market. Or a story about making a meal for supper.

How can you make the same story more interesting and challenging for an older child of 18-36 months? Or a child older than this? [Allow parents to answer]

Add more vocabulary about the same story by giving more names of objects you would see and more actions you would do. Ask the child to tell part of the story by saying, "What do you do when we go to the?"

Why are playbags important? Why don't all children have playbags? What can we do as a group to make sure all children have playbags with new things added? [Allow parents to answer.]

When children have playbags with new things added, it stimulates their play and their brains. It gives them something to do when their parents are otherwise busy. Some parents don't have materials for a playbag and some don't know its benefits. Let's see what we can do to make extra playbags for children who don't have one.

Activity 5. Review of the 5 main messages (20 minutes)

Parents, now please let your child play with their toys from their playbags while we have a discussion.
[ALLOW MOTHERS TO PULL OUT THEIR PLAYBAGS AND PROVIDE OBJECTS TO THEIR CHILDREN. DISTRIBUTE OBJECTS FROM YOUR CHV BAG FOR THOSE WHO NEED THEM]

Let's review what we have been speaking about in previous sessions. Remember, babies' brains are ready to go at birth. Parents can do a lot to help the child's brain to keep growing. To keep growing and become as strong as possible, it needs five things. Do you remember what are the five key messages from Msingi Bora? [wait for parents to give as many responses as they can and to be specific with actions. After mother is finished, show the poster]

[Say those messages not already mentioned]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents practice 2-way talk with their children.
3. **Play:** Parents provide a variety of stimulating play objects.
4. **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
5. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

- Let's start with **Love and Respect**. Please tell us how you practice this one in your household. [ALLOW RESPONSE. SUMMARIZE.]

Are there things that make it difficult to practice love and respect? What are they? [ALLOW RESPONSE]

For some of these difficulties, how can we overcome them? [HELP PARENTS BRAINSTORM SOLUTIONS. MAKE SURE SOLUTIONS ARE FOUND FOR ANY DIFFICULTIES RAISED. THIS IS KEY.]

- Let's continue with our next program's message: **two-way talk**. Please tell us how you practice talking with your child. [LET MOTHER RESPOND. SUMMARIZE.]

Are there things that make it difficult to talk or sing or tell stories to your child? What are they? [ALLOW RESPONSE. SUMMARIZE.]

For some of these difficulties, how can we overcome them? [HELP PARENTS BRAINSTORM SOLUTIONS. MAKE SURE SOLUTIONS ARE FOUND FOR ANY DIFFICULTIES RAISED. THIS IS KEY.]

- Now please tell us how you practice **responsive play** with your children? Do you provide a variety of stimulating play materials and activities? [ALLOW RESPONSE. SUMMARIZE.]

Are there things that make it difficult to play with your child or provide your child with a variety of play things? What are they? [ALLOW DISCUSSION. SUMMARIZE.]

For some of these difficulties, how can we overcome them? [HELP PARENTS BRAINSTORM SOLUTIONS. MAKE SURE SOLUTIONS ARE FOUND FOR ANY DIFFICULTIES RAISED. THIS IS KEY.]

- Let's talk about our next program message now, **Wash**. Please tell us how you wash your own and your child's hands before touching food or after touching feces. [ALLOW RESPONSE. SUMMARIZE.]

What things make it difficult to practice the Wash message? [Allow discussion. Summarize.]

For some of these difficulties, how can we overcome them? [Help parents brainstorm solutions. Make sure solutions are found for any difficulties raised. This is key.]

- Now let's talk about our final program message, **food**. Please tell us how you as parents are providing animal-source foods to children – eggs, fish, chicken, etc. How often do you provide these foods to your children? [Let many parents respond. Summarize.]

What things make it difficult to practice the Food message? [Allow discussion. Summarize.]

For some of these difficulties, how can we overcome them? [Help parents brainstorm solutions. Make sure solutions are found for any difficulties raised. This is key.]

Closing Activity 6. Group song, Messages and Homework (10 minutes)

Gather the parents and child for a closing activity. Have the poster that illustrates the messages ready to show to the family.

Let us look one more final time at what parents can do to make the child strong, healthy and smart:

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to their children's sounds and talk with them.
3. **Play:** Parents provide a variety of stimulating play objects.
4. **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
5. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

Here there are the Big Five that we must try to do every day. We can remember them on the fingers of one hand: love, talk, play, wash, food.

We are having these BOOSTER sessions to remind you that these behaviors and messages remain very important. Buddies can also support each other to continue them. Families can support each other as well. Our children's futures can be brighter if we continue with our program messages into the future!

Let's now sing some of the group songs we learned in the past sessions to close Msingi Bora.

Clap and sing 2-3 songs that were adapted for the 5 messages. Use funny movements. Involve all parents in singing.

Thank you for participating in Msingi Bora! Continue to practice our messages with your children every day to help them grow and to thrive!

[END of Booster 1]

Booster 2. Reinforce the 5 key messages and add games

Information about Booster sessions for CHVs to read ahead of the session

- Booster sessions help parents learn new games and activities to do with their children, because children of this age can learn colours and numbers.
- Booster sessions will also make sure that parents understand important concepts like “responsive play,” “responsive 2-way talk,” respectful talk with spouses, gentle discipline, animal-source foods, and hygiene with soap.
- Booster sessions aim to support a community of care so that all children have a playbag with new materials added monthly and all mothers have a buddy.
- In this session, we remind mothers about responsive play: how to let children take the lead in games they already know, and how to make games more challenging as children become more skilled.
- In this session, we will learn how to play number games and colour games with children.
- A discussion will focus on disciplining young children. If rules are laid down ahead of time, then parents can simply refer to the rule and remind the child how the rule was broken. Talking about rules and why they are important is how to teach about right and wrong. Caning children may also tell them that what they did is unwanted by the parent, but it does not teach them why what they did was wrong. Children who are caned are more likely to hit others and can have more behavior problems. Caning also raises fear and hurt in children. Fear and hurt make children avoid, not love, parents. If a child willfully breaks the rules on many occasions, he/she can be made to sit facing a corner, do an extra chore, or the parent can remove their playbag for a day.

Welcome and Review (10 minutes)

Give a soap/milk to parents at start of booster.

- **Welcome. Thank you for coming today. I am here today to review the main messages from our Msingi Bora program, and to discuss how you and your family can continue to practice these messages with your children as they get older.**
- **We learned from you that you and your children enjoyed the games and other things you learned from Msingi Bora. We learned that some things were easy for you to do with your children and other things might be more difficult. Children love to have a playbag and they need a playbag for their brain to grow. They need new things in their playbag for their brain to grow. How many of you added a new thing to your child’s playbag since our last booster? What did you add?** [Let parents answer. Point out if some have not included: sticks, caps, cloth, ball, shapes, a bottle, stones. Repeat new ideas generated to group.]
- **Do you remember the main messages of Msingi Bora?** [ALLOW RESPONSE]
- **Have you been able to play the name and colour game we learned last time? If you were absent for the last session, then watch carefully how to play this game with your child.** [Ask some parents to demonstrate how they played the game and see if it fits the rules, e.g. letting the child point while the mother names the object and its colour. Make sure children point to an object that they cannot already name; this is supposed to let them hear new words. Children are not forced to repeat the word.]

Thank you for sharing your experiences.

Purpose

Today we will review what we learned in Msingi Bora and add some new activities.

Activity 1. Play the hiding game (15 minutes)

In this activity the CHV should first demonstrate with a child, and then allow parents and children to practice together. Anything in the playbag can be used.

Do you remember the hiding game? I will show you how to make it easier for a child who finds it too difficult and more complicated for a child who is older.

Invite a child to play with you.

Responsive Play is important. A responsive parent finds out what the child wants to put out on the mat. Say to the child: “We’re going to take turns hiding playthings. Let’s put three things on the mat between us. Now I am going to cover my eyes while you pick one and hide it behind your back.”

CHV covers own eyes while child hides an object. CHV then guesses what object the child is hiding – make a mistake the first time, and then guess correctly the second time. Then put that object back on the mat with the others. Tell the child to cover eyes while the CHV takes an object. Let the child guess.

We are finding this easy so let’s add one or two more objects. Now we have more objects. I am going to cover my eyes while you hide one of them. Take two more turns.

Tell parents: **Now play hide-the-object with your child. Notice if the child finds it easy and is able to add more objects. Notice if the child finds it difficult, and you should use fewer objects. Be responsive to the child.**

CHVs should walk around and make sure that

1. Children are taking the lead in hiding objects.
2. Mothers understand what to do if the game is too easy or too hard for their child.
3. Coach parents into proper techniques; praise them if they play well.

Activity 2. Counting objects (15 minutes)

Here is a new responsive game that you can play with your child. I am going to demonstrate with a child. We need lots of bottle caps or stones or sticks. Invite a child of 24 months or so to join you. When the child is sitting facing you, say: **Child, can you show me one finger? Now I will show you one finger. This is one finger.** CHV holds up one finger regardless of child’s. **Now, can you show me two fingers?** Let child hold up fingers and CHV will hold up two fingers regardless and say “Here are my two fingers”. **Now, can you show me three fingers?** Let the child hold up three fingers and CHV will hold up three fingers regardless and say “Here are my three fingers”.

Now, let's count our bottle caps. You take one cap and give me one cap. Let child hand one cap to each of you. The CHV can hold up one finger to show the connection between the previous finger count with the current cap count. **Now, you take two caps and give me two caps.** Likewise the CHV can hold up two fingers. **Now you take three caps and give me three caps.** Likewise the CHV can hold up three fingers. Continue counting caps...**You take four caps.... You take five caps.**

Now I am going to give the child five caps and see how many he/she can count. Let the child count. Show appreciation whether the child counts correctly or not. **Now I am going to count all these caps.** If the child can count to five, then add more to raise the challenge.

If counting is easy, then see if the child understands the words "more" and "less." Give the child 3 caps and the CHV takes 1 cap. Ask the child: **You have 3 caps and I have 1 cap, who has more caps?** Let the child redistribute the caps and ask, who has more or do we both have the same? If the child has a doll, then include the doll and have the child distribute 1 or 2 or 3 caps to the child, the doll, and the mother.

Let Mothers play with their children for 5-10 minutes. Walk around and coach. Make sure they follow the rules of the game, letting the child distribute caps (or stones, sticks) and count.

After 8-10 minutes, let children jump while everyone counts. Say to the children: **You jump once and then we adults all clap once.** [Allow children to jump and adults to clap one time while counting to one.] **Now children jump two times while we clap twice and count.** [Allow children to jump twice and adults to clap twice in response while counting "one. two."] Then tell children to jump 3 times, while everyone counts; and then everyone claps 3 times. Continue as far as you want. Tell parents, **In this game, children take the lead by jumping, and parents follow by counting and clapping the number. Soon children will start counting with you as they jump and clap.**

Is there a well-known local song children can sing to help them learn to count?

Afterwards, ask mothers: **What did you like and not like about this game? Was it easy or hard for children? How can you make it more challenging if children find it easy? Remember, we are not instructing children in math; we are encouraging them to start counting to 5, and to understand "more and less" caps, stones, water etc.**

Activity 3. Responsive two-way talk with child using picture books (15 minutes)

Now we are going to use the books that we gave you and your children. How many of you have the book now? Please arrange yourself with your child on your lap or beside you and share your book with another family if they lack one. [allow mothers and children to arrange selves]

Let's see how you do responsive two-way talking with your child. We will use only one page for this session, so pick a page with pictures that your child likes. Let your child point to something in the picture, and you will then give its name and colour; maybe you can even say how it is used or how you like it. Let your child do this three times.

Then it is your turn to point to something and see if your child can name it. Mothers may want to point to what their child previously pointed to and named. If that is easy for the child, then mothers can point to more difficult things.

Then it is the child's turn to point to three more things in the picture. Mothers can answer in more elaborate sentences if the child has mature verbal skills.

[Allow parents to talk with children. CHV should observe and offer feedback to parents on their technique, praising good practices such as adding new words to children's vocabulary. Parents should be responsive to children's vocabulary abilities but using more sophisticated words if the child is skilled and less sophisticated words if the child is less skilled.]

[After the reading activity, say]

How many words from that page does your child speak? [let mothers answer]

How many words from that page does your child understand but not speak? I mean understand when you speak the word, but not yet say it themselves? [let mothers answer]

A child should understand more words than they speak. So if your child can speak 5 words about that page, then they should understand but not yet speak an additional 5 words. Give them new vocabulary so they will understand more words than they speak. Give them action words, object words, colour words, number words.

How to read books with your children

- Do not read the book from cover to cover. Rather, tell the storybook using your own words. That way you can add new words to expand your child's vocabulary.
- Engage your child by asking them to point to things that interest them. Respond to your child's interest by putting their words into a sentence. Use new words. This is two-way talk about the storybook.
- Relate the story to the child's world. e.g., if the story is about animals, ask the child 'what animals do you see in *our* village?'
- Talk with your child about the picture on each page for a long time. Give new vocabulary, talk about objects, actions, events, colours, numbers,
- Use the storybook again and again.

Activity 4. Discussion about teaching children right from wrong (10 minutes)

Parents, now please let your child play with their toys from their playbags while we have a discussion.

[Allow mothers to pull out their playbags and provide objects to their children. Distribute objects from your CHV bag for those who need them]

This is a question and answer activity, after Parents answer, then CHV repeats the good answers.

Q1. How do young children learn what is right and wrong? [Allow parents to answer.]

A. Many parents believe that caning a child on the legs teaches them that their behaviour was wrong. But we know that what teaches children is to praise them for their good behaviour. So how do we tell children what is right and wrong before they do something wrong? We can tell children a few of our rules when they are 1 year old: Keep your playthings together. Share playthings with others. Don't break things. Don't hurt other people. Don't make a mess in the house. When you see a child playing nicely, not making

a mess, following instructions, then praise the child and tell him/her what rule was followed.

This is what mothers say about learning from these sessions. They do not learn when the CHV punishes them for playing the game wrong with their child. They learn when the correct behaviour is demonstrated.

Q2. What is wrong with caning a young child? [Allow parents to answer.]

A. Caning hurts the child's legs and hurts their feelings. Children expect to receive love and respect from parents, not pain. Parents may feel that their caning is light and not hurtful. Parents may believe that caning is simply a way of telling the child that what he/she did is wrong. In that case, you can simply say: stop, don't do that anymore. But caning a child does not teach a child why their behavior was wrong. Caning a child teaches them to be afraid of parents and that hitting and hurting is acceptable.

Q3. What if a child keeps doing the same bad behaviour? What if you keep saying "Stop" and the child continues to do the bad behaviour? How can you stop the child? [Allow the parents to answer.]

A. You can tell the child that they get three reminders of their bad behaviour. You can again explain why that behaviour is wrong in your family. Tell the child that on the fourth time you will give a punishment and tell them what the punishment is. This helps your child to learn that his/her actions have consequences, and it is good for them to know what those consequences are in advance. Your family should have agreed on a punishment before, which can be removing the playbag for a half day, or sitting in the corner for a time, or doing an extra chore (not caning).

Q4. How do people learn if not through punishment? Maybe we can recall how you parents learned new things about talking with your child. Did you learn by being shown how to do it right? Did you learn by being told respectfully what you were doing wrong? How would you feel if you were hurt when corrected? [Allow parents to answer]

A. We have tried to be respectful in our interactions here. It is sometimes difficult to learn new things, and we all make mistakes. We learn from our mistakes, but only if someone respectfully tells us and shows us what we did wrong. We also need someone to tell us what the right thing is so that we can learn; it is hard to learn if we are told what not to do without being told what we should be doing. We also do not learn well from our mistakes if someone hurts us.

Q5. What if children do not understand words, how can we tell them what is right and wrong? [Allow parents to answer.]

A. When children are 12 months old, they can understand the word "Stop." You can give meaning to that word by removing the child from the place where they are getting into trouble or taking an object away from them. When they do something good, you can

praise and hug/kiss them and say the words, “Good baby.” This is also a way to teach words that direct your child. Teach them the words: Good and Stop. Children are not bad, and parents should never say “Bad child.” Parents can say, “I don’t like what you did.” That shows respect. Parents can also tell the child the good behaviour: If a child is running around, you can say “Please stop, I don’t like it when you run around. Please walk.”

Activity 5. Review of the 5 main messages (20 minutes)

Let’s review what we have been speaking about in previous sessions. Remember, babies’ brains are ready to go at birth. Parents can do a lot to help the child’s brain to keep growing. To keep growing and become as strong as possible, it needs five things. Do you remember what are the five key messages from Msingi Bora? [Wait for parents to give as many responses as they can and to be specific with actions. After mother is finished, show the poster]

[SAY THOSE MESSAGES NOT ALREADY MENTIONED]

6. **Love:** Parents show love and respect, not harshness.
 7. **Talk:** Parents practice 2-way talk with their children.
 8. **Play:** Parents provide a variety of stimulating play objects.
 9. **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
 10. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.
- Let’s start with **Love and Respect**. Please tell us how you practice showing love and respect to **your child** in your household. [ALLOW RESPONSE. SUMMARIZE.]

Are there things that make it difficult to practice love and respect to your child? What are they? [ALLOW RESPONSE]

For some of these difficulties, how can we overcome them? [HELP PARENTS BRAINSTORM SOLUTIONS. MAKE SURE SOLUTIONS ARE FOUND FOR ANY DIFFICULTIES RAISED. THIS IS KEY.]

- Let’s continue with our next program’s message: **two-way talk**. Please tell us if you **sing** with your child. [LET MOTHER RESPOND. SUMMARIZE.]

Are there things that make it difficult to sing with your child? What are they? [ALLOW RESPONSE. SUMMARIZE.]

For some of these difficulties, how can we overcome them? [Help parents brainstorm solutions. Make sure solutions are found for any difficulties raised. This is key.]

- Now please tell us how you practice **responsive play** by adding **new playthings** to your child’s playbag? [ALLOW RESPONSE. SUMMARIZE.]

Are there things that make it difficult to provide your child with a variety of play things? What are they? [ALLOW DISCUSSION. SUMMARIZE.]

For some of these difficulties, how can we overcome them? [Help parents brainstorm solutions. Make sure solutions are found for any difficulties raised. This is key.]

- **Let's talk about our next program message now, Wash. Please tell us if you **use soap** whenever you wash your hands and your child's hands.** [ALLOW RESPONSE. SUMMARIZE.]

What things make it difficult to practice the soap message? [ALLOW DISCUSSION. SUMMARIZE.]

For some of these difficulties, how can we overcome them? [Help parents brainstorm solutions. Make sure solutions are found for any difficulties raised. This is key.]

- **Now let's talk about our final program message, food. Please tell us how you as parents are providing **as much food** as your child wants to eat and **at least 4 of the food categories daily**? [LET MANY PARENTS RESPOND. SUMMARIZE.]**
- **Most parents now understand about the need for eggs and sardines but they do not provide 4 or more food categories and do not let children eat all the food you are able to give them. Some parents think children should not eat too much. There is never too much.**

What things make it difficult to practice the Food message? [ALLOW DISCUSSION. SUMMARIZE.]

For some of these difficulties, how can we overcome them? [Help parents brainstorm solutions. Make sure solutions are found for any difficulties raised. This is key.]

Closing Activity 6. Group song, Messages and Homework (10 minutes)

Gather the parents and child for a closing activity. Have the poster that illustrates the messages ready to show to the family.

Let us look one more final time at what parents can do to make the child strong, healthy and smart:

6. **Love:** Parents show love and respect, not harshness.
7. **Talk:** Parents watch and listen to their children's sounds and talk with them.
8. **Play:** Parents provide a variety of stimulating play objects.
9. **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
10. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

Here there are the Big Five that we must try to do every day. We can remember them on the fingers of one hand: love, talk, play, wash, food.

We are having these BOOSTER sessions to remind you that these behaviors and messages remain very important. Buddies can also support each other to continue them. Families can support each other as well. Our children's futures can be brighter if we continue with our program messages into the future!

As homework for our next booster session, let us all practice some of these positive ways to teach our children right and wrong, and come back next time ready to discuss our experiences, both good and bad.

Let's now sing some of the group songs we learned in the past sessions to close Msingi Bora.

Clap and sing 2-3 songs that were adapted for the 5 messages. Involve all parents and children in singing. Children can clap and dance.

Thank you for participating in Msingi Bora! Continue to practice our messages with your children every day to help them grow and to thrive!

[END of Booster 2]

Booster 3. Responsive games and talk for smart children

Information about Booster sessions for CHVs to read ahead of the session – this information is similar to Booster 2 in that we are extending children's skills and their opportunities to take the lead in games. We also demonstrate gentle disciplinary strategies for parents to correct their children's behavior.

- Booster sessions help parents learn new games and activities to do with their children, because children of this age can learn colours and numbers.
- Booster sessions will also make sure that parents understand important concepts like “responsive play,” “responsive 2-way talk,” respectful talk with spouses, gentle discipline, animal-source foods, and hygiene with soap.
- Booster sessions aim to support a community of care so that all children have a playbag with new materials added monthly and all mothers have a buddy.
- In this session, we remind mothers about responsive play: how to let children take the lead in games they already know, and how to make games more challenging as children become more skilled.
- In this session, we will have a discussion focused on disciplining young children. If rules are laid down ahead of time, then parents can simply refer to the rule and remind the child how the rule was broken. Talking about rules and why they are important is how to teach about right and wrong. Caning children may also tell them that what they did is unwanted by the parent, but it does not teach them why what they did was wrong. Children who are caned are more likely to hit others and can have more behavior problems. Caning also raises fear and hurt in children. Fear and hurt make children avoid, not love, parents. If a child willfully breaks the rules on many occasions, he/she can be made to sit facing a corner, do an extra chore, or the parent can remove their playbag for a day.
- The CHV and the supervisor will role play different scenarios in Activity 3 to demonstrate good strategies for disciplining children. The CHV should bring a doll to represent a baby in these skits.

Welcome and Review (10 minutes)

Give a soap/milk to parents at start of booster.

- **Welcome. Thank you for coming today. I am here today to review the main messages from our Msingi Bora program, and to discuss how you and your family can continue to practice these messages with your children as they get older.**
- **We talked about the need for children to have a playbag with new playthings added every month. This is as important as the food you feed your children. For their brains to grow, children need food and playthings. How many of you added a new thing to your child's playbag since our last booster? What did you add?** [Let mothers answer. Point out if some have not included: sticks, caps, cloth, ball, shapes, a bottle, stones, pictures. At the end, repeat to everyone new ideas generated by the group.]
- **Do any of you know a child of this age who does not have a playbag? Can you help the mother provide one? Have any of you helped a mother fill a playbag?**
- **Do you remember the main messages of Msingi Bora?** [ALLOW RESPONSE]

- **Have you been able to play the hiding game? If you were absent for the last session, then watch carefully how to play this game with your child.**

[PLAY HIDING GAME: Ask some parents to demonstrate how they played the game and see if it fits the rules, e.g. Place in a row between parent and child 5 or 6 familiar objects. The parent covers her own eyes and lets the child pick one object and hide it behind his/her back. IT IS VERY IMPORTANT THAT THE CHILD TAKE THE LEAD IN HIDING ONE OBJECT. Then the mother can guess which one was taken. Then it is the mother's turn to hide an object while the child covers his/her eyes. MAKE SURE CHILD and MOTHER TAKE TURNS.]

Did anyone have difficulty playing the hiding game? If a child has difficulty, then what can you do to make it easier?

Did your child know how to take the lead in hiding an object? [Let several parents answer.] **If a child doesn't know then what can you do?** [Allow discussion.]

- **Did any child find it easy to remember which objects you hid?**
- **What do you do if it is easy for the child to identify which object you hide – how do you make it more difficult in response to the child's ability?** [The correct answer is: Add more objects to the line-up, so that you have 8 objects, up to 10 or 12 objects.]

Thank you for sharing your experiences.

Remember, a responsive parent lets the child take the lead, and adjusts the game to make it more easy or difficult according to the child's abilities.

Purpose

Today we will review what we learned in Msingi Bora and add some new activities.

Activity 1. Singing about Body Parts (15 minutes)

We sang this song a long time ago when the children were young. Now they will be able to participate more. Please everyone stand up, including the children. Sing along with me while we touch our head, shoulder, knees and toes.

LEAD THE GROUP IN THE SONG BELOW WHILE TOUCHING THE RIGHT BODY PARTS ON SELF:

“Head and shoulders, knees and toes, knees and toes. Head and shoulders, knees and toes, knees and toes. Eyes and ears and mouth and nose. Head and shoulders, knees and toes, knees and toes.”

Sing the song several times, until you think everyone has learned it.

Now you can do some variations on that theme. Tell everyone to touch the body part that you say [not sing]. Say: (But CHV should not touch their body)

Touch your hair.

Touch your hips.

Touch your shoulders.

Touch your elbows.

Now ask an older child to come up front and touch body parts while the rest follow. If the child cannot say the body part, then parents will say the name as they touch. Do 3 or 4 body parts. Let a second and third child take the lead in touching body parts while all say and touch.

Now let's count our body parts.

How many noses do I have? Point to your nose and say "one".

How many mouths do I have? Point to your mouth and let children say "one".

How many eyes do I have? Point to your eyes and let children say "two".

How many arms do I have? Ditto

How many hands do I have? Ditto

How many fingers do I have on this one hand? Ask children to count fingers along with you.

How many fingers do I have on my other hand? Ask children to count fingers along with you.

To finish off, we will play the Jump, Clap and Count game we did last time. Children can jump and clap and count as they wish, while parent clap and count. Let's see how many jumps children can do. [Play game as in booster 2, and let children enjoy jumping and clapping to the count]

Activity 2. Discuss how to teach children right from wrong (15 minutes)

Parents, now please let your child play with their toys from their playbags while we have a discussion.

[Allow mothers to pull out their playbags and provide objects to their children. Distribute objects from your chv bag for those who need them]

This is a question and answer activity, after Parents answer, then CHV repeats the good answers. Discussion about how to talk to children when they do something wrong. How to distinguish between a mistake and an intentional misbehavior. How to talk to children about each.

Last time we talked about how to teach children right from wrong: How to let them know when they have done something you don't like, or something they should stop doing.

What did you learn from that discussion? What do you agree with and disagree with?

Let parents discuss what they learned, agree with and disagree with.

This may be a difficult and contentious topic, so let people disagree if they want.

The CHV should look at the topics covered in Booster 2 regarding disciplining children:

Set rules – praise when comply; give warnings; fourth time punishment

Here are some guidelines that we want to consider. They help children learn right from wrong using their brain. By being respectful and talking to them, you teach children to be respectful and to think.

- 1. Talk to your child when they do something wrong. Praise your child when they do something right, that you like. Instead of giving pain to their legs as a signal to say "you did something wrong," just simply say "that's wrong; don't do that please." Everyone deserves respect.**

2. Give them a warning that if they keep doing the undesirable behaviour, you will give a punishment. Tell them what the punishment is. The punishment cannot be canning your child or yelling at her. It can be removing the playbag for a half day, or sitting in the corner for a time, or doing an extra chore. Two or three warnings are good. Rules are good if they are laid out ahead of time with known punishments.
3. Mistakes should not receive punishments. Everyone makes mistakes, even adults. You can learn from your mistakes if someone teaches you how to do it correctly. Show children how to act correctly. Give children time to learn, and praise good behaviour.
4. When children intentionally harm or hurt or destroy, there should be consequences. The first consequence should be a verbal explanation of why the behaviour is undesirable, e.g. it created extra work for the mother to clean up the mess, or it hurt someone, or it broke a useful object. The second consequence might be that the child says sorry and helps to clean the mess or does something to compensate. The third consequence might be a warning that if done again the child will have to sit by himself for 30 minutes or do an extra chore.

Do we want to talk about these guidelines? Take one guideline at a time.

The first is about talking to your child (not yelling): saying what was done wrong and to stop doing it.

Pause to let parents talk about this guideline. Do they think it is useful, do-able?

The second is about giving a warning that there will be consequences if the child repeats the undesirable behaviour. There should be rules told to the child ahead.

Pause to let parents talk about this guideline. Do they think it is useful, do-able?

The third is about mistakes. Mistakes are done accidentally, not intentionally. Children learn from mistakes when someone teaches them how to do it correctly.

Pause to let parents talk about this guideline. Do they think it is useful, do-able?

The fourth is about consequences when the child intends to hurt or harm. We said the child is given three opportunities to repeat the undesirable behaviour before punishing with time-out or doing an extra chore. For example, if one child is hitting another child: you tell him/her to stop hitting because it is hurtful; then you tell the child to say sorry; then you say that the next time this happens he will have his playthings removed for the afternoon. If it happens again, you remove the playthings for the afternoon, and maybe ask him/her to sweep the room.

Pause to let parents talk about this guideline. Do they think it is useful, do-able?

Activity 3. Positive disciplinary practices in action – role play skits (20 minutes)

This is a question-and-answer activity based on 3 scenarios that you will act out with a supervisor as role play skits. In each scenario you will play the mother, and the supervisor will play the child. Use props as necessary for each. You will need a doll for scenarios 2 and 3 to serve as a “baby” (younger sibling). After you finish acting out each scenario, you will ask parents some questions. Allow parents to answer and encourage them to discuss and then you give them the right answer.

[Allow mothers to sit with their children and ask a supervisor to play the role of the child]

We will act out 3 short skits of different scenarios. I am the mother, and [volunteer] is my child. Now parents and children, let's pay attention to the first skit.

[CHV AND SUPERVISOR START ACTING OUT **SKIT 1**:] Child walks toward the Mother while holding a cup full of water. Child is walking too fast and trips over a play object (stick, ball, stone), falling, and in the process spilling water on the Mother's shoes and dress.

[ASK MOTHERS:]

a) **Mothers: was this intentional or a mistake?** [ALLOW THEM TO RESPOND AND THEN PROVIDE THE RIGHT ANSWER] **It was mostly a mistake. The child did not intend to spill water or to drench the Mother.**

b) **Was the harm mild, moderate or severe?** [ALLOW THEM TO RESPOND AND THEN GIVE THE RIGHT ANSWER] **It was mild**

c) **What can the Mother say to the Child?** [ALLOW THEM TO RESPOND AND ENCOURAGE GROUP DISCUSSION. THEN PROVIDE THE RIGHT ANSWER]. **Explain to child what he did that was not good. Ask child to say sorry to the Mother. Tell child to put away toys and walk more slowly next time so he won't fall. The mother can also make child practice putting away toys and walking slowly.**

[REDO THE SCENE AGAIN AND TELL MOTHERS] **Now we will play the skit again, but I now want you to explain to your own child what happened, what is the rule to obey, and what are the consequences.**

[GIVE MOTHERS SOME TIME TO EXPLAIN THEIR CHILDREN WHAT THEY JUST SAW]

SKIT 2: Now parents and children, let's pay attention to the second scenario in skit 2.

[CHV AND SUPERVISOR START PLAYING **SKIT 2**:] Child walks toward the Mother to show her something. Child is walking too fast and trips over the baby who is lying on the floor [USE A DOLL AS THE BABY]. The baby cries.

a) **Mothers: was this intentional or a mistake?** [ALLOW THEM TO RESPOND THEN PROVIDE THE RIGHT ANSWER] **It was mostly a mistake.**

b) **Was the harm mild, moderate or severe? ?** [ALLOW THEM TO RESPOND AND THEN GIVE THE RIGHT ANSWER] **It was moderate or severe. The baby could be injured.**

c) **What can the Mother say to the Child?** [ALLOW THEM TO RESPOND AND ENCOURAGE GROUP DISCUSSION. THEN PROVIDE THE RIGHT ANSWER]. **Explain to child what he did that was not good and caused harm to the baby. Now the consequence is that child says sorry to baby and must try to soothe baby by giving one of his toys. Must look after baby for mother.**

Redo the scene again and ask mothers to explain to children what happened, the rule and the consequences.

SKIT 3: Now parents and children, let's pay attention to the last scenario in skit 3.

[CHV AND SUPERVISOR START PLAYING **SKIT 3**:] Child intentionally pokes baby's head and body (even though baby does not cry – USE THE DOLL AS A BABY)

- a) **Mothers: was this intentional or a mistake?** [ALLOW THEM TO RESPOND] **It was intentional**
- b) **Was the harm mild, moderate or severe? ?** [ALLOW THEM TO RESPOND AND THEN GIVE THE RIGHT ANSWER] **The harm is severe.**
- c) **What can the Mother say to the Child?** [ALLOW THEM TO RESPOND AND ENCOURAGE GROUP DISCUSSION. THEN SAY]. **Explain to child the harm he did to baby, ask why he wanted to hurt the baby. How would you like to be poked in a hurting way? If I see you do this again, I will put you in the corner and remove your toys for the morning.**
- Then redo the scene again and ask mothers to explain to children what happened, the rule and the consequences.

Activity 5. Review of the 5 main messages (15 minutes)

Let's review what we have been speaking about in previous sessions. Remember, babies' brains are ready to go at birth. Parents can do a lot to help the child's brain to keep growing. To keep growing and become as strong as possible, it needs five things. Do you remember what are the five key messages from Msingi Bora? [WAIT FOR PARENTS TO GIVE AS MANY RESPONSES AS THEY CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER MOTHER IS FINISHED, SHOW THE POSTER]

[SAY THOSE MESSAGES NOT ALREADY MENTIONED]

11. **Love:** Parents show love and respect, not harshness.
12. **Talk:** Parents practice 2-way talk with their children.
13. **Play:** Parents provide a variety of stimulating play objects.
14. **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
15. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

Closing Activity 6. Group song, Messages and Homework (10 minutes)

Gather the parents and child for a closing activity. Have the poster that illustrates the messages ready to show to the family.

Here there are the Big Five that we must try to do every day. We can remember them on the fingers of one hand: love, talk, play, wash, food.

We are having these BOOSTER sessions to remind you that these behaviors and messages remain very important. Buddies can also support each other to continue them. Families can support each other as well. Our children's futures can be brighter if we continue with our program messages into the future!

As homework for our next booster session, let us all practice the game of identifying the hidden object, and using new words in the books that we have.

Let's now sing some of the group songs we learned in the past sessions to close Msingi Bora.

Clap and sing 2-3 songs that were adapted for the 5 messages. Involve all parents and children in singing. Children can clap and dance.

Thank you for participating in Msingi Bora! Continue to practice our messages with your children every day to help them grow and to thrive!

[END of Booster 3]

Booster 4. Reinforce the 5 key messages and add games

Information about Booster sessions for CHVs to read ahead of the session

- Booster sessions help parents learn new games and activities to do with their children, because children of this age can learn colours and numbers.
- Children need to learn to understand 10 new words a day. They can do this if parents talk to them and use the book to talk about events outside their family and village.
- Booster sessions will help parents understand important concepts like “responsive play,” “responsive 2-way talk,” respectful talk with spouses, gentle discipline of their children, animal-source foods, and hygiene with soap.
- Booster sessions remind parents that children should have a playbag with new materials added monthly and all mothers should have a buddy.
- In this session, we begin with some new ground rules to address the COVID pandemic.
- In this session, we remind mothers about responsive play: how to let children take the lead in games they already know, and how to make games more challenging as children become more skilled.
- In this session, we will learn about pretend play.
- A discussion will focus on using gentle discipline practices with young children. If rules are laid down ahead of time, then parents can simply refer to the rule and remind the child how the rule was broken. Talking about rules and why they are important is how to teach about right and wrong. Caning children may also tell them that what they did is unwanted by the parent, but it does not teach them why what they did was wrong. Children who are caned are more likely to hit others and develop behavioral and psychological problems. Caning also raises fear and hurt in children. Fear and hurt make children avoid, not love, parents. If a child willfully breaks the rules on many occasions, he/she can be made to sit facing a corner, do an extra chore, or the parent can remove their playbag for a day.

Welcome and Review (10 minutes)

Give a soap/milk to parents at start of booster.

- **Welcome. Thank you for coming today. I am here today to review the main messages from our Msingi Bora program, and to discuss how you and your family can continue to practice these messages with your children as they get older.**
- **Before we begin, I want to introduce some new rules for how we will meet during the COVID-19 pandemic. Please listen carefully:**
 - **All mothers and adults must wear a mask or other face covering. If you do not have one, we can provide a disposable one, but we encourage you to create your own cloth masks for your whole family because this is safest for everyone.**
 - **All families must maintain six feet of “social distance” between them as our local public health advises. Family members do not need to distance.**
 - **We will meet outside and in smaller groups of no more than 10 persons to obey local public health guidance. We will not meet inside if our group is more than two moms as we cannot maintain proper distancing.**

- All participants, parents and children, should wash hands at the start and end of every meeting. Please do not allow your children to share toys as much as possible.
- In past sessions, we learned from you that you and your children enjoyed the games and other things you learned from Msingi Bora. We learned that some things were easy for you to do with your children and other things might be more difficult. Children love to have a playbag and they need a playbag for their brain to grow. They need new things in their playbag for their brain to grow. How many of you added a new thing to your child's playbag since our last booster? What did you add? [Let parents answer. Point out if some have not included: sticks, caps, cloth, ball, shapes, a bottle, stones. Repeat new ideas generated to group.]
- Do you remember the main messages of Msingi Bora? [ALLOW RESPONSE]
- Did you play some new or old favourite games with your child since our last booster? Did anyone play games with counting, pointing to body parts, hiding something behind your back? [Ask some parents to demonstrate how they played the game and see if it fits the rules, e.g. letting the child take the lead while the parent follows. If not, ask the parent to show how the child can take the lead.]

Thank you for sharing your experiences.

Purpose

Today we will review what we learned in Msingi Bora and add some new activities.

Activity 1. I see something (15 minutes)

In this activity the CHV should first take the lead by saying "I see something [name its colour]", without looking directly at it. Ask the children to identify what you "see". If a child answers correctly, ask that child to take the lead: to look around the room and then look back at you while saying "I see something [name its colour]". If children have difficulty looking away from what they see, then have the child tell their mother what they see, and then say aloud the colour. Let the other children answer, and then pick one of those to stand, look, and name the colour of what they see.

To be responsive, you must follow your child's lead sometimes while playing. This game is good for taking turns.

This game can be made easier if the child is young and has difficulty finding what you see. Can anyone tell me how to make it easier?

Listen to parents' answers and accept them all. If the following are not mentioned, then make these suggestions:

- say the colour of something large
- say the colour of clothing the child is wearing
- say the colour of the child's favourite plaything
- let the child name a colour and then go touch it

This game can also be made more challenging for a child who finds it easy to start. Can anyone tell me how to make it more difficult so the child will get smarter?

Listen to parents' answers and accept them all. If the following are not mentioned then make your own suggestions:

say the colour of something that is smaller;

say the colour of several things and have the child find all those things;

say the colour and function of the thing, e.g. it is big and brown and we use it to stir food in the pot;

Responsive Play is important. A responsive parent adjusts the game to make it fun for the child and after a few successes makes it a little bit more difficult.

Be responsive to the child.

Activity 2. Pretend Play (15 minutes)

Here is a new game to play with your children. Pretend play is when children play with a block and pretend that it is a car or plane. Or when children pretend they are going to the market to buy fish and they use sticks to be the fish. Or when children pretend to make a meal and feed it to the doll or chicken – they may use leaves or seeds or stones to serve as the meal.

Do you see why it is called "pretend play"? It is called "pretend play" because children pretend that a block of wood is a car or a plane, that sticks are fish, that seeds or stones are food. Sometimes, they use "air" as if they were feeding the doll, or buying "air" from the market. This means they are using their imagination. This kind of pretend play can be done alone or with other children or even parents; it is good for their brain.

Does any child here do pretend play at home? [Allow response]

Anyone who says yes, ask: **what does he/she do?** [Allow response] Let parents describe, so that everyone can hear what pretend play is.

Can someone's child please demonstrate their pretend play for us? Let's practice as a group.

[Have mothers facilitate pretend play with their children. Encourage mothers and children, demonstrate as necessary using items from your playbag.]

Activity 3. Responsive two-way talk with child using picture books (15 minutes)

Now we are going to use the books that we gave you and your children. How many of you have the book now? Please arrange yourself with your child on your lap or beside you and share your book with another family if they lack one. [ALLOW MOTHERS AND CHILDREN TO ARRANGE SELVES]

Let's see how you do responsive two-way talking with your child. We will use only 2 or 3 pages for this session, so pick a page with pictures that your child likes. Let your child point to something in the picture, and you will then say the name of what the child pointed to and how you can use it: e.g. that is a red ball, I would like to throw it; that is a pretty dress, I think Cecily would like to wear it; or that is Caro, she is walking to school. Let your child do this three times.

Then it is your turn to point to something and see if your child can name it and say an action verb that goes with it or its colour or size. Mothers may want to point to what their child previously pointed to and named. If that is easy for the child, then mothers can point to more difficult things.

Then it is the child's turn to point to three more things in the picture. Mothers you can answer in more elaborate sentences if your child has more developed verbal skills.

[Allow parents to talk with children for 10 minutes. CHV should observe and offer feedback to parents on their technique, PRAISING GOOD PRACTICES SUCH AS ADDING NEW WORDS TO CHILDREN'S VOCABULARY. Parents should be responsive to children's vocabulary abilities but using more sophisticated words if the child is skilled and less sophisticated words if the child is less skilled.]

[AFTER THE READING ACTIVITY, SAY]

How many words does your child know from that page? How many words can they say?

When you look at the book or at any picture, give your children action words, object words, colour words, number words.

How to read books with your children

- Do not read the book from cover to cover. Rather, tell the storybook using your own words. That way you can add new words to expand your child's vocabulary.
- Engage your child by asking them to point to things that interest them. Respond to your child's interest by putting their words into a sentence. Use new words. This is two-way talk about the storybook.
- Relate the story to the child's world. e.g., if the story is about animals, ask the child 'what animals do you see in *our* village?'
- Talk with your child about the picture on each page for a long time. Give new vocabulary, talk about objects, actions, events, colours, numbers,
- Use the storybook again and again.

Activity 4. Discuss how to teach right and wrong (10 minutes)

Parents, now please let your child play with their toys from their playbags while we have a discussion.

[Allow mothers to pull out their playbags and provide objects to their children.]

The discussion builds on what was presented in Booster 3. If some mothers were not present for Booster 3, they may still want to participate in this discussion.

Last time we talked about how to teach children right from wrong: How to let them know when they have done something you don't like, or something they should stop doing.

We talked about guidelines for teaching children right from wrong. Let's discuss them.

1. One was to set rules before children do something wrong. To-Do and Not-To-Do Rules about good behaviour and about bad behaviour.

Does anyone have rules at home? Let's start with To-Do Rules.

Let mothers discuss. If no one mentions these ones, you can say:

Here are some To-Do Rules on my list:

Obey your Mother and Father. Eat your food. Clean up your toys when finished.

Here are some Not-To-Do Rules on my list:

Don't hurt your sister/brother. Don't make a mess in the home.

Have you told children the punishments for breaking a Not-To-Do Rule?

2. **Talk to your child when they do something right (following a To-Do Rule) and when they do something wrong (break a Not-To-Do Rule).**

Did anyone here praise their child for doing a good thing like helping with a chore?

Let the audience tell about their experiences praising their child, and for what behaviour.

Point out the To-Do Rule that it fits. [We aren't talking about praising a child for learning a new word, which is fine to do. We are talking now about right and wrong behaviour.]

Did anyone here talk to their child about what they did that was wrong? What was the wrong behaviour and what did you say to your child?

Let the audience tell about their experiences talking about an undesirable behaviour. If a mother showed restraint and spoke calmly with her child about the bad behaviour, praise her. Remind mothers that this kind of respectful talk helps brain development. Express your understanding that this may be difficult for many mothers.

Did anyone warn their child about what would happen if they persisted in the bad behaviour?

3. **Mistakes should not receive punishments. Why did we say this? If not by punishing, then how can you teach children not to do it again?**

If mothers have trouble with this guideline, provide an example they can relate to:

Pretend a mother here makes a mistake and uses the wrong word or incorrect grammar. I could do one of two things: I could hit her with a stick and criticize her. Or I could rephrase her sentence with the correct word and correct grammar. Which of these would teach her right from wrong?

Pretend a mother has some food boiling on the stove at home and she hears her child screaming outside. She runs out and when she returns, the potatoes have burned. Her husband could hit and criticize her or he could remind her to take food off the stove when she leaves the kitchen. Which of these would teach her right from wrong?

4. **Intentionally harmful behavior. What did we say about what to do when your child intends to hurt or harm? We talked about what to do the first time, the second time, and the third time. What were they?**

Let mothers talk about this and about increasing the severity of the consequences without using physical punishment. If mothers don't remember, you can say:

The first consequence is a verbal explanation of why the behaviour is undesirable.

The second consequence is that the child should say sorry and helps to clean the mess or does something to compensate.

The third consequence is warning that if done again the child will have to sit by himself for 30 minutes or do an extra chore.

Ask mothers if they know when the child intends to do harm. How can they tell?

Activity 5. Positive disciplinary practices in action – role play skits (20 minutes)

This is a question and answer activity based on 2 scenarios that you will act out with a volunteer as role play skits. In each scenario you will play the mother, and the volunteer will play the child. Use props as necessary for each. You will need a doll for scenarios 2 and 3 to serve as a “baby (younger sibling).” After you finish acting out each scenario, you will ask parents some questions. Allow parents to answer and encourage them to discuss and then you give them the right answer.

[Allow mothers to sit with their children and ask a supervisor to play the role of the child]

We will act out the first short skit. I am the mother, and [volunteer] is my child. Now parents and children, let’s pay attention to the first skit.

[CHV AND VOLUNTEER START ACTING OUT **SKIT 1:**] Child is playing with things from the playbag. It is time for a meal and the Mother says, "please put away your things; put them in the bag." The child fusses a bit and then puts most things in the bag. A few are left out; they are behind the child so he cannot see them. The mother trips over one but does not fall. She is angry.

[ASK MOTHERS:]

a) **Mothers: was the child's omission intentional or a mistake?** [ALLOW THEM TO RESPOND AND THEN PROVIDE THE RIGHT ANSWER] **It was mostly a mistake. The child did not intend to leave a plaything on the floor.**

b) **Was the harm mild, moderate or severe?** [Allow them to respond and then give the right answer] **It was moderate**

c) **What can the Mother say to the Child?** [Allow them to respond and encourage group discussion. Then provide the right answer]. **Explain to child what he did that was not good. Ask child to say sorry to the Mother. Tell child to put away all toys so no one will hurt themselves falling over them. The mother can also make child practice putting away all toys or playing in an out-of-the-way spot.**

[REDO THE SCENE AGAIN AND TELL MOTHERS] **Now we will play the skit again, but I now want you to explain to your own child what happened, what is the rule to obey, and what are the consequences.**

[Give mothers some time to explain their children what they just saw]

We will act out the second short skit. I am the mother, and [VOLUNTEER] is my child. Now parents and children, let’s pay attention to the first skit.

[CHV AND SUPERVISOR START ACTING OUT **SKIT 2:**] Child is playing with things from the playbag. It is time for a meal and the Mother says, "please put away your things; put them in the bag." The

child fusses a bit. The mother repeats her request nicely but firmly, "Please put your things away." The child kicks the playthings into a pile in the middle of the floor. The mother brings a bowl of food out and sees the pile. She is angry.

[ASK MOTHERS:]

a) **Mothers: was the child's behaviour intentional or a mistake?** [Allow them to respond and then provide the right answer] **It was intentional. The child intended to leave playthings on the floor in the middle of the room.**

b) **Was the harm mild, moderate or severe?** [Allow them to respond and then give the right answer] **Harm to the mother was mild.**

c) **What can the Mother say to the Child?** [Allow them to respond and encourage group discussion. Then provide the right answer]. **Explain to child what he did that was not good. Ask child to say sorry to the Mother. Tell child to put away all toys when asked so no one will hurt themselves falling over them. The mother can also make child put away all toys before coming to a meal and warn that the next time there will be no access to toys for one day. "If you want toys, you have to look after them; keep them safe and out of the way."**

[REDO THE SCENE AGAIN AND TELL MOTHERS] **Now we will play the skit again, but I now want you to explain to your own child what happened, what is the rule to obey, and what are the consequences.**

[Give mothers some time to explain their children what they just saw]

Activity 6. Review of the 5 main messages and Group Song (20 minutes)

Let's review what we have been speaking about in previous sessions. Remember, babies' brains are ready to go at birth. Parents can do a lot to help the child's brain to keep growing. To keep growing and become as strong as possible, it needs five things. Do you remember what are the five key messages from Msingi Bora? [WAIT FOR PARENTS TO GIVE AS MANY RESPONSES AS THEY CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER MOTHER IS FINISHED, SHOW THE POSTER]

[SAY THOSE MESSAGES NOT ALREADY MENTIONED]

16. **Love:** Parents show love and respect, not harshness.
17. **Talk:** Parents practice 2-way talk with their children.
18. **Play:** Parents provide a variety of stimulating play objects.
19. **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
20. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

Here there are the Big Five that we must try to do every day. We can remember them on the fingers of one hand: love, talk, play, wash, food.

We are having these BOOSTER sessions to remind you that these behaviors and messages remain very important. Buddies can also support each other to continue them. Families can support each other as well. Our children's futures can be brighter if we continue with our program messages into the future!

As homework for our next booster session, let us all practice some of these positive ways to teach our children right and wrong, and continue to encourage pretend games for our children to play. Let's come back next time ready to discuss our experiences, both good and bad.

Let's now sing some of the group songs we learned in the past sessions to close Msingi Bora.

Clap and sing 2-3 songs that were adapted for the 5 messages. Involve all parents and children in singing. Children can clap and dance.

Thank you for participating in Msingi Bora! Continue to practice our messages with your children every day to help them grow and to thrive!

[END of Booster 4]

Booster 5. Reinforce the 5 key messages and add games

Information about Booster sessions for CHVs to read ahead of the session

- Booster sessions help parents learn new games and activities to do with their children, because children of this age can learn colours and numbers.
- Children need to learn to understand 10 new words a day. They can do this if parents talk to them and use the book to talk about events outside their family and village.
- Booster sessions will help parents understand important concepts like “responsive play,” “responsive 2-way talk,” respectful talk with spouses, gentle discipline of their children, animal-source foods, and hygiene with soap.
- Booster sessions remind parents that children should have a playbag with new materials added monthly and all mothers should have a buddy.
- We repeat the ground rules to keep our families and community safe from COVID.
- In this session, we remind mothers about responsive play: how to let children take the lead in games they already know, and how to make games more challenging as children become more skilled.
- In this session, we will let parents practice how to follow our children's lead in doing pretend play. Pretend play means that children play-act real or fantasy scenes. They can pretend they are anybody, and they can pretend that objects are cars or planes or friends – whatever they want the objects to be. Pretend play allows children to do whatever they want in their play space with imaginary people and imaginary things. It gives children another way to use their brain and their language and even to practice their social skills. Sometimes parents have to start off the play by saying “let's pretend this piece of wood is your truck”. Children can pretend play alone or with another child, but some need a parent to start them off.
- We will repeat the ways to engage in gentle discipline. Last time they talked about four guidelines for teaching children right or wrong that had four rules. It might help to repeat these rules, and ask if parents have applied them with their families. If parents want, they can create some of their own role plays of children who were naughty and how parents responded or how parents should have responded.

Welcome and Review (10 minutes)

Give a soap/milk to parents at start of booster.

- **Welcome. Thank you for coming today. I am here today to review the main messages from our Msingi Bora program, and to discuss how you and your family can continue to practice these messages with your children as they get older.**
- **Before we begin, I want to repeat the rules for how we will meet during the COVID-19 pandemic. Please listen carefully:**
 - **All mothers and adults must wear a mask or other face covering. If you do not have one, we can provide a disposable one, but we encourage you to create your own cloth masks for your whole family because this is safest for everyone.**
 - **All families must maintain two meters of “social distance” between them as our local public health advises. Family members do not need to distance.**

- We will meet outside and in smaller groups of no more than 10 persons to obey local public health guidance. We will not meet inside if our group is more than two mothers as we cannot maintain proper distancing.
- All participants, parents and children, should wash hands at the start and end of every meeting. Please do not allow your children to share toys as much as possible.
- Do you remember the main messages of Msingi Bora? [ALLOW RESPONSE]
- Did you play some new or old favourite games with your child since our last booster? Did anyone play games with counting, pointing to body parts, hiding something behind your back? [Ask some parents to demonstrate how they played the game and see if it fits the rules, e.g. letting the child take the lead while the parent follows. If not, ask the parent to show how the child can take the lead.]

Thank you for sharing your experiences.

Purpose

Today we will review what we learned in Msingi Bora and add some new activities.

Activity 1. Singing about Body Parts (15 minutes)

We sang this song "Head and Shoulders" a few months ago. Let's see if the children remember it and can take the lead. Please everyone stand up, including the children. Sing along with me while we touch our head, shoulder, knees and toes.

Lead the group in the song below while touching the right body parts on self:

"Head and shoulders, knees and toes, knees and toes. Head and shoulders, knees and toes, knees and toes. Eyes and ears and mouth and nose. Head and shoulders, knees and toes, knees and toes."

Sing the song several times, until you think everyone has remembered it. Then let one or two children stand in front and lead the group song with motions.

Now you can do some variations on that theme. Tell everyone to touch the body part that you say [not sing]. Say: (but CHV should not touch their body)

Touch your hair.

Touch your hips.

Touch your tummy.

Touch your elbows.

Now ask each child, one at a time, to name a body part, while everyone else touches that body part. If children are shy, then they can point to their body and everyone else will name it. But try to encourage all children to take the lead in naming a body part.

Here is a more challenging game with body parts. Let's see if children can count.

How many noses do I have? Let children answer before you give the correct answer.

How many eyes do I have? Ditto

How many feet do I have? Ditto

How many toes do I have? Ditto

Here is an even more challenging game with body parts. The CHV can ask the question and let children answer before you give the correct answer.

What do I do with my eyes? The answer is "I can see with my eyes."

What do I do with my mouth?

What do I do with my nose?

What do I do with my ears?

What do I do with my legs?

Now let's have children ask the questions.

Tell children: **"Now it is your turn to name a body part and ask, What do I do with this?**

Who will go first?" [Allow child to lead. Parents and others will answer.]

To finish off, we will play the Jump, Clap and Count game we did once. Children can jump and clap and count as they wish, while parents clap and count. Let's see how many jumps children can do. [Play game as in booster 3, and let children enjoy jumping and clapping to the count]

Say to the children: **You jump once and then we adults all clap once.** [Allow children to jump and adults to clap one time while counting to one.]

Now children jump two times while we clap twice and count. [Allow children to jump twice and adults to clap twice in response while counting "one. two."]

Then tell children to jump 3 times, while everyone counts; and then everyone claps 3 times. Continue as far as you want. Tell parents, **In this game, children take the lead by jumping, and parents follow by counting and clapping the number. Soon children will start counting with you as they jump and clap.**

As children sit down to rest, the CHV can tell a nursery rhyme or poem. [Mabata Madogo?]

Activity 2. What do you have in your playbag? (15 minutes)

- **In past sessions, we talked about adding new playthings to your child's playbag. Everyone show us now what new you added since the last meeting.** Let everyone show. Then let each child show and name what they most like to play with. If anyone has a store-bought toy, then it should not be shown. We want to see things that are available at home.
- **Let each child count how many things they have in their playbag.** Let them count to their mother and their mother can help if children lose the count.
- **Let each child name the colour of each plaything.** Let children name the colour to their mother and she can help if needed.
- **Now each child can put into one pile the things that are smaller and in another pile the things that are bigger.** Make two piles of your playthings. [Everything will be small, but some things are smaller and other things larger.]

- **Why do we want to add new things?** Let people answer. Accept all answers and then repeat the best ones, as follows: **1. Children like novel things because new things are exciting and stimulate their brain. The nerves in their brain start buzzing when they see something new. 2. As children get older and more skilled, they need playthings that are more challenging.**
- **Everyone tell us what new thing they can add this week. Did you see an interesting item in another child's playbag that your child would like to have?** Notice if there are some playthings that mothers can add such as: cut-out shapes of squares, triangles, circles; new pictures, a block of wood with wheels and windows drawn on it to be a car; remnants of coloured cloth.
- **It is time to let your children draw. At school they draw with a pencil on paper. But you can also let them draw with a stick in sand. Does any child like to draw? What do they draw?** Let parents and children answer.

Tell parents to keep the playthings out because you will use them for the next activity.

Activity 3. Pretend Play (15 minutes)

At the last meeting, we talked about pretend play. Pretend play is when children play with a block and pretend that it is a car or plane. Or when children pretend they are going to the market to buy fish and they use sticks to be the fish. Or when children pretend to make a meal and feed it to the doll or chicken using leaves or seeds or stones to be the meal. Sometimes children pretend that they are a parent, or a teacher, or a driver.

We said that pretend play is good for their brains. Their brains are working on the pretend part. Sometimes they talk to pretend people: if they pretend to be a parent then they may talk to pretend children or to pretend dolls. If they are a driver, then they may talk to pretend passengers or pretend friends.

Let's get the children started on a pretend play routine now. If your child already does pretend play then let them start on their own with the playthings in their bag.

What about the rest of you? Does your child need help starting to play-act? Set up a scene that you know they will like. Here are some examples:

- If you think they want to cook or eat a meal, cup one hand as if it were a pot, and use your finger from the other hand or a stick to stir the pot. Say, Let's have a meal. What are you going to make? What are you going to eat?**
- If you think they want to play school, then say, "You be the teacher and I'm your student. What are you going to teach me?"**
- If you think they want to play market, then say, "Let's go to the market. We need to buy some food. Let's take a moto/bus. What are we going to buy?"**
- If you think they want to play clinic, then say, "Oh dear, I'm feeling sick. We have to go to the clinic. Will you be the doctor and make me feel better?"**

Let mothers try to get their children started on a pretend play. Encourage them to use whatever materials they have in their playbag, except for store-bought toys. Pretend they are something else that is needed for the play.

**Key message: Responsive Play is important. Let your child take the lead.
Be responsive to the child.**

Activity 4. Responsive two-way talk with child using picture books and poster (15 minutes)

Now we are going to use the books that we gave you and your children. How many of you have the book now? Please arrange yourself with your child on your lap or beside you and share your book with another family if they lack one. [ALLOW MOTHERS AND CHILDREN TO ARRANGE SELVES]

We are going to do 2-way talk with our children about categories of things they see in the pages. Remember that responsive 2-way talk is letting the child take the lead in pointing or naming things, and then the mother adds some new words. Why do children need and like responsive 2-way talk and play? They feel engaged with you; they feel they are sharing the activity with you. That way, their brain grows. And they will love you more.

Let's play a 2-person game. Tell your child that you want to find all the things on the page that fit a specific category, like all green things. Let the child find and name one green thing, then the mother can find another green thing, and so on until you have named all the green things.

Then pick another category, like clothes. Take turns naming clothes in the picture.

Then try other categories like animals, plants, food, heavy things, body parts.

[Allow parents to talk with children for 10 minutes playing this category game. CHV should observe and offer feedback to parents on their technique, PRAISING GOOD PRACTICES SUCH AS ADDING NEW WORDS TO CHILDREN'S VOCABULARY AND TAKING TURNS WITH THE CHILD. Parents should be responsive to children's vocabulary abilities but using more sophisticated words if the child is skilled and less sophisticated words if the child is less skilled.]

[AFTER THE READING ACTIVITY, SAY]

How many words does your child know from that page? How many words can they say?

Now look at the 5-message poster. See what things children can name from the poster. If a child can name something, then parents will tell the corresponding message. If the child names hands or soap, then parents will tell them that the message is to wash your hands with soap and water after using the latrine and before eating.

The children can take turns going to the poster and naming one thing that they see.

Activity 5. Discuss how to teach right and wrong (10 minutes)

We talked about guidelines with four rules for teaching children right from wrong. I will give you a clue to remind you and then you can say the rule.

5. **Clue #1 is about rules. What did we say about rules?** [Let mothers answer and then say the rule]: **Set rules before children do something wrong. To-Do and Not-To-Do Rules about good behaviour and about bad behaviour.**

Does anyone have rules at home? [ALLOW RESPONSE]

6. **Clue #2 is about when to talk to your child. What did we say about when to talk to your child and what to say?** Let mothers answer and then say the rule: **Talk to your child when they do something right (following a To-Do Rule) and when they do something wrong (break a Not-To-Do Rule).**

Did anyone here praise their child for doing a good thing like helping with a chore?

Let the audience tell about their experiences praising their child, and for what behaviour.

Did anyone here talk to their child about what they did that was wrong? What was the wrong behaviour and what did you say to your child?

Let the audience tell about their experiences talking about an undesirable behaviour. If a mother showed restraint and spoke calmly with her child about the bad behaviour, praise her. Remind mothers that this kind of respectful talk helps brain development. If a mother discloses that she caned her child or yelled because she was angry, then express your understanding that this may be difficult for many mothers. Remind them that if adults cannot restrain their physical or verbal anger and hurtful acts, then how we can expect children to control their outburst.

Did anyone warn their child about what would happen if they persisted in the bad behaviour?

7. **Clue #3 is about the child making mistakes. What did we say about mistakes?** Let mothers answer and then say the rule: **Mistakes should not receive punishments. Why did we say this? If not by punishing, then how can you teach children not to do it again?**

If mothers have trouble with this guideline, provide an example they can relate to.

8. **Clue #4 is about the child intentionally harming another. What did we say about intentional harm?** Let mothers answer and then say the rule: **We talked about what to do the first time, the second time, and the third time. What were they?**

Let mothers talk about this and about increasing the severity of the consequences without using physical punishment. If mothers don't remember, you can say:

The first consequence is a verbal explanation of why the behaviour is undesirable.

The second consequence is that the child should say sorry and helps to clean the mess or does something to compensate.

The third consequence is warning that if done again the child will have to sit by himself for 30 minutes or do an extra chore.

Ask mothers if they know when the child intends to do harm. How can they tell? Can they ask the child? Children will be honest if parents are gentle and forgiving.

We do not have any role play skits this meeting. However, if parents and children want to act out their own pretend skits or skits of something that happened, that would be good. They can act it out and explain it to the audience.

Activity 6. Review of the 5 main messages and Group Song (20 minutes)

Let's review what we have been speaking about in previous sessions. Remember, babies' brains are ready to go at birth. Parents can do a lot to help the child's brain to keep growing. To keep growing and become as strong as possible, it needs five things. Do you remember what are the five key messages from Msingi Bora?

21. **Love:** Parents show love and respect, not harshness.
22. **Talk:** Parents practice 2-way talk with their children.
23. **Play:** Parents provide a variety of stimulating play objects.
24. **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
25. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

Here there are the Big Five that we must try to do every day. We can remember them on the fingers of one hand: love, talk, play, wash, food.

We are having these BOOSTER sessions to remind you that these behaviors and messages remain very important. Buddies can also support each other to continue them. Families can support each other as well. Our children's futures can be brighter if we continue with our program messages into the future!

As homework for our next booster session, let us all put new playthings in the child's bag, talk about pictures in the books, and play some 2-way games. Let's come back next time ready to discuss our experiences, both good and bad.

Let's now sing some of the group songs we learned in the past sessions to close Msingi Bora.

Clap and sing 2-3 songs that were adapted for the 5 messages. Involve all parents and children in singing. Children can clap and dance.

Thank you for participating in Msingi Bora! Continue to practice our messages with your children every day to help them grow and to thrive!

[END of Booster 5]

Booster 6. Reinforce the 5 key messages and add games

Information about Booster sessions for CHVs to read ahead of the session

- Booster sessions help parents learn new games and activities to do with their children, because children of this age can learn to count.
- Children need to learn to understand 10 new words a day. They can do this if parents talk to them and use word games in addition to the book to talk about events outside their family.
- Booster sessions will help parents understand important concepts like “responsive play,” “responsive 2-way talk,” respectful talk with spouses, gentle discipline of their children, animal-source foods, and hygiene with soap.
- Booster sessions remind parents that children should have a playbag with new materials added monthly and all mothers should have a buddy.
- We repeat the ground rules to keep our families and community safe from COVID.
- In this session, we remind mothers about responsive play: how to let children take the lead in games they already know, and how to make games more challenging as children become more skilled.
- In Activity 1 of this session, we introduce a game that teaches children an important skill, namely inhibiting their actions until they have had time to think before acting. Sometimes we just act impulsively without thinking or we copy someone else without thinking if it is the right thing. This is a difficult skill but it is important for everyone to learn starting at 3 and 4 years of age. These are called executive function skills because the "executive" part of your brain needs to take control, to plan, and to manage your actions. It takes practice to inhibit automatic actions, to stop and think about actions before doing them. The new version of the Head and Toes game or the Knock and Tap game gives children practice at inhibiting their actions and remembering to apply new rules. Be patient as everyone learns to master the game.
- For Activity 2, all families should have 10 sticks, or 10 bottle caps, or 10 stones for counting, adding and taking away. For Activity 3, the CHV should bring Msingi Bora food poster (or any food poster) so children can learn names of foods, even ones they may not eat at home.
- We will repeat the ways to engage in gentle discipline. Last time they talked about four guides for teaching children right or wrong. It might help to repeat these guides, and ask if parents have applied them with their families. We cover ways of disciplining intentionally bad behaviour; if parents can correct these behaviours by talking to children, it will increase trust and self-responsibility. One skit will show parents how to increase socially good behaviours such as sharing.

Welcome and Review (10 minutes)

Give a soap/milk to parents at start of booster.

- **Welcome. Thank you for coming today. I am here today to review the main messages from our Msingi Bora program, and to discuss how you and your family can continue to practice these messages with your children as they get older.**
- **Before we begin, I want to repeat the rules for how we will meet during the COVID-19 pandemic. Please listen carefully:**

- All mothers and adults must wear a mask or other face covering. If you do not have one, we can provide a disposable one, but we encourage you to create your own cloth masks for your whole family because this is safest for everyone.
 - All families must maintain two meters of “social distance” between them as our local public health advises. Family members do not need to distance.
 - We will meet outside and in smaller groups of no more than 10 persons to obey local public health guidance. We will not meet inside if our group is more than two mothers as we cannot maintain proper distancing.
 - All participants, parents and children, should wash hands at the start and end of every meeting. Please do not allow your children to share toys as much as possible.
- Do you remember the main messages of Msingi Bora? [ALLOW RESPONSE]
 - Did you play some new or old favourite games with your child since our last booster? Did anyone play games with counting, pointing to body parts, hiding something behind your back? [Ask some parents to demonstrate how they played the game and see if it fits the rules, e.g. letting the child take the lead while the parent follows. If not, ask the parent to show how the child can take the lead.]

Thank you for sharing your experiences.

Purpose

Today we will review what we learned in Msingi Bora and add some new activities.

Activity 1. Singing about Body Parts – But don't do what I do (15 minutes)

We sang this song "Head and Shoulders" many times. This time I am going to show you a tricky way to sing and play. First, we will do it the simple way and then the tricky way. Please everyone stand up, including the children. Sing along with me while we touch our head, shoulder, knees and toes.

LEAD THE GROUP IN THE SONG BELOW WHILE TOUCHING THE RIGHT BODY PARTS ON SELF:

“Head and shoulders, knees and toes, knees and toes. Head and shoulders, knees and toes, knees and toes. Eyes and ears and mouth and nose. Head and shoulders, knees and toes, knees and toes.”

Sing the song several times, until you think everyone has remembered it.

The tricky way requires that everyone learns a new rule. The new rule is that whenever I touch my head, you have to touch your toes. I touch the top and you have to touch the bottom. And whenever I touch my toes, you have to touch your head. So you have to watch carefully, and then remember the rule. Ready! Start with your hands at your sides. Here we go!

CHV, silently touch your Head. See how many people remember to touch their toes. Put hands at sides again.

Now silently touch your Head again. Let people correct themselves if they make a mistake. Put hands at sides again.

Then silently touch your Toes. See how many people remember to touch their head. Put hands at sides again.

Do this several times, silently touching your Head and then your Toes in random order.

Now we will let one of the children take the lead. Head or Toes. We will do the opposite.

[Pick a girl child to be the leader for several rounds. Then pick a boy to be the leader.]

[A variation on this game is to touch Shoulders and Knees and the participants have to touch the opposite: You touch Shoulders and they touch Knees. You touch Knees and they touch Shoulders.

To finish off, we will play the Jump, Clap and Count game we did before. Children can jump and clap and count as they wish, while parents clap and count. Let's see how many jumps children can do. [PLAY GAME AS IN BOOSTER 3, AND LET CHILDREN ENJOY JUMPING AND CLAPPING TO THE COUNT]

Say to the children: **You jump once and then we adults all clap once.** [Allow children to jump and adults to clap one time while counting to one.]

Now children jump two times while we clap twice and count. [Allow children to jump twice and adults to clap twice in response while counting "one. two."]

Then tell children to jump 3 times, while everyone counts; and then everyone claps 3 times. Continue as far as you want. Tell parents, **In this game, children take the lead by jumping, and parents follow by counting and clapping the number. Soon children will start counting with you as they jump and clap.**

As children sit down to rest, the CHV can tell a nursery rhyme or poem or everyone can sing a song.

Activity 2. Putting things together and taking things away (15 minutes)

This activity requires that everyone have 10 sticks or 10 bottle caps or 10 stones.

CHV first demonstrates to the whole group by putting 5 sticks in a row like this | | | | |.

- **Let children put 5 things in a row in front of them. I am going to show the children how I count my sticks. As I point to a stick, I say a number.** The CHV points and counts aloud to five: point-1, point-2, point-3, point-4, point-5.
- **Now all the children can point and count. Let them each count as high as they can. If a child can count higher than 5, then lay out more sticks. If someone makes a mistake, that's ok. They will learn from watching the others.**
- **Now the older children, one at a time, will count aloud while pointing.**
- **Now watch me closely because I am going to do something tricky. How many sticks do I have?** CHV should have 5 sticks laid out in front and to the left: | | | | |. Let children count to 5. Now take 5 more sticks and lay them out in front and to the right: | | | | |. **How many**

new sticks do I have over here? Let children count to 5 [if they answer another number then show them how to count to 5]. **Now watch.** CHV will spread out one set of 5 sticks so there is a big space between them: | | | | |.

Now, how many sticks do I have in the spread-out set [point to the spread-out set]? If children answer more than 5, then put them close together and ask how many now? Then spread them out again and ask. You can ask a child to come and count your sticks to show that there are only 5 even though it looks more. If the children answer correctly, then still let them count.

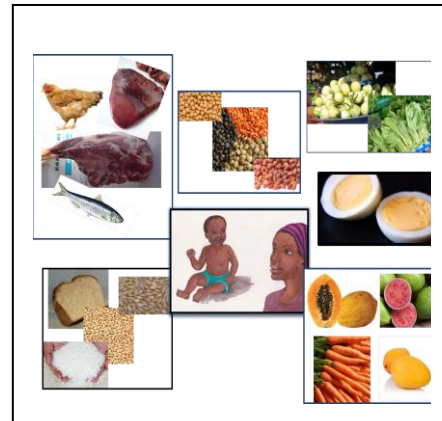
- **Now we are going to do some arithmetic. We are going to find out how many ways we can make 5 sticks. Children will take 5 sticks. Children will put some sticks in their right hand and the remaining sticks in the left hand. Children, you can put 5 sticks in your right hand or you can put 4 sticks in your right hand, or 3 sticks, or 2 sticks or 1 stick. You decide.** [CHV can demonstrate putting some sticks in each hand but don't show the children because you don't want them to copy you. They can decide how to divide the sticks into two hands.]
 - **Now, everyone open your two hands and show us what you have in each.**
 - Say aloud what each child has this way: **[Name] has 4 sticks in the right hand and 1 stick in the left hand; put them all together and he/she has 5 sticks. Is that correct? [Name] has 3 sticks in the right hand and 2 sticks in the left and; put them all together and he/she has 5 sticks. Is that correct?**
 - If there are some combinations that children did not show, then the CHV can show them with her sticks. For example, there are 6 ways to make 5: $2 + 3 = 5$, $3 + 2 = 5$, $1 + 4 = 5$, $4 + 1 = 5$, $5 + 0 = 5$, $0 + 5 = 5$. It is easy to forget 0 (zero), but it is a very important number.
- **Now let all the children take 4 bottle caps and we will see how they divide them between themselves and their Mother. How many will you give your Mother and how many will you keep for yourself? You decide.**
 - **Did anyone give their Mother 4 caps?** Ask these children how many they kept for themselves; it will be zero. You can still congratulate them for sharing all the caps with their Mother because she deserves a big gift.
 - **Did anyone give their Mother 3 caps?** Ask these children how many they kept for themselves; it will be 1 cap.
 - **Did anyone give their Mother 2 caps?** Ask these children how many they kept for themselves; it will be 2 caps. Ask them why they gave themselves the same as their Mother.
 - **Did anyone give their Mother 1 cap?** Ask these children how many they kept for themselves; it will be 3 caps.
 - **Did anyone give their Mother 0 caps?** Ask these children how many they kept for themselves; it will be 4 caps.
 - **We can see that there are 5 ways to share 4 caps:** $4 + 0$, $0 + 4$, $1 + 3$, $3 + 1$, and $2 + 2$.

Key message: Responsive Play is important. Let your child take the lead. They don't need to have the correct answer. Remember this is not school. You are a mother, not a teacher. Be responsive to your child.

Activity 3. Responsive two-way talk with child using Food poster (15 minutes)

Now let's look at the food poster. We are going to play a game with the pictures. I will start.

- **I see something that is brown and goes "Cluck, cluck". What is it?** Let a child point and name it [chicken].
- **I see something with a yellow yolk. What is it?** Let a child point and name it.
- **I see this** [point to something in the poster]. **What is it?** Let a child name it.
- Ask a child to point to something in the poster and everyone will name it and describe it with several words.
- Or the child can name something and another child will point to the object.



The children can take turns going to the poster and naming one thing that they see.

Activity 4. Discuss how to teach right and wrong (10 minutes)

We talked about guidelines for teaching children right from wrong. In brief these are the four guidelines:

1. **Have To-Do and Not-To-Do rules that you have explained to your children.**
2. **Talk to your children: praise when they do something good and explain when they do something wrong.**
3. **Mistakes are a time for learning, not for punishing.**
4. **When the child does something intentionally harmful, parents follow 3 steps.**

We talked about what to do the first time your child does something intentionally harmful like hitting someone. What would you do? Again, a day later, the child does it again. What would you do?

Let mothers talk about this and about increasing the severity of the discipline without using physical punishment. At the end, you can say:

1. **The first discipline is a verbal explanation of why the behaviour is undesirable. The child should say "sorry".**
2. **The second discipline is that the child should help to clean the mess or does something to compensate like sharing a toy with the injured child. The parent should warn the child that if done again the child will have to sit by himself for 30 minutes or do an extra chore.**
3. **The third discipline is to sit by himself for 30 minutes or do an extra chore.**

Ask mothers if they know when the child intends to do harm (e.g. hurting someone physically, hurting someone's feelings, breaking something). Let mothers talk.

Ask mothers if they know when the child intends to do something silly, not harmful but disrespectful, disobedient, or silly. What are some of these naughty things their children do? Let mothers talk. (e.g. refusing to do a chore, running away when it is mealtime, using something that does not belong to them, carelessly losing something important). Let mothers talk about how these naughty behaviours make them feel: angry, frustrated, worried that this is a pattern of bad behaviour.

Key message: We should never use physical punishment to teach our child right from wrong. The four rules can teach our children right from wrong without hurting them or their growth.

Activity 5. Positive disciplinary practices in action – role play skits (25 minutes)

In each scenario the CHV will play the mother, and your supervisor will play the child. Use props as necessary for each. After you finish acting out each scenario, you will ask parents some questions. Allow parents to answer and encourage them to discuss, and then you give them the right answer.

[Allow mothers to sit with their children and ask a supervisor to play the role of the child]

Skits 1. We will act out the first short skit. I am the mother, and [VOLUNTEER] is my child. Now parents and children, let's pay attention to the first skit.

[CHV AND VOLUNTEER START ACTING OUT SKIT 1:] Mother is looking for her comb and cannot find it in the usual place. She gently asks the child if he/she has seen it. The child looks up at the ceiling and says "no". The mother asks a second time if the child maybe took it to play with. The child puts his/her hand in his/her pocket and says no. The mother asks the child to take his/her hands out and finds the comb in his/her pocket. She is angry.

[ASK MOTHERS:]

a) **Mothers: What was the child's bad behaviour?** [ALLOW THEM TO RESPOND AND THEN PROVIDE THE RIGHT ANSWER] **The child took something that the mother needs, and lied twice about it.**

b) **Was the harm mild, moderate or severe?** [ALLOW THEM TO RESPOND AND THEN GIVE THE RIGHT ANSWER] **The harm of taking the comb was moderate, but lying destroys trust. It means that I can never believe what you tell me: you tell me you are hungry but I think you are lying again, or you tell me a man came and hit you and I think you are lying again so I don't do anything to protect you. Everyone lies at some time, but children need to be taught that the consequences of lying are worse than the consequences of taking the comb.**

c) **What can the Mother say to the Child?** [ALLOW THEM TO RESPOND AND ENCOURAGE GROUP DISCUSSION. THEN PROVIDE THE RIGHT ANSWER]. **Explain to child what he did that was not**

good. Ask child to say sorry to the Mother. Ask the child to promise not to lie again. If it happens again, the child will have more chores to do.

[REDO THE SCENE AGAIN AND TELL MOTHERS] **Now we will play the skit again, and after watching you will explain to your own child what happened, what is the rule to obey, and what are the consequences.**

[GIVE MOTHERS SOME TIME TO EXPLAIN THEIR CHILDREN WHAT THEY JUST SAW]

Skit 2. We will act out the second short skit. I am the mother, and [VOLUNTEER] is my child. Now parents and children, let's pay attention to the skit.

[CHV AND VOLUNTEER START ACTING OUT SKIT 2:] Mother wonders aloud why the chickens are making so much noise and coming close to the house. The child should have fed the chickens; it is his/her daily chore. Mother calls to the child and says, "It's time to feed the chickens; they are hungry." No answer. The mother asks, "Where are you, Child?" She hears the child giggling and running away. She says, "Come here. I want to speak with you." The child does not come. She is angry and tired from doing all her chores.

[ASK MOTHERS:]

a) **Mothers: What was the child's bad behaviour?** [ALLOW THEM TO RESPOND AND THEN PROVIDE THE RIGHT ANSWER] **The child did not do his/her chore, and now refuses to come when the mother asks about it.**

b) **Was the harm mild, moderate or severe?** [ALLOW THEM TO RESPOND AND THEN GIVE THE RIGHT ANSWER] **The harm of not doing the chore was moderate, but laughing and running away is disrespectful. Everyone forgets chores some time, but children need to be taught that the consequences of refusing to own up to the mistake are worse than the consequences of forgetting to feed the chickens. If you don't own up to your mistakes, it's like lying. I cannot trust you to do what is expected of you.**

c) **What can the Mother say to the Child?** [ALLOW THEM TO RESPOND AND ENCOURAGE GROUP DISCUSSION. THEN PROVIDE THE RIGHT ANSWER]. **Explain to the child what she/he did that was not good. Ask child to say sorry to the Mother. Ask the child to promise not to show disrespect to parents and to own up to mistakes. If it happens again, the child will have more chores to do.**

[REDO THE SCENE AGAIN AND TELL MOTHERS] **Now we will play the skit again, and after watching you will explain to your own child what happened, what is the rule to obey, and what are the consequences.**

[GIVE MOTHERS SOME TIME TO EXPLAIN THEIR CHILDREN WHAT THEY JUST SAW]

Skit 3. We will act out the third short skit. I am the mother, [VOLUNTEER 1] is my child, and [VOLUNTEER 2] is the child's cousin. Now parents and children, let's pay attention to the skit.

[CHV AND VOLUNTEER 1 START ACTING OUT SKIT 3:] Mother says to her child, "Soon you will be going to preschool. There are lots of children at preschool. The teacher has lots of children but doesn't have many playthings. So you need to share with other children. Do you know what share means? It means that you take turns playing with the things; you play with some things and let

other children play with other things. Or better still, you can play together. Your cousin is coming this morning. Let's see if you can share. Here are your bottle caps to play with." [The cousin, Volunteer 2, arrives and starts to grab all the bottle caps.] The child gets angry and hits the cousin.

[ASK MOTHERS:]

a) **Mothers: What can the mother say to remind her child about socially appropriate behaviour with other children?** [ALLOW THEM TO RESPOND AND THEN PROVIDE THE RIGHT ANSWER] **Take the child aside and gently remind the child about sharing. Gently remind the child that other children will not want to befriend him/her if they show anger and hit. Ask your child to nicely get the cousin to play together while sharing the bottle caps?**

b) **Why is it difficult for all children to refrain from anger and to share?** [ALLOW THEM TO RESPOND AND THEN GIVE THE RIGHT ANSWER] **Children need help controlling their anger and resolving conflicts with peers. Remind them about playing together as equal partners. Maybe each takes some caps and they make patterns together.**

c) **What can the Mother say to the Child?** [ALLOW THEM TO RESPOND AND ENCOURAGE GROUP DISCUSSION. THEN PROVIDE THE RIGHT ANSWER]. **The mother can say to both children that that they must share the playthings. Tell them both that grabbing all the caps is not sharing and getting angry is not sharing. Ask them both to say how they can share. Praise them for resolving the conflict.**

[REDO THE SCENE AGAIN AND TELL MOTHERS] **Now we will play the skit again, after watching you will explain to your own child what happened, what is the rule to obey, and what are the consequences** [in this case the consequence is that children will lose their friends if they don't share and they will make friends if they do share].

[GIVE MOTHERS SOME TIME TO EXPLAIN THEIR CHILDREN WHAT THEY JUST SAW]

Activity 6. Review of the 5 main messages and Group Song (15 minutes)

Let's review what we have been speaking about in previous sessions. Remember, babies' brains are ready to go at birth. Parents can do a lot to help the child's brain to keep growing. To keep growing and become as strong as possible, it needs five things. Do you remember what are the five key messages from Msingi Bora?

26. **Love:** Parents show love and respect, not harshness.
27. **Talk:** Parents practice 2-way talk with their children.
28. **Play:** Parents provide a variety of stimulating play objects.
29. **Wash:** Parents wash their own and their child's hands before touching food and after touching feces.
30. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

Here there are the Big Five that we must try to do every day. We can remember them on the fingers of one hand: love, talk, play, wash, food.

We are having these BOOSTER sessions to remind you that these behaviors and messages remain very important. Buddies can also support each other to continue them. Families can support each other as well. Our children's futures can be brighter if we continue with our program messages into the future!

As homework for our next booster session, let us teach our children good social behaviour. Observe if they put it into practice when playing with other children. Let's come back next time ready to discuss our experiences, both good and bad. Remember to play responsively, letting your child take the lead with games and talking about pictures in the book.

Let's now sing some of the group songs we learned in the past sessions to close Msingi Bora.

Clap and sing 2-3 songs that were adapted for the 5 messages. Involve all parents and children in singing. Children can clap and dance.

Thank you for participating in Msingi Bora! Continue to practice our messages with your children every day to help them grow and to thrive!

[END of Booster 6]

Booster 7. More about the 5 key messages for older children

Information about Booster sessions for CHVs to read ahead of the session

- Booster sessions help parents learn new games and activities to do with their children, because children of this age can learn more complex things.
- Children need to learn to understand 10 new words a day. They can do this if parents talk to them and use word games in addition to the book to talk about events outside their family.
- Booster sessions will help parents understand important concepts like “responsive play,” “responsive 2-way talk,” respectful talk with spouses, gentle discipline of their children, animal-source foods, and hygiene with soap.
- Booster sessions remind parents that children should have a playbag with new materials added monthly and all mothers should have a buddy.
- We repeat the ground rules to keep our families and community safe from COVID.
- In this session, we remind mothers about responsive play: how to let children take the lead in games they already know, and how to make games more challenging as children become more skilled.
- In Activity 1 of this session, we introduce a game that lets children think about their actions before doing them. The new version of the Head and Toes game gives children practice at inhibiting their actions and remembering to apply new rules. These are called executive function skills.
- For Activity 2, all families should have 10 sticks, or 10 bottle caps, or 10 stones for counting, adding and taking away.
- We will repeat the ways to engage in gentle discipline. Last time they talked about four guides for teaching children right or wrong. It might help to repeat these guides, and ask if parents have applied them with their families. We cover ways of disciplining intentionally bad behaviour; if parents can correct these behaviours by talking to children, it will increase trust and self-responsibility. One skit will show parents how to increase socially good behaviours such as sharing.

Welcome and Review (10 minutes)

Give a soap/milk to parents at start of booster.

- **Welcome. Thank you for coming today. I am here today to review the main messages from our Msingi Bora program, and to discuss how you and your family can continue to practice these messages with your children as they get older.**
- **Before we begin, I want to repeat the rules for how we will meet during the COVID-19 pandemic. Please listen carefully:**
 - **All mothers and adults must wear a mask or other face covering. If you do not have one, we can provide a disposable one, but we encourage you to create your own cloth masks for your whole family because this is safest for everyone.**
 - **All families must maintain two meters of “social distance” between them as our local public health advises. Family members do not need to distance.**

- **We will meet outside and in smaller groups of no more than 10 persons to obey local public health guidance. We will not meet inside if our group is more than two mothers as we cannot maintain proper distancing.**
- **All participants, parents and children, should wash hands at the start and end of every meeting. Please do not allow your children to share toys as much as possible.**
- **Do you remember the main messages of Msingi Bora?** [ALLOW RESPONSE]
- **Did you play some new or old favourite games with your child since our last booster? Did anyone play games with counting, pointing to body parts, hiding something behind your back?** [Ask some parents to demonstrate how they played the game and see if it fits the rules, e.g. letting the child take the lead while the parent follows. If not, ask the parent to show how the child can take the lead.]

Thank you for sharing your experiences.

Purpose

Today we will review what we learned in Msingi Bora and add some new activities.

Activity 1. Knock and Tap, jump and clap game

Demonstrate as you give the instructions. **Today we will play a new game called Knock and Tap. When I knock with my fist on the floor, you tap with your hand open. When I tap on the floor, you knock. So you do the action I do NOT do. Ready?** [LEAD]

Say to the children and parents: **Here I go.** [KNOCK ON THE GROUND 2 TIMES AND ALLOW GROUP TO RESPOND BY TAPPING GROUND 2 TIMES] If they knock as you did, pause and remind them to do the other action.

Good job! Now let's try again. Remember, you do the action I do NOT do. Ready? [TAP GROUND 3 TIMES. ALLOW GROUP TO RESPOND BY KNOCKING 3 TIMES.]

Good! Now again. [KNOCK ON GROUND 2 TIMES. ALLOW GROUP TO TAP 2 TIMES]

Now we will let one of the children take the lead. Knock or Tap. We will do the opposite.

[Pick a girl child to be the leader for several rounds. Then pick a boy to be the leader. Play a few more times.]

Now let's change it from knock and tap to jump and clap. You do the action I do NOT do. If I jump, you clap the same number of times. But if I clap, you jump that number of times. We can count how many jumps and claps we do. Ready? [CLAP 3 TIMES. ALLOW GROUP TO JUMP 3 TIMES IN RESPONSE.]

Continue as far as the group likes, and invite children to take the lead. Tell parents, **In this game, we have to pay attention and think to do the opposite of what we see. You and your child can take the lead and the other one responds. You can count your jumps and claps or knocks and taps as well to help with more learning while having fun.**

Activity 2. Making new shapes and patterns with sticks (15 minutes)

This activity requires that everyone have 10 sticks and 10 bottle caps.

Now let us try a new game that raises the challenge for your child. I have some sticks here, I will show you how to play sticks with a child and to make it more complicated. I am going to cover my design while I am making it and then let you see so you can copy.

Make a shape like mine.



What is it called? Let them answer and then say, **It's a square.**

Make a rectangle like this and then show it to them to copy.



What is it called? Let them answer and then say, **It's a rectangle because two sides are longer than the others.**

Make a tall triangle like this and then show it to them to copy.



What is it called? Let them answer and then say, **It's a triangle because it has three points and three straight lines.**

Make an equal-sided triangle like this and then show it to them to copy.



What is it called? Let them answer and then say, **Again, it's a triangle because it has three points and three straight lines. It doesn't matter if the lines are the same or different.**

Make a star like this and then show it to them to copy.



What is it called? Let them answer and then say, **It's a star because it has five points. Who can count them?**

Let the children take the lead and make a new pattern that their mother will copy. Or children can pair up with each other to make and copy patterns.

Say to the children: **You make a pattern with your sticks and your partner will try to copy your pattern this time. What pattern are you going to make?**

Remind them to let the person finish making the patterns before their partner copies it.

Now here is another game. I am going to line up some sticks and caps in a pattern. You tell me what comes next to keep the pattern going.

If the CHV is facing children, then line them up from right to left, so that the children see it from their left to right:

1
Child



CHV

2
Child



CHV

3
Child



CHV

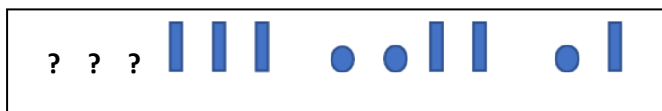
Ask children if they can tell you the rule by stating the pattern. Tell them the first and then see if they can say the other two.

For #1, the pattern from child's left to right is: stick, cap, stick, cap. So the next two are stick, cap.

For #2, the pattern is stick, cap, cap, stick. So the next two are cap, cap.

For #3, the pattern is stick, stick cap. So after a stick, comes stick, cap.

Here is a very challenging one for older children:



CHV

You can raise the challenge of the game if your child is ready, today or over time. Let children play with sticks and caps to make lots of different complicated patterns that caregivers can try to copy. Coach parents into proper responsive techniques.

COACHING PARENTS about RESPONSIVE PLAY

- Praise the mother for good interaction with her child.
- If the child is finding it easy to match the patterns, then add more sticks/caps/stones.
- If the child is not able to match the patterns, do not correct them. Continue making simple patterns and let the child try to match.
- Allow the child to lead – with the child making patterns while the parent copies.
- Parents should not touch the child's sticks.
- If children grow bored with sticks, allow them to play with other materials.

Key message: Responsive Play is important. Let your child take the lead. They don't need to have the correct answer. Remember this is not school. You are a mother, not a teacher. Be responsive to your child.

Activity 3. Responsive two-way talk with child about drawings made with sticks (15 minutes)

Now let's keep our sticks and let our children draw a picture. Maybe they can draw on the ground or in the sand and explain to us what they have drawn. We can ask them to tell us what they are drawing; maybe they can tell us a story. If your child is not sure what to draw, ask them to draw their favorite animal or favorite activity.

Have mothers and children sit in pairs. Only children will draw. Coach mothers to ask open-ended questions, like "what are you drawing?" and "what's going to happen next?" "What colour is it?"

Activity 4. Singing game (15 minutes)

Today we will play a musical game that is fun for children and adults and you can play at home. [EITHER CHV OR A MOTHER VOLUNTEER SHOULD SING THE SONG FOR THIS ACTIVITY]

[CHV explains game and sings, or asks a volunteer to sing] **I am going to sing a song. Please everyone dance while I sing. When I stop singing, you must freeze. Do not move until I start to sing again. You can freeze in fun poses or with funny faces, but you must stop all movement when the music stops.** [Sing any song, using a mix of fast and slow tempos. Pause singing at points to have the group freeze. Encourage children to dance and parents to praise what they see their children doing. Make it a fun group activity.]

Activity 5. Role Play Skits about Sharing

In each scenario the CHV will play the mother, and your supervisor will play the child. Use props as necessary for each. After you finish acting out each scenario, you will ask parents and children some questions. Allow children to answer and encourage everyone to discuss, and then you give them the right answer.

[ALLOW MOTHERS TO SIT WITH THEIR CHILDREN AND ASK A SUPERVISOR TO PLAY THE ROLE OF THE CHILD]

Skit 1. We will act out the first short skit. I am the mother, and [VOLUNTEER] is my child. Now parents and children, let's pay attention to the first skit.

[CHV AND VOLUNTEER START ACTING OUT **SKIT 1:**] Child is holding a favourite toy (doll or car) and another child asks to see it. The child says "no, it's mine. Go get your own."

[ASK MOTHERS:]

a) **Mothers: What was the child's bad behaviour?** [ALLOW THEM TO RESPOND AND THEN PROVIDE THE RIGHT ANSWER] **The child refused to share a plaything with another child.**

b) **Was the harm mild, moderate or severe?** [ALLOW THEM TO RESPOND AND THEN GIVE THE RIGHT ANSWER] **The harm was moderate, because the child has hurt the feelings of a friend and appears selfish. The consequences are that you cannot be selfish when you live with other people; you all need one another.**

c) **What can the Mother say to the Child?** [ALLOW THEM TO RESPOND AND ENCOURAGE GROUP DISCUSSION. THEN PROVIDE THE RIGHT ANSWER]. **Explain to child what he did that was not good. It was selfish and hurtful. Imagine being in the shoes of the other child and being told "no". Ask child to say sorry to the other child and let him/her play with the toy for while.**

[REDO THE SCENE AGAIN AND TELL MOTHERS] **Now we will play the skit again, and after watching you will explain to your own child what happened, what is the rule to obey, and what are the consequences.**

[GIVE MOTHERS SOME TIME TO EXPLAIN THEIR CHILDREN WHAT THEY JUST SAW]

Skit 2. We will act out the second short skit. I am the teacher, and [VOLUNTEER] is a child. Now parents and children, let's pay attention to the skit.

[CHV AND VOLUNTEER START ACTING OUT SKIT 2:] Teacher asks children to come into the classroom, to sit down quietly on the floor and get out their workbooks. The child sits down noisily, yells at another child, and smacks the workbook noisily on the floor. The teacher turns around and asks who is so noisy. No one answers. The teacher is angry, but resumes her work.

[ASK MOTHERS:]

a) **Mothers: What was the child's bad behaviour?** [ALLOW THEM TO RESPOND AND THEN PROVIDE THE RIGHT ANSWER] **The child was noisy instead of being quiet and getting to work, and won't admit to the bad behaviour. Later the child tells his/her Mother, feeling badly.**

b) **Was the harm mild, moderate or severe?** [ALLOW THEM TO RESPOND AND THEN GIVE THE RIGHT ANSWER] **The harm was moderate being disrespectful to the teacher, disruptive to other children, and disobedient.**

c) **What can the Mother say to the Child?** [ALLOW THEM TO RESPOND AND ENCOURAGE GROUP DISCUSSION. THEN PROVIDE THE RIGHT ANSWER]. **The mother can hug and praise the child for telling her of the bad behaviour. Telling the mother took courage and also shows that the child loves and does not fear the mother. The mother can say she is proud that the child told her. The mother and child should discuss how the child can make amends. Let the child offer some ways. In the end, the mother can suggest that the child tell the teacher, "I'm sorry for making such a noise and I promise not to do it again." The child can make amends by doing something to help the teacher like cleaning up at the end of the day.**

[REDO THE SCENE AGAIN AND TELL MOTHERS] **Now we will play the skit again, and after watching you will explain to your own child what happened, why there are rules at school to follow, what it would be like if there were no rules at school, and why apologizing and promising to do better is important.**

[GIVE MOTHERS SOME TIME TO EXPLAIN THEIR CHILDREN WHAT THEY JUST SAW]

Skit 3. We will act out the third short skit. I am the mother, [VOLUNTEER 1] is my child, and [VOLUNTEER 2] is the child's cousin. Now parents and children, let's pay attention to the skit.

[CHV AND VOLUNTEER 1 START ACTING OUT **SKIT 3**:] Mother says to her child, "Soon you will be going to preschool. There are lots of children at preschool. Children have to help each other when they need help, just like you help me with chores at home. Your cousin is coming this morning. Let's see if you can get along, helping each other. Here are your sticks and bottle caps to play with. Can you show her how to play your new pattern game?" [The cousin, Volunteer 2, arrives] The child hands sticks and caps to the cousin and says, "Let's play patterns. You do what I do." The child starts to make a pattern. But after several tries the cousin can't make the pattern and gets frustrated. The child grabs the cousin's sticks and caps and says, "You don't know how to play. You are a stupid baby!" The cousin looks hurt, holding back tears.

[ASK MOTHERS:]

a) **Mothers: What can the mother say to remind her child about socially appropriate behaviour with other children?** [ALLOW THEM TO RESPOND AND THEN PROVIDE THE RIGHT ANSWER] **Take the child aside and gently remind the child about helping others. Gently remind the child that other children will not want to befriend them if they show anger and call names. Ask your child to nicely help the cousin by first making some simple patterns for the cousin to copy, and then letting the cousin make patterns for the child to copy.**

b) **Why is it difficult for all children to refrain from anger and to help?** [ALLOW THEM TO RESPOND AND THEN GIVE THE RIGHT ANSWER] **Children need help controlling their anger and resolving conflicts with peers. It's not easy to put themselves in someone else's shoes. Remind them about noticing when others need help. Remind them that they also need help sometimes and that they are grateful when others help them.**

c) **What can the Mother say to the Child?** [ALLOW THEM TO RESPOND AND ENCOURAGE GROUP DISCUSSION. THEN PROVIDE THE RIGHT ANSWER]. **The mother can say to both children that they need to play nicely. The cousin can tell the child that she needs help playing the game; the child can notice when the cousin needs help and offer it. Tell the child that anger and name-calling is not nice. It hurt the cousin's feeling. Ask the child how he/she can help the cousin learn the game. Praise them for resolving the conflict.**

[REDO THE SCENE AGAIN AND TELL MOTHERS] **Now we will play the skit again. After watching you will explain to your own child what happened, what is the rule to obey, and what are the consequences** [in this case the consequence is that children will lose their friends if they don't help and they will make friends if they do help].

[GIVE MOTHERS SOME TIME TO EXPLAIN THEIR CHILDREN WHAT THEY JUST SAW]

We talked about guidelines for teaching children right from wrong. In brief these are the four guidelines:

- 1. Have To-Do and Not-To-Do rules that you have explained to your children.**
- 2. Talk to your children: praise when they do something good and explain when they do something wrong.**
- 3. Mistakes are a time for learning, not for punishing.**
- 4. When the child does something intentionally harmful, parents follow 3 steps.**

- I. The first discipline is a verbal explanation of why the behaviour is undesirable. The child should say "sorry".
- II. The second discipline is that the child should help to clean the mess or does something to compensate like sharing a toy with the injured child. The parent should warn the child that if done again the child will have to sit by himself for 30 minutes or do an extra chore.
- III. The third discipline is to sit by himself for 30 minutes or do an extra chore.

Key message: We should never use physical punishment to teach our child right from wrong. The four rules can teach our children right from wrong without hurting them or their growth.

Activity 6. Review of the 5 main messages and Group Song (15 minutes)

Let's review what we have been speaking about in previous sessions. Remember, babies' brains are ready to go at birth. Parents can do a lot to help the child's brain to keep growing. To keep growing and become as strong as possible, it needs five things. Do you remember what are the five key messages from Msingi Bora?

31. **Love:** Parents show love and respect, not harshness.
32. **Talk:** Parents practice 2-way talk with their children.
33. **Play:** Parents provide a variety of stimulating play objects.
34. **Wash:** Parents wash their own and their child's hands before touching food and after touching feces.
35. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

Here there are the Big Five that we must try to do every day. We can remember them on the fingers of one hand: love, talk, play, wash, food.

We are having these BOOSTER sessions to remind you that these behaviors and messages remain very important. Buddies can also support each other to continue them. Families can support each other as well. Our children's futures can be brighter if we continue with our program messages into the future!

As homework for our next booster session, let us teach our children good social behaviour. Observe if they put it into practice when playing with other children. Let's come back next time ready to discuss our experiences, both good and bad. Remember to play responsively, letting your child take the lead with games and talking about pictures in the book. Please remember to bring to the next session your playbag and some sticks and caps.

Let's now sing some of the [group songs](#) we learned in the past sessions to close Msingi Bora.

Clap and sing 2-3 songs that were adapted for the 5 messages. Involve all parents and children in singing. Children can clap and dance.

Thank you for participating in Msingi Bora! Continue to practice our messages with your children every day to help them grow and to thrive!

[END of Booster 7]

Booster 8. More about the 5 key messages for older children

Information about Booster sessions for CHVs to read ahead of the session

- Booster sessions help parents learn new games and activities to do with their children, because children of this age can learn more complex things, such as numbers and patterns.
- Children need to learn to understand 10 new words a day. They can do this if parents talk to them and use word games in addition to the book to talk about events outside their family.
- Booster sessions will help parents understand important concepts like “responsive play,” “responsive 2-way talk,” respectful talk with spouses, gentle discipline of their children, animal-source foods, and hygiene with soap.
- Booster sessions remind parents that children should have a playbag with new materials added monthly and all mothers should have a buddy.
- We repeat the ground rules to keep our families and community safe from COVID.
- In this session, we remind mothers about responsive play: how to let children take the lead in games they already know, and how to make games more challenging as children become more skilled.
- In Activity 1 of this session, we repeat a game that lets children think about their actions before doing them. The Clap and Snap game and the Up and Down game, versions of the Head and Toes game, gives children practice at inhibiting their actions and remembering to apply new rules. These are called executive function skills.
- For Activity 2, all families should have 12 sticks, and 12 bottle caps/stones for counting, adding and taking away.
- We are now going to ask children to get directly involved in acting out the skits. For children, this is called "pretend play". Some children engage in pretend play on their own with siblings or friends. Pretend play is good for children's development of language and social skills. To encourage pretend play, we are going to ask children to act out the skits with us. This may be new for them and so require some CHV encouragement. Skits will show socially good solutions to problematic situations.

Welcome and Review (10 minutes)

Give a soap/milk to parents at start of booster.

- **Welcome. Thank you for coming today. I am here today to review the main messages from our Msingi Bora program, and to discuss how you and your family can continue to practice these messages with your children as they get older.**
- **Before we begin, I want to repeat the rules for how we will meet during the COVID-19 pandemic. Please listen carefully:**
 - **All mothers and adults must wear a mask or other face covering. If you do not have one, we can provide a disposable one, but we encourage you to create your own cloth masks for your whole family because this is safest for everyone.**

- All families must maintain two meters of “social distance” between them as our local public health advises. Family members do not need to distance.
 - We will meet outside and in smaller groups of no more than 10 persons to obey local public health guidance. We will not meet inside if our group is more than two mothers as we cannot maintain proper distancing.
 - All participants, parents and children, should wash hands at the start and end of every meeting. Please do not allow your children to share toys as much as possible.
- Do you remember the main messages of Msingi Bora? [ALLOW RESPONSE]
 - Did you play some new or old favourite games with your child since our last booster? Did anyone play games with sticks and caps or knock and tap? [Ask some parents to demonstrate how they played the game and see if it fits the rules, e.g. letting the child take the lead while the parent follows. If not, ask the parent to show how the child can take the lead.]

Thank you for sharing your experiences.

Purpose

Today we will review what we learned in Msingi Bora and add some new activities.

Activity 1. Snap and Clap; Look up and Look down game (15 minutes)

By now everyone knows the Knock and Tap game, and they know the Jump and Clap game. Here are the instructions for another game like that. Everyone first stand. [Demonstrate as you state the new game instructions]: **When I Snap my fingers, you Clap your hands; when I Clap my hands, you Snap your fingers. Let's try that one first.** Do this 4 or 5 times only.

Now I am going to add another set of instructions: **When I Look Up, you Look Down; and when I Look down, you Look Up.** [CHV demonstrates as you give the instructions.] **OK, let's try this one now.** Do this 4 or 5 times (look up/look down).

Now let's put those two games together. **Be careful and watch what I do. You do the opposite. Ready?** Do 2 or 3 Look Up and Look Down and then switch to Snap and Clap, then back to Up and Down. Go slower if people get confused; go faster if they are getting it correct.

Now we will let one of the children take the lead. **Clap, Snap, Up, Down. We will do the opposite.** [Pick a child to be the leader for several rounds. Then pick another child to be the leader. Play a few more times.]




Continue as far as the group likes, and invite children to take the lead. Tell parents, **“In this game, we have to pay attention and think to do the opposite of what we see. You and your child can take the lead and the other one responds. You can go faster or go slower depending on how well your child is following the instructions and having fun. “**

demonstrate putting some sticks in each hand but don't show the children because you don't want them to copy you. They can decide how to divide the 6 sticks into two hands.]

- **Now, everyone open your two hands and show us what you have in each.**
- Say aloud what each child has this way: **[Name] has 4 sticks in the right hand and 2 stick in the left hand; put them all together and he/she has 6 sticks. Is that correct? [Name] has 3 sticks in the right hand and 3 sticks in the left; put them all together and he/she has 6 sticks. Is that correct?**
- If there are some combinations that children did not show, then the CHV can show them with her sticks. For example, there are 7 ways to make 6: $1 + 5 = 6$, $5 + 1 = 6$, $2 + 4 = 6$, $4 + 2 = 6$, $3 + 3 = 3$, $6 + 0 = 6$, $0 + 6 = 6$. It is easy to forget 0 (zero), but it is a very important number.
- **Now let all the children take 6 bottle caps and we will see how they divide them between themselves and their Mother. How many will you give your Mother and how many will you keep for yourself? You decide.**
 - **Did anyone give their Mother 6 caps?** Ask these children how many they kept for themselves; it will be zero. You can still congratulate them for sharing all the caps with their Mother because she deserves a big gift.
 - **Did anyone give their Mother 3 caps?** Ask these children how many they kept for themselves; it will be 3 caps. Ask: **Does that mean you got both got the same number of caps? What does "same" mean?**
 - **Did anyone give their Mother 2 caps?** Ask these children how many they kept for themselves; it will be 4 caps.
 - **Did anyone give their Mother 4 caps?** Ask these children how many they kept for themselves; it will be 2 caps. **Did anyone give their Mother 1 cap?**
 - **Did anyone give their Mother 0 caps?** Ask these children how many they kept for themselves; it will be 6 caps.
 - **We can see that there are 7 ways to share 6 caps:** $6 + 0$, $0 + 6$, $1 + 5$, $5 + 1$, $4 + 2$, $2 + 4$, and $3 + 3$.

Now here is another game. I am going to line up some sticks and caps in a pattern. You tell me what comes next to keep the pattern going.

If the CHV is facing children, then line them up from right to left, so that the children see it from their left to right:

1	2	3
Child	Child	Child
		
CHV	CHV	CHV

Ask children if they can tell you the rule by stating the pattern. Tell them the first and then see if they can say the other two.

For #1, the pattern from child's left to right is: stick, cap, stick, cap. So the next two are stick, cap.

For #2, the pattern is stick, cap, cap, stick. So the next two are cap, cap.

For #3, the pattern is stick, stick cap. So after a stick, comes stick, cap.

Here is a very challenging one for older children:



You can raise the challenge of the game if your child is ready, today or over time. Let children play with sticks and caps to make lots of different complicated patterns that caregivers can try to copy. Coach parents into proper responsive techniques.

COACHING PARENTS about RESPONSIVE PLAY

- Praise the mother for good interaction with her child.
- If the child is finding it easy, then add more sticks/caps/stones.
- If the child is not able to do the task, then make it easier with fewer sticks and caps.
- Allow the child to lead – with the child handling sticks and caps while the parent copies.
- Parents should not touch the child's sticks.
- If children grow bored with sticks, allow them to play with other materials.

Key message: Responsive Play is important. Let your child take the lead. They don't need to have the correct answer. Remember this is not school. You are a mother, not a teacher. Be responsive to your child.

Activity 3. Memory game (15 minutes)

For this activity the CHV should create six small pieces of paper or cloth, all the same size and shape. On two draw squares on one side, on two draw circles, and on two draw a star.

Here is a good game for young children because they have better memories than us older folks. So let's see how they do. You can play this game with six pieces of paper or six pieces of cloth. The CHV can use either paper or cloth. I have six squares of paper 10 cm x 10 cm: three sets of twins. Two of them have a square; two have a circle; and two have a star. Show your papers with the shapes. Now I turn them over so you cannot see the shape and mix them up so the twins are not together. Your challenge is to find the twins. You get to turn over only two on your turn, and then it's the next person's turn. If you find the twins, then you can keep them.

Let's have two children come to play the game. Invite the two children to sit beside the overturned papers so that the others can watch. Now, one child will point to one paper and I will turn it over; then point to a second paper and I will turn it over. The pointing/turning is done sequentially not simultaneously. Let a child point to one, while you turn it over to show the shape; and then the child points to a second paper, while you turn it over to show the shape. If they are not the same shape, then the two papers get turned back so the shape cannot be seen, and it is the next child's turn. If they are the same shape, then the child gets to keep those two papers. And it is the next child's turn to point first to one paper, have it turned over, and then try to remember where is the twin of that shape before pointing to a second paper. All other papers remain as they were placed originally – they should always remain in the same place so children can memorize the shape and its location. Let those two children play and then invite two others to play. Make sure all children get to play.

This game can be made more complicated by adding more papers with pairs of matching draws.

Activity 4. Singing and rhyming (10 minutes)

Take some time to have children teach everyone songs they learned at preschool or rhymes.

Activity 5. Role Play Skits about Social Behavior

We want children to do some pretend play in the form of skits. Let's see how they can solve some social problems in an appropriate way. You can let children do the skit first in the way they think best. If they are too shy you can do an adult-led skit.

Skit 1. The first skit is about being lost in a crowd such as the market. We will set up the scene this way: [pick an older child to stand up with Mother] **Name is walking around the market. Several of us adults are also standing around. Suddenly the Mother is gone** [Mother disappears behind a tree or behind the house] **and Name doesn't know where. She is surrounded by tall adults and can't see her Mother.**

This is the scene. Name, what will you do now? Let the child say or act out what he/she will do. Ask other children what he/she should do. Then tell the child to act out those suggested options and the following options if not already mentioned: child starts to cry and sits down, child starts yelling for Mother but the Mother can't hear, child goes to a lady selling vegetables and asks for help. Ask everyone, **What would be the best thing for the child to do? Is there something the child could try first and if that didn't work they could try something else? Consider what the Mother would be thinking – would she notice her child was not with her, what would she do?** Let MOTHERS and CHILDREN respond to these questions.

Then let other children act out the role of a lost child. Some children may want to act out the role of a bystander at the market who saw the lost child and tried to help.

[GIVE MOTHERS SOME TIME TO EXPLAIN THEIR CHILDREN WHAT THEY AS MOTHERS WOULD DO IF THE CHILD GOT LOST AND WHAT THEY WOULD EXPECT THEIR CHILD TO DO]

Skit 2. The second skit is about taking a younger sibling to get immunized at the clinic. We will set up the scene this way: [pick an older child to stand up with a younger child or a doll or the CHV playing the role of a younger sibling/baby who is afraid and whimpering] **Name is sitting at the clinic with a younger sister/brother. The Mother is in another location trying to register the baby or get some family medication. The younger one is to get vaccinated for measles and is crying because of the strangeness of the clinic and expectations of a hurtful jab.**

This is the scene. Name, what will you say to stop the baby from crying? Let the child say or act out what he/she will do. Ask other children what he/she should do. Then tell the child to act out those suggested options and the following options if not already mentioned: child calls to Mother to come; child pats and talks to baby, child has brought a toy and offers it to the baby, child makes funny faces to distract the baby. Ask everyone, **What would be the best thing for the child to do? Is there something the child could try first and if that didn't work they could try something else? Consider what the Mother would be thinking –what would she want the older child to do?** Let MOTHERS and CHILDREN respond to these questions.

Then let other children act out the role of an older sibling with a crying baby. Some children may want to act out the role of a bystander at the clinic who saw the crying baby and tried to help.

[GIVE MOTHERS SOME TIME TO EXPLAIN THEIR CHILDREN WHAT THEY AS MOTHERS WOULD EXPECT THEIR CHILD TO DO]

Key message: We should praise children when they do something good and set clear expectations of how we want them to behave. Talk with your child about what you expect, especially if you initiate a new activity such as going to the market or clinic. Never use physical punishment to teach our child right from wrong.

Activity 6. Review of the 5 main messages and Group Song (15 minutes)

Let's review what we have been speaking about in previous sessions. Remember, babies' brains are ready to go at birth. Parents can do a lot to help the child's brain to keep growing. To keep growing and become as strong as possible, it needs five things. Do you remember what are the five key messages from Msingi Bora?

36. **Love:** Parents show love and respect, not harshness.
37. **Talk:** Parents practice 2-way talk with their children.
38. **Play:** Parents provide a variety of stimulating play objects.
39. **Wash:** Parents wash their own and their child's hands before touching food and after touching feces.
40. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

Here there are the Big Five that we must try to do every day. We can remember them on the fingers of one hand: love, talk, play, wash, food.

We are having these BOOSTER sessions to remind you that these behaviors and messages remain very important. Buddies can also support each other to continue them. Families can support each other as well. Our children's futures can be brighter if we continue with our program messages into the future!

As homework for our next booster session, let us talk to our children good social behaviour, such as helping at home with chores, getting along with family members and friends. Observe if they put it into practice and praise them. Let's come back next time ready to discuss our experiences, both good and bad. Remember to play responsively, letting your child take the lead with games and talking about pictures in the book. Please remember to bring to the next session your playbag and some sticks and caps.

Let's now sing some of the group songs we learned in the past sessions to close Msingi Bora.

Clap and sing 2-3 songs that were adapted for the 5 messages. Involve all parents and children in singing. Children can clap and dance.

Thank you for participating in Msingi Bora! Continue to practice our messages with your children every day to help them grow and to thrive!

[END of Booster 8]

Booster 9. More about the 5 key messages for older children

Information about Booster sessions for CHVs to read ahead of the session

- Booster sessions help parents learn new games and activities to do with their children, because children of this age can learn more complex things, such as numbers and patterns.
- Children need to learn to understand 10 new words a day. They can do this if parents talk to them and use word games in addition to the book to talk about events outside their family.
- Booster sessions will help parents understand important concepts like “responsive play,” “responsive 2-way talk,” respectful talk with spouses, gentle discipline of their children, animal-source foods, and hygiene with soap.
- Booster sessions remind parents that children should have a playbag with new materials added monthly and all mothers should have a buddy.
- We repeat the ground rules to keep our families and community safe from COVID.
- In this session, we remind mothers about responsive play: how to let children take the lead in games they already know, and how to make games more challenging as children become more skilled.
- For Activity 2 and 3, remind all families they need to have their playbags, and 12 sticks and caps.
- We are going to introduce an internet site that has lots of Kenyan stories in English and Swahili. You don't have to show the pictures; you can simply tell the story and let children listen. We have picked ones from Level 2 because they have some events that are good for language and cognitive development. Stories should be challenging so that children learn new vocabulary. But you are free to tell whatever stories you want.

Welcome and Review (10 minutes)

Give a soap/milk to parents at start of booster.

- **Welcome. Thank you for coming today. I am here today to review the main messages from our Msingi Bora program, and to discuss how you and your family can continue to practice these messages with your children as they get older.**
- **Before we begin, I want to repeat the rules for how we will meet during the COVID-19 pandemic. Please listen carefully:**
 - **All mothers and adults must wear a mask or other face covering. If you do not have one, we can provide a disposable one, but we encourage you to create your own cloth masks for your whole family because this is safest for everyone.**
 - **All families must maintain two meters of “social distance” between them as our local public health advises. Family members do not need to distance.**
 - **We will meet outside and in smaller groups of no more than 10 persons to obey local public health guidance. We will not meet inside if our group is more than two mothers as we cannot maintain proper distancing.**

- All participants, parents and children, should wash hands at the start and end of every meeting. Please do not allow your children to share toys as much as possible.
- Do you remember the main messages of Msingi Bora? [ALLOW RESPONSE]
- Did you play some new or old favourite games with your child since our last booster? Did anyone play the memory game? Or another game? [Ask some parents to demonstrate how they played the game and see if it fits the rules, e.g. letting the child take the lead while the parent follows. If not, ask the parent to show how the child can take the lead.]

Thank you for sharing your experiences.

Purpose

Today we will review what we learned in Msingi Bora and add some new activities.

Activity 1. Head and Shoulders, Knees and Toes game, Measuring (20 minutes)

Let's stand up. Does everyone remember the Head and Toes game? When the leader touches Head, everyone has to touch Toes, and vice versa. One of the children can be the leader and we will do the opposite. Let a child who remembers the game take the lead. Play this for a few minutes.

Now we can switch to Shoulders and Knees. Who wants to lead this round? Let another child lead. Remember when the leader touches shoulders, then we have to touch knees, and vice versa. Do this for a few minutes.

Now let's combine them. If the leader touches Head, we touch Toes; if the leader touches Knees, we touch *what*? Pause to let children answer. Correct answer is Shoulders. Let another child lead this game; you can let several children lead so everyone gets a turn to lead.

Tell parents, "In this game, we have to pay attention and think to do the opposite of what we see. You and your child can take the lead and the other one responds. You can go faster or go slower depending on how well your child is following the instructions and having fun. "

Now that everyone is standing, let's see how tall the children are. Let the children stand in a row so that the tallest one is at this end and the shortest at that end. Ask the children to identify the tallest among them. Even if they are incorrect, let that child stand at one end. Let the children arrange themselves in a row from tallest to shortest. Then they can each check by observing the row of standing children. Only when they have done the task themselves can adults express their opinion. Praise or Correct.

Now let's see foot length. The child with the longest foot can stand at one end, then the next longest foot and so on to the shortest foot. Let children figure out how to determine foot length and line themselves up. Only when they have done the task themselves can adults express their opinion. Praise or Correct.

Now let's see about hand size, from the heel of the hand to the tip of the middle finger. Who has the longest hand? And then the next longest hand, and so on down to the shortest hand. The CHV can suggest that children make an imprint of their hands in the ground to determine size, or they can press hand to hand. Only when they have done the task themselves can adults express their opinion. Praise or Correct.

Activity 2. Make patterns with all your playthings (10 minutes)

We used to make patterns out of sticks and caps, but you can use anything to make a pattern. We will now use all the different things in your playbag to make a pattern or a picture. The CHV can provide some materials like small squares or triangles of cloth, rope or string, stones, leaves or grass, small pictures, or text cut from paper; make sure the things are small enough so that many can be combined into a pattern or picture. Encourage children to be creative and to combine the objects in unusual ways, beside each other or overlapping or on top. They don't have to look like a bird or flower or house; they can be a 3-dimensional collage. Let them work and re-work their art for as long as they want. Don't tell them what to do. Then each child can tell everyone what they like about their art. They do not have to say what it is; it may simply be abstract art that is pleasing to the eye. Praise the children for working creatively with concentration.

Tell parents, **"If your child is ready, parents can raise the challenge of the art game by adding more materials, either from the natural environment or from your home. Let children freely express their artistic sense with different colors and textures to make patterns.**

COACHING PARENTS about RESPONSIVE PLAY

- Praise the mother for good interaction with her child.
- If the child is finding it easy, then add more materials.
- If the child is not able to do the task, then make it easier with fewer materials.
- Allow the child to lead and put things together as they want.
- Parents should not touch the child's artwork unless the child asks you to help.
- If children grow bored, allow them to start another activity.

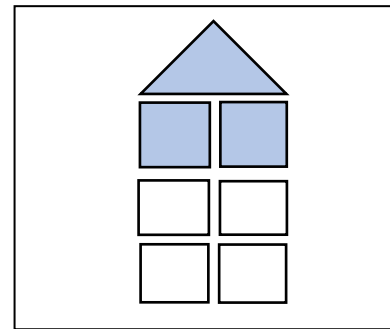
Key message: Responsive Play is important. Let your child take the lead. They don't need to have the correct answer. Remember this is not school. You are a mother, not a teacher. Be responsive to your child.

Activity 3. House numbers (15 minutes)

The CHV should make a paper design to look like this:

In the top triangle, with pencil write the number **4**.

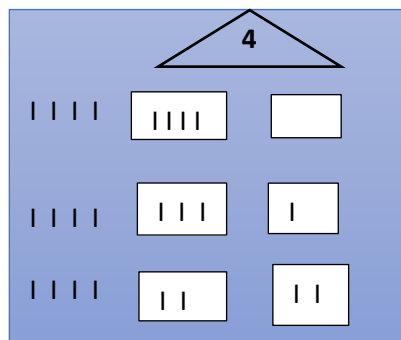
To start, show just the top pair of rooms under the roof (shaded forms in the figure).



This is the roof of a house; it says 4. Under the roof there are two rooms, side by side. Maybe you can draw the two rooms in the ground with a stick.

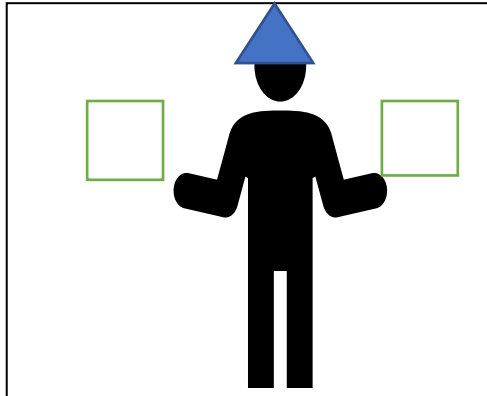
Then take 4 of your sticks and divide them into the two rooms you have drawn. Some of you will have 3 sticks in one room and 1 stick in the other room, some may put 2 and 2, or 4 and 0. Let's see how you want to do it. Each of you can decide how you want to put your sticks in the two rooms.

Now I am going to show you all the ways you can give 4 sticks to each floor of the house. CHV can show the full house with the roof and with three floors, each floor has a pair of rooms. Put 4 sticks beside each of the floors; you will distribute them into the two rooms of that floor. **Under our roof of 4, I can put 4 sticks in one room and 0 in the other. On the next floor, I can put 3 sticks in one room and 1 stick in the other. On the bottom floor, I can put 2 sticks in one room and 2 in the other.** CHVs may show them and maybe Mothers can help them draw the house and distribute 4 sticks to each floor, doing it a different way on each floor.



If some children understand this, give them another challenge: put the number 3 in the roof, put three sticks beside each floor and distribute the three sticks to the two rooms on that floor. Make every floor look different: 3 and 0, 2 and 1, or 1 and 2.

Alternative drawing. If the house and roof are not familiar to the children, you could instead use a drawing of a person with a cone cap that says 4. The body would have three pairs of arms, each holding a box.



Activity 4. Singing and rhyming, Expanding vocabulary (15 minutes)

- a. Take some time to have children teach everyone songs they learned at preschool or rhymes.
- b. The purpose of this Language activity is to help children understand what it means to define a word. Briefly, it means providing some defining properties and functions of the thing.

Let's pretend that I cannot see. I have a scarf around my eyes. I have just arrived from another place, another planet in the sky. I don't know about the things you have here.

1. Someone told me that you have things called "ball". What is a ball? Can you tell me what it looks like and what you do with it, so I'll know what it is? Let children start to tell you. After a while, if they are not giving defining features, you can ask them questions: What is a ball's shape? Does it have a certain feeling? Can I eat it? [let them laugh] What can I do with it? Get them to focus on some defining features of how it looks and feels and also what it does.

2. Someone told me you have a thing called "egg". What is an egg? Can you tell me what it looks like and what you do with it? Let children answer. Ask questions if necessary to help them focus on the answers that define an egg.

3. Someone told me you have a thing called "soap". What is "soap"? What does it look like and what do you do with it?

4. Someone told me you have a thing called "dog". What is a "dog"?

5. How about "school". What is "school"?

6. What does it mean to be "happy"? What is "happy"?

Activity 5. Stories about Social Behavior (10 minutes)

The CHV will tell a story to the children. You can tell the children the story without showing any pictures, because the words of these stories are clear.

Here is the site for Kenyan stories <https://global-asp.github.io/storybooks-kenya/stories/en> .

There is a Swahili translation but not one in Luo. The reading level for each is given but this level applies when children themselves read the stories. When adults tell or read the stories to children, they should pick a higher level. We suggest the Level 2 stories: *Why hippos have no hair* and *Punishment*. Be sensitive to words that children may not know, like "greedy" and tell them what it means. You can ask the children to talk about the stories when you finish. Ask what they liked and did not like about the story. Why was the rabbit so mean to the hippo? How did Rahim get punished?

Activity 6. Review of the 5 main messages and Group Song (15 minutes)

Let's review what we have been speaking about. Remember, babies' brains are ready to go at birth. Parents can do a lot to help the child's brain to keep growing. To keep growing and become as strong as possible, it needs five things. Let's say the five key messages from Msingi Bora?

41. **Love:** Parents show love and respect, not harshness.
42. **Talk:** Parents practice 2-way talk with their children.
43. **Play:** Parents provide a variety of stimulating play objects.
44. **Wash:** Parents wash their own and their child's hands before touching food and after touching feces.
45. **Food:** Parents provide animal-source foods – egg, fish, chicken, liver.

Here there are the Big Five that we must try to do every day. We can remember them on the fingers of one hand: love, talk, play, wash, food.

This is our last Booster session. Buddies can also support each other to continue them. Families can support each other as well. Our children's futures can be brighter if we continue with our program messages into the future!

Let's now sing some of the [group songs](#) we learned in the past sessions to close Msingi Bora.

Clap and sing 2-3 songs that were adapted for the 5 messages. Involve all parents and children in singing. Children can clap and dance.

Thank you for participating in Msingi Bora! Continue to practice our messages with your children every day to help them grow and to thrive!

[END of Booster 9]